



The Implied Meaning Conveyed by Exclamative Texts in William Golding's Lord OF The Flies with Reference to Translation into Arabic

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Abstract

Explanative (or exclamatory) texts are vigorous statements expressing a high level of feelings or emotions and showing no affiliations to other parts of discourse. This paper aims at investigating the varied meaning implied in this class of texts in William Golding's Lord OF The Flies. It is hypothesized that the interpretation of exclamative texts as syntactic, semantic, or pragmatic phenomenon is situational. Eight texts have been selected indiscriminately from this novel and translated into Arabic by Abdulhameed AL- Jamal , Samir Izat Nassar , and Muntadayat Alsakher. The model adopted in the analysis of data is Nida's formal equivalence and dynamic equivalence .The analysis reveals that exclamative texts, in addition to their exclamation function , are situationally motivated and implicitly convey different meanings depending on the context in which they are used. That is, they are realized more pragmatically than syntactically .The study concludes that exclamative texts are multipurpose ones and thus require more attention to be paid, particularly by translators when they come across such a class of texts.

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المعنى الضمني في النصوص التعجبية في رواية أمير الذباب للكاتب وليام كولدنك
مع الإشارة إلى الترجمة إلى العربية

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النصوص التعجبية نوعٌ من النصوص النشطة تُعبر عن مستوى عالٍ من المشاعر والعواطف ولا تظهر ارتباطاً بالأجزاء الأخرى من الخطاب. يهدف هذا البحث إلى التقصي عن المعنى الضمني المتنوع في هذه النصوص في رواية أمير الذباب للكاتب البريطاني وليم كولدنك. تفترض الدراسة أن تاويل مثل هذه النصوص كظاهرة نحوية ودلالية أو تداولية إنما يكون سياقياً . وتم اختيار ثمانية نصوص بطريقة عشوائية من هذه الرواية، ترجمها إلى العربية عبد الحميد الجمال وسمير عزت نصار ومنتديات الساخر. وتبنت الدراسة في تحليل النصوص استراتيجية المكافئ الشكلي (formal equivalence) واستراتيجية المكافئ الديناميكي (Nida's model) (dynamic equivalence) وتكشف الدراسة أن النصوص التعجبية فضلاً عن وظيفتها التعجبية ، هي نتاج سياقي تضم في طياتها معاني مختلفة تعتمد على السياق الذي تستعمل فيه . أي إن إدراكها يكون تداولياً أو دلاليّاً أكثر من أن يكون نحويّاً. وتختتم الدراسة بأن النصوص التعجبية متعددة الأغراض وتتطلب أن تكون محط انتباه , وتحديداً للمترجمين إذا ما صادفهم مثل هذا النوع من النصوص.

الكلمات المفتاحية: التعجبية , التعجب , المشاعر , العواطف , السياقية

1.1 Introduction

According to Quirk et al. (1985 : 833 -837), the term "exclamation" is used to denote the semantic status of an utterance while the term "exclamative" is used to denote a specific sentence/clause type equivalent to the three-clause types: declaratives, interrogatives, and imperatives. That is , in Quirk et al,'s terminology some exclamations are realized by exclamatives while others are not . Radford (1997: 506) defines an exclamative text as "a type of structure used to exclaim astonishment, delight, irritation, etc. In such a type of texts a wh- exclamatory word like what! or how! is used. The use of the word "structure" seems that Radford, like Quirk, views the exclamative texts as a syntactic phenomenon. Unlike Bijer (2003: 2) and others who claim that the exclamative text is a pragmatic phenomenon. Colins (2005 :1) states "the exclamative clause type is limited to constructions with an initial exclamative phrase containing what (as modifier) or how (as modifier or adjunct) because only in these words there has been a grammaticalization of the illocutionary force of an exclamatory statement".

In addition to what /how -exclamatives , there is a notable range of structures in English that can be used to express exclamations . In other words, exclamative texts are not restricted to those that start with what or how; they can also include constructions like "The fun we had!" and "Wow! He can drive ! (Zanuttini and Portner 2003)". That is, exclamative texts are also semantically comprehended .The majority of grammarians classify exclamations or exclamatives as either one of the major clause types declaratives, interrogatives, and imperatives . Exclamation is one of the four sentence kinds in traditional grammar. It usually expresses a more or less passionate statement on something and is frequently reinforced by a grammatical characteristic form, or any speech intended to communicate emotions regardless of its grammatical form (Trask ,1993 : 96). In other words, exclamative texts can be realized either structurally (via what or how) or

semantically (via intonation).

