

Students' Ability to Diagnose Threat and Warning Act Clues in George Orwell's Novel "1984"

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Abstract

The obvious tension and similarity between the concepts of threat and warning has made it difficult to distinguish between them and has remained a challenge for students, researchers and translators. Surveying the literature review of these two concepts, the researcher has found that little attention has been paid to the difference between these two acts in general and to postgraduate students' ability to distinguish between them in particular. Accordingly, the current thesis is dedicated to investigate the ability of Iraqi M.A. students to differentiate between the two acts pragmatically in George Orwell's novel "1984". To achieve the objective of the study and answer its research question, the researcher adopts Searle's version of Speech Act Theory (1971) amalgamated with the threat and warning features supported by Allan (1983). The study reveals that most of the M.A. students confuse between the two acts because they believe that both threat and warning are synonyms in their usage.

Key Words: Threat, Warning, Speech Acts.

Introduction

Language is a means of communication used for accomplishing many functions. Language is used to express ideas, thoughts, and information (Manasco, 2014, 6), or as Foers and Jones (1960, p. 122) say, "[w]e use language in order to communicate with

one another, to express our personal reactions to situation, to stimulate a response in someone else, and for the sake of thinking something out". People further produce utterances and acts to communicate various intentions; such acts are usually called speech acts as were first named by Austin (1962).

The field of speech acts theory is one of the interesting topics concerned with the ways words can be used not only to present information, but also to carry out actions. The obvious similarity between threats and warning has made it confusing for M.A. students to distinguish between them. Therefore, one must accentuate the fact that threat acts should be kept distinct from warning acts.

Literature Review

Both threat and warning are acts that can be performed in a variety of ways to achieve specific purposes. For instance, the two acts can be recognized through threatening, warning, promising, etc. As for threat, it is used to push the addressee towards a specific behavior after the first attempts of the addresser fail. Once the addressee does what s/he is asked to do, the threat will not be carried out anymore (Buchler, 2011, p. 6). Warning, on the other hand, is used to warn someone of something, as in "WATCH OUT"; or to advise someone to do or not to do something for his benefit (Kasher, 1998, p.59 & Allan, 1986, p.200).

The concept of threat has been studied linguistically by different scholars. Results have shown that this term involves certain types, elements, dimensions, and parts. For instance, Austin (1962, pp. 131, 150-160), and Searle (1979, p. 14) both agree that threats are **commissive** acts. This is because the latter may take two forms: **promise** and **offers**. Leviton (1991, p.33) states that the act of threat consists of three important concepts: **intent**, **ability** and **stability**. As for intent, it entails that the speaker having the willingness to threaten. As for ability, it means that the speaker should be capable of

achieving his intended goal. Finally, stability means the encouraging environment for the goal to succeed.

Lexically speaking, Austin (1962, p. 30) states that the act of threat can be discovered through the usage of certain words as threat (as in I threaten you with...), promise (as in I promise you I'll shoot you if...), or dare (as in the novel of "The Old Hall" when the Father states Father How dare you to?) (See also Mcburney et al., 2010, p. 137; Allan, 1986, p. 195; Colquhoun, 1860, p. 4), and menace as a noun, verb, and adjective, as shown below:

- Jack was a menace to society;
- He menaced her all the way home;
- He saw that Mary was watching him with a menacing look (Kaufer et al, 2004, p. 22).

Allan (1986, p. 196) adds that the verb **threaten** cannot be used to make a threat. Rather, **promise** or **warn** can be used to perform a threat or to only report about it:

- "What I do in the next scene, is that I threaten to shoot you when you get back from party."

Structurally, threat is about a future action; therefore, it is usually performed with the use of **will** to indicate the negative consequences in a declarative sentence, as in: "I will shoot you if..." (Plag et al., 2009, p. 190). Austin adds that since threat is a performative act, it has the first person singular subject and an active verb that is in the simple present tense to express the intension of the speaker (Cited from Horn and Gregory Ward, 2004, p. 57).

In English, there are three types of primary illocutionary sentences: declaratives, interrogatives, and imperatives (command, threat and prohibition) (Allan, 1986, p. 237), as exemplified below:

- I threaten that I'll kill you if you come any closer (Allan, 1986, pp. 206, 257).
- A declarative sentence is uttered to tell the hearer something about the threatening act.
- Don't stop talking and I'm going to punish you (Fraser, 1998, p. 167).

