

# **الأنفال المساعدة للموجهية المعيارية والسياق في "رواية الكاتبة ج. ك. رولينك " هاري بوتر**

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## **Deontic Modals and Context in J. K. Rowling's Harry Potter**

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### المستخلص

تهدف الدراسة الحالية إلى تحري تأثير السياق في استخدام الأفعال المساعدة للموجهية المعيارية في الجزء الأول من سلسلة هاري بوتر للكاتبة ج. ك. رولينك (هاري بوتر وحجر الفيلسوف). ستكون الأفعال المساعدة التي لها دور رئيس في عملية التفاعل محوراً لتركيز الدراسة الحالية لما لها من تمثيل كبير في الموجهية المعيارية، مثل تحسين العلاقة بين المتكلمين في تواصلهم اليومي والتعبير عن مواقفهم وسلوكهم. ومن منظور سياقي، يعني التحري عن السياق اخذ نية الشخصيات، وعلاقاتهم، ومواقفهم، والمرتبة الاجتماعية، ومحيط الكلام وغيرها من الظروف بعين الاعتبار والتي يجب ان تُحدد. وذلك لتحديد التأثيرات والرغبات والاهداف التي تحققت في المواقف. توصلت الدراسة الى الفهم أن هناك علاقة ثابتة بين النص واستخدام الموجهية المعيارية وأن أكثر الافعال المساعدة موجهة او مفوضة في الاستخدام تجاه المخاطب.

الكلمات المفتاحية: الأفعال المساعدة للموجهية المعيارية، السياق، الاحتمالية، الضرورة، السلطة، المواقف

### Abstract

The present study aims at investigating the effect of context on the use of deontic modals within the first part of J. K. Rowling's Harry Potter series, that is 'Harry Potter and the Philosopher's Stone'. Modal auxiliary verbs, that have an important role in the processes of interaction like improving the relationship among speakers in everyday communication and expressing their attitudes and stances, will be the focus of the present study for their large representation of deontic modality. In addition, from a pragmatic perspective, investigating context means taking into consideration the intention of the characters, their relationships, positions, social ranks, setting of the utterances and other conditions that have to be determined, so as to identify the influences, desires, and goals which have been achieved in the situations. The study comes up with the understanding that there is a firm relationship between context and the use of deontic modals, and that most of the modals are 'directives' and 'commissives' in their use towards the addressees.

Keywords: Deontic modals, context, possibility, necessity, authority, stances

## **1. Introduction**

Deontic modality attracts the attention of linguists from its earlier roots in philosophy to the work of John Lyons (1977) and up to the present day. Nowadays scholars work on attaining their goals and developing their theories with regard to this concept by analyzing and classifying texts and discourses in a number of languages. In addition, due to the need for interpreting and analyzing modality in relation to social context and to finding answers for the questions left behind, it has become necessary to study it within different realms and approaches (i.e., not only semantics).

In the present study, deontic modals will be investigated in one of the most popular novels around the world, Harry Potter Novel. This global phenomenon, that has achieved great numbers of fans, readers and sale numbers, is worth studying, particularly to shed light on certain linguistic features. Furthermore, the text is an experiment to highlight the use of deontic modals within literature, to identify the relation between context and deontic modals and to elucidate the differences that result from such a relation.

### **1.1.Objective of the Study**

The study aims at:

- Identifying deontic modals in Harry Potter's Novel (Book No.1, "Harry Potter and the Philosopher's Stone"), and examining the effect of context on their use.

### **1.2.Questions of the Study**

The study will try to find answers to the following questions:

- How do contexts play a role in the use of deontic modals? And What changes, differences and effects result from the relation between context and deontic modals?
- Is there any relation between the use of deontic modals, the intention and authority of the speaker/writer?

### **1.3.Procedures**

The writers implement the following procedures:

- Presenting an overview about deontic modality (deontic modals in particular) and context before dealing with the analysis of the data.
- Gathering the data that will be analyzed in tables so as to be illustrated and placed within the analysis.
- Analyzing and interpreting the data, in order to examine the varieties which are realized in the context in relation to deontic modals, and finally, presenting some concluding points.

#### **1.4.Limitations of the study**

The following limitations are taken into consideration within the present study:

- The study will be confined to the investigation of one type of deontic modality that is deontic modals.
- The work will be applied to the first book of J. K. Rowling's novel, that is, "Harry Potter and the Philosopher's Stone".
- The utterances of only two characters will be the focus of this study who are Professor Dumbledore and Harry Potter. They are chosen on the basis of the authority and basic involvement in the incidents of the novel.

#### **1.5.Significance of the Study**

It is hoped that this study will be valuable both for students and also as a worthy source and guide for learners. It is also supposed that the study will be of value to literary critics, teachers of literature, and specialists in literary studies.

