

The Pragmatics of Condemning in Trump's Debates

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ABSTRACT

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This paper is mainly concerned with investigating the pragmatic perspective of condemning in Trump's debates. From a pragmatic point of view, condemning has not been received enough attention. Accordingly, this study is an attempt to analyze condemning pragmatically through the elected model. Thus, it aims: finding out the types of condemning are used in the American political contexts, identifying the functions of condemning in the selected data, shedding light on how impoliteness strategies are used for achieving those functions of condemning, and uncovering the rhetorical devices used. According to the aims listed above, it is hypothesized that: directive, attitudinal and expressive types of condemning which are used in American political contexts, expressive and regulative are functions of condemning, the condemner utilizes the impoliteness strategies by attacking a person's face positively, negatively, indirectly or sarcastically, and persuasion, repetition, symbol, simile, metaphor and dysphemism are rhetorical devices. The results of the analysis prove the first, second, third and fourth hypotheses.

1. Introduction

Condemning acts are frequent throughout political debates since each party intentionally condemns the adversary to demonstrate his righteousness. Thus, according to Searle (1967), they are classified as expressive speech acts that are related to the moral conduct of human being towards breaching a rule or a norm of behavior committed by a specific participant or an institutional policy (Kampf and Blum-Kulka, 2011:10).

Despite its important, the pragmatic strategies constituting the structure of this act have not been investigated, which means that the pragmatic aspects of condemning have not been given their due attention. To bridge this gap, the present study makes its appeal to tackle condemning from pragmatic angle. Thus, the present study specifies itself in study condemning and finding answers to the following questions: what are the types of condemning used in American political contexts, what are the functions of condemning that used in selected data, how are impoliteness strategies that utilized to achieve the act of condemning and what are the rhetorical devices that used in American political contexts.

Thus, it specifies itself with achieving the following aims: finding out the types of condemning are used in the American political contexts, identifying the functions of condemning in the selected data, and shedding light on how impoliteness strategies are used for achieving those functions of condemning. According to the aims listed above, it is hypothesized that: directive, attitudinal and expressive types of condemning which are used in American political contexts, expressive and regulative are functions of

condemning, the condemner utilizes the impoliteness strategies by attacking a person's face positively, negatively, indirectly or sarcastically, and persuasion, repetition, symbol, simile, metaphor and dysphemism are rhetorical devices. To achieve the aims of this study, the following procedures are followed: providing some theoretical framework for the concept of condemning and some related topics that are crucial to the aims of the study, collecting data, and applying an eclectic model for a pragmatic analysis.

1. Condemning

As a first step to be able to recognize a condemning act, it's preferable to define it and what characteristics such a statement or action must have. It's important to talk about this in detail since condemning is almost as complex as it is common and crucial to daily lives. Wertheimer (1983:23) describes condemning as:

a suspect activity, a nasty business, and a dangerous game, fraught with risks and costs of diverse kinds.

Condemning presupposes the facticity of previous transgressive acts and show moral dissent from them. They can thus be defined as expressive speech acts (Searle 1976) that indicate concern with the moral dimension of human conduct, giving voice to the speaker's critical stance towards a breach of a rule, a norm or a code of behavior committed by a specific actor or entailed by an institutional policy (Kampf, 2016:3).

2.1 Types of Condemning

Following Wertheimer (1998:490), condemning can be classified as one of three different but related types: directive, attitudinal, and expressive.

2.1.1 Directive condemning

The act of condemning some agent to incur a punishment might be referred to as "directive condemning". Punishments, in the strict sense, represent a distinct class of penalties, those asked for and directed by the act condemning. Unlike punishments, other penalties do not serve to explain misbehavior or serve as an expression of condemning. Even though condemning often leads to punishment, it is not itself punishing and is completed without punitive consequences. Directive condemning is done out of hostility, which can happen when someone doesn't have the power or intention to punish (Wertheimer, 1998:490).

2.1.2 Attitudinal Condemning

The attitudinal type of condemning can be done through (inner or outer) linguistic acts that don't request punishments but instead express and (possibly) justify the aggressive condemning attitude that motivates directive condemning. Thus, one can have a condemnatory attitude without engaging in any overtly condemnatory behavior, if one simply wishes that the condemned suffer some unpleasant fate (Wertheimer, 1998:491).

