A Critical Stylistic Analysis of Communication Through Letters in Kuipers' *Life on the Refrigerator Door*

A Thesis Submitted to the Council of the College of Education for Human Sciences /University of Babylon As a Partial Fulfillment of the Requirements for the Degree of Master in Education /English Language and Linguistics

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بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

۞ قَالَتۡ يَٰٓأَيُّهَا ٱلۡمَلَؤُاْ إِنِّىٓ أُلۡقِىَ إِلَىَّ كِتَٰبٌ كَرِيمٌ ﴿٢٩﴾ إِنَّهُۥ مِن سُلَيۡمَٰنَ وَإِنَّهُۥ بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ ﴿٣٠﴾ أَلَّا تَعۡلُواْ عَلَىَّ وَأۡتُونِى مُسۡلِمِينَ ﴿٣١﴾ ۞

سورة النمل

In the name of Allah the Beneficent ,the Merciful

"She said, O chief! Surely an honorable letter has been delivered to me; Surely it is from Sulaiman, and surely it is in the name of Allah, the Beneficent, the Merciful ;saying exalt not yourselves against me and come to me in submission."

Ali (2001)

The Supervisor's Certification

I certify that this thesis entitled " A Critical Stylistic Analysis of Communication Through Letters in Kuipers' *Life on the Refrigerator Door*" has been written by Fatima Selman Obais under my supervision at the College of Education for Human Sciences, University of Babylon, as a partial fulfillment of the requirements for the degree of Master in Education, English language and linguistics.

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The Examination Committee's Certification

We certify that we have read this thesis which is entitled as " A Critical Stylistic Analysis of Communication Through Letters in Kuipers' *Life on the Refrigerator Door* " written by Fatima Selman Obais, and as an Examining Committee, we examined the student in its content, and that in our opinion it is adequate as a thesis for the degree of Master in Education ,English Language and Linguistics.

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Dedication

To the soul that has never left me ..... my father's soul

To the prayers that have never stopped ...... my mother

To the support that has never ended ...... my Family

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ABSTRACTS

This study deals with communication through letters in the light of critical stylistics. Letters are a form of a written text that have multiple functions in human communication . Critical stylistics contributes in the field of applied linguistics that was created at Huddersfield University and extended to create the (ideology) missing connection between stylistic analysis and critical discourse analysis by Lesley Jeffries (2010). The problem of the current study lies in the lack of investigating communication through letters from a critical stylistic perspective. Particularly, in Kuipers' novel *Life on the Refrigerator Door.*

The study , therefore, aims at uncovering the underlying ideologies within the letters , identifying the critical stylistic tools that help the writer pass her ideology , figuring out the most frequent CS tool in the novel and investigating the ability to rely on written communication in human interacting.

Accordingly, the study hypothesizes that: The selected data embody some ideologies towards communication through letters, So the writer uses some CS tools in her writing which are naming ,hypothesizing ,prioritizing, questioning and capitalization. Naming and questioning are the most dominant tools in the novel, and letters can do what verbal communication achieve.

The research followed several procedures: First, presenting a literature survey to provide a complete background for the study. Second, choosing a model based on Jeffries' model (2010) with adding two other tools. Thirdly, selecting eighteen extracts from the novel and analyzing them according to the adopted model . Fourth, discussing the statistical findings to verify or refute the hypotheses of this study. And come up with conclusions, recommendations, and offering suggestions for further studies.

The present study has arrived at a variety of conclusions. The analyzed data underlie certain ideologies manifested by the suggested tools. Naming and hypothesizing are the most dominant tools in the novel while capitalization is the least used tool. The

research highlights that ,in certain circumstances ,written communication gives better results than verbal communication.

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Table of Abbreviations

Abbreviation	Full Form
CDA	Critical discourse analysis
CL	Critical linguistics
CS	Critical stylistics

CHAPTER ONE
INTRODUCTION

1.1 The Problem

Language is an effective means of human communication. People used to communicate verbally, non-verbally ,and in a written way. Written communication is used as a complementary or a replacement for verbal communication. The characters in the novel under scrutiny use letters or notes to communicate .

Analyzing novels and uncovering the ideologies behind their lines is not an easy task . It needs tools of analysis helping the researcher to extract the intended meaning. These tools are presented by critical stylistics.

The problem of the current study lies in the lack of investigating communication through letters from a critical stylistic perspective. Particularly, in Kuipers' novel Life on the Refrigerator Door. Consequently, the present study tries to investigate the use of letters as a complete means of communication that can sometimes be more efficient than oral communication.

In short, this study tries to answer the following questions:

1. What are the ideologies that are embedded in the novel?
2. What are the critical stylistic tools that help the writer pass her ideology?
3. What is the most recurrent tool used by the writer throughout the novel?
4. How can written communication, especially letters, achieve the purposes that oral communication does in delivering thoughts and emotions?

1.2 The Aims

The study aims at:

1. Uncovering the underlying ideologies in the letters.

2. Identifying the critical stylistic tools that help the writer pass her ideology .

3. Figuring out the most frequent critical stylistic tool in the novel .

4. Pinpointing the ability to depend on written communication in expressing thoughts and feelings among people more than oral communication.

1.3 The Hypotheses

According to the previously mentioned aims, it is hypothesized that:

1. The selected data embody some ideologies towards communication through letters.

2. Revealing an ideology demands some tools , so the writer uses some critical stylistic tools in her writing like naming, negating ,hypothesizing, prioritizing ,questioning, and capitalization.

3. Naming and questioning are the most dominant CS tools in the novel .

4. Letters ,as a means of communication, can sometimes be more efficient than oral communication in expressing thoughts and feelings.

1.4 The Procedures

To fulfill the given aims, the study adopts the following procedures:

1. Presenting a literature survey of communication and critical stylistics as well as giving a brief account of the novel and its author to provide a complete background for the study.

2. Choosing a model based on Jeffries' model (2010) with adding two other tools.

3. Selecting eighteen extracts from the novel and analyzing them according to the adopted model .

4. Discussing the statistical findings to verify or refute the hypotheses of this study.

5. Writing conclusions, recommendations, and offering suggestions for further studies.

1.5. The Limits

This study is conducted to study communication through letters in Alice Kuipers' novel *Life on the Refrigerator Door: A Novel in Notes : Notes between a Mother and a Daughter* . It has been chosen because it has a unique structure; it is composed completely of letters . The characters of the novel take letters as a means of communication although they live in the same house . It is an abnormal way of communication which interests the researcher to pick the novel. The research has restricted to 18 extracts analyzed according to the adopted model based on Jeffries (2010) .

1-6 The Value

It is hoped that the present study could be beneficial for students, linguists, stylists, critical stylists or anyone interested in the field. It can be of value to those who are interested in literature and in literary analysis. It is hoped that the current study contributes in analyzing novels critically and grasping the writer's ideologies behind the texts. Another value is expected from this study is to appreciate letters as a means of communication in delivering thoughts, opinions and emotions.

CHAPTER TWO
LITERATURE REVIEW

2. Introductory remarks

The chapter comprises two sections. The first section focuses on stylistics, including critical stylistics and cognitive stylistics. The second section explores communication, with a specific focus on letters and previous studies.

2.1 Style

The term "style" originates from the Latin word "Stilus," meaning a writing tool used on wax boards. Since writing varies according to different styles, the term metaphorically refers to distinct ways of speech or writing (Hough, 1969, Lucas, 1974, Renkema, 2009).

Historically, the concept of style traces back to the early period of literary thought in Europe and relates to rhetoric as a form of literature or artistic writing aimed at persuasion (Hough, 1969). Leech and Short (1981) describe style as the situation in which language is used within a specific context, by a particular person, for a certain purpose, and so on.

The concept of style is often understood as a deliberate choice made by a literary author. This choice encompasses various features from the entire range of language resources available, influenced by factors such as genre, form, and theme (Wales, 2011).

Style, therefore, reflects the author's mindset and way of life through the use of linguistic tools that convey aspects such as time, place, and more (Nørgaard et al., 2010).

Every utterance carries a particular style, even if it is relatively unmarked or plain. Style is influenced by social, political, cultural, and contextual factors, involving both psychological and socially motivated choices and linguistic features. It encompasses aspects like norms and deviations, stability and change, convention and

innovation, and foreground and background (Nørgaard et al., 2010).

Verdonk (2002) and Finch (2003) similarly define style as the distinctive use of language for specific purposes. The use of different choices can lead to the creation of various styles and effects. Van Gelderen and Strazny (2005, p. 1043) present multiple definitions of style, including "a choice of linguistic means," "deviation from a norm," "recurrence of linguistic form," and "comparison."

Additionally, Mukherjee (2005) highlights that language users are guided by user-based variables (such as age, gender, and social status) and situation-based factors when making choices between different linguistic forms. User-based factors are connected to the characteristics and ideologies of the language user, while situation-based criteria relate to the field and medium of the text.

The researcher agrees with Verdonk (2002) in defining style as the distinctive use of language for specific purposes.

2.2 Stylistics

Stylistics emerges as a response to the subjectivity and impressionism found in literary studies, aiming to provide an objective interpretation of how language is employed in literature (Fish, 1981).

Stylistics is the study of language use and how particular choices in language are made by individual and social groups in different contexts, as defined by (Crystal ,1992).

Verdonk (2002) adds that it is the analysis of style and the effects of expressions on text types. Longman (2003) views it as the study of style in written or spoken language.

Nørgaard et al. (2010) explain that it is the study of the ways meaning is expressed through language in literature and other types of text, using linguistic tools to analyze how authors convey meaning.

Although stylistics is often associated with literature, it has expanded to include non-fictional and non-printed forms such as advertising, academic writing, news reports, TV, and film. Stylistics helps us name the parts of a literary text and document their operations, relying on the terminology and methodology of language-related disciplines. By investigating language and creativity in language use, stylistics enriches our understanding of texts (Simpson and Hall,2002).

Mills (2004) defines stylistics as the study of the language of literary texts using theoretical models from linguistics.

Stylistic analysis focuses on identifying and classifying the linguistic elements used in literature, as well as commenting on the quality and meaning of a text. While stylisticians strive for rigorous analysis, it is important to note that stylistic analysis is not devoid of objectivity but can be influenced by individual preferences and selected methodologies (Norgaard et al., 2010). Stylistics differs from linguistic and literary criticism as it serves as a bridge between the two disciplines, encompassing an interdisciplinary function (Widdowson, 1975, as cited in Traiq, 2018).

To the researcher, stylistics is the study of language use and how individuals or social groups make particular choices in different contexts, as defined by (Crystal ,1992).

2.3 Critical Linguistics (CL)

The connection between linguistic structure and social structure is emphasized by Fowler and Kress (1979), highlighting how social groupings, relationships, and institutions greatly influence writers and speakers .

Introduced by Roger Fowler and Gunther Kress in 1970, Critical Linguistics (CL) is a social approach to linguistics. CL utilizes Halliday's Systemic Functional Grammar (SFG) to test how different linguistic points are translated in texts, such as the use of passivization to conceal the subject's identity. It also incorporates models like Speech Act Theory and Conversation Analysis. CL served as the foundation for Critical Discourse Analysis (CDA) and has been effective in the progressing of other ways like Discourse Historical Approach and Socio-cognitive Approach (Baker & Ellece, 2011).

However, CL has been subject to criticism and has some limitations. While it contributes to language awareness programs and stimulates thoughts about language use, it is not considered an academic discipline or a theory. Instead, it is often seen as a form of political activism. CL lacks the scholarly principles found in CDA, posing a risk of undermining the authority of science (Bakk, 2011). This led to the emergence of Critical Discourse Analysis as a separate field.

Fowler (1991) presents a list of analytical tools that encompass the beliefs, signifying values, and construction of representations used by writers to comment on or report the world. This list includes syntactic transformations, transitivity, modality, lexical structures, and speech acts. Fowler emphasizes that this list is incomplete and that the presence of ideology in texts is demonstrated through saying the same thing differently, accidental alternatives, and non-random patterns. This recognition of ideology in texts is considered a valuable achievement of critical linguistics. Fowler further states that critical linguistics paves the way for critical discourse analysis, which analyzes discourses in relation to power and dominance in society (Fairclough, 1995).

Critics argue that CL lacks a comprehensive connection between language, word force, and ideas. Practitioners of CL attempt to integrate language researches with social view without adequately addressing concepts of power and ideology. This link is better

addressed by critical discourse analysts, who develop approaches and methods to uncover political and ideological implications within texts. Thus, the approach of Critical Discourse Analysis (CDA) started.

CDA is viewed as a theory that encompasses various approaches and views for examining the link between discourse and social context, as noted by Weiss and Wodak (2003). This indicates the existence of different theories and methods within CDA, such as Fairclough's dialectical relational method, Van Dijk's socio-cognitive method, and Wodak's historical discourse method.

Beyond the mere description of text and discourse, CL goes on to explain why and how texts or discourses are produced, offering a framework to uncover their ideological significance. Van Dijk (2001) states that these approaches demonstrate the theoretical and analytical diversity within discourse analysis. CDA is considered an interdisciplinary field that analyzes text and talk in the realms of social science and humanities (Van Dijk, 1997; Wodak & Meyer, 2009). With no united theoretical framework, CDA has been considered as an interdisciplinary field of linguistics, encompassing a range of approaches with underlying ideological hypotheses, reflecting social relations (Van Dijk, 2015).

2.4 Critical Discourse Analysis (CDA)

The concept of power in discourse is at the core of Critical Discourse Analysis (CDA). Rather than just analyzing power within discourse, CDA examines the power beyond discourse, such as how those in power control interactions like interviews and shape the order of discourse and social order as a whole. Ideology, rather than just persuasion and manipulation, is a key focus of CDA. It views discourse as central to social conflict and struggle, particularly class struggle. CDA aims to raise awareness of how language contributes to the control of some people by

others, with the ultimate goal of breaking free from social bonds (Fairclough,2010).

   At the heart of CDA is the analysis of power relations and inequalities that produce social injustices, particularly in terms of the discursive aspects of power relations and inequalities. This includes the dialectical relationship between discourse and power, and how they impact other relations within the social process and their elements. Ideology is also a key concern, viewed as a form of meaning under control of power, which contributes to the establishment and maintenance of unequal power relations. CDA seeks to uncover the hidden ways in which language is embedded in social life, particularly in terms of power, domination, and ideology. It goes beyond simply describing discourse and seeks to explain why and how certain discourses are produced. Drawing on social and philosophical theories, CDA addresses broader social issues. Ultimately, CDA aims to recognize how discourse maintains and reinforces relations of dominance and inequality. It views language as powerless in itself, gaining power only when used by those in positions of power (Thompson, 1984).

2.5 Critical Stylistics (CS)

   According to Jeffries (2014), critical stylistics emerged as a response to the growing influence of CDA, which examines how ideologies, identity, and inequality are conveyed in texts within social and political contexts.

