



*A Socio-Pragmatic Study of Verbal and Nonverbal Acts Expressing
Sympathy in the American Movie 'The Help'*

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Abstract

Pragmatics studies speaker's meaning, considering social factors like gender, socioeconomic class, and age. It's essential to consider both form and function of language, as well as sociolinguistics when analyzing differences in social contexts. Sympathy is crucial in human life, as it helps individuals cope with problems and depression. The current study is concerned with the investigation and analysis of sympathy in the (the help) movie. This study is limited to an analysis of some paralinguistic acts that contain sympathy expressions. It aims at pinpointing out the forms of the speech acts used to express sympathy; investigating the paralinguistic acts associated with sympathy; and revealing the appropriateness of using the sympathetic acts in terms of the target social variables. The study has reached at some conclusions, among which is that the American movie writers tend to exploit commissive and expressive speech acts in their effort of creating effective and moving sympathy situation, sympathy can be expressed verbally and nonverbally. Combining the paralinguistic acts, like gestures, eye contact, facial expressions, proxemics and tone with the verbal acts produce distinguished sympathy situations, and this is one of the excellent characteristic of the acted pieces of the literary works in comparison with other modes of communication, particularly those which are written to be read; effective and appropriate sympathy acts are highly influenced by the surrounding social variables like age, gender, ethnicity, position, and the like.

The model will analyze the possible socio-pragmatic interpretation entailed by the statements of sympathy, adopting Searle's (1969) model for classifying the function of speech acts (representative, directives, expressive, declaratives, and commissives), some of paralinguistic acts, and the social variables of age, gender, position, ethnicity, and social class.

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Published:1-12-2023

Keywords : socio-pragmatics, pragmatics, sympathy, paralinguistic acts, the help movie.

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الملخص باللغة العربية:

تدرس التداولية معنى المتحدث، مع الأخذ في الاعتبار العوامل الاجتماعية مثل الجنس والطبقة الاجتماعية والاقتصادية والعمر. من الضروري مراعاة شكل اللغة ووظيفتها، بالإضافة إلى علم اللغة الاجتماعي عند تحليل الاختلافات في السياقات الاجتماعية. التعاطف أمر بالغ الأهمية في حياة الإنسان، لأنه يساعد الأفراد على التغلب على المشاكل والاكنتاب. تهتم الدراسة الحالية بتحقيق وتحليل التعاطف في فيلم (المساعدة). تقتصر هذه الدراسة على تحليل بعض الأفعال شبه اللغوية التي تحتوي على عبارات التعاطف. ويهدف إلى تحديد أشكال أفعال الكلام المستخدمة للتعبير عن التعاطف؛ التحقيق في الأفعال شبه اللغوية المرتبطة بالتعاطف؛ والكشف عن مدى ملائمة استخدام الأفعال التعاطفية بدلالة المتغيرات الاجتماعية المستهدفة. وتوصلت الدراسة إلى بعض الاستنتاجات، من بينها أن كتاب السينما الأمريكية يميلون إلى استغلال الأفعال الكلامية التكليفية والتعبيرية في جهودهم لخلق موقف تعاطفي فعال ومؤثر، ويمكن التعبير عن التعاطف لفظياً وغير لفظياً. إن الجمع بين الأفعال شبه اللغوية مثل الإيماءات والاتصال بالعين وتعبيرات الوجه والتعبير والنعيمات مع الأفعال اللفظية ينتج عنه حالات تعاطفية مميزة، وهذا من الخصائص الممتازة للقطع الممثلة في الأعمال الأدبية مقارنة بوسائل الاتصال الأخرى، وخاصة تلك التي كتبت لتقرأ؛ تتأثر أعمال التعاطف الفعالة والمناسبة بشكل كبير بالمتغيرات الاجتماعية المحيطة مثل العمر والجنس والعرق والموقع وما شابه.

سيقوم النموذج بتحليل التفسير الاجتماعي العملي المحتمل الذي تنطوي عليه عبارات التعاطف، باعتماد نموذج سيرل (١٩٦٩) لتصنيف وظيفة أفعال الكلام (التمثيلية، والتوجيهات، والتعبيرية، والتصريحية، والتوصية)، وبعض الأفعال شبه اللغوية، ووظيفة الأفعال الكلامية. المتغيرات الاجتماعية مثل العمر والجنس والوظيفة والعرق والطبقة الاجتماعية.

1. Introduction

In order to grasp people's inferred meanings, presumptions, intents or aims, and the sorts of activities they are doing when they talk in daily contact, it is crucial, according to Yule (1996, p. 4), to analyze language via pragmatics. They employ all forms of language to accomplish their objectives, including flattery, manipulation, and empathetic language.

Regarding the primary topic of the study, the idea of sympathy, it is apparent that there is disagreement among theorists as to how best to categorize this

linguistic phenomenon. Some argue that since sympathy is a type of emotion, it can be characterized as an expressive speech act, as stated by Searle (1969). Nevertheless, Jerrold Sadock (1974) asserts that it is a distinct linguistic phenomenon that might interfere with other speech actions or exist on its own. He continues by saying that the same words or phrases might be employed to convey meanings other than sympathy.

Based on the background of the study above, the current work tries to answer the following questions concerning the sympathy uses in the target data:

1. What are the speech acts used to express sympathy?
2. What are the paralinguistic acts associated with sympathy?
3. How do the social variables of age, gender, social class, and race and ethnicity effect the speakers' choices when using sympathy expressions?

