A Critical Stylistic Study of Bullying in R.J Palacio’s Wonder

Israa Ezzet Hameed
Department of English, College of Education for Women
University of Baghdad, Baghdad, Iraq

Fatimah Khudhair Hassoon
Department of English, College of Education for Women
University of Baghdad, Baghdad, Iraq
Corresponding Author: fatimahassoon7@gmail.com

Received: 02/03/2023 Accepted: 06/03/2023 Published: 06/24/2023

Abstract
Bullying is one of the most common problems that generate vigorous arguments in the community. It is widespread in all societies, especially among children and adolescents in schools. The present study investigates the concept of bullying in the American novel ‘Wonder’ by R. J. Palacio from a critical stylistic perspective. The importance of the study resides for every ordinary reader to be aware of the strategies used in bullying others. It also might be of value to scholars of sociology, critical stylistics, critical discourse studies, psychologists, and any scholar interested in the discourse of bullying. The current study is expected to answer the following question: What is the most common type of bullying and the critical stylistic tools that bullies use to convey the concept of bullying in the analyzed data? The study aims at distinguishing the most common types of Bullying that bullies use in the selected novel and also identifying the critical stylistic tools that are employed by the bullies. The researchers adopt Jeffries’ (2010) critical stylistics modal to analyze the data under scrutiny. The study reveals that the most common form of bullying found is direct emotional bullying which is experienced by Julian and his schoolmates against the victim. Only eight stylistic tools are found in the five extracts through certain realizations related to the specific contexts in which they are initiated. The study concludes that the notion of bullying is represented through using most stylistic tools but with different ideologies.

Keywords: bullying, critical stylistic study, Jeffries’s critical stylistic modal, stylistics, Wonder

DOI: https://dx.doi.org/10.24093/awej/vol14no2.18
Introduction

Bullying is one of the most common problems that generate vigorous arguments in the community. According to Sullivan (2004), bullying is a sequence of manipulative, harmful, and aggressive behaviors used by some powerful people against those who have physical imperfections, including people with facial disabilities. Bullying can be verbal or physical with negative effects on those subjected to bullying. To the best of the researcher’s knowledge, most recent research has paid attention to bullying as a social issue. Researchers like Nuriza (2014), Sya’diyah (2019), and Wulur (2021) have investigated bullying, its consequences and developments. However, these studies have focused on the psychological aspect of bullying rather than the linguistic one. To bridge this gap, the current study is intended to investigate the notion of bullying in Wonder from a critical stylistic perspective. The current study investigates verbal bullying as a social phenomenon to assess how the linguistic style of the novelist can portray the ideologies of those who bully others. The importance of the study resides for every ordinary reader to be aware of the strategies used in bullying others. It also might be of value to scholars of sociology, critical stylicists, critical discourse studies, psychologists and any scholar interested in the discourse of bullying. Therefore, the study aims at distinguishing the most common types of bullying that bullies use in the selected novel and also identifying the critical stylistic tools that are employed by the bullies. It attempts to answer the following questions: What is the most common type of bullying that bullies use in the selected novel? How are the critical stylistic tools employed to convey the concept of bullying in the analyzed data? What are the underlying ideologies embedded in the bullies’ speech?

Some extracts are chosen from Wonder a novel by R. J. Palacio to be analyzed in this study. These extracts contain different forms of bullying practiced on the main character, August or Auggie, as he is sometimes called. August Pullman is a little kid who has had a facial deformity since birth. This makes it difficult for him to be accepted in society. Accordingly, the selected novel is an appropriate representative of the potential linguistic contexts of bullying in literature.

Literature Review

The Concept of Bullying

Bullying is defined as a form of repeatedly aggressive activity done by young people intended to hurt or harm another person. Most bullying took place in schools, where kids interact mostly in situations including classrooms, playgrounds, and school buses. Bullying in schools is a serious issue that has a negative impact on learning and social functioning (Yahya et al., 2015). Bullying can take different forms, including physical bullying like pushing and kicking, verbal bullying like racist slurs, cyberbullying, using technology and social bullying such as isolating someone from a group (Perdew, 2015).

Olweus (2004) believed that bullying frequently occurs without cause and might be viewed as peer abuse. Olweus considers bullying as an abusive behavior that occurs between two persons or groups of people engaged in an event and has comparable physical, financial, or intellectual abilities. He also believes that bullying does not always have to include physical harm or violence.

