
Impoliteness Strategies of Bullies' Speech in Selected Children's Short Stories

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ABSTRACT

The current study examines bullies' speech in four selected American children's short stories. Bullying, as a social action, has recently widely spread among children particularly at school age. Therefore, needs increase to raise children's awareness about the social impact of this phenomenon. The current study aims at recognizing the types and purposes of bullying perpetrated by bullies in the data and exhibiting the bullies' use of impoliteness strategies to accomplish their goals. In association with the aims, the study sets out two hypotheses: (1) direct emotional bullying is the most dominant type of bullying, with the function of gaining power and control, (2) it is presumable that bullies frequently target their victims with the negative impoliteness strategy. To examine the hypotheses set forth, an eclectic model is designed that consists of two layers. The first layer encompasses the types and functions of bullying. The second layer includes investigating the bullies' use of the impoliteness strategies via Culpeper's (1996) impoliteness theory. The analysis comes to two main conclusions: (1) The study has concluded that the most dominant type of bullying is the direct emotional one for its immediate effect on their victims. Bullying's primary goals are power and control because schools work as a simulation of the wider society; some children have a yearning for power and control. (2) Bullies make use of negative impoliteness strategy the most frequently to invade the victim's personal space without asking or having permission.

Key Words: (bullying, bullies, victims, impoliteness, relational bullying, emotional bullying).

أساليب التعدي في خطاب المتتمرين في قصص اطفال مختارة
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الملخص:

تبحث الدراسة الحالية في خطاب المتتمرين في أربعة قصص اميركية قصيرة مختارة لأطفال. لقد انتشر التنمر ، كعمل اجتماعي ، مؤخراً على نطاق واسع بين الأطفال خاصة في سن المدرسة. لذلك ، تزداد الحاجة لتوعية الأطفال بالتأثير الاجتماعي لهذه الظاهرة. تهدف الدراسة إلى التعرف على أنواع وأعراض التنمر التي يرتكبها المتتمرون في العينة المستخدمة و إظهار استخدام المتتمرين لاستراتيجيات التعدي لتحقيق أهدافهم. تزامناً مع هذه الأهداف، تحدد الدراسة فرضيتان: (١) التنمر العاطفي المباشر هو أكثر أنواع التنمر شيوعاً، وغالباً يكون الهدف هو اكتساب القوة والهيمنة. (٢) أن المتتمرين يستهدفون ضحاياهم في كثير من الأحيان باستراتيجية التعدي السلبية. لفحص الفرضيات المحددة مسبقاً، تم تصميم نموذج انتقائي يتكون من مستويين. يشتمل المستوى الأول على أنواع ووظائف التنمر. بينما يشتمل المستوى الثاني على التحقيق في استخدام المتتمرين لاستراتيجيات التعدي من خلال نظرية التعدي لكوليبير (١٩٩٦). يخلص التحليل إلى استنتاجان: (١) من حيث أنواع ووظائف التنمر، خلصت الدراسة إلى أن أكثر أنواع التنمر استخداماً هو التنمر العاطفي المباشر؛ وذلك لتأثيره الفوري على الضحايا. أهداف التنمر الأساسية هي القوة والهيمنة لأن المدرسة تحاكي المجتمع الأكثر اتساعاً، وبعض الأطفال لديهم توجع إلى السلطة والسيطرة. (٢) يستخدم المتتمرون استراتيجية الوقاحة السلبية في أغلب الأحيان لانتهاك المساحة الشخصية للضحية دون طلب أو الحصول على إذن.

الكلمات المفتاحية: (التنمر، المتتمرين، الضحايا، التعدي، التنمر الاجتماعي، التنمر العاطفي).

1. INTRODUCTION

There has been an increasing interest in the issue of school bullying since the release of Olweus's book "Aggression in the Schools" in 1978 (Smith et al., 2002, p. 1119). Because of its far-reaching consequences and its relation to other dilemmas youths encounter, empirical research results on bullying demonstrates that it needs a distinct attention (Brank et al., 2012, p.2). Bullying has become a popular topic among researchers, says Berger (2007, p.1). The reason for that is the contradictory results to the public presumptions for bullying which researchers come up with. Additionally, many studies concerning the desire for children at school to attack other children have discovered many reasons and ways for bullying changeable according to age, gender, context, and social status (Archer, 2004, p.4). This study intends to analyze children's stories to explore the linguistic devices

utilized by bullies in children's short stories to depict bullying. The current study focuses on how the bullying behavior among a considerable age-group ranging from 5-12 years old is enacted and issued by bullies in four short stories that are directed to children. Four extracts are analyzed in terms of the model adopted in this study.