2. Literature Review

The following is a concise literature review revolves around the aspects under scrutiny, particularly the ideas of socio-pragmatics, pragmatics, paralinguistic acts, and the social variables. The literature is ended with an account of the sympathy concept.

2.1 Socio-pragmatics

According to Brown and Levinson (1987, p. 96), sociopragmatics refers to the social conditions that govern language use, such as perceptions of relative power, status, social distance, and degree of imposition, as well as shared rights and obligations, taboos, and customary practices that reveal the speaker's knowledge of what is socially or culturally appropriate and accepted in a given setting. It also entails understanding manners, social norms, taboo subjects, and nonverbal cues.

According to Kasper and Rose (2001, p. 51), sociopragmatics does not necessarily require any connections to particular linguistic forms and instead refers to the relationships between action-relevant context factors and communicative action (such as deciding whether to ask for an extension or complain about the neighbor's barking dog). To put it another way, sociopragmatics primarily focuses on the social standards of speaking, or the expectations concerning interactional discourse that members of the speech community see as normal and proper behavior.

2.2 Pragmatic

Every utterance has a meaning and may be understood in a certain way, but how should these sentences be understood? The solution could be simple and obvious, which involves examining the meaning of each word in the sentence. But there is much more than what is really spoken. The area of pragmatics deals with things that go beyond the literal meaning. By Morris, Carnap, and Peirce in the 1930s, the discipline of pragmatics is founded. Pragmatics is described by Morris (1938, p. 30) as "the relation of signs to their interpreters." However, pragmatics is commonly referred to in modern linguistics as the study of language usage in context.

Yule (2010, p. 127) affirms that pragmatics is the notion that deals with what speakers mean by what they say. It is concerned with what is beyond the literal meaning of the words. As such, it is the study of what speakers mean or "speaker meaning." Communication is based on not only knowing the meaning of the individual words, but also on getting what speakers mean by what they say. It is sometimes characterized as dealing with the effects of context. This is equivalent to stating that it deals with utterances, if one collectively refers to all the facts that can vary from utterance to utterance as "context." One must be careful, however, for the term is often used with more limited meanings.

The scope of pragmatics involves different theories; the study limits itself to the speech acts.

2.2.1 Speech Acts Theory

Crystal (2003, p.427) states that the term of SA is derived from the philosopher J.L. Austin's work and now used widely in linguistics to refer to a theory that investigates the role that utterances play in relation to the behavior of S and H in interpersonal communication. He also adds that it is not an 'act of speech' but a communicative activity, defined with reference to speakers' intentions while speaking and the effects they achieve on hearers.

Searle (1969, p.18) is regarded as an essential figure in developing the concept of SA. He describes SA as "the meaning function of the sentence in for which the utterance is performed". Austin (1962, p.24) isolates three basic senses in which is saying something, one is doing something; hence, three kinds of acts are simultaneously performed; these are locutionary, illocutionary, and

perlocutionary acts (henceforth: LA, IA, PA respectively) which are, in fact, three basic levels or components with the help of which a SA is formed.

Kearns (1999, p.50) describes a SA as an intentional, meaningful act performed by language users. She uses SAs and linguistic acts interchangeably, whereas Mey (1993, p.111) views them as "actions happening in the world, that is, they bring about a change in the existing state of affairs".

Regarding sympathy, it is reflected through a variety of speech acts, which demonstrates that it is not restricted to a single speech act, therefore it can be demonstrated through a variety of communication-related behaviors and actions.

2.2.2 Searle's Classification of Speech Acts

Many linguists, such as Searle (1979) and Leech (1983), have their own remarks on Austin's classification of IA. For example, Searle (1979, p. 8-19) criticizes Austin's taxonomy; he argues that not all the verbs that are listed in the taxonomy are illocutionary verbs because some of them are not performative verbs such as the verb "intend."

Searle (1975, p.1-29), in fact, starts with a distinction between what he calls regulative and constitutive rules. The former, as he puts it, merely standardize antecedently existing forms of behavior. For instance, the rules of polite table behavior regulate eating, but eating itself exists independently of these rules. On the other hand, some rules do not merely restrict; they also create or define new forms of behavior (i.e. constitutive). The rules of chess create the possibility of engaging in the type of activity that is called playing chess. The latter is just acting following the given rules.

An alternative taxonomy of SAs has been offered by Searle distinct from that proposed by Austin. Searle (1969, p.24) identifies three separate acts as:

- a) An utterance act is the production of speech sounds, words, and sentences.
- b) A propositional act refers to an entity and predicting some properties of that entity.
- c) An illocutionary act is simply the making of statements, promise, apology, etc.

Searle (1979, p.12) presents a list of the basic categories of IAs. He recognizes five types of SAs:

a) Representatives: the purpose of this type is to commit the speaker (in varying degrees) to something which is being the case. They have a word-to-world direction of fit; they express S's belief that the propositional content of the utterance is factual, e.g., report, assert, etc.

b) Directives: are those forms of speech acts that indicate an attempt by S to get H to do something, e.g., commands, requests, questions, etc.

c) Commissives: they are committing the speaker to some future course of action, therefore they show world-to-word fit, and the sincerity condition is intended, e.g., promise, vow, swear, etc.

d) Expressives: they express the psychological state of the S about a state of affairs, they have no direction of fit, and the truths of the expressed proposition are presupposed, e.g., thank, apologize, congratulate, etc.

e) Declaratives: they are characterized by, first; the illocutionary point is to bring into existence the state described in the proposition, second; the direction of fit is both word-to-world and world-to-word, and finally, the propositional content corresponds to reality (world). Declarations require to take note of new information about the S's intended course of action, e.g., declare, appoint, name, etc.

