A Pragmatic Analysis of Bullying in Emily Bronte Wuthering Heights

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Abstract

The harmful nature of bullying is widely acknowledged by those who have direct experience with it, and this perception is intrinsically linked to the meaning and goals of bullying behavior. As a result of its detrimental effects on its targets, bullying consistently garners media and public attention. The study aims at: explaining the most dominant strategies of impoliteness within bullying extracts of Wuthering Heights and examining the purpose and implicated function behind using such utterances in Wuthering Heights. The current study adopts a qualitative method for analyzing twenty-three extracts by applying Culpeper's (1995) Impoliteness and Grice's (1978) implicature theories, besides Innes (2019) the functions of bullying. The study finds out that bald on record strategy of impoliteness has a high percentage (47.8%), and implicature of power is the most prominent feature within bullying utterances extracted from Bronte's Wuthering Heights (scored 43.4%). Using "bald on record" more than other strategies shows that the authors do not care about the bullied person, since they have not used the less offensive strategies to show how bullying happens. The implicature of power is the most proposed and prominent one throughout the bullying utterances since the continual straggling to gain power between the two opposite sons of Earnshaw is the real reason of bulling most the time.

Keywords: Bullying, implicature, Culpeper's impoliteness theory, Wuthering Heights, bald on record

Introduction

In pragmatics, the study of implication, or how to deduce the meaning of a speech even if it is not explicitly stated, is explored (Majeed, 2021). The harmful nature of bullying is widely acknowledged by those who have direct experience with it, and this perception is intrinsically linked to the meaning and goals of bullying behavior which is deeply rooted within implication and intended meaning. The detrimental effects of bullying on its victims in a variety of contexts capture the attention of the general public. Although bullying is most commonly connected with children's interpersonal and social difficulties, it affects people of all ages and can lead to

stress, sadness, suicide, worry and many other psychological problems. Sometimes, bullied people take their own lives or act violently in public as a way to release their pent-up emotions. In light of this, it was crucial to learn more about the concrete effects of bullies' various tactics on their victims. The harmful effects of bullying on victims' physical and psychological health have been the subject of previous studies.

There is a lot of concern about verbal (linguistic) bullying because it is so pervasive in the source material. Words and phrases that indicate aggression, dominance, and so on are necessary for the violent phenomenon of bullying. Therefore, Culpeper's (1995) Impoliteness theory and Grice's (1975) Implicature theory, in addition to Innes' (2019) bullying function, will be used to the current text, Wuthering Heights, in order to get the pragmatic meaning and the function behind what is said. The research aims to answer the following questions:

1. What are the most common impoliteness strategies in bullying extracts within Wuthering Heights? and 2. What are implications and goals of using such language in the novel?

Theoretical background

Grice's (1975) Implicature Theory

Cooperative Principle and its associated maxims are regarded as the fundamentals of everyday interaction. However, conversational maxims are not always followed, obeyed, or respected, as such maxims are frequently disregarded. When maxims are disregarded, a particular type of meaning is evoked, known as "implicature". Grice posits in his theory of implicature that a type of inferential implicit meaning bridges the gap between maxim flouting and coherence (Thomas, 2011; Grundy, 2008). A mother can ask her son, "Have you done your homework?" as an example. If her son tells her, "My bicycle is broken, mum?" (p. 20), she may not be able to fix it (p. 20). There is no obvious connection between the mother's question and the son's response at first glance. However, there must be some sort of significant relationship between the two pieces of interaction as there is an understanding and collaboration existent between the two persons. The son's message is an attempt to provide a reasonable explanation. Inferential meaning, also known as implicature, refers to this type of pragmatic interpretation beyond what is said. In this case, the kid is trying to deflect his mother's attention away from the fact that he has not finished his homework. This sort of meaning comes into play when there is a discrepancy between what was said, what the listeners were expecting to hear, and what they actually heard.

Culppeper's (1995) Impoliteness Theory

The impoliteness theory of Culpeper (1996) serves as a model for analyzing the strategies employed in this novel to convey bullying phenomenon. Culpeper followed the politeness model established by Brown and Livenson. He proposed a model of five impoliteness techniques, with one modification made in (2005, 2011).

These strategies include: withholding politeness, sarcasm or mock impoliteness, positive impoliteness, negative impoliteness, and bald on record impoliteness. Through the use of impoliteness theory, the researcher aims to explain how the characters in the novel express their hostility toward the target individual by employing various impolite strategies.

The Concept of Bullying

In academic circles, the term "bullying" has been defined numerous times, with one of the most frequently recognized definitions being *"aggressive behavior or intentional 'harm*

doing', which is carried out repeatedly and over time in an interpersonal relationship characterized by an imbalance of power" (Olweus, 1993, p. 9). Therefore, it is important to stress Olweus' (1993) description of the parts of this definition before delving into a more in-depth examination of each component individually in the next coming paragraphs that follow.

