

مجلة الباحث



مجلة علمية فصلية، تخصصية، محكمة
تعنى بدعم الفكر الإنساني، ونشر الأبحاث والدراسات الإنسانية.
تصدرها كلية التربية للعلوم الإنسانية - جامعة كربلاء.

العدد الثامن والثلاثون (38)
1442 هـ - 2021 م

جميع الآراء الواردة في المجلة تعبر عن وجهة نظر كاتبها
ولا تعبر بالضرورة عن وجهة نظر المجلة.

الرقم الدولي: 2222-3002-Issn
رقم الإيداع في دار الوثائق والكتب: 1572

توجه: جميع المراسلات باسم مدير التحرير على العنوان الآتي:

مجلة الباحث- كلية التربية للعلوم الإنسانية

جامعة كربلاء- محافظة كربلاء- العراق

هاتف: (00964)07818116061

E-mail : Al_Bahith_Quarterly@yahoo.com

رئيس التحرير
الأستاذ الدكتور
حسن حبيب عزر الكريطي

مدير التحرير
الاستاذ المساعد الدكتور
باسم احمد هاشم الغانمي

هيئة التحرير

- 1-أ.د. رياض كاظم سلمان الجميلي
 - 2-أ.د. حيدر حسن عبد علي اليعقوبي
 - 3-أ.د. كريمه نوماس محمد المدني
 - 4-أ.د. حيدر صبري شاكر الخاقاني
 - 5-أ.د. محمد حسين عبد الله المهداوي
 - 6-أ.د. صباح واجد علي الكريطي
 - 7-أ.د. ميثم مرتضى مصطفى ال نصر الله
 - 8-أ.د. احمد عبد الحسين عطية الازيرجاوي
 - 9-أ.د. محمود حمزة عبد الكاظم المسعودي
 - 10-أ.د. مرتضى جليل ابراهيم
 - 11-أ.م.د. نداء حسين فهمي الخزرجي
 - 12-أ.م.د. محمد مهدي علي الشبري
- جامعة كربلاء /كلية التربية للعلوم الإنسانية / جغرافية التطبيقية
- جامعة كربلاء /كلية التربية للعلوم الإنسانية / علم النفس
- جامعة كربلاء /كلية التربية للعلوم الإنسانية / اللغة العربية
- جامعة كربلاء /كلية التربية للعلوم الإنسانية / قسم التاريخ
- جامعة كربلاء /كلية التربية للعلوم الإنسانية / اللغة العربية
- جامعة كربلاء /كلية التربية للعلوم الإنسانية /اللغة الانكليزية
- جامعة كربلاء /كلية التربية للعلوم الإنسانية /قسم التاريخ
- جامعة كربلاء /كلية التربية للعلوم الإنسانية / علم النفس
- جامعة كربلاء /كلية التربية للعلوم الإنسانية / علم النفس
- جامعة كربلاء /كلية التربية للعلوم الإنسانية / جغرافية التطبيقية
- جامعة كربلاء /كلية التربية للعلوم الإنسانية / اللغة الانكليزية
- جامعة كربلاء /كلية التربية للعلوم الإنسانية / قسم التاريخ

