

Discourse Analysis of Short Story 'The Man of the House'

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Received: 3/5/2020 ; Accepted: 5/7/2020

ABSTRACT :

Discourse analysis is considered as an instrument in analyzing elements which influence on our understanding of a particular text. Thus, discourse analysis is a highly coherent model in analyzing any spoken, like conversation, or written, like short story text.

The aim of this study is to analyze the discourse analysis of a short story, to show how the discourse is initiated, developed and terminated. How the characters participate, interact and what are the relationships among them, how those characters are introduced in the story; how they interrupt, ask questions, and how turns are distributed. The study also aims at counting the number of topics and how they are interrelated. To know whether the sequence of events is logical or not, and to know the fillers (Ah, Oh) and their functions. Further, the study tries to analyze a short story from the grammatical point of view for stylistic characterization relying on (A Practical

English Grammar) (1986) (Fourth Edition) by A. J. Thomson and A. V. Martinet. Also, to determine the speech acts and their percentages.

In order to achieve these aims, the study adopts the discourse analysis of a written text of a short story namely, *The Man of the House*, by analyzing and describing the different strategies like initiating, developing, and terminating. In this study, the model of discourse analysis is eclectic, comprising of three models; Hymes model (1972) who suggests the category of "speech event", and Sacks model (1968) which proposes interaction analysis based on four categories "conversation", "topic", "sequence", and "turn". Finally Sinclair-and Coulthard's model (1975) of speech acts classification.

The present study hypothesizes that discourse analysis is conducted depending on the text and context and how the two terms complete each other. The meaning of the text is completed by action. Analysis is to be achieved structurally and linguistically. It is also found that the discourse is composed of the cooperating of acts, interaction of the participants, sequence of events, topics, and other units.

Throughout the analysis, it has been found that the participants perform different speech acts such as nomination which is the most frequently used. The frequency of nomination is 1156 which represents 52.3% of the total acts, reaction forms 555 which represents 25.1%. Evaluation records 198 which represents 8.9% of the total number of acts. There are other speech acts like comment, obligation, manner, and metastatement mentioned in the story. These acts vary according to their usages and functions, and percentages.

In the analysis of speech events, the number of major events is 22 which forms (24.5%), while the number of minor events is 68 which forms (75.5%). It is worth mentioning that the participants in the aforementioned story are of different social classes.

The participants sometimes address each other by using terms of address in order to show respect, especially some of them are of higher status. The story is narrated in the first person pronoun (I), which means that the writer talks about his personal life. Sullivan did most of the turns, (41) which represents 47.6% of the total turns as he is the protagonist and the most important participant in the story. Dooley had (14) turns so that she came second in order that represents 16.2%. The mother came third in rank and did (13) turns which represents 15.5%. Some of the participants participated in conversations more than others, Dooley and Sullivan for instance participate in 12 turns which represents 29.2%, while Minnie and Sullivan participate in 9 turns which forms 21.9%.

Within the grammatical analysis, it is found that the number of content words are 4632 which represents 76.5%, the number of content words is 1420 which represents 23.4%, the number of definite articles is 290 which represents 73.9%, the number of indefinite articles is 102 which represents 26.0% of the total number of articles. The total number of nouns, such as countable nouns, singular nouns, feminine nouns, used by the story author is 2439.

Discourse analysis shows when and where the turns and topics are shifted, and changed. The use of fillers, such as (Ah) and (Oh), is important and related to the use of discourse; (Ah) occurs 8 times that is 72.7%, whilst (Oh) occurs 3 times that is 27.2%. Finally, the

linguistic analysis of literature has many implications and benefits for language teaching.

Keywords: Discourse Analysis, Short Story, Stylistics, Speech Event, Speech Acts, Participants, Sequence, Text, Context, Turn-Taking, Topics, Eclectic Model.

ألمستخلص

التحليل الخطابى للنص الكتابى للقصة القصيرة

(رجل البيت)

م د سفانة اriad حسين الخطاب

أ م د ويس جلود ابراهيم

يعتبر تحليل الخطاب أداة في تحليل العناصر التي تؤثر على فهمنا لنص معين ذلك إن تحليل الخطاب هو نموذج يحقق التماسك بدرجة عالية في تحليل أي نص مقروء أو مكتوب كالمحادثة و القصة القصيرة.

