

A Pragmatic Study of Banter in Judy Blume's Children's Books

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Abstract

The current study thoroughly explores and delves into various compelling instances of banter that not only thrive but also flourish from explicitly encoded sarcasm, establishing a direct correlation with individuals possessing exceptional cognitive abilities that involve an intricate understanding of the theory of mind. The analytical perspective approaches this subject matter from two distinct yet interrelated positions- cognitive and interactional, which seamlessly unveil both shared and interconnected layers in the comprehensive interpretations of the same empirical material. Through an in-depth analysis, we concentrate on carefully collected and meticulously examined data derived from the remarkable body of work crafted by the renowned children's author, Judy Blume. In her literary creations, a myriad of captivating banter instances is teeming, effectively encompassing far beyond mere non-rhetorical metaphors and unapproved sarcasm, while simultaneously incorporating an array of meta-communication devices intrinsic to accentuate and augment the communicative intentions. This study investigate banter pragmatically through theory of speech act, politeness and other pragmatic perspectives. Many techniques of banter are shown in collective books of Judy Blume.

Keywords: Banter, children literacy, speech act, politeness

دراسة تداولية للممازحة في كتب الاطفال للكاتبة جودي بلوم

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المستخلص

الدراسة الحالية تستكشف بدقة و تعمق العديد من حالات المزاح المقنع و التي تظهر أيضًا من مفهوم السخرية المشفرة ، مما يؤسس علاقة مباشرة مع الأفراد الذين يمتلكون قدرات معرفية استثنائية تتضمن فهمًا معقدًا لنظرية العقل. يتعامل المنظور التحليلي مع هذا الموضوع من وضعين متميزين ومتراپطين – معرفي وتفاعلي، يكشفان بسلاسة عن طبقات مشتركة ومتراپطة في تفسيراتنا الشاملة لنفس المادة التجريبية. من خلال تحليل متعمق، نركز على البيانات التي تم جمعها بدقة وفحصها بدقة والمستمدة من مجموعة الأعمال الرائعة التي صاغتها مؤلفة كتب الأطفال الشهيرة جودي بلوم. في إبداعاتها الأدبية، هناك عدد لا يحصى من حالات المزاح الأسرة ، والتي تشمل بشكل فعال ما هو أبعد من مجرد الاستعارات غير الخطابية والسخرية غير المعتمدة، بينما تدمج في نفس الوقت مجموعة من أجهزة الاتصال الفوقي الجوهرية لإبراز النوايا التواصلية وزيادتها. تحقق هذه الدراسة في المزاح بشكل عملي من خلال نظرية فعل الكلام و وجهات النظر البراغماتية الأخرى. تظهر العديد من تقنيات المزاح في الكتب الجماعية لجودي بلوم.

الكلمات المفتاحية: الممازحة، ادب الأطفال، أفعال الحديث، مبدأ التهذب

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Introduction

Early childhood is becoming recognized as a critical time for the development of skills and talents necessary for success in school later on. A child's motivation or interest in reading and writing is referred to as the attitudinal component of early

literacy. Even while cognitive prerequisites to the acquisition of reading skills have been the focus of most early literacy researches.

The presence of characters, like witches, cunning foxes, mischievous Pinocchios, and endearing

dwarfs, are often altered in certain portrayals to soften their menacing essence. This artistic adaptation allows for a more approachable introduction to the enchanting realm of children, fostering an environment where even the most timid youngs can engage in playful banter and find amusement in concepts that would otherwise instigate fear (Saeed and Hussien, 2023, p.2). The act of bantering, wherein one discusses serious matters with levity or employs a tone of gentle mockery, serves as a peaceful wellspring of mirth rather than a catalyst for genuine ridicule. This is further emphasized by the constant uplifting presence, reminding all that a joyful resolution is always in store. Through this transformative process, these characters transcend their original malevolence and become catalysts for laughter and personal growth in the lives of children. (Tiainen, 2020, p.11) In a society that is in a perpetual state of change and evolution, children's books have emerged as powerful tools that not only entertain but also reflect the societal values and perspectives of adults (Kraatz et al.2020).

Consequently, these literary works now carry significant cultural implications and serve as a means to impart social and educational lessons. While the timeless and whimsical fairy tales that have captivated generations still hold a special place in the hearts, recent studies and reports emphasize the vital role of introducing rivalry, conflict, and playful banter in children's books. Such elements are believed to equip young minds with the necessary skills to confront and overcome these challenges as they navigate their way through the complexities of adult life on a daily basis (Akmal, et. al., 2020, p.132).

