

**The Functionality of Stylistic Use of Lexical Devices in Black Cat:
Investigating Edgar Allan Poe's Use of Language to Convey
Suspense and Horror**

وظيفة الاستخدام الأسلوبي للأدوات المعجمية في قصة القطّة السوداء: تقصي

استخدام ادكار الن بو اللغة لنقل التشويق والرعب

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المستخلص

الأسلوبية هي دراسة لأسلوب اللغة وتركز بشكل رئيسي على وصف كيفية استخدام اللغة وليس دراسة الأسلوب فقط ، ويُدرس هذا العلم بشكل أساسي ، استخدام المؤلفين والكتاب للغة لتوليد التأثيرات وكيف يُفسر القراء هذه التأثيرات ، حيث أستخدم الباحث في هذه الدراسة مجموعة الوسائل المعجمية التي أنشأها "ليتس" و "شورت" سنة (٢٠٠٧) لتحليل قصة "القطّة السوداء" وكيف تُساهم هذه الوسائل في بثّ الرعب والتشويق والخوف لدى القراء ، وتهدف الدراسة إلى تحديد الأدوات وكيفية دمجها مع الرعب من قبل الكاتب في سرده من خلال استخدام الأسماء والصفات وألا فعال والظروف ، تظهر النتائج أنّ المؤلف أستخدم الأسماء المجردة والصفات التقييمية والظروف (الطريقة والزمان والدرجة) وألا فعال الرابطة والمتعدية والألزمة لنقل الرعب والتشويق

1. Abstract

Stylistics is the study of language style, which is mainly employed to describe how language is used rather than for the purpose of studying style. Stylistics studies language style, focusing on the decisions made by speakers and writers regarding lexical choices and syntax structure. It examines how authors use language to generate effects and how readers interpret these effects, recognizing that language can be altered through conscious and unconscious choices. The checklist created by Leech and Short (2007) is used in the study to analyze the lexical category of Poe's short story "The Black Cat." How do lexical components contribute to the gothic element in Poe's story, according to the study? The study's objectives are to identify the lexical components of the text and to ascertain how the author incorporates the horrific element into his narrative through the use of nouns, adjectives, verbs, and adverbs. The results show that the author used abstract nouns, evaluative adjectives, adverbs of (manner, time, and degree), and linking, transitive, and intransitive verbs in "The Black Cat" to verify and support the gothic theme.

Key Words: Stylistic analysis , Lexical devices, The Black Cat , Nouns, Adjectives. Adverbs, Verbs.

2. Introduction Stylistics is a rigorous, objective approach to text analysis that integrates linguistic theory, techniques, and principles with literary analysis. Stylistics developed from the much older field of rhetoric, coexisting with other approaches that emphasize the analysis of formal elements in literary works around the middle of the 20th century. The primary focus of stylistics is on the meaning modes that texts employ (Hall, 2017: 4). This research paper analyzes Poe's Black Cat, which was published in 1845. He was an American poet, short story author, editor, and critic whose works influenced the American Romantic Movement. He is recognized as the father

of modern detective fiction due to his inventive storytelling and chilling and puzzling stories. The study addresses the following question: How do the lexical aspects add to the gothic element in Poe's story?.

3. Literature review

3.1 Definition of stylistics

According to Leech & Short (2007: 11), Stylistics concentrates on conscious and unconscious assessments of lexical choices and syntactic structure in spoken and written language. It looks at how writers and readers affect language and how it functions. Widdowson (1975: 3-4) sees that Stylistics deals linguistically with literary discourse. He also asserts that stylistics serves as a bridge between the two disciplines. It seeks to show how stylistics is a synthesis of both literary criticism and linguistics, which both involve the reader's subjective, intuitive evaluation. Linguistics, for example, offers ways of describing that stimulate the reader's response. Stylistics is a method of textual explanation where language is given priority, according to Simpson (2004: 3). The linguistic framework, consisting of various forms, patterns, and levels, significantly influences the text's goal, thus highlighting the importance of language in stylistics. The discourse's functional significance as a text also acts as a doorway to its interpretation. Language features occasionally aid readers in understanding a text's meaning, though this is not always the case. Language structure and function can be understood using stylistic analysis techniques. Stylistic analysis is a beneficial technique that may be used in the classroom to teach students how to grasp the text (Zyngier, 2001: 380). She contends that other essential components like production, mediation, reception, and post-processing cannot be separated from a text. She explains how a stylistic analysis might result in the creation of fresh models that the reader may understand as emotive linguistic constructions. Literary stylistics is the study of "literary style". Literary stylistics focuses on literary text analysis and appreciation, investigating stylistic devices and their purposes. It aims to explain the link between language and aesthetic function and explore the artistic elements in a text. By manipulating grammar, lexis area, and phonology, stylistics aims to provide a satisfactory explanation by connecting aesthetic appreciation with linguistic description. This bi-planar theory is multi-planar at the functional level, examining the functions created by language patterning. (Leech and Short, 1981: 13) Linguistic stylistics focuses on verbal descriptions of stylistic elements, advancing linguistic theory by modifying models for language analysis. Its adherents study literary language and style, using models derived from linguistics to further develop linguistics. (Ghazalah, 1987: 43)

