# Stylistics: Introduction

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Stylistics Definition

What is Stylistics?

Literary Stylistics

MEANING OF STYLISTICS

Aims of Stylistics

With Muhammad Imran

# Performance of Translating the Style

Writing a textbook can be the most insufferable donkey-work, your colleagues may praise you, your family may be proud of you, but it's donkey-work all the same, and you are the donkey. Dear God! Would a navvy put up with this? Would a dustman – cry you mercy, sanitary operative – sustain these grubby labours?

قد يحتاج تأليف كتاب جامعي إلى (شغل الحمير) فقد يمدحك زملائك، وقد تشعر أسرتك بالفخر بك، لكن لا يغير هذا من حقيقة هذا الشغل، وأنت الحمار .... يا إلهي! هل يستطيع عامل غير تحمل هذا؟ هل يستطيع (الزبال) – عفواً – عامل النظافة أن يصبر على هذه الأعمال الوضيعة؟

# Performance of Translating the Style

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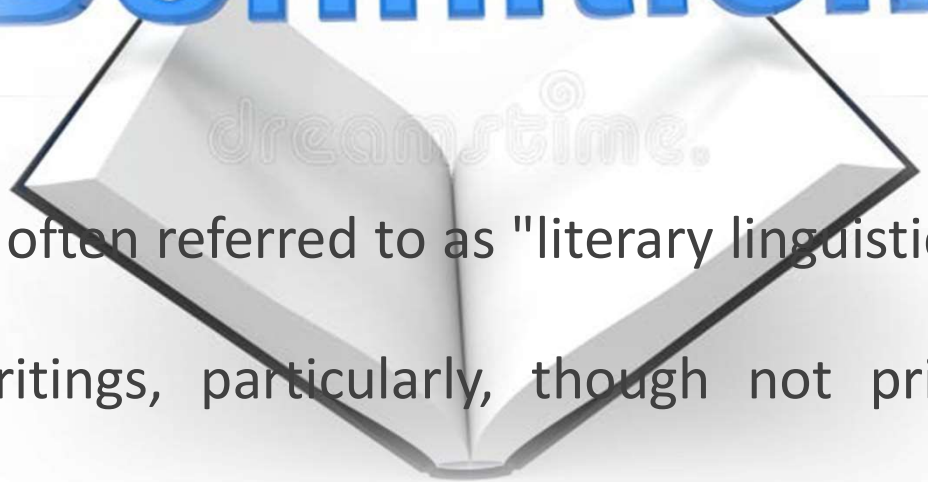
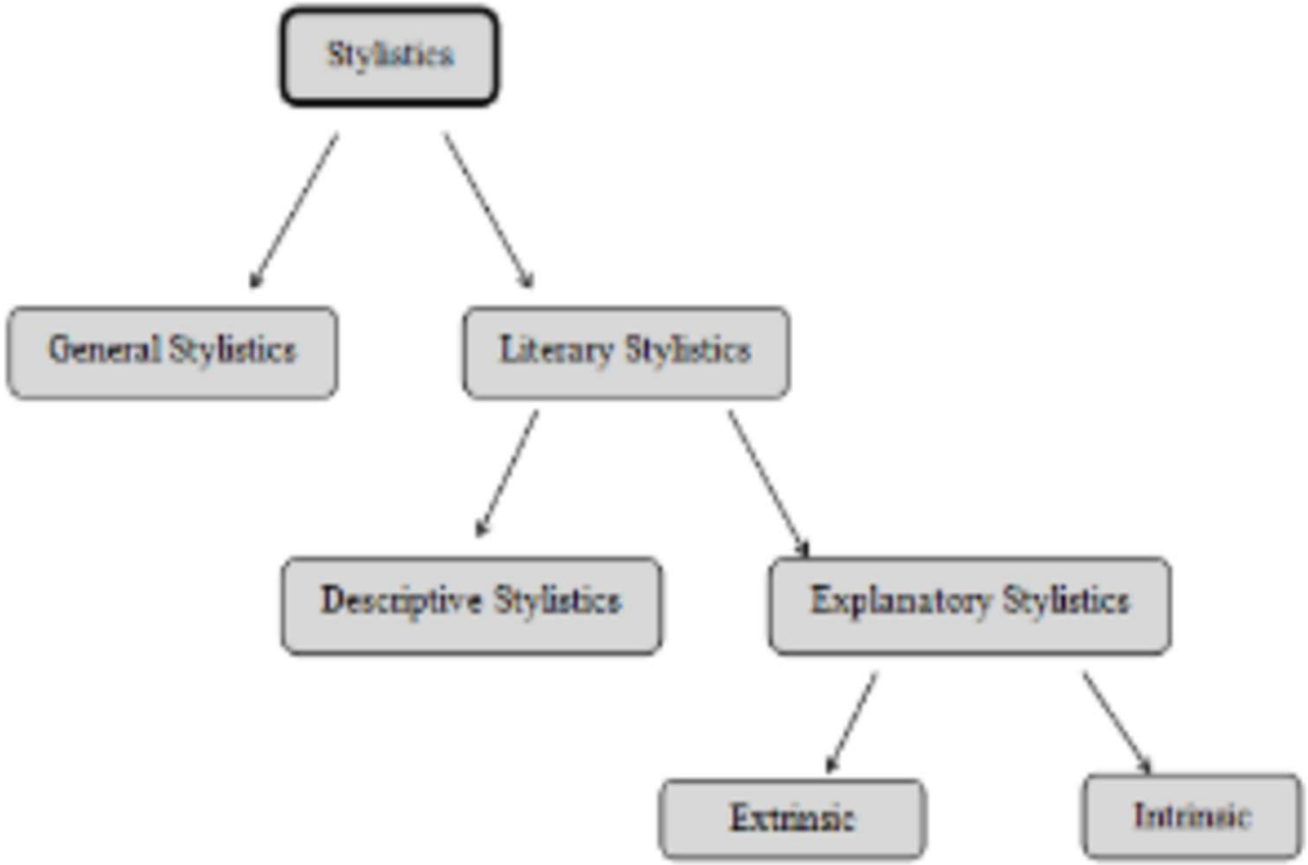
قد يكون تأليف كتاب عملاً فوق طاقة البشر، فقد يثني عليك زملائك وتتباهى بك أسرتك، ولكن هذا لا يغير من الحقيقة شيئاً، فالتأليف فوق طاقة البشر وأنت الضحية، يا الهي ! إنه عمل يحتاج منك صبر أيوب (عليه السلام). هل يطيق هذا عمال إصلاح الطرق والبناؤون وأصحاب الأعمال اليدوية الشاقة؟ أوَ يصبر عمال الخدمات – أستميحكم عذراً – موظفو البلدية على عمل وضيع كهذا يحرق الأعصاب؟

# Definition



Stylistics, or what is often referred to as "literary linguistics," is the study and analysis of writings, particularly, though not primarily, literary literature. The poetics and particularly the rhetoric of the ancient classical civilization are where stylistics first emerged. The classical diagram of stylistics is the following:


Stylistics
General Stylistics
Literary Stylistics
Descriptive Stylistics
Explanatory Stylistics
Extrinsic
Intrinsic

# Preliminaries

There is no question that the rhetoric of the ancient world forms the essential basis of stylistics. The Russian formalists played a key role in this evolution, particularly Roman Jakobson, Viktor Shklovsky, and Vladimir Propp.

