

STYLISTICS

Stylistics – a branch of general linguistics which ”deals mainly with two interdependent tasks:

- the investigation of the inventory of special language media which by their ontological (i.e. characteristic) features secure the desirable effect of the **utterance** and
- certain types of **texts (discourse)** which due to the choice and arrangement of language means are distinguished by the pragmatic aspect of communication.” (Galperin, I.: *Stylistics*, (Moscow 1977), p.9, cit. Urbanová, p.5)

”Stylistics in that case is regarded as a language science which deals with the results of the act of communication.” So stylistics must concentrate on ”such phenomena in language as present a system, in other words, on facts which are not confined to individual use.” (Galperin)

Disciplines: linguistics literary criticism

stylistics

Subjects: (English) language (English) literature

”(...) stylistics is neither a discipline nor a subject in its own right, but a means of relating disciplines and subjects.” (Widdowson: *Stylistics and the Teaching of Literature*, p. 4)

”By ‘stylistics’ I mean the study of literary discourse from a linguistics orientation and I shall take the view that what distinguishes stylistics from literary criticism on the one hand and linguistics on the other is that it is essentially a means of linking the two and has (as yet at least) no autonomous domain of its own.” (Widdowson: *Stylistics and the Teaching of Literature*, p. 3)

(...) the aim of stylistics is to analyse language habits with the main purpose of identifying, from the general mass of linguistic features common to English as used on every conceivable occasion, those features which are restricted to certain kinds of social context; to explain, where possible, why such features have been used, as opposed to other alternatives; and to classify these features into categories based upon a view of their function in the social context. By ‘features’ here, we mean *any* bit of speech or writing which a person can single out from the general flow of language and discuss – a particular word, part of a word, sequence of words, or way of uttering a word.

(Crystal & Davy, *Investigating English Style*, pp. 10-11)

The study of style involves **stylistic differentiation** (see the Prague School) – that is, the identification of ”**stylistically significant**” or ”stylistically **distinctive features**” in a given sample of language, or *text*. These features are based on choices made by the speaker/writer in his/her use of lexis (vocabulary), grammar (syntax) and phonology/graphology. The features influence the way in which particular messages are formulated and conveyed, and they indicate relationships between the language and the **extra-linguistic context** of communication; that is, they determine the **function** of the language used.

(Urbanová - Billingham, *A Reader in English Stylistics*, p. 6)

Distinctive features (also **significant features**) features of lexis, grammar or phonology/graphology which are characteristic of one variety, enabling it to be identified and also distinguished from other varieties.

Style we regard as individual, unifying character which is present in any work resulting from intentional activity. **Stylistics**, in its turn, is a branch of linguistic research which examines the given language system with the intention of finding out what prerequisites and possibilities are contained in it that could be utilized for the purpose of differentiating various stylistic approaches so as to endow them with characteristically differentiated sets of features each of which would be noted for its specific, unifying sort of character.

(Vachek, *Chapters from Modern English Lexicology and Stylistics*, p. 125)

Levels of **linguistic analysis** (according to Galperin):

- **phonology** (spoken texts) and **graphology** (written texts)
- **word level** (word structure, morphology, origin)
- **word group level** (noun groups, verb groups, pre- and post-modification)
- **clause level** (word order, proportion of nouns, verbs, pronouns, adjectives)
- **sentence level** (major, minor, simple, compound, complex)
- **discourse level** (coherence and cohesion features, including pronoun reference, rhetorical devices)
- **vocabulary level** (choice of lexis based on subject or function of text)

(Urbanová, p. 12)

Functional styles

Rozdíly mezi styly způsobují tzv. **slohovorní činitele**, na jejichž základě se volí příslušné jazykové prostředky.

Bohemistické členění - záleží na tom, jde-li o:

- 1) materiál zvukový nebo grafický,
- 2) dialogickou nebo monologickou formu,
- 3) přítomnost nebo nepřítomnost adresáta projevu,
- 4) připravenost či nepřipravenost projevu,
- 5) statický nebo dynamický způsob podání,
- 6) účast prvků rozumových a citových,
- 7) soukromé nebo veřejné prostředí,
- 8) funkci sdělení prostě sdělnou, odbornou prakticky nebo teoreticky, přesvědčovací nebo esteticky sdělnou.

Nejdůležitějším slohovorním činitelem je zřejmě **funkce** sdělení. Podle hlavních funkcí jazyka jeho hlavní, **funkční**, styly.

(D. Knittlová, *K teorii i praxi překlada*, p. 123)

The Prague linguistic school - the theory of **stylistic differentiation** of language utterances.