2. LITERATURE REVIEW

2.1. Pragmatics

Pragmatics, according to Yule (1996, p.3), is the study of how more information is conveyed than is stated. Language studies need a pragmatic level, in which pragmatics provides a descriptive framework for analysis. Van Dijk (1977, p.189) asserts that the goal of pragmatics is to provide effective circumstances for the utterance – act; as well as to explain how such an act may be a part of a series of interactions in which it is either accepted or rejected by another agent. According to Leech (1983, p.5), pragmatics is a theory of suitability, whereas Levinson (1983, p.5) describes pragmatics as the field of language use. Speakers can alter the meaning of a term or the mental state or awareness of others through language (for instance, by telling them something new). Pragmatics is the study of what language users intend, do, and how they do it in real life situations. On showing the role of pragmatics in enriching our coded messages, Ariel (2008) proclaims that to achieve plausible communication, pragmatics must enter the scene to help make interpretations and inferences. Moreover, she asserts the well-known fact pertaining to pragmatic theorists and their views of how the corresponding situation can impact meaning. There are two types of sources, the first one is the 'semantic source' which denotes the literal meaning of the speaker's utterance, and the pragmatic source follows, helping in inferring the implicated as well as explicated interpretations the speaker intends us to draw (pp. 2,84).

2.2 Impoliteness Theory

Considering Brown and Levinson's politeness theory, Culpeper (1996, 2001, 2013) develops opposite communicative strategies to those submitted through politeness theories. He argues that while politeness theories work on maintaining social harmony in an interaction, little is written about behaviors that may bring disharmony into it (Culpeper, 1996, p.349). Therefore, he investigates impoliteness or the strategies that attack face or the sensitive representation of one's self-image. Impoliteness refers to "the negative

attitude towards specific behaviors occurring in specific contexts. It is sustained by expectations, desires and /or beliefs about social organization, including, in particular, how one person's or a group's identities are mediated by others in interaction" (Culpeper, 2001, p.23). Culpeper argues that impoliteness strategies attack face instead of enhancing it, so following Brown and Levinson's politeness strategies his impoliteness strategies are:

1- **Bald on record impoliteness**

Opposite to Brown and Levinson's bald on record politeness where FTA is unintentionally performed by the speaker (henceforth S), here FTA is direct and obvious. For instance:

(34) S: "*So you're promoting an arrantly unqualified half-wit to the position of immense importance based purely on nepotism*" (Sari et al. 2019, p. 233)

2- **Positive impoliteness**

Several strategies may be used by a speaker towards a hearer (henceforth H) to destroy his positive face. Culpeper (1996, p.357) submits a list including the positive strategies of a speaker. It consists of:

- (a) Ignore/ snub the other; fail to acknowledge the other's presence
- (b) Exclude the other from an activity
- (c) Disassociate from the other for example avoid sitting together
- (d) Be disinterested, unconcerned, unsympathetic
- (e) Use inappropriate identity markers for example use title and surname when a close relationship pertains, or a nickname when a distant relationship pertains.
- (f) Use obscure or secretive language for example, mystify the other with jargon, or use a code known to others in the group, but not the target.
- (g) Seek disagreement, like selecting a sensitive topic
- (h) Make the other feel uncomfortable
- (i) Use taboo words, like swearing
- (j) Call the other name

(35) S: "*Are you okay, sweeties? I'm sorry. Come on. Let's get away from this evil man.*" (Sari et al. 2019, p. 229)

3- Negative impoliteness

It refers to strategies that tend to destroy the hearer's negative face. They are employed by the speaker and include redressive actions to reduce FTA effect (Culpeper, 1996, p.356). These strategies are:

- (a) Frighten-instill a belief that action detrimental to the other will occur
- (b) Be contemptuous
- (c) Condescend, scorn or ridicule, emphasize your relative power
- (d) Invade the others space-literally (e.g., position yourself closer to the other than the relationship permits) or metaphorically (e.g., ask for or speak about information which is too intimate given the relationship).
- (e) Belittle the other (e.g., use diminutives).
- (f) Do not treat the other seriously.
- (g) Explicitly associate the other with a negative aspect- personalize- use the pronouns 'I' and 'you'.
- (h) Put the other's indebtedness on record

(36) S: *“Anyway, you got it back, and you're okay. No thanks to him. Look at him, skinny bag of wet. Now, turn around and drive us home, Eugene”* (Sari et al. 2019, p. 229).

4- Sarcasm or mock politeness

When the speaker uses insincere politeness strategies with the purpose not to directly offence the hearer or contradicting politeness strategies. Mocking and sarcasm are close to the notion of irony developed by Leech (1983) (Culpeper, 1996, p.356).

(37) S: *“Of course, of course. It's a real struggle and my heart goes out to them. It's very tough, very sad. I don't want to get any letters. But this guy, come on!”* (Sari et al. 2019, p. 234)

5- Withhold politeness

When polite actions absent where they are expected to exist between interlocutors and implied face damaging is reflected then politeness is withheld, and it is expressed as an absence of polite attitude.

(38) Bannerman: *“What up, McGregor...”*

Thomas: *“Bannerman. Congratulations”*.

Bannerman: *“I didn't even want it. I was in Ibiza last night. Heavy lies the crown, yeah?”* (Sari et al. 2019, p. 230).

2.3 Bullying

Harris (2009، p.5) mentions that the definition of bullying has changed a lot over time، yet many researchers in the field depend mostly on Daniel Olweus's definition. Olweus's definition rests on three essential pillars، they are:

- Intentional hurtful actions.
- These actions are executed repeatedly and over time.
- The bully-victim couplet is defined by a power imbalance in which the bully possesses stronger physical or psychological than the victim.