Jakobson concentrated on language's poetic function, Propp on the components of stories and the recurring, universal themes that appear therein, and Shklovsky on how literature defamiliarizes or "make cultural strange."

It is clear that much of this work is a recycling of ideas from the ancient world of rhetorics and poetics. For example, Shklovsky's 'defamiliarization' theory, which is the aesthetic function that words that are ordered and presented in a fresh way can make a reader see a particular world, in a fresh light.

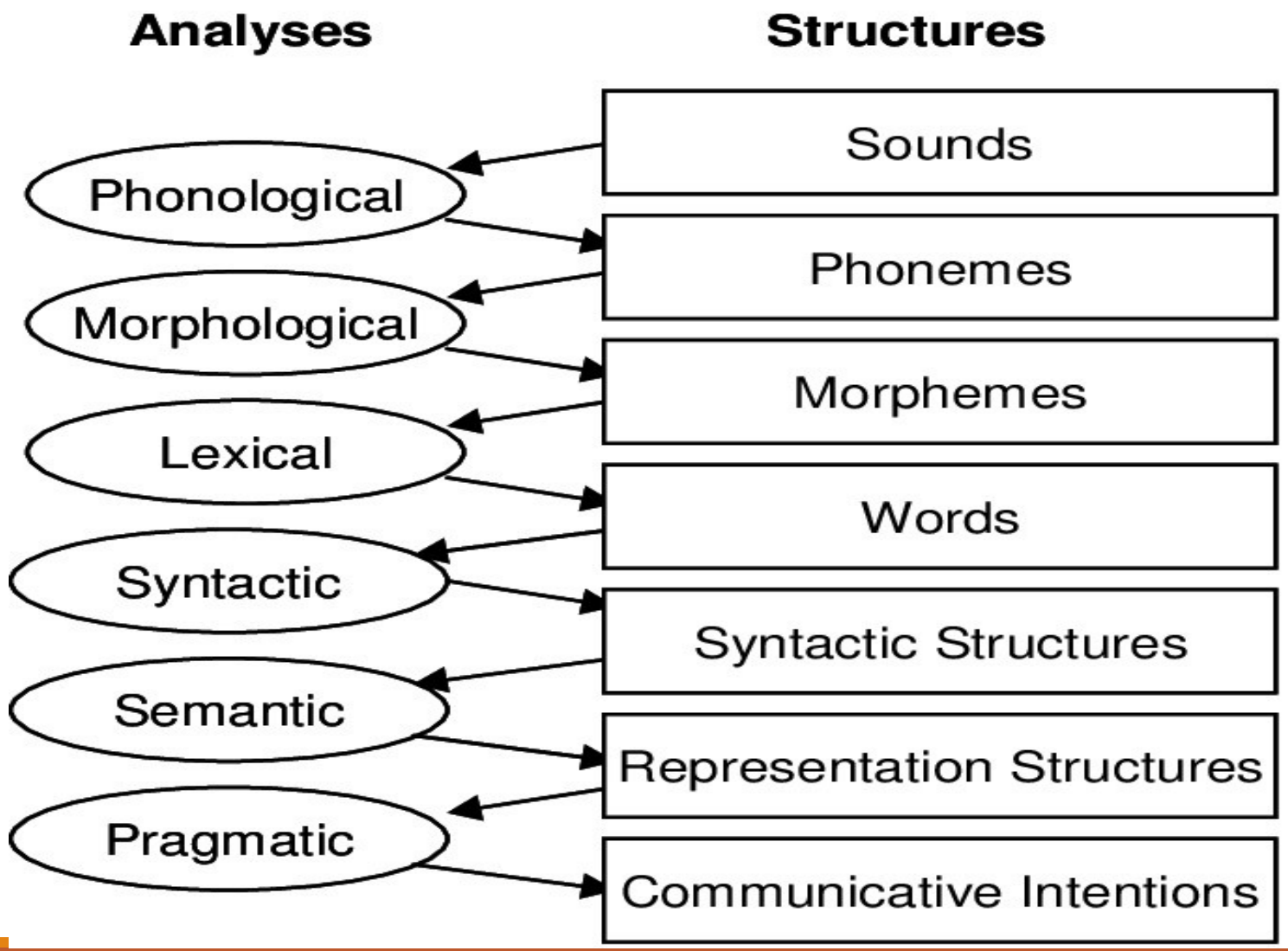
# Russian formalism

Early in the 1930s, Russian formalism started to fade, although it persisted in Prague as structuralism. The Prague School gradually shifted away from formalism and toward functionalism. Much of the stylistics used today have their origins in the integration of context in the creation of textual meaning.

Formalism: Form and content are inextricable.
Linguistic Turn
Cultural Turn
Russian Formalism
New Criticism
- Viktor Shklovsky
- Roman Jackobson
Human Liberalism

Modern stylistics embraces corpus, critical, cognitive, educational, pragmatic, gender, multimodal, and, most recently, neuroscientific methods, going well beyond the rhetoric, poetics, formalism, structuralism, and functionalism of the past. The field may first appear to be fragmented due to this diversity.