3.2 Leech's and Short's (2007) Model of stylistics

The Leech and Short (2007: 61-4) model of stylistics is a framework that investigates how language decisions made in texts help to produce particular stylistic effects. They provide a list of questions readers might make concerning the various textual components in their checklist. Specifying the nature of each element through our responses allows us to later think about how that element may affect how we understand the text. The categories are arranged under the following four broad headings: **lexical groups**, **grammatical groups**, **figure of speech groups**, and **cohesion and context groups**. Since it is simpler to reach semantic categories through other categories, they are not included separately. For instance, by examining lexical categories, we can learn how word choice affects different forms of meaning. See the following explanation concerning the categories of the model:

Lexical categories in this level of analysis, there are four categories which are nouns, adjectives, verbs and adverb. These categories are further subcategorized into various subcategories based on their stylistic features:

Nouns: Are the nouns physical (house, cat) or abstract (society, idea)? What categories of abstract nouns exist, such as those that describe events (war, eruption), perceptions (understanding, consciousness), processes (development), moral qualities (virtue), and social attributes (bravery)? What function do proper names serve? collective noun (staff, people)s?

Adjectives: Are there many different adjectives? What sort of qualities do adjectives define? Physical (woolen)? Psychologically (happy)? (Equal, white) Visual? (sizzling, bubbling) Auditory? (Dark, blood-red) Colour? Referential (big dog, white house)? Emotional (joyful, excited)? (Good, awful, and lazy) Evaluation? etc. **Verbs:** Do the verbs have the major element of the meaning? Are they stative (cost, believe) or dynamic (walk)? Do they carry physical actions (climb, leap), mental states (think, love), psychological activities (smell, taste, laugh), or linguistic acts (persuade, beg)? Are they linked (be, smell), transitive (kick), or intransitive (is)? **Adverbs:** How common are adverbs? Which semantic functions give: Manner (carefully), Location (upstairs), Direction (ahead, down, in), Time (ago, instantly), Degree (nearly, partially, greatly), etc. do they carry out? Does the usage of sentence adverbs Conjunctions like (so, therefore, but) Disjuncts like (surely, evidently, certainly) occur frequently?

Grammar

The text explores grammar, sentence structure, preferred clauses, and noteworthy features of phrases. It also examines the use of generic grammatical constructs, sentence structures, clause types, and the use of closed class words in the text. The text aims to understand the effectiveness of these elements.

Figures of speech

Figures of speech can be categorized into groups based on language patterns and proficiency levels (for example, parallelism, divergence, and foregrounding). They fall into one of two categories: Tropes, which are "foregrounded irregularities of content," and Schemes, which are "foregrounded repetitions of expression." **Grammatical and Lexical Schemes:** The study explores the presence of anaphora or parallelism in formal or structural repetition strategies, and their potential to produce effects such as antithesis, reinforcement, and climax. **Phonological Schemes:** The text explores sound patterns, rhythms, frequency of sound-clusters, and influences from musical instruments or sound symbolism on interpretation. **Tropes:** The text explores if language rules have been violated, neologisms or lexical collocations, and if these errors prompt us to use figurative language.

Cohesion and Context

Cohesion refers to linguistic components that hold a text together, including linking phrases. External context includes the author's culture, history, and era, while internal context focuses on textual relations and aesthetic connections between individuals within and outside the text. Does the text have explicit connections (e.g., juxtaposition, sequencing) or implicit ones (e.g., logical or other ties between sentences, such as (and, or, but, and so, then, etc.)? Is there a lot of pronoun or ellipsis cross-referencing? Or does "elegant variation" refer to the use of various descriptors for the same thing or person. Are linkages between meanings created through lexical repetition or through the frequent use of terms belonging to the same semantic field? **Context:** The author's writing style, whether it's their own words or fictional characters, and whether they address the reader directly are crucial aspects to consider. Inferring the author's feelings for their subject and their representation of characters can also be inferred.