Besides, threat can be expressed by the **interrogative** construction, which is performed by the speaker to comply the hearer to perform a certain act. **If-then** structure, conditional threat can also be used. Such a structure formulates the problem action and the negative outcome, as in:

- If you get any closer then I will kill you (Danby and Maryanne Theobald, 2012, p. 49; Leighton and Robert J. Sternberg, 2004, p. 321).

Conditional threat can also be exemplified using **unless**, as in:

- Unless you stop talking, I'm going to punish you (Fraser, 1998, p. 167).

Another construction is **You + Just**, which tends to put the responsibilities of an unfavorable situation at the hearer, as in:

- You just don't get it!

(It's emphatically your fault; confronting with you + just/insistence) (Kaufer, et al., 2004, p.150). **Else** can be used to indicate threat, which involves no specific punishment, as in:

- You had better do it or else! (Ibid, p. 149).

Pragmatically speaking, a threatening act depends on the perlocutionary acts that play an important role in the context. It loses its illocutionary force and drives its

meaning from other contexts as determined by the communicative goals. In this way, the act of threat is pragmatically motivated (Habermas and Cooke, 1998, pp. 274-278).

As for warning, it has been classified by Searle as a **directive** speech act. In this respect, Goodwin (as cited in Mullany, 2007, p. 82) defines directives as "speech acts that try to get another to do something"

Lexically, the act of warning can be recognized lexically through **warn** and **advise**. For example, if one warns someone that a certain part of the town is dangerous at night, this also implies a direct piece of advice to stay away from it. Moreover, **an alert** can be used as warning for potential danger such as attack. **An alarm** is warning, but with a special propositional content condition that requires acting in the face of immediate danger, such as the case with fire alarm (Vanderveken, 1990, p. 197). The lexical word **danger** can also be used to express warning. For instance, when one says "it is dangerous", s/he warns someone that this dangerous situation may be validly inferred from certain factual truths about it (Ariel et al., 1998, p. 109). Some lexical verbs can further connote warning and their meaning is context-dependent as in: 'see, look out, watch out,' (Bode, 2009, p. 191). Bhardwaj (2008, p. 179) further adds that the negative verb to-do '**Don't**' can be used frequently to perform warning, as in: "Don't drive too quickly. The streets are very icy".

Structurally, warning can, as threat and other speech acts, be performed with the three main types of sentences. This by itself creates a kind of structural similarity between threat and warning. Cases in points are the following:

- I warned her that the fog would come down later (Thomas, 1995, pp. 103-104).
This structure has a declarative form consisting of a performative verb + that clause;

- Smoke, and you'll get cancer.

In this example, the structure is **imperative**. Here, the speaker gives imperative reasons to the hearer to do the action (Allan, 1986, pp. 226-227).

➤ Do not lean out of the train window

Negative imperative is the frequently used structure as highlighted by Leech (1983, p. 104). Furthermore, the **non-sentence structure**- Look out, Watch out, Be careful- is frequently used as warning acts. In this structure, the speaker uses only one word or a phrase as there is not enough time to mention the whole utterance when warning the hearer.

Pragmatically speaking, warning speech acts can be achieved through the illocution and perlocution acts. For instance:

➤ There's a bull in that field.

In this sentence, the speaker performs the illocutionary act of warning and the perlocutionary act by scaring the addressee by making him for example run away.

Methodology of the Study

It is a quantitative study as it involves the use of a descriptive questionnaire and numerical results as exemplified in the analysis of the objective. The questionnaire used is self-administered as it only lists the (13) extracts mentioned in the examined Novel. The main components of the questionnaire are the title, cover letter, instructions for completing the questionnaire, and the extracts. It is further to be mentioned that anonymity, self-determination and confidentiality were ensured during the administration of the questionnaires and report writing.

As for the population of the study, it consists of Iraqi M.A. postgraduate students of both specialties literature and linguistics. Their number is (30); 13 of them are males whereas the other 17 are females. Their age ranges between 22-to-35. Eighteen of them are students of linguistics and the rest, (10), are students of literature.

