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## ORIGINAL ARTICLE

### A Pragmatic Study of School Bullying in *Wonder* Movie

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#### ABSTRACT

This study explores the phenomenon of bullying as a prominent element within the American film "*Wonder*." Movies serve the dual purpose of providing amusement to audiences while also conveying messages of communication, morality, culture, society, and education. The problem of this study lies in understanding how language is used in the context of school bullying to exert power, control, and harm others. It involves examining the speech acts, discourse patterns, and pragmatic strategies employed by bullies. It tries to fill the gap left unbridged by other studies where many pragmatic aspects are addressed in different data. The data are subjected to analysis based on pragmatic theories, viz., speech act theory and theory of impoliteness. The questions the paper tries to answer are: what are the types and directness of verbal bullying, what are the types of speech acts, what are the illocutionary acts and the directness of speech acts, and what are the impoliteness strategies? This study aims to identify the types and directness of verbal bullying, investigate the types of speech acts in the selected data whether it is used directly or indirectly, identifying the illocutionary acts, and investigating the impoliteness strategies and its sub-types in *Wonder* movie. Accordingly, it is hypothesized that direct verbal bullying of verbal abuse is the predominant type, all the types of speech acts are employed by bullies, the impoliteness strategies are used equally. The results indicate that the predominant kind of bullying observed is direct verbal bullying, characterized by instances of verbal abuse and name-calling. The direct expressive speech acts of mocking/taunting are widely used, and that positive impoliteness strategy is the most frequent strategy.

*Keywords:* School Bullying, Speech Act, Impoliteness Strategies

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## 1. Literature Review

Bullying is an action repeated many times by someone stronger to attack a less powerful one. It is used to show power over others. Bullying is a phenomenon that is not fully comprehended by parents, educators, and scholars alike. The study at hand is a multifaceted topic that persists in perplexing researchers and educators in the present day. The study of bullying holds global significance. The presence of this phenomenon has been extensively recorded in scholarly literature, spanning across several countries such as the “United States,” “England,” “Canada,” “Australia,” “Ireland,” “New Zealand,” “Sweden,” “Norway,” and “Japan”<sup>1)</sup>.

The language of school bullying refers to the specific words, phrases, and behaviors used by individuals engaged in bullying within a school setting. It encompasses the verbal and nonverbal communication tactics employed by bullies to target, intimidate, and harm their victims. The problem of this study lies in understanding how language is used in the context of school bullying to exert power, control, and harm others. It involves examining the speech acts, discourse patterns, and pragmatic strategies employed by bullies. This includes analyzing the intentions, effects, and interpretations of verbal communication in bullying situations. This research paper tries to answer the following questions: What are the types and directness of verbal bullying used? What are the speech acts, and directness of speech acts employed to convey bullying? What are the main and sub impoliteness strategies used by bullies?

Accordingly, this study aims at investigating the types and directness of verbal bullying; identifying the types and directness of speech acts; and investigating the main and sub impoliteness strategies. In this regard, it is hypothesized that verbal abuse is the predominant type of verbal bullying and that direct verbal bullying is used widely by bullies; different types of speech acts are employed by bullies with different directness; and that various impoliteness strategies and different subtypes are used by bullies.

### 1.1. Definitions of Bullying

Stephenson et al. define traditional bullying as “a form of social interaction in which a more dominant individual [the bully] exhibits aggressive behavior which is intended to and does in fact, cause distress to a less dominant individual [the victim]. The aggressive behavior may take the form of a direct physical and/or verbal attack or may be indirect when the bully hides a possession that belongs to the victim or spreads false information about the victim”<sup>2)</sup> (p. 45).

There is no universally agreed definition of this phenomenon; anyway, a pervasive and effective definitions of bullying is that of Olweus “a student is being bullied or victimized when he or she is exposed repeatedly and over time to negative actions on the part of one or more other students”<sup>3)</sup> (p. 9). “Negative actions ” are fulfilled by words (verbally) for example, by threatening, teasing, taunting him or her and calling him or her by hurtful names. Bullying is a negative action when others hit, push, kick, pinch or restrain an individual physically. Negative actions can be carried out by doing faces expression or gestures, intentionally ignoring and excluding an individual from a group of friends.

Bullying is an action that can only be easily recognized when individuals experience it. Bullying can happen to absolutely everyone at any age and anywhere whether at school, home or even in a workplace<sup>4)</sup>.

### 1.2. Related Terms

Academic researchers often employ various terminologies to describe similar processes, which may eventually become established as independent concepts and subfields. As a result, the phenomenon of bullying, characterized by one child

subjecting another to verbal or physical abuse, has been examined by various scholars who have proposed alternative terms such as “mobbing,” “aggression,” “verbal aggression,” “school violence,” “teasing,” “harassment,” “peer victimization,” “rejection,” and “insult or abuse”<sup>5)</sup>.

### **1.2.1. Mobbing**

Mobbing is defined as "ganging up on someone", "bullying", and "psychological terror". In this type, the victim is exposed to a systematic, stigmatizing process and infringement of his or her civil rights. Mobbing does not have the characteristic of bullying, because it is done in a very sensitive way with stigmatizing effects. Bullying is described by physical aggressive acts while mobbing is described by sophisticated behaviors for instance, isolating the victim socially<sup>6)</sup>.

### **1.2.2. Aggression**

Baron & Richardson (1994) as cited in Krahe define aggression as “any form of behavior intended to harm or injure another living being who is motivated to avoid such treatment”<sup>7)</sup> (p. 2). The term "harm" encompasses various types of undesirable treatment inflicted upon persons, including physical injury, emotional distress, the dissemination of rumors, and the disruption of their social connections. Olweus points out that bullying can take the form of physical and emotional aggression (direct or indirect), but bullying differentiates from aggressive behavior that it has two criteria, repetitive behavior and imbalance of power<sup>3)</sup>.

