A Syntactico-Semantic Analysis of Emotive Adjectives in "The Doll's House" By Katherine Mansfield

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Abstract

As a prominent word class, adjectives are important in our everyday speech in general and in written works in particular. Adjectives have a key role in the construction of stories, novels, and poems. Adjectives have a descriptive power that can be achieved by their ability to be used in different syntactic categories to describe the characters, events, and the situations of the literary work. They can convey the meaning the writer wants to express since the use of adjectives facilitates the description of different shades of meanings. The core of this study aims to investigate the syntactic and semantic use of emotive adjectives in "The Doll's House" By Katherine Mansfield. The study hypothesises that the use of adjectives in literary texts is worthy of concern due to the effect of adjectives on the meaning of literary texts. The writers depend heavily on adjectives to describe the situation intended, that is to say, the writer use suitable adjectives in a practical situation. The results of analysing the selected literary text show that the emotive adjectives is found to be less frequently used. The emotive adjectives are mainly used in the predicative position. Sine it is clear that the type of meaning expressed by an adjectival predicate has some bearing on the type of construction that allows complementation. The use of adjectives will help to arrange a good sentence which has a complete meaning especially in describing emotional or attitudinal states.

Keywords:Emotive Adjectives, The Doll's House, Katherine Mansfield

Introduction

In English, adjectives fall within the syntactic or lexical category, function as the head of the adjective phrase, and have the semantic value of qualifying or describing (Fromkin and Rodman,1988,p.573). Adjectives have not been studied much in traditional lexical semantics compared to the extensive work devoted to verbs and nouns. They nevertheless present an interesting polymorphic behaviour. Syntactically, they can appear in different positions in the sentence as a modifier of the noun or complement of a copular verb like **'be'**. Semantically, adjectives, more than other categories, can signify different meanings depending on their context (for example, **"difficult"** in **"a difficult child**," **"a difficult book**," **"a difficult exam**," or **"fast"** in **"a fast car**," **"a fast motorway**," **"a fast procedure**," etc.)

An adjective gives us more information about a thing or a person. As for occurrence, they may occur before a noun to qualify and describe the noun phrase. In one case, adjectives come before nouns, but in other cases, they can be used after the verb **'to be'** or after the linking verbs. There is no limit to the number of pre-modifying adjectives, which means an infinite number of adjectives can be used to modify a noun (Crystal, 1971, p.128).

Syntactically, adjectives have a significant role in modifying nouns, pronouns, and sometimes adjectives. However, adjectives are not limited to one particular function. Adjectives are usually called, according to their position, either attributive or predicative (Aziz,1989, p.161,163).

Furthermore, using adjectives in literary texts is worthy of concern due to the effect of adjectives on the meaning of the literary texts. Many adjectives are used according to the situation in which the author writes his texts and the event he wants to describe. These types of adjectives are different in

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their syntax and semantics according to the context they are used within. Adjectives play a crucial role in constructing the text and, at the same time, have a great effect on the meaning of the text. So, based on the great part of the adjectives in literary texts, there is a pressing need to investigate the syntactic and semantic structure of these adjectives.

The problem addressed in this research is that, despite the critical and major significance of adjectives in literary works, Katherine Mansfield's utilisation of emotive adjectives appears limited in her literary work. So, many attempts have been made to explain the nature of the phenomenon of emotive adjectives on the syntactic and semantic levels.

1.2 Related Theories Overview

This section provides the relevant theories used to address the core of the research. Syntax and semantics are the theories that the researcher has employed.

1.2.1 Syntax

 "Syntax" is the branch of grammar that deals with how words are put together to form sentences. The syntactic characteristics are subject-verb agreement, appropriate word selection, and placing phrases or comments in the correct order. A common language makes it simple for people to convey their ideas and comprehend one another. The way words combine to make sentences is the primary concern of syntax. The word is the smallest unit of syntax, whereas the sentence is the largest.

