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**Subtext formation and identifying methods**

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### **Abstract**

The article's primary objective is to delineate diverse methodologies for discerning subtexts, enabling students to comprehend the author's underlying message. This is achievable through instruction in subtext formation and identification techniques. The article underscores that subtexts can be constructed in various manners, serving as a potent device for writers to imbue their narratives with intricacy and profundity. The article highlights that subtexts convey multiple strata of signification beneath the superficial text, inviting readers to pursue and observe characters, plotlines, and themes. It is said that through adept comprehension and mastery of subtext, writers can articulate emotions, concepts, and connections latent in dialogues or actions, thereby fashioning a more captivating and persuasive narrative. The article delves into different subtext varieties, with particular emphasis on emotional, revelation, and privileged subtexts. The article highlights that emotional subtext is conveyed through facial expressions, vocal inflections, gestures, body language, and specific word choices, enabling the readers to discern hidden emotions such as happiness, joy, anger, and sadness. It is also mentioned that revelation subtext encompasses the disparity between the explicit meaning and the underlying sentiments, often resulting in contradiction, and within a narrative gradually reveals truths that culminate in a significant revelation. Privileged subtext is described in the article, as a tool of transmitting information to the readers that the main characters remain unaware of.

The article emphasizes the crucial role of repetition, dialogues, silence, and an extended and specialized vocabulary within subtexts. These elements indirectly delineate events, actions, and characters within the subtext. It is also stated that the meticulous crafting of the subtext involves specific techniques and

elements, such as effectively presenting relatable scenarios to the audience, verifying information from credible sources, and incorporating comprehensible references through logical reasoning.

**Keywords:** Privileged subtext, Emotional Subtext, Implicit Meaning, Repetition

## თამარ თვალაძე

### დავით აღმაშენებლის სახელობის უნივერსიტეტი

### ქვეტექსტის ფორმირებისა და ამოცნობის მეთოდები

### აბსტრაქტი

სტატიის უპირველესი მიზანია გამოავლინოს სხვადასხვა მეთოდები ქვეტექსტების გასაგებად, რაც საშუალებას მისცემს სტუდენტებს გაიაზრონ ავტორის ძირითადი გზავნილი. ეს მიიღწევა ქვეტექსტის ფორმირებისა და იდენტიფიკაციის ტექნიკის მეშვეობით. ქვეტექსტი წარმოადგენს ნაწარმოების ავტორის მიერ წინასწარ განზრახულ გამოუხატავ აზრს და ემსახურება განსაზღვრული ექსპრესიულ-ემოციური ფონის შექმნას. სტატიაში ხაზგასმულია, რომ ქვეტექსტები შეიძლება აგებული იყოს სხვადასხვა გზით, და გამოიყენებინან როგორც ძლევამოსილი ხელსაწყო, პირდაპირი მნიშვნელობიდან განსხვავებული ფარული მნიშვნელობის აღსაქმელად. სტატიაში ხაზგასმულია, რომ ქვეტექსტები ასახავს მნიშვნელობის მრავალ ფენას ზედაპირული ტექსტის ქვეშ, რაც აიძულებს მკითხველებს თვალი ადევნონ და დააკვირდნენ პერსონაჟებს, სიუჟეტებსა და თემებს. სტატიაში ხაზგასმულია, რომ ქვეტექსტის კომპლექსური გაგებითა და ოსტატობით, მწერლებს შეუძლიათ ემოციების ჩამოყალიბება დიალოგებსა თუ ქმედებებში, რითაც ქმნიან უფრო მიმზიდველ და დამაჯერებელ თხრობას. სტატია განიხილავს სხვადასხვა ქვეტექსტის ტიპებს, განსაკუთრებული ყურადღება ეთმობა ემოციურ ქვეტექსტს, რომელიც შეიძლება იყოს გამოხატული სახის განსხვავებული გამომეტყველებით, ჟესტებით, სხეულის ენით და კონკრეტული სიტყვების არჩევით, რაც მკითხველს საშუალებას აძლევს

გაცნობიეროს ფარული ემოციები, როგორცაა ბედნიერება, სიხარული, ბრაზი და სევდა. სტატიაში ხაზგასმულია გამეორების, დიალოგების, დუმისის გადამწყვეტი როლი ქვეტექსტებში, რომელიც სპეციალიზებული ლექსიკის მეშვეობით არის გამოხატული. ეს ელემენტები ირიბად განასხვავებენ მოვლენებს, მოქმედებებს და პერსონაჟებს ქვეტექსტში. ასევე აღნიშნულია, რომ ქვეტექსტის ზედმიწევნითი შემუშავება მოიცავს სპეციფიკურ ტექნიკას და ელემენტებს, როგორცაა აუდიტორიისთვის შესაბამისი სცენარების ეფექტურად წარდგენა, სანდო წყაროებიდან ინფორმაციის გადამოწმება და ლოგიკური მსჯელობის საშუალებით გასაგები ინფორმაციის მოპოვება.