1.2 The classification of exclamative text .

According to Eckersley and Eckersley (1960 : 316) , there are two types of exclamative texts : those beginning with a wh- word like what ! or how! as in (1)How cold this room is ! (2) What a rubbish he writes ! and those beginning with adverbs like : There , Here , In , as in (3)There he is ! (4) Here he comes ! Mure (1972 : 76) on the other hand, classifies exclamative texts into : primary interjections which consist of one element such as Ouch! , Gosh ! Hi !, secondary interjections which have two elements such as Dear me! Bless you !

Thank you!, and verbless equational sentences such as (5) John a manager! (6) Thompson a first team man ! He adds that " exclamative texts also have the characteristics of an open class, but do not show a connection with other parts of discourse." That is , new exclamative texts can be created or added, but do not show affiliation to other parts of the discourse.

Other constructions that can be employed when making exclamations are identified by Quirk et al. (1973 :199).(7) "Has she grown ? They are "questions in form, but functionally like exclamations," Furthermore, they recognize exclamations in which the "emphatic degree items" so and such are used in statements and questions as intensifiers and determiners, respectively: (8) We've experienced this, and why did you once detest geography so much? They also discuss echo exclamations, which partially or completely repeat the previous utterance:

(9) A:" I'm going to London for a holiday."

B: To LONDON! That's not my idea of a rest. (Quirk et al. (1972: 7.84) Various formulaic utterances are also provided by Quirk et al. (1972:7.85–7.89), some of which they classify as exclamations.

(10) "If only I'd listened to my parents!"

It is noted in Quirk et al (1985) as well that there is not always a direct correlation between sentence/clause type and discourse function. Consider the example below :

(11) "Isn't Christine clever!"

This utterance is considered to be syntactically interrogative but semantically (or, rather, pragmatically) an exclamation by Quirk et al. (1985), whereas an utterance like (12) below is said to be both syntactically and semantically (pragmatically) an exclamation:

(12) "How clever Christine is!"

This means that a variety of form types can be used as exclamations, according to Quirk et al. (1972) and Quirk et al. (1985).

Colins (2005: 9-12) classifies exclamative texts as follows :

1.How - exclamative texts :

How in exclamative texts , is followed by an adjective or adverb,e.g.,

13." How foolish you must have thought she was!"

14."How well George writes !!"

2.What - exclamative texts :

What in exclamative texts , is followed by a noun phrase : e.g.,

15. "What an enormous crowd came ! "

3 . Elliptical exclamative texts :

There are two types of elliptical exclamative texts :

A. Elliptical exclamative texts consist of only an exclamative phrase which is usually a noun phrase or adjective phrase ,e.g., (Collins , 2005)

16. "Your Highness, what a pleasure!"

17. "And I was just sitting there thinking "Oh my God, how embarrassing!"

B. Those containing exclamative phrase plus a clause .The clause may be finite declarative , infinitive , or present continuous :

(18). "What a shame the series could not finish there !" (finite declarative clause)

(19) ."What a lucky country to be able to talk about its people as a unified group!" (Infinitive clause)

(20). "What a waste of time talking to older brother and sister!" (present continuous clause)

4.Subordinate exclamative texts :

In a matrix clause, subordinate exclamatory texts can serve a variety of purposes. Their most frequent uses are as the complement of a preposition and the object of a verb, for example ,

(21)"Once in a while they said what a shame it was ! "

(22). "And I'd think how right it was!"

(23) "Even now I am appalled at how little anyone knows of what they really are! " (ibid.)