### **1.2.3. Violence**

Olweus defines violence as "aggressive behavior where the actor or perpetrator uses his or her own body or an object (including a weapon) to inflict (relatively serious) injury or discomfort upon another individual"<sup>3)</sup> (p. 12). Violence as with aggression is hurtful or damaging and is also intended. According to Olweus, violence needs to be physical acts, but bullying does not need to be physical and must include individuals as perpetrators and victims<sup>8)</sup>.

### **1.2.4. Peer Victimization**

Peer victimization is utilized to indicate to "a form of peer abuse in which a child is frequently the target of peer aggression"<sup>9)</sup> (p. 1305). Therefore, bullying is a specific case of peer-victimization; since the ultimate does not include similar criteria of repetition, intent and imbalance of power which are included in the bullying's definition<sup>10)</sup>.

### **1.2.5. Harassment**

Harassment is another term of bullying which is very identical to bullying, specifically in terms of repetition or persistence. It tends to be utilized more in situations of bias bullying. Essentially as in sexual harassment and racial harassment<sup>8)</sup>.

### **1.2.6. Abuse**

This term is also identical to bullying. Abuse involves an imbalance of power. It tends to be utilized more in the family contexts as in kids abuse, which may be physical or sexual<sup>8)</sup>.

### 1.3. Types of Bullying

In order to establish a comprehensive understanding of the concept of bullying, scholars have put forth many models that aim to delineate its distinct forms. As an illustration<sup>3)</sup>, posits the existence of two forms of bullying: "direct" bullying, which occurs in face-to-face interactions, and "indirect" bullying, which is characterized by implicit actions and may include a third party, such as spreading rumors or engaging in exclusionary behaviors<sup>11)</sup>. In his classification, Rigby has placed emphasis on the concept of intent, distinguishing between two types of bullying: 'malign' bullying, characterized by deliberate and intentional actions, and 'non-malign' bullying, which is perceived by the perpetrators as harmless or only a kind of amusement<sup>12)</sup>. In his analysis of 'non-malign' bullying, the author elucidates the notion of educational bullying, wherein adults, such as teachers, engage in actions that may cause harm, albeit without any deliberate desire to do so<sup>11)</sup>. According to Rigby, the concept of malign bullying refers to a form of bullying that is characterized by a conscious intention to cause harm to another individual. This type of bullying involves the deliberate exploitation of a power imbalance, which is considered to be the source of its malicious nature<sup>12)</sup>.

### 1.4. School Bullying

In recent decades, the issue of bullying in educational settings has garnered significant attention from scholars and authors alike. When Dan Olweus starts his studies in Scandinavian schools, School bullying; indeed, it is mainly pupil-pupil bullying which becomes the focus of research up until now. The main types of bullying include physical and verbal bullying such as hitting, kicking, teasing, name-calling and social exclusion and indirect bullying such as excluding a person from social groups and spreading nasty rumors<sup>13)</sup>.

According to Olweus, a significant portion of bullying incidents occur within the school environment, namely in areas such as corridors, classrooms, and playgrounds. As individuals progress through the stages of development. Pupils' self-reports indicate a decrease in engagement with the bullying process, or a shift towards different forms of bullying as they age, transitioning from physical and direct bullying to more indirect and relational forms<sup>3)</sup>. Boys are more than girls to be bullies, but girls' bullies use indirect and relational bullying while boy bullies use physical and direct bullying. School bullying is widespread and most children probably experience it at some stage. Either as bullies, victims or as witnesses. Large-scale surveys exhibit that it happens across the world, though it can include different behaviors and have different meanings in different countries<sup>14)</sup>.

### 1.5. "Wonder" Movie

"Wonder" is a 2017 American drama film directed by Stephen Chbosky, based on the 2012 novel of the same name by R.J. Palacio. The movie follows the story of August "Auggie" Pullman, a young boy with a facial difference, as he navigates the challenges of starting fifth grade in a mainstream school for the first time. "Wonder" addresses the topic of bullying, particularly within the context of a school setting. It portrays Auggie's journey of self-acceptance and resilience, highlighting the impact of kindness, empathy, and friendship. It explores the themes of bullying, inclusion, and the power of compassion in overcoming adversity. Auggie's experiences not only affect him but also his family, friends, and classmates, as they learn valuable lessons about acceptance, understanding, and embracing differences. The story serves as a reminder to look beyond appearances and treat others with compassion and understanding. It highlights the struggles and triumphs of a young boy facing adversity, ultimately spreading a message of acceptance, inclusion, and embracing diversity.

While "Wonder" offers valuable insights into the effects of bullying and the importance of fostering a supportive environment, it is just one portrayal among many possible narratives related to school bullying in American culture. Bullying is a complex issue with various dynamics, and experiences can vary significantly from person to person and from one school or community to another.

## 1.6. Previous Studies

In surveying the previous studies conducted in the same field, it can be noticed that no studies are similarly tackled as the current study. However, the closest studies to this study in dealing with school bullying are those by Hanoon et al. entitled *A linguistic analysis of verbal bullying expressions in selected schools in Machakos town sub-county*<sup>15)</sup>, and *Friendship and Bullying Patterns in Children Attending a Language Base in a Mainstream School* by Khadum, et al.<sup>16)</sup>. The aim after these studies is to investigate the types of speech acts and to identify the types of bullying from a linguistic, social, and psycholinguistic perspective. They utilize Searle's speech act theory<sup>17)</sup> in their analyses. They also deal with different types of bullying (Physical and Verbal). The current study differs from the previous studies in tackling the verbal bullying only from a pragmatic perspective. The difference lies also in the types of data analyze where the *Wonder* movie is investigated. In addition to Searle's speech act theory, this study adopts Culpeper's Model of Impoliteness to identify the main and subtypes of impoliteness strategies are involved<sup>18)</sup>.