The definition of bullying has been extended and improved due to the rising awareness of bullying as a social issue. It is considered a deliberate act in which the bully intentionally selects victims to injure them. In addition to individual arguments or conflicts, aggressive behaviors should be committed repeatedly over time to be qualified as bullying. An imbalance of power is
an additional component in a comprehensive definition of bullying. A bully hurts or cruelly treats another person using physical or social authority (Perdew, 2015).

**Critical Stylistics**

Language is full of ideas and behaviors that combine power relations and social conflict. It has the social meaning that appears in phonology, syntax, lexical items, and structure, which are all of the critical interest (Abed & Halyut, 2022).

The field of stylistics emerged in the 20th century as a response against subjective methods of assessing literary qualities in texts in favor of objective analysis and interpretation of linguistic elements. Many scholars maintain that it is hard to define "stylistics" precisely. This is due to its various interpretations (Hassoon, 2018). Stylistics studies the text closely and analyzes its important language forms. It is highly similar to practical criticism (Jaafar, 2014). In other words, the field of stylistics is mainly concerned with studying the speaker/writer’s style in selecting linguistic elements that form a piece of language produced to reflect and portray specific meanings and contexts (Simpson, 2004).

A critical stylistic analysis has been developed by Jeffries who combines stylistic analysis with critical discourse analysis to study language (Ahmed, H., & Abbas, 2019). The study of critical stylistics has evolved in recent years and has shown to be valuable for providing discourse ideational meaning (Khalil, 2020). The Critical Stylistics approach offers a much more rigorous methodology and a more advanced theory than Critical Discourse Analysis (Hasan & Hameed, 2019). CS is a branch of stylistics that focuses on text analysis. It seeks to expose the ideologies that are hidden inside texts and how texts represent the real world to readers or listeners. It is an analytical method created as a consequence of CDA critical discourse analysis shortcomings (Ahmed & Abbas, 2022). CS aims to answer the question “what the text is doing” by using a variety of linguistic tool analyses to expose the ideologies underlying literary and non-literary works. Additionally, the framework of CS is based on Halliday’s theory of grammar as social semiotic and critical linguistics (Ibrahim & Hussein, 2018).

This section presents some studies that dealt with bullying. Putri and Satvikadewi (2017) conducted a study in which they explored cyberbullying from a critical discoursal perspective. Data was collected from Instagram Dena Rachman’s profile, a transgender LGBTQ, including posts and comments. They try to show how the conversation develops the logic of reality that leads perpetrators to participate in cyberbullying without hesitation. The results show that the perpetrators’ attitude, which motivates them to engage in cyberbullying, follows a natural logic of truth. The institutionalization of this mindset is facilitated by state legislation, religious rituals, social interactions, and educational institutions.

Another study was conducted by Ma’yuuf and Abbas (2021) in which they analyze pragmatically five tweets from Donald Trump with Covid-19. The investigation aims to show whether Trump uses either implicit or overt bullying. Additionally, it clarifies the politeness strategies and the underlying meanings used in these tweets. According to the study’s findings, Trump bullies many people by using direct impoliteness strategies to bully and intimidate people. Thus, Trump’s mocking behavior is concealed by implicature.

Yassir (2022), identifies the forms of bullying and examines the reasons for bullying in children’s short stories. She also focuses on the particular pragma-rhetorical tropes that are utilized by the characters to perform bullying. The study reveals that expressive speech has got the highest frequency, whereas declarative speech acts are used at least frequency.
The current study differs in its approach as a CS study, whereas the previous studies are either critical discoursal, pragmatic, or pragma stylistic studies. Moreover, the present study explores the types of bullying exploited by school-aged students in a literary text. The current study is distinct from other studies in that it aims to illustrate how bullying behavior is portrayed in the selected novel.

**Jeffries’ Model**

Jeffries offers a comprehensive and detailed typology of CS tools that can be invested to recognize the author’s style and uncover the ideology underlying spoken utterances. He introduces ten linguistic devices:

- **Naming and Describing**
  According to Jeffries (2010a), there are various ways that texts can be considered to "name" the world. In naming, there may be a choice between two or more methods of referring to the same object. For instance, a person’s name may be changed with another that refers to the same person. There are, however, different forms of naming that have an ideological impact in a certain setting.