According to Quirk and Greenbaum (1973, p.115), syntax depends on lexical categories and refers to word order. The eight English speech components are: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. The part of speech indicates the function of the word in meaning and syntactically inside the sentence. An adjective, for instance, is a word that modifies or describes a noun or pronoun. In most cases, it responds to the inquiry **"which one," "what kind,"** or "**how many**," as in the sentence **"The young woman**," where the adjective **"young"** describes the noun **"woman".**

Yule (1999, p.212) states that syntax can be thought of as the guiding principle that determines which combinations of linguistic symbols are supposed to be correctly constructed by native language speakers. He adds that syntax refers to the rules that control how words are combined to make phrases, clauses, and sentences.

The study of linguistic rules that specify how various components of sentences fit together is called **"syntax".** Many language theorists believe that "syntax" refers to the area of linguistics that studies how sentences are put together (Crystal, 2006, p.144).

1.2 .2 Semantics

The study of meaning is referred to as **"semantics"** by semanticists like Palmer (1981, p.1). Language has meaning, and **"semantics"** is a branch of linguistics. Even though meaning involves many linguistic elements, there is a dispute regarding the nature of meaning or which aspects of meaning fall under the umbrella of semantics and which do not.

According to Crystal (1980, p.273), **"semantics"** is "a significant branch of linguistics that is devoted to the study of meaning in language." The study of meaning through semantic relations, that is, sense or meaning connections like synonymy, antonymy, etc., applies the principles of structural linguistics

to the study of meaning. The term **"semantics"** refers to the structure of the grammar and the study of sentences in terms of their semantic representation and lexical items.

Allan and Kuiper (1996, p.172) state that, the meaning of a word within its semantic field and how it interacts with other words in sentences depend on the semantic components of the words. It is appropriate when adjectives and nouns have semantic compatibility. They cite terms like **"old man"** or "**young man**," which can be used to describe living things. But one can only use the terms **"old comfort"** or **"young comfort"** figuratively. The possible word combinations that can convey meaning are so constrained.

Kearns (2000, p.1) states that **"semantics"** is the study of the "literal meaning" of words and the significance of their use in combination. These concepts are taken together from the core of meaning or the beginning point on which the real sense of a specific speech is built.

Griffiths (2006, p.6) defines **"semantics"** as "the study of word meaning and sentence meaning" in general. Semantic meanings are what result from one's understanding of a language. He also adds that every word has a meaning, and how words are put together to form sentences can affect the meaning as a whole.

1.3 On Defining Adjectives

1.3.1 Syntactic Definitions

One can comfort many definitions by looking up the adjective in grammar books. Mitchell (1931, p.61) identified an adjective as "a word that modifies the meaning of substantives." The utterance "substantive refers to a word or a group of words functioning as nouns.

Francis (1958, p.242) deals with adjectives are syntactically distinctive since they can occupy specific sentence positions and can be preceded by qualifiers. While Quirk et al. (1972, p.231) provide a brief explanation by saying, "an adjective modifies or describes a noun or a pronoun". An adjective has also been defined by McArthur (1992, p.5) as "an addition to the name of a thing to describe the thing more fully or definitely".

According to Bauer (1997, p.3), an adjective is used to characterise a noun by describing "how something is." It cannot be expressed in the single, plural, or in the feminine, neuter, or masculine genders. If it describes the subject of the sentence, it may occasionally go towards the end of the sentence.

Feder (2002, p.3) defines an adjective as "a word that describes or provides additional information about a noun or pronoun is referred to as an adjective". Nouns are described in terms of attributes like size, colour, number, and kind. Adjectives are words that are typically placed in front of a noun that they describe and modify to produce a noun phrase. Similarly, Leech (2006, p.6) says that "adjectives are a large class of words that define the reference of nouns and pronouns".

1.3.2 Semantic Definition

An "adjective," according to Shaw (1972, p.64,65), is "an utterance related to people or things to declare a quality or feature," like: "Mary is a very nice girl." An adjective is a descriptive item (word or phrase) that is used frequently and is placed before or in the position of a noun. Since it is analysed as having concepts, divinities, and things that are equally correct or factual, it has a wide variety of semantics. As a result, it is a crucial problem. It is a term, phrase, or name that draws attention to the

actor of that name in a literary text. Due to the fact that an adjective lacks any discernible qualities, it serves as a lexical term that aids readers in understanding the idea expressed explicitly.