## 2. Methodology

This section will elucidate several aspects pertaining to the methodology employed in the study, including the research design, data selection, techniques of analysis, adopted model, and other relevant considerations.

### 2.1. Research Design

The design of the present study is of a mixed method; that is qualitative and quantitative method. The qualitative method is used to analyze bullying phenomenon because it allows comprehending the bullying language used. In addition to, it is appropriate for analyzing the speakers' intentions. The quantitative method is frequency used to quantify the number of the repetition of bullying language 'Wonder' movie.

### 2.2. Data Selection

The current paper has chosen 'Wonder' movie for the analysis of the bullying phenomenon. This study encompasses elementary school students and examines the phenomenon of antisocial conduct known as bullying, which entails the targeted mistreatment of a socially or mentally vulnerable student by one or more individuals. The researcher proceeded to acquire the complete video recordings of the movie, then followed by obtaining the corresponding transcripts. The video of 'Wonder' is taken from the website [https://youtu.be/PNc19M\\_KywQ](https://youtu.be/PNc19M_KywQ)<sup>19)</sup>. Besides that, the script video of 'Wonder' movie is taken from the website [https://www.scripts.com/script/wonder\\_23635](https://www.scripts.com/script/wonder_23635)<sup>20)</sup>.

### 2.3. Procedures of Analysis

1. Watching "wonder" movie and checking the accuracy of the transcript
2. Selecting the dialogues which contain bullying according to Searle's felicity conditions<sup>21)</sup>.

3. Applying Stephenson and Smith's<sup>22)</sup> model to analyze the types of bullying
4. Applying Searle's<sup>21)</sup> model to examine the kinds of speech acts employed in the "*wonder*" movie
5. This study aims to utilize Culpeper's<sup>18)</sup> model in order to analyze the various types of impoliteness methods that are employed throughout the film "*Wonder*".

## 2.4. Adopted Models

The present study employs an eclectic model, wherein each component of the model addresses specific aspects of data processing. These models facilitate the sociopragmatic analysis of the phenomenon of bullying. The subsequent section describes the model utilized in this study: Stephenson et al. for identifying the types of verbal bullying<sup>22)</sup>, Searle's for classifying speech acts<sup>17)</sup>, and Culpeper's model for classifying impoliteness<sup>18)</sup>.

### 2.4.1. Stephenson and Smith (2002) Model of Bullying

Stephenson et al. classify bullying behavior into two main categories: verbal and physical, further distinguishing between direct and indirect manifestations. Verbal bullying in its direct form encompasses the utilization of language to inflict harm onto the targeted individual, often through means such as name-calling or verbal abuse. Conversely, direct physical bullying entails the perpetration of actual acts, such as engaging in physical assault. Indirect verbal bullying includes spreading rumors, gossiping, or insulting a victim, whereas indirect physical bullying may include defacing or hiding possessions or exclusion from social groups<sup>22)</sup>.

Table 1. Bullying Types

<i>Directness</i>	<i>Verbal</i>	<i>Physical</i>
<i>Direct</i>	Name-calling	Physical attack
	Verbal abuse	Hiding or defacing
<i>Indirect</i>	Spreading rumors	possessions
	Belittling victims in their absence	Excluding from the group

### 2.4.2. Searle's (1979) Theoretical Framework

The term 'speech acts' is derived from the work of the British philosopher J.L. Austin (1911-1960) and the American philosopher J.R. Searle (1969). And now is utilized widely in linguistics, to indicate to a theory which examines the role of utterances in relation to behavior or attitudes of the interlocutors in interpersonal communication. It considers the intention of the speaker and the influence of his speech on the listener<sup>23)</sup>. The underlying principle of the theory of speech acts posits that the act of uttering words, whether by oral or written means, is not merely a form of communication but rather an action in and of itself. Consequently, the act of speaking encompasses a performative dimension. The theory of speech actions can be considered fundamentally pragmatic in nature due to its incorporation of both the speaker's intention and the hearer's inference (Birner, 2013, as cited in Yassir)<sup>24)</sup>.

John Searle is a prominent philosopher who has extensively studied speech acts in his influential work "Speech Acts: An Essay in the Philosophy of Language" published in 1969. Searle<sup>17)</sup> identifies five main categories of speech acts. The specific classifications are as follows:

1. **Representatives:** speech acts that commit the speaker to the truth of the expressed proposition. They include making stating, asserting, claiming, and describing.
2. **Directives:** speech acts that are intended to make the hearer perform a particular action. They are characterized by the speaker's attempt to get the hearer to do something. Examples include commanding, requesting, or advising.
3. **Commissives:** speech acts that commit the speaker to a further course of action. They include making a promise, offering, or vowing.
4. **Expressives:** speech acts that express the speaker's psychological state or attitude. They are used to convey emotions, attitudes, or personal opinions. For example: apologizing, thanking, or congratulating.
5. **Declarations:** speech acts that bring about a new state of affairs solely by the utterance itself. Declarations have a performative function, meaning they perform what they say. For example: pronouncing someone married, or declaring war.