The survey was conducted in the three Departments of English Language at Baghdad University (College of Education for Women, College of Arts, and College of Education Ibn Rushed). The survey was conducted during the students' lectures and with the presence of the lecturer. The time allotted to answer the questionnaire is one hour or sometimes less than that. The whole process took three days; a day for each department. After the answers are collected, organized and analyzed using a descriptive statistics, an Excel worksheet table computer program is used.

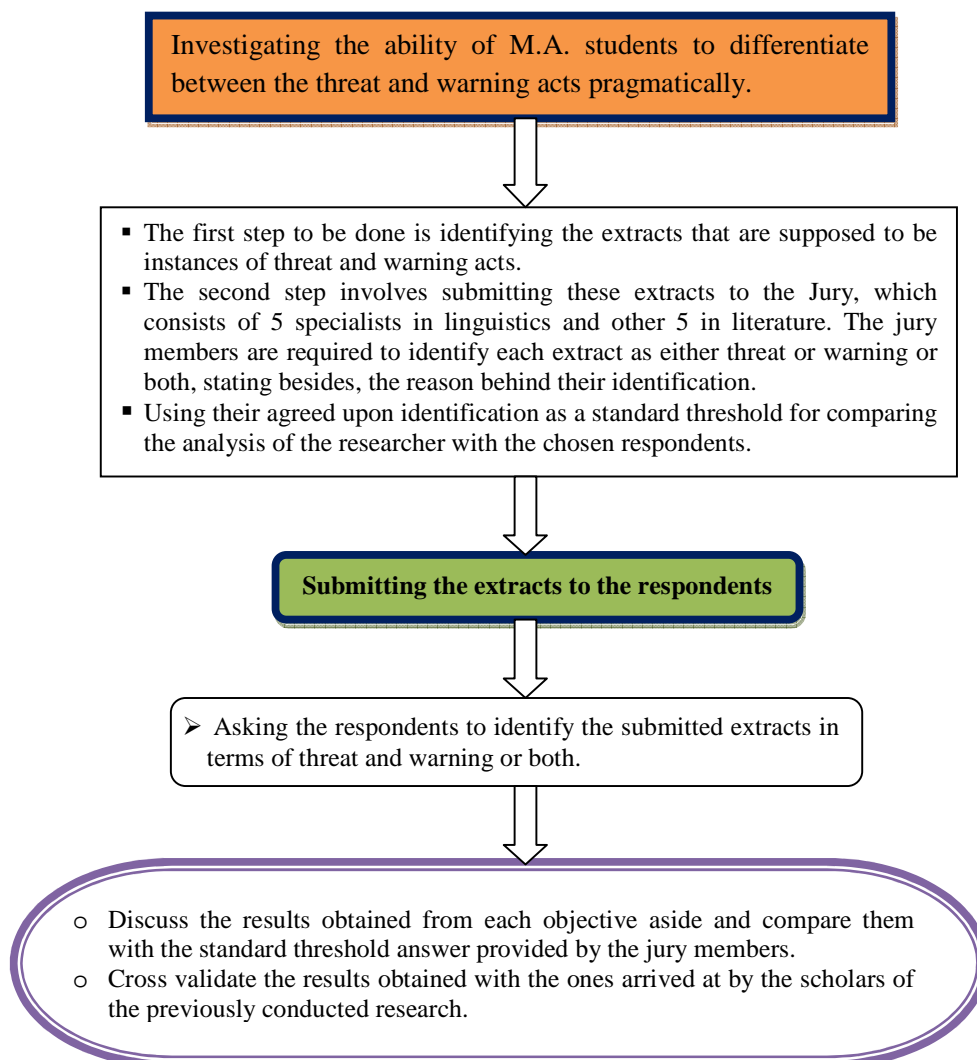
Before submitting the extracts to the students, the researcher gave a brief summary about the novel, and explained the main characters in the novel (Winston, Julia and O'Brien). Then, the respondents were asked to identify the listed extracts into one of the following: threat, warning, or both. The respondents were also allowed to ask the researcher for more clarification about the way of answering. In case they failed, they have to leave the extract blank with no answer.

Such a questionnaire has been set to evaluate the respondents' knowledge and ability to differentiate between threat and warning acts. This step can be done by comparing the respondents' answers with that of the jury members. The latter need to indentify each of the (20) extracts as threat, warning or both. They further need to provide a reason for their identification. Finally, the extract that obtained 80% agreement among the jury members will be grouped together to be used as a threshold to compare the respondents' answer with them. The following equations were used in the calculating the answers, as shown below:

1. The number of the participants (30) will be divided by the number of the answers (right or wrong answers for each extract);
2. Then, the number obtained from step (1)* 100 (Keith, 2006).