Olweus' definition stresses "negative actions" that happens "repeatedly and over time". The goal is to eliminate minor، non-serious negative actions aimed against one student at one time and another later. As to the person who bullies others، s/he could be one person or a group. The victim، as well، might be an individual or more. However، in school situation the bullying usually targets a single person (Olweus، 1993 as cited in Aalsma & Brown، 2008، pp.101-102).

Bullying can be conducted verbally (e.g.، name-calling، threats)؛ physically (e.g.، beating، bunching)؛ or psychologically (e.g.، rumors، exclusion from a group). Research findings، concerning the types of bullying، are consistent across countries (Nansel et al.، 2001، p.1).

2.3.1 Types of Bullying

Bullying may adopt several forms. In terms of directness there is direct and indirect bullying. Regarding the way it is conducted، there is physical and verbal bullying. According to stephenson and smith (2002، p.12)؛ bullying is categorized as either verbal or physical، along with direct and indirect. Name-calling or verbal abuse are examples of direct verbal bullying؛ whereas a physical attack is an example of direct physical bullying. Indirect verbal bullying can take the form of spreading rumors or insulting victims. Defacing، concealing belongings، and exclusion from groups are examples of indirect physical bullying. McGrath (2007، p.6) distinguished three types of bullying:

1. **Physical bullying:** it means harm to another's' person or property (McGrath، 2007، p.6). Moreover، physical bullying may take many different forms more than kicking، hitting، and punching.
2. **Emotional bullying:** it means harm to another's self-concept (McGrath، 2007، p.6). This is one of the most popular types of bullying since the

offender can make an immediate effect, typically in front of the public, with little work on the part of the bully. This can take many forms, including name-calling, threatening, and insulting words directed against or intended to produce vulnerable groups. McGrath (2007, p.6) proposes the following sub-types of emotional bullying:

- *Insulting remarks*
- *Name calling*
- *Taunting*
- *Insulting remarks related to disability, gender, or sexual orientation*
- *Insulting/degrading graffiti*
- *Challenging in public*
- *Threatening another to secure silence*

3. Relational bullying: it is also called *social bullying*. This type of bullying causes harm to another through damage (or threat of damage) to relationships or to feelings of acceptance, friendship, or group inclusion (McGrath, 2007, p.6). Gordon (2018, p.19) defines this type as:

[t]he “social aggression [that] is manipulative and may include gossiping, spreading rumors, or social exclusion. This type of nonphysical bullying can devastate students by disrupting relationships or damaging social status, it is the intent to harm another person through the manipulation of a relationship”.

McGrath (2007, p.6), furthermore, proposed the following sub-types of relational bullying:

- *Gossiping*
- *Starting/spreading rumors*
- *Insulting publicly*
- *Ruining a reputation*
- *Threatening to end a relationship*
- *Undermining other relationships*
- *Passively not including in group*
- *Exclusion*
- *Ostracizing/total group rejection*
- *Arranging public humiliation*

Since the data under scrutiny elicit only verbal bullying situations, physical bullying and its types are excluded by the analyst from data analysis.

Direct/indirect emotional and direct/indirect relational along with their sub-types are examined in this study.

2.3.2 Functions of Bullying

Volk et al. (2014, 329) suggests a number of functions aimed at by aggressive kids:

1. Reputation (Social Dominance)

In numerous research, perceived popularity is a strong predictor of aggressive behavior. The "popular bully" is "a child who is at the center of a group in terms of attention, attraction, and dominance but also often involved in aggression" (de Bruyn, 2010, p.547). Kolbert and Crothers (2003, p.81) note that "the ability to bully another person conveys status upon the one with more power, thus establishing his or her place within the social hierarchy, at least in relation to the victim". To put another way, a child who effectively bullies another is deliberately or unconsciously attempting to escalate their status on the social ladder.

2. Resources

Fighting over toys, electronics, and/or privileges is a regular occurrence in modern civilizations, especially among siblings. Sibling bullies seek more concrete resources than those involved in most forms of peer bullying, despite the fact that they may bully for social supremacy inside the family. Bullying is a common phenomenon in a number of professional institutions, as students compete with one another for grades, scholarships, and future careers, all of which are determined by factors other than social popularity or power.

3. Power and Control

Bullying may be the result of a threat schema being activated (e.g., "Everyone is going to bully me"), which can promote negative self-other beliefs (e.g., "I'd better ruin her reputation before she ruins mine"), resulting to an individual becoming aggressive in social relationships in order to maintain power and control (Swearer & Hymel, 2015, p. 349).

3 METHODOLOGY

A short story is a piece of fiction written in prose that is only a few pages long. It usually has fewer characters and focuses on a single plot and major theme than a novel. Children's short stories are written for children and play an important role in their development and progress. Literature displays important issues such as discrimination based on race or gender which are woven into many children's stories so that children can understand the message (Ma'yuufa & So'adb, 2020, p. 780).

The criteria of selection and collection include the following:

- The data is collected from the website (Z-library); a free website to download books and articles.
- The study presents an analysis of some extracts taken from four short stories written primarily for children.
- The stories address children within the age group of 7-12 years old wherein the children are all or about the same range of age.
- All of them include a depiction of the antisocial behavior of bullying directed from one or a group of students toward a socially weaker person/group.
- The context shared by the stories is that of school and home situations.
- The stories are written by American writers for different generations.