→ **Bohuslav Havránek**: *Úkoly spisovného jazyka a jeho kultura* (in: *Spisovná čeština a jazyková kultura*, Prague Linguistic Circle's collective volume, Prague 1932, pp. 32-84). The essential parts of the paper translated into English by Paul. L. Garvin in his *Prague School Reader in Esthetics, Literary Structure and Style* (Washington, D.C., 1964) under the title *The Functional Differentiation of the Standard Language*.

Functions of the standard:

1. Communication (komunikativní)
2. Workaday technical (prakticky odborná)
3. Theoretical technical (teoreticky odborná)
4. Aesthetic (estetická)

Functional dialects:

1. conversational (hovorový)
2. workaday (pracovní, věcný)
3. scientific (vědecký)
4. poetic (básnický)

→ B. Havránek: *Úkoly spisovného jazyka a jeho kultura*.

Základní **funkční jazyky** (spis.):

- hovorový
- pracovní (věcný)
- vědecký
- básnický

Podle konkrétního **cíle projevu**:

- praktické sdělení, zpráva
- vybídnutí (výzva)
- přesvědčování
- obecné poučení (populární)
- odborné poučení (výklad, dokazování)
- kodifikující formulace

Podle **způsobu projevu**:

- sdělení – ústní
- písemné
- obojí pak – soukromé
- veřejné

Havránek's classification of functional styles:

A. According to the **specific purpose of the utterance**:

- **matter-of-fact communication, information** - praktické sdělení, zpráva
- **exhortation (appeal)** - vybídnutí (výzva), **suasion** - přesvědčování
- **general explanation (popular)** - obecné poučení (populární)
- **technical explanation (exposition, proof)** - odborné poučení (výklad, dokazování)
- **codifying formulation** - kodifikující formulace

B. According to the **manner** in which the utterance is presented:

- utterance (sdělení) – **oral** (ústní)
- **written** (písemné)

both of them – **private** (soukromé)

- **public** (veřejné)

→ dnes: styly **věcné** (estetická intence mluvčího odsunuta do pozadí nebo nepřítomna) a **umělecké** (přímá nebo nepřímá estetická intence).

→ M. Jelínek: přidal samostatný **styl publicistický**

oblast věcně sdělná – funkce odborně sdělná – **f.s. odborný**

- funkce prostě sdělná – **f.s. prostě informativní**

- fce. informačně a agitačně sdělná – **f.s. publicistický**

- fce. prostě sdělná – **f.s. hovorový**

(D. Knittlová, *Funkční styly v angličtině a češtině*, p. 8)

→ E. Paulíny:

- styl umělecký

- styly dorozumivací soukromých a veřejných projevů

→ J. Mistrík:

- dorozumivací styly soukromého styku: styl **hovorový**

- dorozumivací styly veřejného styku: styly **naučný, publicistický a administrativní**

- styl **umělecký**

→ Josef Vachek: *Chapters from Modern English Lexicology and Stylistics*:

Při klasifikaci spíše než cíl sdělení bere v úvahu přístup sdělovatele ke sdělované skutečnosti a přístup sdělovatele k adresátovi.

- převládá zřetel na obsah, ne na formu (výhradně **informativní styl**, např. žurnalistický)

- obsah a forma mají stejnou platnost a na vztahu mezi fakty nezáleží (**prostý sdělovací (komunikativní) styl**)

- obsah a forma mají stejnou platnost, ale fakta jsou řazena systematicky a s náležitým vzájemným vztahem (**argumentativní styl**)

- hlavní pozornost je na formě (**styl formalistický**)

Autor se na adresáta obrací s otevřeným apelem (**styl propagandistický**) nebo bez apelu (**styl prostý**).

Forma – **psaná** nebo **mluvená**.

→ Josef Vachek: *Chapters from Modern English Lexicology and Stylistics*:

Classification of styles according to:

• **approach of subject matter -**

- regard to content predominates - **purely informative style** (narrative, description)

- content and form equally considered -

- interdependence expressed casually - **simple communicative style - narrative or descriptive**

- interdependence expressed systematically - **argumentative style**

- regard to form predominates - **formalist style**

• **approach of recipient -**

- plain

- propagandist

• **medium employed -**

- spoken

- written

→ F. Trávníček:

odborný styl – vědecký

- praktický

táž rovina jako odborný: úřední, společenský, řečnický, novinářský

→ I.R. Galperin:

(Functional styles and substyles – based on English, cannot be generalised):

- **styl beletrie**: poezie, umělecká próza, drama;
 - **styl publicistický**: projevy v tisku, eseje, články v časopisech a v novinách;
 - **styl novin**: novinové titulky, krátké zprávy, inzeráty;
 - **styl vědecké prózy**: styl užívaný v humanitních/exaktních vědách;
 - **styl oficiálních dokumentů**: obchodních, právnických a vojenských.
- Podle Galp. existují jazykové styly pouze v psané podobě jazyka – to dnes již neobstojí.