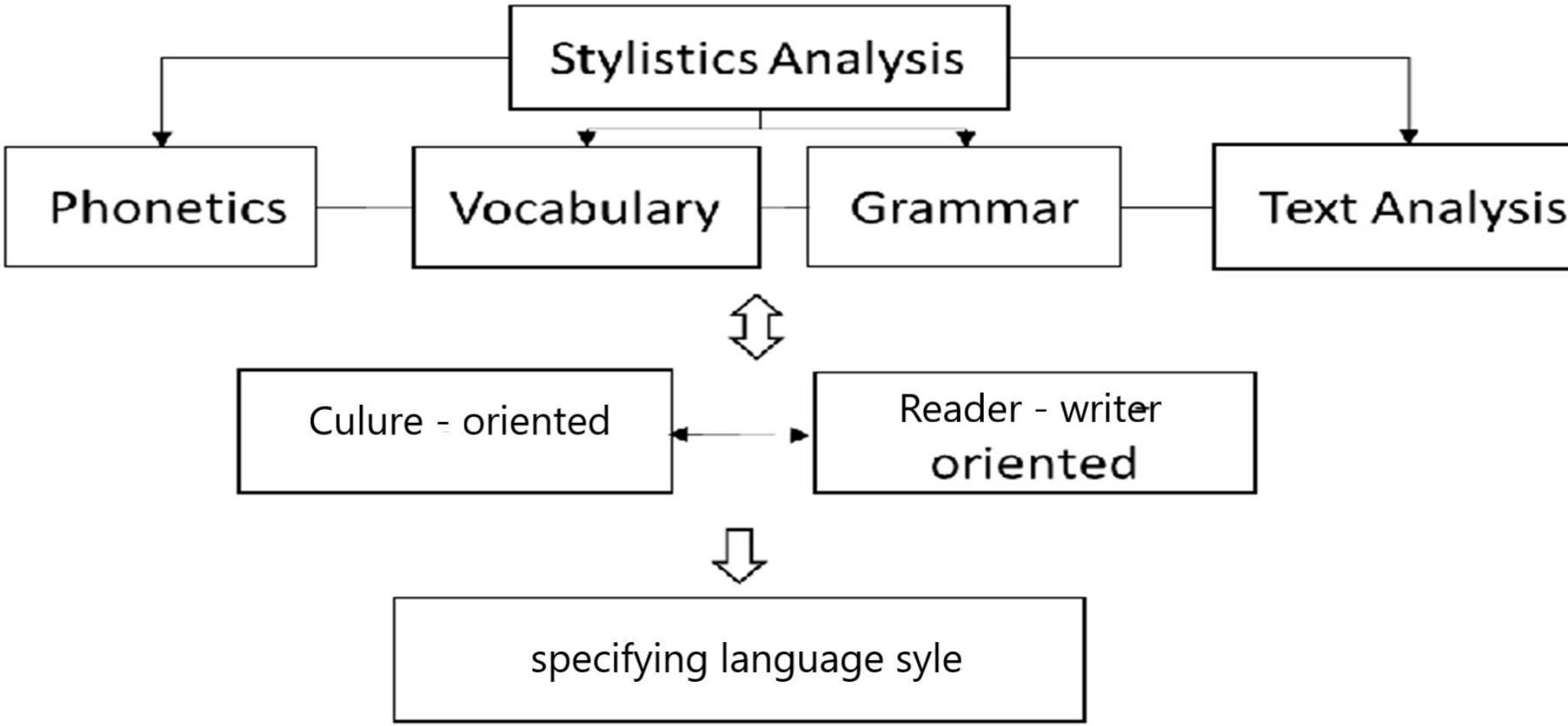
On many levels, Paul Simpson (2004) explains stylistics as interdisciplinarity research that aims to achieve a method of textual interpretation and analysis in which primacy of place, time, structure and culture are assigned to language explains stylist. See the levels of stylistic analysis:


Analyses
Structures
Phonological
Morphological
Lexical
Syntactic
Semantic
Pragmatic
Sounds
Phonemes
Morphemes
Words
Syntactic Structures
Representation Structures
Communicative Intentions

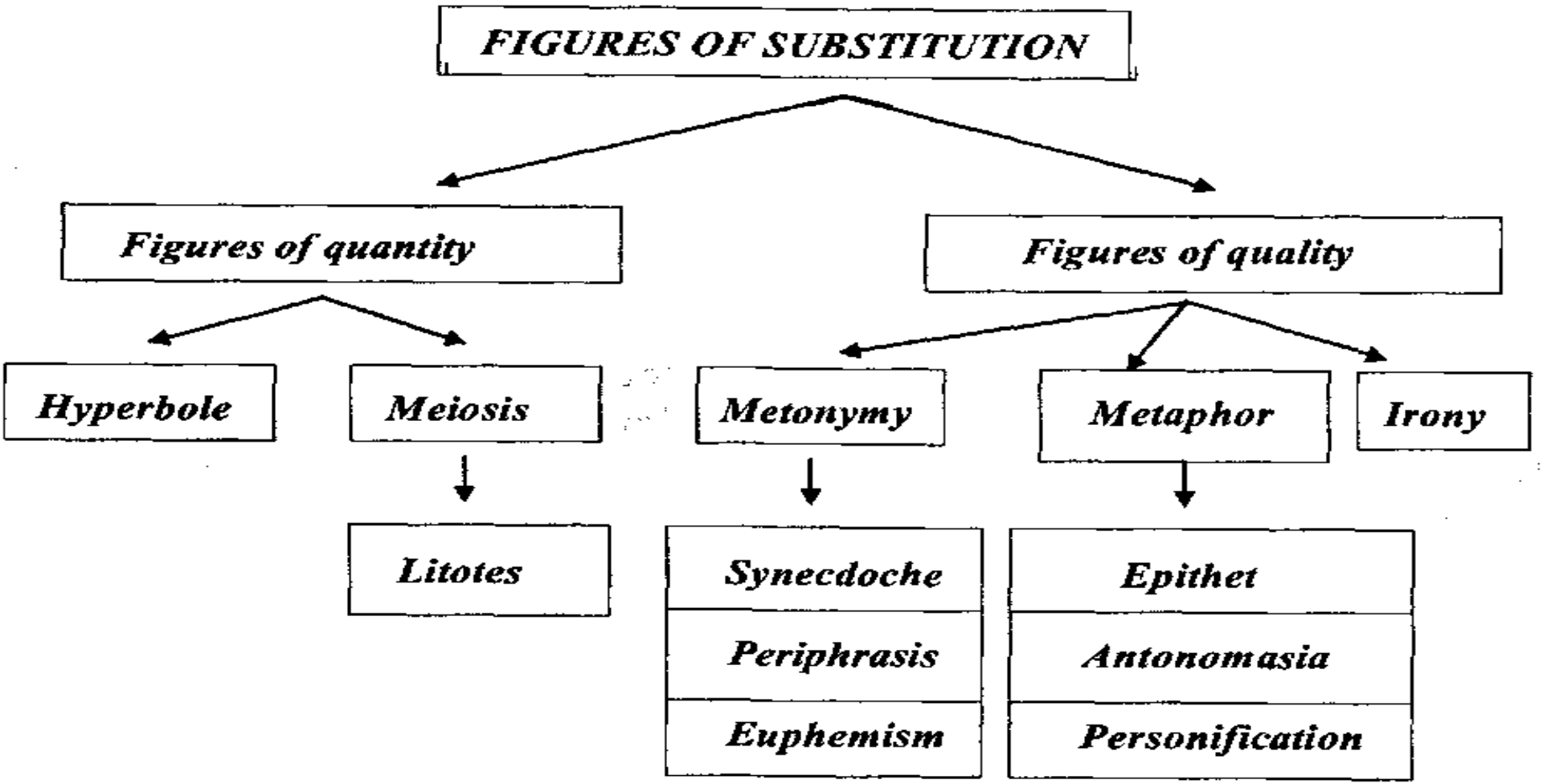
# Methodology of stylistics

Thus, stylistics still possesses the methodological traits that rhetoric passed onto it. Its power comes from its ability for application to textual data, which is its sole purpose.

Over time, stylistic methodologies—qualitative and quantitative—have improved. According to stylist Ron Carter (2010), style should aim to be "open, evidenced, and retrievable". This claim is crucial to stylistics in that it supports the falsifiability assumptions that science holds.