The study stabs to examine the alternative functions of banter, and its modifications and counterparts as introduced by Judy's writings. To

bridge this knowledge gap, the present study aims to explore how banter is presented in Judy Blume's children's books. By carefully examining these books, the researcher seeks to identify the conversational topics wherein characters engage in banter. To conduct a pragmatic analysis of banter, the study borrows and adapts the conversational topics and whole episode structures that have been previously proposed in the literature.

1.1. Background and Rationale

From a pragmatically oriented perspective, teasing and teasing responses, or banter, is any form of talk that is banter if and only if it is understood as such by both parties involved in the practice of teasing and comforting (Colomer et al., 2020, p.2). This inquiry is propose that striking a delicate balance between playful enmity and healthy adult-child relationship maintenance, as well as providing laughter, not only trigger instances of banter in children's books but serve to align the teasing adult character talk with the characters' age and gender. A major role imposes an important context to seize patterns in banter and teasing that are both semantic and pragmatic (Williams, 2019, p.164). Moreover, the relative absence of context divergence problems in this class of conversational data makes it possible to isolate and describe some of the paralinguistic immediate for the banter that children's book authors emphasize in marking of the characters. (Hayden et. al., 2023, p.6)

1.2. Research Problem

Banter is a human universal. Even though, few scholars have focused on it or done a systematic analysis of the many and varied forms of casual talk in general and banter in particular, linking it with social interaction of children and delivering research findings, which could offer considerable

contribution to the understanding of this specific mode of communication. Furthermore, very few linguistic findings are available for understanding this specific mode of communication especially in children's books written by Judy Blume.

1.3. Research Objectives

The primary objective of this research is to analyse the use of banter to delve into the significance of banter representations, specifically exploring whether the lively and playful exchanges between children contribute to the development of character traits and offer amusement. Additionally, this analysis seeks to shed light on the social contexts of these interactions, as well as the target audience capable of grasping the nuanced irony embedded within the narratives and settings of the selected literary works. Given the author's deep passion for children's literature, this research could potentially serve as a source of inspiration for future investigations aimed at providing children with valuable insights into their similarities with fictional characters, even those engaged in clever banter conceived by skilled writers and illustrators.

1.4. Research Aims

The aim of the study is to explore the corpus of a popular children's book series, to identify and describe banter the pragmatic phenomenon related to, and overlapping with, the wider group of pragmatic phenomena in the books studied. Specifically, the study examines the alternative functions of banter, and its modifications and counterparts. These results are subsequently reapportioned to better define banter. The data consists of utterances of banter in the speech of the characters of Judy Blume's literacy classic.

1.5. Scope and Limitations

The main objectives of this proposed study involve the examination of the functions that banter fulfils in Judy Blume's children's literature and the analysis of how children's characters employ banter. The focus will be on the dialogue of young characters in selected works including: *Sheila the Great* (1972), *Tales of a Fourth Grade Nothing* (1972), *Blubber* (1974), and *Superfudge* (1980) where applicable. Despite the existence of areas that remain relatively unexplored in research, such as children's humour, language in children's literature, Blume's language decisions, and banter, there is a lack of relevant studies. This study aims to advocate for further exploration of children's banter in literature.

2. Literature Review

It is widely acknowledged that banter, which refers to playful and humorous conversation, is a distinctive use of language. Previous research has extensively demonstrated that banter serves various interactional purposes, including the creation and enhancement of solidarity, in-group membership, and interpersonal bonding (Henry, 2023, p. 412). However, despite its significance, little attention has been devoted to examining the role of banter in the context of children's books.

By shedding light on the presence and characteristics of banter in children's books, this study contributes to the understanding of the linguistic and sociocultural dimensions of these literary works. Moreover, it highlights the importance of banter as a means of fostering positive interaction and communication among young readers. Ultimately, this research serves to emphasize the significance of incorporating banter into children's literature to create engaging and enjoyable experiences for its audience, by

discussing the speech act theory, politeness theory and banter technique.

