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THE STYLISTIC ANALYSIS OF ALICE MUNRO'S "CARRIED AWAY"

Dhuha A. Hammadi

Iraq-General Directorate of Education in Anbar/ Ministry of Education

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ABSTRACT

The study aims to identify and analyze Alice Munro's short story collection 'Open Secrets', specifically the first tale of 'Carried Away' which is called 'Letters', from a syntactic stylistic perspective. The model adopted in the study is G. Leech and M. Short (2007). The syntactic devices that are specialized for the study are the sentence type, its complexity, the clause types, and the verb phrases. The sentence complexity only includes two devices in the study: the sentence length and the independent and dependent clauses. The study plans to evaluate the frequent use of some syntactic stylistic features in Munro's short story and to identify the most common syntactic stylistic devices utilized in it. The result of the study reveals that the most dominant sentence type is the statement sentence among the others to make the readers interpret and understand it easily and clearly. Secondly, analyzing the sentence complexity for each paragraph of the story, the paragraph (20) is the most length sentence out of the first part of the story. The highest ratio of the dependent clauses to independent ones is existed in paragraph (4). Thirdly, although a variety of clause types are utilized in the data, the adverbial clauses occupy the first place among the others to give additional descriptive details and information to the readers. Finally, the verb clauses with different tenses are widely used and the past tense is the dominant one in the story to tell the story events that happened in the past.

1. Introduction

Stylistics, which is a branch of Applied Linguistics, is the science studying the use of language in texts. It is a way of mediation between two aspects: literary criticism and linguistics. It deals with the way of how a writer /speaker uses language in written/ spoken text to make a coherence one and makes the extent of effectiveness and interpretation on the part of reader/ listener. H. G. Widdowson (1975:4-7) defines stylistics as the literary style study from a linguistic aspect. Linguists' attention focused on it for a long time for showing both its effective language use and its patterns. Most stylistic studies aim to state how a text 'works' or interpret. They are not concerned with the formal feature texts but they show "their functional significance for the interpretation of the text." In other words,

they link the "literary effects or themes to linguistic 'triggers' where these are felt to be relevant" (K. Wales, 2001, 400).

Munro is a Canadian short-story writer, won the 2013 Nobel Prize in Literature. She is regarded as the master of the contemporary short story. 'Carried Away' is one of Alice Munro's short stories which is the first part of her collection 'Open Secrets'. In 'Letters', the first tale of the short story 'Carried Away', Munro tried to perform certain things: "exploring things that did not happen, relationships that never were, lives that ended in objective reality but that continued to work in another's life." what signifies Munro's short story collections, specifically 'Carried Away', is her emphasis on a culture of denial. In 'Carried Away', she adheres the women and men who work to have a better life and she makes an attack against the open secrets that prohibit them to have that right "Alice Munro: 'Carried Away'/'the Mookse and Gripses', 2018". The theme of 'Carried Away' is the natural human expectations against planning that is judged by intervention of circumstances, and the difficulty of true communication " 'Carried Away' by Alice Munro: Summary & Analysis, 2017."

The aim of the study is to show the role of the syntactic stylistic devices used by Munro in 'Letters', the first tale of the fictional short story 'Carried Away', and to identify the most common syntactic stylistic ones that are utilized in it. The model adopted in the study is G. Leech and M. Short (2007). They employ certain syntactic devices, namely sentence types, clause types, verb phrases and the sentence complexity, to analyze a literary work stylistically. They assist the readers to interpret and understand the text clearly.

2. Literature Review:

2.1 Previous Studies of Stylistic Analysis:

A great number of studies concentrate on the stylistic analysis of texts. They are similar to the present study in particular angles but they differ from the present one in certain aspects. These studies are as follows:

H. A. Bilal and Almontaha Cheema (2012) tackled a stylistic analysis, namely graphological, syntactical, semantically and phonological patterns, in their study. Wordsworth's poem 'Early Spring' was the data of the study. The findings proved that such analysis assisted the readers to understand the poem's concept that there was a contrast between the nature harmony and the mankind disharmony.

Bonifacio's study (2013) analyzed the style of J. K. Rowling's novel 'Harry Potter' series, from part I up to VII, in terms of N. Chomsky's Transformational Grammar Theory. The study specialized to the syntactic study: the sentence structure, tense of the verb, and voice of the verb; and the deep structure depending on kernel sentences in transformed sentences, connectives used, and reductions used. The results revealed that J. K. Rowling widely utilized the compound complex, declarative, simple past, and active voice.