- **Representing Actions/Events/States**
  The verbal component of a phrase, which influences how readers and listeners interpret the information presented, is at the core of representing actions/events/states. Jeffries (2010), uses the transitivity model first forward by Simpson in 1993. The transitivity model divides lexical verbs into several categories based on the kind of process or condition that they seem to describe.

- **Equating and Contrasting**
  Language users appear to have the ability to create more complicated words than only conventional synonyms and opposites. According to Jeffries (2010), textual sense relations are the foundation of CS. Syntactic triggers can be used to construct equivalent and oppositional meanings. Speakers/writers express their points of view by connecting or contrasting to reveal the ideologies they believe about these objects (Jeffries, 2010).

- **Exemplifying and Enumerating**
  Exemplifying and Enumerating are interrelated and overlapping textual tools that cannot be separated linguistically, which forces the hearer/reader to rely on their pragmatic inference. Several linguistic devices, such as "for instance," "for example," and "to exemplify," are frequently used to exemplify rather than enumerate. It can be inferred that the main difference between them is that "exemplifying" does not mention all of a category’s cases, whereas "enumerating" does. In conclusion, comprehensiveness may be a useful indication for distinguishing between enumerating and exemplifying (Jeffries, 2010).

- **Prioritizing**
  This tool is used when syntactic alternatives emphasize some information or comments above others (Jeffries, 2010). This prioritizing approach can be carried out in one of three ways: information structure, transformation and subordination.
Assuming and Implying

This tool examines how knowledge is seen to be either background information or something that is inferred in texts. This textual-conceptual function is provided by presupposition and implicature. Presuppositions are statements that assume the occurrence of a certain action or the presence of a particular object or event. The term "conversational implicatures" refers to meanings that are not explicitly stated in the text but may be inferred by the reader by "reading between the lines." These are based on situations in which a speaker violates one or more of Grice’s conversational maxims, which leads to implicature, also known as implicit meanings that the reader is expected to infer (Jeffries, 2010).

Negation

Negation is a grammatical phenomenon indicated by adding a "negative particle" to the first item in the verb phrase, which can be either a true auxiliary or a "dummy auxiliary," such as (will not, is not, have not, are not, etc.) or through pronouns (nobody, no one, none, nothing, etc.)

Semantically, Negating may have lexical equivalents to its formal realizations "not" and "no" that encode the absence or lack of action. Also, negation can be viewed as a morphological process in which affixes are added to signify the negative version like "incomplete, unpleasant, humorless, inability, dislike, etc" (Jeffries, 2010).

Hypothesizing

This section discusses the role of modality in the creation of ideology in texts by exploring hypothetical situations produced by modality. Jeffries (2010) mentioned that the modality classification developed by Simpson is beneficial in studying critical stylistics. The concepts of epistemic, deontic, and bulimic modalities are distinguished by Simpson (1993) as the three distinct types of modalities. These modalities, in turn, express confidence, obligation, and desirability, respectively.

Presenting the Speech and thoughts of other Participants

According to Jeffries (2010), there are five distinct ways in which speech might be reported: the narrator’s report of speech, the narrator’s report of speech act, indirect speech, free indirect speech and direct speech. Similarly, there are five distinct methods to report one’s thinking: the narrator’s report of thought, the narrator’s report of thought act, indirect thought, free indirect thought, and direct thought. The narrator uses this power to manipulate both the characters and the audience’s perspectives (Jeffries, 2010).

Representing Time, Space and Society

This type of analysis examines how the writers of texts build up the world in terms of place, time, and society. Jeffries uses the deixis model to access these dimensions. The importance of deixis lies in the information that it causes a clear interpretation of a specific statement in a particular context; in contrast, the absence of this knowledge results in misinterpretation (Jeffries, 2010).

Method

In this particular study, a qualitative method is used to analyze the data. The novel that is adopted for analysis in this study is Wonder which contains several instances of the concept
under investigation. The selection of extracts is made through the use of a purposive sample strategy, which includes intentionally excerpting situations where the types of bullying are found. Consequently, the chosen extracts are the best representation of the concept of bullying. The researchers use the CS analytical tools to analyze the extracts.

The analysis involves some stages, which begin with selecting the extracts to analyze. Each extract is chosen based on the following criteria:
1. Reading the novel several times and selecting the parts that have the most ideological implications on bullying.
2. Determining the context in which the embedded extracts occur.
3. Distinguishing the type of bullying that bullies use in each extract.
4. Examining each selected extract and identifying the utterances that contain both an ideology of bullying and one or more of the CS tools.