The model that is developed to analyze the present data has two divisions: types and functions of bullying on the one hand, and Culpeper's model of impoliteness (1996) on the other hand.

4 DATA ANALYSIS

4.1 Jake Drake- Bully Buster

Andrew Elborn Clements is an American children's book author ("Andrew Clements," 2022, para.1). Clements' short story, Jake Drake-Bully Buster, is the first installment in the renowned Jake Drake series, published in 2001. Jake, a fourth grader of average height, lacks an older sibling, does not appear to be a gossiper, and appears intelligent. The majority of the book is on his relationship with his second-grade classmate 'Link' (*Jake Drake-Bully Buster*, 2015).

Illustrative Excerpt

“A girl wearing sweatpants and a green T-shirt came into Link’s room. She was tall, with big shoulders and arms, probably in high school. She had about six earrings in each ear, and her hair was brown with a bright pink streak in the front. And she was mad.

She didn’t notice me. Real loud, she said, “Hey, Stink.” Link looked up from his comic book. “What?” “You know what. You took a dollar off my dresser this morning.”

“Did not!”

She picked up the Mustang model I had been looking at. She held it out and started to close her big hand around it.

Link sat up and yelled, “Hey, leave that alone.” She smiled, and her smile looked very familiar to me. Then she said, “Here—catch!” and she tossed the model at Link.

Link caught it before it hit the bed. The girl said, “I know you took that dollar.” Link said, “You probably spent all your money on lipstick or something dumb. And you’re so stupid, you probably don’t even remember.”

She took two steps into the room. “Yeah well, see if you can remember this, Stink. If I ever find you in my room, you are dead.” Then she looked at me. “And that goes for your twerpy little friends, too.””

**(Chapter Nine-Surprises
and Questions, p.43)**

Type and Function

Link’s sister comes in with a sporty look. She says in a loud voice “**Hey, Stink.**” , she means her brother Link. By this, siblings bullying is shown here as the elder daughter mocks and threatens her brother. Additionally, she accuses him of stealing her money. She also threatens her brother. The three characters here are Link, Jake, and Link’s violent sister.

The criteria of bullying are available since Link's sister is older and more powerful than her brother, and she intentionally abuses him in order to get some money. She bullies him verbally using direct emotional type of bullying when she name-calls him *Stink*, and a direct relational bullying when she humiliates and threatens Link in public. She aims at getting resources which are money, and to control her brother.

Impoliteness Strategies

Link's sister calls her brother *Stink* which is considered one of the strategies of positive impoliteness through calling the other names. She calls her brother such with the intention to humiliate him in front of his friend. Link's sister threatens and frightens him using negative impoliteness strategy when she accuses him of stealing her money. She explicitly invades his personal space since she rushes into his room. Again, Link's sister abuses her brother verbally via threatening and frightening him deploying a negative impoliteness strategy of frightening.

4.2 Roxie and the Hooligans by Phyllis Reynolds Naylor

Phyllis Reynolds Naylor is an American author who is specialized in young adult and children's fiction ("Phyllis Reynolds Naylor," 2022, para.1). *Roxie and The Hooligans* is a short story about a fourth grader girl with huge ears is being pursued by Helvetia and her gang of Hooligans, and there appears to be no way out. When they all wind up stranded on a small island together, trying to figure out how to survive and get back home, Roxie is the one who has the skills and knows what they need to do. When confronted with the challenge of being bullied because of her big ears, Roxie tries to answer the harsh words with a smile at first. When that does not work, she tries to figure out a means to simply avoid them on her own. With her clever, savvy, know-how-can-do attitude, she gradually takes leadership of the group while they are stranded on the island, finally able to put everything she has learned from her adventuresome Uncle Dangerfoot into practice (Umlauf, 2014).

Illustrative Excerpt

*"Roxie had tried her best to smile and be friendly,
but that only made the teasing worse.*

“I think we ought to tape those ears to the sides of her head where they belong,” said Helvetia Hagus, a large-boned girl with a square face and a square frame who wore her kneesocks rolled down around her ankles.

“I think we ought to find something to hang on those ears,” said Simon Surly, who was as tall and skinny as a broom. When he was feeling nasty, his lips curled down on the left side and up on the right.

“I think we ought to find something to pour in those ears,” said Freddy Filch, a round, red-faced boy who wheezed when he talked.

Smoky Jo had eyes that positively gleamed, and her short hair circled her head like a barbed-wire fence. “I think we should hang her up by the ears!” she squealed, and they brayed and howled and cawed and squeaked some more.

Every day it happened again, only each day the hooligans crowded a little closer around Roxie.”