Abdul Bari Khan, Madiha Ahmad, Sofia Ahmad and Nida Ijaz(2015) made a stylistic study analyze the short story 'The Last Word' by Dr. A. R. Tabassum in terms of G. Leech and M. Short (2007). The stylistic study comprised the figures of speech , including the grammatical, lexical and phonological features. The analysis revealed that he used someone's consolatory speech and that person was about to leave the world and the address created an allegorical way. In that way, he portrayed the garden as the metaphor for the world and the different sun phases , that the protagonist mentioned were the different phases of man's life.

Another study was presented by Abdul-Kareem SH. Dawood(2017). He used M.A. K. Halliday's theory (1985)to analyze Heminguy's 'A Very Short Story' stylistically. In his study, he relied on the analysis of the sentence complexity and its length and their roles in conveying the message. The results unraveled that essential ideas could be conveyed by the complex sentences and their length.

According to the previous studies, certain points of similarities are found with the present study. First of all, all of them are specialized in the stylistic analysis but from different aspects. Secondly, their general aim is to show how the writer uses the language with different choices in written literary texts. The present study differs from the studies above in that it is specified to identify and analyze the syntactical features, (i.,e.)the sentence types, clause types, and verb phrases and sentence complexity whereas some of them study the figurative speech of literary texts in addition to other features. The models adopted in these studies differ from one to another, the model adopted in the present one is Leech and Short (2007) for showing how meaning is constructed throughout the utilization of syntactical textual features.

3. Stylistics:

Many stylists and linguists agree to define stylistics as the style study in a particular literary text. Crystal prospects that stylistics is a linguistic branch studying the features of language uses. Additionally, it forms certain principals for the individual and social groups' choices when they use their language (Crystal, 2008: 460). Leech and Short (2007: 11) affirm that the aim of literary and linguistic analysis is to illustrate the relationship between language and its artistic function; moreover, it is to link "the critic's concern of aesthetic appreciation with the linguist's concern of linguistic description."

3.1. The Adopted Model: G. Leech and M. Short (2007)

Leech and short (2007) define stylistics as the style study showing the interplay "between language and artistic function." They states four checklist categories in analyzing any written or spoken texts and they are as follows (pp.61- 64):

- 1.Lexical categories include general, noun, adjective, verb and adverb.

2. Grammatical categories consist of sentence types, sentence complexity, clause types, clause structure, noun phrases, verb phrases, other phrase type, word classes, and general subsequently.

3. Figures of speech comprise grammatical and lexical schemes, phonological schemes, and tropes.

4. Context and cohesion.

The present study concentrates on some of syntactic categories which can be summarized as the following:

1. Sentence types mean either declarative, question, command, or exclamation sentences.

2. Sentence complexity refers to examine the average sentence length, and the independent and dependent clauses.

3. Clause types indicate the types of dependent clause(i.e) relative clauses (R. C.), adverbial clauses(Adv. C.), different types of nominal clauses (N. C.).

4. Verb phrases comprises all the types of verb tenses.

4. DATA COLLECTION AND ANALYSIS

4.1 Data Collection

In the study, the data collection is Alice Munro's short story 'Letters' that is the first tale of 'Carried Away', a part of her short story collection 'Open Secrets'. The data collection will be stylistically analyzed in terms of G. Leech and M. Short (2007).

4.2 Data Analysis

Item no.	The Sentence	Its Type	Clause Type	VP.
1.	"Louisa opened the letter that had arrived that day"....(p.3)	Statement Statement	N. C.	Opened the letter, had arrived
2.	"She ate steak and potatoes, her usual meal, and drank a glass of wine" (p.3)	Statement Statement		Ate steak ..., drank a glass....
3.	"There were a few travellers in the room, and the dentist who ate there every night because he was a widower" (p.3)	Statement Statement Statement	R. C. Adv. C.	were a few ..., ate there..., was a....
4.	"He had shown an interest in her in the beginning but had told her he had never before seen a woman touch"(p.3)	Statement Statement Statement	N. C. Adv. C.	had shown ..., had told ..., had seen
5.	"It is for my health". (p.3)	Statement		is for....
6.	"The white tablecloths were changed every week and in the meantime were protected by oilcloth mats "(p.3)	Statement Statement		were changed ..., were protected....
7.	"In winter, the dining room smelled of these mats wiped by a kitchen rag, ...—a smell not unpleasant...."(p.3-4)	Statement		smelled of
8.	"On each table was a little cruet stand with the bottle of brown sauce...."(p.4)	Statement		was....
9.	"The letter was addressed to "The Librarian, Carstairs Public Library, Carstairs,	Statement		was addressed to....