The following section presents the analysis of the data *Wonder* (2012) by adopting Jeffries’s (2010) CS tools.

**Extract One**

"Nothing much to see," Julian said, walking in after me. He started pointing to a bunch of stuff around the room. "That’s the incubator. That big black thing is the chalkboard. These are the desks. These are chairs. Those are the Bunsen burners. This is a gross science poster. This is chalk. This is the eraser."

"I’m sure he knows what an eraser is," Charlotte said, sounding a little like Via.

"How would I know what he knows?" Julian answered. "Mr. Tushman said he’s never been to a school before."

"You know what an eraser is, right?" Charlotte asked me.

I admit I was feeling so nervous that I didn’t know what to say or do except look at the floor.

*(Wonder, 2012. p.25)*

**Context of the Bullying Act**

This extract takes place in the laboratory that Auggie visits on his school tour. On Auggie’s first day at Breecher Prep, Mr. Thusman, the headmaster of the school, introduces several kids to him, including Julian, Charlotte, and Jack. This introduction serves as a starting point for Auggie to begin interacting with new people. The mentioned kids are given the responsibility by Mr. Thusman to help Auggie get familiar with his school by introducing him to the various rooms and facilities that are available in the school. Mr. Thusman has high expectations that they would become close friends of Auggie and assist him in his academic pursuits in formal school. However, the truth is that Julian is unable to accept Auggie’s existence at all.

In this extract Auggie faces his first direct emotional bullying. Julian is the first person who bullies Auggie since he is the only one who cannot accept Auggie right from the beginning. All of the bullying acts that are shown in this extract are exemplified by Julian’s words, which expose his ideology to belittle Auggie’s intelligence and treat him with contempt in a manner that is hurtful.

According to the first bullying statement in this novel “This is chalk. This is the eraser.”, it is noticeable that Julian is already bullying Auggie after only a few minutes of knowing him. By doing so, Julian uses two linguistic tools, the tool of Naming and Describing and the tool of Equating and Contrasting to bully Auggie. Because Auggie only runs homeschooling, it makes
Julian superior to him. Julian believes that he is smarter than Auggie. He ideologically believes that Auggie may not be adequately educated. Thus, he arrogantly introduces the items of things in the school by using the choice of nouns "chalk, eraser" believing that those who undergo homeschooling are not intelligent enough to know such names.

In the case of Equating and Contrasting, Equivalence is found through the intensive relational verb "is" in the two utterances "This is chalk" and "This is the eraser". Julian’s arrogant description of something as simple as chalk and erasers is a tactic to make Auggie feel dumb. This demonstrates Julian’s dislike of Auggie.

In comparison, Charlotte tries to stop Julian by ensuring that Auggie is aware of the eraser and the chalk when he belittles Auggie by asking if he knows them. Julian responds sarcastically saying “How would I know what he knows?” and, “Mr. Tushman said he’s never been to a school before.” Implying and Assuming tools with the Hypothesizing tool are used in Julian’s above reply.

Implying and Assuming tool appears through the active verb “know” as logical presupposition, displaying Julian’s attitude to make fun of Auggie. In other words, Julian is aware that Auggie is a homeschooled kid who is untrained to use a chalkboard and an eraser. Meanwhile, the modal verb “would” and the lexical verb “knows” are used in the Hypothesizing process to show Julian’s certainty that he knows nothing about Auggie in an attempt to taunt him. Hence, he tries to reveal ideologically that he is superior to Auggie.

Moving to Julian’s final bullying statement in this extract “Mr. Tushman said he’s never been to a school before,” he uses the tools of Naming and Describing, Representing Actions, Events and States, Negation, and Representing Time, Space Society to justify his bullying actions toward Auggie. For the tool of Naming and Describing, Julian emphasizes the idea that Auggie does not know everything at school by using the term “a school” as a choice of noun. Regarding the tool for Representing Actions, Events and States, the verbalization tool is found by using the word “said,” and the tool for Representing Time, Space Society is discovered by using the social deixis “Mr. Tushman,” which refers to the headmaster who denotes the teller mixed with the Negation tool by using “never” as a lexical negation.