4. Summary of "The black Cat"

The narrator, a sane individual, recounts a story about a well-known and praised character who values friendship over other people. He shares strong feelings for cats and dogs. Young married couple enjoys having pets, and among their assortment of pets, birds, goldfish, dogs, rabbits, and monkeys. Pluto is their favorite. The narrator, a lover of Pluto, experiences violent mood swings due to alcohol, mistreatment, and mistreatment. He lashes out at Pluto, causing him to be bitten, and cuts Pluto's eyes. Despite partial remorse, he continues, becoming overwhelmed by a spirit of PERVERSENESS and commits wrong. The narrator's family's home burns down on Pluto's hanging night, but ignores the connection. The next morning, he sees neighbors gathering and a hanged massive cat with a rope. After months, he discovers a black cat with white fur, resembling Pluto. The narrator's anger grows when Pluto's execution posture is revealed by its white fur. He vows retaliation and accidentally hits Pluto in the cellar, leading to a confrontation with his wife. He buries Pluto's head, entombs her in damp walls, and the cat disappears, claiming it was frightened by his anger. Police visit narrator's flat four days after murder, admiring construction. Despite tamping on wall, missing cat's head and concealed corpse found, despite narrator's efforts to ease concerns. He taps a cane on a wall to conceal his wife's body, but the police discover it's occupied by a stray cat.

5. Method

A theoretical framework based on stylistic categories has been employed to undertake stylistic analysis on the chosen short story. The checklist developed by Leech and Short (2007) will be used to evaluate the tone and impact of Edgar Allan Poe's "The Black Cat," a horror story. Poe argued in his lectures of literary principles that each component of a narrative adds to the overall impact of the work and this story fulfills its coherence by producing emotional response on the recipient. The next section looks into Poe's stylistic decisions, how the word "terror" is used to create a sense of horror," and how this affects readers. The analysis used in the short story is a quantitative analysis.

6. Data analysis and Discussion

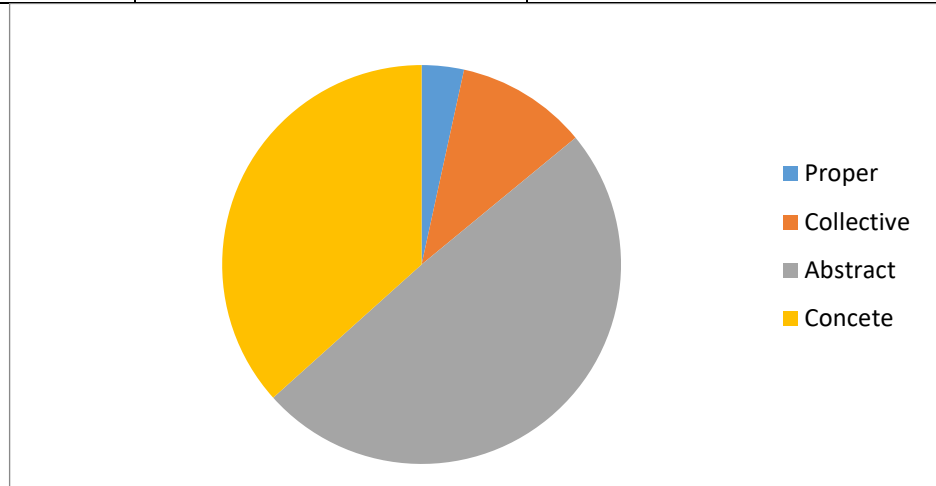
"The Black Cat" has (185 sentences) and (3993 words) in total. Poe's use of language enables the narrator to explain his story in plain, simple terms that are simple to comprehend. simple vocabulary are used. Unknown narrator who is speaking straight to the reader tells the story in first-person perspective. This narrator type is simple to spot since it frequently uses the first-person narrator (I). Let's see below how the writer uses nouns, adjectives, verbs and adverbs to bring horror, sadness, unhappiness and fear into the story:

1. Nouns

The author's use of nouns in "The Black Cat," adds to the tale's gloomy, macabre atmosphere. The use of precise nouns enhances the narrative's vivid picture and highlights important topics. Abstract Nouns, Concrete Nouns,

Collective Nouns, and Proper Nouns will all be examined in this section. See the following table and figure with their numbers and percentage:

Nouns	Frequency	%
Abstract nouns	144	49.32
Concrete nouns	107	36.64
Collective nouns	31	10.62
Proper nouns	10	3.42
Total	292	100%