إن الهدف من هذه الدراسة هو لتحليل الحوار الخطابى للقصة القصيرة. وهذا التحليل يظهر كيفية بدء الحوار، تطوره، ثم نهايته و يظهر أيضا مشاركة الشخصيات، تفاعلها، و طبيعة العلاقات فيما بينها و كيف تعرض في القصة، كيف يقاطع بعضهم بعضا و يسألون الأسئلة وكيف توزع

الأدوار بينهم. تهدف هذه الدراسة أيضا إلى حساب عدد المواضيع وكيفية ترابطها. لمعرفة فيما إذا كان تسلسل الأحداث منطقيا أم لا. ومعرفة كلمات الاستهلال مثل; (آه , أواه) (Ah , Oh) و ما هي وظائفهما. إضافة إلى ما سبق تحاول هذه الدراسة تحليل القصة القصيرة نحويا بغية تحقيق هيئة الأسلوب باعتماد (النحو الانكليزي العملي) لعام 1986 , (النسخة الرابعة) , للمؤلفين ثومسن و مارتنت (A.J. Thomson and A.V. Martinet). وتتشد هذه الدراسة أيضا إلى الوصول إلى أنواع أفعال القول ومعرفة نسبها.

وبغية تحقيق هذه الأهداف تعتمد هذه الدراسة التحليل الخطابي للنص الكتابي للقصة القصيرة بعنوان (رجل البيت) , عن طريق تحليل و وصف الاستراتيجيات المختلفة مثل الابتداء بالحديث وتطوره حتى انتهاءه. إن نموذج تحليل الخطاب المتبع في هذه الدراسة هو محصلة دمج ثلاثة نماذج منقاة وتتمثل بالنماذج التالية: نموذج هايمز (Hymes) , (1972) , الذي يتبنى الحدث في الكلام و نموذج ساكس (Sacks) , (1968) , الذي يعتمد على التحليل التفاعلي للقائم على أربعة أصناف هي: المحاور والموضوع والتتابع والدور. والنموذج الأخير هو نموذج سنكلير و كولثرث (Sinclair and Coulthard's) , (1975) , الذي يعتمد على تصنيف أفعال الكلام.

تفترض الدراسة الحالية أن تحليل الخطاب يتحقق بالاعتماد على كل من النص والسياق وكيف ان المصطلحين يتم احدهما الآخر و يكتمل معنى النص بالفعل و ينجز التحليل تركيبيا و لغويا. وتم التوصل أيضا إلى أن الخطاب يتكون من أفعال و تفاعل بين المشاركين في الحوار و تتابع الأحداث و المواضيع والوحدات الأخرى فيما بينها.

تم التوصل من خلال عملية التحليل إلى أن الشخصيات تقوم بأفعال مختلفة كالتسمية التي استخدمت بشكل متكرر حيث تصل إلى 1156 حالة والتي تمثل نسبة 52.3 % من مجمل الأفعال وأن عدد ردود الفعل هو 555 والذي يمثل نسبة 25.1 % بينما يسجل التقييم 198 أي بنسبة 8.9 % من العدد الكلي للأفعال. ثمة أفعال كلام أخرى كالتعليق و الإلزام والأسلوب و النقائل وردت في القصة. تتباين هذه الأفعال حسب استخداماتها و وظائفها فضلا عن نسبها. و فيما يخص تحليل الأحداث فأن أعدادها الرئيسة هي 22 و التي تمثل نسبة 24.5 % بينما يبلغ عدد الأحداث الثانوية 86 حدثا تمثل 75.5 % من الأحداث, و تجدر الإشارة إلى أن المشاركين في الحوار ينتمون إلى طبقات اجتماعية مختلفة.

أحيانا يخاطب المشاركون في الحوار بعضهم البعض باستخدام ألقابهم لإظهار نوع من الاحترام خصوصا أن بعضهم من طبقة مرموقة في المجتمع. تسرد القصة باستخدام ضمير المتكلم (أنا) و هذا يدل على أن الكاتب يتحدث عن حياته الشخصية. لقد أدى سوليفان (Sullivan) معظم الأدوار و بواقع 41 دورا و التي تمثل نسبة 47.6 % من مجمل الأدوار كونه بطل القصة وأنه الشخصية الأكثر أهمية فيها و جاءت شخصية دولي (Dooly) ثانيا بواقع 14 دورا والتي تمثل نسبة 16.2 %. و جاءت الأم بالمركز الثالث في الترتيب حيث شاركت بـ 13 دورا والتي تمثل 15.5 % من النسبة الكلية. وخلاصة القول فأن بعض الشخصيات قد شاركت في الحوارات أكثر من الشخصيات الأخرى, فعلى سبيل المثال, شارك دولي و سوليفان (Dooly and Sullivan) في 12 دورا حيث تمثل 29.2 % بينما شارك ميني و سوليفان (Minnie and Sullivan) في 9 أدوار والتي تمثل 21.9 % من النسبة الكلية.