For more elaboration, consider the following diagram done by the researchers.

Diagram (1)



The Methodology of Data Analysis

Results and Discussion

As indicated in Diagram (1), the first step involves preparing the questionnaire to be submitted to both the jury members and the respondents, consider Appendix (1). The second step involves asking the jury members to identify each of the identified extract as one of the following choices: threat, warning, both, or neither. Results of their identification are illustrated in table (1) on the following page:

Table (1) Answers of the Jury Members					The higher Percentage
The Extracts	Threat answer	Warning answer	both Acts	Neither Threat Nor warning	
1	8	2	---	---	%80
2	9	1	---	---	%90
3	1	8	1	---	80%
4	---	9	1	---	%90
5	1	9	1	---	%90
6	1	8	1	---	%80
7	1	9	---	---	%90
8	1	8	1	---	%80
9	2	8	---	---	%80
10	8	---	2	---	%80
11	10	---	---	---	%100
12	8	---	2	---	%80
13	8	1	1	---	%80

Table (1) show cases the agreed upon identification for each of the thirteen extracts. These answers will act as a threshold used to compare the respondents' answers with. The following table, Table (2) illustrates the respondents' identification for each of the thirteen extracts, as shown in the following pages.

Table (2) Students' Responses to the Extracts (1- 13)

Extract (1)					Extract (2)			
Students	Threat	Warning	Both acts	Neither Threat nor Warning	Threat	Warning	Both acts	Neither Threat nor Warning
Student 1	T				T			
Student 2		W			T			
Student 3		W			T			
Student 4			B			W		
Student 5	T				T			
Student 6	T				T			
Student 7		W			T			
Student 8		W				W		
Student 9		W				W		
Student 10			B			W		
Student 11	T				T			
Student 12		W					B	
Student 13		W			T			
Student 14		W			T			
Student 15		W			T			
Student 16		W			T			
Student 17		W				W		
Student 18	T					W		
Student 19			B		T			
Student 20		W			T			
Student 21		W			T			
Student 22		W			T			
Student 23		W				W		
Student 24	T				T			
Student 25		W			T			
Student 26		W				W		
Student 27		W				W		
Student 28	T				T			
Student 29	T				T			
Student 30				N	T			

Table (2) (Continued) Students' Responses to the Extracts (1- 13)

Extract (3)					Extract (4)			
Students	Threat	Warning	Both acts	Neither Threat nor Warning	Threat	Warning	Both acts	Neither Threat nor Warning
Student 1	T				T			
Student 2		W			T			
Student 3		W			T			
Student 4		W				W		
Student 5		W			T			
Student 6	T				T			
Student 7			B		T			
Student 8		W			T			
Student 9		W				W		
Student 10					T			
Student 11	T						B	
Student 12	T						B	
Student 13		W				W		
Student 14		W				W		
Student 15			B		T			
Student 16		W			T			
Student 17	T				T			
Student 18		W				W		
Student 19		W				W		
Student 20		W			T			
Student 21		W			T			
Student 22		W			T			
Student 23		W			T			
Student 24	T					W		
Student 25	T				T			
Student 26			B		T			
Student 27		W			T			
Student 28		W			T			
Student 29		W			T			
Student 30		W			T			

Table (2) (Continued) Students' Responses to the Extracts (1- 13)								
Extract (5)				Extract (6)				
Students	Threat	Warning	Both acts	Neither Threat nor Warning	Threat	Warning	Both acts	Neither Threat nor Warning
Student 1				N		W		
Student 2	T					W		
Student 3	T					W		
Student 4	T					W		
Student 5		W				W		
Student 6		W				W		
Student 7				N		W		
Student 8			B			W		
Student 9	T					W		
Student 10	T					W		
Student 11		W				W		
Student 12	T					W		
Student 13	T					W		
Student 14		W				W		
Student 15		W			T			
Student 16		W				W		
Student 17	T				—	—	—	—
Student 18	T					W		
Student 19	T						B	
Student 20	T					W		
Student 21	T					W		
Student 22		W			T			
Student 23				N		W		
Student 24	T					W		
Student 25	T				T			
Student 26	T							
Student 27		W				W		
Student 28			B					
Student 29	—	—	—	—		W		
Student 30	—	—	—	—		W		