### 2.4.3. Culpeper's (1996) Model of Impoliteness

A discussion of impoliteness is imperative given that the bullying phenomenon is the central focus of this study. Bullying constitutes an act of impoliteness in its own right. Departing from a pragmatic standpoint, this section therefore addresses impoliteness. In reality, the theoretical framework surrounding impoliteness is not readily apparent. In spite of this, the term "impoliteness" has developed as a result of surveys conducted in this field and Culpeper et al.'s endeavor to define it. They reexamined the framework for impoliteness that Culpeper had delineated<sup>18)</sup>. Culpeper, et.al have reformulated the original definition of impoliteness into a briefer one. They state that impoliteness is "communicative strategies designed to attack face and thereby cause social conflict and disharmony" (p.1546). However, this definition focuses on the speaker and does not regard the role of the hearer<sup>26)</sup>.

According to Culpeper, the utilization of impoliteness tactics is aimed towards undermining an individual's face rather than enhancing or preserving it. Then Culpeper's, definition is not revisited, simply is restated in a briefly and clearly form as Impoliteness arises from two main factors: (1) the deliberate act of the speaker to engage in face-attack during communication, and (2) the perception and/or interpretation of the recipient, wherein they perceive or construct the behavior as an intentional face-attack. It is also possible for impoliteness to occur as a result of a mix of both factors (1) and (2). The salient feature of this definition is in its explicit elucidation of the fact that impoliteness is a product of the dynamic interplay between the speaker and the hearer during a conversation. He also refers to two points about his revisited definition; first, intention is regarded as the central aspect of this definition. Second, the notion of face still shows the understanding offence<sup>27)</sup>.

Culpeper covers both intentionality and the perception of the hearer in his definition of impoliteness<sup>27)</sup>. Culpeper's impoliteness theory is utilized as a framework for examining the tactics employed in American films to depict instances of bullying. Culpeper adheres to the politeness paradigm developed by Brown and Levinson. Culpeper has posited a theoretical framework consisting of five distinct ways for expressing impoliteness<sup>18)</sup>. The aforementioned strategies encompass:

**1. Bald on record impoliteness:** The strategy contrasts with Brown and Levinson's blatant on-record politeness, in which the face-threatening act (FTA) is unintentionally committed by the speaker. In this case, the speaker directly, overtly, and unambiguously executes the FTA as a deliberate attempt to indicate that their threat is intentional.

**2. Positive impoliteness:** The primary objective of this method is to undermine the positive social identity of the recipient. Culpeper provides a compilation of sub-positive tactics employed by a speaker<sup>18)</sup>. The aforementioned comprises (p.357):

- (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;"

**3. Negative Impoliteness Strategies:** the aim of this strategy is to destroy the negative face needs of the listener. In another words, the individual delivering the message exhibits a tendency to undermine the listener's desire for autonomy. Culpeper<sup>18)</sup> provides a compilation of sub-negative tactics employed by a speaker (p.358). This concept encompasses:

- (a) Frightening-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) Belittling 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;"

**4. Sarcasm or mock politeness:** In this situation, the speaker frequently employs conflicting or fake politeness techniques in an effort to avoid offending the recipient. Sarcasm and mockery are similar to the leech's interpretation of irony<sup>18)</sup>.

**5. Withhold politeness:** Impoliteness can occur when there is no attempt at civility, such as when the speaker neglects to show gratitude. It indicates that he is rude<sup>28)</sup>.

### 3. Data Analysis

The eclectic model developed in the previous section is used for analyzing the bullying situations in 'Wonder' movie under study (see 3.1). Data are analyzed according to the qualitative and quantitative analysis.



### 3.1. Qualitative Analysis

Within the qualitative analysis the data are analyzed as follows:

- a. Verbal bullying Type Identification: Verbal bullying type is identified: whether it is direct or indirect verbal bullying.
- b. Pragmatic Analysis: Bullying expressions are pragmatically analyzed. The pragmatic analysis examines the representation of speech acts within the data, specifically focusing on the utilization of illocutionary acts by the characters, both in a direct and indirect manner. Additionally, it investigates the various impoliteness methods employed by the bullies.

These are all shown in the table below where (14) situations holding numerous utterances are analyzed:

Table 2. The Qualitative Analysis of the *Wonder* Movie

Utterance of Bullying	Verbal Bullying		Speech Act			Impoliteness Strategy
	Type	Directness	Type	Illocutionary act	Directness	
1. "Julian: hey, Charlotte! Don't you ever stop talking. so, this is the cafeteria. The food here is okay for school food". <b>"Or do you eat special food?"</b>	Verbal abuse	Direct	Expressive	Insulting/ Offending	Indirect	Positive impoliteness/ Unsympathetic
2. "Julian: so the science elective, is supposably really hard." <b>"So you probably won't be spending much time here. No offence, but if you're never been in a real school before..."</b> Jack Will: dude, he's been homeschooled." "Julian: okay, I'm just saying science is supposably really hard, but you're taking it, too, right?" "(CHUCLING) hey, maybe you could fail together."	Verbal abuse	Direct	Expressive	Mocking/ taunting	Indirect	Sarcasm or mock politeness
3. "Jack Will: why don't you get away, so he can check it out?" "Julian: okay. I mean there is nothing much to see desks, chairs, the incubator, Bunsen burners. Those are some really gross science posters." <b>"Oh! And this is an eraser."</b> "Charlotte: he knows what an eraser is." "Julian: how am I supposed to know what he knows? He doesn't say anything." "Charlotte: you know what an eraser is, right?" "Jack Will: [WHISPERS] dude, you have to say something." "Auggie: yeah, I know what an eraser is. Is.....is your name is Jack or Jack Will?" <b>"Julian: (GIGGLES) you thought his name was Jack Will?"</b>	Verbal abuse	Direct	Expressive	Mocking/ Taunting	Indirect	Sarcasm or mock Politeness
	Verbal abuse	Direct	Expressive	Humiliation	Indirect	Negative impoliteness/ Personalizing