2.3 Sociolinguistic Variables

Social factors are significant because they force speakers to take into account where they stand in relation to their interlocutors in order to convey illocutionary acts in an effective manner. To do this, take into account the following elements: (Van Dijk, 1977, p. 221) People are classified according to four factors: (1) positions, such as their titles and the roles they perform; (2) traits, such as their age and sex; (3) relationships, such as dominance and authority; and (4) functions, such as those of a teacher, friend, colleague, etc.

The current sociolinguistics developmental approach reveals that any investigation of language variation would be impossible without locating the social elements that directly influence that variation. Several variables influence how languages differ, including the following:

(1) Social Class

Social class was first considered a social variable in the study of sociolinguistics by William Labov in his seminal book "The Social Stratification of English New York City." In the 1950s and 1960s, Labov performed his earliest survey-based study on the factors that influenced the concept of social class. Particularly Joseph Kahl's 1957 definition of the American socioeconomic classes serves as a foundation for Labov's sociological research. According to Kahl, there are five primary classes in American society: lower class, working class, lower middle class, higher middle class, and upper class.. The former's assertion that each social class has a speech pattern unique from other social classes can be used to defend Labov's adoption of Kahl's classification. Labov and his adherents contend that they can determine if a person belongs to the upper class or lower class by using language patterns (Block, 2015, pp.1-19).

Since one of the interlocutors has a greater position than the other, social power is typically an asymmetrical relationship between them. The interlocutors may, however, occasionally be of same status. In the empirical work of the current study, three different forms of role interactions between the speaker and the addressee are produced as a result of the social power variable. There are three different types of relationships between the interlocutors, according to Olshtain and Cohen (1983). The first is when the addresser is in a high rank and the addressee is in a low rank; the second is when the addressee is in a high rank and the addresser is in a low rank; and the third is when both the addresser and the addressee are in the same rank, which denotes equality between the two. In the practical chapter, the current research will take into account the three categories of power indicated above.

(2) Ethnicity

Potential definitions of race and ethnicity have been looked at from a variety of perspectives. The bulk of research on race and ethnicity acknowledge the critical roles played in the creation of ethnic identity by both one's own self-identification and other people's ideas and attitudes. According to Smelser et al. (2001, p. 3), the categories of race and ethnicity are partly self-selected and partially imposed by others. In contemporary societies that highly emphasize self-determination and embrace the power of each individual to define themselves, it is simple to revert to the utopian belief that a person's race or

ethnicity is whatever he or she proclaims it to be. Even while this could be the case on some levels, one cannot truly be free on those levels. Numerous references to the stated desire of community members to be able to classify people ethnically can be found in the literature (and in other ways). According to Omi and Winant (1994, p. 59), this is especially true for race: When we first meet someone, along with their sex, one of the first things we notice about them is their race. When we come across someone with whom we are unable to simply identify ethnically, such as someone who is racially "mixed," this truth becomes brutally vivid.

Race is a large family of people who share more or less vividly imagined ideas of what it is to live (Du Bois 1897/2000, p. 110). These people typically share shared blood and language, as well as common history, traditions, and impulses. Omi and Winant (1994, p.55) defined race as "a concept which signifies and symbolizes social conflicts and interests by referring to different types of human bodies". In other cases, race and ethnicity are consciously distinguished by some criteria, the most common of which are aspects of physical appearance: "Race" is a social category based on the identification of (1) a physical marker passed down through reproduction and (2) individual, group, and cultural characteristics linked to that marker.

(3) Position

A person may hold social positions in the following categories: occupation (medical doctor, academic lecturer), family (parent, sibling, etc.), profession (member of associations and organizations), and pastime (member of numerous clubs and organizations), among others. One of these jobs will likely serve as the core position, with the rest functioning as the roles' outlying responsibilities (Stanley, 1994).

A social rank is obvious if it requires wearing a uniform or some other kind of identification. A person's physical attributes or other traits are commonly used as ads for their present social position. Unnoticed social positions are ones that are hidden. The position that somebody appreciates most is thought to be central; all other positions are viewed as peripheral. A career may be characterized as a succession of occupations held, and a position change in this context refers to a promotion or relegation. Some social positions may be easier to attain than others for an individual, while in other cases, specific positions may only be available to those who meet particular criteria (ibid).

(4) Gender

In contrast to sex, which is a biological categorization largely based on reproductive ability, gender is the social elaboration of biological sex, claim Eckert and McConnell-Ginet (2003, p. 10). Gender reinforces biological sex, accentuates biological distinctions, and clearly carries biological distinctions into settings where they have no business being. For instance, there is no biological justification for why males should not swagger or why women should wear red toenails. So even though we think of sex as being biological and gender as being social, this distinction is not entirely accurate. People commonly think that biology alone determines sex, yet gender is the result of upbringing, socialization, and hence variability.. There is no distinct boundary between sex and gender, in part because there is no one objective biological standard for what constitutes male or female sex. Therefore, the definitions of the biological categories of male and female, as well as how individuals see themselves and others, are primarily social constructs.

Lakoff (1975) asserted that men and women speak differently. She makes the implication that men and women behave, speak, and have tendencies differently. It might be difficult to speak in a female voice without employing hedging phrases like "I suppose" and "I think." According to Lakoff (ibid), hedges are more frequently used in speech than in writing, a claim that has since been rebutted "for many of the pragmatic particles she listed or 'at least in extremely informal language." The suggestion made by Lakoff is that "women are likely to use more forms expressing uncertainty and politeness than men."