Table (2) (Continued) Students' Responses to the Extracts (1- 13)

Extract (7)					Extract (8)			
Students	Threat	Warning	Both acts	Neither Threat nor Warning	Threat	Warning	Both acts	Neither Threat nor Warning
Student 1		W						N
Student 2		W			T			
Student 3	T				T			
Student 4		W				W		
Student 5		W			T			
Student 6	T				T			
Student 7	T						B	
Student 8			B			W		
Student 9	T				T			
Student 10		W						N
Student 11			B		T			
Student 12		W			T			
Student 13		W				W		
Student 14	T				T			
Student 15		W			T			
Student 16		W			T			
Student 17		W					B	
Student 18	T					W		
Student 19			B		T			
Student 20	T				T			
Student 21		W			T			
Student 22		W					B	
Student 23		W			T			
Student 24		W			T			
Student 25	T				T			
Student 26	T				T			
Student 27		W			T			
Student 28		W			T			
Student 29	T				T			
Student 30	—	—	—	—	—	—	—	—

Table (2) (Continued) Students' Responses to the Extracts (1- 13)								
Extract (9)					Extract (10)			
Students	Threat	Warning	Both acts	Neither Threat nor Warning	Threat	Warning	Both acts	Neither Threat nor Warning
Student 1				N			B	
Student 2	T				T			
Student 3		W			T			
Student 4		W				W		
Student 5				N		W		
Student 6				N		W		
Student 7				N	T			
Student 8	T							N
Student 9				N	T			
Student 10		W				W		
Student 11		W				W		
Student 12				N		W		
Student 13				N				N
Student 14	T					W		
Student 15			B			W		
Student 16		W			T			
Student 17		W			T			
Student 18				N			B	
Student 19				N				N
Student 20			B		T			
Student 21		W			T			
Student 22	T					W		
Student 23				N		W		
Student 24	T					W		
Student 25		W			T			
Student 26				N		W		
Student 27	T				T			
Student 28		W				W		
Student 29				N			B	
Student 30	—	—	—	—			B	

Table (2) (Continued) Students' Responses to the Extracts (1- 13)

Extract (11)					Extract (12)			
Students	Threat	Warning	Both acts	Neither Threat nor Warning	Threat	Warning	Both acts	Neither Threat nor Warning
Student 1		W			T			
Student 2		W			T			
Student 3	T					W		
Student 4		W				W		
Student 5				N		W		
Student 6		W			T			
Student 7	T				T			
Student 8	T					W		
Student 9			B		T			
Student 10			B			W		
Student 11	T				T			
Student 12	T				T			
Student 13			B		T			
Student 14		W			—	—	—	—
Student 15				N	T			
Student 16		W				W		
Student 17		W				W		
Student 18			B		T			
Student 19			B		—	—	—	—
Student 20				N	T			
Student 21				N		W		
Student 22		W				W		
Student 23			B		T			
Student 24	T				T			
Student 25		W				W		
Student 26				N		W		
Student 27				N	T			
Student 28		W			T			
Student 29			B			W		
Student 30	T				T			

Table (2) (Continued) Students' Responses to the Extracts (1- 13)

Extract (13)				
Students	Threat	Warning	Both acts	Neither Threat nor Warning
Student 1			B	
Student 2	T			
Student 3	T			
Student 4		W		
Student 5				N
Student 6			B	
Student 7	T			
Student 8		W		
Student 9		W		
Student 10		W		
Student 11	T			
Student 12	T			
Student 13	T			
Student 14		W		
Student 15				N
Student 16			B	
Student 17	T			
Student 18			B	
Student 19		W		
Student 20				N
Student 21	—	—	—	—
Student 22		W		
Student 23				N
Student 24	T			
Student 25	T			
Student 26		W		
Student 27	T			
Student 28			B	
Student 29			B	
Student 30	—	—	—	—

Findings

In extract (1), the percentage of the correct answers was 26.7% and the rest, 73.3%, went for the wrong answers. In this extract, the majority of the respondents understood it as warning whereas the rest thought it might be both although the correct answer was threat.