<p>4. “<i>Julian: actually, I’ve got a question for Auggie. <b>What’s the deal with your face?</b>”</i>  <i>“Jack Will: dude”</i>  <i>“<b>Julian: I mean were you in car crash or something?</b>”</i>  <i>“Charlotte: Julian!”</i>  <i>“Julian: what? Tushman said we could ask questions if we wanted to.”</i>  <i>“Charlotte: not rude questions, besides, he was born like that, Mr. Tushman said.”</i>  <i>“<b>Julian: yeah I know. I just thought maybe was like in a fire, too”</b>”</i></p>	Verbal abuse	Direct	Expressive	Mocking/ Taunting & Humiliation	Indirect	Negative impoliteness/ space invading
<p>5. “<i>Julian: oh! I actually have a question for Auggie. <b>What’s the deal with the braid in the back of your hair? Is it like a Padawan thing?</b>”</i>  <i>“Charlotte: what’s a Padawan thing?”</i>  <i>Julian: oh. It’s from Star Wars. Padawan is a Jedi apprentice.”</i>  <i>“Who’s your favorite character, Auggie?”</i>  <i>“Auggie: Boba Feff”</i>  <i>“<b>Julian: what about Darth Sidious? Do you like him</b>”</i></p>	Verbal Abuse	Direct	Expressive	Mocking/ Taunting	Indirect	Negative impoliteness/ Negative association
	Verbal Abuse	Direct	Expressive	Mocking/ Taunting	Indirect	Negative impoliteness/ Negative association
<p>6. “<i>Julian: hey, can I sit there? Auggie: sure!”</i>  <i>“Julian: <b>you eat like the Sarlacc monster.</b>”</i>  <i>“Julian: <b>My young Padawan (CHUCKLING).</b>”</i></p>	Verbal Abuse	Direct	Expressive	Mocking/ taunting & humiliation	Direct	Negative impoliteness/ Negative association
	Name-calling	Direct	Expressive	Mocking/ taunting & humiliation	Direct	Positive impoliteness/ Name calling
<p>7. “<i>Julian: hey Darth Hideous. Julian (continues): did you hear?”</i>  <i>“Padawan braids were lame 15 years ago. Supposedly with” a “D” Miles: dude!</i>  <i>“Henry: more like they were always lame”</i>  <i>“Julian: See you tomorrow Miles: later, Barf Hideous!”</i></p>	Name-calling Verbal Abuse	Direct Direct	Expressive Expressive	Mocking/ Taunting Mocking/ taunting	direct Indirect	Positive impoliteness/ inappropriate identity markers positive impoliteness/ calling names
	Name-calling	Direct	Expressive	Mocking/ taunting	Direct	Positive impoliteness/ inappropriate identity markers

8. <b>“Jack Will: it really does look like him. I mean, he’s always reminded me of, like the shrunken head, you know?”</b> <b>“Amos: or an orc”</b>	Verbal Abuse	Direct	Expressive	Mocking/ Taunting	Direct	Negative impoliteness/ Negative association
<b>“Julian: yeah if I looked like him, I’d swear I put a hood over my face.”</b>	Verbal Abuse	Direct	Expressive	Insulting/ Offending	Direct	Positive impoliteness/ Calling names
<b>“Jack Will: if I looked like him I think I’ll kill myself.”</b>						
<i>“Julian: why do you hang out with him so much, Jack?” Miles: yeah</i> <i>“Jack Will: I dunno. Tushman asked me to be his welcome buddy and now he just follows me around everywhere.”</i>	Verbal Abuse	Direct	Expressive	Insulting/ Offending	Direct	Positive impoliteness/ inappropriate identity markers
<i>“Julian: well, that must stink! That must stink (Kids laughing)”</i> <i>“Amos: oh, yeah just like him (Continuous laughing) (Growls) (Laughing)”</i>	Verbal Abuse	Direct	Expressive	Mocking/ Taunting	Direct	Negative impoliteness/ Negative association
9. <i>“Jack Will: hey, what’s wrong? Auggie: go away”</i> <i>“Julian: oh hey, Jack come sit with us.</i> <i>Amos: yeah, come on, man.”</i> <i>“Charlotte: I wonder what happened.</i>	Belittling Victims	Indirect	Expressive	Mocking/ Taunting	Indirect	Sarcasm or mock politeness
<b><i>Ximena: maybe Jack touched Auggie and couldn’t wash his hands in time; Jack finally got the “Plague”</i></b> <i>“Charlotte: that’s not very nice”</i>						
10. <i>“Ms. Petosh: so, it’ll be team of two. Your partner will be your tablemate.”</i> <i>“Julian: uh, Ms. Petosh? I know we’re supposed to be in pairs, but Jack, Amos and I had this science fair project idea that we wanted to work on together.”</i> <i>“Ms. Petosh: okay, maybe we can switch.”</i> <i>“Jack Will: Uh, no”</i> <i>“Ms. Petosh: sorry?”</i> <i>“Julian: what?”</i> <i>“Jack Will: no, um, it’s okay. I’ll stay with who I’ve got. I’ll stick with Auggie”</i> <i>“Julian: hey! What did you do that for?”</i> <i>“Jack Will: dude, I don’t want to switch.”</i> <b><i>“Julian: why not? Do you really wanna be partners with that freak?”</i></b>	Name- calling	Direct	Expressive	Excluding/ Ignoring	Indirect	Positive impoliteness/ Ignoring and calling names