   Although both CS and CDA were established by Roger Fowler, they have become increasingly distinct from each other over time (Jeffries,2014).

   Critical Stylistics, a branch of applied linguistics founded by Lesley Jeffries, is concerned with analyzing the relationship between textual choices and ideology. It seeks to uncover the implicit ideologies conveyed through language in order to better understand the role of language in reproducing social identities

and inequalities. Critical Stylistics offers a more developed theory and methodology than Critical Discourse Analysis, providing a comprehensive set of tools for analyzing the linguistic choices made by text producers (Jeffries, 2010).

Tabbert (2013) notes that stylistics, which analyzes both literary and non-literary texts using linguistic techniques, is at the core of Critical Stylistics.

According to Jeffries (2014) ,at the heart of Critical Stylistics is the idea that there is a level of meaning between the systematic meaning of Saussure's "langue" and the contextual meaning of language in use, which is referred to as "parole." At this level, texts use language to present a particular view of the world or a fictional world, and the analyst needs to understand how the text constructs this world. The main tools used in Critical Stylistics analysis are "textual-conceptual functions," which aim to understand how a text creates meaning in different ways. These functions are crucial for understanding the conceptual framework of a text and how it presents the world or fictional world in a specific way.

Jeffries (2014) suggests that there is no single relationship between linguistic form and meaning, and textual-conceptual functions are an essential part of the stylistic approach to critical language study.

So, CS is concerned with analyzing the relationship between textual choices and ideology to uncover the hidden ideologies within a text.

2.6 Differences between CS and CDA

One of the main defaults of Critical Discourse Analysis (CDA) is that it lacks a comprehensive set of tools for analysts, which stems from its multidisciplinary nature. In response to this, Critical Stylistics seeks to address this limitation by presenting an ordered analytical model that borrows tools from Stylistics and Critical Linguistics. The goal is to unpack the "linguistic choices of text producers and their possible ideological motifs and

implications"(Coffy , 2013: p.30). By adopting a more systematic framework, it enhances the replicability of analysis, which is a crucial characteristic of stylistic studies and promotes objectivity (Coffy,2013).

CDA has received criticism, particularly from Widdowson, for its subjective methods of data selection and interpretation. In contrast, CS does not claim to have originated the emphasis on the ideological underpinnings of texts or the diversity of text types. In fact, over the past few decades, various linguistic approaches have emerged to examine the language of politics and ideology in the media, falling under the labels of CL and CDA. However, CL and CDA have not presented a coherent analytical framework to uncover hidden ideologies in texts (Jeffries,2010). To address this, Jeffries introduces a list of ten analytical tools that draw on the work of scholars such as Fowler (1991), Simpson (1993), and Fairclough (1989,1992). These tools are presented in the participle form to make them more accessible and avoid the technicality often associated with CL and CDA literature (Alaghbary 2014).

Regarding the demarcation line between Critical Stylistics and CDA, it should be noted that while they share common origins in the work of Roger Fowler, an influential stylistician and co-founder of CDA, the core focus differs. Critical Stylistics, as a strand of stylistics, primarily aims to uncover the ideological underpinnings of texts and how language is manipulated to serve specific ideological agendas. This applies to both literary (e.g., poems, novels) and non-literary (e.g., newspapers, political manifestos) texts, without extensive consideration of external dimensions such as social, historical, or visual factors. In contrast, CDA places these external dimensions at the center of analysis. Notably, Jeffries and McIntyre assert that the fundamental basis of all stylistics remains the text itself (Jeffries and Mclntyre,2010).

While critical stylistics acknowledges its indebtedness to CDA, Jeffries emphasizes the importance of maintaining scientific credibility in linguistics. She challenges the Marxist/socialist

politics often associated with CDA, suggesting that abandoning objectivity, rigor, and replicability would undermine linguistic achievements (Jeffries 2014) .

 This divergence is where critical stylistics differs from CDA. Additionally, critical stylistics provides a framework that draws insights from multiple models but remains unified at a broader level of metafunctions. In contrast, CDA advocates for eclecticism and a multidisciplinary approach, focusing on studying complex social phenomena rather than investigating specific linguistic units. This emphasis on eclectic analytical theses and procedures contributes to the lack of a comprehensive toolkit for text analysis in CDA (Wodak and Meyer ,2009).

It is important to note that the term "critical" in critical stylistics should not be equated with a specifically socialist or Marxist view of language analysis, as it is the case in CDA. Lesley Jeffries clarifies that the "critical" in critical stylistics refers to the procedure of unveiling ideology in any text, regardless of personal opinions, which are a matter of choice (Jeffries ,2010).

2.7 Criticism

The term "Critical" was followed back to the work of Frankfurt School and Jurgen Habermas and their critical theory. This theory is greatly important in exploring the views of ideology and critical analysis (Wodak,2001). Wodak and Meyer (2001) stated that the aim of critical theory is to improve the perception on society by relating the main social science including history, economics, sociology, psychology, political sciences, and anthropology.

According to Verdonk (2002), "critical" means how conventional uses of language are filled with ideological positions that many people are not aware. This awareness was lost because of constant exposure to usual norms, value systems, and beliefs which are linguistically mediated in the discourses of powerful, social,

political and cultural institutions (such as the law, education, the press, the government and the world of advertising).

Otherwise, Rogers (2004:3-4) points out critical as an attempt to describe, interpret, and explicate the relationship between the form (grammar, morphology, semantics, syntax and pragmatics) and function of language (how people use language in different situations to achieve a certain result). In this sense, "critical" can be misleading when there are two evaluations (negative and positive), for example: 1. The chair of the governors is really critical of the head teacher. Either it means the chair thinks the head is unsuccessfully running the school , or the sense of critique; the analysis may be directed to a positive outcome such as an investigation of successful resistance texts (Bloor and Bloor,2007).

2.8 Text and Discourse

Text is defined as a piece of spoken or written language (Paltridge, 2012). It can take various forms, including newspaper articles and web videos (Ahmed, 2020).

Cook (1989) suggests that text refers to stretches of language treated solely in a formal manner. This definition implies that text consists of written and spoken language, excluding any contextual elements (Tabbert, 2013).

A text is a piece of language whether spoken or written with a clearly defined communication , such as newspapers , poems, or road signals (Crystal, 2010).

Textuality is characterized by seven standards: cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality (Beaugrande & Dressler, 1981). Importantly, it should be recognized that all texts are ideological (Jeffries, 2010).

As for discourse, it can be defined in various ways. Van Dijk (1997) describes discourse as the shape of language that speakers

use to pass values, thoughts, or opinions within a social situation. Discourse is a form of communication that emerges through language, reflecting the goals, intentions, thoughts, and interactions of writers and speakers with readers and listeners in specific situations (Paltridge, 2012).

It encompasses both the spoken and written text in the context of production and reception, as well as the social context in which the text is situated (Jeffries, 2010). Although text and discourse can refer to both written and spoken language, they are often used interchangeably. Text has a narrower meaning than discourse (Sunderland, 2004, as cited in Hassan, 2019). Van Dijk (1998) differentiates between text as an abstract theoretical unit and discourse as language in use or performance.

2.9 Ideology

According to Kress and Hodge (1979) ,ideology is a systematic body of ideas that are organized from a particular point of view, which makes it inherently subjective. Fowler (1996) also notes that ideologies are aligned with the interests of a person or group.

Ideologies become most effective when they are naturalized and achieve the status of common sense, according to Fairclough (1992). Common-sense ideologies enable ruling by acceptance, which is at the heart of a critical approach to ideology (Mayr, 2008).

As Fairclough (1992) and Jeffries and Walker (2012) note, all texts carry ideology, whether consciously or unconsciously influenced by ideology.

Critical stylistics is interested in uncovering the hidden ideologies in discourse and texts and offers a set of analytical tools that help the analyst to shed light on hidden ideologies objectively. It presents a more comprehensive and methodical

framework of an analytical tool comparable to that of CDA (Olaluwoye, 2015).

Rahimi & Sahragared (2006) assert that ideology is defined as a system of ideas or world views or a fixed way of understanding the life's issues.

It is important to note that all discourse analysts and linguists consider all discourse ideologically-packed. However, this does not necessarily mean that "ideology" is necessarily associated with politically motivated goals and self-centered intentions, as is often the case in political circles and the mass media. Ideologies can be of varying potential, from damaging to moral or righteous, or a matter of cultural confines. The key point is that no discourse can be free of ideas, and consequently, of ideology (Jeffries, 2010) .

So, ideology is a concept that refers to a set of organized ideas, beliefs, or values that are expressed and reproduced in discourse.

2.10 Power

Fairclough (1992) and Simpson and Mayr (2010) set that education, knowledge and wealth can access power to dominant groups to overstrain force and the leading of subordinate groups. The ideologies of these dominant groups can be seen easily in the media which leads to their naturalization. Fairclough (2001) explain that 'ideology is the key mechanism of rule by consent'. So, power is either through coercion or consent.

Ideologies are perceived as schema among the members of the same community with an inverse relationship between the extent to which an ideology is naturalized in a particular community or society, and the extent to which it is consciously used by a text producer (Jeffries,2010).

Fairclough (1989) clarifies the connection between both ideology and dominance by drawing a twofold differentiation between power inside discourse and that which is beyond discourse. However, power in discourse stands for the real performance of power in the discourse itself ,whereas power

behind the discourse impact the way of construction of social structures as a result of these discursive relations of power.

2.11 Naturalization

Naturalization is a concept that refers to the process by which certain practices or discourses become dominant and universal, often originating from privileged classes or groups. For example, the widespread belief in many societies that women are inherently inferior has become naturalized. This means that such beliefs are commonly accepted as common sense (Baker & Ellece, 2011).

Fairclough (1989) points out that naturalized discourse can contribute to unequal power relations. Naturalization serves as a pathway to establishing common sense. As discourse types become naturalized and seen as neutral in the struggle for power, they appear to lose their ideological character. Instead of being associated with specific groups or interests, a naturalized discourse is perceived as neutral and outside the realm of ideology.

Naturalization involves the integration of certain practices into everyday life and the construction of common sense. In this process, the ideological underpinnings of these practices or discourses are stripped away, making them appear neutral(Tabbert, 2016). Ideologies are most effective when they become naturalized and are accepted as common sense. A naturalized text obscures the presence of ideology and is presented as unbiased, objective, and unaffected by personal interests (Fairclough, 1989). As a result, people perceive these naturalized beliefs or practices as natural or common (Sacawisastra, 2016).

2.12 Cognitive Stylistics/Cognitive Poetics

In the field of stylistics, cognitive poetics, also known as cognitive stylistics, is an approach that involves a complex level of reading literature, taking into account the mental processes involved in the poetic field of literature (Norgaard et al., 2010). According to Stockwell (2002), this approach considers all aspects of literature that readers use while processing relevant literary texts. Cognitive stylistics has its roots in models used in fields such as cognitive linguistics, artificial intelligence, and cognitive psychology, as they are applied to literature.

Culpeper (2002) argues that cognitive stylistics combines detailed linguistic analysis and explicit rigor of literary texts, which is representative of stylistics, with a theoretical and systematic consideration of the reception and production of language.

Sotirva (2015) notes that cognitive stylistics involves a micro-analysis of literature and its linguistic characteristics. The cognitive factor is present in the individual's mind and all ordinary actions of the mind. As such, reading a literary text such as a novel, poem, or short story evokes specific thoughts, interpretations, or feelings.

Jeffries and McIntyre (2010) elaborate on the point that understanding the assumptions underlying the reading process is crucial in cognitive stylistics in terms of the effect generated by readers after reading the texts. Thus, the entire operation is an active process in which readers play a crucial role in forming text meaning. Psychology, cognitive science, and computing are areas that have a significant influence on cognitive stylistics.

2.12.1 Schema Theory in Stylistics

According to Burke (2014), schema theory is an important concept within cognitive stylistics that originated from psychology. Schema refers to a cognitive structure that gives knowledge about our understanding of basic objects, situations, and events. Schemas are often referred to as frames or scenarios that contain basic data that allows the reader to infer some details that are not explicitly stated in a given text. This knowledge obtained from schemata enables readers to combine it with the elements provided by the writer in the text, making it easier for them to understand the text.

Stockwell (2006) distinguishes between three types of schema: A-world schema, which is concerned with conceptual content; B-text schema, which represents the possible content frames through structural organization and sequences of occurrence; and C-language schema, which provides all the potential suitable linguistic/pragmatic features that form the world.

Rumelhart and Norman (1976) explain that understanding the world requires obtaining information from the cognitive structure referred to as schema. Schemas contain common information that aids readers in inferring details not mentioned or identified in a given text. Therefore, reading literary texts requires specific cognitive processes in the reader's mind to perceive information and understand what they are reading.

Emmott et al. (2014) argue that in stylistics, schema is employed to show the nature of a literary work by demonstrating that an item can relate all events together and provide additional knowledge and understanding of what is clarified. Additionally, schemas have been shown to be linked to readers' common knowledge, despite different cultural and social groups having different types of knowledge. Socio-cultural schema is considered to be based on factors like race, gender, and age.

2.12.2 Text World Theory

The theory of text worlds provides linguists with a tool to understand how readers comprehend two essential worlds: the discourse world (authorial, personal) and the text world (literary). This cognitive approach helps to comprehend the construction of mental representations by readers and is a valuable link between different fields such as stylistics, psychology, and cognitive linguistics (Burke, 2014).

Werth (1999) argues that the theory of text worlds offers a holistic framework that can understand how discourse is formed and conceptually constructed by discourse participants. It is an approach that uses the idea of "text-driven" mental worlds.

Gavins (2007) describes the theory of text worlds as a discourse framework that focuses on the mental activity present in cognitive psychology. It considers the effect of context on both the production and perception of texts and provides a comprehensive analytical structure for the examination of discourse.

Lahey (2014) emphasizes that the speech world requires the participation of two discourse speaker, while in the text world,parties talk about events in different times and places, whether real or imaginary. Gibbons and Whiteley (2018) mention two kinds of linguistic keys that shape the text world: world-builders, including objects, time, place, and characters, and function-advancers propositions.

Stockwell (2016) suggests that the mind representation of fiction is shaped as a text world in poetic stylistics. This text world which a reader makes with an author is not a stable resemblance, but a dynamic tool functions in discussing the emotional involvement of readers with the literary texts.

Furthermore, Cook (1994) confirms that there is a complementary relationship between literary theory and schema theory. This dynamic interaction considers the text and linguistic

structures on one side and the world schematic representation on the other.

Yule (2010) states that dynamic schema, like a script or frame, allows readers to follow a series of conventional actions rather than setting typical features in schema. This affects the readers' prediction possibilities, whether it is going to an office or having a conversation with a friend, for example

2.13 Communication

Communication has always been present in human society, but the academic discipline of communication is relatively new. The roots of the era can be traced back to the study of rhetoric in old Greece and Rome, while the social practical side of communication emerged with the rise of studies on media, public studies, agenda, and persuasion during the early 20th century and particularly during World War II (Rai, 2010) .