2.1.3 Expressive Condemning

Precisely, only agents can be punished and suffer, so only agents can be condemned. Expressive condemning motivates intentions, personality characteristics, events, relationships, etc., towards bad and immoral actions. One may condemn and punish actions by condemning and punishing (or making them liable to condemning and punishment) agents who perform, possess, or produce them and so on. As the result, the target objects of condemning and punishments are agents (Wertheimer, 1998:491).

2.2 Functions of Condemning

According to Bowden and Rooksby (2006) condemning has both a directing or regulative function and an expressive purpose, just like other moral judgments.

2.2.1 The Regulative Function

In order to condemn someone, one must believe that they have failed to meet at least the most essential expectations that one has of them (both as an individual and a member of society). It uses both "carrots" and "sticks" to try to get other to adopt these standards as the basis for others' participation in interpersonal and communal interaction.

Condemning is crucial to avoid moral drift and excuse-making that weaken relational expectations it was intended to maintain. "Anyone would have done the same" may be a comparison, not a lack of moral responsibility. Empathy that ties a wrongdoer's moral weakness with our fears that a person too might not be able to stand up for his moral convictions under duress becomes an excuse for refusing to perceive anything wrong with what is being done. Failure to uphold moral standards may undermine social life (Bowden and Rooksby, 2006:247).

2.2.2 The Expressive Function

In the same way that punishment conveys displeasure or lack of sympathy, condemning conveys anger, hatred or disgust. Not a withdraw, which would be a sign of fear, nor is it a state of disinterest, which would show sadness or despair. It is similar to declaring war, especially a holy war (Wertheimer, 1998:493).

By condemning, someone may express the expectations of others that the condemned has failed to meet and taking on the responsibility of making things right (whether or not she is capable of doing so). Condemning others is a way for people to express their disappointment, resentment, and anger, and condemnation practises help to form the meaning of these emotions. When people are condemned, they can feel forced to respond, resentful, angry, repentant, ashamed, or misunderstood (Bowden and Rooksby, 2006:247)

2.3 Felicity Conditions of condemning

In order to perform a felicitous act of condemning, the researcher determines the following conditions :

- a. Propositional content: represent the transgressive act in his/her speech ;
- b. Preparatory condition: identify pervious action is done by as violating a norm or rule;
- c. Sincerity condition: sincerely comprehend it as having some negative effect and;
- d. Essential condition: employ a linguistic formula that counts as a condemning.

3. Impoliteness Strategies

Every society has its own distinct group of social norms, which can be thought of as more or less explicit guidelines that point to a particular way of behaving or a particular state of affairs. When an action is in equivalence with the norm, a positive assessment (politeness) performs whereas a negative assessment (impoliteness, rudeness) when action is opposed (Fraser ,1990: 220).

To be impolite, either (1) "the speaker interconnects "face-attack" intentionally" or (2) "the addressee identifies or makes behaviour as purposefully or consciously face attacking," or (3) "both" are required (Culpeper, 2011:19).

According to Culpeper (2011), impoliteness can be classified into: (i) affective, (ii) coercive, and (iii) entertaining (Huang,2014 :150):-

- i. Firstly, affective impoliteness refers to the type of impoliteness that shows the speaker's high emotional state, generally anger, toward the addressee or another third party for causing the speaker's unpleasant emotional state.
- ii. Secondly, by coercive impoliteness is meant the type of impoliteness that attempts to shift the balance of power between the speaker and the person to whom the impoliteness is being directed in order for the speaker to gain, maintain, and reinforce the benefits of their position. Coercive impoliteness is often linked to a power imbalance and a conflict of interest. Such strategies are commonly used to gain control over others through the use of language.
- iii. Finally, a type of impoliteness in which the speaker is exploitatively amused at the expense of a target.

Based on definitions of impoliteness , a model consisting of 5 super-strategies was presented (Culpeper, 2005):

3.1 Bald On Record Impoliteness

Culpeper (1996: 356) proposes that this strategy is to some extent distinct from Brown and Levinson's (1978, 1987) bald on record strategy. He refers to the utterances within this strategy bald on record impoliteness where there is a purpose on the part of the speaker to violate or attack the hearer's face.