2.4 The Concept of Sympathy

The act of sharing feelings, particularly sadness, with another person is the definition of sympathy that is used most frequently. The majority of people take this to mean that you feel sorry for them since they are in a bad circumstance. A sense of sympathy is a manifestation of care for another person, often accompanied with a wish for their pleasure or well-being. When someone is diagnosed with cancer, showing compassion could take the form of worrying about them and hoping for a satisfactory outcome to their treatment (Boria, 2000, p. 18).

The ability to share in another person's feelings, particularly their sorrow, sadness, or unfulfilled goals, is referred to by the terms empathy, compassion,

pity, and sympathy. The most generic of these words is sympathy, which denotes a general affinity with another person's sentiments, regardless of the nature of those feelings: to express compassion to the bereaved. To have compassion for homeless refugees involves having a great understanding of their plight and a strong desire to help them or find a solution to their problems. Tears of sorrow for war casualties; having pity on a thief driven by hunger are examples of how pity typically denotes a compassionate, but occasionally condescending, anguish produced by the pain or misfortune of others, usually culminating in an act of kindness. Most often, the term "empathy" refers to a vicarious involvement in the feelings, thoughts, or views of others, as well as the ability to see oneself in another person's situation or predicament. Examples include feeling empathy for those who are trying to better their lives or for Hamlet when watching a play, e.g. "I've experienced the same thing, so I have sympathy for them" (Dictionary Com.).

2.4.1 Verbal or Non-Verbal Sympathy

One means through which people express their sentiments of compassion is verbally. People may show sympathy by addressing the feelings they, as well as others, are experiencing and by recognizing the circumstances in which sympathy is the proper response. (DePaulo, 1992, p.203).

Examples of sympathy expressed verbally include:

1. Speaking to someone to say how sorry you are about their situation; and Speak
2. Sending a card when someone has been bereaved. Sendi

<https://www.skillsyouneed.com/ips/sympathy.html>

When we discuss "communication," we frequently refer to "what we say," or the language that we employ. Interpersonal communication, however, encompasses much more than just the information or message that words explicitly communicate. It also includes nonverbal acts that convey implicit signals, whether they are deliberate or not.

Non-verbal communication includes facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics) and the physical distance between the communicators (proxemics).

These non-verbal signals can give clues and additional information and meaning over and above spoken (verbal) communication. Indeed, some estimates suggest that around 70 to 80% of communication is non-verbal! (Wang, 2010, p.13).

Examples of sympathy expressed non-verbally include:

1. Patting someone on the shoulder at a funeral;
2. Dropping your tone of voice when you speak.

According to Wang , these examples of sympathy expressed non-verbally include patting someone on the shoulder at a funeral, and Speaking in a lowered tone of voice.

Non-verbal communication helps people to:

1. Reinforce or modify what is said in words.

For example, people may nod their heads vigorously when saying “Yes” to emphasise that they agree with the other person. A shrug of the shoulders and a sad expression when saying “I’m fine, thanks” may actually imply that things are not really fine at all!

2. Convey information about their emotional state.

Facial expression, tone of voice, and body language can often tell people exactly how the participants feel, even if they have hardly said a word. People often say “Are you OK? You look a bit down” because they know how people feel from their non-verbal communication.

3. Define or reinforce the relationship between people.

A couple sitting talking tend to ‘mirror’ each other’s body language. They hold their hands in similar positions, they smile at the same time, and they turn to face each other more fully. These movements reinforce their relationship: they build on their rapport, and help them to feel more connected.

4. Provide feedback to the other person.

Smiles and nods tell someone that the participants are listening and that they agree with what the other participants are saying. Movement and hand gestures may indicate that they wish to speak. These subtle signals give information gently but clearly.

5. Regulate the flow of communication

There are a number of signals that language users use to tell people that they have finished speaking, or that they wish to speak. For example, an emphatic nod, and firm closing of the lips indicate that they have nothing more to say. For example, making eye contact with the chair of a meeting and nodding slightly will indicate that persons wish to speak (Hertenstein, 2009, p.566).

2.5 Paralinguistic Acts

The study of communication that takes place outside the words themselves, such as the volume, pace, and intonation of a speaker's voice, as well as gestures and other non-verbal clues, is known as paralinguistics. In situations involving communication between cultures, paralinguistics is almost always to blame whenever there is misunderstanding or stereotyping as stated by Williams (2002) which is the operational point of view in the current study.

2.5.1 Proximity

The distance people maintain from one another during social interactions is their closeness. Hall (1966) suggested that this area may be categorised depending on the cause for the interaction. He distinguished four types of zones: personal, social or consultative, intimate, and public.

People in romantic or close relationships often maintain an intimate zone at a distance of 18 inches or less. It is vital to keep this distance during informal contacts since breaches of it might lead to uneasiness and trespassing (William, 2002).

Public speakers typically use distances larger than 12 feet (3.6 m) to set themselves apart from the crowd. They could also attempt to change their height by, say, elevating themselves on a platform. The probability that everyone in the audience will be able to see them increases with both distance and height (William, 2002).

Hall's classification reveals how closely the links between the people and their distance are connected. Those with good rapport frequently stand or sit closer to one another. Distance also exposes details about the nature of interpersonal connections. Comparable positions or ranks are maintained in a more close-knit community than unequal ones (Zahn, 1991).

Sometimes these rules about personal space are broken, because the context of a social encounter also has an effect on the distance that individuals adopt. For instance, close bodily contact is tolerated between two strangers on a crowded train, but would seem inappropriate and unwelcome if these individuals were alone in an empty compartment.