This study primarily focuses on conversational banter expressed through conversations held between characters. It delves deeply into the intricate ways in which humour, non-seriousness, the clever usage of conversational topics, and genre-specific conceptual knowledge are deftly deployed in various linguistic phenomena, the aim of the narrative voice often transmutes into a delightful invitation, urging the readers to wholeheartedly partake in the realm of amusing banter. It becomes evident that the characters impeding explanatory discourse, with an unwavering focus on humour, non-seriousness, and subtle off-record markers, gives rise to intriguing queries (Bonnici, L., & Ma, J., 2021, p. 22). The books transcend the mere existence of words, subtly implying an array of actions, emotions, and interrelationships. The times operate conceptually, show the book's ability to refer to actions that fervently promote a playful and harmonious state of living-with-others, firmly establishing a captivating framework for the characters (Goldstraw, 2023, p. 317). The underlying idea of this study is to vividly demonstrate that the time itself provide a rich conceptual foundation that helps readers enrapture themselves in the essence of the genre, enabling a profound understanding and appreciation.

2.1. Children's Literature and Language Development

Children are born into a world of possibility. Working from this perspective, it is proposed that from the beginning of their interactions with the environment, children are already primed to process information, capable of initiating language, and ready to engage in communication,

problem solving, play, and playful behaviour (Eddy & Kirby, 2020, p. 159-163). In the years that follow, children go from seldom speaking to speaking in full sentences, using language creatively to connect and pull the world around them closer. (Prime et al., 2020, p. 639)

Importantly, researches have shown that children benefit in a number of ways from experiencing adults using linguistic items in different and creative ways. Elson, K. and Nash, K (2020, p. 33) suggest that the language patterns in children's books help to support the development of basic language patterns and complex language patterns. Given this situation, much children's literature retains a special place in primary education and is frequently couched in playful, humorous language (Badwan, 2021, p. 3). While some researchers suggested that there is a space for creativity and playfulness in children's literature, as far as the concern, no previous research has considered 'banter' in children's literature.

2.2. Pragmatics and Banter in Linguistics

This study of banter in children's literature is situated in mainstream theoretical and empirical literature covering the topic of banter primarily in conversational linguistics. The study relies heavily on the broader, and perennially relevant, discipline of pragmatics, while utilizing pragmatic theories to explain how the use of varieties of English expressions employed to create humour serves to engage children. The study further seeks to inform future researches to employ exploratory empirical discourse analysis to achieve a balance between developing the understanding of literary banter. Then, by using a range of analysis methods associated with linguistics approaches, it will arrive at ideas that include the possibility of common and clearly realized banter tropes. These

ideas will be empirically based and so potentially can be presented as living linguistic artefacts, for the term of their literary employment.

Schwab JF. and Lew-Williams, has provided a paper that not only describes the linguistic components of published children's literature speech, but also considers the potential practical implications of embodiment for applied linguistics research, Influences like family speakers will relate to the child's banter, an element of adult settings which possibly devalues independent teaching efforts (2016, p. 126).

3. Theoretical Framework

3.1 The Public and the Private Sphere

Public and private spheres have been thoroughly analysed and extensively explored in the realm of feminist theory. Scholars such as Elizabeth Grosz, Sadie Plant, and Diane Elam have delved into the nuances and complexities of these spheres, shedding light on the binary structure that underpins them. It is within this structure that power dynamics and various activities manifest, with the public zone assuming the role of a vibrant hub of power, while the private sphere takes on the responsibility of maintenance, support, and reproduction (Raiguru, 2023, p. 504). The private sphere serves as a fertile ground for the cultivation of desires, the construction of identities, the celebration of differences, and the lived experiences of individuals. It is within the privacy of these realms that one's true self can flourish and take shape. However, it is important to note that these personal explanations are not confined solely to the private sphere, as they ultimately find realization and validation in the public realm. (Jain, 2020, p. 2)

Scholars specifically highlights the pivotal role of writing within the private zone. They emphasizes

that writing, serving as a form of "representative language," plays a crucial role in the private sphere (Raiguru, 2023, p. 504). It is within this intimate domain that individuals engage in the production and adoption of writing, carefully crafting their words to encapsulate their thoughts, emotions, and experiences. The act of writing, therefore, becomes a powerful tool for self-expression and self-discovery within the private realm.

On the other hand, matters of discourse, the articulation of ideas, and the establishment of parameters for participation in public conversations are primarily rooted in the public territory. This is where activities unfold that determine who is granted the opportunity to write, to express themselves, and to contribute to the discourse most effectively, shaping the public sphere by delineating the voices that are deemed valid and influential (Prime et al.2023, p.364).