### **2. Overview**

#### **2.1. Deontic Modality**

The term 'deontic' is derived from the Greek word 'deon' meaning 'binding or duty'. Lyons (1977, p.823) explains the term deontic modality and states that it is primarily "the necessity and possibility of acts performed by morally responsible agents". He (ibid, p.826) argues that there are two functions of language in relation to this type of modality, that are desiderative and instrumental functions. Wants and desires are expressed within the first type, whereas the second type is used to get things done by imposing one's will on other agents.

Klinge (1993, p.328) argues that determining a modal as a deontic one relies particularly on making interpretations in relation to world situation (an agent- event). Something is done on purpose, intentionally not incidentally. Also, there is an obligation upon someone so as to "perform or refrain from performing a particular act" (Lyons, 1977: p.823). On the one hand, Coates (1983) and Palmer (2001) regard deontic modality as one of the event modalities that deals with the necessity or possibility of acts which are performed by the agent. Coates (1983, p.32) indicates that obligation, permission and necessity are the range of meanings of deontic modality. On the other hand, Palmer (2001, p.69) states that deontic modality is used particularly to "give permission (may, can), lay an obligation (must) or make a promise or threat (shall)."

Furthermore, Kreidler (1998, p.241) elucidates that deontic modality is the necessity to do or not to do something and it demonstrates the

speaker's desire for the proposition through the utterance. Saeed (2003, p.136) also explicates that two kinds of social knowledge, that are obligation and permission, are the essence of deontic modals. 'Obligation' includes enforcing something to be done by someone, whereas 'permission' involves the authority of someone in permitting somebody else to do something. Some linguists are not satisfied with defining deontic modality in terms of obligation and permission. For instance, Nuyts (2005, p.9) clarifies the narrowness of such definitions and suggests instead that this type of modality is "an indication of the degree of moral desirability of the state of affairs expressed in the utterance, typically but not necessarily on behalf of the speaker."

In relation to past tense and deontic modality, linguists state that this tense is not actually used with deontic modality as it is mainly performative acts that happen during the act of speaking not in the past. In addition, the pronouns 'I' and 'we' rarely occur as the subjects of deontic modals' sentences since it is odd to give oneself permission to act or it is clear from the setting 'the discourse orientation' (Palmer, 2001: pp.74-75).

Deontic modals are mainly used under two notions, namely, possibility, and necessity. Giving permissions or commands are the fundamental parts of deontic possibility. It is usually represented by the use of 'can' and 'may' with some differences. 'Can' is more often used to convey command in order to express an impolite or rough manner, while 'may' is used as a more polite and formal term that can be intended to reassure the addressee (stylistic differences) (Palmer, 2001: pp.70-71).

You can leave the party now. (1)

You may leave the party now. (2)

An argument is raised about 'can' and 'may', stating that 'can' fundamentally expresses dynamic possibility and 'may' is the only deontic possibility modal. Palmer (2001, p.72) explains that saying "what is possible is often to imply that the speaker will not object, i.e. that he gives permission." Similarly, Klinge (1993, pp.318-319) demonstrates that, within the linguistic literature, one can notice that the semantics of 'can' denotes dynamic possibility, deontic permission and epistemic possibility and the semantics of 'may' expresses the same. (Palmer, 1990; Perkins, 1983). However, Van der Auwera (1983 quoted in Klinge, 1993: pp.335-336) elucidates that 'may' typically covers what is neither true nor false or either true or false, that is called indeterminacy, and 'can' typically covers what is neither necessarily true nor necessarily false, which is called contingency. Klinge (1993, p.330) comes up with the

## Deontic Modals and Context in J. K. Rowling's Harry Potter.. .... (520)

result that 'can' is traditionally associated with three meanings: ability, permission and possibility, and it shares the meaning of possibility and permission with 'may'. As a result, depending on the linguists' interpretation of the framework of philosophical logic, it is obvious that 'can' and 'may' at least partially have the same semantics, and that the stylistic differences are the main separating line between them. (Klinge, 1993: p.319).

Regarding deontic necessity, 'must' is the basic form that is usually used for this purpose. It includes an implication of authority where the speaker or writer clearly takes the responsibility in imposing the necessity. So, the speaker is in the position of laying an obligation out of the authority position he/she owns. (Palmer, 2001: p.73).

Jerry must pay the phone bills tomorrow. (3)

Furthermore, it is noteworthy to mention that 'must' is used in formal situations and it is the most powerful obligation modal (Kreidler, 1998: p.241). Also, it can be used for making an invitation as a form of polite insistence from the speaker toward the addressee. It is not a strange use of 'must', but only a social convention (Palmer, 2001: p.74).