Humphreys (1973, p.52) states that adjectives are "words that add something to the meaning of a noun and limit its sense." He adds that adjectives can give beauty, power, and reality to the description of the noun. Another definition is provided by Eckersley and Eckersley (1983, p.64), who confirmed that "the adjective is the word that qualifies a noun, enlarges its meaning but limits its application." For example, the word **house** can signify any house, but when the adjective **big** is added, as in: **The big house** application of this word will be limited to **big houses only** (Nesfiel ,1974, p 9).

1.4 Classification of Adjectives

1.4.1 Syntactic Classification of adjectives

Concerning syntactic classification, adjectives are classified according to their position into attributive, predicative, and postpositive adjectives. The main purposes of adjectives are thought to be predicative and attributional. Therefore, a word is not considered an adjective if it cannot be used in both predicative and attributive contexts(Leech and Svartvik,1999,p.219).

In line with this idea, Eagles (2003,p.7) remarks that "adjectives can function attributively as noun modifiers or predictively as a complement of a verb like **be, seem, consider, make**, etc". These two positions are the primary ones for majority of adjectives. When the adjectives qualify a noun, they can be utilised in an attributive position, as in:

1.   Layla is an **intelligent** girl.

In a predictive position only following the verbs **(be, seem, become, consider, stay, sound, taste,** etc.). These adjectives either include those which express feelings, such as **"fine", "content", "glad"**, **"ready", "sure", "sorry",** and **"upset",** or they have a group of adjectives with the prefix **a-,** such as **"asleep, alive, alone, ashamed, awake, aware, afraid, a float, aglow**, etc".(Foley & Hall,2003,p.217).

2.   He was **afraid.**
3.   She is **fine.**

Majority of adjectives can occur in both places, i.e., attributively and predicatively, these adjectives are called "central adjectives" (Quirk et al.,1985, p.417), as exemplified below:

4.   She has read an i**nteresting** story.
5.   Your ideas are **interesting.**

Adjectives are uninflected terms for gender, number, person, or case in every instance, whether in the attributive or predicative positions. Aspects of adjectives that are essential are modification and prediction. It is important to note that many adjectives cannot be used to describe attributes, as in:

6.   a. The baby is **awake.**

    b.* The **awake** baby is here.

Although adjectives often come before nouns because they describe the nouns, this is not always the case, adjectives can occur after nouns, as in:

7.   They ate rice with **large** spoons.
8.   The kids left the room **messy.**

As a result, the attributive adjective can be employed both pre-nominally and post-nominally though the post-nominal position is not commonly encouraged in English. In particular expressions, some attributive adjectives always appear post-nominally, as in:

9.   Asia Minor is a **highly-populated** country.

In addition, adjectives also can occur in a postpositive position. Postpositive adjectives occur after the noun they identify. Quirk et al. (1985, p.418) indicate that they can immediately follow the noun or pronoun they modify, as in:

10.   Something **great.**

1.4.2 Semantic Sub-classification of Adjectives

1.4.2.1 Stative and dynamic adjectives

Stative adjectives, as their name implies, describe a state or condition that is typically regarded as permanent, such as: huge, red, tall, etc. In general, imperative expressions cannot utilise stative adjectives, as in:

11.   * "Be **big/ red/ tall**".
12.   He is being **red/ big/ tall**. (Quirk et al.,1987, p.124)

Dynamic adjectives, on the other hand, signify characteristics that are, to some extent, partially under the control of the person who has them. For instance, "brave" denotes a quality that, unlike "red", may not constantly be present but may be used when necessary. It is appropriate to use it as an imperative due of this, as in:

13.   "Be **brave**."
14.   "Don't be **afraid**."   (Quirk et al.,1987, p.124)

Awkward, bold, calm, thoughtless, cruel, humorous, good, boisterous, afraid, etc. are examples of adjectives that can be used dynamically (Quirk et al.,1987, p.124). All dynamic adjectives can be used as predicative in the progressive tense as well as imperatives like "Be careful" and "Don't be cruel.", as exemplified in the following:

15.   Your son is being **disruptive** in class.
16.   He is being **careful.**

Adjectives typically have a stative tense. The stative or dynamic contrast as it relates to adjectives is primarily a semantic contrast, but it also has syntactic implications.