This kind of impoliteness happens when the speaker does face-threatening acts (FTAs) to speech partners with the direct, clear, unambiguous, and concise intention of ruining the face of the hearer in situations whereas the hearer has not any power to utter impolite utterances. (Culpeper, 2005: 41)

3.2 Positive Impoliteness

As Culpeper (2003:1555) argues, these strategies are employed to damage the positive face wants of the addressee. Culpeper (1996:258) defines positive impoliteness "is the use of strategies design to damage the addressee's positive someone face who wants to be acknowledged as a part of the society". Positive face here refers to the desire from a person to be respected by others.

As Bousfield (2008:86) that Culpeper (1996) identifies the following as the output strategies of positive hate speech:

- a. If you don't acknowledge the other's presence, then you're ignoring them.
- b. Disqualify the other person from an activity.
- c. As an example, deny association or common ground with the other, avoid sitting together, or any number of other methods of distancing yourself from the other.
- d. Use improper identifiers, such as title and surname while referring to a close relationship or nickname when referring to a distant relationship.
- e. use jargon to confuse the other or a code known only to the group, but not the target, to get your point across.

3.3 Negative Impoliteness

Negative impoliteness is a strategy that aims to attack the participant's negative face, as explained by Culpeper (2005:41).

According to Culpeper(1996), there are some output of strategies of negative hate speech :

- a. Frighten - establish a perception that an activity harmful to someone will take place. b.
- B. Show your inferiority by lowering your voice and making sarcastic remarks.
- c. Invade the other person's space, either literally (by getting as close to them as the relationship allows) or figuratively (e.g. ask for or speak about information which is too intimate given the relationship).
- d. Connect the other person to the bad thing by using the pronouns "I and you."
- g. Document the other person's debt.

3.4 Off-Record Impoliteness

The speaker utilizes face threatening act as means of an implicature but in a way that someone the meaning clearly outweighs any others. The threat to the hearer's face expresses in an indirect way (Huang, 2007:212).

Mugford (2019:190) finds out that this strategy is used where the threat or damage to the person's face is conveyed indirectly by way of an implicature.

3.5 Sarcasm

Culpeper (1996:358) shows that this strategy of impoliteness or mock politeness is a super-strategy in its own right. Thus, the face threatening acts are performed by external awareness. Sarcasm is when a person says something but really means the

opposite or something different than what they say. People use sarcasm as an alternative way to criticize other people in public, since this kind of actions can be inappropriate depending on the situation.

Furthermore, Sarcasm" is presumed as one of the main super-strategies of impoliteness. Haiman (1998: 21-2) demonstrates that sarcasm is an aggressive form of speech. The aggressiveness of the speaker can be aimed either towards the hearer or at a third party who is not present, or can be a universal perspective or attitude about an individual or an object (Bousfield, 2008: 213).

4. Rhetorical Devices

As a first step in investigating the connections between modern discipline "pragmatics" and an ancient discipline "rhetoric," it is useful to define them. Richard and Schmidt (1985: 499) define rhetoric as:

the study of how effective writing achieves goals...(of) how to express oneself correctly and effectively in relation to the topic or speech, the audience, and the purpose of communication." While Yule (1996: 127) defines pragmatics as "the study of intended speaker meaning."

Since the time of Aristotle, the relationship between pragmatics and rhetoric is deeply rooted. Rhetoric has been the main source of thinking about how to persuade people. Booth (2004:31) says that the main goal of rhetoric is to find the best way to express an idea in a given situation and then change its expressions to fit different situations. This makes rhetoric a part of pragmatics, as Sadock (2006:318) says, the main area of pragmatics is how language works in a given situation based on a variety of contextual factors.

4.1 Persuasion Appeal

In rhetorical theory, Persuasion is a successful deliberate effort at influencing another's mental state through speech in a situation where the persuadee has some level of freedom (O'Keefe 2016: 4). There are three appeals of persuasion, (O'Reilly and Stooksbury, 2013: 34):

1. Ethos: is a term used to describe a speaker's credibility, character, and ability. Thus, he is attempting to present himself as a principled agent.
2. Pathos: the speaker's ability to create strong emotions in the listener.
3. Logos: a speaker's arguments and evidence.