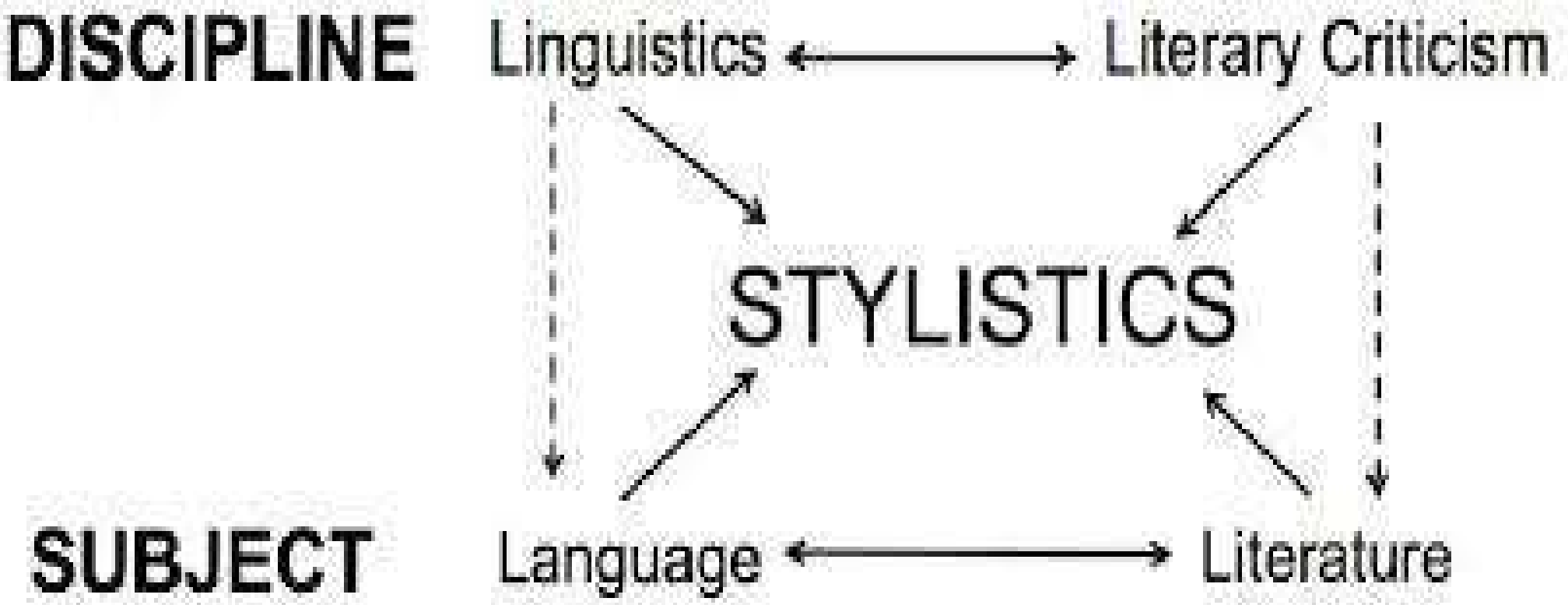

Stylistics Analysis
Phonetics
Vocabulary
Grammar
Text Analysis
Culure - oriented
Reader - writer oriented
specifying language syle

Mick Short (1996), another stylistician, asserts that language description should be used to support independent critical claims made in the context of literary studies of interpretation and evaluation. See the following figure:


FIGURES OF SUBSTITUTION
Figures of quantity
Figures of quality
Hyperbole
Meiosis
Litotes
Metonymy
Synecdoche
Periphrasis
Euphemism
Metaphor
Epithet
Antonomasia
Personification
Irony

# Stylistic analysis

A stylistician, who has a thorough understanding of the language functions and levels, can be thought of as a type of empirical or forensic discourse critic:


DISCIPLINE
Linguistics
Literary Criticism
STYLISTICS
SUBJECT
Language
Literature

The next step for stylistic analysis is to see whether there is any linguistic evidence to back up this assertion and/or to look for counter-evidence to refute it. For example:

The stylistic analysis of translation performance backs up this claim in translation theory. See the following steps diagram:

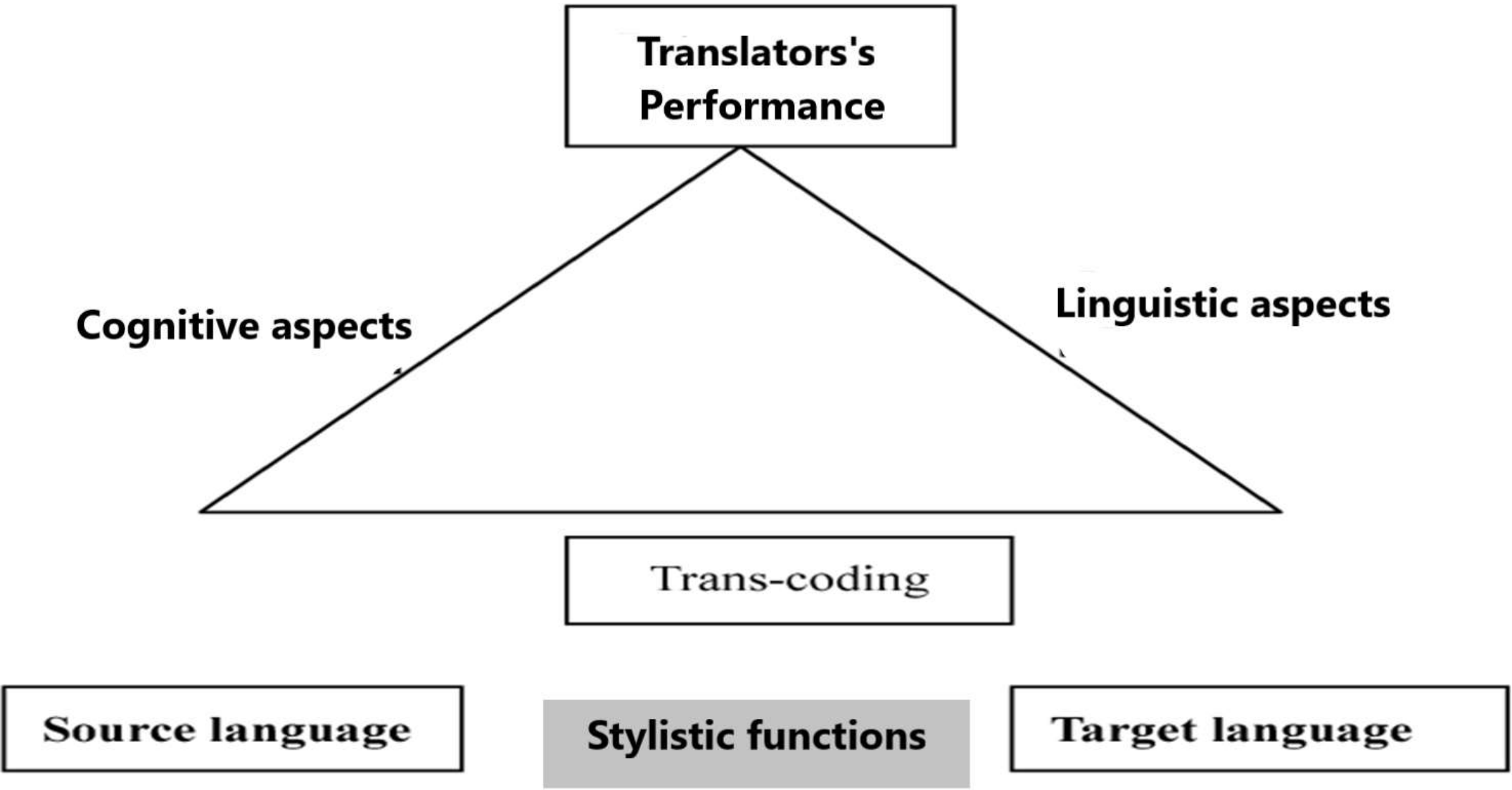

Translators's Performance
Cognitive aspects
Linguistic aspects
Trans-coding
Source language
Stylistic functions
Target language