As mentioned by the definition of aggressive behavior, it is a bad action when one person intentionally causes harm or pain to another. Negative acts can be carried out by physical contact, words, or other means, such as making faces or obscene gestures, and the deliberate exclusion of an individual from a group. In order to use the term bullying, there must be an imbalance of strength (an unequal power relationship). The student who is subjected to the negative behaviors has trouble defending himself/herself and is relatively defenseless against the harassing student(s) for instance. In accordance with this definition, the following characteristics define the phenomena of bullying: It is violent behavior or intentional 'harm doing' that occurs repeatedly and over time in an interpersonal relationship marked by a power imbalance (Olweus, 1993, pp. 8–9). Bullying can take various forms, including traditional bullying which can be either physical or verbal or both such as punching or kicking another person, racial bullying such as taunting someone by referencing their race, and cyberbullying such as sending an offending text message. The scope of bullying varies from mere threats to murder (Batsche & Knoff, 1994). Seventy-five percent of adolescents in the United States reported a variety of bullying incidents, and ninety percent indicated that bullying caused serious problems such as isolation, loss of friendships, hopelessness, emotional adjustment, depression, anxiety, low self-esteem, and other difficulties in life, such as having problematic relationships with the people surrounding the victims (Hazler, Hoover, & Oliver, 1992). Thus, Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful one''(Farrington, 1993: p. 381).

The effects of persistent bullying can be just as devastating as deaths by suicide. In other words, the percentage of instances of bullying as well as the severity of the behavior are crucial indicators of the prevalence of such a problem in today's society.

Given how bad bullying is and how common it is in the U.S., there are some groups that are more likely to be affected by it. For example, weak persons of groupd, ill people, different people, lower class people, and so many groups by which immigrants and refugees are one of the groups most likely to be bullied in the U.S., as is Heathcliff, the main character of this text, who is a gypsy (Hong, Peguero, Choi, Lanesskog, Espelage, & Lee, 2014; Lim & Hoot, 2015; Mendez, Bauman, & Guillory, 2012; Qin, Way, & Rana, 2008). Because they are bullied or seen as different from the other people around them, the characters in *Wuthering Heights* go through a number of things that affect their personal and social lives. The effect of bullying on the social relations between the characters in the novel *Wuthering Heights* had very negative effects and led to arousing the spirit of aggression and revenge which continued until later generations.

Bullying Characteristics

Bullying refers to a variety of activities that can have an impact on a person's property, body, emotions, connected identity, and social standing (Beane, 2008). Dennell (2015) agrees, defining bullying as "actions and consequences that cause someone to feel wounded, intimidated, terrified, or excluded." Bullying is a worldwide phenomenon that has catastrophic consequences for victims, oppressors, families, schools, communities, as well as society (Jassim & Ahmed, 2021).

It is crucial to distinguish between bullying and natural conflict. That is, not every

disagreement is meant to be harmful. Some types of confrontation are unavoidable in life, however bullying is a purposeful, harmful, and persistent form of overt as well as offensive behavior. Occasionally, various impacts occur, as well as an imbalance of power between the bully and the victim. This unequal power might be numerical as well as physical. According to Namies (2009), the distinction between bullying as well as other sorts of abuse seems to be that bullying is more widespread than abuse. It crosses status category membership boundaries and must be distinguished from criminal abuse types. Bullying happens when abusers are of the same gender or race, or when bullies obtain legal protection because they are members of

a status-protected community. For example, institutionalized bullying may occur when a higher-ranking officer refers to a subordinate or lower-ranking employee as "you foolish little lady." This is a line from children's literature in which a schoolteacher addresses her student. It denotes verbal bullying directed towards the pupil. Bullying may also be represented as Hate Speech when it focuses on racism, nationalism, sexuality, or any sort of prejudice. That is, it is a subset of hate speech instead of the actual hate speech. Bullying is dangerous and violent whenever it occurs regularly and over a lengthy period of time. and this is the case of Wuthering Heights' characters who are continually being the target of bulling (Jassim & Ahmed, 2021).

Types of Bullying

There are many different forms of bullying, some of which are related to the manner in which it is perpetrated, such as direct and indirect bullying, and others of which are concerned more with social issues, such as racial, sexual, gestural, and cyber bullying.

