



A Critical Analysis of Power Dynamics in Bullying Discourse of the Film *Bully*

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Abstract

The purpose of this study is to evaluate power dynamics in bullying discourse from a critical perspective. This study is orientation research. For the purpose of research, a short film called "Bully" is taken. Since the film is in video format, the entire film has been transcribed. Throughout the data collection procedure, the researchers repeatedly watched the film and noted statements that highlighted power dynamics, societal norms connected to bullying, and societal injustices. Following the collection of these sentences, the Fairclough 3D model is applied to the critically selected sentences. The main social issue that the short tale "Bully" illustrates is the uneven power dynamics that exist between the students, the person who is being bullied, and his group of peers who are the ones causing the persecution, which is referred to as the social injustice in the story. But it's been noted that society makes it more difficult to address this social injustice. The community continues to hold the view that it is acceptable to oppress people who have less authority. Those who realize this is something wrong happening in society initially attempt to resist, but eventually give in to the unfair system because they begin to believe that the only way to survive in such a community is to become like them (the oppressive ones).

Keywords: Critical discourse analysis, bullying discourse, power dynamic, Fairclough's 3D model

1. Introduction

1.1. Critical discourse analysis

A multidisciplinary method for studying language as a social practice is critical discourse analysis. According to Fairclough's 1995 book *Critical Speech Analysis*, CDA combines language studies with social analysis to examine how speech interacts with many social aspects such as power dynamics, ideologies, institutions, and social identities. With roots in linguistics and the social sciences, CDA takes into account the larger social, political, and cultural settings that discourse takes place in addition to the structural features of language. It looks at how language influences and is influenced by societal structures and ideologies in an effort to understand the hidden and explicit linkages between discourse and power. Journalism, literature, and advertising are all included in the analysis of CDA's scope. Critical discourse analysis, as emphasized by Chouliaraki and Fairclough (1999), starts with identifying a social issue. The goal of Critical Discourse Analysis (CDA) is to expose the social injustice that results from various social actors' linguistic manipulation. In the light of this, the current study attempts to expose certain social issues. Discourse analysis is very useful for bringing an ideology to society in order to reform, reshape, and reconstruct it. Discourse analysis (DA) has an overtly sociopolitical position and centers on the dominance relations held by elite groups and institutions, as they are performed, legitimized, or replicated through language and discourse (van Dijk, 1993).

1.2. Power dynamics and CDA

The understanding of how ideology and power are performed and sustained through speech is at the heart of CDA. It is believed that power is relational and discursive, showing itself in the ways that some groups or people exclude, oppress, or resist other people through language. Ideologies, which are frequently present in common speech, help to normalize and give legitimacy to these power dynamics. Moreover, CDA is predicated on the idea that influential societal interests mediate the formation of social practices (Schofield & Fleming, 2012). The CDA examines personal issues and social injustices that have a widespread impact. After that, they comment on current affairs and ongoing disagreements. An unequal distribution of power is one instance of social injustice.

1.3. CDA in media:

A broad variety of discourses, such as political speeches, media depictions, instructional materials, and everyday encounters, are analyzed using CDA. For instance, in media studies, CDA looks into how public discourse is shaped, social concerns are constructed, and stereotypes are reinforced through news broadcasts, commercials, and entertainment content. It draws attention to how the media propagates ideas and upholds established hierarchies of power.

1.4. Bullying discourse

Several studies have suggested that bullying is a specific instance of a power imbalance when the perpetrator is stronger than the victim (Olweus, 1993; Farrington, 1993; Smith, 1994).

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. A person's physical and mental health may suffer significantly if they are the subject of bullying, which can happen in a variety of settings (Rigby, 2003:583). Bullying comes in various forms, such as verbal, psychological, social, and cyberbullying. Bullying can be detrimental to one's relationships with others, one's

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physical and mental health, and both. "Relational" bullying is the term used to describe this kind of bullying (Rigby, 2003). Bullying may have more severe ramifications. Bullying victims may experience several adverse consequences, such as psychological disorders including anxiety and depression, scholastic setbacks, social disengagement, and physical health emergencies. Though many scholars have examined various discourses critically, in this case I want to examine a short film that has never been examined, called "Bully," critically.