Figure 1

The stylistic detective can then present the linguistic data acquired by systematic investigation, and can offer a plausible and relatively objective interpretation of cognitive stylistic evaluation.

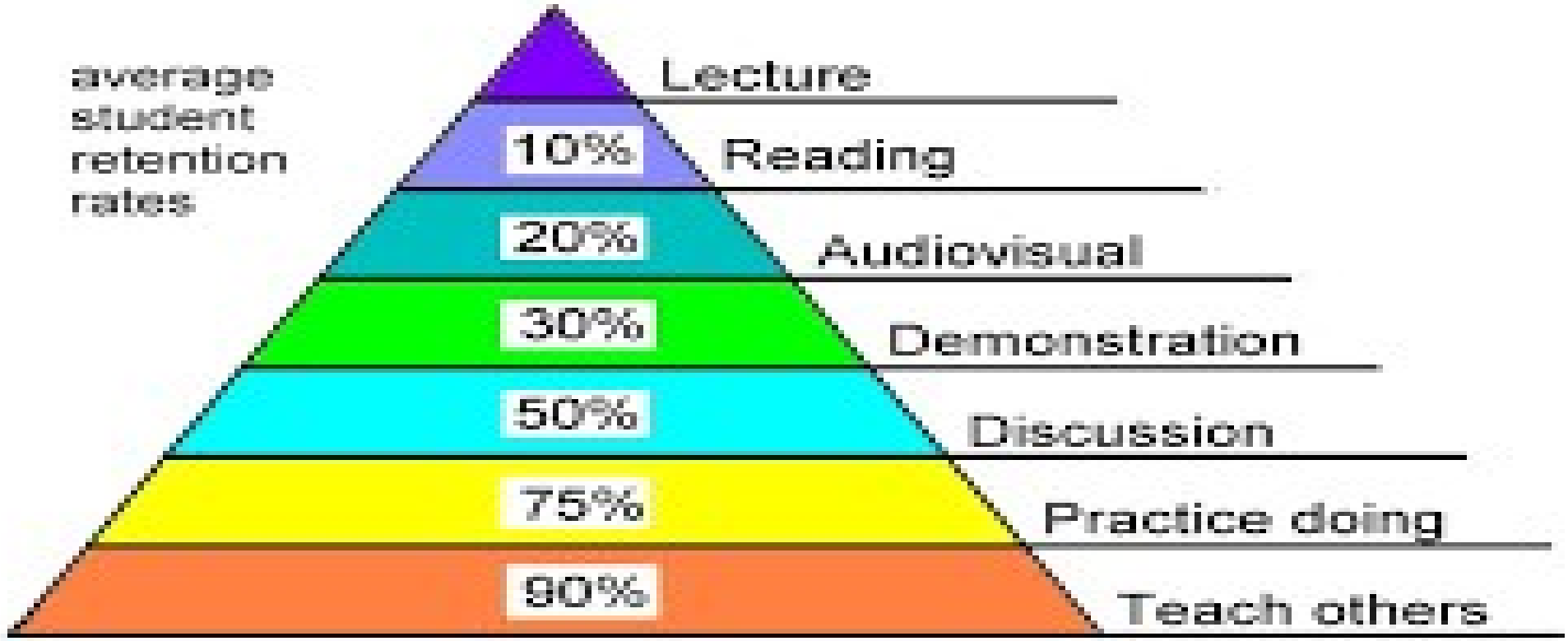
In this way, stylistics encourages literary criticism to be about more than just opinions. It is a kind of linguistic-forensic, literary discourse criticism.

# Stylistics and language learning (pedagogy)

Today's stylistics is often context- and discourse-based (Verdonk, 2002; Simpson, 2004), concentrating on questions of style, register, genre, culture, and identity choices in a variety of situations. It also focuses on the learning pyramid

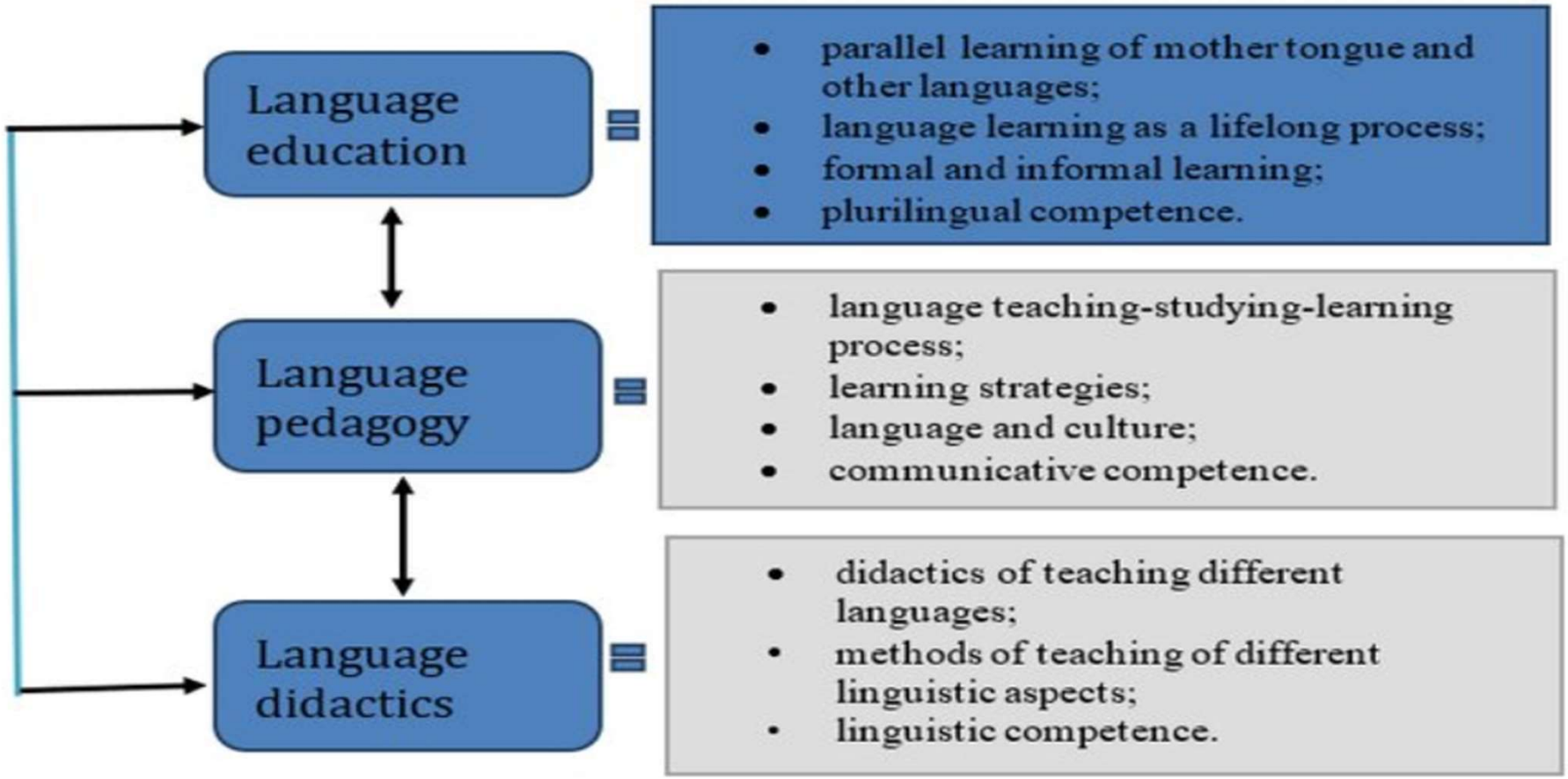
The concept of language learning is one of "appropriation" or "participation," where learners attempt, frequently under challenging conditions, to make use of the resources or "affordances" that previous language uses for their own evolving communicative purposes, as demonstrated by Kramsch (2000). See the following learning pyramid:

# Learning Pyramid



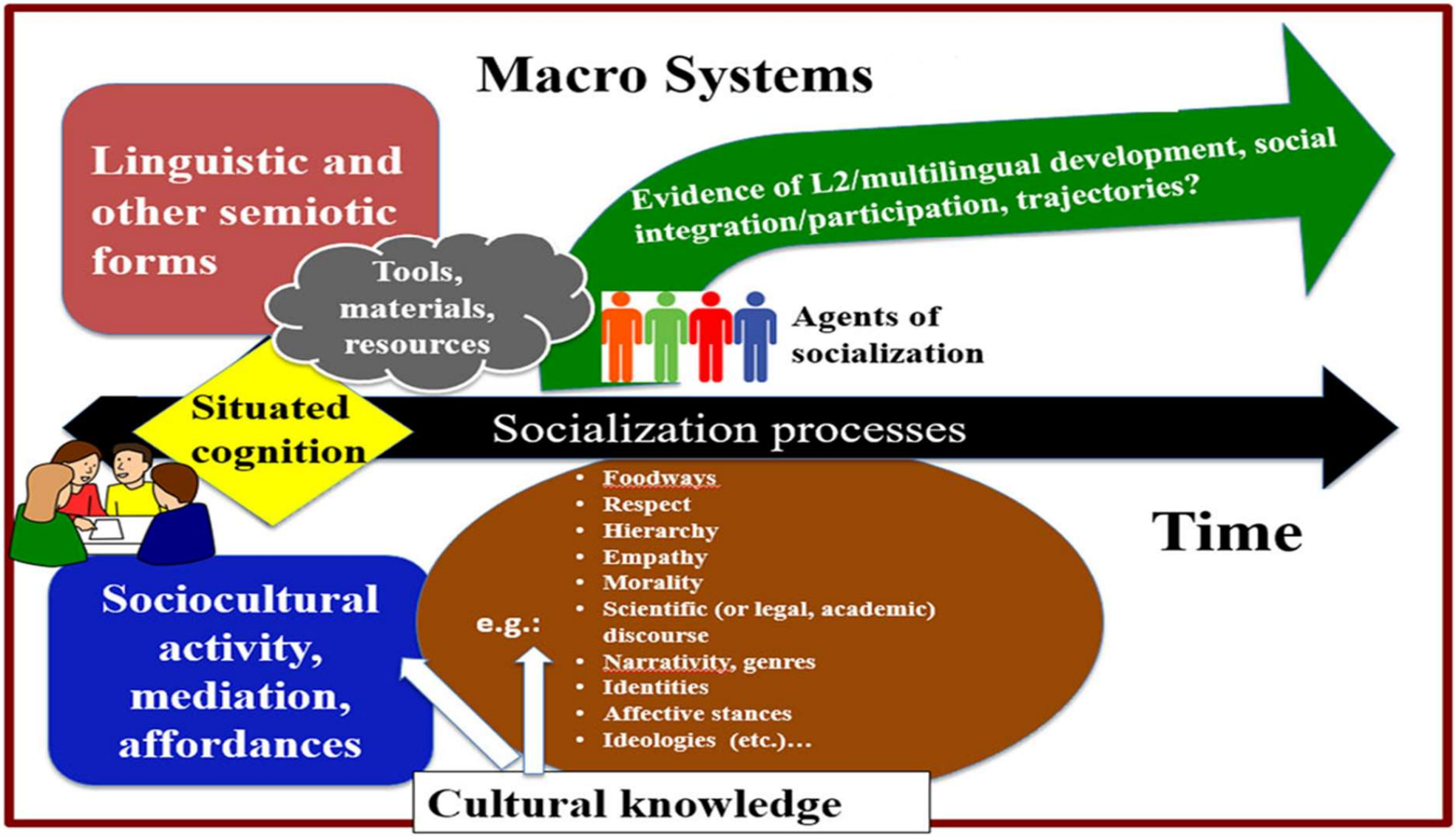

Source: National Training Laboratories, Bethel, Maine

There is an empirical information about the contribution stylistics in relation to the literary, cultural, and general language education. See the following figure about the level of teaching in terms of stylistic functions of language


Language education
parallel learning of mother tongue and other languages;
language learning as a lifelong process;
formal and informal learning;
plurilingual competence.
Language pedagogy
language teaching-studying-learning process;
learning strategies;
language and culture;
communicative competence.
Language didactics
didactics of teaching different languages;
methods of teaching of different linguistic aspects;
linguistic competence.

# Why use stylistics in second language contexts?

In second and foreign language contexts, the use of literary texts is frequently encouraged as a way to improve reading comprehension, vocabulary development, and cultural awareness. In more traditional systems, the appreciation of the literary classics is seen as the pinnacle of that language and civilization.