2.5.2 Eye-contact or eye-gaze

People use the phrases eye-contact and eye-gaze to refer to a range of gaze patterns. These consist of how often, for how long, and if a person receives a stare in return. In addition to being a method of information gathering, seeing is a type of communication. It's important to observe someone to gain feedback and keep an eye on their nonverbal cues.

The flow of communication may be regulated and controlled by the gaze. It serves as a crucial cue for turning over the topic. She will turn to face the other person when someone has finished speaking. This is seen by the listener as a cue that their turn has come. The speaker will glance away if he wants to pause but isn't quite ready to give up the speaker position.

According to research, whether a person is speaking or listening during a discussion affects how much they glance at one other. Compared to the other way around, the listener stares at the speaker more and for longer periods of time (Kleinke, 1986). The speaker's eye contact becomes less continuous and less intense as the complexity of the material increases (Gahagan, 1975).

The reason listeners spend a lot of time looking is linked to its function as a social reinforcer. One way of showing paying attention is to look at the other person. The old joke about the husband that hides behind his newspaper at breakfast illustrates the frustration created by a lack of eye-contact (Williams, 2002).

2.5.3 Facial expression

It is the face that reveals us how much two people like or are attracted to each other. Smiling, for example, is a very potent signal of positive feelings. Although Ekman and Friesen (1982) distinguish between smiles that are felt and those that are false or put on for the occasion, they found that false smiles do not involve the cheeks and eyes. During conversation, smiles act as a reinforce; encouraging the speaker to continue with a topic.

The face plays a significant role in how emotions are expressed. Seven primary emotional facial expressions were categorized by Ekman (1982). These emotions, which are expressed by different movements of the cheeks, lips, nose, and forehead, include happiness, sorrow, surprise, fear, wrath, disgust, and interest. The most movable feature of the face is the mouth because of its function in communication. Shame (Izard 1977), curiosity, and startle (Ekman 1985) are some more expressions.

When listeners make these facial expressions, they provide the speaker feedback. They demonstrate the listener's comprehension as well as whether they are fascinated, shocked, or repulsed by what they hear. The speaker has the ability to keep an eye on these responses and modify their speech as necessary (William, 2002).

It might be challenging for some people to manage their facial expressions. The genuine sentiments of a person may be revealed by the face. When encountering someone with a disfiguring scar, for instance, a person can appear ashamed (ibid).

2.5.4 Gesture

Gestures are described by Argyle (1988) as those physical motions used as a means of communication. These involve motions of the hands, head, and other body components. They can be distinguished from posture, which uses the entire body (Lamb and Watson 1979). Along with these deliberate responses to things, other people, or a particular event, there are also unintentional motions that humans make. As an illustration, someone experiencing shock could cover their lips with their palm. Morris (1978) distinguished between primary and secondary gestures, referring to voluntary motions as primary gestures.

Primary gestures are voluntary movements that a person uses with the intent of communicating a message to another person. There are three main primary gesture types:

1. Emblems. Emblems are hand movements with vocal translations that were created in loud settings, such as the former cotton mills in northern England. Contrary to sign languages, which have a unique syntax and vocabulary, they are not to be mistaken with them (Ekman and Friesen, 1969).

2. Illustrators (Ekman and Friesen 1969). These gestures help to emphasize, clarify, or enhance the linguistic substance of the message. They are closely related to speech. The hand is primarily used in the creation of illustrators (Ekman and Friesen, 1969). Argyle (1988) identifies many sorts of illustrators, including

a. Batons - These motions highlight the speech rhythm. Bull and Connelly (1985) discovered that the majority of sentence stress points were followed with a head, hand, or other bodily movement. A politician could use a chopping motion with his hand to emphasize certain words in his speech.

b. Pointing- It is a typical gesture that babies as early as 18 months may do (Murphy and Messer 1977). It is used to focus attention on oneself or on other people, things, or external occurrences.

c. Spatial movements or relationships - These gestures depict the movement or positioning of both persons and objects. Therefore, a hand gesture that indicates "the balloon dropped like a stone" may also be used.

d. Pictographs - These gestures are used to show the shape of objects, a circular motion for a ball, a square for a box and so on.

e. Ideographs - These gestures are used to illustrate a line of thought.

f. Bodily actions - Gestures that are mimes of actual actions, for example - pretending to hit a ball with a cricket bat.

3. Reinforcers. Gestures, both intentional and involuntary, play a crucial role in communication. Intentional gestures like nods encourage conversation, while involuntary gestures like grooming or fiddling can send messages of 'leakage', revealing true feelings or attitudes despite overt signals (Morris, 1978).

2.5.5 Tone

The introduction of a small part of English intonation aims to determine the circumstances in which different tones are used in isolation of words like 'yes' and 'no' (Roach, 2009).

- **Fall yes no:** The tone of a conversation is typically neutral, meaning that a response of 'yes' or 'no' indicates that the question is answered, indicating a sense of finality.

Rise **yes no:** In a variety of ways, this tone conveys an impression that something more is to follow.

Fall-rise **yes no:** The fall-rise is used a lot in English and has some rather special functions. In the present context we will only consider one fairly simple one, which could perhaps be described as “limited agreement” or “response with reservations”.

Rise-fall **yes no:** This is used to convey rather strong feelings of approval, disapproval or surprise. It is not usually considered to be an important tone for foreign learners to acquire, although it is still useful practice to learn to distinguish it from other tones.