1.5. Research objectives

Following are the research objectives of the study:

To analyze the language used in short film "Bully" related to bully.

To explore how bullying discourse within short film "Bully" settings highlights and perpetuates power imbalances among students.

To explore how broader societal attitudes and beliefs about bullying shape the discourse within educational systems.

1.6. Research questions

Following are the research questions of the study.

How is the language of bullying discourse constructed in short film "Bully"?

How does bullying discourse reflect and reinforce existing power dynamics in educational settings?

In what ways do societal attitudes towards bullying influence the discourse within educational systems?

2. Literature Review

The scientific study of language is called linguistics. It addresses both the comprehension of the universal traits shared by all languages as well as the methodical study of a specific language's qualities. Understanding and learning more about the world is the primary objective of linguistics, as it is for all other intellectual pursuits. It investigates how languages evolve over time, how the mind processes and retains language, and how both adults and children learn languages. The formal characteristics of language, such as word structure (morphology), sentence structure (syntax), speech sounds and the relationships between them (phonetics and phonology), and meaning in language (semantics and pragmatics), are all taken into consideration by linguists who study language structure. Given that language is employed in practically every aspect of human life, linguists also research how language is used, which can encompass a wide range of topics. Examples include the psychology of language learning and use, psycholinguistics; historical linguistics and the history of languages; applied linguistics, which uses language knowledge to support practical applications such as language teaching; sociolinguistics; English dialects; discourse analysis and conversation analysis; and stylistics, which deals with the use of language in various contexts. Khan et al. (2017) have expressed that CDA is an approach to expose the strategies of materialists. Ramzan and Khan (2019) suggested that stereotyped ideologies are exposed with the help of CDA. Ramzan et al. (2020) have confirmed that the manipulation and exploitation of powerful people can be exposed by using CDA in the language domain. Bhutto and Ramzan (2021) have claimed that the collusive stance of print media is likely to be highlighted by the CDA. Nawaz et al. (2021) explain that power is exposed in CDA. Ramzan et al. (2024) have explained that style matters in literary discourse.

2.1. Critical Discourse Analysis:

An experimental study paradigm called critical discourse analysis (CDA) looks at "ideological manipulations, power relations, and hegemony." (Page 1 of Rahimi & Sahragard, 2007). The field of critical discourse analysis (CDA) is concerned with the performance, reproduction, and resistance of social power abuse, dominance, and inequality in social and political contexts through speech and writing. In dissident research, critical discourse analysts adopt a strong stance in an effort to comprehend, reveal, and address societal injustices. Critical discourse analysis needs to demonstrate a number of attributes in order to achieve the goals. In order for CDA research to be accepted, it must meet four requirements: (1) it must be "better" than other research; (2) it must be primarily focused on social problems and political issues rather than on current paradigms and fashions; (3) it must attempt to explain discourse structures in terms of properties of social interaction, particularly social structure; and (4) it must enact, confirm, legitimate, reproduce, or challenge relations of power and dominance (Schiffrin, Tannen, & Hamilton, 2007). We also examine linguistic features in CDA. Fine-grained pairs of linguistic structures or meanings are known as linguistic characteristics. Different linguistic features include pragmatics, semantics, syntax, lexicon, and so forth. Sa'idah (2018, p. 12) "Features of language that support meanings (for example sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, choices in language features, and text structure together define a type of text and shape its meanings" Using plus and minus symbols to indicate the presence or absence of pre-established semantic qualities is a notational technique known as "extracting semantic features" (Lipka, 2002).

2.2. Discourse and Power relation

According to Eriyanto (2001), language in all its forms—textual, conversational, and otherwise—is perceived as a kind of power struggle rather than as something natural and impartial. Language is always used to exert power; this is shown in the dominance of men over women, in the king's control over his subjects, in the legislative branch's authority over the executive branch, etc. According to Carter and Steiner (2004), mass media companies control public messaging and news through print and electronic media outlets. As a result, they decide what information is crucial, establish agendas, choose which broadcast formats to use, and decide who gets to be

included or excluded from major channels. This gives them influence over all forms of media messaging. As a result, it may be said that the media intentionally includes and excludes particular agendas. A few examples of this include censoring news conferences held by elected members of the national assembly, permitting public comment, and choosing what content to omit from live broadcasts.