	ntario".(p.4)			
10.	"it was dated six weeks before—January 4, 1917 "(p.4)	Statement		was dated
11.	"After supper Louisa went up to the Ladies' Parlor on the second floor, and sat down at the desk" (p.5)	Statement Statement	Adv. C.	went up ..., sat down
12.	"Louisa was twenty-five years old and had been in love once, with a doctor she had known"(p.9)	Statement Statement Statement	R.C.	was..., had been, had known
13.	"Her love was returned, eventually, costing the doctor his job" (p.9)	Statement	Adv. C.	was returned
14.	"There was some harsh doubt in her mind about whether he had been told to leave the sanatorium or had left" (p.9)	Statement Statement Statement	N. C.	was ..., had been told, had left....
15.	" He was married, he had"(p.9)	Statement Statement		was married, had....
16.	Letters had played a part" (p.9)	Statement		had played
17.	"After he left, they were still writing to one another. And once or twice after she...."(p.9)	Statement Statement Statement	Adv. C. Adv. C.	left, were writing
18.	"Then she asked him not to write anymore and he didn't". (p.9)	Statement, Negative	Adv. C.	asked..., didn't....
19.	"But the failure ... and made her take the travelling job". (p.9)	Statement Statement		drove..., made....
20.	"Then there would be only the one disappointment..., when she got back...." (p.9)	Statement Statement	Adv. C.	would be..., got back....
21.	"Her last letter had been firm and stoical, and some consciousness of herself as a heroine of love's tragedy went ...as she hauld her display cases up and ... and talked about Paris styles and said that her sample hats were bewitching, and drank her solitary glass of wine (pp.9-10)".	Statement Statement Statement Statement Statement Statement	Adv. C. N.C.	had been ..., hauled her ..., talked ..., said...,were bewitching, drank
22.	"If she'd had anybody to tell, though, she would have laughed at just" (p.10)	Statement Statement	Adv. C. Adv. C.	Had had, would have laughed
23.	"She would have said love was all hocus-pocus, a deception, and she believed that". (p.10)	Statement Statement Statement	N. C.	would have said, was..., believed that
24.	"But at the prospect she still felt a hush, a flutter along the nerves, a bowing down of sense", (p.10)	statement		Felt...,
25.	"She had a picture taken". (p.10)	Statement		had taken
26.	"She knew how she wanted"(p.10)	Statement Statement	Adv. C.	Knew..., wanted
27.	"She would have liked to wear a simple white blouse, a peasant girl's smock...."(p.10)	Statement		would have liked...,
28.	"She did not own a blouse of that description and in fact had only seen them" (p.10)	Negative Statement		did not own..., had seen....