1.3 The syntactic features of the exclamative texts

In contrast to other sentence types, exclamative texts typically begin with an exclamatory adverb like "what" or "how." In other words, they are similar to wh-questions but lack subject-operator inversion (Quirk, 1973: 203). There are instances where exclamative texts are presented without a subject or verb, just the exclamatory phrase "What a book!" That is, exclamatory texts can have elliptical forms. These condensed forms are what are frequently used in everyday speech (ibid.). It is not uncommon to find exclamative texts sharing other

clause types (declarative , interrogative ,etc.,) in subordination. However , Grimshaw (1979 :285) argues that exclamatives can only be embedded under "factive predicates" i.e. under verbs like : know , realize ,etc. (See example 23 above.) The main syntactic difference between exclamatives and declaratives, however, is that exclamatives can be changed into declaratives by foregrounding the subject and verb and substituting the adverb what by such, or how by so in the exclamative phrase, for example, (24) "What a delicious pie that was!" becomes "That was such a delicious pie," and (25) "How nice of you to bring us a pie !" becomes "It was so nice of you to bring us a pie"(Owen :2019). Exclamatives are also differ from wh- questions in permitting only the wh- words what and how as exclamative phrases . That is , exclamatives are unlike wh- questions do not allow the use of the wh- words who , where ,etc,. Moreover , it is not possible to background the wh-phrase in the exclamative text , "*He has been what a fool !" (Collins : 2005 :7). "When subject-auxiliary inversion occurs in exclamatives, argues Collins,it tends to have a rhetorical or literary flavor," as in (26)"How boring is this life!" . , such a case is normal in literary style .

1.4The semantic - pragmatic features of exclamative texts

Semantically, exclamative texts, by definition, express the speaker's argument. they convey the speaker's emotional reaction to the current situation. This affecting response might be one of surprise under normal circumstances as in: "Thomson a first team man!", which refers to the speaker's determination that the situation is unexpected, or admiration (27)What a nice house you have!", judgment, or any other strong feelings express our subjective and exaggerated assessment of a situation (Siemund , 2005 :6)position or attitude, such as "Wow!" or "Awesome! "which can often strengthen exclamatives. ,(28) "Wow ! What a cool car you have got !" (Owen: 2019). The semantic impact of exclamatives exists in the scalar implicature that exclamatives typically carry rather than a proposition.That is , the scalar implicature is what gives the exclamatives their semantic effect . (Inhayer :2005 : 7) . Consider the following example , (29) "How delightful her manners are!" (Quirk, 1973 : 203)

In this example, the speaker uses the scalar how to present a scale of delight expressing that her manners are delightful to an extent that is exciting.

According to Rosengren (1997), however, sentence mood, propositional content, and stressed patterns all influence the exclamatory/emotive function of exclamatives. The statements are defined as a predicate inducing a scale of some kind: a scale of degree or quality. For instance , a speaker may make a statement that is significant on some level. At the same time, he has the option to depart from the tradition and ask a negative question, as in

(30)" Hasn't she grown?" (Quirk , 1973 :199)

In example (30), the interrogator asks for the listener's consent to a statement about which they feel very positively. Such yes/no interrogatives are exclamatory in function even though they are entirely interrogative in form (ibid.). However, a question that is understood to be an exclamation is a rhetorical question in which the interrogator is not seeking information but rather the addressee's approval (Bolinger, 1989, cited in Inhayer, 2005 : 9)

To sum up, exclamative texts can be viewed as a collection of syntactic, semantic, or pragmatic features. Syntactically, they represent a type of sentences with its own characteristics, such as exclamatives do not show subject – operator inversion, and they are frequently ended with an exclamation mark (!). Semantically, exclamative texts show various responses - surprise, disappointment, judgment, admiration, or any other exaggerated emotions or feelings. The function of the exclamative texts is determined by sentence mood, propositional content and stressed patterns.

1.5 Lord of the Flies

William Golding, a British novelist who won the Nobel Prize, published *Lord of the Flies* in 1954. The story follows a bunch of British youths' unsuccessful attempts to rule themselves when stuck on a deserted island. Themes include the tension between groupthink and individuality, between morality and immorality. The concept arose after Golding read what he deemed to be an unrealistic portrayal of stranded children in the youth novel "*The Coral Island: a Tale of the Pacific Ocean* (1857)" by R. M. Ballantyne, which includes themes of the civilizing effect and the importance of hierarchy and leadership. Golding's three central characters are (Ralph, Piggy, and Jack). The reason behind choosing this novel as a source of our data is its repletion with different syntactic and semantic structures comprising various exclamative texts which represent the axle of this study.

