

Explicit Predication Strategies in Pinter's The Dumbwaiter: A Critical Discourse Analysis

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الاستراتيجيات الواضحة في مسرحية بنتر "النادل الأبحم"

تحليل خطاب نقدي

الباحثة

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Abstract:-

The present study endeavoured to investigate the notion of predication in terms of critical discourse analysis (henceforth, CDA) in Pinter's "The Dumb Waiter". The problem with the present study is, to the researcher's best knowledge, that predication in the plays has not been investigated as a special subject in terms of CDA. The study aims to identify explicit predication strategies, and to determine the most frequently used strategies and the least frequently employed ones in Pinter's play in question .

The study adopted the following procedures: Firstly, presenting a theoretical account of critical discourse analysis and predication . Secondly, presenting models that involved the predication for the study based. Thirdly, conducting a qualitative analysis of Pinter's (The Dumb Waiter) in terms of strategies in question and finding out the frequencies and percentages of those strategies.

Key words: the Dumb Waiter, explicit, strategies, predication, critical discourse.

المخلص:-

حاولت هذه الدراسة بحث مفهوم الاسناد من خلال تحليل الخطاب النقدي في مسرحية بنتر "النادل الابكم". فالإسناد - بحسب اطلاق الباحثة - لم تتم دراسته ضمن تحليل الخطاب النقدي في مسرحية بنتر المذكورة. سعت الدراسة الى تعريف الاسناد من حيث استراتيجيات الإسناد الواضحة او الصريحة وتحديد الاستراتيجيات الأكثر توظيفاً، والاستراتيجيات الأقل توظيفاً في تلك مسرحية.

واعتمدت الدراسة الإجراءات الآتية:

أولاً: تقديم شرح نظري لتحليل الخطاب النقدي والاسناد.

ثانياً: تقديم نموذج للتحليل منتخب من ثلاثة نماذج للتحليل (ريجمل و ودك، و ريجمل و ميار، و بيكر و ايليس).

ثالثاً: إجراء تحليل نوعي لمسرحية "النادل الأبكم" من حيث الاستراتيجيات المعنية وإيجاد تكرارات ونسب تلك الاستراتيجيات.

وخلصت الدراسة إلى أن مسرحية بنتر المذكورة تضمنت استراتيجيات الإسناد الصريحة. وظف بنتر الاستراتيجيات الآتية: الوصف والمسند اليه والظرف، التشبيه، المقارنة، الوصل،، وأن استراتيجية الوصف في المسرحية المذكورة هي الأكثر توظيفاً ضمن هذه الاستراتيجيات في حين ان استراتيجيات التشبيه والمقارنة والوصل هي الأقل.

الكلمات المفتاحية: النادل الأبكم، الصريح، الاستراتيجيات، التنبؤ، الخطاب النقدي.

1. Introduction

Speakers and writers of any human language have sets of options when the communication is concerned with the qualities, features and attribute of others depending on the background knowledge, on the futuristic view.

Predication is one of the linguistic issues that can be employed to describe or reflect social problem that the CDA field addresses. As a matter of fact, there are not enough studies on this idea . In fact, predication has been studied in terms of grammar ,semantics and may be pragmatics yet in term of CDA there are few studies that tackle predication strategies; therefore , this study aims to fill this gap.

Accordingly, its crucial to dig deep to comprehend explicit predication strategies in Pinter's Drama . To the best of the researcher's knowledge, the predication in Pinter's The Dumb Waiter has not been examined in terms of CDA, which is another issue with the current study. As a result, the study aims to answer to the following questions:

1. What are the explicit strategies of predication in Pinter's The Dumb Waiter?
2. In terms of explicit predication strategies, what are the most frequently used strategies of predication and what are the least employed ones?

1.1. Aims

Based on the preceding questions, the present study aims at:

1. Finding out the explicit strategies that represent predication in Pinter's plays .
2. Regarding the explicit strategies, pinpointing the most frequently used strategies of predication and least frequently employed ones in Pinter's plays.

1.2. Hypotheses

It is hypothesized that:

1. Pinter utilises Explicit strategies like predicates, adjective, adverb, simile, relative clause and comparison to show predication in his plays.