To conclude, the ideologies of this extract as the analysis reveals are embarrassing, insulting and underestimating.

Extract Two

"I’m taking the science elective," I said. "Cool!" said Charlotte.
Julian looked directly at me. "The science elective is supposedly the hardest elective of all," he said.
"Yeah." I nodded.
"He was homeschooled, Julian!" said Charlotte.
"So teachers came to his house?" asked Julian, looking puzzled.
"No, his mother taught him!" answered Charlotte.
"Is she a teacher?" Julian said.
"Is your mother a teacher?" Charlotte asked me.
"No," I said.
"So she’s not a real teacher!" said Julian, as if that proved his point. "That’s what I mean. How can someone who’s not a real teacher actually teach science?"
"I’m sure you’ll do fine," said Charlotte

(Wonder, 2012. p.27)
The Context of the Bullying Act

This section is a part of Auggie’s conversation with his classmates during their school tour when they are discussing potential electives that they may take in middle school. When they ask about Auggie’s electives, Auggie answers that he wants to focus on science.

Julian is suspicious of Auggie’s ability to join the science elective. Despite that, Auggie has shown his passion for the subject. Thus, Julian attempts to tease and belittle Auggie, which are sub-types of direct emotional bullying, as seen in his statement.” The science elective is supposedly the hardest elective of all.” The critical stylistic tools that are used to carry the ideational meaning of Julian’s view are Naming and Describing, Equating and Contrasting, and Hypothesizing. Since Julian is not sure yet about Auggie’s capacity, he has a hard time believing that a kid could actually learn anything without a real teacher. The first tool, Naming and Describing, is used twice in Julian’s statements to reveal his doubt regarding Auggie’s ability to select the science elective. Julian exploits the noun “science” as a choice of noun and the adjective “hardest” as a noun modification revealing his ideology to disparage Auggie’s aptitude.

Within the tool Equating and Contrasting, Equating is represented by employing two noun phrases with the intense relational verb "is" to stress Julian’s point that science is particularly challenging for Auggie.

Concerning the Hypothesizing tool, it is triggered through the modal adverb “supposably” as an epistemic modality indicating Julian’s certainty that Auggie is not an intelligent person. Consequently, the science option is surely the most difficult elective for him.

After underestimating Auggie, Julian moves to insult Auggie’s mother with his following statements “So she’s not a real teacher!” “That’s what I mean. How can someone who’s not a real teacher actually teach science?” A number of tools are used together in these utterances, Naming and Describing, Representing Actions, Events, and States, Equating and Contrasting, Negation, Hypothesizing and Representing Time, Space and Society. For Naming and Describing, Julian uses the adjective “real” as a modifier to the noun “teacher” twice in his speech. Both times, he combines it with the syntactic Negation “not” to expose his ideology, which is to ridicule August’s mother, who is not a genuine teacher. For Representing Actions, Events, and States tool, is found through the relational verb “be”. In addition to that, the relational verb “be” expresses a relationship of equivalence between one thing and another. Julian uses the material action intentional verb “teach” indicating that “who’s not a real teacher” is the Actor and “teach science” is the Goal.

As for Equating and Contrasting tool, an Equating process appears between Julian’s two utterances. Here, Julian again contrasts Auggie’s mother with a real teacher to remind him that whoever taught him and whatever he was taught, he is still not a typical student because he had no typical teacher. For Negation, Julian uses explicit negation with “not”.

Hypothesizing process is found through the epistemic modality verb “can”; Julian expresses his ideology that he is certain about Auggie’s mother.

For the last tool, Representing Time, Space and Society, Julian uses the pronoun “she” as a person deixis referring to Auggie’s mother, in an attempt to make fun of her for not being a typical teacher. Julian emphasizes that a typical teacher and a typical school environment are the only criteria for someone to be counted as a learner.

Thus, Auggie is bullied, being learned unsystematically at home. Ideologically bullying is revealed in this extract through ostracizing, disrespectful, and mocking.
Extract Three

"Let’s just go to the library now," Jack called out, sounding really bored.

"Why is your hair so long?" Julian said to me. He sounded like he was annoyed. I didn’t know what to say, so I just shrugged.

"Can I ask you a question? he said.

“I shrugged again. Didn’t he just ask me a question?”

"What’s the deal with your face? I mean, were you in a fire or something?"

"Julian, that’s so rude!" said Charlotte.