You must come to visit us in Paris. (4)

Moreover, other modals like (have to, ought to, need to, and should) are also used to express deontic necessity, but with some differences regarding the strength of the proposition. 'Have to' is particularly weaker than 'must' and it is used in colloquial situations. Whereas 'need to' is stronger than 'ought to' and a little weaker than 'have to'. And finally, 'should' is regarded as the weakest form among these modals (Kreidler, 1998: p.241). An important point has to be added here, Palmer (2001, p.81) mentions that 'should' and 'ought to' with 'had better' in some cases may be involved with deontic modals if the subject involvement is accepted as being the essential characteristic of deontic modality. So, they, in particular situations, could have highly deontic characteristic, but they are mostly treated as dynamic necessity.

Lastly, it is noteworthy to state that giving an undertaking or granting guarantees about the event, that the speaker does, are particularly exemplified by the use of 'shall' rather than 'must', as this form is stronger than 'must' in not only laying an obligation, but also guaranteeing that the action will take place. This modal verb 'shall' is used as a referent to 'Commissives', where the speaker guarantees that the action will take place and Commissives can be represented either as promises or as threats. (Palmer, 2001):

George shall fix the oven in the evening. (5)

## **2.2. Context**

Context is borrowed from Latin, its origin is the Latin word (contextus) meaning 'connection and coherence'. It is fundamental for language production and comprehension, that clearly refers to the aspects which are necessary for understanding a written or spoken text (Finkbeiner et. al, 2012: pp.1-2). In addition, one of the main notions in pragmatic studies is 'context'. It is usually concerned with investigating and interpreting the intentions and purposes of the speaker in particular situation. (Yule, 1996, p.3). Leech (1983, p.13) ascertains that context is comparable to any background knowledge, that is shared by the speaker and the hearer, and which plays an important role in the hearer's comprehension of what the speaker intends to convey. Also, Mey (1993, p.186) claims that this notion is an umbrella term that involves concepts like knowledge, situation, and co-text. In addition, he mentions that context is a dynamic phenomenon which gradually evolves within social interaction. Furthermore, he (ibid.) elaborates that to understand people who use language, there is a necessity to understand the whole context of interaction.

Meibauer (2012, p.11) presents four essential dimensions of context that are (intratextual, infratextual, intertextual, and extratextual context). These dimensions denote respectively the relation of a piece of text to its surrounding text, to the whole of the text, to other texts, and to aspects of the situation where the text has been produced or interpreted. Particularly, the last notion (extratextual context) which is also referred to as 'communicative context' is the heart of pragmatic studies. It is the type of context that basically deals with a speaker/writer, a hearer/reader, a communicative act, and points in time and space. (Hanks, 2009, pp.119–132). So, language has to be interpreted and analyzed not in isolation but in relation to the social context of the user. It has to be dealt with in a specific context and for a specific communicative purpose. (Han, 2015: p.1).

In addition, there are different views about the scope of context, some has limited it to linguistic context, while others (like: Verschueren, 1999: pp.74-114) involve the linguistic context, mental world, social world, and physical world. Furthermore, the relation of context to the interpretation of utterances has been a concern to linguists, since different contextual factors would result in various interpretations and comprehensions of the same utterance (Sperber & Wilson, 1995). Consequently, there is difficulty in determining the notion of 'context', as what composes it is still unclear. Many attempts to clarify the concept give rise to a large



number of descriptions, that usually complete or interfere with each other.

Surveying the various definitions of 'context' which one can come across in the literature, it can be observed that linguists do not usually limit context to linguistic environment, i.e. co-text. Co-text is sometimes considered within context and at other times as a separate part (see, Richards et al, 1992: p.82; Sperber & Wilson, 1986: pp.15-16). Also, the physical, psychological, and social entity have been taken into consideration as fundamental parts of context by some linguists (see, Van Dijk, 1977: pp.191-2; Lyons, 1968: p.413; Widdowson, 1996: p.63; Mey, 1993: p.8; and others). As a result, no agreement about the constituents of context or its description has been reached, except for shared features and commonalities among them (Illes, 2001: p.16).

Van Dijk (2008, pp.5-6) presents his theory of context in which he determines pragmatics' relation to the social environment, and limits it to the study of speech acts and their appropriateness conditions. Pragmatics, in his point of view, is a participant's knowledge of communicative events and its relation to text and talk. So, Van Dijk's theory of context is based on the participant's pragmatic knowledge, that results in determining a set of contextual conditions of appropriateness. In addition, he states a set of conditions that are: (ibid, pp.7-9)

1. Setting

Language users always take into consideration the setting i.e., time and place which they are in, for its great effects and control over the interaction. Also, for its role in achieving the goals and intentions which the participants desire to fulfill.

2. Participants

Context is determined and influenced by the contextual representation of participants, as well as their social identities, roles and relationships.