<b>11. Julian: Auggie, Freddy Kruger</b>	Name-calling	Direct	Expressive	Mocking/ Taunting	Direct	Negative impoliteness/ Negative association
<b>12. Julian: No freaks allowed</b>	Name-calling	Direct	Expressive	Excluding ignoring & Insulting/ offending	Direct	Bald on records impoliteness
<b>13. Julian: Do a favor and Die!</b>	Verbal abuse	Direct	Expressive	Excluding/ ignoring & Insulting/ Offending	Direct	Positive impoliteness/ Unsympathetic
<b>14. The boy: “holy crap! Look at his face!”</b>	Verbal abuse	Direct	Expressive	Mocking/ Taunting	Direct	Positive impoliteness/ Unsympathetic
<b>Eddie: “I’ve never seen anything that ugly in my life”</b>	Verbal abuse	Direct	Expressive	Humiliatio n	Direct	Positive impoliteness/ Unsympathetic
<b>“The boy: maybe it’s an orc”</b>	Name-calling	Direct	Expressive	Mocking/ Taunting	Direct	Negative impoliteness/ Negative association
<b>“Jack Will: dude, let’s go”</b>						
<b>“Eddie: go where?”</b>						
<b>Hey, talking to you, Gollum this is the one mask to rule them all? My precious</b>	Name-calling	Direct	Expressive	Mocking/ Taunting	Direct	Negative impoliteness/ Using inappropriate identity markers
<b>Jack Will: “hey, what’s your problem?”</b>						
<b>Eddie: Groans, your boyfriend my problem”</b>	Verbal abuse	Direct	Expressive	Insulting/ offending &Excludin g/ ignoring	Direct	Positive impoliteness / Make him feel uncomfortable

### 3.2. Quantitative Analysis

The subsequent part provides a quantitative examination of the data. The analysis has multiple stages that aim to validate or disprove the hypotheses through the utilization of frequencies and percentages. The initial segment provides a quantitative examination the types of verbal bullying. The subsequent section presents an overview of the speech acts identified within the dataset. The final portion comprises a quantitative analysis of the tactics employed to convey impoliteness, along with its various subtypes.

### 3.2.1. Types of Verbal Bullying in ‘Wonder’ movie

This section centers on the types of verbal bullying that the bullies in the film ‘Wonder’ endure. Bullying that is verbal may be direct or indirect. Table (3) and Figure (1) present the frequencies and percentages of verbal abuse employed by the antagonists in the film ‘Wonder’.

As shown in Table (3) and Figure (1), the total number of verbal bullying used by the bullies is (26). Direct verbal bullying of verbal abuse represents the most commonly used super strategy in the data under study with (17) with a percentage of (65.83%) followed by direct verbal bullying of name-calling with (8) with a percentage of (30.76%). While indirect verbal bullying of belittling victims comes with (1) with a percentage of (3.84%) whereas indirect verbal bullying of spreading rumors has not been used.

Table 3. Frequencies and Percentages of Types of Verbal Bullying in ‘Wonder’ Movie

<i>Verbal bullying</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Direct verbal bullying of verbal abuse</i>	17	65.384%
<i>Direct verbal bullying of name-calling</i>	8	30.769%
<i>Indirect verbal bullying of spreading rumors</i>	0	0%
<i>Indirect verbal bullying of belittling victims</i>	1	3.847%
<i>Total</i>	26	100%

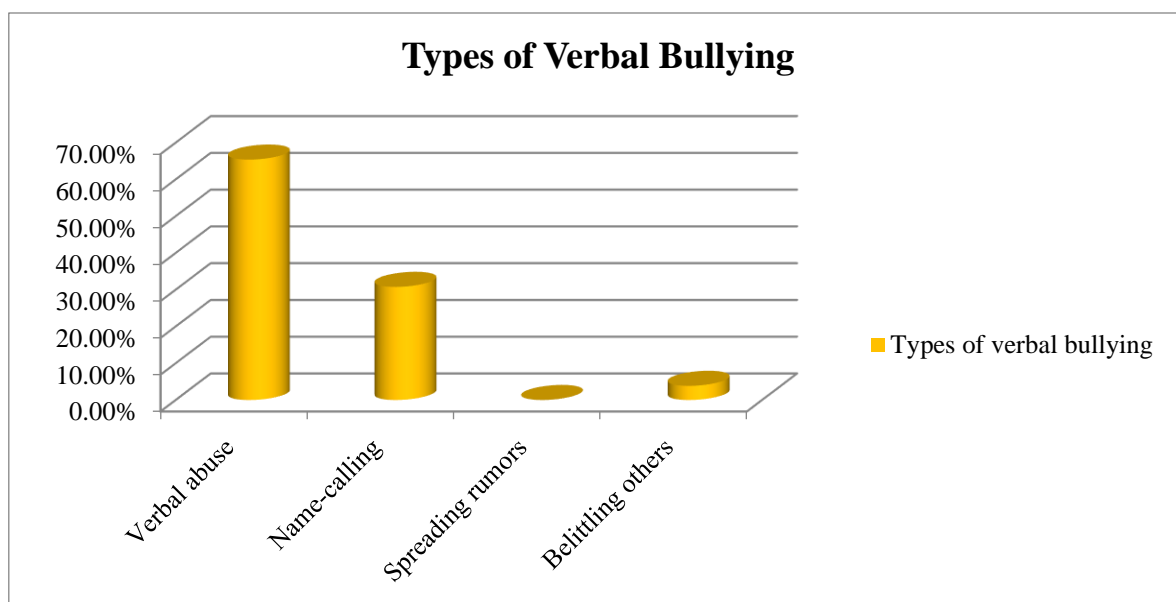


Figure 1. Percentages of Types of Verbal Bullying in ‘Wonder’ Movie

### 3.2.2. Speech Acts in ‘Wonder’ Movie

This section focuses on the direct and indirect expressive speech acts of mocking/taunting, insulting/offending, excluding/ignoring, humiliation, and triangulation that are exploited by bullies in ‘Wonder’ movie.