(Wonder, 2012. p.28)

The Context of the Bullying Act

This extract is a continuation of Auggie’s tour with his schoolmates as they go from the performance area to the library during their school tour.

After Julian’s underestimation, Auggie is exposed to another kind of direct emotional bullying in the form of an insulting question about his appearance, notably his facial scar. Julian is being very mean to Auggie by asking, “Why is your hair so long?”. Julian combines the Naming and Describing tool with the Implying, and Assuming tool in his speech to bully Auggie. Starting with Naming and Describing, Julian makes a rude comment about Auggie’s hair by using the intensifying adjective “long” as a post modifier for the noun phrase “your hair”. Auggie’s long hair shields him from bystanders’ eyes and offers him an excuse to avoid looking at his classmates. Because he is uncomfortable telling other kids his age, this indicates his attempt to conceal his identity. The question implies the intention to remind Auggie of the scar and exposes it to others to motivate students to mock Auggie, this is Julian’s ideology.

Concerning Implying and Assuming tool, while Jack is asking them to move to the next step in their tour, Julian violates the maxim of relation with his question. Ideologically, it is a harmful question that might bring harm to Auggie so Charlotte has forbidden Julian to ask that question.

In the utterance, “What’s the deal with your face? I mean, were you in a fire or something?”, Auggie gets this kind of question from his schoolmate for the first time. Starting with the ideology of embarrassment, one realization of bullying, Julian uses Naming and Describing, Equating and Contrasting, and Representing Space, Time and Society tools. Even though Julian is aware that Auggie is born with his condition, he has repeatedly asked Auggie hurtful questions and uses offensive language. The choice of noun, as one practice of Naming and Describing, is used by the noun "a fire" with the preposition "in " as a pre-modifier. Julian uses this tool to expose his ideology by ignoring Augie and refusing to treat him as a real person.

Within the tool Equating and Contrasting, the two utterances "What’s the deal with your face?" " were you in a fire or something?", are parallel structures that are used to equate two concepts, highlighting the fact that Auggie is not an ordinary kid and equalizing the scar on Auggie’s face with one resulting from a fire. All of this has hurt Auggie terribly.

As for Implying and Assuming, it is found through the use of the possessive expression "your hair " as an existential presupposition referring to Auggie’s unusual look.

Representing Space, Time and Society tool, is used through the person deixis "you" referring to Auggie. In this case, Julian’s bullying shows that he is prepared to defend his position. Julian is trying to protect his own image by using Auggie as a tool to prevent him from giving his best. With his recent actions, Julian is beginning to show that bullying may take many forms and can be both overt and covert at the same time.
By hinting that Auggie has a scarred face, Julian’s ideologies are humiliation, disgrace, and public embarrassment.

**Extract Four**
"Can you speak up, honey?" said Ms. Petosa.
"My name is August," I said louder, forcing myself to look up. "I, um... have a sister named Via and a dog named Daisy. And, um... that’s it."
"Wonderful," said Ms. Petosa. "Anyone have questions for August?"
No one said anything.
"Okay, you’re next," said Ms. Petosa to Jack.
"Wait, I have a question for August," said Julian, raising his hand. "Why do you have that tiny braid in the back of your hair? Is that like a Padawan thing?"
"Yeah." I shrugged.
"What’s a Padawan thing?" said Ms. Petosa, smiling at me. "It’s from Star Wars," answered Julian. "A Padawan is a Jedi apprentice."
"Oh, interesting," answered Ms. Petosa, looking at me. "So, are you into Star Wars, August?"

*(Wonder, 2012. p.38)*

**The Context of the Bullying Act**

It takes place on the first day of school in their first class when the teacher, Ms. Petosa, invites the students to identify themselves and they may ask questions to each other. When it is Auggie’s turn, Julian raises his hand and asks a question concerning August’s hair.