و على مستوى التحليل النحوي، تم التوصل إلى أن عدد الكلمات ألتى تشير إلى المعنى هي 4632 وبذلك فهي تمثل نسبة 76.536 % بينما بلغ عدد الكلمات ذات الدلالات الوظيفية 1420 لتمثل نسبة 23.463 %. أما ما يخص أدوات النكرة والمعرفة فأن عدد أدوات المعرفة بلغ 290 لتمثل نسبة 73.9 % بينما كان عدد أدوات النكرة 102 ممثلة نسبة 26.0 % من العدد الكلي للأدوات. وبلغ مجمل عدد الأسماء التي استخدمها مؤلف القصة مثل الأسماء المعدودة و الأسماء المفردة و أسماء المؤنث 2339.

يظهر تحليل الخطاب متى وأين تتحول و تتغير الأدوار و المواضيع. إلى استخدام عبارات ملئ الفراغ، مثل (أه)،(أوه) ذات الأهمية و المتعلقة بالخطاب؛ حيث وردت (أه) 8 مرات أي بنسبة 72.7 % بينما وردت (أوه) 3 مرات لتمثل نسبة 27.2%. وأخيرا فان للتحليل اللغوي للأدب تطبيقات و فوائد جمة في تدريس اللغة.

I. The Concept of Discourse and Discourse Analysis

Discourse analysis covers both semantic and pragmatic fields. It is linguistics (verbal) and non-linguistics (non verbal), it is structural and functional, it is a socially and culturally organized way of speaking (Schiffrin, 1994:32).

Discourse analysis studies both spoken and written texts. It is dated back to Zellig Harris (1952) who studied the relation between text and its social situation. Searle (1969) and Grice (1975) dealt with language through speech act theory. In Britain, the functional approach, was led by Halliday

and the description of teacher-pupil talk by Sinclair and Coulthard (1975). Goffman (1976, 1979), Sacks, Schegloff and Jefferson (1974) worked on conversation and turn taking. Labov participated in the analysis of storytelling and narrative discourse. Written language was the interest of Van Dijk (1972), de Beaugrande (1980), Halliday and Hassan (1976). Labov added that understanding the language of discourse needs to understand what lies outside linguistics i.e. the analysis as social interaction (McCarthy, 1991:5-6).

Some analysts combine the textual with the social analysis. There are two groups of approaches; critical and non-critical approaches. The first one shows the discursive practices as well as relations, social relations, knowledge and beliefs while non-critical as the classroom discourse stated in Sinclair and Coulthard (1975). Sinclair and Coulthard worked on the descriptive system in their analysis. They depended on units from higher to lower rank, i.e. sentence, clause, then group. The utterance consists of three moves; initiating, response, and feedback. Every move consists of one or more than one act (Fairclough, 1992:12-14).

According to Abrams (1999:66-67), discourse analysis started in the (1970s), concerns itself with the use of language in a running discourse, continued over a sequence of sentences, involving the interaction of speaker (or writer) and listener (or reader) in a specific context, and within a framework of social and cultural conventions.

Sakita (2002:14) states that there is a close relation between speaking and writing although they are different in genres.

In fact, the speech-act philosopher Paul Grice, gave the current use of discourse analysis in literary studies a special impetus. In (1975), he coined the term implicature to account for indirection in discourse. Some

proponents of stylistics claimed that the discourse analysis to be included within their area of investigation. A number of critics have increasingly adapted discourse analysis to the examination of the dialogue in novels and dramas since the late 1970s. Discourse analysis was used in a variety of ways like 'talking rather than doing', 'a prescriptive rather than descriptive stance'. It is "the systematic study of naturally occurring (not hypothetical) communication in the broadest sense on the level of meaning." (Bavelas et al, 2006:102).

II. The Model Adopted

In this study, an eclectic model of discourse analysis has been adopted. The eclectic model is Hymes model (1972), Sacks model (1968), Sinclair and Coulthard's model (1975), and the grammar model.