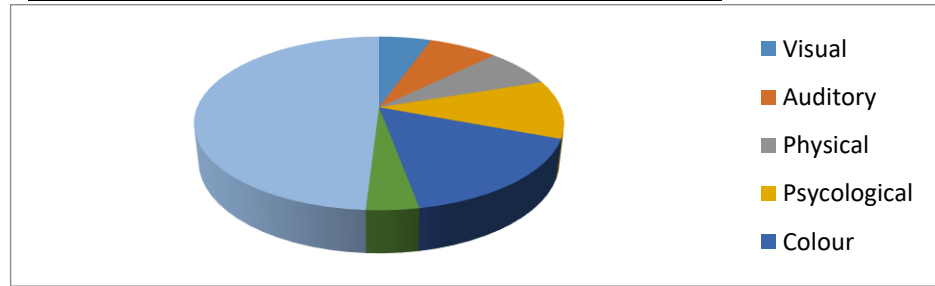


The usage of abstract nouns is common in Poe's story with a number of 144 and a percentage of 49.32 percent. This helps with the examination of the lexical categories in the text. Poe focused on abstract nouns that are generally associated with gothic and horror atmospheres and frequently occur in the story, nouns like **terror**, **horror**, **violence**, **perverseness**, **murder**, **cruelty**, **awe**, **agony**, **superstition**, **violence**, **scream**, and **abuse**. These abstract nouns accomplish the theme of terror, remorse, sadness, suffering, and internal conflict that the narrator is suffering from. Overall, "The Black Cat" effectively uses abstract nouns to enhance the narrative's psychological and emotional elements, highlighting the narrator's struggle with guilt and moral degradation and effect on the reader's comprehension of the story.

2. Adjectives

Adjectives are important words that the writer used to achieve the theme of the story, which he used to describe the characters' states and their feelings of horror, sadness, and remorse. He carefully selects words that convey a frightful and miserable tone throughout the entire story. See the following figure and table:

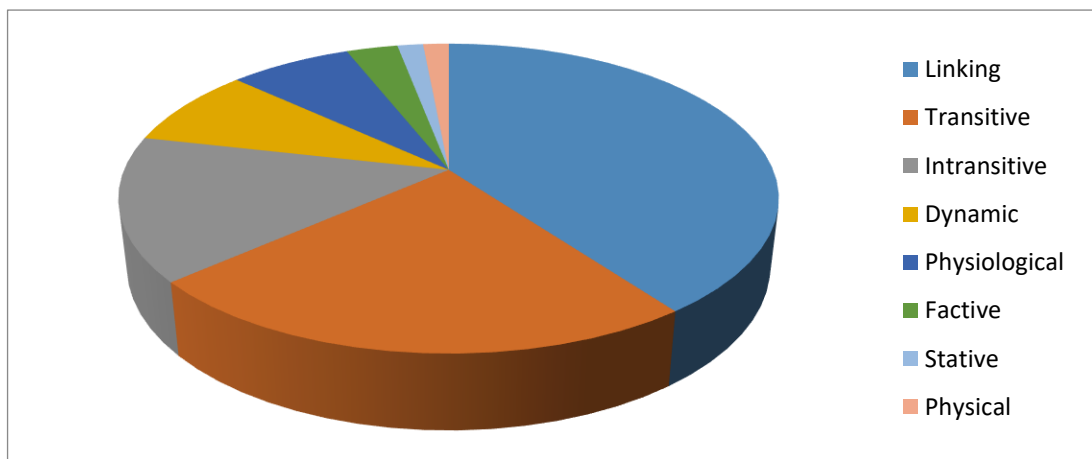
Adjectives	Frequency	%
Evaluative	27	45
Colour	9	15
Emotive	7	11.6
Psychological	6	10
Physical	4	6.6
Auditory	4	6.6
Visual	3	5
Total	60	100%



The results show that the use of evaluative adjectives is more frequent in the story with a percentage of 45%. Because these events involve supernatural components and necessitate a more thorough explanation, the author employs more evaluative adjectives to convey the intended meaning and create a specific atmosphere throughout the narrative. These type of adjectives used to show an opinion or judgment about something or someone. The author used through the narrative of the story 27 evaluative adjectives like **terrifying**, **evil**, **ghastly**, **hideous** and **monstrous**. These evaluative adjective used to create tension, suspense, and horror and to emphasize the narrator's decline mental state, frightfulness, and macabre atmosphere. Also they describe the story's evil nature as well as the narrator's terrible acts.