Bullying does not stop on the school tour. On the first day of school, Auggie walks quietly to his homeroom with his head down so no one would see him, while Julian chooses to ignore him. Auggie is greeted by Jack and Charlotte. To humiliate Auggie in front of his classmates, Julian maintains his direct emotional bullying actions against Auggie by asking an insulting question that reveals his ideology. "Why do you have that tiny braid in the back of your hair? Is that like a Padawan thing?". Since Auggie is passionate about Star Wars, his attempts to imitate the Star Wars character Padawan even extend to the way he styles his hair. When it is Auggie’s turn, Julian attempts to make fun of him. Naming and Describing, Representing Actions, Events, States, Representing Time, Space Society and Assuming and Implying tools are used together in the construction of the notion of bullying in Julian’s question. As for the first tool Naming and Describing in Julian’s speech, it is carried out through the nouns “your hair” and “a Padawan thing” that are pre-modified by the prepositional “of” and the relational pronoun “that”. Julian knows that Auggie is interested in Star Wars films so ideologically he tries to make fun of Auggie’s hair in public.

Moving on to the Representing Actions/Events/States tool, Julian expresses his embarrassed ideology via the possessive relational process through the word “have”.

Meanwhile, Assuming and Implying are found through using the demonstrative “that” with the noun phrase “tiny braid” as an existential presupposition. This question appears harmless at first, but Auggie remembers that Darth Sidious is a character whose face changes.

In these utterances, “It’s from Star Wars,” and “A Padawan is a Jedi apprentice,” Julian utilizes several tools to enhance his ideologies and continues hurting Auggie: Naming and Describing, Representing Actions, Events, States, Equating and Contrasting as well as Assuming and Implying. The tool of Naming and Describing is realized firstly through the noun modification
“Star Wars” which is modified by the prepositional “from” and through the choice of the nouns “A Padawan” and “a Jedi apprentice” which is mixed with the Representing Actions, Events, States tool through the intensive relational verb “is” showing Julian’s ideology to make fun of Auggie. Turning to Equating and contrasting, equivalence is found through intensive relational equivalence in the utterance “A Padawan is a Jedi apprentice”. When Ms. Petosa politely asks about Auggie.’s interest in Star Wars, Julian makes another attempt to attract attention to his ideology by explaining that a Padawan is a Jedi apprentice in the film, a figure whose face melts and burns in the film in an attempt to correlate it to the appearance of Auggie’s face.

As is revealed by the analysis, the notion of bullying is linked to the ideologies of confusing, insulting, and offending harmful questions.

Extract Five

You must be so bummed you got stuck with him," he said. "You should tell Ms. Rubin you want to switch partners. I bet she'd let you."
"No she wouldn't," I said.
"Ask her." "No, I don't want to."
"Ms. Rubin?" Julian said, turning around and raising his hand at the same time. Ms. Rubin was erasing the chalkboard at the front of the room. She turned when she heard her name.
"No, Julian!" I whisper-screamed.
"What is it, boys?" she said impatiently.
"Could we switch partners if we wanted to?" said Julian, looking very innocent. "Me and Jack had this science-fair project idea we wanted to work on together. ."
"Well, I guess we could arrange that ..," she started to say.
"No, it's okay, Ms. Rubin," I said quickly, heading out the door. "Bye!"
Julian ran after me. "Why'd you do that?" he said, catching up to me at the stairs.
"We could have been partners. You don’t have to be friends with that freak if you don’t want to be, you know.." And that’s when I punched him. Right in the mouth.
(Wonder, 2012. p. 111)

The Context of the Bullying Act

The events described in this extract take place during the science lesson in which Ms. Rubin asked the students to collaborate with a pair in order to choose a project from the available options. Julian’s desire to be with Jack comes from his intention to prevent Jack from being with Auggie. Julian, the bully, is outraged by Auggie’s close friendship with Jack. He seems not able to deal with that fact. He tries to get Jack to cut his relationship with Auggie. In this extract, Julian acts in both relational and emotional bullying simultaneously. Starting with the direct emotional bullying, in the following utterances, "You must be so bummed you got stuck with him," he said. "You should tell Ms. Rubin you want to switch partners. I bet she'd let you." Julian approaches Jack and taunts him about working with his "best bud." These utterances incorporate several critical stylistic tools to yield the notion of bullying on the part of Julian. Concerning the first tool of Naming and Describing, Julian uses two realizations. He uses the adjective “stuck” to tease and insult Jack because he is sharing Auggie. Another strategy is nominalization, in which Julian attempts to force Jack to leave Auggie by turning the verb “switch” into a noun in his second utterance. Thus, social bullying is when a person is neglected and socially isolated. The second tool of CS, Representing Actions, Events, and States, deals with how the verb phrases reflect the
conceptual meaning under analysis. As in Naming and Describing, the verb phrases in all of Julian’s utterances “be”, “bummed” “tell” and “got” encode Julian’s ideologies of ostracizing. Moreover, the Hypothesizing process appears in the utterance through the deontic modality “must” and the epistemic modality “should” to express Julian’s ideology by forcing Jack to reject his friendship with Auggie and quit hanging out with him.