As indicated in Table (4) and figure (2), the total number of expressive speech acts is (26). Direct expressive speech acts of mocking/taunting represent the most commonly used in ‘Wonder’ movie with (10) at (38.46%) and followed by indirect expressive speech acts of mocking/taunting with (7) at (26.93%) then direct expressive speech acts of insulting/offending with (5) at (19.23%).

Table 4. Frequencies and Percentages of Speech Acts in ‘Wonder’ Movie

<i>Speech Acts</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Direct expressive speech act of mocking/taunting</i>	10	38.46%
<i>Indirect expressive speech acts of mocking/taunting</i>	7	26.93%
<i>Direct expressive speech act of insulting/offending</i>	5	19.23%
<i>Indirect expressive speech acts of insulting/offending</i>	1	3.84%
<i>Direct expressive speech acts of humiliation</i>	3	11.54%
<i>Total</i>	26	100%

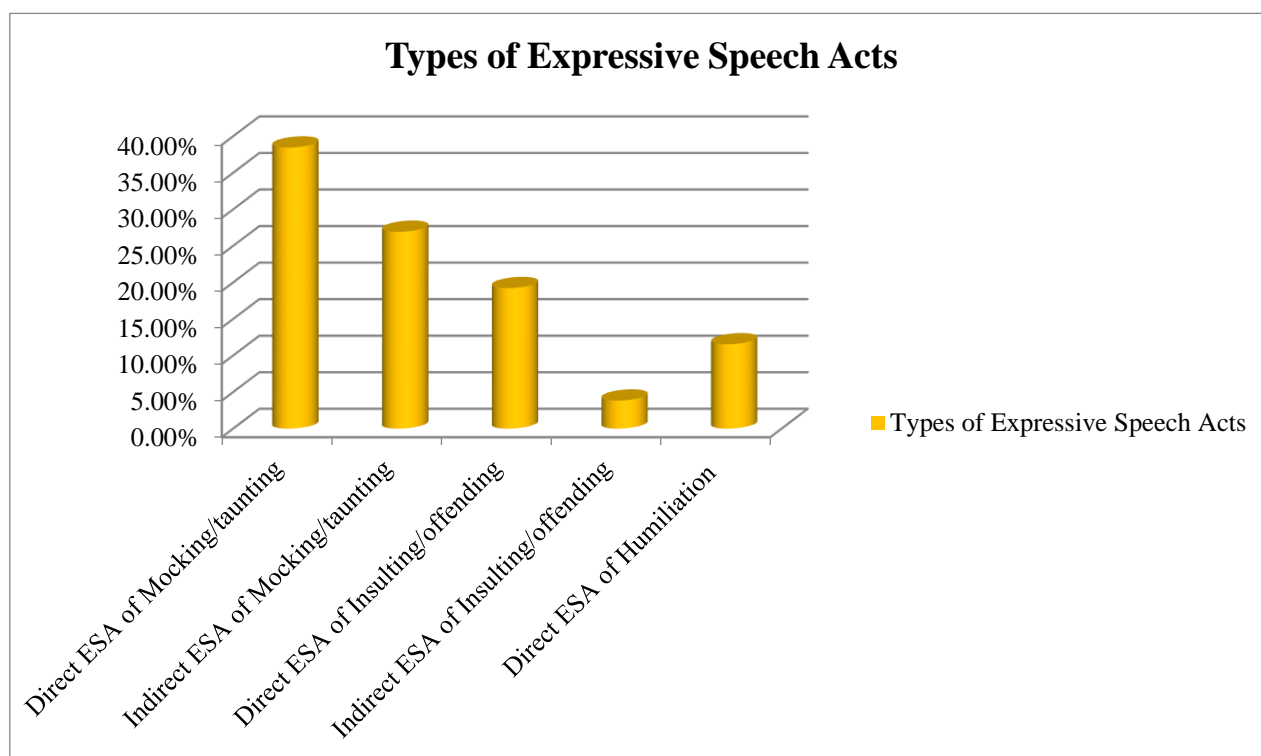


Figure 2. Frequencies of Types Expressive Speech Act in ‘Wonder’ Movie

### 3.2.3. Impoliteness Strategies in *Wonder* movie

This section focuses on the impoliteness strategies which are exploited by bullies in ‘*Wonder*’ movie. As indicated in Table (5) and Figure (3), the total number of expressive speech acts used by bullies in *Wonder* movie is (26). The most commonly used impoliteness strategy by bullies is positive impoliteness strategy with (13) at (50%). Within this, unsympathetic and inappropriate identity markers are employed at (4) for each one with the percentage of (30.77%). Then negative impoliteness strategy which are used with (9) at (34.616%). The least used strategies are the sarcasm or mock politeness with (3) with a percentage of (11.538%) and bald on record strategy with (1) at (3.846%).