3. Action

One of the basic notions in pragmatic studies is action. It is represented as verbal interaction, conversation, communication or it can be differentiated in terms of illocutionary acts.

4. Intentions, Goals and Knowledge

**3. Analysis:**

**3.1. Deontic Possibility (May)**

	Speaker	Addressee	Utterance	Context	Page
3.1.1	Professor Dumbledore	Professor McGonagall, Hagrid and himself	"We may as well go and join the celebrations."	Outside Dursleys' house	p.12
3.1.2	Professor Dumbledore	Harry	"You may ask me one more thing, however."	On the floor in front of the mirror.	p.171

**Table (1): Deontic Use of 'May'**



**3.1.1. "We may as well go and join the celebrations."**

After leaving Harry at the front door of Dursleys' house, Professor Dumbledore decides that they are free now to join the celebrations as they are assured about Harry's situation and also, they have nothing to do in that place, since they have finished their work. He takes the responsibility of making a decision because of his position, authority and age. In addition, the time (late at night) and place, which they are in, force them to act in a particular way. They have chosen this particular time for the secret matter they are handling, and they aim at achieving their goal as fast as they could, in order not to be noticed by the people around and in particular by the Dursleys. The following points can be observed in this utterance:

1. Professor Dumbledore who performs the action represents the highest authority in Hogwarts' School in general and over the addressees (Professor McGonagall and Hagrid) in particular.
2. Being near the Dursleys' house after midnight can arouse suspicions. As a result, Dumbledore's utterance is the outcome of context's restrictions, such as the late time and their unusual appearances for common people. Also, it can be stated that the context determines the characters' motions and it puts certain limits upon their behaviour.
3. Dumbledore's intention lies in making clear that they have completed their work (leaving Harry in a safe place and away from the wizards' world). In addition, his act represents giving permission by a high authority to a lower rank. But, since a 'directive act' would threaten the face of the addressees especially they have volunteered to help the good and no obligation is laid upon them to come. So, he mitigates his permission by the use of 'we' in which Professor Dumbledore in a polite manner denotes solidarity and he indirectly makes a suggestion to leave that place.

**3.1.2. "You may ask me one more thing, however."**

Professor Dumbledore, the headmaster of Hogwarts School, is addressing Harry when he recognizes Harry's adherence to the mirror. Professor Dumbledore wants to explain to Harry what this mirror shows. In this utterance, he is giving Harry permission to ask another question that Harry seems eager to ask and know. The following points illustrate the conditions under which the utterance takes place:

1. Professor Dumbledore seems to have, to some extent, an intention in answering Harry's inquiry. Indirectly, Dumbledore intends to inform

## Deontic Modals and Context in J. K. Rowling's Harry Potter.. .... (524)

Harry that there are certain questions that he cannot answer now or it is not the right time to answer them.

2. The act is 'directive', the speaker 'Professor Dumbledore' is addressing Harry to perform a certain action that is asking a question.
3. The highest authority is related to Professor Dumbledore, who is directing and controlling the speech. He usually answers what question he desires to answer or he refrains from answering another.
4. The context, in which Professor Dumbledore and Harry are, determines their conversation. The fundamental questions and answers between them revolve around the mirror and what it is showing to Harry (Harry's parents).
5. Harry is desirous of finding answers to the questions that upset his thinking. In spite of this fact, he is waiting for a permission to ask. He is acting in a polite manner, that is because of the serious issue and as a polite attitude toward the Professor.

### 3.2. Deontic Possibility (Can)

	Speaker	Addressee	Utterance	Context	Page
3.2.1	Harry	Dumbledore	'Can I ask you something?'	In front of the mirror	p.171
3.2.2	Harry	Hagrid	'Hagrid, can we have a window open?'	Hagrid's hut	pp.185-86
3.2.3	Harry	Professor McGonagall	'You can't -'	Professor McGonagall's study on the first floor	p.194
3.2.4	Harry	Dumbledore	'if you can tell me...'	The hospital wing	p.240
3.2.5	Harry	Madam Pomfrey	'I can, can't I?'	The hospital wing	p.244

**Table (2): Deontic Use of 'Can'**

#### 3.2.1. "Can I ask you something?"

Harry makes a request to get Professor Dumbledore's permission in asking a particular question. He has some enquiries about his parents, the mirror and other things, and so he decides to ask one particular question that could satisfy him for the current time. The following describes the conditions of the utterance:

1. Professor Dumbledore represents the highest authority and power, and so he can agree or disagree to give Harry a permission.
2. It is a 'directive act' in which the speaker clearly asks for permission.