In extract (2), the correct answer was higher (66.7%) than the wrong answer (33.3%), which was represented by warning. According to the jury members, the extract was threat and here the respondents managed to indicate the threatening act.

In extract (3), the higher percentage went to the right answer, which was 66.7% while the wrong answers took only 33.3%. The latter was divided between threat and both choice. Here, the correct answer was represented by warning choice.

In extract (4), the lowest percentage (23.3%) went to the right answers, which was warning. However, the higher percentage (76.7%) was for the wrong answers, which was exemplified by threat choice.

In extract (5), the percentage of the right answers was 28.6% whereas the percentage of the wrong answers was 71.4%. The right answer according to the jury members was warning. However, the extract was understood wrongly by the respondents as threat, both and neither choice.

In extract (6), the highest percentage was for the right answers; it equaled 86.2% and was represented by warning. On the contrary, the lower percentage of the wrong answers was 13.8%. The latter was divided between threat and both choice.

In extract (7), the percentage of the right and wrong answers was almost close. But, the highest went to the right answer, which was warning and which equaled 55%. The

percentage of the wrong answers, on the other hand, was 45%; it was divided between threat and both choice.

In extract (8), the highest percentage obtained was for the right answers, which was 13.8%. It was represented by warning. Nevertheless, the percentage of the wrong answers was 86.2%; it was divided into: threat, both and neither choice.

In extract (9), the percentage of the right answers was 31%, which was low in comparison to the wrong answers. The latter took 69% and was mostly represented by the choice neither. The rest of the wrong answers were divided into either threat or 'both' choice. The right identification of this extract was warning.

In extract (10), the lowest percentage went to the right answer. The latter equaled 33.3% and was represented by the threat choice. On the other flip, the highest percentage belonged to the wrong answers, which equaled 66.7%. The latter was divided into: warning, both and neither choice.

In extract (11), the lowest percentage was of the right answers; it equaled 23.3% and was indicated by threat. The highest percentage, on the other hand, was of the wrong answers. The latter equaled 76.7% and was indicated by the choices: warning, both and neither.

In extract (12), the highest percentage was of the right answers, which was 57% and was represented by warning. On the other flip, the percentage of the wrong answers was 43%, which was mainly limited to the warning choice only.

In extract (13), the final extract, the lowest percentage referred to the right answers, which was 39.3 and was exemplified by the threat choice. The percentage of the wrong answers, on the other hand, was %60.7; it was divided among the following choices: warning, both and neither.

Conclusions

Generally speaking, the study reveals the following:

1. The percentages of the wrong answers of the respondents in all the thirteen extracts were (61.5%). This means that the students failed to recognize the illocutionary acts of threat and warning. Most of the students confuse between the two acts. According to them, they believe that threat and warning are synonyms in their usage. Other students have an idea about the differences between threat and warning; however, most of their answers are not correct according to the jury members. This is because most of the extracts have no lexical word that helps indicate the intended act. Moreover, it has been noticed that the postgraduate students depend in their identification of the acts on the availability of the exact verbs of 'threaten' and 'warning';
2. Furthermore, most of the extracts that have the negative imperative structure have been managed to be recognized as threat. This is because the imperative structure reflects the dominant conception of an urgent act, as in extract (8). Besides, the use of 'Don't' and the double negative 'No, don't' emphasizes the sense of preventing someone and reflects the authority of the speaker. Therefore, the postgraduate students recognize this structure as threat although the context and the meaning of the extracts indicate warning as in the extract (4). In some extracts, the absence of the future negative consequences whereby the speaker warns or threatens the hearer leads the postgraduate students to believe that such extracts are neither threat nor warning, as in extract (9);
3. The percentages of the extracts that have been answered correctly were (%38.5). This is attributed to the reason that the illocutionary force of threat or warning is clear. For example, in some extracts, the intention of the speaker and his ability to perform the act is explicit to the students. Besides, extract (2) was answered correctly and got the percentage (%66.7). This means that the postgraduates managed to recognize the act,

since the context describes what the hearer does and since if-then structure is used. The latter structure refers to a conditional threat (if you do X, I will do Y to you). The sentence "**I'd take the catapult away**" is a punishment that the speaker threatens the hearer with. In this utterance, the punishment is linked with a threatening act to be taken seriously (Brody and Acker, 2010, p. 7). Finally, it is known that to threaten someone, one must have the authority to do so. Accordingly, the sentence '**I hear that little beggar of mine**' exemplifies clearly the way Parsons (the threatener) threatens his own son. Thus, it was overt to the students that Parsons has the power to perform the act, an important point for a successful threat.