Historically, the word 'communicate' is connected with the word " common". It originates from the Latin verb, communicate which means to 'share', to make ' common'. We make things common when we communicate (Rosengren ,2000)

The term "communication" is commonly used in everyday conversation to refer to speaking, writing, or sending a letter to someone else. However, communication is a way more than that. It is making sure that your message has reached its intended people and that the receiver reads and answers in the way you want them to. Additionally, it contains being capable of understanding, interpreting, and responding to messages that you get. Communication is a crucial aspect of human behavior, and it is influenced by all means that affect human behavior (Rai,2010).

According to Narula (2006) , Communication is two –way and multi way rather than a linear one . There are four general functions of Communication, as follows : the informative, the control, the social and the expressive . There is a correspondence

between these general functions and a number of large societal institutions such as religion, law and art, science and scholarships (Rosengren ,2000) .

Communication can be viewed as a field of study that deals with the transmission of information and broadcasting. It encompasses various professions, including advertising, public relations, broadcasting, and journalism, that are involved in disseminating information. It is a fundamental aspect of human existence, manifesting in different ways and through various means. Modern humans communicate through speech, telephones, blogging, television, art, hand and body gestures, and facial expressions. Communication can occur in intimate settings or across long distances, with the internet being an illustrative example. The process of communication relies on interpersonal and intrapersonal skills such as observation, speaking, questioning, analysis, assimilation, facilitating collaboration and cooperation.

Language, above all, serves as the fundamental medium of communication between individuals. It is the vehicle through which ideas, feelings, knowledge, and requests are conveyed. Without communication, chaos would ensue, and human existence and civilization as we know it would cease to exist (Awoniyi, 1982).

Daniel (2016) draws from NOUN (2004) to explain how they interact to facilitate communication. The process involves the sender encoding a message through a transmission medium, which is then received by the receiver and decoded through a receipt medium. Essentially, the sender must encode the information being conveyed in a format suitable for the communication channel, while the receiver decodes the message to understand its meaning. The goal of communication is for the receiver to comprehend the message and act upon it, which entails categorizing the sender's intent, understanding the message, and taking appropriate action (Merriam-Webster Dictionary ,1984).

2.13.1 Definitions of Communication

Communication is defined in various ways by different scientists. Some of the most prominent definitions are mentioned below as stated in (Rai,2010):

- Keith Davis defines communication as a way of sending information and getting them from one person to another.
- The American Management Association believes that any behavior resulting in a processing of meaning is a form of communication. - D. E. McFarland defines communication as a process of meaningful interaction among human beings, leading to the perception of meanings and understandings.
- Peter Little defines communication as the process of passing news and meaning between individuals and/or organizations by means of previously agreed symbols.
- Communication is the transfer of information and meaning from one person or group of people to another, with the essential element being meaning.

The mechanism of communication is considered successful solely if the receiver understands a thought when the sender means it. Both individuals should agree not only on the data transmitted but even on the meaning of that data . These definitions demonstrate that communication contains a substitution of ideas between two sides. To change an idea, symbols such as words, signs, pictures, and sounds are used to represent the thought . The symbols must be comprehended by the person or people with those we want to communicate. Both sides must decide the same meaning to the symbols used; otherwise, there will be miscommunication. A common comprehending of the symbols is necessary for effective communication (Rai,2010).

To the researcher , communication is the exchange of information and ideas through language and other forms of expressions often shaped by social and cultural factors.

2.13.2 Process of Communication

To study the process of communication, according to Narula (2010), one must understand the factors included. There are seven elements included in the process of communication :

1. Origin /writer: The individual who starts the communication.
2. Listener /reader: The person(s) who receives the message.
3. Reason/Purpose: The sender's goal of communicating and the wanted result.
4. Material /Content: The information covered.
5. Method /Channel: The way or method used for delivering the message.
6. The answer : The receiver's reply to the communication, as the sender notices it .
7. Circumstances/Context: The environment in which the communication happens.

The writer must know what information to involve and initiate the message or material to be contented when writing with words or other means which can reach to the desired receiver. This process of encoding involves selecting suitable symbols to symbolize the thought and be got by the reader. The person who receives a message knows that a message has arrived when they got it with their senses. The receiver then pays attention to the message and understands it. The process of decoding involves transforming symbols into thoughts and translating the message using information of the symbols, previous knowledge of the topic, ability to interpret, attitudes, and judgments to make meaning (Narula, 2010).

2.13.3 Types of Communication

2.13.3.1 Verbal Communication

It involves the use of signs to deliver messages. This contains spoken words, language, and speaking. One of the influential ways of communication and can be categorized into exchangeable communication and general speaking (Aarti, 2011).

Personal communication happens when one person speaks face to face to another, allowing for informal expression of thoughts and feelings within the boundaries of social norms. Public speaking, on the other hand, involves addressing a large group and follows formal rules, with the speaker aiming to achieve specific outcomes. In all forms of verbal communication, speakers may seek to make others have fun, pass information, persuade, or discuss. Verbal communication can even incorporate visual means and non-verbal factors to enhance thoughts, establish rapport, and ensure a certain degree of interpreting by reducing misunderstanding and eliciting direct responses (Aarti, 2011).

Verbal communication can be approached through various semiotic perspectives, and one of the most insightful approaches is the one posited by Roman Jakobson, a linguist and semiotician born in Moscow who conducted a lot of his work in the United States Jakobson (1960).

According to Jakobson (1960) , there are six components that shape all speech acts: the speaker/writer who starts communication, the message that is being conveyed and has to indicate something other than itself, the reader/listener who receives the message, the situation that gives the framework for encoding and decoding the message, the channel of contact by which the message is sent, and the symbol that present the signs for sending and receiving messages. Jakobson (1960) further identifies different communicative functions associated with each of these constituents. The emotive function pertains to the desire of the initiator to construct a message, which inevitably includes the latent presence of the addresser's feelings, attitudes, social ranks, and so on. The conative function is the impact of the message on its receiver, which is influenced by subjective features such as tone of the speaker and individual word choice. The referential function concerns messages that convey information, while the poetic function refers to messages formed similarly to poems. The phatic function is constructed to make relationships and to strengthen the present ones ,while the metalingual function is intended to indicate the code used. Jakobson's framework adds

that verbal contact is more than simple information transfer. It involves the place, message topics, individuals , and goals of each person, and makes a mental decision on anyone in the social relation.

2.13.3.2 Written Communication

There are various forms of written communication such as articles, essays, poems, letters, diaries, and others. These written forms are not only literary objects, but they also provide interactive ways of creating and enhancing communication between people (Barton & Hall, 2000).

Letters are commonly utilized in humanity research as they provide valuable information about a particular topic or situation. They can reveal autobiographical and old material, making them part of the best sources of information regarding women's contributions in literary works, politics, and scientific fields (Richter, 2010).

Letters serve as a connection between the particular and general views and are mobile in nature, having to cross borders and overcome various hardships to reach their intended recipients (Franklin, 2020).

Written communication refers to the act of exchanging information with others through written words. It is widely practiced in various languages and can be found in mediums such as emails, text messages, reports, articles, and memos, serving both personal and business purposes. One advantage of written communication is its ability to undergo multiple revisions and edits before being sent to the intended recipient. The invention of writing holds numerous legends and stories, with accounts attributing its origins to figures like Cadmus, the prince of Phoenicia, who supposedly introduced the alphabet to Greece. Ancient human drawings are also believed to have laid the foundation for present-day picture writing through pictograms. Initially, written communication relied on pictograms carved on stone, and later evolved to include various mediums such as paper, papyrus, clay, and wax. Nowadays, communication occurs

through the transfer of knowledge via limited lines and electronic signs. It is significant to remake that while all of the language skills (listening, speaking, reading, and writing) play a role in communication. Writing is often considered the most intricate and complex (Journal of Applied and Advanced Research, 2018).

Written communication, following oral communication, is one of the oldest known forms of communication. It encompasses any shape of communication that is documented and transmitted in messages from the initiator to the receiver. Examples of written communication include messages, memos, researches , reports, and more (Journal of Applied and Advanced Research, 2018).

2.13.3.3 Non-Verbal Communication:

For Danial (2016), non-verbal communication involves conveying meaning through non-verbal cues and messages. It encompasses all forms of communication that do not rely on words, utilizing physical elements such as pitch of voice, touching, smell, and body expressions. Non-verbal communication involves various artistic expressions such as music, dancing, paints, drama, and sculpture. It also encompasses symbols and sign language. Body language, facial expressions, throat cleaning, eye contact, and dress are examples of non-verbal cues that convey significant information.

Sign language serves as a prime illustration of non-verbal communication, accessible to anyone at any time. For instance, the ringing of a bell may seem meaningless by itself, but in specific contexts, it can indicate "time for school," "change of lesson," "someone at home," "end of lesson," or "second-hand goods for sale " (Daniel, 2016).

Wilson (1972) explains that almost anything can be used as a symbol, and each symbol can communicate multiple meanings

depending on agreement and understanding of their usage. The significance of a word relies on the context in which it is utilized.

2.13.3.4 Visual communication:

Visual communication includes the use of visual elements to convey information, such as maps, photographs, signs, symbols, and designs. In the realm of electronic media, television and video clips serve as forms of visual communication (Aarti, 2011).

Intra-personal communication is a fundamental aspect present in all types of communication. It refers to the use of language and thoughts that occur internally within an individual. Daniel (2016) describes it as one communicating with himself, emphasizing that talking to oneself is not necessarily a sign of being "crazy" or "loony."

According to Daniel (2016), we engage in intra-personal communication on a regular basis, often without even realizing it. For instance, writing a shopping list is a form of intra-personal communication, as is daydreaming or giving oneself a pep talk. Daniel (2016) further identifies other forms of intra-personal communication, including soliloquizing, diary writing, problem-solving through introspection, and self-criticism for making a mistake. All of these examples demonstrate the presence and significance of intra-personal communication

2.14 Encoding and Decoding

Encoding/production and decoding/perception are involved in the process of communication, which encompass acoustic, physiological, and psychological mechanisms. These processes are responsible for conveying complex ideas, including linguistic, metalinguistic, and pragmatic aspects, through perceptive, visual, and other cues such as body gestures and texts (Peter and Elliot, 1993).

In everyday conversations, we often employ discourse markers like "uhm" and "ng" as simple functional words (Yin et al., 2008). Although these signs lack specific lexical meanings, their intonation and acoustic cues allow them to convey various types of communicative information along three perspectives: doubtful-confident, unacceptable-allowable, and negative-positive (James, 1884; Sagisaka, 2012; Sagisaka et al., 2005).

2.15 Letters

There are many formats of written texts—articles, essays, poems, letters, diaries, and the list could go on. These are not merely objects of literature, but interactive ways to create and boost communication among individuals (Barton &Hall, 2000).

Letters are frequently used in humanities research as an amendment, a curiosity, a document, a source of data towards a situation or fact. They may highlight autobiographical and historical data, and are one of the richest data towards women's voices in the fields of literature, politics, and science (Richter, 2010).

Letters link the private and public dimensions together with mobility—they had to cross borders and many other hardships to arrive at their destiny (Franklin, 2020).

Letters will be used in this research in their multi-dimensional aspect. They connect past, present, and may add new views towards the future. They bring intimacy in evidence—they are moving texts. They have a historical aspect, but as living history, they can be brought into life again.

Letters do not only present personal annotations and frugality about everyday living, but they transform experiences. By the 18th century, letter writing was predominant, in such a way, that one of the first prose narratives from Samuel Richardson's called

"Pamela", and it was composed entirely of letters of a daughter to her parents (Derek Taylor, 2018).

Nevertheless, letters are narratives, language in action, production of texts and contexts. It is important to recognize that these texts bring language in movement and give life to them (Curran, 2018). They are objects of love and hate (Gori, 2011), of possession, travels, perils and adventures, of good and bad news, letters constitute actions and produce effects, mobilize manifestations, declare war, or even inspire others. On top of all that, letters bring authors into ink and paper (Vinci-Booher et al., 2019).

2.16 The Epistolary Novel

The epistolary novel is a captivating literary form that revolves around a series of letters. It extends beyond mere correspondence and may include various other documents like diary entries, newspaper clippings, and even electronic forms such as blog posts and emails. This unique style of storytelling, derived from the Greek word "epistolē" meaning a letter, adds a touch of realism by mimicking the intricacies of real-life communication.

By adopting the epistolary form, authors can present different points of view without relying on an omniscient narrator. This technique allows for a deeper exploration of characters' perspectives and provides an authentic portrayal of their thoughts and experiences. To enhance the credibility of the letters, many epistolary novels employ the fictional device of a skilled editor.

One notable example of an early epistolary novel is "Love-Letters Between a Nobleman and His Sister," published anonymously in the late 17th century. While attributed to Aphra Behn, its authorship remains a subject of debate in the present era. The genre gained widespread popularity in the 18th century with

authors like Samuel Richardson, renowned for his influential works such as "Pamela" (1740) and "Clarissa" (1749).

The epistolary novel offers a unique and engaging reading experience, showcasing the rich diversity of human perspectives and the art of storytelling through intimate written exchanges (web source 1).

2.17 Previous Studies

Critical Stylistics has been studied years ago starting in the university of Huddersfield and later in other universities . The researcher lists some studies from the regional universities since 2020 and after:

- **Al-Shemmery, Iman . (2020). A Critical Stylistic Analysis of Equivocation in Selected Sermons.**

The researcher in this dissertation investigates equivocation in some selected sermons . The study aims at finding out the linguistic structure of the sermons, exploring the ideology behind the texts analyzed, identifying the stylistic tools used by breaches in the selected data, and the function of equivocation .

The researcher has come to some conclusions . The most obvious of which is that American preaches utilize the same fases to achieve the preaching process but with frequencies of use of stylistic tools. So, the study focuses on religious sermons.

- **Almousawi ,Raheem (2021). Critical Stylistic Analysis of Political Satire in George Orwell's Novel.**

The study investigates the form of meaning in the literary genre ,especially novels through the application of a critical stylistic tools trying to reveal the underlying ideologies in that kind of

texts .This study aims at revealing the linguistic construction and the structure of literary texts like novels, finding out the ideologies in such texts , deciding which critical stylistic tools are to be employed in that . Additionally ,it aims at indicating which of the stylistic tools are more used than other ones with mentioning the types of satire employed to discover that ideology and which of them is the most frequent used and satire functions used in the novel .

According to the previously mentioned aims ,this study hypothesizes that the satirical novel is constructed from introduction, middle and ending .Moreover, this study hypothesizes that narration needs some stylistic devices like naming, prioritizing and negating.

The study gets to many conclusions ,the most essential one is that the characters of the novel utilize the critical stylistic tools in different positions.