(Knittlová, K teorii i praxi překladu, pp. 123-127)

I.R. Galperin:

Functional styles of the English language:

- **the belles-lettres style** (poetry, emotive prose, drama);
- **publicistic style** (oratory and speeches, essay, articles);
- **newspaper style** (brief news items, headlines, advertisements and announcements, editorial);
- **scientific prose style**;
- **the style of official documents.**

Coherence – a text must be **coherent** in order to convey its message effectively; i.e. the text must "hold together" as **discourse**. A text can be analysed in terms of discourse in two ways: to establish its level of **coherence** AND its level of **cohesion**.

(Urbanová, p. 112)

Koherence - síť vztahů, které organizují a vytvářejí text. Koheze tuto síť realizuje na povrchu, koherenci z textu vyrozumíváme, koheze je objektivní, koherence subjektivní a může být chápána různě od čtenáře ke čtenáři.

(Hoey 1991, cit. Knittlová 1995, s. 99)

The **coherence** of a text is a result of the interaction between knowledge presented in the text and the reader's own knowledge and experience of the world, the latter being influenced by a variety of factors such as age, sex, race, nationality, education, occupation, and political and religious affiliations... A text which coheres for one reader may therefore not cohere for another.

(Mona Baker: *In Other Words*, p. 219, cit. Knittlová, p. 99)

coherent – ADJ If something is **coherent**, it is clear and easy to understand.

ADJ If someone is **coherent**, they are talking in a clear and calm way.

(Collins Cobuild Student's Dictionary)

cohesive - ADJ Something that is **cohesive** consists of parts that fit together well and form a united whole.

(Collins Cobuild Student's Dictionary)

The Cooperative Principle (Paul Grice) - maxims of **quantity, quality, relevance and manner**.

Cohesion – a text has cohesion on the level of **syntax**, e.g. through concord, sequence of tenses, or relative pronouns, and, more importantly for discourse analysis, which goes beyond the sentence-limit, on the level of **inter-sentence connections or linkage**, e.g. through anaphoric reference, pronoun

substitution, ellipsis, the use of definite and indefinite articles to indicate things already mentioned in the preceding text lines. These are collectively termed **grammatical cohesion**.

Cohesion established through **vocabulary**, e.g. collocations, repetition, synonymy, is known as **lexical cohesion**.

Cohesion is a surface-feature of a text; coherence is a sub-surface feature, because it concerns the level of ideas underlying the text, which are its origin, (Urbanová, p. 113)

Koheze - síť lexikálních, gramatických a jiných vztahů, které uvádějí jednotlivé části textu ve vztah.

→ Halliday & Hasan: *Cohesion in English* (1976): 5 hlavních kohezivních prostředků v angličtině:

- reference
- substitute
- elipsa
- konektory (*conjunctions*)
- lexikální koheze

Grammatical cohesion

Cohesion - formal linkage between the elements of a text or discourse. The cohesive ties may be explicit and implicit. The main **grammatical cohesive devices**:

- **referring expressions** - pronouns, demonstratives, the definite article and comparatives
- **substitution and ellipsis** - nominal, verbal and clausal
- **conjunctions** (inside sentences and across sentence boundaries) - additive, adversative, causative (and temporal - according to Halliday and Hasan)
- **tense** - the basic tense forms of the verbs and the time reference they express.

The main **structural cohesive devices** are parallelism and given-new information organisation. The unity of the textual structure of the text is further promoted by the time and place indicators.

(Dontcheva-Navrátilová: *Grammatical Structures in English: Meaning in Context*, p. 50)

Dimensions of situational constraint:

Dimensions were set up to facilitate explanation (and identification) of the distinctive features to be found in any stylistic variety of English.

Dimension = "source area" or "category"

Situational constraint – various aspects of the extra-linguistic situation have different kinds of limiting effects on language use. In fact, these effects may not be *limiting* so much as *predictive*, i.e. our knowledge of the extra-linguistic context of communication should lead us to predict and expect certain forms of language use in particular instances.

(Urbanová, p. 19)

- INDIVIDUALITY
- DIALECT
- TIME

- DISCOURSE
- [SIMPLE/COMPLEX] MEDIUM (Speech, Writing)
- [SIMPLE/COMPLEX] PARTICIPATION (Monologue, Dialogue)

- PROVINCE
- STATUS
- MODALITY
- SINGULARITY

(Crystal & Davy, *Investigating English Style*, p. 66)

A **stylistically distinctive feature** correlates to a certain kind of **situational function**.