4.2 Repetition

Fischer (1994:15) argues repetition as the act of repeating words, phrases and sentences in order to make emphasis its important. This means repetition occurs when words or phrases are repeated in specific texts to bring attention to particular idea.

4.3 Simile

According to Fadaee (2011:22), the word "simile" means "resemblance and likenesses" in Latin, hence the technical definition of a simile is "the comparison of two items with some similarities." Simile is a figure of speech that is often used in poetry, novels, movies, and plays. Authors employ it when drawing parallels between two unrelated concepts, whether they are people, places, ideas, or things by using words "like or "as.

4.4 Symbol

Wimsatt (1974, p. 34) defines a symbol as "any object to which a value beyond its apparent value is attached." That is, a rhetorician might use an object to make a point about something else. For example, a cartoon elephant could represent feelings about a father, freedom, or God.

4.5 Metaphor

Deutch (1962: 73) defines metaphor as " Language that implies a relationship in which similarity is a significant feature between two things and so change our apprehension of either or both," while Lakoff and Johnson (1980:55) define metaphor as " the understanding or experiencing of one thing or one concept in terms of another where there is some similarity.

4.6 Dysphemism

A phrase that is insulting to either the person being talked to or the topic being talked about, or to both. A dysphemism is a marked form that shows how the speaker thinks or feels about the listener or group (web source)

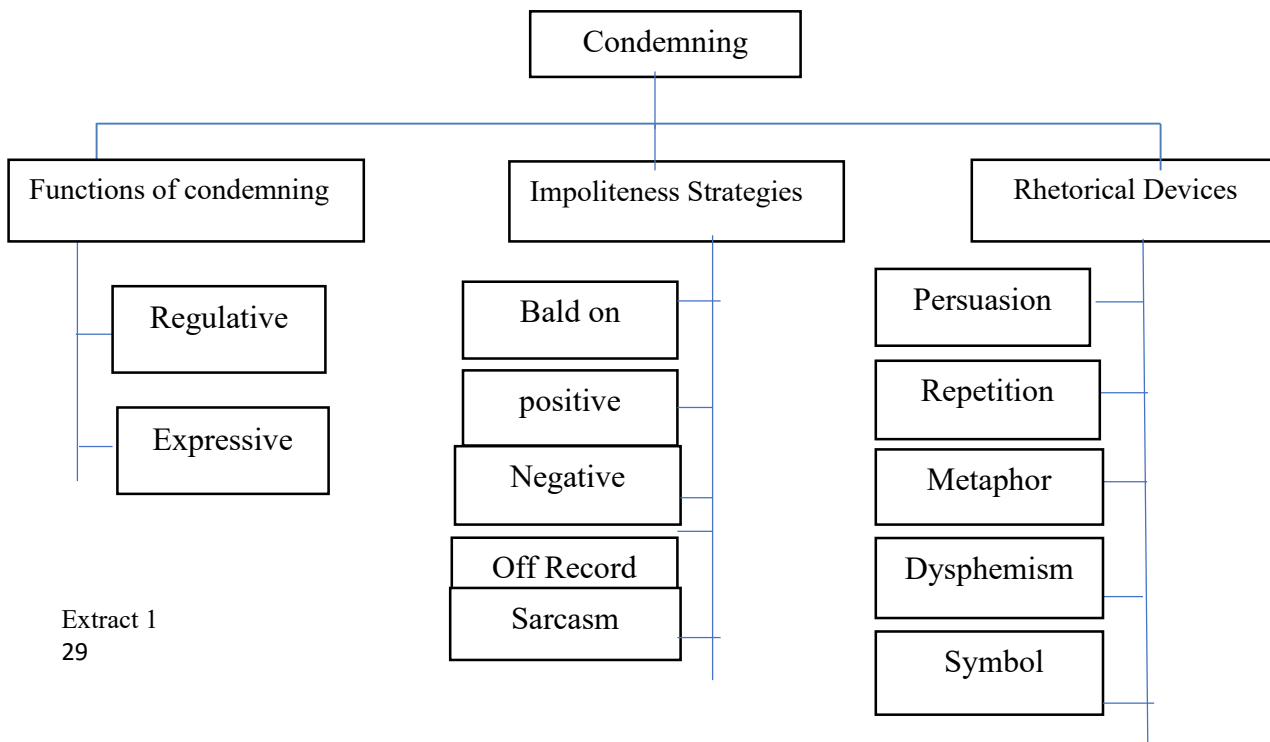
5. Methods of the analysis

The tweets which are selected to be the data of the study are analyzed from a pragmatic perspective. These tweets are analyzed in accordance with an eclectic model. Qualitative methods include describing types of characteristics of the characters and events without comparing these events in term of measurements amounts (Thomas, 2003:1). After the data is collected, a qualitative analysis is done by examining the tweets through the eclectic model which is presented in figure1 .