-Ali, Huda. (2021). Sectarianism in Selected New York Times Articles: A Critical Stylistic Analysis.

This thesis deals with sectarianism in Iraq during the American occupation period . This concept will be analyzed in the light of "Critical Stylistics" in selected articles by Thomas Friedman.

The study aims at finding out the critical stylistic tools that are employed in the articles, identifying the most prominent critical stylistic tool the writer prefers to use that carries the ideology of sectarianism in the selected articles ,and exploring the meanings that are exploited throughout the selected articles to accomplish the ideology of sectarianism.

The present study has arrived at a variety of conclusions, the most essential of which is that the ten tools are exploited in the selected articles. The writer writes in a simple way while dealing with sectarianism in Iraq. Also, he compares the two governments

(Iraqi and American) for the two may have the same conflict; Iraq does not have rules to control this conflict while America does. So, the study investigates newspaper articles.

-**Sahan, Wafaa. (2021). The Representation of The Ideology of War in Selected English Poems. A Critical Stylistic Analysis.**

This dissertation investigates the hidden ideologies of war in selected modern war poems as composed by soldier poets during the Afghanistan War (2001) and Iraq War (2003). The study analyzes 70 poems from one book "Heroes: 100 Poems from the New Generation of War Poets" gathered and edited by Captain John Jeffcock (2011), a poet and a former soldier in the Coldstream Guards.

The study aims at investigating the linguistic forms of the war ideology in the language of some selected English poems; identifying the stylistic choices made by the soldier-poets to shape the poem's meaning; revealing the ideological significations implied by soldier-poets relying upon Jeffries's ten textual-conceptual tools of analysis; adding another tool of analysis to the model of Jeffries applied in this study; and finding out the most recurrent strategy of ideology in the poems under study.

The poems have been analyzed qualitatively and quantitatively. The results of the analysis have led to the following conclusions: the formal aspects of language represented in different linguistic forms are found in war poetry reflecting different ideologies of war such as: war as a source of death, loss, human devaluation, destruction, etc.; the poets' stylistic choices are highly influenced by their service as soldiers; the warrior poets, depict a more precise ideology of war (death, hatred, destruction, etc.) since they already have experienced what they are composing.

Furthermore, the study reveals that all textual-conceptual tools of analysis proposed by Critical Stylistics are applicable to war poems with light variation of use among tools.

So ,the study analyses poems in the light of critical stylistics.

-Hamad ,Hiba (2022) . A Critical Stylistic Analysis of Digital Addiction in British Newspapers

This thesis chooses to study digital addiction in British newspapers. It borrows the textual conceptual tools in the analysis. It aims at identifying the critical stylistic tools that are used in the chosen newspapers, investigating the hidden ideologies and showing the differences in using the tools in both newspapers.

The results of the analysis of the data reveal that all textual-conceptual items are employed in both newspapers to show negative ideologies concerning digital addiction. They prove that digital addiction is a universal problem in the modern-day and its impacts are as dangerous as drugs to stress the importance of taking its effects more seriously and to increase the readers' awareness of its effects as well as lessen their use of digital technologies.

However, in Guardian's articles, the tool naming and describing gets the highest rate while the tool of enumerating and exemplifying takes the lowest rate to reveal the negative side of digital addiction in all aspects of life, and social life in particular. In the Independent's articles, the tool of representing actions/events/ states gets the highest rate while the tool of negating occupies the lowest rate to reveal the negative harms that digital addiction makes in ethical behaviour and values of children and teenagers.

The previous studies varied between literary data whether poems or novels ,religious texts and newspapers . This study shares the ones which deal with literary data specially novels . Yet, it differs in the critical stylistic tools that are chosen by the researchers to reveal the hidden ideologies.

The researcher suggests two additional tools that aid in analyzing the text to reach the best results.

CHAPTER THREE

DATA COLLECTION AND METHODOLOGY

3.1 Introductory Remarks

This chapter deals with the description , collection of the data as well as the methodology of the research.

3.2 Data Collection and Description

The researcher has chosen a novel titled "Life on the Refrigerator Door: Notes Between a Mother and Daughter" written by Alice Kuipers in 2007. What makes this novel unique is its format; it consists entirely of letters exchanged between two characters residing in the same household, which is quite unconventional. For the analysis, the researcher randomly selected texts from the beginning, middle, and the end of the novel. This approach allows to explore and compare the evolving ideologies portrayed in each section. By examining these different parts, it is got deeper insights into the characters' perspectives and the narrative's overall development.

3.2.1 Alice Kuipers

Alice Kuipers, a talented author born on 29 June 1979 in the United Kingdom, currently resides in Saskatchewan, Canada. She has garnered acclaim for her remarkable contributions to young adult literature. One of her notable works, "Life on the Refrigerator Door," has earned her numerous accolades and recognition.

Published in 2007, "Life on the Refrigerator Door" quickly captivated readers worldwide and found its way into the hands of eager readers in twenty-eight countries. The novel's remarkable

success led to Alice Kuipers being awarded the prestigious Saskatchewan First Book Award, the Sheffield Libraries Choice Award, and the esteemed Grand Prix de Viarmes.

Alice Kuipers' talent extends beyond the written word, as her work has been adapted into various artistic forms. The audio book version of "Life on the Refrigerator Door" features the captivating narrations of renowned actresses Amanda Seyfried and Dana Delany. Additionally, the novel has been adapted for theater productions in England, France, and Japan, further showcasing the profound impact of Alice Kuipers' storytelling.

With her compelling storytelling and ability to resonate with young adult readers, Alice Kuipers has established herself as a prominent figure in the literary world. Her works continue to inspire and captivate readers of all ages, solidifying her status as a celebrated author (web source 2).

3.2.2 The Novel

Alice Kuipers' debut novel, "Life on the Refrigerator Door," has garnered international recognition, captivating readers in 28 countries. The book's compelling narrative and poignant exploration of the relationship between a mother and her daughter have earned it numerous accolades, including being named a New York Times book for the Teen Age. In this clever and heartfelt portrayal, the novel highlights the daily rush of our lives, emphasizing the importance of making time for those we cherish. It beautifully underscores the significance of expressing our feelings in the limited moments we have. "Life on the Refrigerator Door" is an intimate and unique story, told through a series of notes and post-its exchanged between a mother and her fifteen-year-old daughter during a challenging family crisis. Claire, the young protagonist, resides with her mother, and their mode of communication revolves around these heartfelt messages adorning their refrigerator. Although her parents are divorced, they

maintain a stable and supportive relationship. As Claire navigates the ups and downs of her teenage years, she finds herself growing distant from her mother, with face-to-face conversations becoming rare. However, a pivotal note from her mother catches her attention, revealing her vulnerability and a secret she has been carrying. Claire's world is shaken as she realizes her mother's battle with breast cancer. Filled with a sense of unease, she realizes the urgency to spend more meaningful time with her mom. Through the exchange of poignant notes, Claire reflects on the cherished memories they shared, expressing her pride in her mother's strength and resilience during these trying times. "Life on the Refrigerator Door" serves as a powerful reminder of the love and appreciation we often fail to express until faced with profound circumstances (web source 3).

3.3 Research Design

The analysis of the selected texts in this study can be approached from both quantitative and qualitative perspectives. To unravel the underlying ideologies of communication, the current research employs critical stylistics (CS) as the guiding framework, supplemented by two additional tools developed by the researcher. The data analysis encompasses two methods: qualitative stylistic analysis and quantitative analysis.

The qualitative stylistic analysis delves into the intricate nuances of the text, unraveling its stylistic features and uncovering layers of meaning. On the other hand, the quantitative analysis employs appropriate statistical procedures to validate the study's findings and test its hypotheses. The subsequent sections of this research are dedicated to presenting the analytical model and the stylistic analysis of the novel.

In addition, this study adopts a mixed research design, combining qualitative methods with a focus group and quantitative methods. Quantitative research methods originated in the natural sciences, aiming to study natural phenomena. It is characterized by the collection and analysis of numerical data, emphasizing quantification.

Quantitative research adopts a deductive approach, aligning theory with research, and aligns with a natural science perspective, particularly positivism. It also embraces an objectivist view of social reality. Conversely, qualitative research focuses on words rather than numerical data, taking an inductive, constructionist, and interpretivist approach.

Hoberg (1999) asserts that qualitative research is particularly valuable when researchers seek a deeper understanding of human phenomena and aim to explore the meaning attached to individuals' lived experiences.

3.4 The Model of Analysis

The textual -conceptual tools that are used in this model are six: naming and describing , negation , hypothesizing , prioritizing , questioning and capitalization. The first four tools are adopted from Jeffries model of critical stylistics (2010). Questioning is taken from Quirk et al (1985) and capitalization is based on Alabi (2007).

3.4.1 Naming and Describing

Naming and describing, referred to as "naming" hereafter, focuses on the linguistic mechanisms that enable a text producer to describe a referent (Jeffries, 2010). According to Jeffries (2007), the choice of names to refer to entities is one of the most influential decisions made by writers.

Jeffries (2010) acknowledges that the noun phrase, beyond the head noun itself, has the potential to convey additional information about the referent. Text producers can encapsulate opinions and assumptions about the referent through pre- and postmodification of the head noun. By presenting these assumptions and opinions as inherent to the referent, they become harder to challenge (Jeffries, 2010).

In this regard, the focus lies on the part of the sentence that typically "names" an entity, which is the noun phrase or nominal group. The noun phrase often functions as the grammatical subject or object of a verb and carries semantic roles such as the initiator of an action (referred to as "Actor") or the recipient of an action (known as "Goal") (Jeffries, 2010).

Naming encompasses various linguistic practices, including the selection of a noun to denote a referent, the construction of a noun phrase with modifiers to provide further details about the nature of the referent, and the decision to use a specific "name" instead of expressing it as a verbal process.

The concept of naming and describing explores the ways in which language allows us to categorize and characterize entities. By investigating the choices made in naming and the additional information conveyed through the noun phrase, we gain insights into the complexities of language use and its impact on communication (Jeffries, 2010).

I. Choice of Nouns

In accordance with Jeffries (2010), the process of naming things involves three distinct types of choices. Firstly, there is the representative and regional choice, where speakers encounter other dialects that serve as sources of prejudice or discrimination. Secondly, there is the choice of names with ameliorative or

pejorative connotations, which holds greater ideological potential compared to other types. These names reveal the speaker's opinions and attitudes. Lastly, there is the choice of metaphorical expression, which requires the hearer/reader to engage in more cognitive processing to comprehend its meaning. This type of choice can also carry ideological implications.

II. Modification of Nouns

Jeffries (2010) elucidates that noun modifications play a crucial role in the formation of sentences and clauses. Through morphological and syntactic techniques, these modifications enable the naming of referents and create ideological effects. Rather than directly forming sentence propositions, the nominal component assumes the occurrence of something. Consequently, the sentence assertion revolves around the relationship between the named entities. While verbs play a central role in establishing this connection, noun modifications hold immense potential for ideological packaging. They fill the noun phrase with a wealth of diverse information, facilitating the presentation of ideas and encouraging agreement.

In summary, the nominal part of clauses tends to be less subjected to questioning. The recipients (readers/hearers) are discouraged from suspecting or challenging the relationship between elements within the noun phrase, as its ideological implications are skillfully packaged to deter scrutiny (Jeffries, 2010).

3.4.2 Negating

Negation, as a conceptual practice, extends beyond simply negating a verb, according to Jeffries (2010). It serves as a powerful linguistic device that draws attention to the absence of something while simultaneously hinting at its possible presence

(Nahajec, 2012). In a sense, it creates a hypothetical replica of reality (Jeffries, 2010).

Braber et al. (2015) propose that negation enables readers to comprehend the range of alternatives through both negative and positive mental imagery. For example, the sentence "This is a rabbit" conjures an image of a rabbit, while "This is not a rabbit" may prompt the reader to mentally envision a crossed-out picture or even make it disappear. This hypothetical perspective possesses persuasive power, facilitating more effective conceptualization by the text's recipients.

According to Jeffries (2010), negation in texts can carry ideological and/or narrative significance. It can reinforce a narrative by highlighting what is absent from it, persuade others ideologically, or imagine a desired alternative world. Jeffries focuses on the capacity of negation to shape the reader's mental representation, presenting a case that starkly contrasts with the one asserted in the given text.

Jeffries (2010) identifies several triggers for negation, including:

* Syntactic triggers: These involve the addition of a negative particle with an auxiliary verb or a dummy verb.

* Pronouns: Words like "no one," "none," "nobody," and "nothing" function as triggers.

* Lexical triggers: Certain words carry negative connotations, representing broad categories such as nouns (absence, lack), verbs (reject, exclude), adjectives (scarce, absent), and adverbs (seldom, rarely).

* Morphological triggers: Negated adjectives can be formed by adding a prefix (e.g., irrational, unprofessional), negated verbs by

using specific forms (e.g., dislike, deactivate), and negated nouns through the addition of a prefix (e.g., inability, inactivity).

In summary, negation plays a vital role in textual discourse, exerting ideological and narrative influences. Through various triggers and linguistic mechanisms, it invites readers to consider alternative perspectives and shapes their mental representations of the text's content (Jeffries, 2010).

3.4.3 Hypothesizing

Jeffries (2010) highlights the role of modality in detecting ideologies within texts, particularly through its engagement with hypothetical situations. Modality is a functional system extensively used by Halliday (1985) in his language description, and critical approaches have made significant use of it. Modality manifests in various features within texts, such as modal auxiliaries, lexical verbs, modal adverbs or adjectives, and conditional structures (Jeffries, 2010).

Simpson (1993) explains that modality conveys the expressed certainty or uncertainty related to propositions, distinguishing between epistemic, deontic, and boulomaic modalities, which refer to confidence, obligation, and desirability, respectively. Additionally, Jeffries (2010) notes that modality not only emphasizes the perceived authority of the speaker/writer but also enables the reader/hearer to envision hypothetical situations, whether desired or undesired.

To examine the contribution of modality to textual ideology, we explore the hypothetical situations introduced by modality. Similar to negation, while we might assume that most texts reflect the world as it is, many actually reflect the speaker's or writer's

perspective on how the world is or could be, how it should be, or how they wish it were. This range of meaning falls under the category of "hypothesizing," as even a modal sentence like "I wish it would snow this Christmas" creates an imagined world where the clichéd snowy Christmas of Hollywood films occurs (Jeffries, 2010).

Modal forms encompass two main categories of meaning. On one hand, they relate to the likelihood or unlikelihood of something being the case. For example, "she might come" implies the speaker's doubts, while "I am sure she'll come" expresses certainty. This type of meaning is known as epistemic, encompassing a range of certainty levels, from strong to weak (Jeffries, 2010).