29.	"she would have liked to let her hair down". (p.10)	Statement		would have liked....
30.	"if it had to be up, she would have liked it piled" (p.10)	Statement Statement	Adv. C.	Had had..., would have liked....
31.	"Instead she wore her blue silk shirt-waist and bound her hair as usual". (p.10)	Statement Statement		wore..., bound....
32.	"She thought the picture made her look" (p.10)	Statement Statement	N.C.	thought..., made....
33.	"Her expression was sterner and more foreboding than she had intended". (p.10)	Statement Statement	Adv. C.	was..., had intended
34.	"She sent it anyway".(p.10)	Statement		sent
35.	"She had wracked her brains, to remember of course",. ..(p.10).	Statement		had wracked...,
36.	"She could not remember shaking out her hair, as he said she had done, smiling... when the raindrops fell on the radiator". (p.10)	Negative Statement Statement Statement	N.C. Adv. C. Adv. C.	could not remember..., said, had done... , fell on....
37.	"He might as well have dreamed all that, and perhaps he had". (p.10)	Statement Statement		might have dreamed..., had....
38.	"She had begun to follow the war in a more detailed way than she had done"(p.10)	Statement Statement	Adv. C.	had begun ..., had done....
39.	"She did not try"(p.10).	Negative		did not try....
40.	"She went along the street with a sense that her head was filled"(pp.10-11)	Statement Statement	N.C.	Went ..., was filled
41.	"and then there was a battle going on ..., where surely there had been one before (p.11)?"	Statement Question	Adv. C.	was..., had been....
42.	"She laid open on her desk the maps of the war that appeared" (p.11)	Statement Statement	R. C.	laid open..., appeared...
43.	"She saw in colored lines the German drive to the Marne, the first thrust of the Americans"(p.11)	Statement		saw...,
44.	"She looked at the artist's brown pictures of a horse rearing up during an air attack", (p.11)	Statement	Adv. C. Adv. C.	looked at...
45.	"Now she felt what everybody else did—a constant fear and misgiving and at the same time this addictive excitement ".(p.11)	Statement	R. C. Adv. C.	felt..., did....
46.	"You could look up from your life of the moment and feel the world"(p.11)	Statement		could look ..., feel....,
47.	"Every Tuesday afternoon the ladies and girls of the Red Cross met in the Council Chambers, which was"(pp.11-12)	Statement Statement	R. C.	met....
48.	"When the Library was empty for a few moments, Louisa went ... the room and she entered the room ".(p.12)	Statement Statement Statement	Adv. C.	was..., went..., entered....

49.	She had decided to knit a scarf (p.12).	statement		had decided
50.	"At the sanatorium she had learned how to knit a basic stitch, but she had never learned or had forgotten ".(p.12)	Statement Statement Statement	N. C.	had learned..., had learned, had forgotten....
51.	"The older women were all busy packing boxes or cutting up and folding bandages from sheets of heavy cotton that were spread"(p.12)	Statement Statement	Adv. C. R.C.	Were..., were cutting and folding, were spread
52.	"But a lot of girls near the door were eating buns and drinking tea".(p.12).	Statement Statement		were eating and drinking
53.	"One was holding a skein of wool on her arms for"(p.12)	Statement		was holding ...,
54.	"Louisa told them what she needed to know".(p.12)	Statement	N. C.	told..., needed....
55.	"So what do you want to knit, then(p.12)?"	Question		do...want...?
56.	Oh, you'll want the regulation wool(p.12).	Statement		'll want....
57.	"She came back ..., and fished a spare pair of needles ...,telling Louisa they could be hers". (p.12)	Statement Statement	N. C. Adv. C.	Came back..., could be
58.	"I'll just get you started," she said. "It's a regulation width, too".(p.12)	Statement Statement Statement		'll get..., is
59.	"Other girls gathered around and teased this girl, whose name was Corrie ". (p.12)	Statement Statement Statement	R. C.	gathered..., teased..., was....
60.	"They told her she was doing it all wrong".(p.12)	Statement Statement	N. C.	was doing
61.	"Oh, I am, am I?" said Corrie. "How would you like a knitting needle in your eye? Is it for a friend?" (p.12)	Question Statement Question Question		Am..., would like ..., is....
62.	"Of course they would think of her as an old maid, they would laugh at her or feel sorry for her, according to whatever show they put on," (p.12)	Statement Statement Statement Statement	N. C.	would think ..., would laugh..., would feel..., put on
63.	"So knit up good and tight," (p.12)	Command		knit up....
64.	"Knit up good and tight to keep him warm!" (p.12)	Exclamation		knit up...
65.	"One of the girls in this group was Grace Home".(p.12)	Statement		was....
66.	"She was a shy but resolute-looking girl, nineteen years old", (pp.12-13)	Statement		was...
67.	"She had become engaged to Jack Agnew before he went overseas, but they had agreed not to say "(p.13)	Statement Statement Statement	Adv. C.	had become..., had agreed....

4.3 The Findings and Discussion

As for the data analysis, the results reveal the following things:

1.The most frequent sentence type was the statement to narrate the story simply, directly and clearly, it scored 122 examples,(i., e.) 94%, out of the total sentences that were 126 examples. The question sentences occupied the second place, it recorded 5 examples,(i., e.) 4%, out of the total sentences whereas the third place belonged to the command and exclamation ones scoring one example,(i., e.) 1%, for each type out of the total sentences as explained in Table (1).

