

A COMPARATIVE STUDY OF LITERARY AND LINGUISTIC STYLISTICS THAT RESULTED IN AN INTEGRATIVE MODEL

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Abstract:

Writing is a difficult talent to learn, and teaching it is even more difficult. Different strategies and approaches are used by English language teachers to teach this skill. Because of the diverse educational, cultural, social, linguistic, and economic backgrounds of students, teaching at the tertiary level in India is more complicated. This paper is an attempt to use a stylistic method to teach writing skills to Indian students.

The scientific study of style, stylistics, has mostly been used to analyze and interpret literary and non-literary works. There has been little investigation into the full possibilities of stylistics in the pedagogical arena. The scientist researched the topic of stylistics in the current study since it has its roots in ancient rhetoric, the art of persuasion speech and writing, which makes this research promising in terms of making a discovery.

By combining literary and linguistic style traits, this paper created a stylistic model. The thesis' coping stone states that style in any piece of writing (i.e. verbal artifact) is the way the content (i.e. ideas and arguments) is arranged and the language utilizes all feasible choices that enable this arrangement achieve an intended objective or create the desired impact. Stylistics is the study of this concept of style, and this is the

subject of this research. In a classroom environment, the integrated model of stylistics proposes a structure and principles for textual study and creation. Students may learn culinary abilities by being aware of various ingredients, procedures, and utensils, just as they can in cooking.

Keywords: strategies, stylistic method, interpret, ancient rhetoric, persuasion, linguistic style etc.,

Introduction:

The current topic, which is theoretical, serves as the foundation for the entire work in general and the paper in particular. The purpose of this work is to build an integrated model of stylistics for instructional purposes by comparing literary and linguistic stylistics, as well as to show the use of this model in text analysis and production. This paper begins by outlining the history of stylistics research, so establishing the backdrop for the current investigation and leading to the problem statement. Furthermore, particular study objectives are proposed in accordance with the problem definition.

The Research's background:

The proliferation of different branches of stylistics is a clear indication of researchers' interest in this field; its

association and collaboration with different fields such as psychology, anthropology, pedagogy, history, sociology, cultural studies, and cognitive sciences to name a few, highlight its acceptance and research compatibility within these fields; and fourth, the field has more questions left to be answered, areas where more research is needed; and finally, the field has more questions left to be answered, areas where more research is needed.

The scientific study of writings is referred to as stylistics. Can stylistics be used to teach writing skills? Although the answer to this question is affirmative, this thesis attempts to answer the question of "how." With so much study being done in the field of stylistics, the goal of this thesis is to develop a conceptual stylistic model that incorporates literary and linguistic stylistic aspects. This integrated model will serve two purposes: first, it will aid in the evaluation of literary and non-literary texts, and second, it will give a framework for the creation of literary and non-literary writings. Geoff Hall puts it like way:

Chomsky (1957, 1986; Saussure 1959) defined language as a system of signs and symbols that aid communication. The context in which these signs and symbols are utilized gives them their color. When language is used in a fresh and creative way, it becomes literature. Literary critics and linguists alike are interested in literature because of its originality and innovation. Literary criticism examines literature largely from an aesthetic standpoint, whereas linguistics examines literature or nonliterary materials primarily from a linguistic perspective.

Literary critics have dominated the interpretation and evaluation of literature for centuries, and they have proposed numerous theories of literature and critical techniques over that time. However, by the end of the nineteenth century, they were feeling challenged by linguistic advances. Linguistics was rapidly becoming a trustworthy tool for linguistic analysis at the time, and by the first half of the twentieth century, it had reached a level of scientific precision and sophistication that was commendable. It began to investigate works of literature, as well as a variety of other types of writing, after being equipped with powerful linguistic analytic tools. This development has a profound impact on literary studies of all types. Literary criticism of all stripes underwent a transformation. Some literary reviewers are opposed to it.

Literary critics and linguists in the second part of the twentieth century tended to agree that comprehending the language of a work of literature was necessary for analyzing, interpreting, and evaluating it, and therefore appreciating its essence. Critical analysis demystifies a literary text to help appreciate its beauty, and literature foregrounds language through its artistic structure. Linguistics provides theories, models, frameworks, and analytical techniques that assist literary critics in deciphering the meaning hidden in a text and so appreciating its beauty. In a nutshell, literary critics seek to understand the "what" of a piece, whereas linguists seek to understand the "how." As a result, rather than being antagonistic, they are complementary.