**საკვანძო სიტყვები:** პრივილეგირებული ქვეტექსტი, ემოციური ქვეტექსტი, იმპლიციტური მნიშვნელობა, გამეორება

Introduction - The notion of "subtext" in literature was initially introduced and philosophically expounded by Hemingway as a concealed element of a work through which the primary points are conveyed, while some aspects remain implicit. The unseen and unexpressed portion of the text's content constitutes its deep structure. Implicational connections can be delineated as semantic relationships in the text predicated on an evident or concealed conclusion. It is imperative not to conflate the concepts of implication and subtext. The subtext embodies the unexpressed thoughts intended by the authors and establishes a defined expressive-emotional backdrop. Internal, profound connections convey implicit information in the text, and it is the reader's responsibility to discern, generalize, and articulate the entire idea. In literature, the subtext represents an artistic allusion. The reader must apprehend what is inferred "between the lines," not directly expressed but derived from the context and repetition of individual elements, along with hidden associations based on similarity and context, which aid in comprehending the concealed, intrinsic meaning of the text.

The concept of subtext is typically found in fiction. It's important to distinguish subtext from literary devices like connotation and ambiguity, which are often mistaken for subtext. Connotation refers to additional meanings or stylistic nuances that go beyond the literal meaning of a word and serve to convey emotional or expressive nuances. Ambiguity, on the other hand, involves a word or phrase having multiple interpretations. Subtext, however, involves an implicit meaning that differs from the literal one.

The objective of the article is to instruct students in recognizing and interpreting the author's perspective on ineffective approaches to critical study, analysis, and interpretation of texts. The student must contemplate and grasp the author's intended message to discern the subtext achievable through acquiring subtext formation and identification methods.

Approaches - Implicit information is discerned through the careful examination of the underlying structure of the text, where significant "gaps" and "nuances" can be grasped by the reader drawing upon their background knowledge. Using the background knowledge – encompassing facts, vocabulary, and conceptual comprehension – is crucial for concluding. The subtext is construed as an internal, implied, or personal expression not explicitly conveyed by the text's words. It represents a concealed meaning distinct from the literal one, reconstructed based on context and situational considerations. The subtext can be conveyed through various means, with "emotional subtext" being one of the most prevalent.

The term "emotional subtext" pertains to the emotions unexpressed by certain characters. This emotional subtext is conveyed through facial expressions, vocal inflections, gestures, body language, and specific word choices, enabling the reader to discern hidden emotions such as happiness, joy, anger, and sadness. These emotions add a secondary layer of significance that becomes perceptible to the reader. Furthermore, the literal meanings of the emotional elements are reassessed and reinterpreted based on the context in which they are presented.

Floyd Dell's short story "The Blanket" can be an example of "emotional subtext". The story illustrates the generational contract, examining the dynamics between a son, a father, and a grandfather. The narrative focuses on Petey, an eleven-year-old boy, who experiences distress over his father's decision to relocate his grandfather to a nursing home. The story delves into profound themes of family, intergenerational relationships, and the emotional ties that bind different generations together. The emotional ending of the story, expressed through the silence between characters to reduce the tension and to reveal their inner thoughts and emotions, the gesture of laying a hand on Grandad's shoulder and laughing together, reveals the author's "hidden ending" of the story.

The Revelation subtext within a narrative gradually reveals truths that culminate in a significant revelation. It encompasses the disparity between the explicit meaning and the underlying sentiments, often resulting in contradiction. For instance, in P. Aldington's novel "Death of a Hero," the portrayal of the main character, George Winterbourne, as a victim rather than a hero lends a satirical connotation to

the title. A more comprehensive understanding of the text emerges through the differentiation of a text's explicit and implicit intentions and the comprehension of its purpose in evoking specific emotional responses in the reader, employing techniques such as irony and allegory.

Privileged subtext is employed to transmit information to the readers that the main characters remain unaware of. A noteworthy example can be found in F. Scott Fitzgerald's "The Great Gatsby", where Gatsby's genuine feelings for Daisy are not explicitly disclosed. Instead, his emotions are depicted through his extravagant parties, preoccupation with wealth and social standing, and endeavors to win Daisy's affection. Through the lens of privileged subtext, readers discern the profound nature of Gatsby's love and the inner conflict he experiences.