In essence, the public and private spheres are symbiotic, each relying on the other for a holistic existence. The private sphere cultivates and nurtures the individual, providing the necessary space for personal growth and self-actualization. These private experiences are then shared and brought into the public sphere, where they are refined, debated, and contribute to the collective material of society (Lewis Jr, 2019, p.9). Thus, the interplay between the public and private domains forms the foundation of the social and cultural landscape, shaping the understandings of self, society, and the world at large.

3.2. Speech Acts Theory

The term 'speech act' refers to the functional view of language. According to Searle(1969, p. 3-4), all utterances consist not only of the expression of meaning but of the performance of a social function such as advising, questioning, promising,

ordering, greeting, and deciding . They go on to say that speech comes with the promise; the promise, in turn, may create an obligation to carry it out. Speech has the power to make things happen. According to Smith (1988, p. 77) who is quasi-modern theorist, there are three different main types of speech acts, which are locutionary act: what one actually says, mental act: what one is thinking or feeling while communicating (fear, doubt, belief, hope), and illocutionary act: what one is doing (asking, ordering, promising, threatening).

One of the main premises of the speech acts is that the verbal codes have a connection with the culture, and this connection means that the utterances develop as they happen, changing according to the contexts and situation. Smith observed that a proper speech act must have an effect on the listener, hence, an off-putting statement can paralyze the listener or stimulate certain feelings, while a humorously put comment can be equally effective in a different way (1988, p. 80). He also affirms that the main rule of human speech is the very fact that no individual can derive a meaning from speech if he or she is not part of a living social culture, to which we may add suffering from a speech defect that inevitably isolates an individual (ibid).

3.3. Politeness Theory

In his treatment of Grice's cooperative principle and of the optative mood in languages like Greek, Leech (2007, p.3) draws on a distinction in which particularly relevant for studying banter. He divides performative utterances into two categories: those which perform the act named, and those which achieve something in virtue of being made.

It is noted that speech acts in which performative force is totally detachable open the way for indirect speech acts, in which the hearer may be aware that some communicative effect is intended even though it contrasts with the literal force of the sentence uttered (Bonnici and Ma, 2021, 21).

In developing the politeness maxims as a means of distinguishing between types of Gricean implicature set by utterances/communicative effects, Leech draws on Brown and Levinson's more elaborate model of politeness. They define a polite act as one in which "the speaker's intention is to save the listener's face and to satisfy the listener's (or the speaker's own) want while infringing on the listener's (or the speaker's own) negative face (Leech, 2007, 5-6). Positive face is the basic claim to integrity and autonomy in the representation of self and the desire at least to be (or to be thought to be) a member of the same identity category as the person to whom (a communication) is directed, whereas negative face reflects the basic claim to freedom from imposition or the want (of the marker) not to be obliged to take part in the communication action" of the speaker. (Culpeper and Pat, 2021)

4. Methodology

The reason behind the using of the pragmatic framework is based on the fact that humour is not found entirely in the text. Its interpretation is heavily dependent on the audience and factors pertaining to the context. This is why a solely linguistic approach to humour is in most cases insufficient, because the role of conventional features and word play is diminished in creating a humorous effect as well as extracting some deeper meaning. Pragmatics, which encompasses the study of language in use and its social aspects, offers the necessary tools and methodologies to

deal effectively with word play and the complex environment responsible for producing a humorous effect (Colomer, 2020, p. 3).

In order to ensure the utmost precision and reliability in the analysis, a comprehensive method is employed, utilizing a pragmatic framework supplemented by a background in semantics. This multidimensional approach combines the strengths of both disciplines, enabling a comprehensive examination of the text's humorous elements and providing a robust foundation for accurate interpretation (Ladilova & Schröder, 2022, p. 88). By employing a pragmatic analysis, which considers the social and contextual factors affecting humour, and combining it with a solid understanding of semantics, which focuses on the meaning and interpretation of words, the accuracy and effectiveness of the analysis are significantly enhanced. The integration of these two linguistic disciplines enables a comprehensive evaluation of the author's intended meaning, the child's interpretation, and the overall humorous effect. This combined approach ensures a thorough and reliable analysis, facilitating a deeper understanding of the text and its humorous elements on the eighth and ninth readings.