Statement of the Problem:

At the tertiary level in India, pupils lack command of writing abilities. Excellence in writing skills is required for academic and professional success. Indian researchers have conducted very little formal research in the discipline of stylistics in order to fully leverage the field's potential for language awareness and teaching different types of writing to pupils. To expose students to various types of text, to help them understand the various levels at which language operates, to enable them to make writing decisions based on the purpose, audience, and effect desired in the minds of the readers, and to empower them to select the appropriate set of words and phrases at each level of language with the goal of writing in the target language.

The Study's Objectives and Purpose:

The objectives of this study have been formulated in light of the foregoing study background and setting.

I. To conduct a comparative study of various types of stylistics, with a particular focus on literary and linguistic stylistics.

II. To create an integrative stylistics approach (model).

III. To use this approach/model to interpret various texts and to assist in the teaching of various types of writing skills.

IV. To utilize this technique in education, which will be extremely beneficial since (a) it will assist students in interpreting and appreciating various types of writing, and (b) it will show them how diverse elements of a text cohere into an organic whole, thereby training them in successful writing.

Because stylistics is a systematic study of the style of any sort of writing,

distinguishing between them is a pointless academic exercise that has kept stylisticians busy for far too long. In any piece of writing (i.e. verbal artifact), style refers to how the content (i.e. ideas and arguments) is ordered and how the language makes use of all available options to achieve the intended purpose or create the desired impact. Stylistics should be the study of this concept of style, and this is what the current research is about.

Importance of the Research:

Literature and literary criticism classes are the most common uses of stylistics. It is employed as a critical theory and instrument. Its full potential has yet to be fully realized. The inclusion of stylistics in management and engineering courses, in addition to language and literature classes, is advocated in this study, particularly in the Indian setting, where this discipline is underutilized in order to improve the effectiveness of writing and analysis. Courses such as Business Communication, Professional Writing, Technical Writing, and Soft Skills, to mention a few, include parts on grammar and writing instructions, but they do not expose students to the various layers at which the language operates. This is accomplished through the study of stylistics.

Framework for conceptualization:

Writing is a difficult skill to master in an academic setting, and it is taught purposefully through formal teaching and practice. A cognitive model of writing exposes a sequence of processes and sub-processes that writers use to make those choices and decisions at each level, keeping their audience, purpose of writing, and other limiting considerations in mind (Fowler and

Hayes, 1981). The cognitive model of writing establishes the framework for the mental processes involved in writing, subsequent research demonstrate that the training in writing is culture-specific (Galtung, 1981) and is delivered keeping the expectations and demands of every society (Uysal, 2008). (Uysal, 2008). As a result, writing has a different tradition in each community, which distinguishes it from the conventions followed in any other society.

Conclusion:

Because it is constructed on an intricate interaction between reading and writing; analyzing and composing, the inclusion of stylistics in the pedagogy of writing has a specific goal to be satisfied. As one rhetorician, Peter Ramus, puts it, "since stylistics has its roots in rhetoric, it would be easier to understand the mechanism." Rhetorical pedagogy, he claims, is separated into two broad activities: analysis and genesis. It is the analysis of successful speaking or writing that comes before and improves one's own speaking or writing (genesis). As a result, in the stylistics model proposed, students are first exposed to instances or models of writing, where analyses of the texts assist them to comprehend the levels of language, and this information aids them in writing.

The writer's decision-making power and choices are what guide the writing process; the syntactic and lexical choices are what guide the writing process (Britton, 1978). As a result, when the cognitive model of writing guides the writer's thinking through the writing process, the stylistics model enables the writer to make conscious decisions at each linguistic level based on the

writer's requirements, purpose, audience, and context. As a result, the study of stylistics is relevant in today's setting for students since it is methodical, organized, and provides a wide range of tasks that will boost their confidence by providing a toolkit (Short, 1996). Furthermore, as Hall points out in his article, it has the potential to make a big contribution.

It is proposed that stylistics be employed as a pedagogical tool for teaching pupils good writing skills. Although primary research could not be conducted in this study to compare the effectiveness of this tool to other tools due to its scope and limitations, the researcher proposes to conduct primary research in the field to validate the effectiveness of this model for teaching effective writing and making students sensitive to the use of English.

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