Suggestions for Future Studies

The researchers of the present work recommend the following topics to be conducted in the future research to bridge the gaps and reach a comprehensive view about the two concepts in question. As cases in point are following suggestions:

1. A Semiotic analysis of threats and warning in George Orwell Novel 1984.
2. A pragmatic analysis of threat and warning in political speeches.
3. A cognitive linguistic study of the concepts of threat and warning in children literature.

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Appendix (1)

The Questionnaire

University of Baghdad
School of Education for Women
Department of English

A Letter to the Jury Members

Dear Sir/Madam

The researcher intends to conduct a study entitled "Students' Diagnose of Threat and Warning in George Orwell's Novel, "1984". The study aims at:

1. examining the ability of postgraduate students of both specialties, linguistics and literature, to distinguish between the threat and warning acts mentioned in the novel.

Being a specialist in the field of Literature or Linguistics, you are kindly requested to judge whether the thirteen extracts cited in the novel "1984" are examples of threat or warning or a mixture of the two and why?

Your assistance and opinion are highly invaluable to the development of my study. Thank you in advance for your kind assistance and cooperation.

Yours,
Samar Sami
M.A. Candidate
Working under the supervision of Dr. Rana H. Al-Bahrani
and the assistance of Prof. Shatha AL-Saadi

The Identified Extracts from George Orwell's Novel "1984"

<p style="text-align: center;">Extract (1)</p> <p>On each landing, opposite the lift-shaft, the poster with the enormous face gazed from the wall. It was one of those pictures which are so contrived that the eyes follow you about when you move. BIG BROTHER IS WATCHING YOU, the caption beneath it ran (p. 1).</p>
<p style="text-align: center;">Extract 2</p> <p>Winston found and handed over two creased and filthy notes, which Parsons entered in a small notebook, in the neat handwriting of the illiterate. 'By the way, old boy,' he said. 'I hear that little beggar of mine let fly at you with his catapult yesterday. I gave him a good dressing-down for it. In fact I told him I'd take the catapult away if he does it again (p. 31).</p>
<p style="text-align: center;">Extract (3)</p> <p>Suddenly the whole street was in commotion. There were yells of warning from all sides. People were shooting into the doorways like rabbits. A young woman leapt out of a doorway a little ahead of Winston, grabbed up a tiny child playing in a puddle, whipped her apron round it, and leapt back again, all in one movement. At the same instant a man in a concertina-like black suit, who had emerged from a side alley, ran towards Winston, pointing excitedly to the sky. 'Steamer!' he yelled. 'Look out, gov'nor! Bang over 'ead! Lay down quick!' 'Steamer' was a nickname which, for some reason, the proles applied to rocket bombs (p. 48).</p>
<p style="text-align: center;">Extract (4)</p> <p>Neither of them looked up; steadily they spooned the watery stuff into their mouths, and between spoonfuls exchanged the few necessary words in low expressionless voices. 'What time do you leave work?' 'Eighteen-thirty.' 'Where can we meet?' 'Victory Square, near the monument. 'It's full of telescreens.' 'It doesn't matter if there's a crowd.' 'Any signal?' 'No. Don't come up to me until you see me among a lot of people. And don't look at me. Just keep somewhere near me.' 'What time?' 'Nineteen hours.' 'All right (p. 64).</p>
<p style="text-align: center;">Extract (5)</p> <p>He was facing her at several paces' distance. As yet he did not dare move nearer to her. 'I didn't want to say anything in the lane,' she went on, 'in case there's a mike hidden there. I don't suppose there is, but there could be. There's always the chance of one of those swine recognizing your voice. We're all right here. He still had not the courage to approach her. 'We're all right here?' he repeated stupidly (p. 68).</p>
<p style="text-align: center;">Extract (6)</p> <p>He was facing her at several paces' distance. As yet he did not dare move nearer to her. 'I didn't want to say anything in the lane,' she went on, 'in case there's a mike hidden there. I don't suppose there is, but there could be. There's always the chance of one of those swine recognizing your voice. We're all right here. He still had not the courage to approach her. 'We're all right here?' he repeated stupidly (p. 68).</p>
<p style="text-align: center;">Extract (7)</p> <p>Winston put his lips against her ear. 'Now,' he whispered. Not here, she whispered back. 'Come back to the hide-out, it's safer' (p. 71).</p>
<p style="text-align: center;">Extract (8)</p> <p>The route she gave him was quite different from the one by which he had come, and brought him out at a different railway station. 'Never go home the same way as you went out,' she said, as though enunciating an important general principle. She would leave first, and Winston was to wait half an hour before following her. (p. 73).</p>
<p style="text-align: center;">Extract (9)</p> <p>They emptied their glasses, and a moment later Julia stood up to go. O'Brien took a small box from the top of a cabinet and handed her a flat white tablet which he told her to place on her tongue. It was important, he said, not to go out smelling of wine: the lift attendants were very observant. As soon as the door had shut behind her he appeared to forget her existence. He took another pace or two up and down, then stopped.</p>