1.6 Other related works

The topic of exclamatives has been tackled differently by different scholars and researchers. Nasser: (2002) "*The Translation of Illocutionary Forces of Exclamatory Expressions*", Beijer : (2003) "*The pragmatics of exclamations and other expressive emotional utterances*", Inhayer: (2005) "*Insights into the Syntax and Pragmatics of Exclamations and Other Expressive/ Emotional Utterances*", Collins: (2005) "*Exclamative clauses in English*". Nevertheless, none of the mentioned scholars or others have dealt with the implicit meaning that exclamative texts may carry in different communication situations. Having said that, the present study is an attempt to bridge this gap as much as possible.

1.7 Text Analysis

In the following pages , eight texts will be analyzed . The texts have been chosen randomly from William Golding's *The Lord OF The Flies* translated into Arabic by Abdulhameed Al -Jamal , Samir Izat Nassar and Muntadayat Alsakher .Nida's formal equivalence and dynamic equivalence is the model adopted . Nida asserts that for determining formal equivalence, the translator considers both the content and how closely the S.L. and T.L. texts resemble one another in form. In dynamic equivalence, the translator must duplicate the same impact on the receiver as the S.L. receiver did. A proposed translation will be put forward wherever we find inappropriate renderings are given.

SL-Text (1)

Table (1)

SL-Text	Ralph to the boys : it seems to me we ought to have a chief to decide things , Jack Merridew : A chief ! A chief ch.1 p.29		Type of Equivalence	
			formal	dynamic
No.	Translator	TL texts		
T1	Al – Jamal	وصاح جاك زعيم ! زعيم !		*
T2	Nassar	رئيس! رئيس!	*	
T3	Al-Sakher	رئيس ! – رئيس !		*

Discussion:

In SL- text 1 , Jack uses the word 'a chief ' repeatedly to express his astonishment towards what is being said. He implies that it is unbelievable for him and the boys to be headed by someone in a place like an island which they are in . As for the translations introduced by the three translators , Al-Jamal and Asakher followed the dynamic translation . Al-Jamal , for instance , added وصاح جاك (Jack shouted) which doesn't exist in the original text , while Al – Sakher added وعلا هتاف (the boys cheered) which also does not exist in the ST.As for Nassar , he followed the formal translation of the text . In both cases , the translators successfully rendered the ST into TT as an exclamation conveyed through the repetition of the words زعيم and رئيس.

SL – Text (2)

Table (2)

SL- Text	Jack Merridew to Ralph : We will have rules ! he cried excitedly : lots of rules! ch2 p.44		Type of Equivalence	
			formal	dynamic
No.	translator	TL texts		
T1	Al – Jamal	وصاح جاك بأثارة: وسنضع القوانين ! مجموعة قوانين!		*
T2	Nassar	لا بد أن يكون لنا قواعد . كثير من القواعد.		*
T3	Al-Sakher	فصاح جاك بصوت عال: -"يجب أن يكون هناك قوانين . بل الكثير من القوانين .		*

Discussion :

In SL- text 2, Jack is also astonishingly talking to Ralph who is thought to be the chief of the boys. But Jack, in this context, is not being serious when he cries: 'we will have rules !'He is just mocking Ralph as the chief of the boys. Concerning the translations shown above, AL- Jamal followed the dynamic translation of the text by rendering the text into !مجموعة القوانين . and Nassar and Alsakher changed the text from exclamative into a declarative, which does not reflect the exclamation present in the ST. This is shown in the renderings of the two translators. Nassar, for instance, translated the modal *will* ,which indicates a future time in this context, into لايد which expresses certainty, and Alsakher translated it into يجبwhich is a lexical item used in Arabic to indicate obligation .In other words , none of the three renderings seems to be satisfactory .

Our suggested translation is : وسيكون لنا قوانين! الكثير من القوانين !