3. The context, in which Harry and Professor Dumbledore are talking, indicates that the mirror would be an essential part of their speech.
4. Harry is capable of directing his question to Professor Dumbledore without asking for permission, but he chooses to ask for that. This procedure is used by Harry for two certain reasons: first as a politer attitude towards the headmaster of Hogwarts who has superior authority. Second, he wants to ask a particular question that he feels Dumbledore may not answer, since certain restrictions and circumstances might influence his decision.

**3.2.2. "Hagrid, can we have a window open?"**

Harry, Ron and Hermione are all in Hagrid's hut, when Harry asks Hagrid if he is allowed to open the window. He asks to do that because of the hot atmosphere in the hut. But, Hagrid refuses to give Harry permission. His response denotes indirectly that there is a certain reason to bear that hot atmosphere. The following points elucidate the conditions of the utterance:

1. Being in Hagrid's hut, imposes an obligation on Harry to ask for Hagrid's permission. It is a polite attitude to ask the permission of the owner of the place.
2. Hagrid has a higher authority than Harry in the utterance, he can give permission or prevent performing the act that is denoted in the proposition. And as it is clear in his response (Can't, Harry, sorry), Hagrid does not allow Harry to perform the act he desires to.
3. The action in the utterance is illustrated by the request that is raised. And, apparently, it is a 'directive act' toward the addressee.
4. Harry's way of using 'we' instead of 'I' clarifies that what he is feeling (hot atmosphere) is also felt by Ron and Hermione.

**3.2.3. "You can't –"**

Professor McGonagall finds Harry, Ron, and Hermione out of bed after midnight, so she decides to take one hundred and fifty points from Gryffindor House as a punishment. Harry makes an objection to Professor McGonagall's decision by telling her that she is not allowed to do that as they do not deserve such punishment and he wants her to change her point of view. Professor McGonagall as a reaction to Harry's opposition she says "Don't tell me what I can and can't do". Her reaction reveals that Harry as a student is not in a position to tell her what is permitted or not, she is the one who has the authority and responsibility of what must be done. In addition, using a directive act, by someone who

has no authority over the addressee, is an impolite attitude. Harry addresses Professor McGonagall with the modal 'can't' and that arouse a face threatening act.

**3.2.4. "Sir, there are some other things I'd like to know, if you can tell me... things I want to know the truth about...."**

Professor Dumbledore comes to visit Harry while he was recovering in the hospital. Harry wonders about the possibility to know the truth about particular questions his mind is busy with. He is indirectly asking for Professor Dumbledore's permission about things he is confused, worried and eager to find answers for.

1. Harry knows that Professor Dumbledore has the answers, he is searching for, and so his only ambition is to convince his teacher to tell him the truth.
2. Harry directs his question in a polite way, the 'conditional clause' is an approach for that. So, he is making a polite request in order to get the information he has a great desire to find out.
3. Professor Dumbledore has the authority over Harry and all students. He can answer or refrain; performing the action is related to his will and desire.
4. Harry denotes indirectly that there may be some reasons which prevents Professor Dumbledore to postpone telling him the truth about certain things at the current time, such as his young age, danger, particular circumstances, etc. And that is confirmed when Professor Dumbledore responses "I cannot tell you", he is informing Harry of his inability to answer his enquiry, maybe today he cannot, but on another day or situation he would be able to.

**3.2.5. "I can, can't I?"**

Harry is getting better, but he feels bored of being lonely in the hospital. So, he asks Madam Pomfrey for her permission to leave and join others in the feast. The following points clarify the state of affairs which have been identified in the utterance:

1. Being in the hospital, Harry is not free to act in the way he wants to. He is obliged to follow the instructions that have been given to him, especially from Madam Pomfrey who is the person responsible for his health. She has the authority and power in the hospital and patients' health is her responsibility. As a result, in order to leave the hospital and join others in the feast, he has to get her permission.

2. Harry is wondering about the possibility to leave the place. He is directly making a request to know his capability to do what he desires to. Without Madam Pomfrey's permission, Harry cannot leave the hospital. In addition, it is within her power to allow him to leave even if he is not totally ready, the only one that can influence her choice is Professor Dumbledore who has a higher authority over hers. And that exactly happens when she tells Harry that "Professor Dumbledore says you are to be allowed to go". It is obvious that she is not pleased with Professor Dumbledore's decision as she thinks that feasts could be risky situations for a recently recovered patient. Furthermore, Harry has a great desire to perform the action (joining the feast) and for that he makes his request.