2.In Table 2, it is clear that there was a variety of length average in the paragraphs. The highest sentence length average scored 235.7 in paragraph (20) but other paragraphs like (16, 19, 17, 14) scored less than the highest one(i.,e.) (179.5, 163.3, 23, 138.3, 135.5) subsequently. According to Table (2), it is also obvious that the independent clauses were similar to the number of sentences in each paragraph. The dependent clauses were existed with different rates. The paragraph, that had more dependent clauses, was paragraph (4) scoring (13.7) while they occurred in (10.5) examples in paragraph (20).

3.The analysis of clause types unraveled that the adverbial clauses were the most dominant clause utilized in the story, it occupied 25 examples, (i.,e.)55% , out of the whole clauses types which were 44 examples. Then the second place was occupied by the nominal clauses scoring 13 examples, (i.,e.) 29%, out of the total clause types. The relative clauses are existed in 7 examples, scoring 16%, out of the whole clause types. All the these explanations are found in Table(1).

4. Verb phrases were widely used in the short story. The writer used a variety of verb tenses, but she focused on the past tenses to narrate and authentic the story events.

Table (1): The Percentages of the Sentence Types and Clause Types

The items	S. Type				Clause Type			Total
	Stat.	Ques.	Coma.	Excl.	Nom. C.	Adv. C.	R. C.	
S. Type	122	5	1	1				126
C. Type					13	25	7	44
Total 100%	94	4	1	1	29	55	16	

Table (2): The Percentages of the Sentence Length and the Ratio of Dependent to Independent Clauses

Parag. No.	Total No. of Sentences	Total No. of Words	Sentence Length Average	Independent Clauses Number	Dependent Clauses Number	Ratio of Dependent to Independent Clauses
1.	5	87	17.4	5	4	8
2.	3	81	27	3	0	0
3.	4	60	15	4	3	7.5
4.	8	202	25.2	8	11	13.7
5.	9	136	15.1	9	5	5.5

6.	2	46	23	2	3	1.5
7.	5	114	22.8	5	6	1.2
8.	12	182	15.1	12	8	6.6
9.	2	59	29.5	2	4	2
10.	2	34	17	2	2	1
11.	5	71	14.2	5	3	6
12.	6	79	13.1	6	3	5
13.	14	186	132.8	14	6	4.2
14.	9	122	135.5	9	6	6.6
15.	21	355	169	21	15	7.1
16.	23	413	179.5	23	16	6.9
17.	6	83	138.3	6	2	3.3
18.	6	87	14.5	6	4	6.6
19.	3	49	163.3	3	3	1
20.	19	448	235.7	19	20	10.5
21.	27	312	115.5	27	9	3.3
Total				57	49	

5. Conclusion

The study concludes the following:

1. The writer frequently used the statement as a type of sentence to narrate the story simply and clearly and to be understood for the reader. She focused on the statement sentences to convey information to the readers seamlessly. Such type of sentences pay the reader attention to continue reading the whole story without interpreting the series of his/her thoughts. So, her style is featured as it has simplicity and directness.

2. There was a variety in the length sentences with finding the ratio of the dependent clauses to the independent clauses for each paragraph. The lengthier ones were highly used for two reasons: providing vivid description, developing tension and creating effectiveness in narrating the story events for the reader. For these reasons, Munro creatively planned her paragraphs of short stories and she succeeded in that way. In other words, this grammatical feature as well as the other features, is what recognized Munro's writings in interpreting the story.

3. Various clauses were utilized with different rates, she widely used the adverb clauses since they added more important information and descriptive details and they identified how, where and when the events exactly happened. They supported her to complete the picture description of the story events for the readers. In other words, they extended the ideas of the independent clauses.

4. The utilization of the verb phrases paved the way to provide a descriptive information of the subject. Additionally, they helped to make the literary text interpret and understand easier and more dynamic. For the reader, the verb phrases with different tenses imaginatively depicted the events of the story. The dominant time was the past to narrate the story events.

5. A. Munro gave a significant grammatical frame that contributes to interpret and enhance the story events to be simple and obvious throughout certain syntactic devices. She was creative and skillful to make the story relying on the protagonist, Louisa, depicting the events and emotions which portrayed her life. Munro succeeded to attract the reader's attention for reading the whole . story making a combination of the ordinary life with the imaginative one (i.,e.) a combination between Louisa 's life with J. Agnew's letters, J. Agnew was the person that she had never seen before.

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