Level_yes_no: In English, a level tone conveys a sense of routine or boredom in single-syllable utterances. Teachers often use this tone when calling students' names, and students often respond with "yes" when asked routine questions. For example, when applying for insurance, one might reply with "no."

Methodology

This section provides information about the study's model, data collection and description, and research strategy.

Research Design

According to the study's model, which focuses on the speech acts and paralinguistic acts utilized within each specified sympathy situations as well as social factors that influence the occurrence of the appropriate sympathy uses, this work qualitatively analyzes the targeted data.

Data gathering and Description

The analyzed data are some selected extracts which are assumed to include sympathy uses from the American English movie, *the help* which was directed by (Kathryn Stockett) and produced in (2011). The extracts are taken from written forms of the scenario of the film available at (<https://youtu.be/5NtcL0CryWA?si=HYmRYwRV6FvVbiSv>).

The Model of the Study

In order to achieve the aims of the present study, an eclectic model that draws upon ideas and assumptions adopted from a set of paradigms that are



introduced in the literature review is used for the sociopragmatic analysis of sympathy in the selected English movie.

The model will analyze the possible socio-pragmatic interpretation entailed by the statements of sympathy, adopting Searle's (1969) model for classifying the function of speech acts (representative, directives, expressive, declaratives, and commissives), paralinguistic acts by William's (2002) point of view will be the operational opinion involved in the current study, and the social variables of age, gender, race, ethnicity, and social class.

The procedure of using the model that is adopted in the present study is that it follows an inductive bottom-up progressing. The analysis of the sympathy use is initiated by analysis of the speech acts. This form the pragmatic dimension. That is to say, the situation which supposed to include sympathy is identified and chosen according to the knowledge acquired by the study. Then it is analyzed starting from the form utterances (speech) to function or language use (sympathy). Then there will be the investment of the social variables to uncover the final appropriate (or occasionally) inappropriate uses of sympathy. The following figure represents the model of the study.

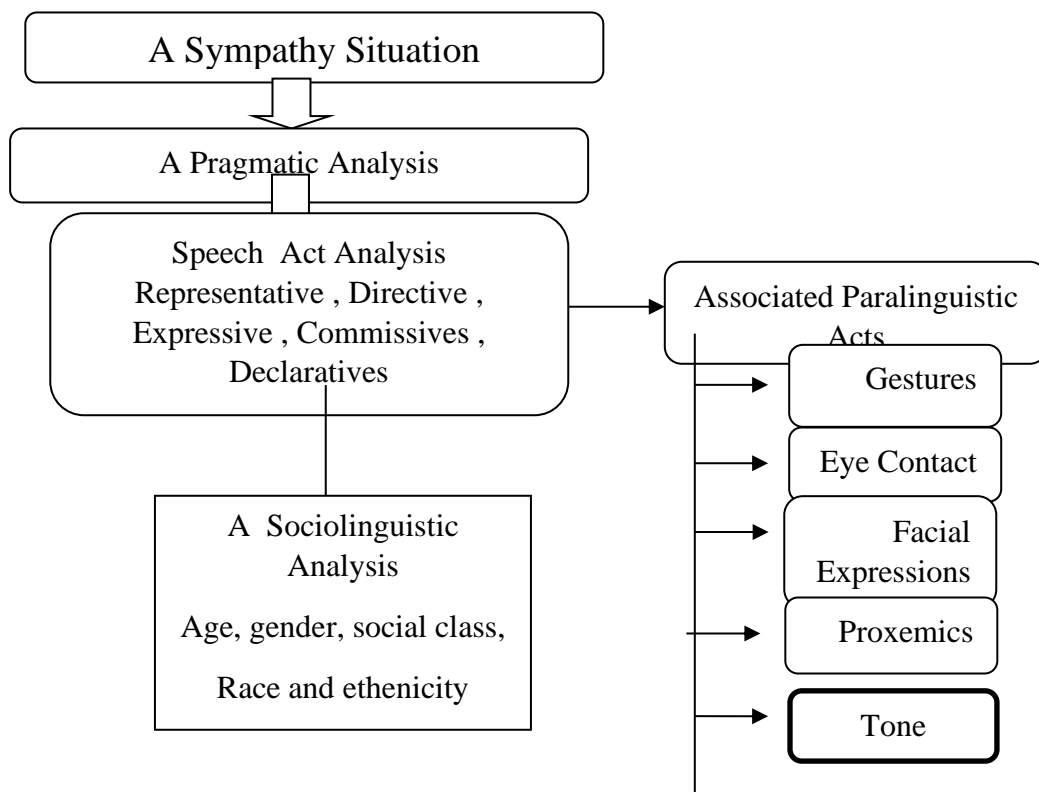


Figure (1) An Inductive Socio- Pragmatic Model of Sympathy in Some Selected English Movie.

3. Data Analysis

Extract 1

ELIZABETH: SHE DOES NOT!

Aibileen turns the corner in the hall and stops.

HILLY: Wouldn't you rather them take their business outside?

Skeeter sees a reflection of Aibileen listening off of a picture in the hall. Skeeter tries to change the subject.

SKEETER: Did y'all see the cover of "Life" this week? Jackie's never looked

MORE REGAL-

The extract above is taken from The Help Movie. it takes place in the Hilly's house in the daytime. In the existing scene Hilly tells Skeeter that she does not allow the coloured people to use the bathroom and Skeeter feels sympathy towards them because Aibileen is listening. The purpose of the speech was arguing the prevention of the coloured people from using the bathroom. The extract is a description and assertion to the prevention of Hilley. The tone is rising because it is a description and assertion. The speech was led by a face to face conversation.

