

الخلاصة:

تعد اللغة وسيلة اتصال تنقل المشاعر و الأحاسيس و الأفكار بين مستخدميها. و يميل المتكلمون ، عادةً ، إلى استخدام كل الوسائل اللغوية لتوضيح أهدافهم ومقاصدهم التي يعبرون عنها بغية خلق تأثيرات مختلفة في متلقيهم ، تحقيقاً لوظيفة التواصل . و يعدّ الاستفهام البلاغي واحداً من هذه الأساليب الفعالة المؤثرة في معظم اللغات ومنها اللغة الإنجليزية. فالاستفهام البلاغي هو جملة تحمل صيغة الاستفهام لا يُراد به طلب معلومات كما هي الحال في الاستفهام الحقيقي ، و لكنه يُستخدم لتحقيق قوة تعبيرية ذات معانٍ مختلفة في مقاصدها وتأثيراتها تختلف عن التوكيد الصريح و عادة ما تكون أكثر تأثيراً منه .

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instead on achieving certain rhetorical function.

d. It represents a clear counterexample to the standard speech act

account of interrogatives. If speaker (S) rhetorically questions hearer (H) about (X), the following conditions must be met (felicity conditions):

- S already knows the truth about X
- S does not expect H to provide the truth about X, i.e., S throws on H the burden of answering a question that he knows he cannot answer.
- H is aware of the fact that S knows the truth about X
- Both S and H have mutual knowledge about X
- The question counts as an attempt to bring H's attention to a certain point.

2. The significance of the RQ stems from the fact that it engages the addressee more effectively than the declaratives. Because of the impressive and persuasive effect of the RQ, the addressee is merely a listener, but is forced to frame the expected answer in his/her mind.

Therefore, s/he becomes a co-expresser of the speaker's convictions.

3. The analysis of the texts has shown clearly different functions of English RQs such as rebuke, deplore,.....etc.

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men. The negative sense is reinforced by the use of the minimizer NPI, matter, which is an expression denoting insignificance.

End Notes

1 The Roman number refers to the section of the poem while the Arabic ones refer to the lines .

2 This research is drawn from and M.A. thesis entitled "Rhetorical Question in English and Arabic : A Contrastive Study "supervised by Dr. Riyadh Tariq Kadhim(Asst. Prof.) and Dr.Maysa'a Kadhim Hussein (Lecturer) ,submitted by Rajaa' Mardan Flayih to the Council of the College of Education , University of AL-Qadisiya ,2005.

Conclusions

The following concluding remarks are come out with:

1.RQ can be identified by the following features:

a. It has syntactically a negativity opposite to that which it has semantically. Therefore, RQ can be regarded as unreal question. There is no correspondence between the linguistic form and its meaning.

b. It is an indirect mode for asserting or denying a specific state of affairs, i.e., the speaker does not want to straightforwardly ask his/her addressee; therefore he/she uses RQ strategy.

c. It minimizes the emphasis on the information channel and concentrates

Text 7

Can trouble live with April days,
Or sadness in the summer moons?

(LXXXIII,7-8)

The poet wants to forget his sorrow and sing a more cheerful son. He is of the opinion that spring brings within its fold so many charming things (Jordan,1993:27). This opinion is best shown by the use of the RQ, "can trouble live with April days/ or sadness in the summer moons?" This positive yes-no question is uttered with respect to common ground for which the poet thinks that it is already established that trouble cannot live with April days, nor can sadness live in the summer moons. The hope that warmth of spring will thaw down the chill of the frosty grief present in the poet, has crossed the poet's heart.

Text 8

What matters science to men,
At least to me?

(CXX,7-8)

Tennyson concludes that man is not merely matter but has a soul as well. If man believes that there is no life after death, what is the value of science or what is then the worth of life itself? Tennyson here uses a RQ to depict the vanity of science and earthly greatness. Divorced from faith and wisdom, science will be insignificant. The positive wh-question, "what matters to science to men,/At least to me?" intends to mean that science does not matter to

And tease her till the day draws by
And night she weeps, how vain am I!
How should he love a thing so low?

(LX,13-6)

The poet here compares himself to a poor girl who fixed her affections on a man of a higher rank (Varshney, 1979:263)

Discovering the vanity of loving a man superior to her, the poor girl says: "how should he love a thing so low? This positive wh-question is an alternative way of saying that he should not be imagined to love a thing so low. Her lover can't love her because she is lower than him. From a pragmatic perspective, this rhetorical wh-question can be considered as a kind of self-rebuke. The poor girl chides herself for thinking such a man may love her.

Text 6

What end is here to my complaint?
This haunting whisper makes me faint,

(LXXXI,6-7)

When Hallam was alive, richer store of love and happiness resulting from a more prolonged friendship was hoped. Now that Hallam is dead, Tennyson deliberates with himself: "what end is here to my complaint?" From a semantic point of view, this self-rhetorical wh-question can only be interpreted as expressing the poet's belief that his complaint is unhealable and life-long.

implied meaning of this question is:
Surely this is not an hour for...