1.4.2.2 Gradable and Non-Gradable Adjectives

Adjectives can be classified into gradable and non-gradable categories, according to Longman English grammar (1988, p.108). Gradable adjectives constitute a large category of words that can be compared using terms like **"very young", "young", "younger"**, and **"the youngest"**. They can also be modified by intensifiers. When using the word with adjectives like very, too, and enough, picture degrees of the characteristic being discussed. The following are some examples:

17.   "They were **so astounded** that they stopped."
18.   "The hospital was **very old** and **very beautiful."**

A small set of adjectives known as "non-gradable adjectives", or in other word, mostly technical adjectives and provenance adjectives like atomic, hydrochloric, and British, cannot be graded.

1.4.2.3 Inherent and Non-Inherent

According to Quirk et al. (1987, p.125), some adjectives are categorised as inherent and non-inherent. The majority of adjectives with attribution refer to a quality of the noun they modify. For instance, the phrase "a red car" may imply one. The majority of these adjective-noun combinations can be roughly reformed as follows:

19.   An **older** man ~ a man who is **old**.
20.   **Difficult** questions ~ questions which are **difficult**.

 Which also holds true for postpositive adjectives like:

21.   Something **understood** ~ Something which is **understood.**
22.   The people **responsible** ~ the people who are **responsible.**

The reformulations demonstrate that the adjective in each instance refers to a property or characteristic of the noun. These kinds of adjectives are referred to as inherent adjectives. In a sense, the quality they convey is already present in the noun they modify.

However, not every adjective and noun have a comparable relationship. For instance, the adjective "small" does not define a characteristic of a small businessman. It cannot be restructured as a sole proprietor. Instead, it alludes to a businessman whose business is small. These kinds of adjectives are referred to as "non-inherent" adjectives. They don't refer to a noun's attribute as directly as intrinsic adjectives do.

Whether an adjective is inherent or non-inherent, it may involve a relation to an implicit or explicit standard. For example, in "a big mouse," the adjective "**big**" is inherent and refers to the relative size of mice; in **"a little mouse**," the adjective **"big**" is non-inherent and implies levels of foolishness; in both cases, "a bit of a joke" is used as a comparison.

1.6 Emotive Adjectives

In every life, we are surrounded by words conveying emotions. The information about internal states, beliefs, attitudes, motivation, values, and behaviuor makes us feel satisfied or causes us to feel tension or resentment.

Huong and Lam (2008,p.157,154) state that many adjectives include semantic and syntactic features. They add that the English language is not poor in using emotive adjectives, such as cheerful, gay, glad, etc. The adjective cheerful can refer to an emotion of pleasure in people.

According to Qurick et al. (1972), these adjectives can function as the head of the adjectival pre-modifier of the noun phrase. It can function as a complement of the linking verbs or occurs without a complement. Morphologically, it consists of two morphemes, the root cheer, and the suffix **-ful**. The adjective "cheerful" has no comparison degree.

Crystal (2003,p.211) states that adjectives express characteristics and features of nouns and pronouns. Every time anything needs to be amplified, they dress up nouns. An adjective can describe a person's pain level as either compression, limiting, tearing them apart, or perhaps only a minor heartache that will pass shortly. Use words to express feelings, emotions, or tone whenever you talk or write to give your statement a bit more punch.

Emotive adjectives, as defined by Quirk et al. (1985, p.1224), communicate various feelings or emotions of the referent of the noun phrase they represent. An individual's feelings can occasionally be seen or sensed. Smiling can express various emotions, such as sadness, anger, happiness, and pleasure. Emotions typically reside in feelings, which increases the condition.