2. The study hypothesised that the adjective and predicate strategies are the most frequent strategies and simile ,relative clause and comparison are the least employed ones.

1.3 .Procedure

The present study adopts the following procedures:

1. Providing an overview of literature relevant to CDA, its definition, principles, aims and major concept from a linguistic perspective.
2. Presenting an overview of literature relevant to predication in discourse. definition in terms of critical discourse .
3. Presenting an eclectic model of analysis based on four models.
4. Analysing the data selected qualitatively and quantitatively are following the eclectic model.

2. Critical Discourse Analysis

Critical discourse analysis, henceforth CDA, has its roots in the Frankfort school of critical theory from before World War II (Agger, 1992; Rasmussen, 1996 cited in Van Dijk a, 2001: 352). The "critical linguistics" movement that emerged in the UK and Australia at the end of 1970 marked the beginning of the modern concentration of CDA on language and discourse (Fowler et al 1979 cited in Van Dijk 2001a: 352).

According to Wodak (1995:24–25), CDA is an examination of the ambiguous and outwardly apparent constructional relations of hegemony, segregation, and power as manifested in language. Discourse is socially conditioned and constitutive, according to CDA. In contemporary communities, discourse is a growingly important weapon of power, but it can be challenging to comprehend. Therefore, CDA strives to ease this challenge by increasing visibility and clarity of discourse.

According to Cameron and Panovic (2014, p.66) it can be concluded that CDA is an analytical endeavor that helps expose the underlying political and social beliefs that lurk behind the discursive systems of oppression, prejudice, and inequality, and helps people reject and fight this deviance.

3. Predication in Discourse

According to Reisigl and Wodak (2001: 46), "the most basic process and consequence of verbally attributing traits to persons..., objects, events, actions, and social phenomena," is what is meant by predication. Predictions are used to frame somebody. Things in terms of their quantity, variety, location, timeliness, and other qualities (P. 46).

Predications may be more or less overt or subtle. Hence, text creators have access to a variety of syntactic, semantic, and pragmatic resources in order to realize predication strategies (Hart, 2010: 66).

3.1. Predication strategies

The predication strategy is an analysis of the traits, characteristics, features, and qualities attributed to the in groups and out-groups through synecdoches, negative and positive qualities Kingsley, M. H. (1897:45).

A more or less definite and more or less intentional set of behaviors (including discursive practices) established to achieve a specific social, political, psychological, or linguistic aim is typically referred to as a strategy. In terms of discursive strategies, or organized methods of employing language, we place them at various levels of linguistic complexity and organization. R. Wodak (2001).

Predication strategies, also known as strategic predications, are evaluations that are typically realized as predicates, adjectives, adverbs, relative clauses, metaphors, or collocations (Baker and Ellece, 2011:101).

Social actors' characteristics, frequently in discriminatory rhetoric (Reisigl and Wodak,2001). They are used as supporting points in arguments to support discrimination against a certain social group. Reisigl and Wodak (2001: 55) mention an Austrian newspaper as an example of a predication technique, stating that "Foreigners are socio-parasites who exploit the welfare system." This strategy is employed to argue that foreign nationals living there should be kicked off the social support rolls or sent back to where they came from. (Baker and Ellece, 2011).

Another "important part of self- and other-presentation" is predication techniques, according to Reisigl and Wodak (2001: 46).

Positive presentation is a component of prediction presentation and negative presentation of the manufactured out-group and, more frequently, positive portrayal of the in-group. Predictions may portray individuals or events, such as immigrants/asylum-seekers and immigration/asylum, as posing a direct or implied risk to the fitness of text-consumers. As a result, predication strategies may have an emotional component in addition to mere negative representations. When this is the case, predication strategies may produce emotional impacts and so support emotive coercion (Hart ,2010:63) .

4. The Dumb Waiter

Harold Pinter's one-act play, The Dumb Waiter, was published in 1960 after being premiered in 1959. It conveyed the unsettling sense of comedic dread that was present in several of Pinter's early plays.