Repetition serves as a defining characteristic of subtext, as a form of emotional and artistic expansion. Deliberate repetition can imbue images and narratives with added emotional depth and subtlety. In the context of subtext, the repetition of certain details or characteristics throughout a significant portion of text creates an underlying layer of meaning that becomes evident to the reader. This repetition prompts a reevaluation and reinterpretation of the literal meanings of the repeated elements based on their contextual appearances. A repetition example can be found in A. Bennet's psychological novel "The Wind". Throughout the story, the recurring mention of the wind symbolizes familial turmoil, conflict among the young characters, and the encroachment of a threatening world upon a child with caring parents. Initially seemingly insignificant, these references to the wind gradually become intertwined with the unfolding events. For example, the relentless wind is connected to the protagonist's sour mood following a dispute with his wife and news of his mother-in-law's illness. Furthermore, a gust of wind leads to the collapse of a dilapidated mill, sparking fears of a child being trapped inside. Fortunately, the child emerges unharmed, the news about the mother-in-law proves false, the young couple reconciles, and the novel culminates with a reference to the subsiding wind.

Dialogues serve as potent instruments for conveying subtext, enabling the author to imply the characters' emotions and relationships without explicit declaration. A seemingly superficial exchange between characters can harbor underlying tension and unresolved conflicts, which can be explored through unspoken words or double entendre.

Subtext is also defined by applying an extended and specialized vocabulary, which enriches the text by creating a captivating and thought-provoking experience for the reader. These linguistic elements form focal points for profound contemplation of the depictions and narratives within various dialogues,

conveying implications extending beyond their initial intent. This contributes to the creation of underlying significance and the development of artistic frameworks. In addition, these elements indirectly delineate events, actions, and characters, with their functions described within the subtext. While using specialized language, the text gains a dual significance, embodying a thoughtfulness that operates on two levels. One interpretation is presented within the superficial structure, while the other fosters a deeper perspective within the context of broader interactions. The meticulous crafting of the subtext involves specific techniques and elements, such as effectively presenting relatable scenarios to the audience, verifying information from credible sources, and incorporating comprehensible references through logical reasoning.

Results - Teaching methods for identifying subtext and inferring implicit meanings equip students with the skills necessary for such analysis. This encompasses the capacity to discern recurrent themes within diverse contexts, abstract generalizable traits from these contexts, and grasp the underlying implicit layer of the narrative. By discerning between explicit and implicit components, readers can draw conclusions that enable them to penetrate the author's literary intent. For instance, in J. J. Galsworthy's novel "Saga of the Forsytes," one of the characters Prosper Profound is symbolized as a "prowling cat." The feline's "snarling" visage portrays the Belgian as though he is surveilling "prey" and lying in wait for an opportunity to exploit Annette's favor.

To comprehend the underlying significance of a text, students must cultivate the skill of interpreting the text and utilizing the commentary provided in the text. The student's explications, the commentary, and the specific facts delineated in the text collectively contribute to the ultimate inference. In a collaborative learning environment, the faculty's effectiveness in facilitating the rapid comprehension of the text hinges significantly on their adeptness in designing an intended set of inquiries to ensure that students arrive at the requisite logical conclusion.

Another important skill is the ability to distinguish between the explicit and implicit intentions of a text and to recognize the purpose it serves. This may encompass the creation of a specific emotional ambiance for the reader employing literary devices such as irony and allegory. For example, an excerpt from a literary work might delineate the disparity between a character's dialogue and their authentic emotions, eliciting a poignant sentiment in the reader and evoking empathy.

Finally, students are encouraged to cultivate the capacity to discern the subtext within a literary work. This involves recognizing the deliberate construction of illusion by the author, guiding the reader into a temporary acceptance of the character dialogue. Discerning the authentic motivations behind a situation relies on the reader's ability to internalize and evaluate the characters' expressions and depictions. These assessments may gradually challenge the reader's initial perceptions, ultimately culminating in a significant 'revelation.'

In conclusion through the acquisition of revealing the hidden meaning of the subtext, students will be able to understand what is implied in the text, which is not directly expressed but is derived from the situation, individual details, dialogues, or actions of the characters. Teaching subtext as a distinct mode of conveying information will help the student's aptitude for critical analysis and facilitate their proficiency in engaging with and extracting meaning from the text.

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