Examination of the extra-linguistic context helps to establish any **situational factors** accountable for **restrictions on the use** of a certain feature.

An aspect or aspects of the context exercise some **conditioning influence** on a stylistically distinctive feature – the notion of **situation** (split into **dimensions of situational constraint**) describes the kinds of conditioning influence.

Stylisticians (and stylistics) study the most significant **deviations** from random occurrence and their causes.

Registers → Halliday, N.E. Enquist, Crystal & Davy

Halliday proposes three areas in which the language of a piece of text and its social context may be approached:

- the **field of the discourse**: this refers to the kind of speech event that is taking place, and will include the subject matter of the discourse
- the **tenor of the discourse**: this refers to the nature of the participants taking part in the discourse, what roles they are playing, for example, and their relationship with one another
- the **mode of the discourse**: this refers to the part the language is playing in the discourse, whether it is spoken or written, for example, and the nature of the language used.

(Declan Geaney: *Discourse Analysis and Related Topics for Teachers of English as a Second Language*, p. 21)

Register – the level of formality of an utterance. Two main factors: the **task** (choice on a scale between indirect (careful, tentative) and direct (straightforward, decisive)) and the **people** (scale between polite – familiar).

(Urbanová, pp. 15-16)

Register variation in language

Features of the **context of the situation**:

- **mode** (variation according to the part the language is playing, what is that the participants expect the language to do for them in the situation) (**written vs. spoken language**)
- **tenor** (variation according to the relationship between sender and addressee, their statuses and roles) (**formal vs. informal, polite vs. familiar**)
- **domain** (variation according to the activity in which language plays part) (studied by stylistics and discourse analysis) (**legal language, advertising, public speaking, friendly conversation, etc.**)

(Dontcheva-Navrátilová: *Grammatical Structures in English: Meaning in Context*, p. 43)

Lexical meaning

We can distinguish (Cruse 1986) four main **types of meaning** in words and utterances (utterances - stretches of written or spoken text):

- **propositional meaning**
- **expressive meaning**
- **presupposed meaning** - arises from co-occurrence restrictions, i.e. restrictions on what other words or expressions we expect to see before or after a particular lexical unit.
These restrictions are of two types:
 - **selectional** restrictions (a function of the propositional meaning of a word)
 - **collocational** restrictions (semantically arbitrary, they do not follow logically from the propositional meaning of a word)
- **evoked meaning** - arises from **dialect and register variation**

Dialect - a variety of language which has currency within a specific community or group of speakers.

Bases of its classification:

- geographical
- temporal (words or structures used by members of different age groups, or used at different periods in the history of a language)
- social (words or structures used by members of different social classes)

Register - a variety of language that a language user considers appropriate to a specific situation.

Register variation arises from variations in the following:

- **field** of discourse
- **tenor** of discourse
- **mode** of discourse

(Mona Baker: *In Other Words*, pp. 12-16)

A schematic survey of varieties:

SPOKEN	WRITTEN
Informal conversation Anecdotes, jokes	Informal letters
Formal conversation, discussion, interview	Formal letters (e.g. business letters)
Debates	
Public speeches	Publicistic literature
Lectures	Academic articles, essays
	Scientific/technical reports
News broadcasting	Newspaper reporting
Sports commentary	Sports reports
Radio/TV advertising	Printed advertisements
Religious sermons	Religious tracts

Courtroom speeches

Legal documents
Printed announcements
Printed instructions, manuals
Civil Service documents

Spoken vs. written language

TYPICAL SPEECH

Inexplicitness
Lack of clear sentence boundaries
Clause complexes/clusters
Simpler structures
Repetitiveness
Normal non-fluency
Monitoring features
Interaction features
Informality features
Lexical sparsity
Prosody

TYPICAL WRITING

Explicitness
Clear sentence boundaries
Sentences and paragraphs
More complex structures
Non-repetitiveness
Fluency
No monitoring features
No interaction features
Formality features
Lexical density
Punctuation

(Dontcheva-Navrátilová: *Grammatical Structures in English: Meaning in Context*, p. 54)

Formal vs. informal language

FORMAL REGISTER

- socially careful, distant and impersonal situations
- explicit clause and sentence linkers
- preference for impersonal constructions
- avoidance of contracted forms and end-position prepositions
- use of the subjunctive, subordinate finite and non-finite clauses

INFORMAL REGISTER

- intimate and casual situations
- preference to simple, personal and more emotive forms of expression

(based on Dontcheva-Navrátilová: *Grammatical Structures in English: Meaning in Context*, p. 58)