The other main category divides into two subcategories: the desirability of something being the case, which further splits into deontic modality (obligation), as in "You should take more exercise," and boulomaic modality (desirability), as in "I wish you would phone your mother." Modality, in its various forms, can create a hypothetical or alternative world/situation conceptually for the reader/hearer. This alternative reality can potentially have ideological effects on the text's recipient (Jeffries, 2010).

Simpson (1993) categorizes modality into three types:

I. Epistemic modality, which refers to confidence and reflects the text producer's view of doubt and certainty. The certainty can range from strong to weak, as seen in the use of modal auxiliary verbs like "will," "shall," "may," and "might."

II. The second type pertains to the desirability of something happening. It can be expressed through deontic modality (obligation) or boulomaic modality (desirability).

Modality contributes to the creation of textual ideologies by introducing hypothetical situations and portraying different

aspects of how the world is, should be, will be, ought to be, might be, and so on. The employment of modality draws upon Halliday's (1985) model of systemic functional grammar. By presenting ideas hypothetically, modality invites the recipient to believe or disbelieve.

The formal aspects of hypothesizing can take on various forms, including:

I. Modal auxiliary verbs: will, would, shall, should, can, could, may, might, must, ought to, dare, need.

II. Lexical verbs: think, suppose, wish, hope, etc.

III. Modal adverbs: probably, maybe, definitely, of course, etc.

IV. Modal adjectives: probable, possible, sure, definite, certain, obligatory, forbidden, etc.

V. Conditional constructions: (if...then...)

These textual triggers can be categorized as epistemic, boulomaic, or deontic, signifying doubt/certainty, desire, or obligation, respectively.

3.4.4 Prioritizing

The function of prioritizing within a text involves considering how the positioning of focal information can create ideological effects. By utilizing specific syntactic possibilities such as information structure, transformation, and subordination, one can make certain information more salient while downplaying other information, thereby generating an ideological impact (Jeffries, 2010).

Subordination, as an ideological implication, suggests that ideas presented in subordinate clauses are subjected to less scrutiny. Consider the following two sentences, which convey the same

information but with a shift in emphasis due to the subordination mechanism, where subordinate clauses are not questioned. The first sentence focuses on the behavior of the Ministers, while the second sentence highlights the health of the coalition Government:

1. Though the Government is split down the middle, Ministers are not admitting there's a problem.
2. Though Ministers are not admitting there's a problem, the Government is split down the middle.

Prioritizing extends beyond merely identifying the main clause and foregrounding it. Instead, it reveals the opinions and values of the text's producers to the reader. Important participants can be positioned at different levels within a sentence, resulting in a packaging of information influenced by various transitivity choices, implicatures, and presuppositions that interrelate (Jeffries, 2014, Jeffries, 2010).

Jeffries (2010) focuses on the syntactic possibilities for prioritizing, namely information structure, transformational choices, and subordination. These elements play a crucial role in shaping the ideological effects within a text.

(i) Information Structure

According to Jeffries (2010), information structure revolves around identifying the main element in a sentence and highlighting the final obligatory element that carries the focus (new information). English readers and listeners have an expectation that prominent or new information will be positioned at the end of a clause or sentence. This can be observed in the following basic sentence structures:

3. The sun shone. (Subject-Predicate)

4. They parked the car. (Subject-Predicate-Object)

5. It was full. (Subject-Predicate-Complement)

6. The luggage was in the boot. (Subject-Predicate-Adjunct)

7. I took all my books to Cornwall. (Subject-Predicate-Object-Adjunct)

8. My mother sent me a cheque. (Subject-Predicate-Object-Object)

9. It made me nervous. (Subject-Predicate-Object-Complement)

Jeffries (2006) explains that the information structure within a sentence can be altered through the use of certain processes, namely cleft sentences or fronting. Fronting involves placing any major element of the clause at the beginning of the sentence, which establishes the sentence theme, while the rest of the sentence is shifted to the right. For example:

10. In the boot was the luggage. (Adjunct-Predicate-Subject)

A cleft structure involves extracting one element from the basic sentence and placing it in a focal position preceded by "It is" or "It was," with the subject of the sentence being represented by an empty pronoun "it." Examples of cleft structures include:

11. It was my mother who sent me a cheque for my birthday.

12. It was a cheque that my mother sent me for my birthday.

13. It was my birthday that my mother sent me a cheque for.

These variations in information structure provide a means to manipulate emphasis and focus within a sentence, influencing the ideological impact of the text.

(ii) Subordination

Subordination, as defined by Quirk et al. (1985), involves a non-symmetrical relationship between two clauses, where one clause acts as a constituent or part of the other. In subordination, there is typically one main clause and one or more subordinate clauses, which are connected to the main clause through subordinating conjunctions or subordinators.

Example:

14. [(x) I think (y) that you can do it (z) if you try].

In this example, the main clause is marked with (x), and it includes two subordinate clauses (y) and (z) introduced by "that" and "if" respectively.

According to Jeffries (2010), English allows for the inclusion of subordinate clauses and phrases at various levels, and even multiple levels of subordination. However, the key ideological point to note is that the lower the level of subordination, the less susceptible the structure is to scrutiny, objection, or disagreement from the listener or reader.

Jeffries (2014) further explains that an aspect of textual meaning involves placing information in subordinate or main structures, where the context determines which information is foregrounded in the main clause and which is backgrounded within the subordinate clause. For instance, by interchanging the positions of the parts in the subordinate location, the same information can be emphasized differently, as shown in the following examples:

[Original sentence]

[Subordinate clause: while she was studying]

[Emphasizing the action]

15. She passed the exam while she was studying.

[Emphasizing the condition]

16. While she was studying, she passed the exam.

3.4.5 Questioning

In order to enhance the analysis of the novel and achieve optimal results, the researcher includes the tool of questioning, as required by the research objectives.

According to Quirk et al. (1985), there are three main categories of questions based on the type of response they anticipate:

1. Yes-No Questions:

These questions expect a reply in the form of affirmation or negation. They are formed by placing the operator before the subject and typically using a rising intonation. Examples include:

17- Have you finished the book?

18- Has the boat left?

19- Was our team beaten?

Yes-no questions can be positive or negative, as seen in:

20- Do you really want to leave now?

21- Don't you believe me?

Additionally, there are tag questions that express maximum conduciveness. They consist of a positive or negative orientation appended to a statement, such as:

22- The boat hasn't left, has it?

23- John recognized you, didn't he?

2. Wh-Questions:

These questions expect a response within an open range of possibilities. They are known as "Wh-questions" and are formed by placing an interrogative word (e.g., who, whom, whose, what, which, when, where, how, and why) at the beginning of the sentence. Examples include:

24- What is your name?

25- How old are you?

3. Alternative Questions:

These questions expect a reply that selects one of two or more presented options. They are referred to as "alternative questions." Examples include:

26- Would you like to go for a walk or stay at home?

There are also minor types of questions:

1. Exclamatory Questions:

They have an interrogative structure but convey the force of an exclamatory assertion. Typically, they are negative yes-no questions with a final falling tone. These questions invite agreement on something the speaker feels strongly about, where the meaning contradicts the literal wording. Examples include:

27- Hasn't she grown!

28- Wasn't it a marvelous concert!

2. Rhetorical Questions:

Rhetorical questions have an interrogative structure but serve as strong assertions. They are not meant to elicit an answer. A positive rhetorical yes-no question functions like a strong negative assertion, while a negative question functions like a strong positive assertion. Examples include:

29- Is that a reason for despair?

30- Isn't the answer obvious?

The inclusion of questioning as an analytical tool allows for a deeper exploration of the novel and yields valuable insights.

3.4.6 Capitalization

Capitalization is introduced as an additional tool in the research model to uncover underlying ideologies.

The human eye is highly sensitive to variations in text brightness. Emphasis can be distinguished based on changes in the "blackness" or typographic color of the text. Another method of emphasis is the use of italics, which is employed to highlight certain words or phrases. While italics may not significantly affect the blackness of the text, they convey emphasis by slanting the letters to the left or right. By utilizing these techniques, words can be subtly highlighted without standing out too prominently from the rest of the text, allowing for inconspicuous stressing. This is commonly applied to mark passages with different contexts, such as book titles or words from foreign languages (Kress and van Leeuwen, 2006).

Capital letters play a crucial role in determining meaning in written language . They can be used to emphasize a word or phrase, such as in text written entirely in capital letters, e.g., TEXT IN ALL CAPS. Capitalization is frequently seen in legal documents, book covers, and newspaper headlines. Short phrases in capital letters appear bolder and louder compared to mixed case text, often referred to as "screaming" or "shouting" (Jaworski and Thurlow, 2010).

According to Alabi (2007), capitalizing initial letters or entire lexical items is a way to indicate emphasis.

When emailing to Kuipers, She argued that she employed capital letters in her book to convey impatience or urgency on the part of the character. The characters utilize capitalization to emphasize their words as they find themselves unheard (web source 4).

Figure (1) The Model of The Study
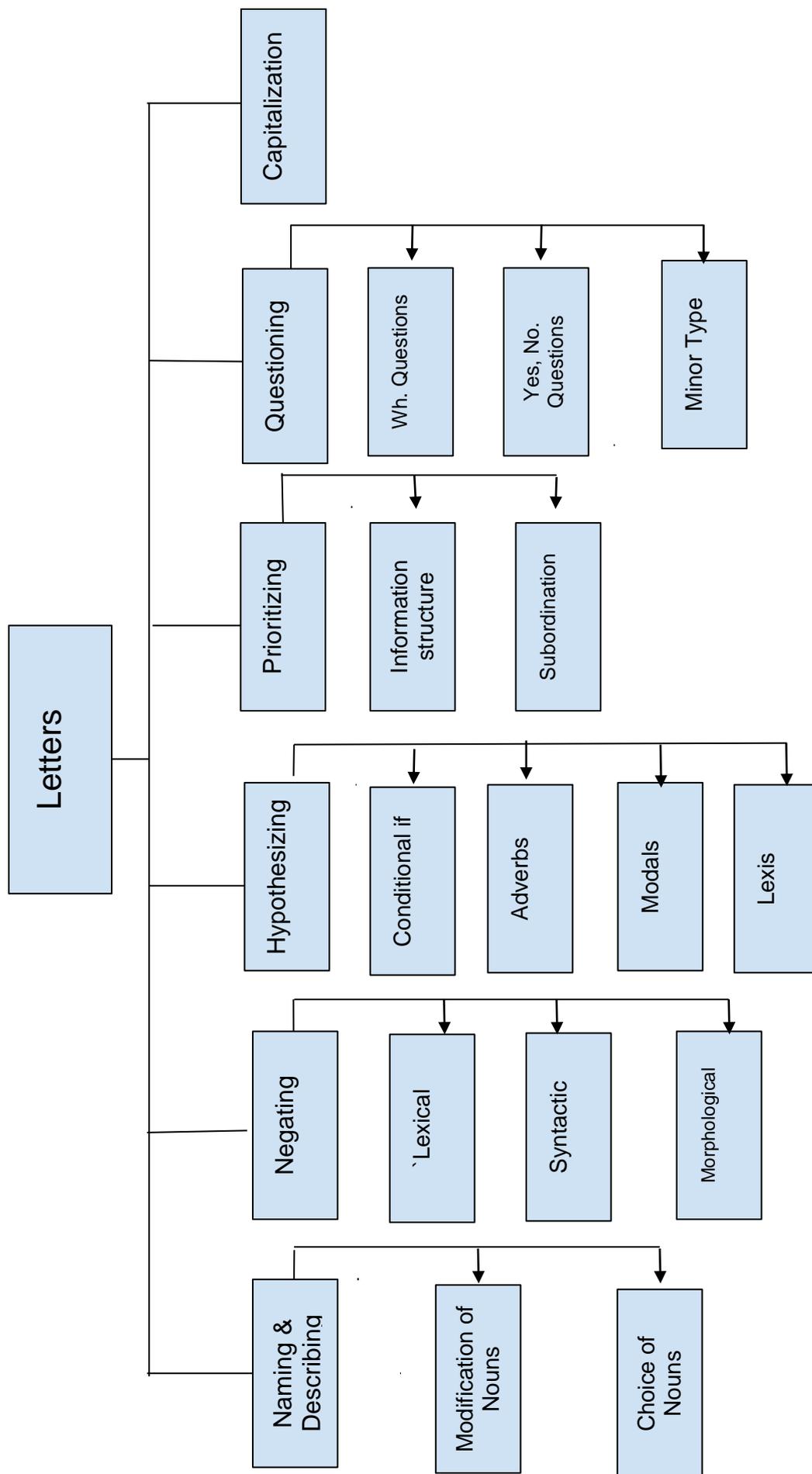
CHAPTER FOUR

DATA ANALYSIS AND DESCUSSION

4.1 Introductory Remarks

In this chapter , the researcher starts to analyze the selected data qualitatively as well as quantitatively according to the adopted model. The results will be discussed to come up with the aims.

4.2 Data Analysis (qualitative)

4.2.1 Extract 1

After STARVING TO DEATH FOR AGES I made a chicken thing using a recipe off the internet. I put the leftovers in the fridge. I waited for you but I figured you weren't EVER going to get back so I just put cling-wrap on it. Emma NEVER has to cook for her mom. I'm going to school early tomorrow so I won't see you. Emma's mom is giving us a ride, she took pity on us with the SNOW. Then I'm babysitting tomorrow night, to make some money so I can buy some of the things I NEED. Like GLOVES. So my hands don't FALL OFF in the COLD!!!! Why don't you get a phone, then at least I could call you????!!!!!!!!!

Claire

Dear Claire-Bear,

I had a stressful weekend. It would be nice to come home and not be made to feel guilty. I hope school was interesting. There's some of the chicken (which was very good, by the way) left over. See you for breakfast. I want to talk to you about something.

Love you,

Mom.

—I left some money for gloves on the counter.

4.2.1.1 Naming and Describing

The fifteen year old girl, Claire, mentions in her letter "Emma's mom" who took pity on her daughter and on Claire. She gives them a 'ride", the thing that Claire's mother never did. The writer

wants to shed the light on the things that Claire misses .She compares her mother to her friend's mother .She expresses her thoughts through her letters.

The writer presents the words "school", "babysitting" to denote that although Claire is 15 years old, she works as a babysitter beside attending school. She reminds her mother of that to express her needs as a teenager.

Furthermore, Claire ,in her letter, talks about "money" and "gloves". The word "GLOVES" is written in capital letters to call her mother's attention that she asked her in a previous letter to leave her money to buy gloves but she did not get the money. This clarifies her mother ignorance to her needs.

"Cold" and "snow" are also stated in capital letters to get the reader's attention and for Claire to get her mother's attention to the cold weather .The mother should take care of her daughter and at least give her money to buy gloves.

Ideologically speaking, The writer wants to make Claire reveal everything she feels through her letter since she does not take enough time with her mother .