3. Verbs The usage of verbs is important in the analysed story to develop stress prediction, and striking imagery. The verbs are carefully chosen and arranged to enhance the stylistic impact of the story. See the following figure and table, which show the number and percentage of verbs in the story.

Verbs	Frequency	%
Linking	106	39.8
Transitive	63	23.6
Intransitive	40	15
Dynamic	22	8.27
Physiological	19	7.14
Factive	8	3
Stative	4	1.5
Physical	4	1.5
Total	266	100%



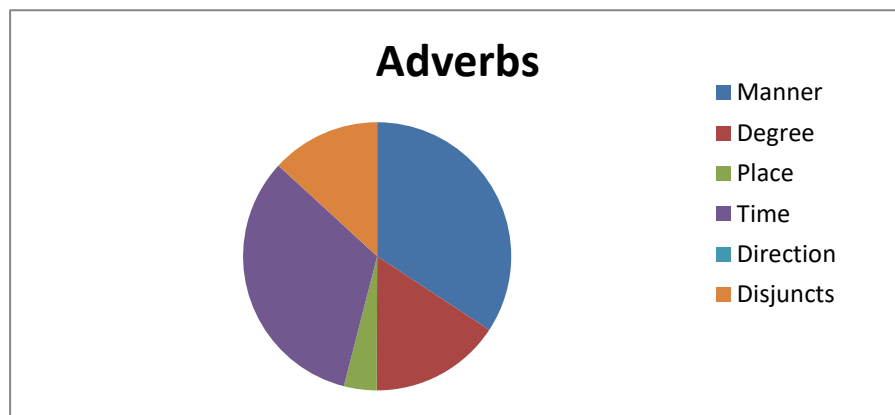
According to the findings, linking 106, 39.8%, transitive 63, 23.6%, and intransitive 40, 15% verbs are used in the story the most frequently. The employment of verbs like "follow", "hit", "walk", "throw", "open," and "hang" demonstrates how the verbs in the story are more dynamic than static. Poe employed several gothic-related verbs, such as **kill**, **hang**, and **hit**, to evoke a sense of terror in the reader.

4. Adverbs

Adverbs are used in the story to point out the narrator's difficult mental state, strengthen the mood and atmosphere, and create the mood and atmosphere of the story. See the table and figure below that were used to clarify the frequency and percentage of adverbs in the analysed story:

Adverb	Frequency	%
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Manner	26	34.21
Time	25	32.89
Degree	12	15.79
Disjuncts	10	13.16
Place	3	3.95
Direction	0	0
Total	76	100



According to the results, adverbs of manner (26.34.21%), time (25.32.89%), and degree (13.79%) are most frequent in the story. The use of these adverbs heightens the suspense in the story . Adverbs of manner are used to describe how something is done, such as **slowly**, **gracefully**, and **suddenly**, and they heighten the narrative's emotional effect. Time adverbs that imply impending events, such as **now**, **soon**, and **eventually**, help to keep up the narrative and build tension. Degree adverbs that convey intensity, such as **very**, **extremely**, and **intensely**, show the story's emotional and psychological elements.

7. Conclusion

The current study analyses "The Black Cat" from a stylistic perspective. To assess the tone and impact of Edgar Allan Poe's short story, the study will apply the checklist created by Leech and Short (2007). According to the findings, the author mostly employs lexical devices that support the gothic and horror themes. Poe mostly uses abstract terms in his stories (with a degree of 49.32%). He concentrated on abstract nouns that regularly appear in the text and are typically linked to gothic and horror settings. Nouns like "terror," "horror," "violence," "perverseness," "murder," "cruelty," "awe," "agony," "violence," "scream," and "abuse" are abstract nouns that allude to the story's events. According to the findings, evaluative adjectives are used more frequently, to a degree of 45%, in the story. The author uses more evaluative adjectives since these events have supernatural elements and demand a more complete explanation. When describing how the black cat appears, the narrator employs Gothic imagery as well as enigmatic, surreal, and horrific motifs to arouse suspense and intrigue. The most often employed verb types in the narrative are linking , transitive, and intransitive verbs like "hit," "walk," "throw," "open," and "hang" are used frequently in the story, showing that they are more dynamic than static. Poe used words with a gothic connotation, such as "kill," "hang," and "hit," to frighten the reader. The story uses adverbs like manner, time, and degree the most frequently. Poe's characteristic use of "manner" adverbs heightens the tension at one point in the story.

8. References

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