5.1. The Model of Analysis

The study's eclectic model will be used to analyse the selected tweets pragmatically (see Figure 1). For the sake of clarity, the text's condemning function is first provided for each text. Secondly, the same text is examined in accordance with Culpeper's impoliteness strategies (1996). Third, the text is examined in terms of rhetorical pragmatics and rhetorical devices, such as persuasive appeals (ethos, pathos, and logos), repetition (full repetition, parallelism, and chiasmus), and symbol.

Figure (1) The model of the study



Trump : " You did a crime bill, 1994, where you called them super-predators. African-Americans are super-predators and they've never forgotten it. They've never forgotten it.

BIDEN: I've never said-

WALLACE: No, no, sir. It's his two minutes.

TRUMP: So you did that, and they call you super-predator and I'm letting people out of jail now, that you have treated the African-American population community, you have treated the black community about as bad as anybody in this country."

1. Function of Condemning

Trump condemns Biden not just because he fails to keep certain expectation but instead of this he employ condemning as a technique to express his displeasure and hatred against Trump. Hence, he uses expressive function in order to shape these feelings.

2. Impoliteness strategies

To condemn Biden , Trump attacks Biden's face directly by using the statement " you called them super-predators" . So , Trump utilizes Bald on Record strategy of impoliteness to express his condemning to Biden . According to this strategy , Trump is deliberately attacked Biden's face whereas he becomes powerless to response.

3. Rhetorical devices

a. Persuasive Appeals

In an emotional manner, Trump tries to convince black American that Biden will harm them if he is elected as a president . This appeal is overlapping with logos by arising a logical point and giving reasons.

b. Repetition

As it has been mentioned earlier, full repetition may include repeating of words, phrases, or even full sentences. In the current text, Trump repeats a full sentence " they've never forgotten it, They've never forgotten it." to sure the idea that they should always remember how Biden insults and Describes them.

c. Simile

Trump uses the expression "super-predators" to refer to the black community in United State.

Extract 2

Trump : China ate your lunch, Joe. And no wonder your son goes in and, wha-, he takes out billions of dollars. He takes out billions of dollars to manage. He makes millions of dollars. And also, while we're at it, why is it just out of curiosity, the mayor of Moscow's wife gave your son three and a half million dollars?

BIDEN: That is not true.

1. Function Of Condemning

Trump attacks Biden not because he fails to fulfill expectations, but to express his anger and hatred for him. He employs expressive function to shape feelings.

2. Impoliteness Strategies

Trump uses the negative strategy of impoliteness in order to attack Biden's negative face want. In this strategy, Trump tries to damage and destroy Biden's face by talking about his son. Trump

3. Rhetorical Devices

a. Repetition

Trump repeats the full sentence " he takes out billions of dollars. He takes out billions of dollars" for the purpose of condemning Biden's son about his relation with Russia . Also , he repeats the same structure (parallelism) as in

" He takes out billions of dollars to manage. He makes millions of dollars"

b. Metaphor

Trump uses the metaphorical expression "china eats you lunch" to indicate that china comes out way better than Biden and take significant advantage of him. In other words, china is more successful than Biden.

c. Persuasion

Logically speaking, if there isn't any relationship between Biden's son and the mayor of Moscow's wife , he won't take money.

Extract No. 3

Trump "Did you use the word smart? So you said you went to Delaware State, but you forgot the name of your college. You didn't go to Delaware State. You graduated either the lowest or almost the lowest in your class. Don't ever use the word smart with me. Don't ever use that word.

BIDEN: Oh, give me a break.

TRUMP: Because you know what? There's nothing smart about you, Joe. 37 years you've done nothing."