Table 5. Frequencies and Percentages of “Impoliteness Strategies” in *Wonder* Movie

Impoliteness Super strategies	Impoliteness sub-strategy	Frequency	Percentage	Total	
				Frequency	Percentage
Bald on record				1	3.846%
Positive impoliteness	Unsympathetic	4	30.77%	13	50%
	Inappropriate identity markers	4	30.77%		
	Name-calling	3	23.076%		
	Ignoring & name-calling	1	7.692%		
	Make him feel uncomfortable	1	7.692%		
	Total	13	100%		
Negative impoliteness	Negative association	7	77.78%	9	34.616%
	Space invading	1	11.11%		
	Personalizing	1	11.11%		
	Total	9	100%		
Sarcasm or mock politeness				3	11.538%
Withhold politeness				0	0.00%
Total				26	100%

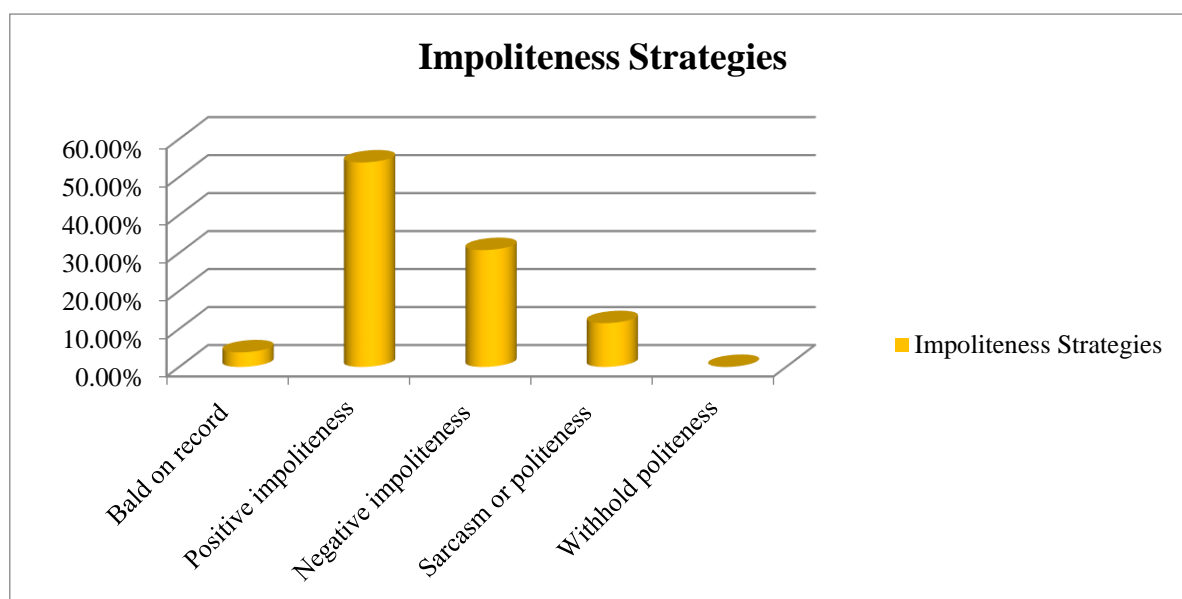


Figure 3. Percentages of Impoliteness Strategies in 'Wonder' Movie

### 3.3. Results of Analysis

The results show that direct verbal bullying is the most frequent type with (25) times for verbal abuse and name-calling while indirect verbal bullying is used only once. This is may be because of the main character, Auggie, has a facial deformity, which makes him a target of direct verbal bullying and name-calling. By using hurtful language, insults, or derogatory remarks, bullies aim to intimidate, demean, and establish dominance over others.

Bullies use direct speech act with (18) times of mocking/taunting, insulting/offending, and humiliation while indirect speech act is used with (8) times of mocking/taunting and insulting/offending to assert their dominance and power over the victim, and bullies may use this way to reinforce their social hierarchies and to maintain their superiority within a friend group.

It is noticed that positive impoliteness strategy is the most frequent strategy followed by negative impoliteness strategy. The reason behind is that actions designed to damage the positive face of the victim and his need to be included in the friend group.

### 4. Conclusions

Based on the preceding analysis undertaken, it is possible to derive the following conclusions:

1. The study has determined that the most prevalent forms of verbal bullying are direct verbal bullying, specifically verbal abuse and name-calling. The utilization of direct ways by bullies to assault their victims serves as a means to demonstrate power, assertiveness, and strength. The correlation between the utilization of direct verbal bullying and the bully's social influence and peer backing can be established.
2. Bullies employ direct expressive speech acts of mocking/taunting, insult/offending, and humiliation with the highest frequency, while indirect expressive speech acts of mocking/taunting, insult/offending, and humiliation



are utilized the least. The cause may be the bullies want to demonstrate their power and dominance over the victim or to uphold their social position between peers.

3. Positive impoliteness strategy is the most frequent strategy, the cause may be that bullies often seek power and control over their victims. Positive impoliteness may be tool for mocking, they intentionally use disrespectful or sarcastic language to demean and humiliate the victim. Bullies in this data also use negative impoliteness strategy that involves directly mocking and humiliating the victim by comparing him with monster characters and name-calling him directly with bad nicknames.

## 5. Pedagogical Implications

Linguistics can play a crucial role in addressing school bullying by promoting effective communication, fostering empathy, and raising awareness about the power and impact of language. Here are some linguistics recommendations for addressing school bullying:

1. Encourage the use of respectful and inclusive language that respects and acknowledges the diversity of the student body. This includes avoiding derogatory terms, slurs, and offensive language that target specific individuals or groups.
2. Teach the students about the power of language and how it affects others. Discuss the consequences of hurtful words and the long-lasting impact they can have on the well-being and self-esteem of individuals.
3. Promote positive communication skills through teaching students' effective communication strategies that encourage understanding and empathy.

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