(Chapter One- Uncle Dangerfoot P. 8)

Type and Function of Bullying

In this extract, Roxie wishes that she would have the courage that her uncle and *Lord Thistlebottom* have, so that she is no longer afraid of thunder, storms, and most importantly the group of Hooligans in her school. Roxie thinks that her ears is the reason, she describes them as rounded, pink, and big. She often tries to hide them, but they spring out like the ears of an elephant. The narrator of the story tells the story of Roxie and the group of Helvetia Hagus, another student in the same school who is used to tease Roxie. Helvetia has a bond of hooligans consisting of “***Simon Surly, Freddy Filch, and the smallest, leanest, meanest hooligan of them all—a wiry little hornet of a girl called Smoky Jo.***” In the last lines of the extract, the narrator mentions that the teasing of Helvetia and her bond of hooligans occurs daily and, by this, the criteria of bullying as a repeated action are met. So that, the actions are considered as bullying. Another bullying criterion is available in this extract, Roxie gets hurt by their comments, and

that they appear to enjoy making fun and teasing Roxie. The hooligans are intentionally hurting Roxie, and bullying is demanded to be intentionally perpetrated. The type of bullying is direct emotional, the subtype is taunting, and insults related to body shape. Helvetia and her group deliberately bully Roxie to ensure a powerful status over Roxie as well as among school students and to enjoy themselves.

Impoliteness Strategies

Helvetia uses negative impoliteness when she describes Roxie as having big ears that need to be taped back to return to its normal place. Helvetia uses ridiculing and scorning to mock Roxie's ears. Simon Surly uses a scornful tone with the intent to belittle and humiliate Roxie. He shows his disdain toward Roxie when he criticizes her ears as so big saying that they should hang something on it. He utilizes a negative impoliteness strategy. Later, Freddy uses a negative impoliteness strategy by saying in a disdainful manner that Roxie's ears seem like cups or mugs, and he wants to pour something into them. Smoky Jo uses a derogatory statement of negative impoliteness strategy when she makes the remark that Roxie should be hanged by her ears implying that they are excessively large. Each member of the hooligan group has made fun of Roxie by pointing out how enormous her ears are, so repeating the same implied criticism of Roxie's ears. They use negative impoliteness strategies to demonstrate their dominance over Roxie and their contempt for her.

4.3 How to Be Cool in The Third Grade

How to Be Cool in The Third Grade is a story written by Betsy Duffey, an American writer, in 1999. The narrator tells the story of Robbie, a third grader student. Robbie is going to start the new school year, and he keeps dreaming of being cool in the third grade. Robbie thinks of the new school year as a wiped chalkboard that he can write anything on. His real name is Robert, and he does not like when his mother calls him Robbie; he believes it is not cool. He starts making notes about how to be cool in the third grade in his spiral notebook.

Illustrative Excerpt

“Slowly Robbie continued down the aisle. Before he could get all the way to the back of the bus the bus lurched forward.

Then it happened.

Later, Robbie could not tell exactly what had happened. All he knew was, one second he was standing, and the next second he was sitting.

The problem was that he was not sitting in an empty seat. The problem was that he was sitting in Bo Haney’s seat. Worse than that, he was sitting on Bo Haney’s lap. The entire bus was silent for a second. Then Bo’s voice broke the silence.

“Hey, Wobbie,” said Bo, “Hey, Baby Wobbie!”

He pushed Robbie down to the floor. Robbie was so surprised that he sat on the floor and could not say a word.

“This seat is taken!”

Then Robbie got up and stumbled backward, trying to get his balance. He tried to think of something to say. He couldn’t think of a single word.

With his mouth wide open, he stood looking at Bo. “Heh, heh, heh,” Bo laughed. “Can’t you talk, Baby Wobbie? Can’t the widdle baby say ‘goo goo’?”

Bo turned around and looked at the other kids on the bus. A few of them laughed with Bo.

“Don’t let it happen again, Wobbie.”

Somehow Robbie’s legs began to move. He passed the other seats of the bus without looking up.”

(Chapter Four- Bo

Haney, p.24-25)

Type and Function of Bullying

On the bus, he sees Bo Haney. Bo Haney is the meanest kid in the third grade. He has done terrible things to other kids, and everyone tries to avoid him. Suddenly, the bus lurches forward, and Robert finds himself in Bo Haney’s lap. Then, Bo makes fun of Robert calling him a funny name and making other kids laugh. There are many criteria of bullying in this extract.

First, there is an imbalance of power between Robbie and Bo since Bo is well known and popular in the school, and the popularity is depicted as a powerful trait. Bo is also enjoying teasing and taunting Robert. The teasing of Bo is unjustifiable because Robbie falls in his lap accidentally with no aim to be reacted to in this mockery way. The bullying performed by Bo to Robert is both direct emotional and direct relational bullying. Specifically, Bo performs name-calling, taunting, insulting, and threatening in public. Bo's actions make everyone in the bus laughs at Robert. Such actions are performed for the sake of gaining power over another and to prove one's relative control and promote reputation among school children.

Impoliteness Strategies

Bo's behavior to Robert is full of mocking and taunting. Bo calls Robert names like *Wobby*, *Baby*, *Baby Wobbie*, and *widdle baby*. The impoliteness strategy utilized here is positive impoliteness which encompasses calling the other names. Moreover, Bo tells Robbie "*Can't you talk, Baby Wobbie? Can't the widdle baby say 'goo goo'?*". Bo utilizes a positive impoliteness strategy when he calls Robbie *Baby Wobbie*; he follows a name-calling strategy. Another impoliteness strategy is used by Bo when he uses diminutives to describe Robbie; he follows a negative impoliteness strategy. Bo threatens Robert "*Don't let it happen again, Wobbie.*", the threatening is performed via resorting to negative impoliteness strategy. The victim and the narrator do not use any impoliteness strategy.