Macro Systems
Linguistic and other semiotic forms
Tools, materials, resources
Evidence of L2/multilingual development, social integration/participation, trajectories?
Agents of socialization
Situated cognition
Socialization processes
Time
Sociocultural activity, mediation, affordances
e.g.:
Foodways
Respect
Hierarchy
Empathy
Morality
Scientific (or legal, academic) discourse
Narrativity, genres
Identities
Affective stances
Ideologies (etc.)…
Cultural knowledge

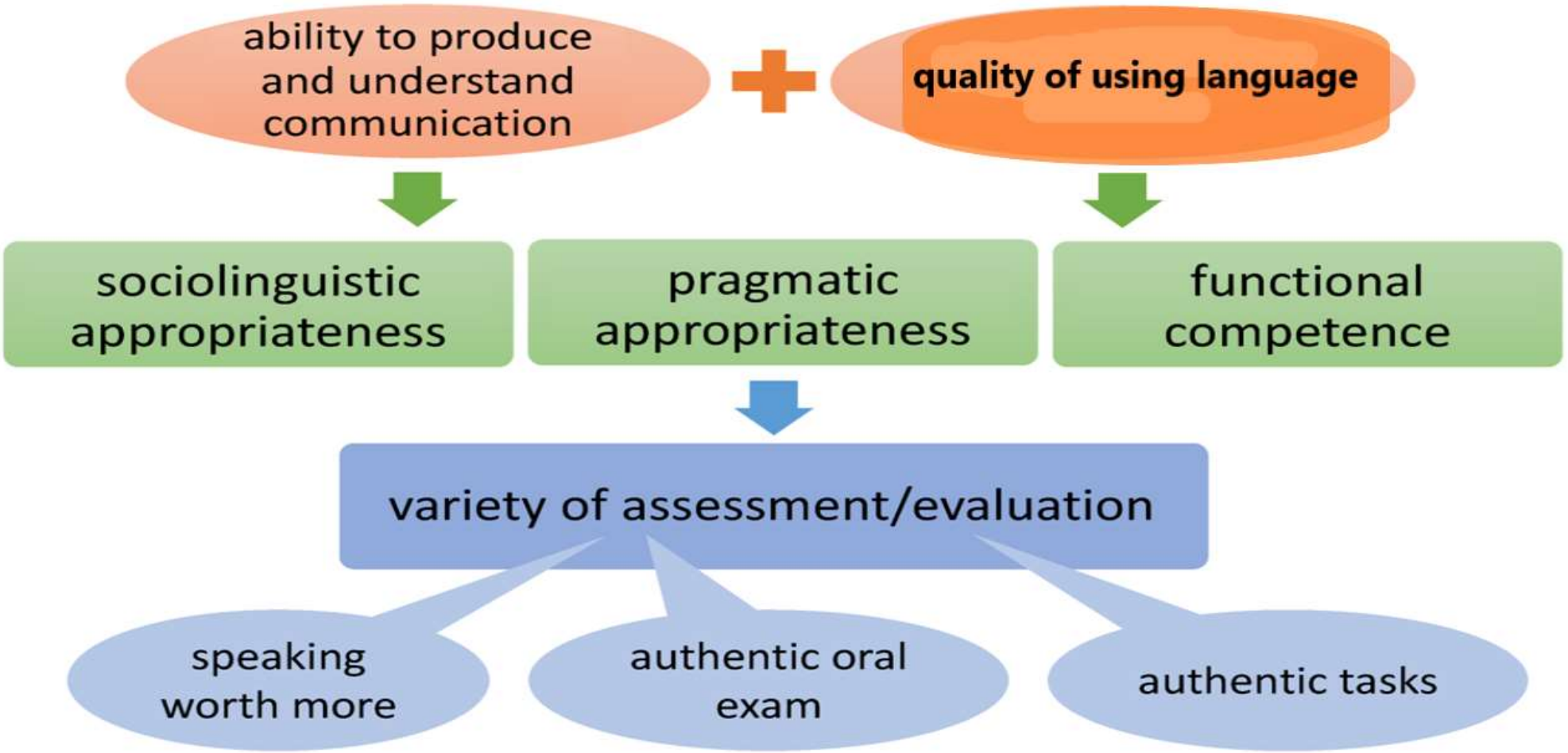
# Do stylistic approaches promote language learning?

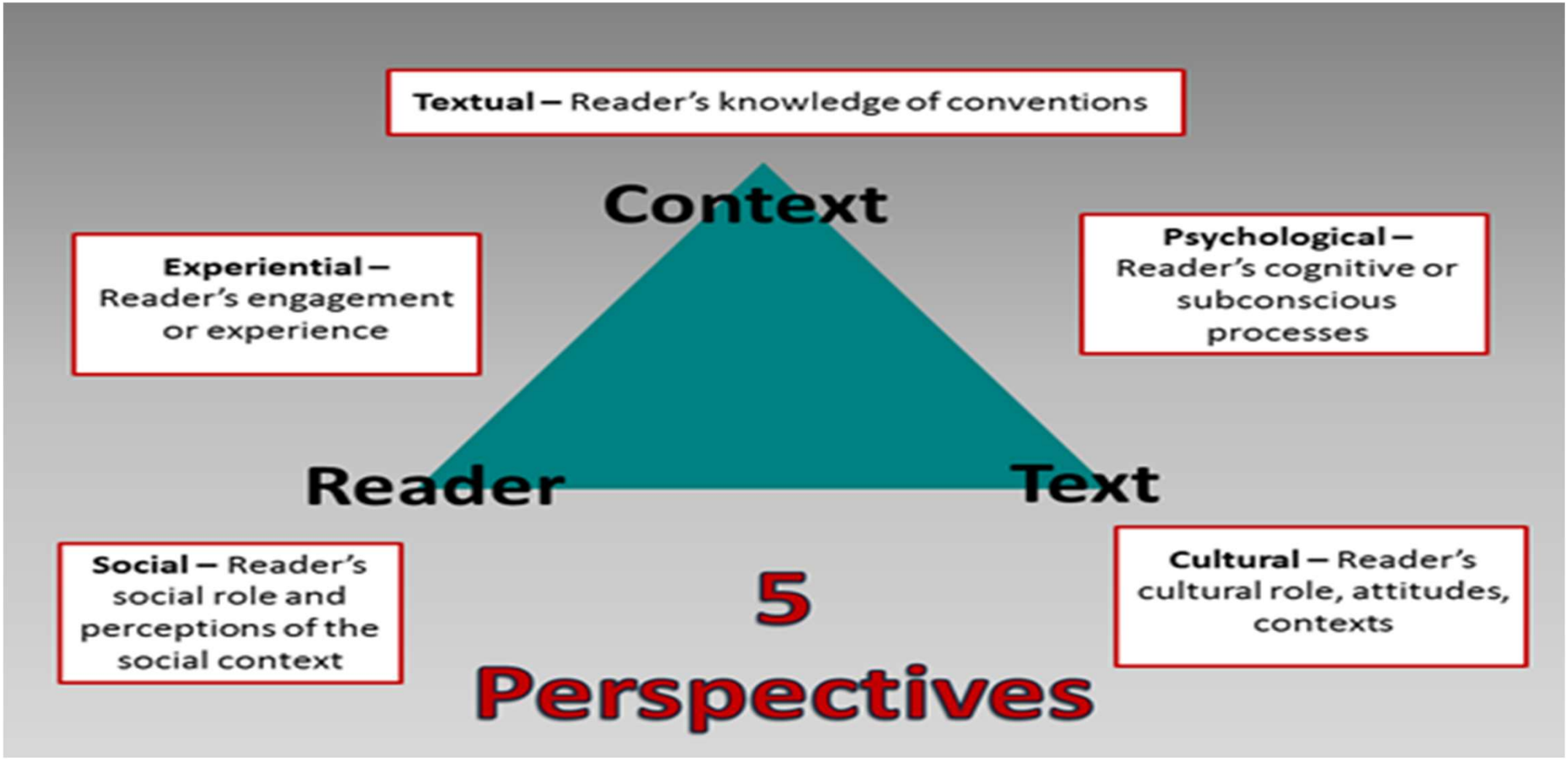
Edmondson (1997) asserts that the topic is often defined by 4 Stylistics in Second Language Contexts: conjecture, assertion, and counter-assertion in a well-known study on the use of literature in language instruction.