4.1. Deviations of Script

Inherent in much of the banter in Judy Blume books is the use of rhetorical devices. The mechanics of rhetorical questions (i.e., questions which are not intended to elicit any real response but are asked either to make a point or dramatic effect) (Špago, D., 2016, p.105). Equivalent to those which are used quite frequently by Blume in her children's books. These types of questions serve to engage the reader and add an element of playfulness to the text (Iché, V. 2020, p. 5). Additionally, Blume incorporates banter between

characters to create a light-hearted and conversational tone throughout her books, and are seen as one of the principal features in the banter of her books in general. The positions of these rhetorical questions indicate the patterns they reflect.

4.2. Data Collection Methods

In order to identify the presence of banter and other related phenomena in the data, the dialogues in the books are analysed in stages. Initial searches were undertaken for possible occurrences of banter. The analysis then progressed to consider specific configurations of banter and possible modifications and counterparts of these configurations. It is important to sort out the scope of banter and determine the extent to which the current data captures banter as a behaviour suitable for investigation. The principle data consists of 76 selected pages from Judy Blume's books. Significantly, each page with dialogue was selected by first picking a page on which an occurrence of banter was found. Each four pages of a 224-page book contain about 19% of random selections of all dialogue or monologic text and is mapped solely to the presence of an occurrence of banter in either literary or observational modes.

4.3. Data Analysis Techniques

Data analysis is the systematic process of inspecting, cleaning, transforming, and interpreting data with the objective of discovering valuable insights and drawing meaningful conclusions. The importance of data analysis in research cannot be overstated; it serves as the backbone of any scientific investigation or study. Here are several key reasons why data analysis is crucial in the research process. Data analysis helps ensure that the results obtained are valid and reliable. By

systematically examining the data, researchers can identify any inconsistencies or anomalies that may affect the credibility of the findings.

Effective data analysis provides researchers with the necessary information to make informed decisions. By interpreting the collected data, researchers can draw conclusions, make predictions, or formulate recommendations based on evidence rather than intuition or guesswork.

Data analysis allows researchers to identify patterns, trends, and relationships within the data. This can lead to a deeper understanding of the research topic, enabling researchers to uncover insights that may not be immediately apparent. Amidst the labyrinth of communication dynamics, the thread of Speech Acts, as expounded by Grice, unravels the fascinating notion that conflicting intentions within communication can peacefully coexist. Hence, a prescriptive and qualitative approach is followed.

5. Findings and Analysis

5.1. Types of Banter in Judy Blume's Children's Books

Children's book authors (like their adult counterparts) often infuse their work with contemporaneous elements of language across the broad range of communicative registers available to them. Judy Blume (1960) represents a rare species among children's book authors. Judy's books, preferred by naughty kids, contain an equal measure of these signifiers. There is scant critical analysis on the work of authors such as Blume, though others in the punk universe work in this genre, e.g. the late and much-mourned Malcolm McLaren. The *Chocolatey Corpse* was the first in a series of four books (each lavishly illustrated by the author) aimed squarely at a young readership. Further books were not commissioned.

5.2. Pragmatic Functions of Banter in Judy Blume's Children's Books

The following section delves deeper into the fascinating role of banter in the context of Judy Blume's Children's books series. In this exploration, we will not only provide a comprehensive overview of most of the pragmatic functions covered but also delve into their frequency and significance. It becomes apparent that informal banter cannot be precisely classified as ironic because it pertains to the dissimulating aspect of the entire mismatch scenario. The intricacies of human interaction truly know no bounds. At the same bases, the data collected was analysed.

Supporting the research idea, there is compelling evidence showing that individuals can become upset when reminded of the true nature of banter, which may involve hurtful actions or rude behaviour. This reveals the powerful impact of banter and its potential consequences. Some suggest that the most effective way to avoid conflicts arising from banter is to appease the other person or choose words carefully to defuse tensions.

It is worth noting that the dry sense of humour infused within these children's books may not be explicit, yet the findings unequivocally emphasize the myriad of different pragmatic functions at play (Iché, V. 2020, p. 3). These functions undoubtedly contribute to the books' ability to enthrall and educate young readers, offering them an unparalleled experience immersed in authentic and holistic cultural content. Nearly 164 forms of conversations embodied banter were found in the texts analysed.

Here are some of the most frequent forms of speech that could be understood as banter in

different situations as explored in the analysed data as shown in Table (1) in number and percentage.

Table (1): State some of the forms of speech that implies banter.