Direct bullying is when verbal, physical, and most of all face-to-face aggressive behaviors are directed toward the victim one-on-one. This type of bullying can take many forms (Govender, 2013). This form of bullying is considered to be the "least complex sort of bullying" due to the fact that its actions, such as punching or kicking the victim, can be plainly observed and the bully can be identified with relative ease (Smokowski & Kopasz, 2005, p. 102). Moreover, the bullied person can use verbal bullying by using harsh offensive words or utterances that evokes aggressive feelings. However, if the bullying is indirect, such as when the bully threatens or taunts the victim, it is more difficult to pinpoint who is doing the bullying. And there's always the risk of others calling the victim names, starting rumors, spray painting graffiti on public walls, and telling others to avoid the victim (evoking social alienation).

Indirect bullying, as defined by Rigby (2008) and De Wet (2007), is manipulative, covert, and malicious. Target of the bullying is isolated from friends and family and told not to engage with the bully. However, threatening or offensive gestures are examples of the indirect kind of bullying known as "gestural bullying." Examples of this form of bullying include "rolling of eyes," "sighs," "sneers," "aggressive stares," "snickering," "frowning," "shake[ing] fists at someone," "providing hostile looks or glances," and "show[ing] hostile body language" (Govender, 2013, p. 23; Rossouw & Stewart, 2008, p. 252). In addition to the non-sexually offensive gestures like racial insults, drawing graffiti, or making fun of the victim's culture that characterize racial bullying, sexually improper jokes, images, or rumors intended to tease the victim can also fall into this category (De Wet, 2007). Online communities are not immune to sexually abusive behavior. Therefore, the phenomenon known as cyberbullying should be brought up.

The evolution of technology has led to a more sophisticated kind of bullying known as cyberbullying. To engage in cyberbullying is to harass, threaten, or otherwise cause distress to another person over electronic means (it is still bullying in all its forms using social medias to convey it) (Li, 2006). In contrast to traditional bullying, which typically occurs at specific times

of day, cyberbullying can occur at any time, and it can affect a larger number of people simultaneously without making the bully easy to identify. Recent studies show that the psychological and emotional effects of cyberbullying are comparable to those of traditional bullying, despite the fact that there is less personal contact between the bully and the victim (Govender, 2013). Bullying can take many forms, but based on the findings of the following empirical investigations, we can divide it into two broad types: traditional bullying and cyberbullying.

Aggression of both the direct and indirect variety characterize what has come to be known as "traditional bullying." Hits, kicks, taunts, teases, and threats are all examples of direct aggression (Hawker & Boulton, 2000); extortion, social exclusion, and intimidation are all examples of indirect aggression (Hinduja & Patchin, 2010; Nansel et al., 2001; van der Wal et al., 2003). Overt aggression (such as name calling or pushing) and relational aggression (such as gossip or rumor spreading or sabotaging) are also possible components of traditional bullying (Crick & Grotpeter, 1995; Hinduja & Patchin, 2010; Prinstein et al., 2001; Wolke et al., 2000). However, in today's globalized society, cyberbullying has become an epidemic. This form of harassment involves repeated and intentional attacks on a victim via electronic means (Hinduja & Patchin, 2009, 2010; Patchin & Hinduja, 2006). As such, many forms of bullying, especially those depicted in Wuthering Heights, have a profound impact on individuals' complex psychological foundations, and only direct bullying will be examined within Bronte's text.

Concepts Relating with Bullying

Bullying as a negative aggressive phenomenon has sometimes a relationship with other negative actions such as rudeness, prejudice, discrimination and classism which can be reasons that make a person behaves aggressively. These terms are explained in the following sub-sections.

Rudeness

A lack of regard for the social norms or etiquette of a group or culture is an example of rudeness (also known as effrontery). These guidelines have been set up as the fundamental limits of acceptable behavior. The inability or refusal to conform to widely accepted standards of behavior is rude. These norms are enforced like a social law, with negative consequences for those who break them and positive reinforcement for those who promote them (Thomas, 2022).

Prejudice

The definition of prejudice is an irrational or unfair bias against a person or a group of people. The pre- and the judici- in this term derive from the Latin for "before" and "judge," respectively. Although prejudice can be directed at anything, it is most commonly applied to an individual or a group. Over the years, the English language has developed a more nuanced grasp of the Latin language. For example, "I decided (showed prejudice) not to run with the bulls since I could have been wounded" is an example of using "excellent judgment" prior to an event, as in "prejudice" in ancient English. People often use the term "prejudice" to describe a person's or group's dislike of those who are different from themselves. They could decide they do not like someone on the basis of their race (called "racism"), religion (called "religious prejudice"), or country of origin (called "nationalism"). Discrimination, hostility, and even war can be the result of such biases (Auestad, 2015: p. 76).

Discrimination

The term "discrimination" refers to any form of treatment that is unequal or different

against a person because of their membership in a certain group. All people are entitled to protection from discrimination and from any incitement to discrimination, as stated in the Universal Declaration of Human Rights. Discrimination can be based on many factors, including but not limited to a person's race, age, sex, politics, sexual orientation, gender identity, religion, appearance, criminal record, lifestyle, clothing, age, disability, membership in a social clique, social class, social status, or caste (Thomason, 2016).