4.4 The Hundred Dresses by Eleanor Estes

Eleanor Estes was an American writer ("Eleanor Estes," 2022, para.1). she wrote the children's book *The Hundred Dresses* which rests on the story of Wanda Petronski, a Polish girl, attends a Connecticut school where the other students mock her because she is "different." Wanda, a poor and lonely Polish American girl, is the protagonist of the story ("The Hundred Dresses," 2022, para.1).

Illustrative Excerpt

"A hundred dresses?" they said. "Nobody could have a hundred dresses."

"I have though."

"Wanda has a hundred dresses."

"Where are they then?"

"In my closet."

"Oh, you don't wear them to school."

"No. For parties."

"Oh, you mean you don't have any everyday dresses."

"Yes, I have all kinds of dresses."

"Why don't you wear them to school?"

For a moment Wanda was silent to this. Her lips drew together. Then she repeated stolidly as though it were a lesson learned in school, "A hundred of them. All lined up in my closet."

"Oh, I see," said Peggy, talking like a grown-up person. "The child has a hundred dresses, but she wouldn't wear them to school. Perhaps she's worried of getting ink or chalk on them.""

(Chapter Three- A Bright Blue

Day, p.12)

Type and Function of Bullying

The girls are listening to Wanda and her story of the hundred dresses suspiciously. They keep asking her about the number of the dresses she has and where she keeps them. Furthermore, they ask her why she does not wear them in school. She says that she only wears them in parties. Then Peggy intrudes and makes her aggressive and scornful comment calling Wanda a child and that she has the hundred dresses, but she is afraid of wearing them at school in order not to get any chalk or ink. Peggy's statement is scornful and is a way to falsify Wanda and to make others convinced that Wanda is lying. These are examples of both emotional and direct relational bullying since Peggy uses insults, name-calling, and public humiliation to hurt Wanda's image among the other girls at school. The bullying is perpetrated by Peggy who is socially more powerful and accepted than Wanda, and she is reputable which is how power is conceived in the school context. Moreover, Peggy's taunting and mocking is repeated, and it is intentional. Peggy aims at attaining reputation and showing power and control over Wanda.

Impoliteness Strategies

The impoliteness strategy employed by the girls when they comment on Wanda's hundred dresses is "*Nobody could have a hundred dresses.*" They follow a negative impoliteness strategy of not taking the other seriously. They do not believe Wanda since her speech contradicts with her reality as a poor girl. The girls further question Wanda about the place she keeps her hundred dresses in as if they do not believe her in "*Where are they then?*" they employ a negative impoliteness strategy. Peggy, in "*The child has a hundred dresses, but she wouldn't wear them to school. Perhaps she's worried of getting ink or chalk on them.*" is using a sarcasm or mock impoliteness since her ridiculing to Wanda is performed indirectly via irony, she appears to be polite but she implies a negative attitude toward Wanda. Moreover, Peggy uses a diminutive word which is "*The child*". She refers to Wanda as a child and thus using a negative impoliteness strategy to underestimate Wanda among the other girls.

5. Results and Discussion

5.1 Types and Functions

This section discusses the results of analyzing the types and functions of bullying, and thus it answers the first question of the study. It is divided into two sub-sections as follows:

5.1.1 Types of Bullying

This section focuses on the many types of bullying that the bullies in the data under examination are engaged in. Bullying can be emotional or relational and can be direct or indirect. **Table 2** and **Figure 3** displays frequencies and percentages along with which sort of bullying is most and least used by the bullies in the data.

Table 2

Frequencies and Percentages of the Types of Bullying in the Selected Data

Types	Fr.	Pr.
Direct Emotional	15	46.88%
Indirect Emotional	4	12.5%
Direct Relational	9	28.12%

Indirect Relational	4	12.5%
Total	32	100%

With 15 instances (46.88 %), direct emotional bullying tops the list, while direct relational bullying follows in second with 9 instances (28.12%). With four occurrences, indirect relational and indirect emotional bullying are combined in the third rank (12.5%). It is apparently clear that the direct strategies used to attack victims are greatly employed by bullies. A possible rationalization could be that children, although skillful enough to perpetrate bullying, have insufficient skills yet to perform bullying indirectly. Another likely reason for the bullies' preference of the direct strategies is the prompt impact of direct bullying, and the quick results they might gain from it. The use of direct bullying may also be attributed to efforts to boost social bonds seeing that bullying in public can aid offenders in joining the influential group at school and demonstrating their loyalty.