The Dumb Waiter, a 1960 play by Harold Pinter, offers us with a recognizable situation: a warm chamber with an outsider tenant (Marrouchi, 2019). Those inside are curious about the harm or peril that the unknown stranger poses. Gus and Ben, the main characters in this play, are working together to commit murder. On occasion, they show up where they are supposed to be in a room that has been prepared, wait for their victim to enter, perform their assignment, and then go on to repeat the process in a different room.

A clueless waiter who obeys arbitrary commands from the top. Oddly enough, Gus, one of these Killers, would fall victim close to the conclusion of the play; Ben must carry out the directives to get rid of him. because Gus and These murderers. The entire environment and their dialogue underline this theme. According to Pinter (p.119), the play's silences from beginning to end are also significant. The dramatist has not given much attention to the victims of Gus and Ben's crimes because they are being transformed into killers and victims.

5. Models of the study

5.1 . Reisigl and Wodak's (2001) Model

According to Reisigl and Wodak's model , explicit ways to use it include predicates, adjectives, comparisons, similes (Reisigl and Wodak, 2001p.95).

Explicit Predication Strategies

- 1-Predicate must contain a verb (and can optionally contain other parts of speech such as nouns, adjectives or adverbs), and this verb modifies the subject (Baker and Ellece, 2011,p.101).
- 2- Adjectives are words that define something and are typically used to add details to a noun or pronoun. (Baker and Ellece, 2011, p. 3, 4). For example:
 - The gay man.
 - He is gay .
- 3- Comparison, is the method through which a speaker tries to distinguish between two groups, as in group items are positive and outgroup things are negative (Van Dijk, 2006:73).
- 4- Similes: A simile is a type of comparison where one thing is described in terms of another by using an explicit similarity marker, such as "like" or "as," in the comparison (Baker and Ellece, 2011:132).

5.2. Wodak and Myer's (2001) Model

Predication is labelling social actors more or less positively or negatively, deprecatorily or appreciatively by (stereotypical, evaluative attributions of negative or positive traits and implicit or explicit predicates(Wodak and Myer,2001, p.73) .

Explicit predicates :the predicates which contain expression naming the act(p.162) . an explicit predicates is the using of a verb that names the act that is being performed by the utterance(Allott. ,2010 p73).

For instance:

- 'I promise to be there,' is an explicit predicates.

5.3. Baker and Ellece's (2011) Model .

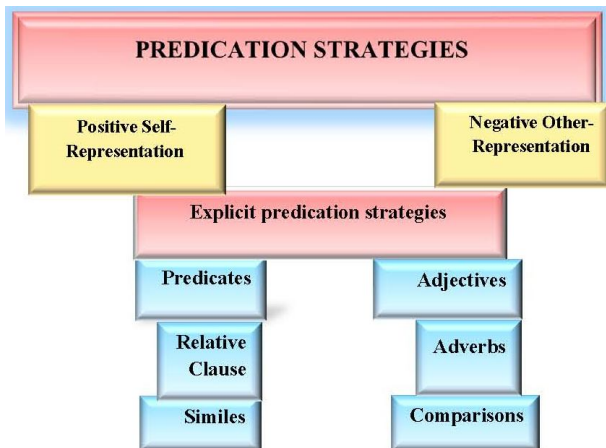
Predication strategies, also known as strategic predications, are evaluations that are typically realized as predicates, adjectives, adverbs, relative clauses, metaphors, or collocations (Baker and Ellece, 2011:101).

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6. The Theoretical Frame Work of the study

- 1- Predicates must have a verb, which modifies the subject (but they may also contain other speech components like nouns, adjectives, or adverbs). (Baker and Ellece, 2011,p.101).
- 2- Adjectives are words that define something and are frequently used to provide a noun or pronoun more specific information. (Baker and Ellece, 2011, p. 3, 4). For example:
 - The gay man.
 - He is gay .
- 3- Relative clause is a particular kind of clause, frequently a subordinate clause, used to alter a noun phrase. (p. 238). For instance :
 - Ali who speaks excellent French is applying for a job in Paris
- 4- Adverbs are a grammatical category, or a member of this category, whose constituents most frequently represent semantic notions like time, style, place, instruments, or conditions and are typically verbal complements (Lawrence, 1993, p. 9).For instance :(slowly, yesterday, here) .
- 5- Comparison, is the method through which a speaker tries to distinguish between two groups, as in group items are positive and outgroup things are negative (Van Dijk, 2006:73).
- 6-Similes: In a simile, one thing is compared to another by utilizing an explicit resemblance identifier, like "like" or "as," in the comparison. (Baker and Ellece, 2011:132).