Classism

Class discrimination, or classism, is prejudice or discrimination based on a person's socioeconomic status. It consists of people's beliefs, actions, and institutionalized policies and practices that are designed to advance the interests of the privileged at the expense of the disadvantaged. The term "social class" is used to describe the stratification of society's inhabitants according to material well-being, level of education, line of work, and other *socioeconomic factors (Burke, 2019).*

The Pragmatic Function

The pragmatic function refers to the intended meaning behind the message being conveyed by the speaker. *"the totality of what the speaker wishes to evoke in his/her communication with the addressee"* is how the term "pragmatic function," also known as "communicated content," is defined (p. 106). Every encounter they have is modified by the communicative goals of the speaker to meet the communicative demand of the situation in which it was initiated. To achieve his goals and fulfill his requirements, the speaker uses a certain technique, which includes (Beisard, et al, 2009). By redirecting the listener's focus back on the person being addressed, the speaker can increase the likelihood that the recipient will understand and respond to the message being conveyed. The utterance's referent's proposed function is widely accepted, even though the utterance's meaning is ambiguous. A person's true intentions are reflected in their use of the pragmatic function (Ibrahim & Hussain, 2021).

Innes (2019) indicates that most bullying utterances have a hidden target or multiple ones sometimes (a pragmatic function for the current study) which can be summarized as: dominance, oppression, humiliation, offense, discrimination, hatred, threatening, sexual/financial abuse, hurt, experiencing power, warning, excluding, difference, underestimation, inequality, rudeness, prejudice and others.

The Previous Studies

Studies related to the current study are limited somehow and they are different from the current one mostly in the field of the study as well as the data targeted to be pragmatically analysed:

1. The Pragmatics of Bullying in Selected Political Speeches of Donald Trump by Al Hindawi, Safah and Raheem.
2. Linguistic Issues in Studying Bullying-related Phenomena: data from a revised Cartoon Task by Smith, Kwak, Hanif and Kanetsuna.
3. Linguistic Features of Cyberbullying by Hua, Hamid and So'od.
4. Workplace Bullying Prevention: A Critical Discourse Analysis by Johnson.

Methodology

This section will explains points related to methodology such as research design, adopted model, data selection and so forth.

Research Design

Only a qualitative analysis is used to analyse bullying utterances since bullying is more related to the content implied within what is said rather that the literal content of the utterance. Thus, a qualitative analysis is more suitable to instigate the intended meaning behind bulling extracts.

Adopted Models

For the practical issues, an eclectic model is adopted, each part of the model deals with particular aspects of data analysis. This model helps clarify the hidden or intended meaning behind a particular utterance of bullying. Pragmatically speaking, two theories are simultaneously employed in this study (besides Innes's (2019) classification of the pragmatic function), whereby utterances will be contextually analyzed to investigate bullying. The following explains the model adopted in this study: Culpeper's (1995) Impoliteness Theory, Grice's (1975) Model of Conversational Implicature and Innes (2019) of pragmatic function.

Data Selection

Data selected for analyses are chosen randomly after deep reading of the bullying utterances found within Bronte's text *Wuthering Heights*. Only twenty-three direct bullying utterances are concerned to be pragmatically analysed.

Synopsis of Wuthering Heights

Bullying is an on-going issue in the world today especially with the youth. It's believed that bullies get bullied whether it's from other bullies, or at home from parents or siblings, but that's not the case in *Wuthering Heights*, it comes from pure jealousy. Heathcliff was brought home by Mr. Earnshaw after being picked up off the streets of Liverpool. Mr. Earnshaw, with two kids of his own, showed favouritism towards young Heathcliff, resulting in insane jealousy by Hindley, Earnshaw's son. Heathcliff was brought into the family, in a way replacing Hindley's position, setting the tone of revenge for the rest of the novel. Right from the start of the novel, Heathcliff is bullied by Hindley. Catherine says *"He [Hindley] has been blaming our father (how dared he?) for treating H. [Heathcliff] too liberally; and swears he will reduce him to his right place"* (Bronte 27). Hindley plans his vengeance. After Mr. Earnshaw passes, *Wuthering Heights* belongs to Hindley. From then on he treated Heathcliff like a servant boy and depriving him of education.

As revenge was a popular theme in the novel, Heathcliff seeks vengeance on Hindley. He says *"I'm trying to settle how I shall pay Hindley back. I don't care how long I wait, if I can only do it at last. I hope he will not die before I do*!" (Bronte 63). Not only does he gain possession of the Heights, he later on bullies, and treated Hindley's son Hareton the way Hindley treated him (Green, 2016).