Moving to the other utterance, "Could we switch partners if we wanted to?" and "Me and Jack had this science-fair project idea we wanted to work on together."

Julian believes that Jack should not be with Auggie since Auggie is not an ordinary student. Starting with the Naming and Describing tool by utilizing the word “partners” as a noun to denote himself and Jack, thus Julian begs Ms. Rubin to share Jack cleverly. With the same ideology, moving to the tool of Implying and Assuming, Julian’s utterance carries an assuming process of existential presupposition, indicating the existence of a mutual idea that causes Jack to leave Auggie. The noun phrase "this science-fair project idea" carries this existential presupposition.

Prioritizing is also employed by Julian through the use of the subordinator "if" to stress the main clause "Could we switch partners" at the high level to convey Julian’s ideology as domination since individuals in positions of authority can bully others in lower positions.

Furthermore, the method in which Julian attempts to convince Jack to terminate his relationship with Auggie can be classified as a type of direct relational bullying as in this utterance "We could have been partners. You don’t have to be friends with that freak if you don’t want to be, you know". Julian makes an effort to explain that the victim should not be provided with any support. Again, Julian makes use of Naming and Describing; specifically, he uses the noun "friends" as a choice of the noun referring to Auggie and Jack, and he uses the adjective "freak" as a modification to describe Auggie as a kind of name-calling.

For Equating and Contrasting tool, the two utterances "We could have been partners" and "You don’t have to be friends with that freak" are parallel structures that are used to equate two ideas emphasizing Julian’s ideologies to exclude Auggie.

For Prioritizing, Julian utilizes the subordinator “if” to emphasize the main clause “you know” by placing it at a high level. Julian attempts to demonstrate his courage and power by threatening Jack. With the Negation tool, Julian uses the syntactic negation “don’t” twice in his utterance to intimidate Jack.

Concerning the tool of Representing Time, Space and Society, Julian uses the pronoun “you” several times as a person deixis referring to Jack while the person deixis “we” is used several times in the extract to demonstrate Julian’s idea that Auggie should be ignored and that he, rather than Auggie, should work with Jack.

The ideologies in the above extract are ostracizing, ignoring, and isolation.

Conclusion

This study is conducted to present a critical stylistic analysis of selected extracts from the novel Wonder to examine the critical stylistic tools that are used to perform bullying in this novel. The results of the analysis yield the following conclusions

1. Most forms of bullying are experienced by Julian and his schoolmates against the victim. They experience direct and indirect relational and emotional bullying such as teasing, taunting, threatening, spreading gossip, mocking, and nicknaming. The most common form of bullying found is direct emotional bullying.
2. It is clearly observed that critical stylistic tools are implemented to build the notion of bullying to uncover the ideologies encoded in the language of the characters. Only eight stylistic tools namely Naming and Describing, Representing Actions/Events/States, Equating and Contrasting, Prioritizing, Implying and Assuming, Negating, Hypothesizing, and Representing Time, Speech and Society are found in the five extracts through certain realizations related to the specific contexts in which they are initiated. These tools appear in the selected data with different frequencies. For instance, the tool for Naming and Describing, and Representing Actions, Events, and States have been used extensively throughout all of the extracts, but the tool for Prioritizing is the least used.

3. The notion of bullying is represented through most bully characters (Julian) in the novel but with different ideologies. All these ideologies are encoded via the use of a set of linguistic choices such as noun modification, choice of a noun and nominalization, existential and logical presuppositions, the use of place and personal deictics, subordination and transformational structure.

About the Authors
Israa Ezzet Hameed is an M.A. student at the Department of English, College of Education for Women, University of Baghdad. Her field of study is linguistics and her specialization is Critical Stylistics. Her interests include literature, pragmatics and stylistics. ORCID: https://orcid.org/0009-0006-5482-4365

Fatimah Khudair Hassoon is an assistant prof. of linguistics at the Department of English/College of Education for Women / University of Baghdad. Her research interests include stylistics, and applied linguistics. ORCID: https://orcid.org/0000-0002-2120-362X

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