1. A Pragmatic Analysis

a. Speech Acts Analysis

The current extract involves some **representative** and **commissive** speech acts. The surface meaning of the speech, that is delivered by Hilly, is a statement that asserts the prevention of the black people from using the white's bathrooms and the listeners are Skeeter and Aibileen. This assertion is an example of **representative speech act**. The intended meaning that Skeeter intends to deliver is that she is sympathizing the colored people and that is why she tries to change the subject which is a clear example of a **commissive speech act**. Both , the assertion statement and the intended meaning work together to give raise to the sympathy speech act which is clearly set by the reaction of Skeeter's speech which is an example of **expressive speech act**.

b. Associated Paralinguistic Acts

The following paralinguistic acts have been identified associating sympathy situation in extract 1:

Gestures

The utterance involves some gestures used by Skeeter who feels sympathy towards the colored people like using hands movement

Eye contact

The speaker, Skeeter, directs her eyes on Aibileen who is spying on the participants. So Skeeter makes some twinkles that show the sadness of the speaker while delivering the quote.

Facial expression

The impressions of sadness and sympathy were clear on their faces, and also through the expressions of Skeeter's face.

Tone

In the current utterance the speaker uses the rising tone to describe her condition of sympathizing the victim and let the victim hear the speech .

Proxemics

There is a small physical distance between the speaker(Hilly) and listener(Skeeter) to emphasize idea of being in the same social class while there is a significant physical distance between them and Aibileen to show that there is a social distance between them.

Finally, no other paralinguistic acts are identified in this extract.

c. Sociolinguistic Analysis

This situation can be explained by various social variables, that are age, gender, race and ethnicity, and social class. These variables can affect how individuals perceive and experience societal pressure to conform or express their individuality.

Age

Hilly and Skeeter are of different age. Then, both of them have a more different age than that of Aibileen. The utterance provides a clear indication of age through the words that are uttered by all of them .

Social Class

The extract shows that there is a social class distinction between Hilly and Skeeter, who is abused because of her shape, on one side and between both of them and Aibileen who is a maid.

Position

The talk exchange shows that there is a variation of position between Hilly and Skeeter who is the houses owners and Aibileen who is a maid.

Ethnicity

The conversation shows that there is an ethnic discrimination based on color variation which is clearly shown between Hilly who is white and Aibileen who is black.

No other social variations are found in this extract.

d. Socio-pragmatic Analysis

The extract contains representative , commissive and expressive speech acts which give raise to the sympathy. In the paralinguistic acts , a lot of gestures , eye contact , facial expressions and tone are used in the utterance. Concerning the sociolinguistic variables , age , social class , position and ethnicity are clearly used . All these principles are used to give sympathy in the extract.

Extract 2

HILLY: As a disease preventative bill that requires every white home to have a separate bathroom for the colored help. I've even notified the Surgeon General of Mississippi. I'll pass.

Skeeter again glances at Aibileen. Their eyes meet.

SKEETER: Maybe we ought to just build you a bathroom outside, Hilly.
The room grows eerily quiet.

The extract above is taken from The Help Movie. It takes place in the Hilly's house in the daytime. In the existing scene Hilly tells Skeeter that

coloured people carry some diseases and these might transfer to them when they use the same bathroom and Skeeter feels sympathy towards them because Aibileen is listening. The purpose of the speech was arguing the prevention of the coloured people from using the bathroom. The extract is a description and assertion to the prevention of Hilley. The tone is rising because it is a description and assertion. The speech was led by a face to face conversation.

1. A Pragmatic Analysis

a. Speech Acts Analysis

The current extract is a clear example of **representative**, **commissive** and **expressive** speech acts. The surface meaning of the speech, that is delivered by Hilly, is a statement that asserts the prevention of the black people from using the white's bathrooms and the listeners are Skeeter and Aibileen. This assertion is an example of **representative speech act**. The intended meaning that Skeeter intends to deliver is that she is sympathizing the colored people that is why she tries to change the subject which is a clear example of a **commissive speech act**. Both, the assertion statement and the intended meaning work together to give rise to the sympathy speech act which is clearly set by the reaction of Skeeter's speech when she requests to build a separate bathroom for the colored people which is an example of **expressive speech act**

b. Associated Paralinguistic Acts

The following paralinguistic acts have been identified associating sympathy situation in extract 2

Gestures

The utterance involves some gestures used by Skeeter who feels sympathy towards the colored people like using hands movement

Eye contact

The speaker, Skeeter, directs her eyes on Aibileen who is listening to the participants. So Skeeter makes some twinkles that show the sadness of the speaker while delivering the quote.

Facial expression

The impressions of sadness and sympathy were clear on their faces, and also through the expressions of Skeeter's face.

Tone

In the current utterance the speaker uses the rising tone to describe her condition of sympathizing the victim and let the victim hear the speech .

Proxemics

There is no significant physical distance between the speaker (Hilly) and listener (Skeeter) to emphasize idea of being in the same social class, while there is a noticeable physical distance between them and Aibileen to show that there is a social distance between them.

Finally, no other paralinguistic acts are identified in this extract.

2. Sociolinguistic Analysis

The following social variables have been employed to enrich sympathy situation in extract 2

Age

Hilly and Skeeter are of different age. Then, both of them have a more different age than that of Aibileen. The utterance provides a clear indication of age through the words that are uttered by all of them.

Social Class

The utterance shows that there is a social class distinction between Hilly and Skeeter, who is abused because of her colour, on one side and between both of them and Aibileen who is a maid.