Films are an important cultural medium that reflect and mold public perceptions on a range of issues, including bullying. Bullying film Critical Discourse Analysis (CDA) provides insights into how power relations, social hierarchies, and bullying-related cultural norms are constructed and conveyed through movie storylines and dialogues. With their combination of linguistic, aural, and visual components, films are regarded as a type of multimodal discourse. Using conversation analysis, visual analysis, and narrative structure analysis, CDA analysis of movies aims to reveal both explicit and implicit messages regarding bullying and power relations.

2.3. Depiction of Bullying and Power Dynamics in films

Smith & Brain (2000) define bullying as a "systematic abuse of power" because it is a recurring act in which the victim is singled out without having a chance to defend them. Bullying is frequently shown in movies as an example of power disparities, with bullies using physical, verbal, and psychological abuse to subjugate their victims. Studies reveal that these depictions may perpetuate misconceptions about attackers and targets by highlighting characteristics like physical prowess, social standing, and susceptibility (Fisher, 2013). Bullying movies sometimes use stereotypical depictions to create and maintain identities. A lot of movies about bullying include moral and ethical stories that try to teach viewers what is good and wrong. These stories frequently show the negative effects of bullying on both bullies and victims, occasionally providing bullies with redemption stories or emphasizing the victims' resiliency and personal development. However, there might be wide variations in these moral lessons' efficacy and realism (Merten, 1999). In order to comprehend the larger social context of bullying, it is imperative to examine how bystanders and authority figures (such as parents and teachers) are portrayed in bullying films. Research indicates that movies frequently draw attention to the incompetence or cooperation of onlookers and authority people, making a statement about society's inability to effectively handle bullying (Swain, 2005).

3. Research Methodology

This study uses qualitative approaches to explore the complex power relationships. An in-depth examination of the attitudes, actions, and underlying power structures inherent in different modes of communication is made possible by qualitative data. The power dynamics within bullying discourse will be examined by the researcher using a Critical Discourse Analysis method. With the use of CDA, one may examine how language creates and maintains power dynamics, providing a more complex knowledge of the subject of study.

3.1. Data Collection:

A purposive sampling technique will be employed in this research. A short film titled "Bully" will be taken as a sample to investigate power dynamics in that particular movie. As the movie is in video form so the subtitles of the movie will be taken for analysis. The researcher will watch the movie many times carefully and then all the instances which depict power dynamics in the movie will be taken and analyzed by applying Fairclough 3D model.

3.2. Norman Fairclough's Three-Dimensional Method:

One of the well-known voices in the discourse surrounding language, discourse, and society is Norman Fairclough. According to Fairclough, "language is a part of society." Additionally, he contends that there is an internal relationship rather than an external one between language and society. Put more simply, linguistic phenomena both mirror and are reflected by social processes. Fairclough (1989, p. 19) defined language as "a social process."

Additionally, Fairclough (1989) draws a distinction between text and discourse, contending that the former is a type of product and the latter is a social interaction process of which text is a component. In addition, he suggests that language is "a socially conditioned process," where "process" refers to the creation of the text as well as the interpretation process, both of which are influenced by societal norms

Furthermore, Fairclough creates a model known as Critical Discourse Analysis (CDA) in light of language as discourse and social practice as well as the relationships between language, ideology, and identity. He (1995) said that this model, which offers a three-dimensional approach to discourse analysis, is composed of three dimensions of discourse ideas.

Three dimensions:

Description

Interpretation

Explanation

Description

The examination of the text itself, taking into account the phonetic characteristics, grammar, syntax, vocabulary, literary devices (such as rhetorical inquiries), and imagery.

Interpretation

This step examines the production, distribution, and consumption of discourse by the reader or listener—that is, the interaction that takes place. The discourse is now acknowledged as a discursive practice.