المقوم اللغوي (اللغة العربية)
أ.د. محمد حسين علي زعين

طباعة وتنضيد المجلة:
حيدر رياض صادق

تنسيق: رئيس ملاحظين
أسيل محمد داخل

المحتويات

رقم الصفحة	اسم الباحث	اسم البحث	ت
17-9	أ.م.د. بشرى ياسين محمد	تجليات الذات المقهورة في مجموعة (أرق جماعي) مقارنة نصية	.1
48-18	أ.م.د محمد ابراهيم محمد أ.م.د. بليقيس حمود كاظم الحجامي	استخدام النظرية التقليدية وأنموذج راش في تدريج اختبار سيربريكوف للذكاء المتقدم المتحرر من اثر الثقافة (SACFT)	.2
57 -49	By Lecturer: Alaa Hussein Sharhan	Attributive Discourse of Ralph's Interactions in W. Golding's "Lord of the Flies" in terms of Tag Clauses	.3
78-58	أ.د عزيز كويتي الحسيناوي م.د فالح شمخي الحسناوي م.م علي محسن الإبراهيمي	خصائص المرتفعات الجوية المتكوّنة فوق المسطحات المائية المحيطة بالعراق	.4
98-79	م.م هديل عبد الأمير حسوني حبيب م.م عباس حمزة مجيد المسعودي م.م منى كاظم عبد المهدي المظفر	مفهوم اللغة ووظائفها عند المتقدمين من منظور اللسانيات الحديثة	.5
124-99	Asaad Abdul Muhsin Abdul Wahhab Asst. Inst. M. A. ELT	The Impact of Journalistic Questions Pre-Writing Technique on Iraqi EFL Secondary School Students' Performance in Writing Composition	.6
141-125	م. ياسمين حاتم بديد الابراهيمى م.محمد راضي هلول العبودي	"النهضة الحسينية الاصلاحية و دور بنو هاشم و الصحابة فيها "	.7

Attributive Discourse of Ralph's Interactions in W. Golding's "Lord of the Flies" in terms of Tag Clauses

By Lecturer: Alaa Hussein Sharhan

المُلخَص

يتحدّد الخطاب الوصفيّ للشخصيّة بشكل قطعي في الأعمال السردية كلّها ، ليظهر نوع من التفاعل مع بقية الشخصوس ، سواء أكان هذا الخطاب تقريرياً أم تصويرياً، وبطريقة مباشرة أم غير مباشرة. لذا تتمحور مقاصد الرواة لتجسيد أمزجة الشخصيّة وعواطفها، من خلال العبارات التعقيبيّة التي تقترن مباشرة مع كلامهم أو أفكارهم الشفهية. وعليه سيتقصى البحث هذا الموضوع متخذاً من رواية " إله الدباب " للكاتب وليام غولدنغ أنموذجاً، ولاسيما شخصيّة رالف وتفاعله مع بقية الشخصوس. الكلمات المفتاحية: التفاعل، الخطاب الوصفي، العبارات التعقيبيّة، الأفكار الشفهية

Abstract

In every narrative work, a character's attributive discourse is determined to conclusively prove the type of interaction with other characters, whether such discourse is reported or directly or indirectly represented. Thus novelists intend to adequately represent characters' feelings and moods through tag clauses that immediately accompany their speech or verbalized thought. The present research is on such topic when applied to Golding's "Lord of the Flies" focusing on Ralph's interactions with the other boys.

Key words: attributive discourse, interaction, tag clause, verbalized thought.

Introduction .1

Narrative discourse assorts characters' actions into non-verbal physical acts, speeches, thoughts, feelings, perceptions, and sensations. The following structures represent these kinds respectively: *John ran down the street; John said; John thought; John felt; John saw* (Chatman, 1978: 45). Prince (1987: 12) adds that characters can be broadly classified according to their performed activities and actions, "their words, their feelings, their appearance, etc." Thus, the narrated events, situations, and acts, whether verbal or non- verbal, explicitly model the character's world (Prince, 1982: 47). However, such non-verbal events and situations as well as verbal ones can be represented and /or reported directly or indirectly as part of the information about the way the character expresses himself (ibid).

Speech and thought presentation is often approached in relation to "their effects on the reader", as far as narrative works are concerned (Ikeo, 2016:356). The presentation of discourse is effectively decoded depending on the way and the content of the represented speech and thought (ibid). Thus the author of any work prepares an association for "reported discourse, the reported speaker and the narrator" based on linguistic and stylistic strategies and options (ibid: 357). Further, any standard procedure for constructing character's discourse can adopt a linguistic system as well as textual modes (ibid).

Characters' acts of speech and those of narrators' become quit recognizable when one can distinguish direct forms of communicating speech or thought from the indirect ones. Whether speech or thought, the two forms contain two clauses, an optional clause which is referred to as 'tag', and an obligatory one, which is termed 'the reference clause'. For example: "*I have to go*", *she said*. The former part is the reference and the latter one is the tag clause (Chatman, 1978: 198-9).

The current research is mainly about characters' interactions analysed in terms of such above-mentioned clause types which are commonly referred to by narratologists as 'tag clauses', carefully designed to be presented by the narrator to help readers picture out the characters' moods and feelings towards each other in a certain speech situation.