The passer-by continues to say: " A time to sicken and to swoon...?" this is in fact a yes-no question which can be rephrased as: Is this a time to sicken and to swoon..? Semantically, it indicates negation, i.e., this is not a time to sicken and to swoon.... More obviously, this is not the time to lament and cry over personal grief when changes are emerging in the world.

Pragmatically, these two questions convey the illocutionary force of rebuke. The passer-by reprimands the poet for spending his time in futile sorrow.

Text 4

What keeps a spirit wholly true
To that ideal which he bears?
What record? Not the sinless years
That breathed beneath the Syrian blue;
(LII,9-12)

The positive wh-question, "what keeps a spirit wholly true/to that ideal which he bears?" is an emphatic alternative way to express the poet's negative belief, nothing keeps a spirit wholly true to that ideal which he bears. The pronoun 'he' in this poetic verse refers to Hallam.

Text 5

The foolish neighbours come and go

This positive wh-question "who shall so forecast the years.....?" is rhetorically asked to mean: Nobody shall so forecast the years. This RQ implies that nothing can compensate the loss of a dear person like Hallam.

Text 2

Is this the end of all my care?
And circle moaning in the air,
Is this the end? IS this the end?

Tennyson knows out of certitude, that death puts an end to his care for, and friendship with Hallam. He uses this rhetorical yes-no question "Is this the end?" as a means to out his deplore. Hence , the illocutionary force of this RQ I deplore. Tennyson weeps over the irresponsible loss of his intimate friend, a loss that will ever remain fresh in his heart.

Text 3

Is this an hour
For private sorrow's barren song
When more and more the people throng
The chairs and thrones of civil power?
A time to sicken and to swoon,
When science reached forth her arms
To feel from world to world, and charms
Her secret from the latest moon?
(XXI13-20)

One of the passers-by, criticizing Tennyson says: "Is this an hour/ for private sorrow's barren song....?" The

9. Order: one can order somebody to do something by using a RQ:
23. Were you born in a tent or a pub with swing doors?

This is an order, usually yelled out at whoever left the doors wide open during mosquito hour (Allen,1998:3)

10. Deplore: strong feelings of sorrow and sigh can be expressed by means of the RQ:
25. Where, Carinth, are they glories now, thy ancient wealth, thy castled brow. Thy solemn fares, thy halls of state, thy high-born dames, thy crowded gate? (Bain,18 :219)

1.5 Application

Text 1

Who shall so forecast the years
And find in loss again, to match
or reach ahead tho' time to catch
The far-off interest of tears?

(I,5-8) *1

Tennyson here does not question to get an answer, rather he employs this interrogative form to highlight his negative belief that grief is not a commodity on which one earns interest.

18. Do you think I am unaware of your goings-on? (Barnet and Cain, 2000:406)

4. Sarcasm: it is used when the speaker wants to be mildly sarcastic (Rutherford, 1975: 221):

19. Could I forget an important thing like that?
(I couldn't forget....)

5. Contempt: it is the condition of being looked down upon or despised:

20. Who do they think they are?
(Strumpf, and Douglas, 1999:297)

6. Rebuke: it is used to chide or to inveigh someone:

21. What are you doing? Just look at yourself. (Burton,2004:B:2)

7. Reminding: here, the RQ functions as a reminder and does not call for an overt response (Wilson and Sperber, 1998:10):

22. Don't I work my fingers to the bone for you? (Pope,1976: 37)

8. Pride: the RQ is sometimes uttered in tone of glowing pride:

23. Do you see the old man who downed the Apache helicopter?
(Daniel,2003:1)

that this kind of interrogative sentence is not used to ask a question but to pose it. The intention here is to get the hearer to recognize that the speaker has a particular proposition in mind and that he/she is entertaining it in the dubitative mood.

The RQ needs a context to be identified as such as in:

15. How many times have you been to the moon?

is rhetorical if asked of a student giving a speech about lunar topics, but not if it were asked of an astronaut (Klein, 1998:3)

On the whole, various speech acts RQs can perform. The following are the most widely used ones:

1. Complaining: when one complains, one expresses discontent:
16. Why must it always rain when we want to have a picnic? (Quirk et al, 1985: 816)
2. Protest: it is a formal expression of disapproval (Searle and Vanderveken ,1985:213-4):
17. What have I done to deserve that? (Rutherford, 1975:231)
3. Warning: it gets the hearer to take some evasive action (Searle and Vanderveken , 1985:203):

fingers to the bone for you? (Pope, 1976:43)

As far as the negative rhetorical wh questions are concerned, they are equivalent to a statement in which the wh-element is replaced either by a positive element (Quirk et al, 1985:826) or by a universal pronoun (Han, 1998:22):

14. Who doesn't understand English? (everybody understands)(Ibid.)

1.4 Rhetorical Question and Speech Acts

RQ, as defined by Loos (2004:1), is an illocutionary force of a question. It is not used with the expectation of an answer but with some different indirect force such as a command, a tentative statement, and an evaluation. Therefore, the RQ is a kind of an indirect illocution. The indirect illocution as stated by Bach and Harnish (1979:70) is an act in which the speaker does not express the literally expressed meaning in the utterance but he/she expresses another one relying on shared background knowledge, principle of conversation such as the cooperative principle, convention and the ability of the addressee to make inferences.