The mother's letter starts with "Dear Claire Bear" as if the mother wants to express her emotions towards her daughter. She describes her with "dear" to show her intimacy. The writer goes with the natural sense that the mother always tends to treat her like a baby .

In Elizabeth's letter , the writer tries to let the mother reveal her remorse by giving excuses for her absence and not to be there for her daughter, as in "stressful weekend" and " guilty". She feels guilty for spending most of her time at work.

4.2.1.2 Negating

Negation can be lexical, syntactic and morphological. The writer uses all kinds of negation in this novel as well as intensive negation. In Claire's letter, Claire tells her mother "you weren't

ever home" to show her rebellion against her mother's absence from home .

(NEVER) in capital letters as a message to her mother comparing her to Emma's mother. Negative forms explicate the things that Claire wants her mother to do.

(Why don't you get a phone?)

One more time, the writer wants to declare that Claire is protesting against her mother's life style through negation.

The writer used the article (not) in the mother's letter to express her feeling guilty towards her daughter .

So , negative forms help the writer uncover her ideologies.

4.2.1.3 Hypothesizing

Hypothesizing is an important tool in the writer's hands to deliver his/her ideas. It helps the writer to write about what things ought to be . in other words, the writer can criticize the real world through hypothesizing.

Claire in her letter uses (will) in negative form .She supposes that she will not see her mother in the next day. She uses (can) in a future sentence to express her ability to buy the things she wants when she earns money.

The mother hopes to have a day without guilt toward her daughter. She unveils her wish through the use of the modal verb (would). In addition to (would), the mother utilizes (hope) to reveal her thoughts and hopes to her daughter's school day to be good.

4.2.1.4 Prioritizing

The writer utilizes subordination and (it clause) to uncover her ideologies. Claire's letter starts with (after starving….). The writer here symbolizes Claire's waiting for her mother in every step of her life not just waiting her to be back from work.

(It would be nice ….) Claire's mother is hoping and wishing to be free of guilt. She knows that she has to present more to her daughter but she cannot. The mother praises her daughter's cooking with post modification noun (which was very good). This tool is helpful for readers to get the characters' thoughts which bear the writer's ideology.

4.2.1.5 Questioning

Questions are a means of communication in which one partner asks and the other answers. In this novel ,both of the characters ask about each other's everyday life situations to know what they want to know.

In the above extract, Claire asks her mother to get a phone using a wh-question as an attempt to have more chances to talk to her mother. The reader can feel the teenager's anger against her mother which reflects the psychological state of this age .It is manifested by the number of the question marks and the exclamation marks.

4.2.1.6 Capitalization

Capitalizing the full letters of the words is used as a force to get the reader's attention to some words.

In this novel, the writer uses this tool to show emphasis for some words, i,e. some ideas and ideologies. She utilizes capitalization in Claire's letters only since she does not have another way to get her mother's attention .

In the previously mentioned extract, the writer capitalizes the words :(starving to death, never, ever, snow, need, full of, gloves , cold).

4.2.2. Extract 2

Hi Mom!
I got an A!
C
Well done, darling! That's terrific. Was it an important presentation?
MOM!
It was really important. If I EVER saw you I'd be able to tell you stuff like that. I can't believe you had to ask. I'm not coming home until late tonight. Emma's parents asked me for dinner. I might stay over if it keeps snowing. I'll call to check with you. Tomorrow night I'm babysitting again. Claire

Well, Claire, now I feel like a terrible mother. Why don't we try and have a regular night where we talk about everything you've been doing at school. We used to do that, remember? See you Saturday, we'll talk properly then. Mom.

4.2.2.1 Naming and Describing

  Claire starts her letter with (hi mom) not only (mom) to give a hint about her excitement. The exclamation mark also gives this impression. She acts like a child when she wants her mother to share her happiness. She communicates by sharing feelings and news.

  Claire writes to her mother about (Emma's parents) as if to tell her mother that she does not do like Emma's parents.

  The mother describes her daughter as (darling) and encourages her with adjectives like (terrific) for her good marks.

The writer makes use of modified nouns as in (terrible mother). The mother reveals her remorse ,she wants her daughter to know that she cares for her. Elizabeth asks her daughter to have (regular night) as a confess that she does not give her daughter what she should.

4.2.2.2 Negating

Negative forms appeared in the letters of both characters in the above extract. Claire expresses her surprise that her mother does not know about her school marks through negation saying "I can't believe you had to ask". She exaggerates with (ever) to inform her mother that she rarely meets her at home.

4.2.2.3 Hypothesizing

This textual conceptual tool is manifested by the conditional (if) in Claire's letter .She uses (would) to express hypothetical situation. She shows doubt and uncertainty when utilizing (might). The ability is made by Claire with (can) and (be able) .

4.2.2.4 Prioritizing

The writer utilizes fronting twice in the given text ; once in Claire's letter and once in her mother's. Claire introduces (tomorrow) to shed the light on the time rather than on the action. The same thing is with her mother using the adverb (now) to show her miserable feeling.

4.2.2.5 Questioning

More than one type of questions appeares in the above extract. A wh-question, a yes-no question and an abbreviated question. The mother communicates through asking her daughter questions as a matter of seeking answers and information about her life. She tries to compensate her lack of attention by suggesting to meet and chat with her daughter.

4.2.2.6 Capitalization

This tool appears in Claire's letters only. She capitalizes (Mom) to reveal her objection. (Ever) is capitalized again for getting her mother's attention that she is not satisfied with the situation.

4.2.3 Extract 3

Hi MOM! (Who I never see anymore EVER!) It's Emma's birthday on Sunday so I'm going to be at her place. I was going to stay at hers tonight too but Dad asked me to come over, so I'm staying at his. He sounded down about something. Any ideas? I got you a jar of moisturizer. Hope it's the one you like. I think it is, but the store is full of different ones and I couldn't remember. I thought yours was in a white jar, but this one has the right name on a yellow jar. Have they changed it? You need to leave me money next time you want something. Unless you want to increase my allowance   .   .   .
Hope you're OK. You said you wanted to talk to me. Maybe I'll get back from Emma's in time for dinner on Sunday night.
C

Hey Claire-Bear, How was the weekend with your father? I hope he was more cheerful in person than on the phone. Maybe work is stressing him out. He used to get stressed out about work a lot, but who am I to know? And how was Emma's birthday? Claire, honey, I've got a doctor's appointment today. I've been trying to tell you. It's nothing to worry about, but I would feel strange if you didn't know. I found a lump in my right breast. I finally booked an appointment. I wanted to tell you before I went to the doctor's, but I suppose we haven't had the chance. I don't think there's anything to worry about, so please don't think this is more than it is.

 I love you, sweetheart.

4.2.3.1 Naming and describing

  This textual conceptual tool is handled cleverly by the writer. Claire starts her letter with (hi mom) in capital to remind her mother of her absent role as a mother. Meanwhile she mentions (dad) who offers to come and stay with him. The writer tries to reflect the personality of a teenager who her parents are divorced.

Looking at the mother's letter, she attempts to cheer Claire up when starting her letter with (Hey Claire –bear) but the reader can sense the serious tone when telling her about the doctor's appointment ;she chose to say (Claire, honey). The writer shows the responsible side of the mother and the seriousness in her speech. Elizabeth ends her letter with (sweetheart) to make Claire

feel safe and not to be afraid or worried after knowing that she heard about her mother's disease.

4.2.3.2 Negating

In the above extract , Negation is used six times. Two times are in Claire's letter and four times in her mother's letter. Claire complains from her mother's absence. The mother uses negation to comfort her daughter like when she says "It's nothing to worry about".

4.2.3.3 Hypothesizing

Claire expresses her hopes and thoughts .She uses "hope, thinks, thought". The epistemic verb "will" is used to reveal Clair's intention and the adverb "maybe" to show probability.

In the mother's letter "hope" is repeated and "suppose" to give an excuse about not to meet very often. She utilizes "maybe" to present reasons to Claire's father. She expresses her desire with the verb "want" to tell her daughter about the doctor's appointment.

4.2.3.4 Prioritizing

Claire uses fronting in her letter with "empty it" as in "It's Emma's birthday ". She tries to make it easy to her mother when saying "It's nothing to worry about". The writer employs subordination twice in both letters as in "who I never see anymore" and "before I went to the doctor".

4.2.3.5 Questioning

Claire utilizes a declarative question and a yes-no question to ask her mother about any ideas to the birthday. The mother uses a rhetorical question and a wh question when answering her daughter's letter. Questioning plays a vital role in communicating each other's news.

4.2.3.6 Capitalization

Claire writes "mom, never" in capital letters to express her protesting against that her mother does not meet her very often and she spends a lot of time at work.

Extract 4

Mom!
I can't believe you'd leave me a note telling me something like this! How are you feeling? How was the doctor's? Should I be worried about you? Is it anything serious? You NEVER go to the doctor's . . . I have to babysit but I won't be late. Love and hugs,
Claire

Claire,
I hope I've made you feel better, darling, and you're not so worried. As I told you, the doctor was very nice. I'm going tomorrow afternoon to have the mammogram, just to check that everything's fine—the chance of the lump being anything serious isn't very high. I suppose being a doctor myself I forget to take my own health as seriously as I should. Anyway, everything will be fine, so please stop worrying. There's really nothing to worry about.

 Love,

Mom.

4.2.4.1 Naming and Describing

   Claire attempts to express her sympathy and interest to her mother's situation and sickness by writing "love and hugs". At the end of the letter ,the mother calls her daughter "darling" and "love" to show her feelings and her love.

4.2.4.2 Negating

   The writer utilizes negation as a tool to reveal what the characters think about each other. The modals are used in Claire's letter like "can, would" and the lexical negation as well. The same

thing is in her mother's letter the modals are used in addition to the lexical negation with "nothing and forget."

4.2.4.3 Hypothesizing

To show care and concern to be near her mother, Claire uses "would should and will". She determines not to be late.

Hypothesis with Lexis is more obvious in Elizabeth's letter "hope and suppose" are mentioned once each as in "I hope I've made you feel better". She wants to comfort her daughter saying "everything will be fine".

4.2.4.4 Prioritizing

When Elizabeth felt that Claire started to worry about her, she started to relax her. Prioritizing is the best tool to do so because she can shift her daughter's attention to what she wants. She starts her sentences with "As I told you, please " to win her peaceful mind.

4.2.4.5 Questioning

Claire uses ,in the above extract, more than one type of questions she uses wh questions , yes-no questions to show that she is worried about her mother. She asks "how are you? How was the appointment? Should I be worried?" These questions clarify how Claire is confused when she heard of the appointment.

4.2.4.6 Capitalization

In Claire's letter the word "never" is capitalized to express Claire's surprise from her mother's sickness because it happened all of a sudden.

The nature of the teenager appeared in Claire's style. She always exaggerates with her reactions . She always uses "never" when she wants to say something about her mother.

Extract 5

Mom??????
Where are you????
I waited for ages and I thought you'd be home. I called the hospital, but they said you hadn't come back to work after your appointment. I even called Dad to see if he knew anything. Not that he ever knows where you are. I'm worried. Should I be? I looked up breast lumps on the internet and realized I wasn't sure what I was looking for, and I suddenly thought that maybe I should have been taking all this more seriously. If you were home, I'd probably be less worried. . . .
OK. I'm going crazy just waiting for you here. Dad called—he's taking me for some food. I'll be back soon. I found my key.
Hi Claire-Bear, Sorry to worry you, darling. I went for a long drive. I'm going back to the doctor's at the end of the week. Hopefully we'll find out that everything's fine and I'm worrying over nothing. I love you. I should be home at around eight. Someone named Michael called. Love,
Mom.

4.2.5.1 Naming and Describing

In this extract the real issue is clear by saying (breast lump), (your appointment) and (the doctor's). The expression (long drive) is a sign to the long journey of her mother with her healing of the disease. In the mother's letter, she mentions (Claire-beer) and (love), she expresses her love and care to her daughter.

4.2.5.2 Negating

Negation is often showed in Claire's letters with exaggeration with "ever and never". The mother tries to have some hope and she uses negation to make her daughter feel hopeful as well.

4.2.5.3 Hypothesizing

Hypothesizing through modals and adverbs like (hopefully, probably) is handled carefully by the writer as well as the hypothesizing with the conditional if as in "if you were home". The writer passes her ideology with this tool.

4.2.5.4 Prioritizing

In the above extract, prioritizing appears with several kinds like subordination and fronting in Claire's and her mother's letters. The mother starts her speech with "hopefully" to give herself and her daughter a glimpse of hope about her sickness.

4.2.5.5 Questioning

The very start of the letter is with the word "mom" followed by several question marks after each question. This clarifies Claire's anger because she does not know where her mother is. Claire asks her mother questions like (where are you?). She repeats the question (should I be) because she wants to reveal her anxiety and her awareness about her mother's situation . There are no questions in the mother's letter because she kept answering and comforting her daughter more than asking about other things .

Extract 6

Mom,
So we just have to wait until the end of the week and we'll find out everything's fine? I hate waiting, Mom! Do you remember when we were waiting for the boat that time and we were going to be stuck overnight on that island? Where were we exactly? How old was I?
Oh, I got a B in biology.
See you for dinner.

The meal was lovely last night, Claire. Did you get the recipe for those potatoes from Gran? They were just like hers. And I forgot to tell you—that island was one of the islands of Indonesia. We took you there when you were nine because your father had research to do. It was just before we decided to separate. I'm surprised you remember. It's funny what your children remember of you. I remember that my mom made delicious potatoes and that she used to draw pictures with us when we got home from school.
That Michael called again. I'll be at work until late. I love you. Try not to worry, OK?
Mom.
—Sorry your allowance was late.

4.2.6.1 Naming and Describing

Elizabeth says (the meal was lovely) trying to act as a normal mother and communicates with her daughter about the meal that she made . The mother mentions (my mom) as a nostalgic affection that when someone is in trouble or feels uncomfortable ,she remembers someone who feels comfortable with or he is in need to.

4.2.6.2 Negating

Claire uses Lexical negation with (forget ,hate) while the mother mentions not to worry as a recommendation to her daughter. The models appear in both letters to show that they are talking about the future and thinking about the future and what will happen to them.

4.2.6.4 Prioritizing

The writer utilizes more than one kind of prioritizing in this extract, she uses subordination with (because, when ,that) and fronting to reveal the hidden ideology and to best reflect what they think of .

4.2.6.5 Questioning

Questions appear in both letters to act like a kind of communication between the mother and her daughter. Each one of them asks the other about things that she wants to know. Claire thinks about her past and asks her mother about things happened in the past while the mother asks Claire about things from her everyday life. Claire asks about an island that they went to when she was a child while the mother asks about the potato that she made.

4.2.7 Extract 7

We had a sad day at work today, Claire. Do you remember the preemie born in January? Maybe you don't, you probably don't, well, I'd been keeping an eye on that one, I suppose she was my little ray of hope through all this. She died this afternoon. She was so tiny. Feeling a bit low. I'm going for a walk by the river. It wasn't good news yesterday. There seems to some be a sort of complication.
Mom.