Explanation

This phase looks at how the social setting and discourse interaction relate to one another. In this case, the conversation ought to be viewed as a social practice and situated within a larger society.

4. Data Analysis

Before analyzing the data, here is the brief summary of the movie. The short narrative selected for critical examination highlights bullying and other forms of power inequality. The protagonist of the tale, Remen, is a young student who is having a lot of trouble at school because of his classmate Anand and his group's bad behavior. They used to harass him in addition to other pupils. They always tried to humiliate and misbehave with Remen and other students as well. Remen attempted to stay away from them, but they always made fun of him. Then Remen understands that Anand and his crew are the reason all the students are terrified of them—they have power, and they use it to get whatever they want. He once gave Anand and his pals a hard smack to the face when they attempted to take his lunchbox. When Remen smacked his face, everyone got scared to see that now Remen will not spare anyone who ever tried to misbehave with him. Remen began acting like Anand because he believed that this was the only way he could survive and maintain control over others.

After carefully watching this movie again and again, the researcher took all the stances which depicted power dynamics in the movie and analyzed by applying Fairclough 3D model.

Following are the excerpts taken from the movie and analyzed by Fairclough 3D model.

Excerpt 1

Excerpt 1 consists of 10 words uttered by Anand,

“We'll have to open his bag and have a look”

In this scenario Anand is teasing Reemen and wants to snatch his bag to eat his lunch by saying "We'll have to open his bag and have a look," we can analyze the discourse on three levels.

4.1. Textual Analysis

4.1.1. Text Level

Language Usage: "We'll have to open his bag and take a look" is an example of imperative language hidden in a recommendation. "We'll have to" conveys necessity, while "open his bag and have a look" suggests assuming authority over Remen's possessions.

Pronouns and Agency: When "we" is used, it implies that Anand may be other people as well, which acts as a group against Remen. Remen's lack of express consent in the term draws attention to a power disparity.

Modality: The use of the modal verb "will" in this sentence suggests that Anand's planned activity is inevitable and indicates future action with certainty.

Visual and Nonverbal Cues: • **Body Language:** Anand is shown as possessive and assertive, whereas Remen seems apprehensive and afraid.

Facial Expressions: Anand conveyed dominance and determination with a sly sneer, while Remen conveyed anxiety or resignation.

4.1.2. Discursive Production and Consumption Practices

Production Context: Anand is attempting to control or intimidate Remen when he makes this statement. Given the circumstances, it appears that Anand feels entitled to Remen's possessions in a power dynamic.

Intertextuality: The storyline of bullying, in which the bully forces their will on the victim, is reflected in this scenario. The rhetoric is reminiscent of more generalized societal discourses about control and dominance, which are frequently observed in media representations of bullying.

Distribution: The incident occurs in a short video wherein similar exchanges are seen and understood by others, possibly normalizing or questioning the behavior.

Social Application

4.1.3. Power dynamics and the social context

Power Dynamics: Anand and Remen's disparity in power is brought to light by their contact. Remen is shown as helpless and subservient, while Anand asserts his control through his words and intended deeds.

Ideology: Bullying, authority, and victimization are general societal problems that are reflected in the situation. It serves as an example of how people can be intimidated and controlled by language.

Social Consequences: In social settings like schools, these kinds of encounters help to maintain the bullying culture. If they are not confronted by onlookers or authoritative persons, they may prolong bad habits and mindsets.

4.1.4. Social and Institutional Structures

Educational Setting: This conduct in a school setting highlights the necessity of strong anti-bullying guidelines and programs. It emphasizes how crucial it is to provide a secure and encouraging environment for each and every kid.

Cultural Norms: The situation may be representative of cultural norms in which violence or assertiveness is occasionally valued while surrender is viewed as a sign of weakness. It takes institutional and cultural transformation to question these conventions.

By using Fairclough's 3D model to analyze this situation, we can see how Anand's statement involves a complicated interaction between text, discourse, and social context rather than being a straightforward utterance. Anand's language establishes dominance by reflecting and reiterating the power relations in the social context. Having a thorough understanding of these aspects can aid in creating mitigation and addressing measures.