Position

The utterance shows that there is a variation of position between Hilly and Skeeter who is the house owner and Aibileen who is a maid.

Ethnicity

The utterance shows that there is an ethnic discrimination based on color variation which is clearly shown between Hilly who is white and Aibileen who is black.

No other social variations are found in this extract.

3. Socio-pragmatic Analysis

The extract contains representative, commissive and expressive speech acts which give raise to the sympathy. In the paralinguistic acts, some gestures, eye contact, facial expressions and tone are used in the utterance. Concerning the sociolinguistic variables, age, social class, position and ethnicity are clearly used. All these factors contribute to the occurrence of that appropriate use of sympathy in the extract.

Extract 3

SKEETER: Thank you, Aibileen. I plan on splitting the pay with you, too.

{Aibileen doesn't respond. She grabs a basket of rolls.}

SKEETER (CONT'D): Listen...all that talk in there today. Hilly's talk I mean...I'm sorry you had to hear that.

{Aibileen quickly turns her back to Skeeter. A gospel choir begins singing on the radio }

The extract above is taken from The Help Movie. The conversation takes place in Hilly's house in the daytime. In the existing scene Skeeter talks to Aibileen about dividing the letters and about what Hilly has said about the colored people. In this extract Skeeter's sympathy was in the form listening and reacting. The purpose of the speech was sympathizing coloured people. The extract is a description. The tone is falling because it is a description. The speech was led by a face to face conversation.

A Pragmatic Analysis

Speech Acts Analysis

The current extract is a clear example of commissive and expressive speech acts. The intended meaning that Skeeter intends to deliver is that she is sympathizing the colored people which is a clear example of a commissive speech act. Both, the intended meaning and Skeeter's feeling work together to

give raise to the sympathy speech act which is clearly set by the reaction of Skeeter's speech when she feels sorry about Aibileen who is one of the colored people which is an example of expressive speech act

Associated Paralinguistic Acts

The use of paralinguistic acts like gestures, eye contact, body language, tone, proxemics, and facial expressions can form the intended meaning delivered by the statement. These factors have the ability to convey confidence, sincerity, openness, feelings and positivity in the message of embracing one's unique qualities and distinguishing oneself from the masses.

Gestures

The utterance involves some gestures used by Skeeter who feels sympathy towards the colored people like using hands movement

Eye contact

The speaker, Skeeter, directs her eyes on Aibileen who is listening. So Skeeter makes some twinkles that show the sadness of the speaker while delivering the quote.

Facial expression

The impressions of sadness and sympathy were clear on their faces, and also through the expressions of Skeeter's face.

Tone

In the current utterance the speaker uses the falling tone to describe her condition of sadness sympathy toward the victim who is Aibileen.

Proxemics

There is no physical distance between the speaker(Skeeter) and listener(Aibileen) to emphasize that the speaker sympathizes the listener

Finally, no other paralinguistic acts are identified in this extract.

Sociolinguistic Analysis

The following social variables have been identified associating sympathy situation in extract 3:

Age

Aibileen and Skeeter are of different age because Aibileen is older than Skeeter. The utterance provides a clear indication of age through the words that are uttered by all of them .

Social Class

The utterance shows that there is a social class distinction between Aibileen and Skeeter.

Position

The utterance shows that there is a variation of position between Skeeter who is the house owners and Aibileen who is a maid.

Ethnicity

The utterance shows that there is an ethnic discrimination based on color variation which is clearly shown in the speech of Skeeter when she feels sorry for it.

No other social variations are found in this extract.

Socio-pragmatic Analysis

The extract contains commissive and expressive speech acts which give raise to the tact maxim ,modesty maxim and sympathy. In the paralinguistic acts, a lot of gestures, eye contact, facial expressions and tone are used in the utterance. Concerning the sociolinguistic variables, age, social class, position and ethnicity are clearly used. All these principles are used to give sympathy in the extract.

4. Statistical Results

Table (1) The Results of the Frequency each Speech Act Type used in The Help Movie

Type of speech act	Freq.	Perc.
Representative	2	14.3%
Expressive	3	21.2%
Commissive	3	21.2%
Total	8	100%

Table (2) The Results of the Social Variables Used The Help Movie

the Soc Variables	Freq.	Perc.
Age	3	16.6
Social Clas	3	16.6%
Position	3	16.6%
Ethnicity	3	16.6%
Total	12	100%

Table (3) The Results of the paralinguistic Acts Used in The Help Movie

Paralinguistic Acts	Freq.	Perc.
Gestures	3	12%
Facial Expressions	3	12%
Eye Contact	3	12%
Tone	3	12%
Proxemics	3	12%
Total	15	100%

Conclusion

Depending on the analysis done in the current study, the researcher reaches the following conclusions:

The American movie writers tend to exploit commissive and expressive speech acts in their effort of creating effective and moving sympathy situations. They rely also on using representative and directive acts, although less frequently than the former types of acts.

Sympathy can be expressed verbally and nonverbally. Combining the paralinguistic acts, like gestures, eye contact, facial expressions, proxemics and tone with the verbal acts produce distinguished sympathy situations, and this is one of the excellent characteristic of the acted pieces of the literary works in comparison with other modes of communication, particularly those which are written to be read.

Effective and appropriate sympathy acts are highly influenced by the surrounding social variables like age, gender, ethnicity, position, and the like, although according to different degrees. Elder people, for instance, tend to

sympathize with younger ones who undergo difficulties more apparently than the younger.

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