Review of Literature .2

2.1 Tag Clause and Attributive Discourse

Some modes of discourse presentation can describe and impose characters' speech. The narrator may represent that speech in a direct way, which is referred to as 'direct speech' presentation whether or not accompanied by a 'reporting clause'. If it is not accompanied by such clause, it is thus called 'free direct speech'. Further, the reporting clause functions as character identification. The reported clause, on the other hand, serves as a message presentation. Also, the reporting clause performs another function which makes sense for readers that "this stretch is reported verbatim". Moreover, other clues can be obtained from the reporting clause, namely, the character's mood and attitude (Norgaard, 2010: 81-2). Toolan (2006: 699) explains that speech marks enclose the beginning and end of the clause in the direct speech set apart from the clause of reporting. Further the exact words, such as pronouns, tense, time and place expressions, rendered by the speaker, are reported in the direct speech form, hence termed 'verbatim'. Besides, there is an inversion of the verb and the subject of the reporting clause when following the direct speech (ibid). Toolan (ibid) adds that the indirect speech "relays only the content, gist, or illocution of the actual or implied direct speech utterance". There is no punctuation separating the beginning reporting clause from the reported speech, using 'that' as a complementizer or subordinator. The reporting clause can also be introduced by 'if', 'whether', and 'wh-words' (ibid).

Thus direct discourse is used within quotation marks and accompanied by a verb of reporting. But in the case of free indirect discourse, no such marks and verb are used; also there is no narratorial mediation. Free indirect discourse requires optional verbs of reporting "so that the speech and thought

may be placed in the main clause". Forms of tense, pronouns, and proximal adverbs in the indirect discourse are to be all shifted (Black, 2006: 65-7).

Character's discourse may be in a speech form or verbalised thought, both followed by a tag clause, sometimes referred to as inquit formula, which in turn refers to "the act of the speaker or thinker, identifying him or her, indicating various aspects of the act, the character, the setting in which they appear, etc.". In the case of direct speech or thought, tag clauses can be used. Tag clauses can also appear in the indirect discourse type (Prince, 1987: 95). But, in an abruptive dialogue, free indirect, and free direct discourse, such clause does not follow the speech form or verbalized thought (ibid). Genette (1980: 151) defines abruptive dialogue as "a dialogue without a declarative verb... has no determination of aspect, since it is deprived of verbs". The set of tag clauses, Prince (1987:7) elaborates, echoes the narrative of what is called "attributive discourse", which has specification and identification functions of a character's discourse. It also performs the job of showing the traits of the act, character's mood and features, and the setting of those dimensions as in *How are you? Inquired John in a sonorous voice while opening the door to the back room* (ibid). The verb that the tag clause contains is called 'verbum decindi'. Such verbs help make linguistic communication explicit and display "belief, reflection, and emotion". Further, verbum decindi can shape the speaker's act (Prince, 1987: 101-2). Banfield (1982: 23) explains that these verbs can accompany direct and indirect discourse, with an underlying subject of the "quoted speaker", and the indirect object has a reference to "his addressee /hearer".

Golding's "Lord of the Flies": Characters' Relation 2.2

Golding's characters in "Lord of the Flies" are endowed with individual features and diversified personality traits, representing "different human types". He introduces and leads his characters deeply just to bring them into a level of reality (Wilson, 1986: 59). These characters, by degrees, commence to show their evil and destructive nature, especially Jack and Roger (ibid: 47). But the characters' behaviour, from a civilised perspective, as in the case of Ralph, Simon and Piggy, can be clearly demonstrated through the activities of building shelters and keeping clean (ibid:49). Woodward (2010: 58) adds that the novel's basic address is human adversity instinct which is promising in children via their violent performance. This brutal action is first practised by Jack's confrontation and defiance of Ralph's authority, claiming the ruling position on the island. The originated challenge further proceeds when Jack derides Ralph's priorities, which are basically oriented towards Piggy's care and concern (Constantakis, 2011:183). Also, the other boys, though having a lot of fun on the Island such as playing, hunting and making shelters, gradually become imprisoned in their imaginations especially when invoked by the littluns as being

represented by the snake-like thing and the 'beastie' (ibid). The current analysis, for the purpose of limitedness and precision, specially selects and traces Ralph's interactions and relations whose utterances and verbalized thoughts are extensively accompanied by tag clauses that Golding consumed as a narrative technique which exposes how characters, in dialogical interactions, feel towards each other, and how their attitudes get explicit.