1. Function Of Condemning

Trump attacks Biden not because he doesn't meet people's expectations, but because he is angry and hates him. He makes use of expressive function in order to form his feelings.

2. Impoliteness Strategies

Trump starts his condemning to Biden by using sarcasm strategy of impoliteness according to Culpeper's theory. He intends to insult Biden's ability and wants to condemn Biden's ability. His statement "You graduated either the lowest or almost the lowest in your class." to indicate that Biden is a person who lacks intelligence and is unable to run the country if he is elected president. Also, he uses bald on record strategy when he says directly that Biden doesn't do anything through 37 years.

3. Rhetorical Devices

a. Persuasion

Depending on logic, Trump tries to persuade Americans that Biden lacks intelligence; after all, how can someone who forgets his college name be intelligent?

b. Repetition

In Trump's speech, the parallel structure occurs between the following elements:

Don't ever use the word smart with me.

Don't ever use that word.

c. Dysphemism

Trump's speech is to condemn Biden by saying directly :

"There's nothing smart about you"

Extract No. 4

When you look at North Carolina, when you look, and these governors are under siege, Pennsylvania, Michigan, and a couple of others, you got to open these states up. It's not fair. You're talking about almost it's like being in prison. And you look at what's going on with divorce, look at what's going on with alcoholism and drugs. It's a very, very sad thing. And he'll close down the whole country. This guy will close down the whole country and destroy our country. Our country is coming back incredibly well, setting records as it does it. We don't need somebody to come in and say, "Let's shut it down."

1. Function of Condemning

Trump attacks Biden in an aggressive act to express his anger and hatred towards him. He employs expressive function of condemning to form these feelings

2. Impoliteness Strategies

To perform his condemning towards Biden, Trump tries to attack Biden's face with talking about the situations in many cities in the United States. Moreover, Trump in his condemning to Biden uses inappropriate identity marker "This guy". Thus, the researcher determines Trump's utterance as positive impoliteness.

3. Rhetorical Devices

a. Persuasion

Depending on logic, Trump completes his condemning by using the logical appeal since he is presenting reasons for why shouldn't close the county.

b. Repetition

Trump keeps repeating the phrases "When you look, very very , And he'll close down the whole country" to emphasize that the United States has nothing from closing.

C. Metaphor

Trump uses the metaphorical expression " shut down " as a way of indicating for closing the country.

d. Simile

Biden says " You're talking about almost it's like being in prison".

4. Results and Discussion

The findings of the analysis of Trump's debates are summarized in the following tables:

Table (2) The results of Trump's debate

No	Function	Fr.	Pr.	Impoliteness Strategies	Fr.	Pr.	Rhetorical Devices	Fr.	Pr.		
1	Regulative	1	20%	Bald On Record	2	33.33%	Persuasion	Logos	4	80 %	27.7 %
								Ethos	0	0	
								Pathos	1	20%	
2	Expressive	4	80%	Positive	1	16.66%	Repetition	Full	5	83.33 %	33.3 %
								Par.	1	16.6	
								Ch.	0	0	
3				Negative	1	16.66%	Metaphor	2	11.11%		
4				Off Record	1	16.66%	Symbol	1	5.55%		
5				Sarcasm	1	16.66%	Simile	2	11.11%		
							Dysphemism	2	11.11%		
Total		5	100%		6	99.97%		18	99.98%		