#### Deontic Necessity (Must) ٣.٣

	Speaker	Addressee	Utterance	Context	Page
3.3.1	Dumbledore	Students	'I must tell you that this year'	Great Hall	p.101
3.3.2	Harry	To himself	'I must lie, I must look and lie about what I see'	The last chamber	p.235
3.3.3	Dumbledore	Students	'However, recent events must be taken into account.'	Great Hall	p.246

Table (3): Deontic Use of 'Must'

#### 3.3.1. "I must tell you that this year"

Students are gathered in the great hall when Professor Dumbledore begins to give his instructions to them. He tells them what things are allowed or prohibited. Particular circumstances (like: danger and harm, responsibility, etc.) impose an obligation on Professor Dumbledore to inform the students of common instructions, for all the students, and specific instructions, for first year students. Also, the great Hall as a place where festivals, celebrations and meals took place, is a perfect place to declare the instructions, as all the students can hear, take into consideration and specifically to put an emphasis on the importance of the commitment to the rules and instructions. In addition, the authority of Professor Dumbledore makes every utterance that is produced by him as a rule that all must follow, in particular students.

#### 3.3.2. "I must lie, I must look and lie about what I see"

Harry is alone with Professor Quirrell in the last chamber. Professor Quirrell asks him to look in the mirror and tell him what he sees. For that Harry is telling himself that it is necessary not to do that so as to keep the

## Deontic Modals and Context in J. K. Rowling's Harry Potter.. .... (528)

stone safe, and consequently Voldemort cannot regain his power and come back to life. Harry is emphasizing, and insisting on, the necessity of the action he has to do. Indirectly, an obligation and a responsibility are laid on him, to prevent Voldemort from getting the Philosopher's Stone, in order to protect Hogwarts School in particular and the wizards' world in general.

In this utterance, one can recognize that the situation makes the reader believe that he is dealing with two persons not one. The strategy of Harry's speech toward himself is introduced to give him more confidence and power about what he is going to do. He has not to be scared and to act and behave in a rational way, so as to make Quirrell believe that he has no idea where the stone is. Additionally, the context of situation forces Harry to act in this way, as he is alone in facing his enemy.

### 3.3.3. "However, recent events must be taken into account."

Once again, students are gathered in the great hall, but this time to celebrate. Professor Dumbledore is telling, the whole students, the results of the year and which house wins the house cup. After announcing the results, he explains that an important event has taken place recently and that imposes a great obligation and gratitude on him on one hand and on the school on the other hand. He could not ignore these events even if he does, students should not. So, he has made a decision to give some extra points to Gryffindor house and to some particular students for the sacrifice, help and courage they show to save their school.

#### 3.4. Shall

##### 3.5.

	Speaker	Addressee	Utterance	Context	Page
3.4.1	Dumbledore	Harry	'However, I shall answer your questions'	The hospital wing	P.240

Table (4): Deontic Use of ' Shall'

### 3.4.1. "However, I shall answer your questions"

Harry has many questions left without answers especially after the confrontation with the dark lord 'Voldemort'. So, he asks Professor Dumbledore for answers and Professor Dumbledore promises and guarantees, in this utterance, that he will give him responses unless he gets good reasons not to. In addition, being in the hospital and after the courage stance Harry shows to save school, Professor Dumbledore is



## Deontic Modals and Context in J. K. Rowling's Harry Potter.. .... (529)

in a position that requires him in return to Harry's sacrifice and sincerity to clarify and answer his inquiries as most as he could.

### 3.6. Should

	Speaker	Addressee	Utterance	Context	Page
3.5.1.	Harry	Ron	'I just never knew you shouldn't.'	Train	p.79
3.5.2.	Dumbledore	First year students	'First years should note that the forest on the grounds is forbidden to all pupils.'	Great Hall	p.101
3.5.3.	Dumbledore	Students	'no magic should be used between classes in the corridors.'	Great Hall	p.101
3.5.4.	Dumbledore	Students	'Anyone interested in playing for their house teams should contact Madam Hooch.'	Great Hall	p.101
3.5.5.	Harry	Ron and Hermione	'Firenze saved me, but he shouldn't have done so.'	Common room	p.208
3.5.6.	Harry	Ron and Hermione	'Bane thinks Firenze should have let Voldemort kill me'	Common Room	p.208
3.5.7.	Dumbledore	Harry	'It is a beautiful and terrible thing, and should therefore be treated with great caution.'	The hospital wing	p.240

**Table (5): Deontic Use of 'Should'**

#### 3.5.1. "I just never knew you shouldn't."

Harry and Ron are in the train leaving to Hogwarts. Harry is talking with Ron about his past life and what recently happens to him after meeting Hagrid. He tells him that he does not know anything about being a wizard or about his parents or Voldemort. Uttering 'Voldemort's name' shocks Ron and impresses him and for that Harry explains by this utterance that he doesn't know that there is a necessity not to utter the name of the dark wizard. Harry's utterance is a reaction to Ron's impact of hearing Voldemort's name. No one tells Harry the necessity of not pronouncing the dark wizard's name in front of people and that 'You-Know-Who's name' has to be used instead. Also, he expresses to Ron that he is not trying to be brave, he just does not know that. People in the wizard world are not allowed to utter the name of dark world whether alone or in public, they feel scared of doing that. So, the context of communication is not the exact restriction upon performing this action, it is the way of thinking, bravery and feelings the speaker has so as to do that.