<p>"There are details to be settled," he said. "I assume that you have a hiding place of some kind?" Winston explained about the room over Mrs. Charrington's shop.</p> <p>"That will do for the moment. Later we will arrange something else for you. It is important to change one's hiding-place frequently (p. 104).</p>
<p style="text-align: center;">Extract (10)</p> <p>You are afraid," said O'Brien, watching his face, "that in another moment something is going to break. Your especial fear is that it will be your backbone. You have a vivid mental picture of the vertebrae snapping apart and the spinal fluid dripping out of them. That is what you are thinking, is it not, Winston?"</p> <p>Winston did not answer. O'Brien drew back the lever on the dial. The wave of pain receded almost as quickly as it had come.</p> <p>"That was forty," said O'Brien. "You can see that the numbers on this dial run up to a hundred. Will you please remember, throughout our conversation, that I have it in my power to inflict pain on you at any moment and to whatever degree I choose? If you tell me any lies, or attempt to prevaricate in any way, or even fall below your usual level of intelligence, you will cry out with pain, instantly. Do you understand that?"</p> <p>Yes," said Winston (p.146).</p>
<p style="text-align: center;">Extract (11)</p> <p>His large ugly face came nearer, with the eyes a little narrowed "You are thinking," he said, "that since we intend to destroy you utterly, so that nothing that you say or do can make the smallest difference — in that case, why do we go to the trouble of interrogating you first? That is what you were thinking, was it not?"</p> <p>"Yes," said Winston.</p> <p>O'Brien smiled slightly. "You are a flaw in the pattern, Winston. You are a stain that must be wiped out" (p. 147).</p>
<p style="text-align: center;">Extract (12)</p> <p>Do not imagine that you will save yourself, Winston, however completely you surrender to us. No one who has once gone astray is ever spared. And even if we chose to let you live out the natural term of your life, still you would never escape from us. What happens to you here is forever. Understand that in advance. We shall crush you down to the point from which there is no coming back. Things will happen to you from which you could not recover, if you lived a thousand years. Never again will you be capable of ordinary human feeling.</p> <p>Everything will be dead inside you. Never again will you be capable of love, or friendship, or joy of living, or laughter, or curiosity, or courage, or integrity. You will be hollow. We shall squeeze you empty, and then we shall fill you with ourselves (p.148).</p>
<p style="text-align: center;">Extract (13)</p> <p>You asked me once," said O'Brien, "what was in Room 101. I told you that you knew the answer already. Everyone knows it. The thing that is in Room 101 is the worst thing in the world."</p> <p>The door opened again. A guard came in, carrying something made of wire, a box or basket of some kind. He set it down on the further table. Because of the position in which O'Brien was standing, Winston could not see what the thing was.</p> <p>"The worst thing in the world," said O'Brien, varies from individual to individual. It may be burial alive, or death by fire, or by drowning, or by impalement, or fifty other deaths. There are cases where it is some quite trivial thing, not even fatal."</p> <p>He had moved a little to one side, so that Winston had a better view of the thing on the table. It was an oblong wire cage with a handle on top for carrying it by. Fixed to the front of it was something that looked like a fencing mask, with the concave side outwards. Although it was three or four metres away from him, he could see that the cage was divided lengthways into two compartments, and that there was some kind of creature in each. They were rats.</p> <p>"In your case, said O'Brien, "the worst thing in the world happens to be rats" (p. 164).</p>