Procedures for Data Analysis

The current procedures are followed when analyzing data in order to answer RQ1 and RQ2:

1. Each extract is given a number, written in bold with utilized line and given a page number.
2. Applying Culpeper's Model (1995) to examine the kind of the impoliteness strategies mostly employed within *Wuthering Heights* bullying utterances to answer RQ1.
3. Applying Grice's model (1978) of Implicature to examine the implicated pragmatic meaning of the utterance to answer RQ2.
4. Examining the pragmatic function behind uttering a bullying utterance which is not expressed within *Wuthering Heights* in order to answer RQ2 by applying Innes (2019)

model.

5. tabulating the results in tables to show the frequencies and percentages of the required analysis.

Findings and discussion

Pragmatic Analysis (Qualitative)

The following table shows the qualitative analysis of the target data in a concise way:

No	EXTRACT	Impoliteness	IMPLICATURE	FUNCTION
.	"What the devil, indeed!" I muttered. "The herd of possessed swine could have had no worse spirits in them than those animals of yours, sir. You might as well leave a stranger with a brood of tigers!" "They won't meddle with persons who touch nothing,'" he remarked, putting the bottle before me, and restoring. P. 9	Positive impoliteness. Heathcliff seems unsympathetic and unconcerned towards his new renter.	Heathcliff implicates to the new renter to not involve himself in things that are not of his business; the brood of tigers are implicatures for Heathcliff's power of melding any person who crosses his lines (an implicature for power).	Threatening Oppression Experiencing power Warning
2.	"No, no! A stranger is a stranger, be the rich or poor: it will not suit me to permit any one the range of the place while I am off guard!" said the unmannerly wretch.	Bald on Record Impoliteness. Eranshaw's family has an intention to attack the hearer's face (Heathcliff)	Eranshaw's family produced this bullying utterace towards Heathcliff to implicate that any stranger (out of their social range, race and class) would not be trusted (an implicature for social alienation).	Insulting Discrimination Excluding Underestimation
3.	''You forget you have a master here,' says the tyrant. 'I'll demolish the first who puts me out of temper! I insist on perfect sobriety and silence. Oh, boy! was that you? Frances's darling, pull his hair as you go by: I heard him snap his fingers.' Frances pulled his hair heartily. p. 32	Bald on record impoliteness. Hindley attacks Heathcliff directly and hurts him.	Hindely said that to Catherine and Heathcliff to implicate that they do not have any chance to be happy or behave normally (an implicature of power).	Threatening Oppression Warning Experiencing power
4.	"And you, you worthless…..There you are, at your idle tricks again! The rest of them do earn their bread - you live on my charity! Put your trash away, and find something to do. You shall pay me for the plague of having you eternally in my sight - do you hear, damnable jade?' P. 47	Bald on Record Impoliteness. Heathcliff attacks the hearer's face directly .	Heathcliff said this to Young Catherine to implicate that he regards her as a servant that must work for eating food in his house (implicature of hatred to her father and angry for her mother).	Threating Oppression Experiencing power Insulting Hatred Warning
5.	"You must exchange horses with me: I don't like mine; and if you won't I shall tell your father of the three thrashings you've given me this week, and show him my arm, which is black to the shoulder….You'd better do it at once,... you will have to: and if I speak of these blows, you'll get them again with interest." "and then I'll tell how you boasted that you would turn me out of doors as soon as he died, and see whether he will not turn you out directly." P. 61	Bald on record impoliteness. Heathcliff directly attacks the face of the hearer and threaten him.	Hindley implicates for Heathcliff that he is the only heir for Earnshaw's family since Heathcliff is a gypsy bastard who was brought by Mr. Earnshaw. Also, it is implicature that they are not equal since one of them is not the real son of Mr. Earnshaw (an implicature of power).	Dominance Experiencing power Humiliation Hatred Insult Excluding
6.	"Take my colt, Gipsy, then!" said young Earnshaw. "And I pray that he may break your neck: take him, and be damned, you beggarly interloper! and wheedle my father out of all he has: only afterwards show him what you are, imp of Satan. - And take that, I hope he'll kick out your brains!" P. 61	positive impoliteness. Hindely attacked the positive hearer's face when he described him as gypsy. Hindely seems unconcerned and unsympathetic.	Hindely implicates for Heathicliff that he is a gypsy bastard and less than to be regarded as a human (an implicature of power).	Dominance Experiencing power Humiliation Hatred Insulting Excluding