Hymes model has been used in analyzing the sequence of speech events, to see whether they are logical or not. Hymes (1972) is considered as the first scholar who proposed a theory of context in terms of his glorious SPEAKING grid, in which each letter represented the first letter of one of eight dimensions of the communicative situation (setting, participants, ends, act sequence, key, instrumentalities, norms and genre).

Sacks model (1968) has been used in analyzing the conversational analysis between the participants, the topics also analyzed by using the discourse analysis to show how they are interrelated. Furthermore, the sequence of the events are analyzed by showing whether they are logical or not, is the writer and the participants arranged and/or ordered when they are talking about their daily life. Last but not least, the analysis of turn taking, who talk, when the participants talk, who done most of the talk. Who interrupt and who distributed the turns among the participants. The numbers

and percentages of all these categories i.e. (interaction, topic, sequence, and turn) are accounted.

In this study, Sinclair and Coulthard's model (1975) was depended on the analysis of speech acts classification. Sinclair and Coulthard list twenty two acts such as; nomination, cue, clue, bid, and starters. Sinclair and Coulthard's model of speech acts used in the analysis of the classroom interaction between the teacher and students.

The grammar has been analyzed depending on 'A Practical English Grammar' (1986) (Fourth Edition) by A. J. Thomson and A. V. Martinet. The grammatical analysis was done to show the stylistic characterization of the writer. The numbers and percentages of nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, tenses and their kinds are analyzed.

III. Text and Context in Discourse Analysis

Fairclough (2012:1) defines text as "the study of how sentences and utterances pattern together to create meaning across multiple sentences or utterances."

"A text is a string of words and a writer has to encode the ideational meaning into, and the reader to decode that meaning from, words." (Coulthard, 1994:9).

Widdowson (2007:4) defines a text "as an actual use of language, as distinct from a sentence which is an abstract unit of linguistic analysis."

Michael Stubbs (1983) treats text and discourse as more or less synonymous, 1) A text may be written, while a discourse is spoken, 2) A text may be non-interactive whereas a discourse is interactive. 3) A text may be short or long whereas a discourse implies a certain length, and 4) A text

must be possessed of surface cohesion whereas a discourse must be possessed of a deeper coherence (Mills, 2004:4).

Widdowson (2007:6) remarks that people produce texts in order to get a message across, to explain something, to express ideas and beliefs, or to get other people to do certain things and to think in a certain way.

Hymes (1964) identifies specific features of context which are relevant in the identification of the type of speech event: (1) *addressor* is "the speaker or writer who produces the utterance.", (2) *addressee* is "the hearer or reader who is the recipient of the utterance.", (3) *topic* is the matter of discussion, (4) *setting* "where the events are situated in place and time, and in terms of the physical relations in respect to gestures and facial expressions.", (5) *channel* "how is the contact between the participants in the event being maintained by speech, or writing.", (6) *code* "what language, or dialect, or style of language is being used.", (7) *message-form* "what form is intended like chat, debate, and sermon.", (8) *key* "which involves evaluation of was it a good sermon." and (9) *purpose* "what did the participants intend should come about as a result of the communicative event." (Brown and Yule, 1983:38-39).

Widdowson (2007:20-25) states that context is not only the external set of circumstances, but a selection of them internally represented in the mind. He also mentions that context "can be thought of as knowledge of the world that a text is used to refer to, but of the world as it is known by particular groups of people."

IV- Data Analysis and Conclusions

1.1. Participants

There are two types of participants in this story; main and minor and they are as follows:

Table (1) : Main and Minor Participants.

	Main Participants		Minor Participants
1.	Sullivan (Protagonist)	1.	Danny Delaney (teacher)
2.	Sullivan's mother	2.	Johnnie (the drunk man)
3.	Minnie Ryan (neighbor)	3.	The barmaid girl
4.	Dooley (the girl)	4.	The doctor
		5.	The man in the dispensary

2.1. Topics Analysis

The numbers and percentages of topics also counted to see how these topics are related, when and where the topic are shifted. The story can be divided into twenty one interrelated topics namely; acceptance, advice, blessing, hope, religion and candle, challenge and conflict, childhood, consciousness, encouragement, fear, help, innocence, love, miracle, misery, obedience, poverty, praise, guilt, resilience, responsibility, and temptation. The numbers and percentages of speech acts are counted and analyzed to see how they are used according to their functions and realizations.

3.1. Speech Acts Analysis

Table (2): Numbers and Percentages of Speech Acts in the Text.