It would seem self-evident that language learners may acquire a lot from closely examining the language of texts with a variety of linguistic evaluation and assessment.

See the following:

# Assessment/Evaluation

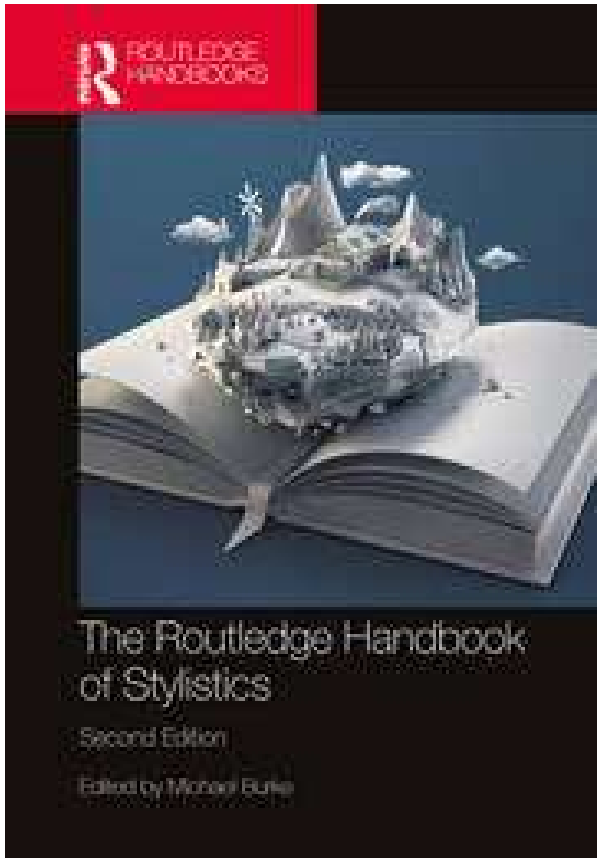



Textual – Reader's knowledge of conventions
Context
Experiential – Reader's engagement or experience
Psychological – Reader's cognitive or subconscious processes
Reader
Text
Social – Reader's social role and perceptions of the social context
Cultural – Reader's cultural role, attitudes, contexts
5
Perspectives

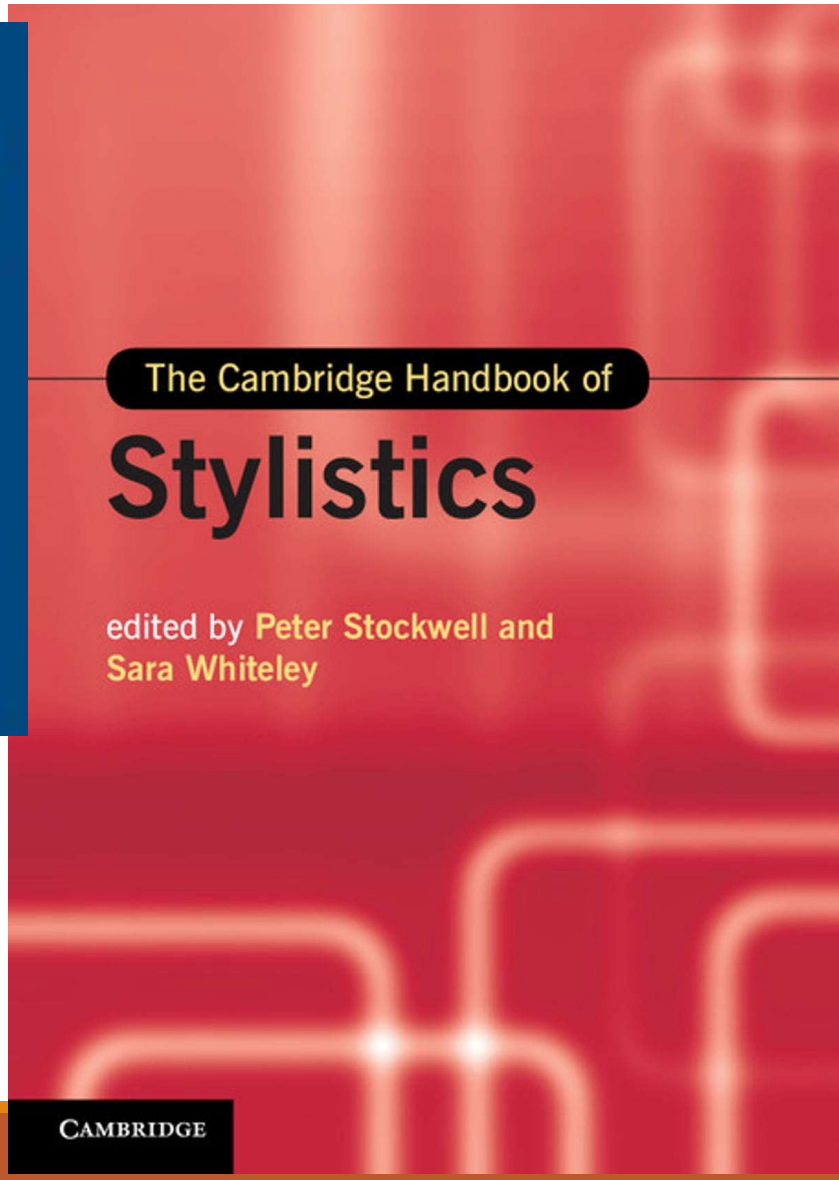
# Conclusions

# Branches of Stylistics

- Pragmatics Stylistics
- Functional Stylistics
- Cognitive Stylistics
- Affective Stylistics
- Critical Stylistics
- Feminist Stylistics
- Multimodal Stylistics
- Corpus Stylistics
- Formalist Stylistics
- Historical Stylistics


ROUTLEDGE HANDBOOKS
The Routledge Handbook of Stylistics
Second Edition
Edited by Michael Burke

STYLISTICS
Edited by
Michael Burke
CRITICAL CONCEPTS IN LINGUISTICS


The Cambridge Handbook of
Stylistics
edited by Peter Stockwell and Sara Whiteley
CAMBRIDGE