#### 3.5.2. "First years should note that the forest on the grounds is forbidden to all pupils."

#### 3.5.3. "no magic should be used between classes in the corridors."



**3.5.4. "Anyone interested in playing for their house teams should contact Madam Hooch."**

Professor Dumbledore, in these three utterances, is giving certain notifications to students particularly first year students as they are not aware of the rules and instructions which are necessary to be followed. He wants them to pay attention to this specific information and to take them into consideration. In addition, Professor Dumbledore who represents the highest authority in Hogwarts School presents his speech to the students as school rules which they have to be obedient to, so even his pieces of advice are indirectly considered to be orders. First, he informs first year students that they are not allowed to go to the forest, there is a necessity to be far from that place. He indirectly conveys that going to the forest may get them into trouble, for instance it could be dangerous as there are different wild creatures. Second, all students are prohibited to use magic out of their learning classes, as they might harm each other and that could arouse hatred and lead to fights among them. It can be recognized that Professor Dumbledore aims at spreading love and cooperation among his students. Finally, he makes it clear that Madam Hooch is the only possible way for a student to play for his/her house team. So, there is an imposition on students to contact Madam Hooch if they desire to play 'Quidditch'.

Professor Dumbledore chooses the beginning of the year as a time and the great hall as a place, to announce and clarify the unclear instructions to all students, whether new or not, and also to show them appropriate steps for starting a good year.

**3.5.5. "Firenze saved me, but he shouldn't have done so."**

**3.5.6. "Bane thinks Firenze should have let Voldemort kill me"**

After finishing his detention with Hagrid, Harry returns to his house Gryffindor to find Ron falling asleep in the common room. Harry awakes Ron to tell him what has happened in the forest. He is worried and still shaking of what he has heard and seen. He tells Ron and Hermione that Firenze (a centaur) saves his life from someone who tries to attack him, that he has discovered then to be Voldemort. He adds that Firenze is not obliged to save him, no imposition is laid upon him to expose himself to danger for saving Harry's life. Indirectly, Harry feels that Firenze saves him for a reason, or a belief and he is eager to know why.

Harry states that he finds out that Bane has blamed Firenze of what he has done. He believes that Firenze has not to save Harry as they have read something coming in the movements of the planets in which nothing

would be able to stop or change. Consequently, saving Harry would not change anything, may be just interfering with what the planets say is going to happen or risking centaurs' lives and that make Bane upset and angry. It is apparent that Harry reports the following information with scare and worry of what is coming and what he is supposed to do.

### 3.5.7. "It is a beautiful and terrible thing and should therefore be treated with great caution."

Professor Dumbledore, in answering Harry's inquiries about truth, elucidates that there are beautiful and terrible things in it, and for that there is a necessity to treat the truth with great caution. Indirectly, he informs Harry that he has the truth about his questions, but some of them are good and others bad. So, he may hide some terrible truths if he has a good reason for that, he would not lie of course, but he would not tell him currently. Probably, the time and context are not appropriate and, on another day, and place he would. Additionally, the terrible or tough truth could cause harm to Harry at this young age, he might not bear it and for that caution is needed. Professor Dumbledore, as a person with a great experience in life and with a magnificent power and authority, shows some wisdom in such situations.

### 3.6. Have to

	Speaker	Addressee	Utterance	Context	Page
3.6.1.	Harry	Hagrid	'You don't have to -'	Outside the Apothecary	p.63
3.6.2.	Harry	Hermione	'We'll have to risk it'	Leaving the hospital wing	p.191
3.6.3.	Harry	Hermione and Ron	'We'll just have to -'	Toward Dumbledore's office	p.213
3.6.4.	Harry	Hermione and Ron	'I'll have to go back to the Dursleys and wait for Voldemort to find me there'	Common room	p.216
3.6.5.	Harry	Hermione and Ron	'I'm glad we didn't have to fight that one.'	Toward another door. another chamber	p.228
3.6.6.	Harry.	Hermione and Ron	'What do we have to do?'	Another chamber	p.229

Table (6): Deontic Use of 'Have to'

#### 3.6.1. "You don't have to -"

Hagrid is numerating the things that are needed to be bought, and so he remembers that he wants to buy a birthday present for Harry. Harry blushes to hear that, and he tells Hagrid that there is no obligation or necessity to buy a present for his birthday. The context does not impose on Hagrid to buy something for Harry's birthday, also no one wants that from him. Hagrid's response, "I know I don't have to", makes it clear that he knows that there is no obligation on him to give a present, but he wants to. He loves Harry since Harry was an infant and he desires to do

that intentionally. In addition, although Harry does not get a present birthday before and in spite of his eagerness and desire to have one, he is so polite toward Hagrid, and he reminds him that he is free from doing that.