#	Quote	Politeness	Implicature	Category
7.	"Hold your tongue, you foul-mouthed thief, you! you shall go to the gallows for this. Mr. Linton, sir, don't lay by your gun". "No, no, Robert," said the old fool. "The rascals knew that yesterday was my rent-day: they thought to have me cleverly. Come in; I'll furnish them a reception…. " p. 70	Bald on record impoliteness. Mrs. Linton directly attacks the face of the hearer and directly insults him.	Mrs. Linton implicates in her speech that young Heathcliff should not be trusted (danger, savage and a thief) that would make serious problems for them (an implicature of danger).	Discrimination Insulting Excluding Underestimation
8.	"Oh, my dear Mary, look here! Don't be afraid, it is but a boy - yet the villain scowls so plainly in his face; would it not be a kindness to the country to hang him at once, before he shows his nature in acts as well as features?" P. 70	Positive impoliteness. Mrs. Linton intentionally attacks the face of the hearer intentionally attacks Heathcliff. Mrs. Linton shows her disgust towards the nature of boy's shape.	Mrs. Linton implicates in her speech that young Heathcliff should not be trusted (danger, savage and a thief) that would make serious problems for them (an implicature of danger).	Discrimination Insulting Excluding Underestimation
9.	"Frightful thing! Put him in the cellar, papa. He's exactly like the son of the fortune-teller that stole my tame pheasant. Isn't he, Edgar?" p. 70	Negative impoliteness. Isabell directly links Heathcliff to a negative thing and uses abusive example to offend him .	Isabella implicates to Heathcliff that this person is a thief that makes frightful things and steal them any time (an implicature of danger).	Difference Humiliation Insulting Underestimation
10.	"But who is this? Where did she pick up this companion? Oho! I declare he is that strange acquisition my late neighbour made, in his journey to Liverpool - a little Lascar, or an American or Spanish castaway". ''A wicked boy, at all events, and quite unfit for a decent house! Did you notice his language, Linton? I'm shocked that my children should have heard it". P. 78	Bald on record and positive strategy impoliteness. As far as bald on record considered , Mrs. Linton attacks Heathcliff directly. Regarding positive impoliteness,	Mrs. Linton says this speech to the young Heathcliff to implicate her surprise out of his different look (his dark skin and hair). She implicates that he is danger for all people around him (an implicature of danger).	Difference Humiliation Insulting Underestimation
11.	"keep the fellow out of the room - send him into the garret till dinner is over. He'll be cramming his fingers in the tarts and stealing the fruit, if left alone with them a minute". P. 90	Negative strategy Hindley scorns Heathcliff and avoids tact with them	Hindley implicates for Heathcliff that he is still stranger , and he is the only heir after the death of their father (an implicature for power).	Experiencing power Insulting Warning Underestimation
12.	'Begone, you vagabond! What! you are attempting the coxcomb, are you? Wait till I get hold of those elegant locks - see if I won't pull them a bit longer!" P. 91.	Bald on record. Hindely directly attacks the hearer's face and harms it when he expresses his dislike for Heathcliff and he makes his decision to dispose of him.	Hindely implicates to Heathcliff that he would kill him any time if he touring in the house freely (Hindley is the master and Heathcliff is a servant) (an implicature for power).	Experiencing power, hurting Insulting Warning Underestimation Oppression
13.	"They are long enough already," observed Master Linton, peeping from the doorway; 'I wonder they don't make his head ache. It's like a colt's mane over his eyes!" p. 91	Bald on record. Mr. Linton directly attacks Heathcliff when he described as an animal.	Mr. Linton says that to Heathcliff to implicate that he is an ugly animal and less to be treated as a human (an implicature for power).	Experiencing power, hurting Insulting Warning Underestimation Oppression
14.	"Oh, Miss, that's a nasty trick! You have no right to nip me, and I'm not going to bear it". "I didn't touch you, you lying creature!" cried she. P. 111	Bald on record impoliteness. Catherine directly attacked her servant and insulted in an obvious way.	Catherine wants to implicate for all the presents that she can do everything and anything. She also aims to attract other's attention (an implicature for power).	Insulting Experiencing power Underestimation
15.	"There, I've found it out at last!' cried Hindley, pulling me back by the skin of my neck, like a dog. 'By heaven and hell, you've sworn between you to murder that child! I know how it is, now, that he is always out of my way. But, with the help of Satan, I shall make you swallow the carving-knife, Nelly! You needn't laugh; …… and I want to kill some of you: I shall have no rest till I do!" P. 115	Bald on record impoliteness. Hindely directly attacked his servant and insulted her.	Hindely implicates to the servant and Heathcliff that he would kill Heathcliff any time since he is the only master here (Hindley is the master and Heathcliff is a gypsy bastard boy) (an implicature for power).	Threatening Hurting Oppression Hatred Dominance
16.	"Who is his master?' continued the tiresome girl, appealing to me. "He talked about 'our house,' and 'our folk". I thought he had been the owner's son. And he never said Miss: he should have done, shouldn't he, if he's a servant?" P. 312.	Negative impoliteness. Catherine attacks the negative face of hearers (Hareton) and belittles them. Furthermore, she denies to have any relationship with him.	Miss. Catherine says this to Hareton to implicate that Heathcliff is not the heir for all that wealth and may be Hareton is the real owner of Wuthering Heights (an implicature for social alienation).	Insulting Excludin Underestimation