Figure 1 The Theoretical Frame Work



7. Qualitative Analysis

In what follows, the procedures of analysis will be done by presenting the predication strategies throughout, choosing some representative extracts first and then analysing them according to the eclectic model.

Extract 1

"BEN.What's the matter with you? You're always asking me questions. What's the matter with you?"

GUS.

Nothing.

BEN. You never used to ask me so many damn questions. What's come over you?

GUS. No, I was just wondering.

BEN. Stop wondering. You've got a job to do. Why don't you just do it and shut up?

GUS. That's what I was wondering about.

BEN. What?

GUS. The job (Pinter.1960.p.99)."

Obviously, the above extract involves the question made by Gus to Ben about their job . Gus asks Ben many questions since the former is a hesitated person and worried , so he tries to busy his

time with questions until the order comes and he thinks that Ben knows who will be the next victim ;therefore, the former asks Ben many questions . The strategy of Adverb is utilized in Ben's speech by employing the word "always" to describe Gus negatively. As well as describing his questions as (damn)by employing the strategy of an Adjective . In addition, he uses the strategy of a Predicate in saying "You're always asking me questions" as negative other representation . The strategy of Adverb is utilized by Gus in using the word (just) in " I was just wondering" he explains that he doesn't do anything wrong or strange by asking questions to depict himself positively.

Extract 2

"BEN. Get dressed, will you? It'll be any minute now.

GUS puts on his on his waistcoat.

BEN lies down and looks up at the ceiling.

GUS. This is some place. No tea and no biscuits.

BEN. Eating makes you lazy, mate. You're getting lazy, you know that? You don't want to get slack on your job.

GUS. Who me?

BEN. Slack, mate, slack.

GUS. Who me? Slack?

BEN. Have you checked your gun? You haven't even checked your gun. It looks disgraceful, anyway. Why don't you ever polish it?(Pinter,1960.p.107)."

As shown in the above extract, Ben told Gus to be ready because the order of the task will be any time . Gus puts on his vest and he complained about the place that they didn't have anything to eat or drink by saying "no tea and no biscuits" so Ben told him that "eating" makes you indolent and sluggish "Slack, mate, slack." Consequently, Ben told him to clean his gun to be well for the call.

In the above extract Ben employs strategy of an Adjective is used (slack)by saying "slack, mate ,slack". He tries to describe Gus as a person who wants eating only .He also uses the same strategy by

employing the word “disgraceful” criticizing Gus as a sluggish or indolent person to depict Gus as negative other representation .

Extract

3

“BEN. You know what your trouble is?

GUS. What?

BEN. You haven't got any interests.

GUS. I've got interests.

BEN. Look at me. What have I got?

GUS. I don't know. What?

BEN. I've got my wood work. I've got my model boats. Have you ever seen me idle? I'm never idle. I know how to occupy my time, to its best advantage. Then when a call comes, I'm ready.

GUS. Don't you ever get a bit fed up? (Pinter, 1960.p.90)”

In the above extract , Ben talks about the problem of Gus that he has free time ,but he doesn't get use of it ;therefore, he is always complaining . In addition, Ben says “You haven't got any interests.” utilizing the strategy of predicate by using (verb phrase: haven't got). Similarly the same strategies are utilized by Gus when he remarked “have got interests” just to denote his positive self- representation. Ben, in the last three lines, utilizes the strategy of comparison by showing the contrast between Gus and himself in the direct comparison “I've got my wood work.... I've got my model boats ...I never idle...I know ...”. So, he has his lumber, he has his ideal canoe in contrast to Gus who doesn't have beneficial work . In the last two lines in Ben's speech it's apparent there is a strategy of using an Adjective throughout using the word (idle) in saying “I'm never idle” that represents positive self -representation ,so he means he is not a lazy one . The strategy of Predicate is utilized in “know how to occupy my time ” as well as the strategy of an Adjective (ready) in “I'm ready” is employed to show positive self – representation that he is prepared to do the job at any time.