SL -Text	Ralph took the shell away from his lips . Gosh! P. 23 Ch.1		Type of Equivalence	
			formal	dynamic
No.	translator	TL texts		
T1	Al - Jamal	فابعد رالف المحارة عن شفتيه وقال يا للعجب!		*
T2	Nassar	ابعد راف القوقعة عن شفتيه . يا الهي !	*	
T3	Al-Sakher	أبعد رالف البوق عن فمه أوووش.	--	--

SL -Text (3)

Table (3)

Discussion :

In SL-text 3 , Ralph uses the exclamative Gosh! by which implicitly expresses his disappointment in this context . Ralph has been aspiring to hear the conch sounding and then calling the other boys who have scattered everywhere on the island , but unfortunately the conch let him down when it stopped sounding . Al-Jamal as his translation suggests, followed the dynamic translation of the text by adding the word وقال and used the word يا للعجب (I wonder), whereas Nassar adopted the formal translation of the text when he translated the exclamative Gosh into يا الهي . In other words , both translators succeeded in their renderings the texts into exclamatory one . As for Alsakher, not only he failed in rendering the word conch into البوق (trumpet) , but he also failed in providing the appropriate Arabic equivalent of the exclamative Gosh ! when he translated into اووش (Ouch) which has a different meaning.

SL- Text (4)

Table (4)

SL- Text	Ralf tried to be offhand and not too obviously uninterested ,but the fat boy hurried after him: Aren't there any grown – ups at all ?		Type of Equivalence	
			formal	dynamic
No.	translator	TL texts		
T1	Al – Jamal	الا يوجد هناك أي اشخاص كبار على الاطلاق ؟	*	
T2	Nassar	الا يوجد أي من البالغين ؟		*
T3	Al-Sakher	ألا يوجد أشخاص بالغون أبدا؟		*

Discussion :

In SL-text 4 , Piggy asks whether there are grown-ups . He uses a negative yes- no question to express his mixed emotions.. Such an utterance is syntactically interrogative but functionally is an exclamatory. The presence of the grown-ups is something crucial in the life of the boys on the island because the boys still in need for the care of the grown- ups to look after them. That is , when piggy says : "Aren't there any grown-ups at all ?" he implicitly expresses his much emotional upset about the nonexistence of grown-ups on the island. As for the renditions introduced by the three translators ,Al- Jamal followed the formal translation of the text , whereas Nassar and Alsakher adopted the dynamic translation .This is evident in the

renditions of both translators where Nassar omitted the word **ابداً** (at all) and **هناك** (there) from his rendering and Alsakher omitted **أي من** (any) and **هناك**. Anyway, the three translators succeeded in providing the appropriate translation of the text, for they initiated their translations with the Arabic particle **الا** which is used as an exclamative particle in Arabic.

SL-Text (5)

Table (5)

SL-Text	At last Ralph sat down, looking round him tapping the rock with the butt of the spear. Jack was excited : What a place for a fort ! p.131 ch6		Type of Equivalence	
			formal	dynamic
No.	translator	TL texts		
T1	Al - Jamal	يا له من مكان يصلح ان يكون حصناً !		*
T2	Nassar	يا له من مكان صالحاً لأقامة قلعة !		*
T3	Al-Sakher	يا له من مكان يصلح ان يكون لحصن !		*

Discussion :

In SL text 5, Jack uses the elliptical exclamative text **what a place for a fort!** to express his admiration towards the place which is before him. He implicitly means that this place is extremely beautiful and worthy to be a fort for the boys. As for the renderings mentioned above, the three translators followed the dynamic translation of the texts by adding **صالحاً لأقامة** and **يصلح أن يكون**. The three translators also initiated their renderings with **يا له من مكان** which is a structure used in expressing exclamation in Arabic. In other words, they successfully rendered the SL text into the TL. However, the most appropriate translation is Al-Jamal's, for it seems more accurate than the others.