Quirk et al. (1987,p.1222) assert that emotive adjectives can be used when clauses have putative should or subjective verbs.

23.   He was so **thankful** that Mary was not hurt.

They also state that emotive adjectives can be used when there is an adjective complementation by a to-infinitive clause. In such clauses, the subject of the main clause is the subject of the infinitive clause. A direct object can appear in the infinitive clause if its verb is transitive. (Quirk et al.,1987, p.1226). Consider the following example:

24.   Tom is **happy** to hear it.

Feelings and emotions are closely related. In real life, having an emotion is the definition of feeling. The only distinction is that while feelings are occasionally apparent, emotions often refer to things that are intangible or difficult to see.

Adjectives may describe negative feelings, as in:

25.   The **unhappy** boy walked home in the rain.

Adjectives may be used for positive feelings, as in:

26.   The **happy** boy strolled home through the rain.

Although emotions are not always communicated, it may be possible to infer if someone is **"joyful"** or **"sad"**. They are instead sensed.

1.6 Methodology

1.6 1 Methods of Analysis

The research uses quantitative and qualitative methodologies to analyse emotive adjectives. By demonstrating the frequency and percentage of these adjectives employed in the selected short story, the quantitative-based study of the emotive adjectives aims to produce results that can be trusted.

1.6.2 The Adapted Model

The present research adapts Quirk et al.'s model (1987) for analysing the syntactic and semantic features of emotive adjectives. Syntactico-semantic adjectives are essentially an open category that can be realised in numerous ways. There are five classes regarding the syntactic classification of adjectives which covers: attributive, predicative, postpositive, supplementing adjective clauses and exclamatory adjective clauses). In addition, there are semantic sub-classification: stative\dynamic, gradable\non-gradable and inherent\no inherent. As illustrated below:
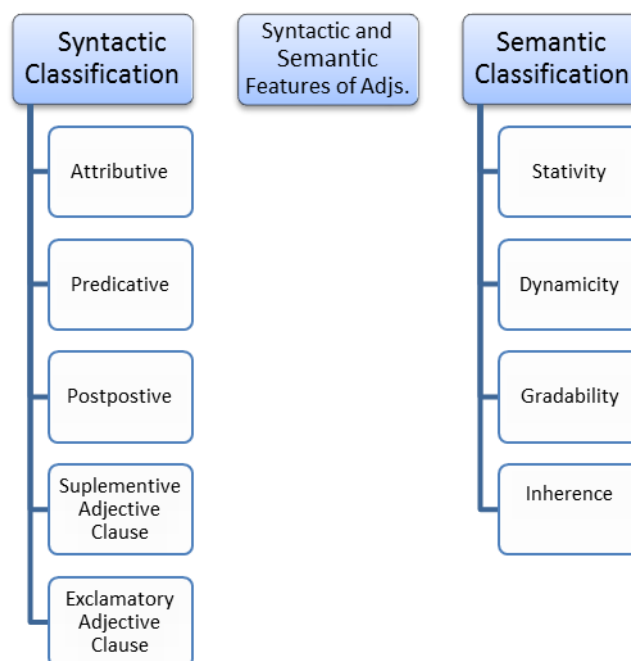

Figure (1) Elements of the Adapted Model

1.6.3   Data collection

The selected data of the present research involves the short story "The Doll's House" by Katherine Mansfield (1922). "The Doll's House" is a story by Katherine Mansfield, which is a narrative about social inequality, injustice, the use of money as a weapon of power or materialism, and the shallowness of interpersonal relationships. It is a short tale that is told in the third person by an all-knowing narrator. Through the eyes of two sets of school-going sisters from various family circumstances, it addresses social status and discrimination.

1.7 Data Analysis

In attempting to analyse the syntactic category and semantic class of emotive adjectives according to the theory of syntax proposed by Quirk et al. (1987), the analysis of the syntactic level aims to specify

(1) the main syntactic function of each adjective and (2) the position of the adjective whether it precedes or follows the noun. The analysis of the semantic level aims to specify other features of adjectives; namely: stativity, dynamicity, gradability (Positive Vs. Negative), and inherence (Positive Vs. Negative).