No	Acts	No.	%
1-	Nomination	1156	52.3
2-	Reaction	555	25.1

3-	Evaluation	198	8.9
4-	Manner	31	1.4
5-	Elicitation	30	1.3
6-	Reply	21	0.9
7-	Marker	20	0.9
8-	Contrast	20	0.9
9-	Obligation	17	0.7
10-	Bid	16	0.7
11-	Conclusion	16	0.7
12-	Comparison	15	0.6
13-	State	14	0.6
14-	Promise	12	0.5
15-	Directive	10	0.45
16-	Probability	10	0.45
17-	Acknowledge	9	0.40
18-	Loop	8	0.36
19-	Surprise	8	0.36
20-	Metastatement	8	0.36
21-	Comment	7	0.31
22-	Assert	5	0.22
23-	Justification	4	0.18
24-	Cause	3	0.13
25-	Prompt	3	0.13
26-	Agreement	2	0.09

27-	Informative	2	0.09
28-	Advice	2	0.09
29-	Wish	2	0.09
30-	Guilt	1	0.04
31-	Request	1	0.04
32-	Offer	1	0.04
33-	Check	1	0.04
34-	Clue	1	0.04
35-	Suggestion	1	0.04
	Total	2210	100

Table (2) above shows the numbers and percentages of speech acts used in the text. The frequency of nomination is 1156 which represents 52.3% of the total acts. The participants use terms of address such as Mrs, Doctor, and Miss. Sullivan talked to his mother by saying (My mother). This means that the participants respect each other. Since it is a biography story so the writer talked about the places, the things, and persons which he saw in his life and described them. Reaction forms 555 which represents 25.1% of the total number of acts. Evaluation makes up 198 which represents 8.9%.

4. 1. Speech Events Analysis

Speech events are analyzed by showing that there are three interrelated main events in this story arranged in a logical sequence summarized in the following figure.



Figure (1): The Story Major Events.

Table (3) shows the numbers and percentages of major and minor events in the story.

Table (3): Major and Minor Events.

Major Events		Minor Events		Total of Events	
No.	%	No.	%	No.	%
22	24.5	68	75.5	90	100

5. 1. Turn Taking Analysis

The following table shows the numbers of turns of each character.

Table (4) : Numbers and Percentages of Turns.

No.	Character	No. of Turns	%
1-	Sullivan	41	47.6
2-	Dooley	14	16.1
3-	Mother	13	15.2
4-	Minnie	10	11.6
5-	Doctor	4	4.6
6-	Johnnie	2	2.3
7-	Children	1	1.1
8-	Barmaid	1	1.1
	Total	86	100

Table (4) shows the number of turns taken by each participant. Sullivan took most of the turns, (41) which represents 47.6% because he was

the protagonist and the most important participant in the story. He narrated the whole story. Dooley had (14) turns so she came second in order that represents 16.2%. The mother came third in rank and had (13) turns which represents 15.5%. Minnie came fourth and uttered (10) turns that represents 11.6%. This indicates that the main characters took most of the turns in this short story and the minor characters took few turns.

The following table shows the numbers and percentages of turns taken by participants.

Table (5): Participants Interactions.

No.	Interaction	No.	%
1-	Dooley → Sullivan	12	29.2
2-	Minnie → Sullivan	9	21.9
3-	Sullivan → Mother	8	19.5
4-	Doctor → Sullivan	3	7.3
5-	Johnnie → Sullivan	2	4.4
6-	Mother → Sullivan	2	4.4
7-	Sullivan → Children	1	2.4
8-	Minnie → Mother	1	2.4
9-	Barmaid → Sullivan	1	2.4
10-	Doctor → Sullivan	1	2.4
11-	Sullivan → Dooley	1	2.4
	Total	41	100

Table (5) shows the numbers and percentages of the interactions between the participants. Dooley and Sullivan participated in 12 turns which represents 29.2%. Minnie and Sullivan participated in 9 turns which forms 21.9%. While Sullivan and his mother participated in 8 turns which

represents 19.5%. The interaction is less between Johnnie and Sullivan, they form 1 which represents 2.4%. So, most of the interaction was done by Dooley and Sullivan because they are the most important characters. Since, Sullivan is the protagonist and Dooley is a little girl, she was cunning and devil because she tempted Sullivan to drink the medicine of his sick mother, and made him lie. In contrast, there was little interaction between the Barmaid and Sullivan, because they met for a short time and they do not know each other very well.

6.1. Stylistic Characterization

The story is initiated with Sullivan, he woke up and heard his mother coughing. He used the pronoun I. He started with the time (when woke up),. past tense. He narrated the story in the past perfect tense.