Extract 4

“BEN. How do you know those sheets weren't clean?

GUS. What do you mean?

BEN. How do you know they weren't clean? You've spent the whole day in them, haven't you?

GUS. What, you mean it might be my pong? (He sniffs sheets.) Yes. (He sits slowly on bed.) It could be my pong, I suppose. It's difficult to tell. I don't really know what I pong like, that's the trouble.(Pinter, 1960 .p.91)

It is obvious in the extract above that Gus and Ben are talking about the dirtiness of the sheets ,Gus thinks that they are not clean because of their smell while Ben tells Gus that it the latter's hateful smell because you(Gus) settles the whole day in them .Then, Gus said "may be" because he doesn't know his smell . The strategy of Predicate is employed by Ben in using (have spent) in saying "You've spent the whole day in them" this shows his negative representation of Gus as being dirty since he thinks (Gus) spent the full day in them this is in one hand . Ben , on the other hand , Gus employs the strategy of an Adjective by using the word (difficult)in saying "its difficult" so it's difficult for him to defend himself positively . In addition, the strategy of a Relative clause is also used in his speech in saying "I don't really know what I pong like" to depict himself positively. As such each one of the characters tries to depict himself positively and depict the others negatively."

Extract 5

"I've been thinking about the last one.

BEN. What last one?

GUS. That girl.

BEN grabs the paper, which he reads. (Rising, looking down at BEN). How many times have you read that paper?

BEN. You'll get a swipe round your earhole if you don't watch your step.

GUS. No look here, Ben--

BEN. I'm not looking anywhere! (He addresses the room.) How many times have I--! A bloody liberty!

GUS. I didn't mean that.

BEN. You just get on with it, mate. Get on with it, that's all.

GUS. I was just thinking about that girl, that's all. She wasn't much to look at, I know, but still. It was a mess though, wasn't it? What a mess. Honest, I can't remember a mess like that one. They don't seem to hold together like men, women. A looser texture, like. Didn't she spread, eh? She didn't half spread. Kaw! But I've been meaning to ask you (Pinter, 1960.p. 102)."

In the above extract, Gus is thinking about the last victim that they have killed and he tries to remember and describe the situation as confusion or disorder and he nonetheless absolves the men of blame for their ignoring the fact that they shot the woman and repeatedly concentrating on the resultant effect meanwhile Ben is reading a paper all the time so Gus asked him "How many times?". Ben told Gus to deal with his job rather than deals with silly matters by saying "You'll get a swipe round your earhole if you don't watch your step." Ben warning Gus to leave the past and look after his job and with the pass of time he will get used of the matter in "You just get on with it, mate. Get on with it, that's all" or else he will stay in his place without benefit and will lose everything .

The strategy of Predicate is employed by Ben in "will get a swipe round your earhole if you don't watch your step." To depict Gus as negative other representation ..Gus employs the strategy of a Predicate in the last three lines referring to the victim .In addition, he employs the strategy of simile (like) by saying "They don't seem to hold together like men, women." The two previous strategies reveal the positive self- representation of Gus since he feels pity and sorrow for the killed girl and for women in general that they are not like men in hardness or toughness.

Extract 6

"GUS. I'd remember Tottenham.

BEN turns on his bed to look at him.

BEN. Don't make me laugh, will you?

BEN turns back and reads, GUS yawns and speaks through his yawn.

GUS. When's he going to get in touch?

Pause.

Yes, I'd like to see another football match. I've always been an ardent football fan. Here, what about coming to see the Spurs tomorrow?

BEN. Don't be silly.

Pause. An envelope slides under the door, right. GUS sees it. He stands, looking at it.

GUS. Ben. (Pinter, 1960 .p.94).”