SL-Text (6)

SL-Text	Ralph: So we must make smoke on top of the mountain. We must make a fire. The boys shouted: A fire! Make a fire! ch2 p.49	Type of Equivalence

No.	translator	TL texts	Formal	dynamic
T1	Al – Jamal	نيران ! أنشعل نيراناً !	*	
T2	Nassar	نار . اشعلو ناراً .		*
T3	Al-Sakher	نار! أشعلوا ناراً.		*

Table (6)

Discussion :

In SL text 6 , the boys use the word *fire* in a context showing their surprise towards what Ralph is saying . That is, Ralph has surprised the boys when he asked them to make a fire . Ralph thinks of fire as the best means for the rescue , while the boys think of it as a means of fun unexpectedly suggested by Ralph . As for the renderings introduced by the three translators , Al –Jamal was proper when he used the plural form ! انشعل نيراناً (make fires!) because the speaker here is all of the boys. That is , he successfully rendered the text into an exclamative one .Nassar and Alsakher also provided appropriate renderings of the text when they translated the text into ! اشعلوا ناراً (make a fire) which also expresses a surprise to the boys.

SL- Text (7)

Table (7)

SL-Text	Piggy : A fire could be built on the rocks . On the sand, even . We would make smoke just the same . The boys began to babble Smoke! By the bathing pool! Ch.8 P.160		Type of Equivalence	
			formal	dynamic
No.	translator	TL texts		
T1	Al - Jamal	الدخان ! عند بركة الاستحمام !	*	
T2	Nassar	الدخان ! . قرب بركة الاستحمام !	*	
T3	Al-Sakher	الدخان! بجوار حوض السباحة!		*

Discussion :

In SL –text7, the boys are making fun of Piggy who is saying that a fire could be built everywhere on the island , for the fire means rescue to the boys and its smoke should be seen from everywhere on the island . In other words , when the boys amazingly say smoke ! by the bathing pool ! they implicitly mean that it is unreasonable to build the fire by the

bathing pool because its smoke will not be seen and thus we will not be rescued . Seemingly , Al-Jamal and Nassar followed the formal translation of the texts when they used بركة الاستحمام as an equivalent of the English word bathing pool and thus they provided the appropriate rendering of the texts. However , Alsakher provided inappropriate rendering of the text when he translated bathing pool into حوض السباحة because there were no swimming pool in the island but a bathing pool .

SL- Text (8)

Table (8)

SL-Text	Jack and Ralf truculently squared up to each other but kept just out of fighting distance . Jack : You come on and see what you get ! Ch.11 P.218		Type of Equivalence	
			Formal	dynamic
No.	translator	TL texts		
T1	Al - Jamal	جاك : اقترّب مني وسألقنك درساً قاسياً !		*
T2	Nassar	جاك : تعال وانظر ما ستأخذه .	*	
T3	Al-Sakher	جاك: تعال وانظر ما تحصل عليه!	*	

Discussion :

In SL-text 8 , Jack and Ralph are fighting each other . Jack uses a subordinate exclamative clause *what you get !* by which he implies if you come close to me ,you will see what you do not expect . That is , Jack is implicitly warning Ralph from coming closer .Al-Jamal followed the dynamic translation of the text! اقترّب مني وسألقنك درساً قاسياً ,while Nassar and Alsakher chose the formal translation of the text . The only difference between the two renderings is that Nassar translated the exclamative clause *what you get* into ماستأخذه , and Alsakher into ماتحصل عليه which have the same meaning in this context .Although Al –Jamal provided a proper translation ,his rendering needs to be more accurate .As for Nassar and Alsakher ,their renderings are literal and utterly inappropriate in this context .

Our proposed translation is:

اقترّب مني وسترى مالا يسرك !

1.8 Conclusions:

From the above discussions , the study has come up to the following conclusions :
1-Exclamative texts are situationally motivated and implicitly carry different meanings, which are determined by the context in which they are used.

2-Some exclamative texts cannot be easily identified, particularly the subordinate ones, such as text 8. This means that exclamative texts are realized more pragmatically than syntactically.

3- Some exclamative texts are not ended with an exclamation mark. This does not mean that the text is not an exclamative, for some of the exclamative texts can instead of being identified by the presence of a mark, they are described by their content. That is, some of the exclamatives are known through their content.

4-The analysis also reveals that the failure and success in the translation of the exclamative texts depend, to some extent, on the knowledge of the translators about this unstable phenomenon.

5- Structural exclamative texts seem to be easier to translate than the other types of exclamative texts. This is evident in the translation of text 5 where the three translators rendered the text successfully.

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