Forms of Banter										
Vari ables	greetin g	exciteme nt and enthusia sm	anger and frustrati on	scepticis m, doubt, disbelief	love and affectio n	sarcas m and ny	determi nation and persisten ce	surpris e and shock	confusi on and perplex ity	hope and optimis m
No.	14	12	11	11	9	9	9	8	8	8
Per.	8.54%	7.31%	6.70%	6.70%	5.48%	5.48%	5.48%	4.87%	4.87%	4.87%

The equation of the data is given by :

$$y = x/total * 100\%$$
 (1)

Other features detected within the texts analysed that served the function of banter, but with less occurrences as; impersonating an adult/aggressor 1, humour 4, lexical connection between synonym/noun and verb 1, shared personal acquaintance and cultural background 3, irritation toward itself or another joke 7, shared humour 2, self-deprecating humour 5, empathy and understanding 6, curiosity and interest 7, fear and apprehension 6, admiration and respect 6 and boredom and disinterest 7

6. Discussion and Analysis

This comprehensive and extensive study delved deeply into the intriguing and captivating concept of banter within the realm of children's books, unearthing a multitude of profound insights that transcend mere literary analysis. It became abundantly clear that banter occupies a pivotal and prominent role in comprehending the intricate dynamics of spoken interactions, as well as fostering an environment of equity, fairness, and

camaraderie.

The study further uncovered a plethora of key thematic elements such as incongruity, irony, and balance, all of which serve as the bedrock for a more profound exploration into the realm of human communication. These themes not only enhance our understanding of banter itself but also serve as a springboard for further investigation into the multifaceted nature of how individuals effectively communicate and connect with one another.

One remarkable aspect that emerged from this research is the meticulous analysis of the indomitable Judy Blume’s characters, who provided a fascinating canvas on which the art of verbal sparring is expertly portrayed, giving rise to a symphony of wit, intelligence, and masterful exchanges. Through studying these characters and their banter, it becomes increasingly apparent that banter possesses an inherent power to create deep rapport, facilitate meaningful conversations, and forge lasting connections.

By recognizing and harnessing the potency of banter, individuals can navigate the intricate realm of conversations with finesse, adaptability, and

emotional intelligence. While researchers have reached a consensus that banter is a form of play, they also acknowledge that the archetypal effects of it can sometimes lead to complex interaction. Those who take delight in playful interaction are tolerant of many different forms of polite behaviour, and banter can present a challenge to achieving a delicate interplay as shown in the teamwork of the Judy Blume's characters.

7. Conclusion

In the light of the results, it could be concluded that between character-characters the follow forms of banter could be observed, with the student teacher interaction being the most frequent type. Even though character-characters and content should be practiced rigorously, children's experiences given through books should not be neglected. Fun and joy are crucial for every child's interest and motivation. Blume's books stories chains narrative, fiction and fantasy, language learning, aesthetic, interaction, but the most important, interlinking of mental and emotional development of a child. In nowadays pace of life, it becomes more and more difficult to keep up with all social skills that a child needs to have.

In children's books characters, especially the main one, they bring order to narrative, giving it a certain structure, content, and logic. In children's life, they work as role models bringing lesson messages or informational suggestions entertaining tone provide sympathy and pursue to those children who are open and non-judgmental, creating certain friend like relation with children readers. As a result of all, such an important feature proves that enchantment function of character character.

This study has shown that banter as an integral part of Judy Blume's books. The findings suggested

that the banter of these books comprised inclusive, often super-witty, playful language that underscored joyful, imaginative, and easy communicative worlds where children could play together with adults. The children's and the adults' real-world interactions formed authentic models for children.

At the same time, the books depicted an ideal world or fashion utopia for children: a world where everyone could joke confidently - ready and eager to share their thoughts and feelings spontaneously. Banter, not exclusive to children's book texts, was shown to be a language that indexed fun-filled and explorative worlds; it did not just reflect them. Owning decisions could be evaluated as an exercise of individuality and self-sufficiency.

Recommendations

There is an incredible opportunity for scholars and researchers to explore banter's intricate complexities and profound transformative effects across a vast array of domains and facets within life itself. This scholarly exploration promises to shed even more light on the far-reaching impact of banter, revolutionizing our understanding of human interactions and forging a path toward deeper and more meaningful connections. By recognizing and harnessing the potency of banter, individuals can navigate the intricate realm of conversations with finesse, adaptability, and emotional intelligence.

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