What does "some sort of complication" mean? Is everything OK? Why won't you tell me what's going on? I'd already arranged to go out with Michael tonight—I'm really sorry. Don't worry, I PROMISE I won't be late. I'll be back as soon as possible. Gina and Marcy called. They're having a dinner party on the 5th. Call Gina when you get in.
Love and hugs,
Claire
He is nice! We're going to a movie. See you when I get home?

C

4.2.7.1 Naming and Describing

In the above extract, we notice the low condition of the mother since she uses expressions like (sad day, feeling a bit low ,and some sort of complication). All these nouns indicate that the mother is feeling a bit worried.

Here, the events of the novel has come to the peak where the disease of the mother is coming to be serious and they have to be concerned more and more.

From now on , it is noticed that Claire mentions "love and hugs" more than before because she tries to express her feelings and interest to her mother.

On another side she uses "a ray of hope" but in a past time . The writer wants to say that as if she lost the hope that she had.

4.2.7.2 Negating

Negation is obvious in both letters. In the mother's letter, (don't) is used twice and (wasn't) once. Claire in her letter tells her

mother don't worry and she uses the verb (won't) . One lexis negation ,which is sad, is mentioned in the mother's letter .

4.2.7.3 Hypothesizing

Through hypothesizing, the writer was able to express or to picturize the state of the mother and her daughter about the mother's disease by saying (suppose, hope, promise, probably and maybe) in addition to the modal verbs.

4.2.7.4 Prioritizing

One sentence of prioritizing appeared in the mother's letter which is (it wasn't good news). The mother always tries not to be harsh on her daughter since her daughter is a teenager. She tries to bring her bad news with a bit of delaying. One subordinate sentence in Claire's letter when asking about what is going on with her mother.

4.2.7.5 Questioning

One question is in the mother's letter while more than one question and Clair's letter which deliver a message and some kind of ideology that Clair is caring about her mother and asking about her state and feelings and everything related to her

4.2.7.6 Capitalization

Claire wants to prove her commitment when capitalizing the word "promise". She wants her mother believe and trust her . Capitalization gives this advantage to the writer to fulfill this goal.

The following tables show the frequencies and the percentages of each tool in the seven analyzed extracts which are taken from the first part of the novel:

Table (1) Naming and Describing

Naming	Frequency	Percentage
Choice of Nouns	36	67.92
Modification of Nouns	17	32.07
Total	53	100%

In this part of the novel, The writer utilizes two sub divisions of naming ;choice of nouns and modification of nouns. Choice of nouns is employed more than modification of noun with percentage (67.92%) .The first part of the novel represents the ordinary life between a mother and a daughter. So, naming things is a part of this life. The writer finds in delivering her message through choice of nouns is more than modification of nouns.

Table (2) Negating

Triggers	Frequency	Percentage
Syntax	25	69.44
Lexis	13	36.11
morphology	0	0
Total	36	100%

According to the above table ,Two types of triggers of negation are used since morphological negation is not used at all in the previous extracts. Syntactical negation gets higher percentage of lexical one since the style of the novel is simple especially on the part of the daughter.

Table (3) Hypothesizing

Triggers	Frequency	Percentage
Modals	33	53.22
Lexis	19	30.64
Conditional if	3	4.83
Adverbs	7	11.29
Total	62	100%

Hypothesizing is manifested in four triggers as shown in the previous table. Modals are the most used among them while the conditional if is the least. Readers can understand the hypothetical situations through modals as the writer wants to pass them.

Table (4) Prioritizing

Triggers	Frequency	Percentage
Information Structure	13	34.21
Subordination	25	65.78
Total	38	100%

Subordination dominates over information structure with percentage (65.78) . It is employed in all its types for being easier to the readers to grasp the focal points to concentrate on.

Table (5) Questioning

Triggers	Frequency	Percentage
Wh questions	9	42.85
Yes-No questions	10	47.61
Minor Types	2	9.52
Total	21	100%

Most types of questions are used by both characters but with different ratios. Yes-no questions exceeds wh question a little .Both kinds are important to achieve communication between the characters whether to information or to chat and ask about each other.

The following table shows the frequency of each tool in the previous extracts:

Table (6) The distribution of the tools

Tools	Frequency	Percentage
Naming & Describing	53	23.87
Negating	36	16.21
Hypothesizing	62	27.92
Prioritizing	38	17.11
Questioning	21	9.45
Capitalization	12	5.40
Total	222	100%

Ideology and power

All the previously mentioned extracts are taken from the beginning of the novel before the family crisis the reader can tell that Claire is a teenager from her style ,her rushing words and her angry mood most of the time. Both of the main characters ,Claire and her mother, communicate about issues of everyday life, they ask about each other. The mother asks her daughter to feed their pet or to clean its house, makes her a list of things to do or to buy some needs. The daughter complaints a lot about her mother's absence, quarrelling with her and asking her to be at home.

The writer's ideology is that people do not appreciate good things until they are lost. They did not make time to meet but they prefer work and friends over family.

Hypothesizing is the dominant tool in this part of the novel since it expresses Claire's rebellion against her life and her relationship with her mother. This views the condition of most of the teenagers when they are unsatisfied with their lives. Naming comes in the second place after hypothesizing. It reflects the way of communication between the mother and her daughter. The mother calls her daughter with different names according to the situation and to the topic that she wants to talk about; sweet names and titles when she talks intimately and serious names when she talks in serious things using her power over her daughter to order her to do things .

For negating and prioritizing, they are almost the same percentage of use. The writer uses prioritizing to get the reader's attention to what ideology she wants the reader to notice .

Negating is used by both of the main characters either to refuse reject or not to do something .

From the first few pages of the novel. The characters communicate about everything in their lives. Questioning was a helpful tool in revealing the ideology of communication. Capitalization is used (12) times only by Claire to get her mother's attention to what she wants to say .

Capitalization represents insisting ,stress and loud voice in speaking. Ideologically speaking, all the suggested tools are used in this part of the novel to assist the writer to pass her ideology .

Now ,the following extracts are taken from the middle part of the novel where they discovered that Elizabeth has cancer . She starts her therapy and the events move to reach the peak of the novel.

4.2.8 Extract 8

Claire,
Last night was dreadful. You're so overwrought, I can't talk to you properly. What's happened to my sensible girl? I didn't say that I didn't like Michael. I haven't even met him—and that's a concern in itself, by the way. I was saying that I was worried about you jumping back in when he seems a little unpredictable. I was saying that I don't like the way he's treated you, which is a reasonable thing to say.
Try not to come home not too late tonight.
Mom.

I came home and you WEREN'T HERE, Mom. Nothing strange there then, because you're never home, right? Then I get your note on the fridge. If you were here, I'd say this to you, but BECAUSE YOU'RE NOT HERE, I HAVE TO WRITE IT DOWN! Michael's great. He's funny and smart and cute and he's there when I need him, which is more than I can say about you. Or Dad. And talking about Dad, I don't think I need relationship advice from you, Mom! I'm sick of being sensible. I'm going to stay the night at Emma's.
C

4.2.8.1 Naming and Describing

Elizabeth modifies the last night as dreadful and describes her girl as "sensible girl". She is worried about the way that her girl makes relationships with young men. Claire does not want to take advices especially from her mom about relationships because her parents are divorced. She does not want to be that sensible girl again.

4.2.8.2 Negating

A clear appearance of negative modals in both letters as well as the morphological negation as in "unpredictable". Negation expresses the rebellion side of the girl and the mother does not agree about a lot of things in her daughter's life .

4.2.8.3 Hypothesizing

"Can't, have to, and need" are used to express the responsibilities of the mother and the needs of the teenager. Claire utilizes the conditional if and the verb 'would' to reveal her thinking and her wishes.

4.2.8.4 Prioritizing

Subordination with "that, when and because" is utilized in the above extract . The writer employs fronting to have the attention of the reader to the ideology that she wants them to get, as in "because you're not here ,...." .The idea that is supposed to be captured is that the daughter is complaining from her mother's absence.

4.2.8.5 Questioning

The mother starts with "what happened" asking about her daughter as being sensible girl as if she is surprised when noticing her daughter being insensible anymore. So, this question reflects the idea of surprise more than the idea of asking about something .

4.2.8.6 Capitalization

Claire ,in her letter, tries always to focus on the idea that her mother is absent from home. She capitalizes (weren't here),(because you are not here I have to write it down). These words are capitalized most of the times to get her mother's attention to the importance of being home beside her daughter .

4.2.9 Extract 9

I love you, Claire, but you're behaving in a way I can't tolerate. I spoke to your father last night and he said that you were coming to the house to pick up some things because you're staying with him. I can't believe you're doing this, Claire. Running to your father to deal with our conflict is very disappointing and very childish, which proves my point that you're too young to be seeing anyone seriously. Michael called twice this evening. What's going on with you?
Mom.
I'll be at Dad's if you need me.
Claire

4.2.9.1 Naming and Describing

With the rising events of the novel we see more mentioning of the word (your father) and(Dad) by the mother to her daughter to make her feel that her father has to have some kind of responsibility and to make her be close to her father rather than her mother .

We can detect the low state of the mother by reading words like (very disappointing, very childish , our conflict) .She is being very negative at this moment which means that her disease is affecting her and making her less hopeful .

4.2.9.2 Negating

Two negative forms with "can" in the mother's letter . She refuses her daughter's behavior which is running to her dad when she had a problem with her mother.

4.2.9.3 Hypothesizing

Hypothesizing with the models as well as with the conditional if is clearly used by the writer to reveal her ideology. Claire knows that her mother needs her so she puts it in the conditional if with the verb need .

4.2.9.4 Prioritizing

The writer makes use of subordination with because and with fronting as in (running to your father) . The mother wants to teese her daughter and to remind her of her childish behaviors.

4.2.9.5 Questioning

In the mother's letter, the writer uses one question but it involves it all because she asks about what is going on with Claire. She asks about her life and everything going on with her. She wants details to show that she takes care of her daughter .

4.2.10 Extract 10

Mom,
I just found your letter to me in the garbage. Why did you throw it away? Why didn't you tell me what was going on? Is it really bad? I'm sorry that we've been fighting so much. Are you OK?
Claire

Claire,
I'll be home at around 6 tonight. When you get this note, perhaps you could just wait for me. How could I tell you? I've hardly begun thinking about getting better and other things start going on. It doesn't normally happen like this—I know, I've seen women go through it. And then you weren't here because we were having a stupid disagreement. Oh, Claire, I've been so foolish about this whole thing. Your note the other week, the one when you told me you'd just watched the DVD for families of breast cancer sufferers, do you know that I wept for an hour after reading that? Do you know that this is the first time I've really admitted to myself that I have breast cancer? Me, I have breast cancer. I really do. And it's not getting better.

4.2.10.1 Naming and Describing

In the above extract, it is noticed that the appearing of the negative forms reveal the very low state of both characters. Claire and her mother, because of the harmful side of disease. Words like (sufferers ,stupid argument) can show that easily. In this extract is the first appearance of the word (breast cancer) which means that they start to face the real condition of their lives with the disease .They cannot ignore it anymore, they cannot be hopeful anymore. Claire mentions (the garbage and your letter) which reflects that her mother throws the letter in the garbage .She does not want her daughter to read what she writes . She cares about her feelings . She does not want to tell her everything about her disease and about her real state .

4.2.10.2 Negating

One morphological negation (disagreement) and more than one grammatical negation with "not" are used by the writer . Elizabeth seems panicking about her disease . Until this moment , she lives in denial but started to figure things out . The use of negation is the best to show this meaning.

4.2.10.3 Hypothesizing

In the above extract especially in the mother's letter , the mother is almost begging her daughter to get some attention from her. The writer exploits hypothesizing to help the mother express her thinking and tell her daughter that she needs her. She uses (perhaps) and (could) twice .

4.2.10.4 Prioritizing

Prioritizing is used a lot in the mother's letter precisely to express her smooth style with her daughter . She does not want to start with the hard part. She graduated her speech from the easy ones to the most difficult ones. Subordination with "that, because, when and with dummy it" is employed in this extract .

4.2.10.5 Questioning

The girl's letter is almost a letter of reproach. She exploits the questioning and asks a lot of questions to reproach her mother because she does not tell her everything about her life and about her disease .

The mother, on her side, uses questions to tell her daughter that she wants to know about everything going on with her .

In this letter, the mother admits for first time that she has breast cancer as if she is telling the readers that she is facing her destiny and that she gave up .

Both of them use yes- no questions , wh questions and rhetorical questions .

4.2.11 Extract 11

I came in and I read your note and I went to the back door and I looked at you in the yard and I couldn't tell you, Claire. How can I tell you that life isn't as good as it should be? I'll fight this thing. I'll fight it. But I can't get

up the strength to tell you face-to- face what the doctor said. I'm sorry. I'm lying down.

Mom.

You looked so small in your room last night, Mom. Oh, God, I can't believe this is happening. I don't understand how everything has happened so quickly. I thought that everything would be fine. I thought that this only happened to other people. I have a friend at school whose grandmother survived. She ate lots of broccoli and did lots of exercise. Like you do. You'll be fine. AND YOU'RE MUCH YOUNGER THAN MY FRIEND'S GRANDMOTHER!!!!!! I believe in you, Mom. You'll be fine. I'll see you at noon.

4.2.11.1 Naming and Describing

The expression (face to face) reveals that they prefer communication through letters rather than face-to-face. They tell everything they want in their letters. They express their feelings, thoughts, chatting, needs and even hopes and fears to each other in their letters .

Claire mentions (other people , my friend's grandmother) as if she lives in denial . She does not want to confess that her mother has breast cancer .

4.2.11.2 Negating

In both letters negation is clearly appeared with (can't, isn't ,couldn't and don't). Ideologically speaking, negative forms are a good tool in the writer's hands to deliver his/her ideology .

4.2.11.3 Hypothesizing

The writer exploits Lexis and modal verbs to express hypothesizing like "thought, can, should, would etc ".

4.2.11.4 Prioritizing

To clarify the idea delivered throughout the extract, it is done with subordination. Most of them function as "object" and a possession one with "whose."

4.2.11.5 Questioning

There is one question in Elizabeth's letter starting with "how". The mother does not want an answer for this question but she expresses her feelings . Again this question is a mirror for her depression .

4.2.11.6 Capitalization

In the previous extracts or at the beginning of the novel the writer utilizes capitalization in Clair's letters to get the attention of the mother or to give some focus on things that she wants her mother to pay attention to. Now, the aim is different ,Claire uses capitalization and capitalizes words like "you are much younger than my friend's grandmother", she wants to encourage her mother to defeat the disease and to be stronger. So, the ideology of capitalization here is different . It is to support rather than to emphasize .