Excerpt 2

Excerpt 2 consists of 9 words uttered by Remen's friend.

"if you push back he will keep troubling you"

In this scenario Remen's friend advises him not to engage with Anand by saying "if you push back he will keep troubling you," we can analyze the discourse on three levels: textual analysis, discursive practice, and social practice.

Analysis of Texts

The statement "if you push back he will keep troubling you" demonstrates the use of conditional language at this text level. The "if...then" pattern establishes a cause-and-effect connection.

Modality: The statement "will keep troubling" conveys a strong sense of certainty about the repercussions of resisting, implying that Anand's disturbing behavior is inevitable and will continue.

Verbs and Action: "Keep troubling" denotes that Anand is still harassing Remen, but "push back" shows that Remen is resisting or taking revenge. The verb choice emphasizes an action-reaction loop.

4.1.5. Usage Pronominal

You and He: By addressing Remen personally, "you" makes the advice immediate and personal. The pronoun "he" designates Anand as the aggressor.

Power Dynamics: Remen and Anand's power struggle is subtly acknowledged in this statement.

The Practice of Discursive event

4.1.6. Production and Consumption

Production Context: Remen is likely looking for assistance on how to handle Anand's concerning behavior when the advice is produced. The recommendations show a practical strategy for avoiding conflicts.

Intertextuality: This situation has connections to more general discussions on resolving disputes and using coping mechanisms in social situations. It is similar to advice frequently provided in cases of bullying or harassment, where avoiding the issue is thought to be a good method to reduce tension.

Distribution: The counsel offered is probably a part of a wider discussion on handling challenging relationships, and it may be repeated or shared by others going through similar situations.

4.1.7. Social Application

Power dynamics and the social context:

Power Dynamics: The counsel is based on knowledge of power dynamics that views direct conflict as unhelpful or destructive. It implies a conviction that Anand is the more powerful party in the exchange.

Ideology: The phrase suggests that resisting a persistent troublemaker may not always be the best course of action, supporting a type of conflict avoidance.

Social Consequences: Although practical, this approach may reinforce an avoidance culture instead of addressing the underlying issue that is causing the problematic behavior. Bullies and aggressors may continue in a cycle where they are not held responsible.

4.1.8. Institutional and society Structures

Norms for Conflict Resolution: The guidance is in line with society norms around conflict resolution, including the notion that averting direct confrontation might stop the situation from getting worse. This connects to more extensive institutional and societal conflict management strategies.

Cultural Attitudes: The advice may reflect a mindset that prioritizes peace and avoiding confrontation above assertiveness. It implies that giving in is thought to be more likely to result in unfavorable consequences down the road than in finding a solution.

Applying Fairclough's 3D model to this scenario indicates that the advice "if you push back he will keep troubling you" is contained in a complex interaction of textual choices, discursive practices, and social settings. The terminology employed reflects larger discourses on conflict and sends a message of caution and inevitability.

Excerpt 3

Excerpt 3 consists of 11 words uttered by Anand

You cleaned up the tiffen, right? Now clean up my shoes"

In this scenario Remen eats his lunch to prevent Anand from taking it, and Anand retaliates by demanding Remen to clean the spit from his shoes by saying, "You cleaned up the tiffen, right? Now clean up my shoes," involves analyzing the discourse on three levels: textual analysis, discursive practice, and social practice.

4.1.9. Analysis of Texts

Text Level

Language Used: "You did tidy up the tiffen, correct? "Now, tidy up my shoes," is a firm and authoritative statement. A power dynamic is created when a directive is given after a rhetorical question.

Verbs and Actions: It is necessary to "clean up" and "cleaned up." The repetition highlights the transition between humiliating acts and reinforces Anand's sense of superiority and control.

Modality: "Now clean up my shoes" is a clear order that leaves no opportunity for negotiation, whereas the rhetorical question "right?" suggests anticipation and affirmation of the action Remen took.

Pronominal Use: • You and My: Clearly defining roles and possessions, the pronouns "you" and "my" "My" (Anand's shoes) emphasizes possession and power, whereas "you" (Remen) is positioned as the subservient.