Research Methodology .3

Ralph's dialogical interactions with other characters are to be the selected data. The research procedure in the following point will be of qualitative and quantitative design. Qualitatively, a statistical approach will be adopted when analysing the content of Ralph's interactions in terms of tag clauses, keeping track of a sequence of attributive discourses along the novel trajectory. The qualitative method helps justify his attitudes towards other boys as a process of generalisation. His confrontations and conversations are then closely scrutinised following a qualitative method. Two categories sum up Ralph's attributive discourse, which are prudent and intense. These will be traced and analysed along the plot structure of the novel to show how the escalation of events and violence affect Ralph's interactive dialogues. Further, the plot structure helps expose Ralph's response to the rising tensions and how he behaves and speaks in such circumstances. The categories of Ralph's attributive discourse vary in their occurrence during the succession of events and in relation to the type of character being spoken to.

Results and Discussion .4

The tags that accompany Ralph's discourse occur in an aggregated manner, in situations where Ralph experiences and practices a strong sense of creating a society of orderly boys. The following chart shows the frequencies and percentages of prudent and intense tag clauses.

Tag Clause Type	Frequency	Percentage
Prudent	22	30.13%
Intense	51	69.86
Total Occurrence	73	

Chart (1): Frequency and percentages of Ralph's Attributive Discourse

The two types of attributive discourse show Ralph's sense of responsibility, care, maturity, violence, and stress. In terms of plot structure, such tags occur in an aggregated manner, in situations where Ralph

experiences and practices a strong sense of creating a society of orderly boys.

The least occurrence of the prudent type of tag clauses accompanying Ralph's speech uncovers a developing conflict between Ralph and Jack as well as the other boys. The chronological order of events exhibits Ralph's gradual changes from being a caring and fair leader into someone who shows violence being possessed with a darker nature. The exposition stage and the first part of the complication stage clearly feature a high level of prudent practices and lower rates of the intense type. The outnumbering prudent tag clauses are in accord with Ralph's attempt to organize the boys on the island through making rules. In chapter one, he appears composed, and this trait sufficiently bolsters a feeling of confidence in the other boys. The following tag clauses show the prudent type of interaction between

Ralph and the other boys in chapters one and two:

- The fair boy said this solemnly.* (Ch.1, p. 8; addressing Piggy) .1
Because, Ralph thought, because, because. (Ch. 1, p. 9; addressing Piggy) .2
Ralph, sensing his sun-blindness, answered him. (Ch.1, p. 20; addressing Jack) .3
... he said at last with the directness of genuine leadership. (Ch. 1, p. 27; addressing Piggy) .4
... said Ralph wisely. (Ch. 1, p. 32; addressing others) .5
... Ralph explained wisely. (Ch. 2, p. 39; addressing others) .6
- Through these tags, Ralph is briefly exposed as a qualitative leader, being mature enough to make others keep order.

The beginning stage of the novel also manifests Ralph's confrontation with Jack and the choir-boys. Their dialogical interactions feature several instances of intense tag clauses, clearly making their contest explicit. The following set of tag clauses shows a tension between the two major characters in the first two chapters:

- "Ralph spoke to his back".* (ch. 1, p. 21)
"He is not fatty", cried Ralph. (ch. 1, p. 23)
"Shut up", said Ralph absently. (ch. 1, p. 23)
"You should stick a pig", said Ralph fiercely. (ch. 1, p. 33)
"We'll have rules", he cried excitedly. (ch. 2, p. 36)

The complication level, which starts from chapter three up to chapter eight, shows a rising conflict between Ralph and Jack as well as those boys who have just broken the rules under the influence of the fear of the beast. Accordingly, Ralph's temper is gradually being lost, but regained later on after

Simon's death. These unfavourable circumstances result in lesser occurrence of the prudent type of tag clauses and a high reference to the intense type. Some moments in the complication level are definitely easy to prove that

Ralph practices weighty responsibility and intensive care about building shelters. The tag clause, '*explained*' shows this prospect: "*Once down*", *Ralph explained*. "*Been working for days now and look*". (Ch.3, p.54.)

