

LICENCE 2 METHOD OF ANALYSIS: STYLISTICS

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INTRODUCTION

The aim of this study is to help the student to understand poetry. The emphasis is on understanding, not on enjoyment. Poetry is not imitation; its function is neither to teach nor to disseminate propaganda. Poetry is like the other arts in that it is continually offering us new ways of seeing our environment and our experiences. Poetry is one kind of writing that can capture emotions and thoughts, giving them shape.

The poet will try to stimulate the reader's senses, heighten awareness, arouse emotions through words or imagery (descriptive or figurative language).

Poetry can tell a story, provide a song, communicate a message, describe a scene, and create pictures in the minds of readers.

I. THE STYLISTIC ANALYSIS OF A POEM

Style includes word choice, tone, degree of formality, figurative language, rhythm, grammatical structure, sentence length, organization

a) Issues raised by the poem

b) Form/ structure

- the stanzas: uneven (different lines)?
- The lines punctuated?
- Does the poet use free style?
- Do the ends of lines rhyme?

c) The poetic forms of discourse

- Exposition, or expository: it presents information
- Narration, or narrative: it tells a story
- Description, or descriptive: it portrays people, places, or things
- Persuasion, or persuasive: it attempts to convince people to think or act in a certain

d) Levels of stylistic:

Levels of stylistic analysis are identified as

- b.1) Graphological devices/pattern
- b.2) Phonological pattern
- b.3) Lexico-syntactic pattern
- b.4) Morphological pattern

b.1) Graphological devices/pattern

It refers to the study of a language writing system or orthography, system of punctuation and paragraphing (here stanzas), bold prints, capitalizing, spacing, italics, small print, etc.

b.2) Phonological pattern

It describes the way in which speech sounds are organized in English into system, sound patterns in a piece, the systemic use of sounds to form words and utterances in language.

Examples: **alliteration, consonance, assonance**

- [b / p] sound : explosive sounds
- [m/n/ ng/] sound: song, music, smash
- [/ l/] sound: water, rest, peace, luxury
- [k, g, st, ts, ch or qu] sound: hardness, violence, noise, conflict
- s, sh sound: smooth, soft sound
- z sound: harshness
- f, w sound: wind, motion of a light , easy sound
- t, d sound: short action

- b.3) **Lexico-syntactic pattern**

A word formed by the combination of two different words; unusual or inverted words order (anastrophe), omission of words and repetition.

But Lexico-syntactic choices are obtained through pun; hyperbole; personification; paradox; synecdoche; oxymoron, simile and metaphor.

- b.4) **Morphological pattern**

it deals with words, the internal structure, and how they are formed; affixes (adding prefix, suffix):
reasonable – foolishly- indifferent, etc.

but Morphological devices include compounding, coinage

II. **SOUND AND MEANING**

- Devices of sound enrich the meaning of literature in many ways
- Sound devices can highlight individual words, connect related words, or link words in a pattern that unites a stanza or an entire poem.
- Repeated sounds can also lead readers to expect and follow a musical pattern

II.1. Definition

- **Alliteration**: repetition of initial consonant sounds or consonance at the beginning of words to create pleasing, musical sounds : ***unwitnessed courses....unwitnesses end; we wove a wreath; he holds in his hands.***
- **Assonance**: repetition of vowel sounds: ...***by my...***
- **Consonance**: repetition of consonance sounds at the ends of words or accented syllables
- **Rhyme**: repetition of sounds in the final syllables of sounds.
 - **Exact rhyme** means words that have identical final syllables

- **Slant rhyme** refers to words whose last syllables are similar but not identical
- **End rhyme** occurs when the rhyming words appears at the ends of lines of poetry
- **Cacophony**: harsh, unpleasant sounds
- **Euphony**: beautiful, pleasant sounds
- **Onomatopoeia**: use of words that sound like what they mean.
- **Repetition**: the repeated use of a sound, word, phrase, or line.

II.2. CASES STUDY: WRITTING ABOUT DEVICES

CASE1:

THE WATCH

I wakened on my hot, hard bed,
 Upon the pillow lay my head;
 Beneath the pillow I could hear
 My little watch was ticking clear
 I thought the throbbing of it went
 Like my continual discontent.
 I thought it said in every tick:
 I am so sick, so sick, so sick.
 O death, come quick, come quick, come quick,
 Come quick, come quick, come quick, come
 Quick!

By **Frances Cornford**

1. *Make an analysis the specific devices of sound used in the poem to create the general effect of the watch*

CASE 2:

REPENTANT

Yesterday my emotions
 burst like a dam
 and flowed violently
 onto your innocent self

To-day, deluged with
A deep sense of regret,
I hold out my hand,
a gesture of reconciliation

Seeking to forget
the galling bitterness
of that regrettable moment
when I caused you pain

By A. D. Amateshe, a lecturer in Literature at Kenyatta University.

2. *Analyze the poem pointing out the POETIC DISCOURSE et THE STYLISTIC LEVELS modalities.*