4.1.10. Context and Significance

Tone: The aim is to denigrate and establish authority with a sarcastic and authoritative tone.

Implications: It seems that Remen is being punished by having to perform a more humiliating task because he defied Anand's earlier demand.

4.1.11. Production and Consumption of Discursive Practice

Production Context: Anand feels betrayed and wants to reclaim his authority over Remen, which is why he issues this directive. This exchange most certainly fits into a bullying pattern.

Intertextuality: The situation is consistent with bullying tales in which the bully becomes more aggressive in response to being foiled in their early attempts to establish dominance.

Distribution: When bullying and power dynamics are discussed, this kind of command and retribution may be mentioned or repeated. It can also be seen in a variety of social contexts where power disparities exist.

4.1.12. Social Application

Power dynamics and the social context:

Power Dynamics: Anand uses language to manipulate Remen and degrade him, highlighting a glaring power imbalance in their exchange. This is a reflection of larger power dynamics in society, when supremacy is maintained by acts of assault and humiliation.

• **Ideology:** The demand appears to be based on an ideology that condones harsh and humiliating reactions to perceived slights. It bolsters the idea that resistance calls for more oppression.

Social Consequences: These exchanges fuel a bullying and abusive culture in which the victim's demands are constantly increased in an effort to keep control. This may have long-term effects on the victim as well as the surrounding community.

4.1.13. Institutional and Societal Structures

• **Institutional Response:** The case study emphasizes the necessity of implementing efficient anti-bullying policies and initiatives in establishments such as educational institutions. It emphasizes how critical it is to confront bullying that is not just physical but also verbal and psychological.

Cultural Norms: The order is a reflection of cultural norms that support the maintenance of social hierarchies by tolerating or even encouraging retaliatory aggression. In order to advance equality and respect, challenging these conventions calls for institutional and cultural transformation.

The layered aspects of this interaction are revealed by using Fairclough's 3D model to evaluate the scenario where Anand demands that Remen clean his shoes as retaliation for Remen eating his lunch. The discursive practice links this interaction to larger narratives of bullying and power struggles, while the textual analysis emphasizes the language of domination and humiliation.

Excerpt 4;

Excerpt 4 consists of 10 words uttered by Anand,

"Or what? You'll also make a complaint like this wimp,"

Applying Fairclough's 3D model of Critical Discourse Analysis (CDA) to the scenario where Anand gets furious, blocks Remen's way, and responds to Remen's friends' request by saying, "Or what? You'll also make a complaint like this wimp," involves analyzing the discourse at three levels: textual analysis, discursive practice, and social practice.

4.1.14. Textual Analysis

Language Use: Anand uses a contemptuous and hostile statement. "Or what?" poses a problem, casting doubt on Remen's companions' ability to influence the circumstances.

Verbs and Nouns: Anand believes that the action "Make a complaint" is weak or ineffectual. Remen is referred to as a "wimp" in order to denigrate him and damage his reputation with his colleagues.

Modality: Anand may feel confident in his power because of the rhetorical inquiry, which suggests a lack of concern or regard for the repercussions.

Usage Pronominal:

You and This Wimp: The usage of "you" speaks directly to Remen's friends, while the derogatory term "this wimp" refers to Remen, thus highlighting the disparity in power between Anand and Remen.

Tone and Implications: • The tone is hostile and derisive, with the intention of frightening Remen's companions and dehumanizing Remen.

Implications: Anand's answer reinforces a culture that values violence and domination over asking for formal assistance or redress and suggests that complaining is pointless and that anyone who does so is weak.

4.2. Production and Consumption of Discursive Practice:

Production Context: Anand makes his comment in a heated exchange, reiterating his authority over Remen and brushing off his friends' attempts to step in.

Intertextuality: This scenario reflects typical bullying dynamics in which aggressors intimidate and belittle their victims in order to quiet them as well as any possible allies.

Distribution: Bullying and intimidation are employed to uphold power systems in a variety of social contexts, including schools and other hierarchical settings.