**3.6.2. "We'll have to risk it"**

Harry, Ron and Hermione are worried about the baby dragon 'Norbert', as Ron's bitten hand raises many questions in the hospital. Ron tells Madam Pomfrey that it is a dog bite, but she does not believe him. In addition, Malfoy figures out that there is a dragon hidden and they are planning to get rid of it. So, such incidents make them fear the situation and what would happen. So, Harry informs his friend, Hermione, that there is no time left to change the plan they have put to send 'Norbert' far from Hogwarts, and so there is a necessity to move on. Harry's decision to stick to the plan is the outcome of their worry and scare about 'Norbert'. No time left to be wasted or to change plans and also incidents that have been taking place might uncover what they have been hiding.

**3.6.3. "We'll just have to –"**

Harry, Ron and Hermione are looking for Professor Dumbledore's office to tell him important information they discover and that somebody is aiming to steal the Philosopher's Stone that night. So, on their way to Professor Dumbledore's office, Harry wants to make it clear to his friends, Ron and Hermione, what they are going to tell Professor Dumbledore and what is the most important thing they necessarily have to inform him so as to do something. Furthermore, the context gives Harry a freedom to discuss the matter with his friends and also, he indirectly aims at making their speech to be organized and not random, so as to make the Professor understands what they desire to do and to avoid any misunderstanding.

**3.6.4. "I'll have to go back to the Dursleys and wait for Voldemort to find me there"**

Harry is discussing with Ron and Hermione what would happen if Voldemort gets to the Philosopher's Stone. He makes clear to his friends that he must return to the Dursleys' house as he has no choice left except going over to the dark side that he would not do. In addition, they choose to talk on these issues in Gryffindor common room as no other students could hear or spy on them. In addition, Harry explains in brief the choice he is necessarily facing if he lets Voldemort gets to the stone first, as a motionless person who would be waiting for his enemy to kill him. He would not be able to do anything except waiting for his fate in Dursleys' house. Furthermore, Harry is expressing the obligation and desperate situation he would face which he would not bear

### 3.6.5. "'I'm glad we didn't have to fight that one'"

On entering another chamber, Harry, Ron, and Hermione see a dead troll lying on the ground with a disgusting smell filling the place. Harry expresses his relief and happiness in being not obliged to fight this troll. If it was alive, they would have no choice except facing it as the circumstances and their goal would make the fight a necessary matter to pass to the next chamber. The dead troll is a sign that somebody is already there, and he/she has defeated it. But, in spite of this reality, they are glad to cross the chamber without being scared and worried and without being in danger. A sense of hope and optimism could be recognized in Harry's utterance.

### 3.6.6. "'What do we have to do?'"

The next chamber, that Harry, Ron and Hermione have entered, contains just a table with seven differently shaped bottles standing on it in a line. This seen makes them feel confused and wonder what to do. Harry wonders about the necessary act they have to perform, so as to get to the next door. Otherwise, they would be trapped there forever. The place and time force them to think of a way out. They are not free to do anything else just to find a solution for the puzzle. In addition, using 'we' as a pronoun by Harry expresses that there is a necessity felt by all of them and he indirectly invites them to work as a one mind and hand so as to get out of the trouble.

### 4. Conclusion:

Context has great effects on the performance of the speaker (his utterance in particular), addressee's comprehension and the outcome of their interaction. It can determine and restrict their attitudes and stances. In addition, from Professor Dumbledore's and Harry's utterances, one can clearly recognize some crucial differences between them. The primary differences are elucidated in the following points:

1. The authority, age and position of Professor Dumbledore give him the priority in giving orders, permissions, etc. and so within his interaction with students and any person who has less authority than him. Deontic modals are mainly used by him in fulfilling his intentions and desires towards school in general and students in particular.
2. Harry has more freedom in directing his speech with his friends like Hermione, Ron, etc., as they are similar in level, position and rank. It is apparent that using deontic modals toward a teacher or any other person who has a higher authority than the speaker will be a rude and impolite attitude as what happens with Harry and Professor McGonagall (see: pp. 9-10).

Furthermore, it has been noticed that context determines and restricts the utterances of the speaker. It has a great effect on what should be uttered, when, where and to whom. Moreover, the relation among speakers and their authority in particular contexts influence the use of

deontic modals. They use these modals to direct, oblige, or guarantee something/somebody under certain circumstances and situations. Finally, it is noteworthy to mention that there is a need for more precise examination of the relation of deontic modals and context and in different literary works, in order to shed some light on its aspects and effects in the act of communication.

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