Firstly, bullies attack their victims' face-concept when they engage in direct emotional bullying, which is the most common type of bullying since perpetrators may have an immediate impact, frequently in front of a wide public, with little effort on their part. Name-calling, threats, and other disrespectful language directed against or meant to create vulnerable groups are just a few examples of this type of bullying. The sexual orientations, racial backgrounds, and academic difficulties of the victims serve as motivation for those who desire dominance at the expense of others. Direct emotional bullying exploits the positive feelings of the victims—such as trust, pride, happiness, hopefulness, satisfaction, and worthiness—while also evoking negative aspects, including hatred, rage, fear, panic, humiliation, worry, uncertainty, frustration, and worthlessness, to mention a few. For more clarity, emotional bullying is evident in the stories discussed. For example, Roxie, the victim of the hooligans, is repeatedly subjected to emotional bullying from Helvetia and her group. Her big ears are continually made fun of and teased. In place of her real name, the bullies refer to her as Big Ears. Their goal is to continue to be the most dominant and impactful group at school. Additionally, children who are the subjects of such bullying frequently have attributes that may not match those of the bully or group of bullies. Link makes jokes of Jake's clothing and refers to him as "Fake" in

Jake Drake-Bully Buster because Jake seems to be a quieter and smarter kid than Link and his group. Link intends to hurt Jake emotionally.

Secondly, direct relational bullying occupies the second rank with 9 instances (28.12%). The goal of relational bullying among children can be to achieve and retain social status. They could isolate a victim through relational bullying in order to elevate their own social standing. This conduct is also motivated by a wide range of other causes, such as jealousy, a need for attention, and a fear of competition. Bullies relationally bully others through targeting their social identity among their peers aiming at identifying themselves as the most powerful compared to them. For instance, Peggy, the bully in *The Hundred Dresses*, tries to mock Wanda publicly to ruin her status.

Thirdly, indirect emotional and indirect relational bullying come third in the scale with 4 occurrences for each (12.5%). Indirect emotional bullying is believed to be the most unnoticed type of bullying since it is performed indirectly away from parents, teachers, and other students' sight. Even though, and despite its low occurrences in the data, it casts a significant amount of harm into the victim. The victim can suffer from others cynicism and derision while not knowing the reason. Indirect relational bullying, in comparison, is probably more hurtful than the direct one. It can be performed by a bully and a third party; both cooperate to destroy the victims' relations and friendships. In the story of *How to be Cool in the Third Grade*, Bo, the bully, issues an indirect relational bullying toward Robbie, the victim, by drawing him on a paper and writing some scornful comments about him. Bo, then, gives the drawing to the other students in the class making them whisper and laugh at Robbie.

5.1.2 Functions of Bullying

The functions of bullying that are found in the data are discussed in this section. According to the data analysis, the three functions of bullying discussed in the model are found, i.e., reputation, resources, and acquiring power and control. Table 2 and Figure 2 show the frequencies and percentages of each function.

Table 2

Frequencies and Percentages of the Functions of Bullying in the Selected Data

Functions	Fr.	Pr.
Reputation (Social Dominance)	13	40.62%
Resources	4	12.5%
Power and Control	15	46.88%
Total	32	100%

Power and control purposes found in 15 instances (46.88%)، reputation and social dominance aims occur 13 times (40.62%)، and resources purposes come last since it occurs 4 times (12.5). It is possible that some children's need for power and control stems from their urge to exert control over other kids. This desire could result from the fact that schools serve as miniature copy of our larger society. Targeting children who are physically and cognitively less developed might help those who feel the need for power lead groups and win the respect of others. Bullying may be used to obtain material goods (such as food or money)؛ regardless of advantages like increased popularity. This type is clearly manifested in sibling's bullying as when Jake bullies his sister in *Jake Drake-Bully Buster*؛ for example؛ to get the remote from her.

Bullies have been found to possess higher levels of perceived popularity and peer-reported dominance when it comes to establishing social dominance on an individual basis. Since it is an indirect way to obtain tangible benefits؛ acquiring power and social position is an important objective. In *The Hundred Dresses*؛ as an instance؛ Peggy wants to remain the most admired and loved girl in school؛ and her teasing to Wanda serves as a possible way to get her that.

5.1 impoliteness strategies

The specific findings of the impoliteness strategies employed by bullies in the data at hand are displayed using frequencies and percentages. The results are shown in Table 3.

Table 3

Frequencies and Percentages of Impoliteness Strategies in the Data at Hand

Ch. Impoliteness Strategies	Bald-on Record Impoliteness		Positive impoliteness		Negative impoliteness		Sarcasm or mock impoliteness		Withhold politeness		Total	
	Fr	Pr	Fr	Pr	Fr	Pr	Fr	Pr	Fr	Pr	Fr	Pr
Bullies	10	15.63%	16	25%	29	45.31%	8	12.5%	1	1.56%	64	100%

In light of **Table 3**, the results of the impoliteness strategies used by the bullies in the selected stories can be clarified as follows:

Bullies make use of the five impoliteness strategies mentioned earlier. Their heavy utilization of the impoliteness strategies can be traced to their impulsivity and desire to insult others, especially their victims. They tend to employ one or more impoliteness strategy to exert power in their minimalist society that consists of them leading their peers and controlling some victims. They make use of negative impoliteness the most frequently with 29 occurrences (45.31%); so the negative impoliteness strategy comes firstly in the rank. Positive impoliteness occupies the second rank with 16 occurrences (25%). In the third place comes bald-on record impoliteness with 10 occurrences (15.63%). Sarcasm impoliteness comes forth since it occurs 8 times (12.5%). Lastly, withhold politeness occurs only once (1.56%).