Obviously, in the above extract, Gus and Ben are talking about the football match .Gus wants to go and see the match, but normally he can't because he is waiting for a call from their boss . Ben talks in an iron tone and uses negative other representation as an Adjective “silly”. He describes Gus as a person that lacks wisdom. Ben tries to rebuke (Gus) is a ridiculous person and he doesn't know what to say at the same time Ben utilizes the negative other -representation that he(Gus) lacks intelligence or smartness because he is thinking in the match while they are waiting a call to kill the next victim. The strategy of an Adjective is employed by Gus in saying “ ardent football fan”. This represents his positive self- representation as being eager to see the match and generally loves participating in daily life activities.

Extract 7

“BEN (pityingly). You mutt. Do you think we're the only branch of this organization? Have a bit of common. They got departments for everything.

GUS. What cleaners and all?

BEN. You birk!

GUS. No, it was that girl made me start to think (Pinter,1960,p.102).”

As seen in the above extract, Gus is talking about the organism they work in that he thinks they are the only persons who work in it . Ben scolds Gus as simpleton by saying “you mutt” so he uses the strategy of an Adjective to help him achieve negative other representation. Ben says “Do you think this organization?” . He

means there are many people who work in this organization and he scolds him again in using the strategy of Adjective “you birk” to depict Gus negatively. Gus replies that it was the young woman who makes him memorize the past .

8. Quantitative Analysis

This section presents the frequencies and percentages of explicit predication strategies in “The Dumb Waiter”.

8.1. Explicit Predication Strategies

The table below shows the frequencies and percentages of Explicit Predication strategies in Pinter's “ The Dumb Waiter”:

Table 1

Frequencies and Percentages of Explicit Predication Strategies

No.	Explicit predication	Frequencies	Percentage
1	Predicates	7	16.67%
2	Adjectives	9	21.43%
3	Relative clause	1	2.38%
4	Comparison	1	2.38%
5	Similes	1	2.38%
6	Adverbs	2	4.76%
	Total	21	50%

The table below, the emergence of Explicit strategies in **Dumb waiter** are presented. frequent strategy among the other strategies. It shows that the Adjective strategy is the most frequent strategy among the others .This strategy attains 21 % or equal to 9 times of occurrence. The second strategy is the Predicate attains 16% or equal to 7 times .Then it's followed by the strategy of Adverb that attains 4 % or equal to twice .Finally the strategies of Simile ,Comparison and Relative clause attain 2.38 % or equal once . The Figure below clarifies the use of Explicit predication strategies in the investigated data:

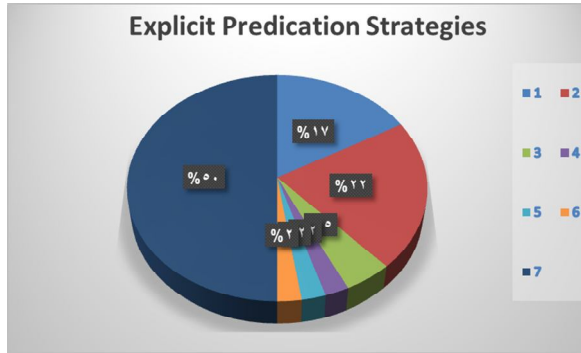


Figure 2 A Graph of Explicit Predication Strategies

Such analysis achieved aims number one and two of the study, see page (3). It shows the Explicit strategies of Predication in Pinter's "The Dumb Waiter", and the most frequently used as well as the least frequently used strategies of predication .

8. Conclusions

The current study has concluded the following:

1. Pinter has used six explicit strategies which are predicate, adjective, adverb ,relative clause ,simile and comparison .
2. The adjective strategy is the most frequent strategy whereas simile , relative clause and comparison are the least employed ones.
3. Pinter employs the strategy of Adjective to depict Gus's character negatively and to depict Ben's character positively .
4. Ben represents the superior, strong and satisfied one since he does his job without asking.
5. Gus represents the idle , weak and frightened one since he is worried all the time .He asks many questions about their job .
6. Both of them are killers and agents for murders but the strongest one will live while the coward one will be killed .
7. The writer uses the strategies of Adjective and Predicate since they are the most explicit or clear ones to understand by the readers .

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