1.8. Analysis of Adjectives in "The Doll's House"

1.8.1. Extract No. (1)

"It was too **marvellous**; it was too much for them. They had never seen   anything like it in their lives."

1.   Syntactic Category

In this extract, the adjective **marvellous** is a derived adjective. It is formed by adding the suffixes **-ous** at the end of the noun (marvel). The adjective is positioned after the predicative (was). It functions predicatively. Usually, such adjectives express a state of concern at a particular time. The adverb (too) precedes the adjectives. The adverb is used to emphasise the adjectives. **Marvellous** acts as a subject complement.

2.   Semantic Class

Marvellous is an emotive and descriptive adjective. It states how wonderful, fantastic, or extremely good. Adjectives can first be graded. Degree expressions in English can be combined with adjectives, such as **very cold** or **a little chilly**, gradability has long been acknowledged as a prototypical property of adjectives. **Marvellous** cannot take comparative and superlative forms. Although, the adjective precedes by the degree of adverbs (too), it is an extreme adjective.

Table (1) Syntactic-Semantic Features of Emotive Adjs. Used in Extract No.(1)

No.	Adjs.	Syntactic Category					Semantic Features							
		At.	Pr.	Pos.	Sup.	Exc.	PM	NM	S	D	G. P.	G. N.	In. P.	In. N.
1.	Marvellous	-	1	-	-	-	1	-	-	1	-	1	1	-
Total		0	1	0	0	0	1	0	0	1	0	1	1	0

Note: No.=Number, Adjs.=Adjective, At.=Atrributive, Pr.=Predicative, Sup.= Suplementive adjective clause, Exc.=Exclamatory adjective clause, PM = Postive Meaning, NM= Negative meaning, S = Stativity, D.= Dynamicity, G = Gradability, In. = Inherence, P.= Postive, N.= Negative.

1.8.2 Extract No.(2)

"A letter had come from Willie Brent, a **terrifying,** threatening letter,"

1.   Syntactic Category

It must be noted that the adjectives **terrifying** and **threatening** are placed after the indefinite article (a), and the noun (letter). They are present-participial adjectives. **Terrifying** is derived from the verb terrify plus **-ing** and threatening is derived from threaten plus **-ing**. They function attributively and tend to indicate a permanent meaning. They are used to give more information about the noun (letter).

2.   Semantic Class

Extract (2) contains two adjectives from two different semantic types. The first adjective is **"terrifying",** which is an emotive adjective. It is used to give the meaning of making somebody feel extremely frightened. The second one is **"threatening"**, which is used to "expressing a threat of harm or violence". Since a threat is a communication of intent or intentionally putting another person to fear. Therefore, threatening is a volitional adjective. **Terrifying** and **threatening** have a shade of relevant sense; thus, there is no need to use "and"; commas are to be used instead.

Aunt Bery1 had received a letter from Willie Brent this day. He had threatened to knock on the door if she he hadn't met him that evening. The thought of Willie knocking on the door makes Aunt Bery1 quite nervous.

Table (2) Syntactic-Semantic Features of Emotive Adjs. Used in Extract No.(2)

No.	Adjs.	Syntactic Category					Semantic Features							
		At.	Pr.	Pos.	Sup.	Exc.	PM	NM	S	D	G		In.	
											p.	N.	P.	N.
1.	**Terrifying**	1	-	-	-	-	-	1	1	-	-	1	-	1
Total		1	0	0	0	0	0	1	1	0	0	1	0	1

8.1.3 Extract No. (3)

"They were so **astounded** that they stopped. Lil gave her a **silly** smile."

1.   Syntactic Category

In extract (3), there are two adjectives: **astounded** and **silly**. **Astounded** is a past-participle adjective formed by the addition of the suffix **-ed** to the verb root (astound). It can be used to describe the characteristic of the subject (they). It is a predicative adjective accompanied by the intensifying or degree adverb (so). It is an emphasiser adverb. The adjective **astounded** is positioned after the past-tense copular verb (were); remember that the past-participle adjective can be used before the noun it denotes or after a copular verb. It is followed by a that-clause as complementation. The that-clause has an indicative verb (that they stopped). **Astounded** can be used attributively and predicatively.