4.2.1. Social Application

Power dynamics and the social context:

Power Dynamics: Anand employs verbal hostility to control Remen and his buddies, and this encounter highlights the power imbalance. It draws attention to the ways in which bullies utilize language to uphold their dominance and stifle opposition.

Ideology: The assertion is consistent with a viewpoint that values toughness and considers asking for assistance to be a sign of weakness. It fosters a society in which using force to settle disputes is acceptable.

Social Consequences: These exchanges foster an atmosphere in which victims feel alone and unsupported and spectators are dissuaded from becoming involved or seeking assistance, so sustaining.

Social and Institutional Structures:

Institutional Response: By creating an environment where asking for assistance is welcomed and encouraged, institutions may effectively combat bullying, as this case study demonstrates. Such actions can be reduced by supportive environments and strong anti-bullying rules.

Cultural Norms: The reaction is in line with cultural norms that value toughness over vulnerability and frequently stigmatize it. It takes a change in perspective to value formal dispute resolution procedures, support, and empathy in order to challenge these conventions.

Through the application of Fairclough's 3D model, the scene in which Anand replies to Remen's friends, "Or what? The many levels of conversation at work are made clear by the statement, "You'll also make a complaint like this wimp. The discursive practice links this exchange to more general patterns of discourse, while the textual analysis emphasizes the language of intimidation and contempt.

5. Conclusion

5.1. Limitations

Although the goal of this research is to offer a thorough analysis of the power dynamics in bullying discourse, it may be constrained by variables including sample size, data accessibility, and the limitations of qualitative research approaches.

This methodology outlines the systematic approach to conducting a critical analysis of power dynamics in short movie "Bully" using Norman Fairclough's three-dimensional model. This study will provide important insight about the language used in multimedia bullying discourse, societal attitudes towards bullying within educational systems and the ways of reinforcing power dynamics in a discursive practice.

5.2. Finding

Critical discourse analysis is a useful lens for comprehending how cinematic narratives create and communicate power dynamics and social hierarchies in bullying films. By conducting a thorough analysis of textual, visual, and narrative components, scholars can reveal the subliminal signals regarding bullying and make valuable contributions to better informed and efficient approaches to dealing with this widespread problem. The study came to the conclusion that, after going through the entire process, the language of bullying discourse in the media is created by employing particular framing strategies, making emotional appeals, and carefully choosing vocabulary to influence public opinion. The victim and the bully are frequently portrayed in media accounts as either a victim or a villain, which oversimplifies the intricate social dynamics at play and makes the bully seem like a bad guy. Expert comments and data provide the stories credibility and context, and emotive language and images are used to arouse sympathy and indignation. The media successfully draws attention to the negative effects of bullying and advocates for institutional and societal change using these techniques.

By sustaining hierarchical connections and giving legitimacy to specific social behaviors, bullying speech in educational contexts both reflects and strengthens preexisting power structures. Bullies in the school system are frequently perceived as aggressive, domineering individuals who exercise control over their victims, which perpetuates power disparities in society. The unequal power structures that exist in schools, where authority and influence are dispersed unevenly among students depending on characteristics like popularity, socioeconomic standing, and physical strength, are mirrored and maintained by this discourse. Furthermore, the narrative frequently overlooks systemic problems including institutional reactions and cultural norms that condone bullying, upholding the status quo and preventing more profound structural change in educational settings.

The way that bullying is viewed by society has a big impact on the conversation that takes place inside the school system. It shapes solutions, policies, and the narrative that surrounds the problem. Schools are more likely to develop comprehensive anti-bullying programs, apply strong disciplinary measures, and foster a zero-tolerance attitude when society regards bullying as a serious issue demanding quick response. This proactive approach promotes candid conversations about bullying, de-stigmatizing victims and highlighting the value of a caring community. On the other hand, if society views bullying as a "normal" aspect of growing up, schools might take a laxer stance, which would minimize the problem and fail to adequately address its underlying roots. Inadequate

victim support and the continuation of an environment in schools where aggressive behavior is accepted can result from this, strengthening negative power dynamics.

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