The RQ represents a radical departure from the standard interrogative speech act account. Lyons cited in Terkourafi and Villavicencio (2004:11) believe

Bailey (2002:3) believes that the rhetorical yes-no question which presupposes negativity is reminiscent of one class of tag question which he calls "pseudo or rhetorical tag question":

10. She's never on time, is she?
11. People who study longer get better grades, don't they?

Following Quirk et al (1985:1476), the tag question is strictly similar to the RQ in its communicative effects, since it essentially seeks confirmation of what the questioner explicitly assumes to be true.

1.3.2 Wh Question

Similar to yes-no questions, Quirk et al (1985:825) note that rhetorical wh questions are phrasal either positively or negatively. The positive rhetorical wh question is equivalent to a statement I which the wh-element is replaced by a negative element:

12. Who would steal a newspaper?
(nobody would.....) (Klein, 1998:2)

Sometimes the wh-element is not replaced by a negative element as in a mother asking her child:

13. Who brought you into this world, anyone? Who taught everything you know, took care of you, worked her

et al (1985:825) define this question as the one which has the syntactic form of a question but the import of an emphatic assertion. This phenomena is described by Zanuttini and Portner (2004:3) by means of a sentence level semasiological transformation, for instance, when the language user knows that the speaker does not expect as answer he interprets the interrogation as if it were a corresponding emphatic declaration.

1.3.1 Yes-No Question

Quirk et al (1985:815) divide RQ into two types. A positive rhetorical yes-no question has the force of a strong negative assertion, as in (6) and (7), while a negative question has the force of a strong positive one as in(8) and (9):

6. Is that a reason for despair?
(surely that is not a reason.....)
(Ibid.:826)
7. Would a loving father forsake an obedient son in hour of need?
(A loving father would not forsake.....)
8. Isn't it a shame? (Todd and Hancock,1986:396)
(surely it is a shame)
9. Is no one going to defend me?
(surely someone.....) (Graustein, 1987: 228)

However, Roycroft (2002:3) argues that the question has no definition or valid answer if it is asked for dramatic effect:

4. Why is it easier to be wise for others than for ourselves?
5. If love isn't a game, why are there so many players?

Sathoff (2002:3) establishes that RQs are probably as old as public speaking itself. It can be very tiresome if used over much or in the wrong circumstances. In other words, RQ is an effective device if employed properly to support meaning not to evade it.

This technique, Abrams (1993:183) asserts, is commonly used in persuasive discourse, i.e., is used for rhetorically persuading someone of a truth without argument or, in Oliver, Dickey and Zelko's (1955:68) words, for heightening the communicative relationship with the audience through their definite participation with the speaker.

1.3 Types of Rhetorical Question

Questions and statements are different types of sentence patterns. They have different meanings (in this case, functions) in communication

n. One asks for information; the other gives it. The question may be used where a statement would perhaps be more usual. Gleason (1965: 211) states that such a question is called RQ. Quirk

rhetoric in the reference of the words 'required effects' to pragmatics, the study of the communicative use of language and of how utterances have meanings in situations.

In short, rhetoric is a mode of altering reality by the creation of discourse which changes reality through the mediation of thought and action.

1.2 The Concept of Rhetorical Question

On the whole, linguists define RQ in similar terms. They generally agree on the fact that it is not a question for seeking certain types or pieces of information as say yes/no question or wh question do.

Burton(2004.B:2) defined RQ as "any question asked for a purpose other than obtaining the information the question asks". For example

1. Have you gone completely mad?
2. Why are you so foolish?

As for the answer to such questions, it is so obvious that it is left implicit. Kane and Peters (1966:206) demonstrate that RQ is the question asked not by real ignorance seeking knowledge, but by knowledge forcing a predetermined answer. For example:

3. Are we to desert our nation in time of trouble?

The Application of Rhetorical Questions to Some of the Selected Texts of Tennyson's Poem In Memoriam

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Abstract

Language is used as a means of communicating ideas, feelings and emotions of its users. Speakers usually tend to manipulate all linguistic devices to convey their purposes and to create certain effects on their hearers.

The rhetorical question (henceforth RQ) is one of these persuasive communicative devices in English. It is a question which is not asked to request information or invite a reply, but to achieve an expressive force of different form and usually more effective than, a direct assertion.

1.1 Rhetoric

Lynch (2004:2) states that rhetoric simply is the art of persuasion-using language to convince or sway an audience-or the study of that art. In another words, it is the study of how to employ words for communication and hence for the purpose of conveying information.

Therefore, Leech and Short (1981:38) state that it is closely related to stylistics, to achieve the required effects. Leech (1983:15) renders

1.0 Preliminaries

The RQ is best described as a statement in a question form. It is a representative example of the mismatch between the form of the sentence and its discourse function. To investigate the linguistic phenomenon at hand, the researcher will tackle the main points about the RQ, its definition, types, structures and functions(its relation to some speech acts). Moreover, an applicable study will be held to some of the selected texts of Tennyson's poem In Memoriam. The choice of this poem can be attributed to its questioning nature since a great deal of its questioning is rhetorical.