The second adjective is **"silly";** here, it comes before the noun it modifies (smile) and after the indefinite article (a). Syntactically, it is an attributive adjective used to attribute to the noun (smile), not to characterise. The noun phrase (a silly smile) is a direct object to the transitive verb (gave).

2.   Semantic Class

Using past-participle adjectives appropriately in English sentences is vital to comprehend their meaning, function, and structure. A noun or a whole phrase can be described by an adjective by the addition of the suffix **-ed,** giving information about what happened and when it happened. The past-participle adjective astounded is used to say how (they) feel. It refers to the experiencer's feelings and emotions. So astounded is filled with emotional impact of over whelming adjective that can show great surprise, wonder, or shock. Kelvey's daughter were very surprised when Kezia stopped them to see the doll's house.

Lil smiled in a silly manner, way, or fashion. **Silly** is also an emotive adjective in that it denotes qualities of human behaviour. **Silly** can be used to showing a lack of thought, understanding, or judgment. This adjective is used to describe the smile of Lil, which may refer to stupidity or embarrassment, especially in a way that is more typical of a child than an adult. It is a graded adjective; the two forms of comparison are sillier and silliest. Silly is used in this story to describe a permanent state of Lil. It describes the noun (smile) directly.

Table (3) Syntactic-Semantic Features of EmotiveAdjs. Used in Extract No.(3).

No.	Adjs.	Syntactic Category					Semantic Features							
		At.	pr.	Pos.	Sup.	Exc.	PM	NM	S	D	G		In.	
											P.	N.	P.	N.
1.	astounded	-	1	-	-	-	1	-	1	-	-	1	1	-
2.	Silly	1	-	-	-	-	-	1	-	1	-	1	1	-
Total		1	1	0	0	0	1	1	1	1	0	2	2	0

1.9 Discussion of Results

The following table show the frequencies and percentages of syntactic and semantic features of emotive adjectives:

Syntactic Category	Frequency	Percentage
At.	5	15.151%
Pr.	21	63.636%
Pos.	0	0%
Sup.	1	3.030%
Exc.	6	18.181%
Total	33	100%

Table (4) The Distribution of Syntactic and semantic Features of Emotive Adjs.

The data analysis has shown that the total number of emotive adjectives used by Katherine Mansfield is (33) times. Katherine used the emotive adjectives that carry the positive meaning (14) times, recording (42.42%), and the negative meaning (19) times, forming (57.57%). This will indicate the

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basic function of emotive adjectives is to express the speaker's certain emotional state or attitude towards the surrounding reality. Emotional component is the result of display of emotions in the process of their verbalisation. There has been also remarkable differences in terms of functionality of emotive adjectives between attributive and predicative positions. Emotive adjectives occur (5) times, recording (15.151%) in the attributive position, (21) times in the predicative position, forming (63.636%), (6) times in the exclamatory adjective clause, forming (18.181%) and only (1) time in the suplementaive adjective clause, recording (3.030%).

1.10 Conclusion

1.   The results of the analysis show that the writer Katherine Mansfield less frequently used the emotive adjectives in the short story "The Doll House". In attempting to recognise adjectives as a literary term mutually with determining its syntactic and semantic features, the writers used them as a flexible instrument of self-expression or self-revelation they are effective instrument in the hand of writers as much as they affect and fulfill an important functions in the dramatic structure of the story.
2.   When exploring the semantics of emotive adjectives we found that they have two objectives: objective of content and objective of expression through which speakers can voice their emotionality, attitude or state. Emotional components of English adjective lexemes actualise directly the subject's positive or negative attitude.
3.   Syntactically, the emotive adjectives are most frequent in the predicative position in order for them to provide temporary meaning. It is clear that the type of meaning expressed by an adjectival predicative has some bearing on the type of construction that allows complementation.

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