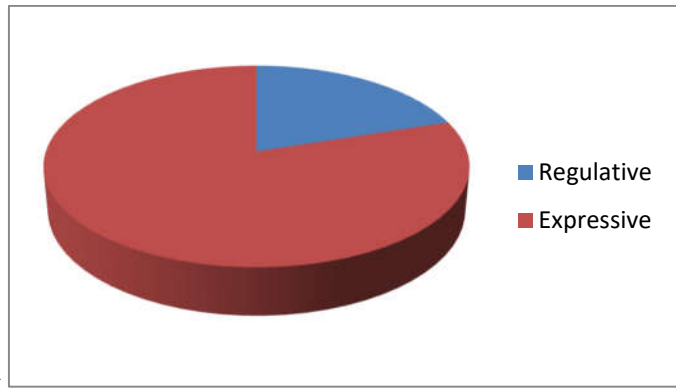
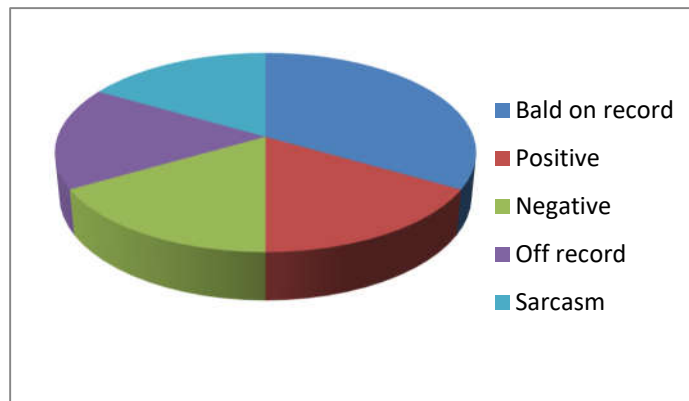


Figure (2) The rate of the functions of condemning

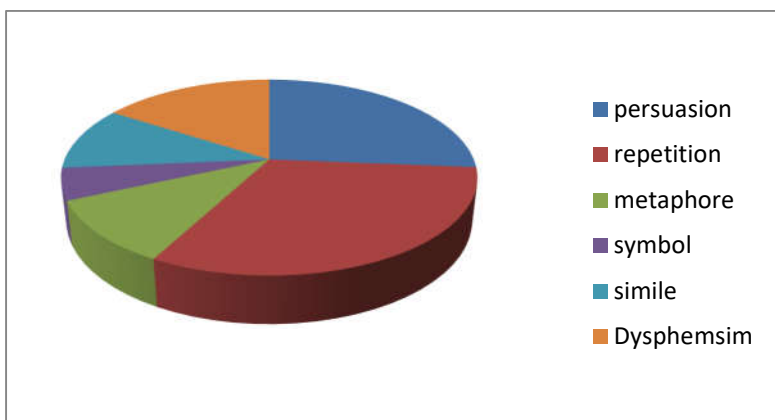
As it is presented in the figure (2) above, expressive function receives the higher percentage than the other function which is (80%). So, it may be illustrated that Trump Condemns Biden in order to express his hate and anger towards him rather than because he fails to fulfill people's expectations.

Figure (3) The rate of impoliteness strategies



As it is noticed in the figure (3), the results of impoliteness strategies that Trump the bald on record impoliteness strategy is the most frequently employed by him Trump, making (33.33%) but he employs positive, negative,, sarcasm and off record equally, making (16.66%).

Figure(4) The rate of rhetorical devices



Finally, pragma-rhetorical devices as shown in figure (4) repetition is the most frequently employed by Trump, making (35.29%). This indicates that Trump is always repeated his speech to emphasize or in order to condemn and degrade the other party. Persuasion receives the second higher percentage, it is amounted (29.42%). Furthermore, dysphemism metaphor and simile receive the same percentage; they are amounted (11.76%). So, he is used inappropriate words to insult the other party and spoken in metaphorically way and said something which the opposite of what they are meant or spoken indirectly.

7. Conclusions

Depending on the analysis conducted in chapter four of the present study, the researcher concludes the following:

1. Condemning can be classified into different types which are directive, attitudinal and expressive condemning. Therefore, the results of selected data has verified the first hypothesis, which reads: directive, attitudinal and expressive types of condemning which are used in Trump's debates.
2. The analysis of the data has shown that there are two functions are employed in the American political contexts. These functions are regulative and expressive condemning and this is validates the third hypothesis postulated in the current study, which reads: Expressive and regulative are functions of condemning.
3. in the respect of impoliteness strategies, the condemner uses bald on record, negative, positive, off record, and sarcasm impoliteness strategies and this is verified the third hypothesis which reads: The condemner utilizes the impoliteness strategies by attacking a person's face positively, negatively, indirectly or sarcastically
4. Through the analysis of the data, the fourth hypothesis which reads: Persuasion, repetition, symbol, simile, metaphor and dysphemism are rhetorical devices used in Trump's debatess has also been verified.
5. The eclectic model of this study proves to be useful in conducting a pragmatic analysis of condemning.

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