Firstly, the mostly employed impoliteness strategy is negative impoliteness due to the fact that bullies often resort to it to attack the negative face of the children who seem to possess certain characteristics like calmness, smartness, and loneliness. It is used by bullies when they invade the victim's personal space without asking or having permission. They also often ridicule, scorn, frighten, and personalize their victims to disturb their inner peace and to enjoy themselves on behalf of the victims. For example, in *How to be Cool in the Third Grade*, Bo scorns and ridicules Robbie via drawing him on a paper and write a funny comment underneath making other children laugh at Robbie. Bo does so possibly because he cannot leave Robbie alone, and he finds him a suitable victim to try his bullying on. Another example shows up in *Jake Drake-Bully Buster* when Link's sister, the bully, threatens and frightens her brother telling him not to enter her room. She is older than him and she manifests her power over him via threatening.

In regard the second impoliteness strategy utilized by bullies in the data, positive impoliteness, it denotes the use of actions designed to destroy the addressee's positive face i.e., his need to feel included in the group. Bullies' employment of this type of impoliteness appear to result from their inner aggressiveness toward the victims and their try to isolate them from the groups. The bullies' actions stem from their need to control and to exert their domination over the weak fellows. This strategy involves many sub-strategies like ignoring, snubbing, and excluding others. As example, in *Roxie and the Hooligans*, a positive impoliteness strategy is utilized when Helvetia called Roxie "big ears", she used a name-calling strategy to embarrass and belittle Roxie. Another example shows up in *Jake Drake-Bully Buster* when Link manipulates the project name in order to tease Jake. Thanksgiving project, which the teacher has assigned to Link and Jake to work it on together, is used by Link to tease Jake via deploying a positive impoliteness strategy of making others uncomfortable through joking.

Thirdly, bald-on record impoliteness is utilized by bullies in the most direct way possible to heartbreak the victim emotionally and socially. Bullies' inclination to this strategy might be justifiable since they are careless of their victim's emotions and feelings. In *Roxie and the Hooligans*, the hooligans use a bald-on record impoliteness strategy when they threaten Roxie not to get down from the tree. The hooligans find Roxie a perfect victim to

satisfy their aggressiveness and ill-manners since she looks different with her big ears when compared to theirs.

Fourthly, Sarcasm impoliteness is performed by bullies when they offend the victim indirectly. They say a thing while implying another. The bullies' intention is known since they appear insincere in their speech with the victim. Bullies may resort to this strategy to enhance their group's unity since the implied meaning is only known to those included in the bullies' group. Simultaneously, bullies may use sarcasm impoliteness to exclude the victim from the group. They may employ verbal abusive comments to the victim which may appear polite but help make the victim feel ostracized.

Lastly, withhold politeness denotes the absence of any polite action when it appears necessary. Bullies do not use this strategy much because it never happens in the data that they are confronted with a situation where they ought to be polite.

Conclusions

In the light of the of the qualitative and quantitative analyses of the selected data, the present study has arrived at the following conclusions:

1- In terms of types and functions of bullying, the study has concluded that the most dominant type of bullying is the direct emotional one with the main function of obtaining power and control. In other words:

- Direct emotional bullying tops the list of the types of bullying employed by bullies, while indirect relational and indirect emotional bullying are at the bottom. It is obvious that bullies frequently utilize the direct methods of assaulting their victims. It is possible that children may lack the necessary abilities to engage in indirect bullying even when they are skilled enough to engage in direct bullying. The immediate effect and potential benefits of direct bullying are another plausible factor for bullies' predilection for these tactics. Given that public bullying can help offenders join the popular group at school and show their allegiance, it is possible to link the use of direct bullying to efforts to strengthen social ties. When it comes to the emotional aspect of bullying, it appears that this kind specifically targets the victim's happy, proud, pleasurable, positive, optimistic, contented, and deserved sentiments.
- Bullying's primary goals are found to be those of power and control, whereas its least important goals are those of resources. Because schools work as a simulation of our wider society, some children have a yearning for power and control. Those who feel the urge for power may find it easier to lead groups and get the respect of others if they target kids who are physically and mentally underdeveloped. The desire for getting tangible resources is found to exist among siblings.

Consequently, hypothesis **No. 1** that reads “*direct emotional bullying is said to be the most dominant type of bullying, with the function of gaining power and control*” is verified.

- The results have revealed the bullies extensively use the impoliteness strategies which might be linked to their restlessness and desire to offend others, especially their victims. They most usually employ the negative impoliteness strategy. They adopt the negative impoliteness strategy of invading the victim's personal space without permission. In order to upset their victims' inner calm and to amuse

themselves on behalf of the victims; they frequently ridicule, scorn, scare, and personalize them. In contrast, bullies employ withhold politeness strategy the least. This strategy signifies the lack of any courtesy when it would seem to be appropriate. Bullies seldom employ this strategy because they may prefer to express their contempt in the most overt manner possible when they are youngsters. Due to their age and lack of social skills, they might not find it effective to merely maintain a courteous attitude; instead, they might respond more impulsively.

As a result, hypothesis **No 2** which reads: “*It is presumable that bullies frequently target their victims with the negative impoliteness strategy.*” is valid.

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