Ralph also develops an increasing awareness of human nature. This is clearly confessed to Jack, through the use of tag clause '*muttered Ralph*', when he persistently reiterates the idea of fire to be conserved and controlled:

"*They've put on green branches*", *muttered Ralph*. (Ch.3, p.58.)

He, further, manages his ambivalent feelings especially when he directs everything to the practice of rescue, but he grows extremely disappointed with Jack and the hunters as the following tag clause shows: *Ralph's final word was ungracious mutter*: "*All right. Light the fire.*" (Ch.4, p. 79)

Ralph, then, catches on the necessity of thinking wisely, though his key and momentous decisions become exceedingly difficult to take. This serious consideration takes Ralph's into thinking about giving up being the leader. The following tags in no way resemble Ralph's current situation as circumspect and sensible: *Ralph drop down and spoke in his ordinary voice*", (p. 89); "*He thought for a moment, formulating the question... .*" (p. 99); "*Ralph answered in the cautious voice of one who rehearses a theorem*", (p. 101); "*Ralph answered him politely, as if agreeing about the weather*", (p. 115); "*said Ralph wisely*", (p.163); "*said Ralph slowly*", (p. 173); "*muttered*

Ralph", (p. 174). The attributive discourse of the prudent type in these situations completely uncovers Ralph's courage and a sense of duty. Some of the above-mentioned tags are likely to be designed to show his common sense and a caring aspect when he gets seriously worried about leaving Piggy and the little boys alone.

The rising action witnesses a developing conflict between Ralph and Jack. The behaviour of the other boys is largely affected by the fear from the beast. Those two aspects in the complication level are clearly indicated by the abundant intense type occurrence of attributive discourse. Shouting and loud voice, accordingly, become increasingly dominant when Ralph's claims arise out of the following pressing demands:

- A focus on shelter-building. .1
- Keeping the fire lit. .2

The following extracts show Ralph's acts of shouting:

He shouted as Maurice came to the surface: "*Belly flop!, Belly flop.*" (Ch. 4, p.71)

The next moment he was on his feet and shouting: "*Smoke, smoke!*" (ch.4, p.71).

Ralph spoke again, hoarsely: "You let the fire out." (Ch. 4, p. 76).
His voice was loud and savage, and struck them into silence: "There was a ship" (Ch. 4, p. 76).
Being afraid of the unknown beast breaking the rules, "I say we'll go on!" shouted Ralph furiously (Ch.6, p. 118).
Ralph's voice ran up: "But a boar!" (Ch. 7, p. 125).

Realising that he and Jack will never be friends; he starts to get his authority through indulging himself in successive moments of intense interactions. This type of character conflict is well-recognized in the complication level. Thus, much intense attributive discourse occurs in chapters three up to eight. The following tag clauses are classified into this type of discourse:

- Some hidden passion vibrated in Ralph's voice, (Ch.3, p. 55). .1*
... said Ralph sourly, (Ch.4, p. 70). .2
Ralph spoke again, hoarsely, (Ch. 4, p. 74). .3
He muttered... , (Ch. 4, p. 79). .4
Anger instead of decency passed his throat, (Ch. 4, p. 79). .5
Ralph went on, abruptly, (Ch. 5, p. 89). .6
Ralph interrupted him testily, (Ch. 5, p. 90). .7
Something deep in Ralph spoke for him, (Ch.6, p. 114). .8
... Ralph said curtly, (Ch. 7, p. 123). .9
Ralph talked on, excitedly, (Ch. 7, p. 125). .10
... said Ralph indignantly, (Ch.7, p. 125). .11
... Said Ralph uneasily, (Ch. 7, p.126). .12
... said Ralph shakily, (Ch. 7, p. 134). .13

Chapters 9 up to 11 represent the climax in this novel starting after the discovery by Simon of the pig's head on the stick, which stands for "Lord of the Flies". The climax also witnesses the location of the dead airman, formerly believed to be the beast. Simon is killed before telling the other boys about his discovery. This moment of truth turns the struggle into life-and-death conflict, resulting in Piggy's death and Ralph's fleeing in panic. Such events are carried with the intense type of attributive discourse which completely

dominates. The declamatory sub-type of intense tag clause has a high frequency in these chapters. The following declamatory tag clauses expose how Ralph desperately and frantically tries to resist Jack and how he loses control with the other boys. They also show how Ralph gets stressed and loses concentration:

- "I'm a chief", said Ralph tremulously, (Addressing Jack, ch.9, p. 166) .1*
Ralph spoke up "Simon", (Addressing piggy. Ch.10, p.171) .2
Ralph shouted, "No pain", (Addressing Samneric, ch.11, p. 191). .3

- "I hadn't, said Ralph loudly, (Addressing Piggy and Samneric, ch.11, p.191). .4
- Ralph spoke again loudly. "I'm calling an assembly", (Addressing the .5
hunters, ch.11, p. 194).
- Ralph cried out against the black and green mask. "Jack!", (Addressing .6
Jack, ch.11, p. 198).
- His temper broke. He screamed at Jack. "You're a beast and a swine and .7
again a bloody, bloody thief!", (Ch.11, p. 198).
- Ralph shouted against the noise. "Which is better, law and rescue, or .8
hunting and breaking things up?", (Addressing the hunters, ch.11, p.199)
- The intense-declamatory tag clause extends to the falling action level in
this novel. Ralph now weeps for the loss of innocence "A spasm of terror set
him shaking and he cried aloud. "No. They're not as bad as that. It was an
accident" ", (ch12, p.203). Ralph wants in vain to remind Jack and Roger of
rescue and a civilized behaviour: "He spoke aloud: "Think. What was the
sensible thing to do"", (ch.12, p. 216).

Conclusion .5

On the account of the preceding findings and discussions, tag clauses
prove a helpful tool of character discourse and interaction. The following
points conclude Ralph's interactions with other characters in terms of
attributive discourse:

- The most frequent tag clause at the beginning of the novel is the prudent .1
type for there is no established conflict between Ralph and other boys.
Instead, Ralph is presented, through tag clauses, as wise and calm.
The prudent type diminishes gradually as the events escalate for Jack starts .2
to refuse following the rules proposed by Ralph, resulting in an intensive
occurrence of intense attributive discourse.
During recurrent moments, Ralph's bitter struggle with the other boys is .3
implicitly exposed and indicated via the narrative employment of
declamatory type of tag clauses.

References

- Banfield, Ann. (1982). *Unspeakable Sentences: Narration and Presentation
in the Language of Fiction*. London: Routledge.
- Black, Elizabeth. (2006). *Pragmatic Stylistics*. Edinburgh: Edinburgh
University Press.
- Chatman, Seymour. (1978). *Story and Discourse: Narrative Structure
in Fiction and Film*. Ithaca and London: Cornell University
Press.
- Constantakis, Sara. (2011). *Novels for Students: Presenting
Context, and Criticism on Commonly Studied Analysis,
Detroit: Gale Cengage Learning. Novels. Vol. 36.*

- Genette, Gerard. (1980). *Narrative Discourse. An Essay in Method*.
Tans. By Jane E. Lewin. Ithaca: Cornell University Press.
- Ikeo, Reiko. (2016). *Speech and Thought Presentation in
Companion to Stylistics*. Violeta Sotirova (ed.).
Bloomsbury. London:
Bloomsbury.
- Norgaard, Nina, Rocio Montoro and Beatrix Busse. (2010). *Key terms
in Stylistics*. London: Continuum International Publishing
Group.
- Prince, Gerald. (1982). *Narratology: The form and Functioning of the
Narrative*. Berlin: Mouton Publishers.
- (1987). *A Dictionary of Narratology*. Lincoln and
London: University of Nebraska Press.
- Toolan, M. (2006). *Speech and Thought: Representation of:* in Keith
Brown's Encyclopaedia of Language and Linguistics (p. 699)
- Wilson, Raymond. (1986). *Lord of the Flies: Macmillan Master Guides*.
London: Macmillan Education LTD.
- Woodward, Kathleen. (2010). *The Capacity for Evil in Children in
Bloom's Guide- William Golding's Lord of the Flies*; p.58. New
York: Harold Bloom.