Although discourse deals with the analysis of text beyond the sentence, the numbers and percentages of word classes for the purpose of style characterization are to be found.

The present short story is structurally analyzed following Thomson and Martinet, The Practical English Grammar, Fourth Edition. The structures and forms that dealt with are: 1- Articles 2- Nouns 3- Adjectives 4- Adverbs 5- Pronouns 6- Prepositions 7- Conjunctions 8- Verbs (auxiliary and ordinary), (active and passive voice), 9- (simple present, present perfect, present continuous, simple past, past perfect, past continuous, past perfect continuous, and future tense). For each structure, we counted the number of words, and the percentage.

The following table shows the numbers and percentages of the content and function words.

Table (6): Kinds of Words.

No.	Kinds of Words	No.	%
1-	Content Words	4632	76.536
2-	Function Words	1420	23.463
	Total	6052	100

Table (6) shows the kinds of words. They are 6052 in total. Content words form 4632 which represent 76.5%. It is clear that the frequency of content words is more than function words because they contain the meaning. We can find this kind of words in nouns, adjectives, verbs and adverbs. Examples of content words that are found in the text are: street, clear, go, and down.

While the function words form 1420 which represent 23.4%. The function words are auxiliary verbs, prepositions, pronouns, and articles. Examples of the function words which are found in the text are: might, on, I, and the.

2- CONCLUSIONS

In the light of our findings in the practical part, the study has arrived at the following conclusions:

- 1- The participants are from different social classes and this provides the variety in conversation.
- 2- The participants sometimes address each other by using their proper names. Since, the nouns play a major role in determining the status and social relationship between the participants.

- 3- The social relationship between family members is reflected throughout the discourse interaction.
- 4- Terms of honorific address are used to show respect between the participants. They are used through the discourse interaction especially if the situation is formal. These terms are used with those who are of higher social status, strangers, bigger persons, and as a way for flattering others who liked this.
- 5- It is found that some of the participants have an important role to play in the story like the protagonist, while other participants are less important.
- 6- The participants, speech events, topics, style, speech acts, and language use are collaborated in order to make the discourse of the story successful. Through the use of logical order in narrating the speech events. The topics are interrelated, the use of speech acts is also noted in order to bring variety to the text. The style of the writer is highly structured which is reflected in his language.
- 7- The story it is narrated in the first person pronoun (I), means that the writer writes about his personal life.
- 8- The use of discourse analysis shows when and where the topics are shifted, and changed. The topics are logically shifted. They are interrelated and well organized. The discourse text is coherent and correlated. The participants shared the same topic. Some of these topics are acceptance, advice, blessing, hope, religion and candle, childhood, innocence, love, miracle, poverty, obedience, guilt, responsibility, and temptation. The relationships between the participants are reflected through the use of topics.
- 9- There are thirty five acts, which are frequently shared by the participants throughout their discourse interaction. The participants performed

different types of acts in their conversations but the most frequently used by all the participants are nomination, reaction, evaluation, elicitation, manner reply, marker, contrast, obligation, bid, conclusion, and comparison.

- 10- The events are arranged in a logical sequence. Minor events, are more than major events this shows that the writer is interested in giving details about the events, places, and even the participants to present them in a chronological sequence.
- 11- The story consists of three main actions; the rising action, the climax, and the falling action. They contain the events and the interactions between the participants. This shows that the story is highly interwoven.
- 12- The transition between turns was smooth and gradual which means that style is highly structured.
- 13- It has been found that there are no interruptions and the turns are exchanged fluidly and the transition was smooth. When one participant terminated his/her turn the talk is shifted into another one.
- 14- The story is linguistically, semantically, and grammatically analyzed for the purpose of stylistic characterization.
- 15- Throughout the discourse analysis it has been found that there are silences and pauses in the conversations. The fillers such as (Ah and Oh) are used in the story as linguistic elements. They are used to show surprise, silence, maintain the floor, you feel shy, to give ourselves time to think and to avoid embarrassment.
- 16- The linguistic analysis of literature has many implications and benefits for the language teaching. It increases the motivation of the learners to learn, to make them critical readers and increases their language

abilities, extends their vocabularies, learn the material with a high speed, and improves the four skills speaking, writing, reading, and listening.

17- By analyzing the discourse we can know when and where the discourse is initiated, developed, and closed.

18- Discourse analysis is to be conducted on both text and context. The two aspects complete each other.

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