17.	"Now, get my horse," she said, addressing her unknown kinsman as she would one of the stable boys at the Grange. 'And you may come with me. I want to see where the goblin-hunter rises in the marsh, and to hear about the FAIRISHES, as you call them: but make haste! What's the matter? Get my horse, I say.' P. 312.	Negative impoliteness. Catherine seems disgusted and bored towards Hareton. Thus, Catherine insults and disparages him.	Catherine says this to Heathcliff to implicate that Heathcliff is not equal to the (she and Hindley) as he a bastard. She also implicates that she is more class and rich than him (an impliture for social class).	Humiliation Underestimation
18.	"He does not know his letters,' he said to his cousin. 'Could you believe in the existence of such a colossal dunce?' "Is he all as he should be? or is he simple: not right? I've questioned him twice now, and each time he looked so stupid I think he does not understand me. I can hardly understand him, I'm sure!" "There's nothing the matter but laziness; is there, Earnshaw?" he said. "My cousin fancies you are an idiot. There you experience the consequence of scorning 'book-larning,' as you would say. Have you noticed, Catherine, his frightful Yorkshire pronunciation?' P. 353	Negative impoliteness. Linton performs negative impoliteness when he scorns and belittles Hareton. Also, Linton associates Hareton with his negative side as a stupid boy.	The young Linton says this to Hareton since Hareton is uneducated person. He implicates for the young Catherine that Hareton is not the suitable person to be engaged to (he is less than them, a mere servant) (an impliture for social class).	Insulting Humiliation Hatre Underestimation
19.	He was about to enlarge further, but the two youngsters broke into a noisy fit of merriment: "my giddy miss being delighted to discover that she might turn his strange talk to matter of amusement". P. 353	Negative impoliteness. Linton attacks the negative face of the hearer(Hareton) and belittles him for being uneducated person.	The young Linton says this to Hareton since Hareton is uneducated person. He implicates for the young Catherine that Hareton is not the suitable person to be engaged to (he is less than them, a mere servant and not smart enough as a gentlemen) (an impliture for social class).	Insulting Humiliation Hatre Underestimation
20.	"Miss Catherine! I can read yon, now.' ''Wonderful,' I exclaimed. 'Pray let us hear you – you ARE grown clever!' 'He spelt, and drawled over by syllables, the name - 'Hareton Earnshaw.' ''And the figures?' I cried, encouragingly, perceiving that he came to a dead halt. ''I cannot tell them yet,' he answered. ''Oh, you dunce!' I said, laughing heartily at his failure. 'The fool stared, with a grin hovering about his lips". P. 399	Negative impoliteness. Catherine feels disgusted at Hareton and looks at him with contempt and ridicule.	Young Catherine says that to Hareton to implicate that he is powerless and illiterate who cannot read names or numbers (an implicature of lowery in class, education and so on) (an impliture for social class).	Insulting Underestimation
21.	"He imagined himself to be as accomplished as Linton, I suppose, because he could spell his own name; and was marvelously discomfited that I didn't think the same" P. 400	Negative impoliteness. Catherin tries to underestimate and marginalise Hareton.	Young Catherine says that to Hareton to implicate that is powerless and illiterate who cannot read names or numbers (an implicature of lowery in class, education and so on) (an impliture for social class).	Underestimation Oppression Hurting Humiliation Prejudice Rudeness
22.	"Be silent! I'll go out of doors, or anywhere, rather than have your disagreeable voice in my ear!' said my lady. 'p476/31	Bald on record impoliteness. Catherine directly attacks the face of the hearer (Hareton) and directly insults him.	Young Catherine says that to Hareton to implicate that is powerless and illiterate who cannot read names or numbers (an implicature of lowery in class, education and so on) (an impliture for social class).	Underestimation Oppression Hurting Humiliation Rudeness
23.	"Do you ever dream, Hareton? And, if you do, what is it about? But you can't speak to me!' Then she looked at him; but he would neither open his mouth nor look again P. 497	Negative impoliteness. Catherine attacks the negative face of Hareton and damages it. Catherine tries to marginalize Hareton and she cannot accept the idea of Hareton has hopes like other people or human.	Young Catherine says that to Hareton to implicate that is powerless and illiterate who cannot read names or numbers (an implicature of lowery in class, education and so on) (an impliture for social class).	Underestimation Oppression Hurting Humiliation Rudeness

Finding and Discussion

The study has found that:

1. Concerning the pragmatic analysis of the Impoliteness theory, the following are noted in table (4.1) (the answer for **RQ1**):

Table (4.1): *Frequencies and percentages of impoliteness strategies*

No:	Impoliteness strategy	Frequency	Percentage
1.	Bald on record impoliteness	11	47.8%
2.	Negative impoliteness	9	39.1%
3.	Positive impoliteness	3	13.0%
4.	Withholding politeness	0	0.0%
5.	Sarcasm or mock impoliteness	0	0.0%

This table (4.1) shows the impoliteness strategies mostly used within bullying utterances of wuthering Heights. The most frequently used impoliteness strategy expressing bullying is bald on record which frequented eleven times with (47.8%). The next most common used strategy is negative impoliteness which scores nine frequencies with (39.1%), whereas positive impoliteness shows up three times with (13.0%). Both withholding politeness and sarcasm or mock impoliteness do not appear at all (with 0.0%).

2. Concerning the pragmatic analysis of implicature gained throughout *Wuthering Heights*, the following are found (4.2) (the answer for **RQ2**):

Table (4.2): *Frequencies and percentages of implicatures*

No:	Implicature	Frequency	Percentage
1.	Implicature of power	10	43.4%
2.	Implicature of social class	7	30.3%
3.	Implicature of danger	3	13.0%
4.	Implicature of social alienation	2	8.6%
5.	Implicature of hatred	1	4.3%

Table (4.2) shows the frequencies and percentages of the most commonly used implicatures behind bullying utterances. The implicature of power is the highest frequented implicature which shows ten times with (43.4%). Implicature of social class appears seven times with 30.3% percentage. Implicature of danger, implicature of social alienation and implicature of hatred appear three, two and one time with 13.0%, 8.6% and 4.3% percentages respectively.

3. Concerning the pragmatic function of the bullying utterances within *Wuthering Heights* in table (4.3) (the answer of **RQ2**):

Table (4.3): *Frequencies and percentages of bullying functions*

N	The pragmatic function	Frequency	Percentage
1.	Underestimation	17	17.7%
2.	Insulting	15	15.6%
3.	Humiliation	10	10.4%
4.	Oppression	8	8.3%
5.	Experiencing power	8	8.3%
6.	Hurting	6	6.2%
7.	Hatred	6	6.2%
8.	Warning	5	5.2%
9.	Excluding	5	5.2%
10.	Discrimination	3	3.1%
11.	Dominance	3	3.1%
12.	Difference	3	3.1%
13.	Rudeness	3	3.1%
14.	Threatening	3	3.1%
15.	Prejudice	1	1.04%

Table (4.3) explains the frequencies and percentages of the pragmatic function of the bullying utterances within Wuthering Heights conversational interactions**.** The highest frequency and percentage of bullying function is allotted to underestimation with seventeen times frequency and 17.7% percentage whereas the second highest function is insulting with

fifteen times frequency and 15.6%. the third highest function is humiliation which appears with ten times frequencies and 10.4%. both oppression and experiencing power show up eight times with 8.3%, the same with hurting and hatred by which both appear six times with 6.3% percentage. Warning and excluding both score five times frequencies and a percentage of 5.2%. All of discrimination, dominance, difference, rudeness and threatening score three times frequencies and a percentage of 3.1%. last, prejudice is the lower function which appears only one time with 1.04%.

Conclusion

The study has concluded the following:

1. Though all bullying utterances are impolite action, bald on record is the most frequent strategy of impoliteness used when expressing bullying utterances. Using "bald on record" more than other strategies shows that the authors do not care about the bullied person, since they have not used the less offensive strategies to show how bullying happens. Also, it can be said that there is a difference in how strong the characters are, which lets the people who make bullying use clear strategies. When negative impoliteness resurfacesvin the second place, it's a clear sign that the bully is arrogant and trying to humiliate and belittle the victim.

2. The implicature of power is the most proposed and prominent one throughout the bullying utterances since the continual straggling to gain power between the two opposite sons of Earnshaw is the real reason of bulling most the time. As soon as one of the sons gains the social power and authority to rule Earnshaw's house, he uses all kinds of bullying to improve for others that he is the real heir of Earnshaw's properties.

3. though all pragmatic functions of the current analysis are of the same importance, the pragmatic function of underestimation is the most prominent one since characters who are aiming this goal are intended to belittle the target by losing confidence in her/himself and her/his abilities, as well as arousing a feeling of insignificance and helplessness in the human soul. This is the most severe form of bullying on the psychological health, as it leads to the creation of a weak and psychologically fragile individual who is like a time bomb that may explode at any moment and cause harm to everyone around it. Most cases of bullying and underestimation later lead to either suicide and self-harm, or to become a dictator who enjoys hurting and disturbing others, as in the case of Heathcliff.

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