4.2.12 Extract 12

Why is this happening to you, Mommy? Why is it happening so fast? Everything was fine at Christmas. I'm in the back bedroom on the internet trying
to understand what the surgery is going to be like. Everything's fine with Michael. He found me talking about it all a bit depressing, I guess. I shouldn't have tried to talk to him. He didn't even know anything anyway! It doesn't seem real???? Does it??? Love and hugs,
Claire

Hi darling,

I can only deal with the facts, Claire. I thought I could go to work and deal with the awful radiation therapy. But it was really tough, and I wish I'd talked to you about how terrible it made me feel. I'm not used to being on this side of the doctor's desk, remember? Doctors are the worst patients. Then it was taken out of my hands. Because I'm not in control, Claire. I can't control this, and that's what's really frightening. We should take notes next time we go to the doctor's. You can be my note taker. I have to go and rest. I'll see you later. I'm ready for tomorrow.

Love,
Mom.

4.2.12.1 Naming and Describing

Here, there is the word "mommy", this is the first time that Claire calls her mom with "mommy". This shows the soft nature of this teenager. She sympathizes her mother and tries to comfort her by being nice to her and by asking all the time about what is going on with her to clarify her intimacy. At the end of the letter she says "love and hugs". On the other side in the mother's letter, she starts it with "darling" as a response to the first letter but later on the mother tries to complain and explain how hard it is to have the therapy. She mentions words like "radiation, terrible ,worse patients ,and doctors". All these things explain one thing which is the condition of the mother thinking only about her disease. Elizabeth asks her daughter to be her note taker, this is a message to her daughter to be close to her. She wants her to be at her side because she feels relaxed with her .

4.2.12.2 Negating

Negating this time is used for revealing regret. Claire is having some remorse about telling her boyfriend about the condition of her mother. On the mother's side, she is showing that she is helpless by the use of the modal verb "can't ."

4.2.12.3 Hypothesizing

In these extracts, it is found the words "thought ,guess and wish" are used more than the extracts from the beginning of the novel which gives us an impression that both of the characters are confused at this stage of their lives. Both of them are lost and the relationship between them is in tension. In addition to the use of "can, have to ,should ,could " to reveal the ideology through hypothesizing .

4.2.12.4 Prioritizing

"What the surgery like , how terrible ,because I'm not in control , that's what's really frightening", all these expressions show that Elizabeth feels helpless and now she is not in control. She can't control her life, her daughter, her job and she feels like she loses everything .

4.2.12.5 Questioning

Claire is weeping and complaining about the whole situation . She keeps asking why this is happening why and why and why. She asks "it doesn't seem real does it?" . This exact question makes the reader picturize and imagine Claire as a little girl who is about to lose her mother . She keeps trying to catch any hope. Although her mother is in a weak position , she still needs to get the power from her. Another question is in her mother's letter just with "remember?" . This means that she needs someone to give her power back to tell her that you are a doctor not a patient this gives us an idea about how harsh the pain that she is going through.

4.2.13 Extract 13

I've been feeling very low and very frightened. I've been wondering what my life has been about. All those years I assumed I had to live my dreams, but it seems that those years are behind me now, that I've had my time and that I've wasted it somehow, that I've missed the point. I have you, my darling girl—having you has given my life meaning and joy beyond compare. But what about all the other things I wanted to do? I've never been to Africa. I've never read Proust. I've never learned to play the piano or even read music, those black blobs on the page that people can translate into beautiful sounds are a mystery to me and they may always be. I've never sky-dived, I've never seen the desert, I've never been fishing.

4.2.13.1 Naming and Describing

The above extract is taken from a long letter from Elizabeth to her daughter. She opens herself up and says whatever comes into her mind. She talks about everything she had never made in her life. She feels like she is short of time she cannot do the things that she wants to do. Now she realizes that she had to spend time on things that she loves, things that she dreamed of not to delay everything later and now she finds herself out of time. She uses the words "my dreams, my darling girl, beautiful sounds, the desert" to refer to everything that she wanted to do in her life. This extract from this letter represents the writer's ideology of the whole novel which is "appreciate every moment in your life, do not waste time, do not wait things to come to you but do whatever you like" .

4.2.13.2 Negating

In this letter negating is important because she is talking about the things that she had never done before so she uses "never" six times .

4.2.13.3 Hypothesizing

When talking about the things that you wanted to do but did not do , the modals can best suit this meaning . They are "should ,have , wish , would and can ." They represent the unreal world that the character wishes to have. She imagines the world that she wanted but never had.

4.2.13.4 Prioritizing

Subordination is the obvious remark of prioritizing in the above extract. The writer uses dependent clauses like ,"what my life has , that those years , that I wasted it, that I've missed" to pass her ideas and points of views to her readers.

4.2.13.5 Questioning

Elizabeth is wondering about what the things that she wants to do. She asks her daughter but in the real meaning she asks herself

"why did I waste all my time and I didn't do what I wanted to do?". The writer employs this question to reflect her ideology of the whole novel by making the character asks herself and asks her daughter about this thing .

4.2.14 Extract 14

Hi Mom,
There were a lot of things in your letter that I found hard to read. I wanted to read about all the things you HAVE done in your life but instead you wrote about things you haven't. And I realized I hardly know about your life. What were you like when you were my age? What did you and Dad used to talk about?
Where did you two meet? Did you only marry him because you were pregnant with me? Why did you two divorce? Has it been hard to bring me up alone? All these questions are making me cry, Mom, and I don't know why. Perhaps they're opening up a world I'm only just starting to see the edges of. An adult world. It's scary and I don't like it. Michael and I haven't been getting on so well. He's not as great as I thought he was. Don't worry about me, but I think I'm going to break up with him. Emma agrees. She says he's HORRIBLE and I should never have got back with him!
Love and hugs, Mommy,
C
Sometimes you look so much like my mother, Claire. I don't know if I've ever told you that. The support meeting is this evening. I forgot to tell you at breakfast. I'll heat up the casserole Nicole made and we'll go together. Did I answer all your questions?
Love,
Mom.

4.2.14.1 Naming and Describing

Claire expresses her feelings and concerns about being alone and how she will live alone without her mother after her death. She is scared and worried about future she is asking and wondering about the edges of the world, the adult world that she is afraid of. She refers to her mother's letter and describes it "that I found hard to read" because her mother's letter was about the things that she had never done and almost confessing that she is near to death. She mentions "your life" in her letter, she is

thinking about her mother's life and asking about what she's done in her life , but still she gives her mommy love and hugs .

4.2.14.2 Negating

Intensive negation is used in both letters in addition to the verbs "have been, don't" more than once and lexical negation "forgot ."

4.2.14.3 Hypothesizing

Claire is thinking and writes what she is thinking of .So, she is not sure about these things . That's why she uses words like "perhaps, think, should, and thought." The mother is promising her that they will go together using the modal "will ."

4.2.14.4 Prioritizing

We have three sentences that carry the prioritizing which are "that I found, because you were and if I've ever told you."Elizabeth is delaying the bad news to the end of the letter.

4.2.14.5 Questioning

Claire is trying to know everything about her mother .She feels like she is about to lose her so she started to ask questions about her past, "how did you and Dad meet? how did you raise me ? Was it difficult or easy and this kind of questions .In Elizabeth's letter, there was only one question which is "did I answer all your questions?" Because she wanted to feed her daughter's curiosity .

4.2.14.6 Capitalization

Two words are capitalized in Clair's letter. The first one is "have" which means that she is telling her mother that she should mention the things that she has done not the things she has not done. The other word is "horrible" which is the adjective that her friend called her boyfriend which makes her leave him .

The following tables view the distribution of each item and the use of tools in this part of the novel:

Table (7) Naming and Describing

Naming	Frequency	Percentage
Choice of Nouns	38	64.40
Modification of Nouns	21	35.59
Total	59	100%

Again the writer is using the textual conceptual function of naming and describing in its two ways though in different percentage of each .But she also uses the choice of nouns in a more proportion than noun modification. So, the above table shows (38) instances of choice nouns with a percentage of (64.40) out of other ways of this function .

Table (8) Negating

Triggers	Frequency	Percentage
Syntax	28	59.57
Lexis	17	36.17
morphology	2	4.25
Total	47	100%

The previous extracts appear to be packed with negating particles in all categories of negation. The three ways of negating, syntactic

triggers, lexical triggers and morphological triggers are employed by the characters even in different ratios. So, the relevant table demonstrates that Winston is packing his expressions with (28) instances of negating by using the syntactic triggers through using particles. Therefore,   the percentage of their occurrence is (59.57) , and it is much higher than usage of other categories of negating . Ultimately, she tries to draw a strong positive image of the given text to arouse a key ideological effect in the hearer's mind and feeling and create some hypothetical world in the audience's mind .

Table (9) Hypothesizing

Triggers	Frequency	Percentage
Modals	37	71.15
Lexis	11	21.15
Conditional if	3	5.76
Adverbs	0	0
Total	52	100%

No use of adverbs at all with (0) percentage since neither of the characters use sophisticated language . They keep it simple. In this part of the novel ,the use of modals dominates over other triggers of hypothesizing .It is easier for readers imagine the hypothetical views raised by the characters.

Table (10) Prioritizing

Triggers	Frequency	Percentage
Information Structure	7	13.72
Subordination	44	86.27
Total	51	100%

This textual conceptual tool plays a significant role in underlying the ideologies. The characters obviously employ subordination more than information structure as shown in the table. It strengthens their view points to deliver them to the readers.

Table (11) Questioning

Triggers	Frequency	Percentage
Wh questions	13	54.16
Yes-No questions	9	37.5
Minor Types	2	8.33
Total	24	100%

With percentage (54.16) , wh questions dominates other types of questions. In this phase of the novel, both characters seek information about each other especially Claire. She wants to show

her care to her mother . Questioning is the best to show the ideology.

Table (12) The Distribution of the tools

Tools	Frequency	Percentage
Naming & Describing	59	25.10
Negating	47	19.74
Hypothesizing	52	21.84
Prioritizing	51	21.42
Questioning	24	10.08
Capitalization	5	2.10
Total	238	100%

Ideology and power

The above extracts are taken from the middle of the novel where the conflict (the climax) of the events. They start to discover Elizabeth's disease. The style is different especially of Claire when she knew that her mother has cancer. Her letters are full of pity. She tries to comfort her mother and be beside her and to make her feel better .

The writer's ideology ,in the middle of the novel, is that when people feel like they are about to lose their dearest members of the family ,they try to do their best to make him /her feel happy. The

other ideology is that all other things in life seem small and naive comparing to having a moment with the family .

To reveal these ideologies, the writer manages the tools differently. Naming is the dominant tool in this part of the novel most of the events were about the mother's disease both of the main characters name entities related to cancer. Hypothesizing and prioritizing have almost the same percentage while negation is less than them.

At this phase of their lives, they hope and dream that everything will be Ok. This meaning is expressed by hypothesizing. They try to make each other feel better. They use prioritizing to focus on the parts they desire.

Questioning is used here more than in the first part because they start asking more about each other especially Claire. She asks about every detail in her mother's journey of treatment.

Capitalization is lessened, it is used only five times. Claire is delaying her needs she cares more about her mother. She often uses capitalization to encourage her mother to be stronger in fighting her disease .

The following three extracts are taken from the end of the novel which are letters written by Claire after the death of her mother when they suggested to her to write to her mother just to let her feelings out and to get rid of her sadness and loneliness and to feel that she is still connected to her mother's soul.

The coming extracts are chosen from the last part of the novel in which Claire's mother is dead and Claire is writing to feel relaxed .So, the following letters do not have an answer .

4.2.15 Extract 15

ps (I love you)
Dearest Mom,

I went to the support group today and Mary suggested I write to you even though you won't be able to read it. She said it might make me feel closer to you and there might be things I wished I could say to you. I came to our house to write it and I'm sitting at the kitchen table. The house is going to be sold soon but right now I can almost pretend that you're lying in your room, or you're out at work and I'm waiting for you to get back so you can tell me about
the babies you delivered, or just give me a hug. The worst part about coming here was that I looked on the fridge door for a note from you, and there wasn't one. The door was white and empty. I cried for ages.

4.2.15.1 Naming and Describing

Claire starts her letter with "dearest mom", the reader can feel the sad tone. The style is different. It is felt that Claire is now a grown up girl not that teenager.

She mentions "the support group" as an indication to her grieve and that she wanted someone to relieve her. She expresses her sadness, her needs , and her nostalgia to her mother by saying that "I need a hug from you." She still refers to their house as "our house" not mine even after her mother's departure. She writes "the fridge door" which is connected to the title of the novel which was the platform of their communication but now it is empty of notes which means that they cannot communicate this way anymore.

She is writing her letter as if her mother will read it telling her about the house and about "your room" but "I'm saying pretend that you are lying in your room" , the reader can tell that she is realizing that her mother is dead now .

4.2.15.2 Negating

She uses negation twice in her letter with "won't and wasn't ". Negation reflects her sad condition and helps her to tell her mother about her grieve.

4.2.15.3 Hypothesizing

This textual conceptual tool in this letter is translated by "won't , can ,almost, be able" and with the past modals like "could and might" as well as the verb "wished". She also uses the verb "pretend ".

All these verbs express the memories and the things that Claire wants them to come back with her mother .

4.2.15.4 Prioritizing

One prioritizing sentence is connected with so and another that is related with "that I looked at the door." This tool helps in ordering thoughts and presenting the focal part of the sentence.

4.2.16 Extract 16

Winter was long and cold. I've been going to school but I feel like I'm in a fog most of the time. Emma's been sweet, so has James, and Gina has been great, Mom, you wouldn't believe. But they're not you. Christmas was awful. Mary's right. I do feel better writing to you, although it's making me cry more than I have in months. She says it's OK to be sad, and angry, and confused. It doesn't feel OK. Not at all. I suppose I should tell you that Peter's fine. I've set up his cage at Dad's and when I sit and stroke him, I remember our summer and fall together, making those photograph albums, eating dinners that Gina cooked, getting to know each other better. I can try and make myself forget about how hard it was for you at the end, but I'll never forget how strong you were and how brave.

4.2.16.1 Naming and Describing

Claire keeps writing to her mother whenever she feels that she needs to communicate with her. She expresses herself and her life without her mother as being sad all the time, does not feel the happiness and the happy moments like before. She describes Christmas as "awful". She remembers herself all times with her mother saying "our summer and fall". She describes herself as being in "a fog" which means that future for her is unclear yet .

4.2.16.2 Negating

A lot of negative expressions in Claire's letter. Whether in modals ,lexical worlds, or in intensive negation . All of them express what Claire wants to say she is unpleasant with her present situation but she is trying to get used to it. She is telling her mother that" I'll never forget you". This is the most suitable expression for what the man feels towards the dead ones .

4.2.16.3 Hypothesizing

An interesting sentence is written in this letter which is "I suppose I should tell you that Peter is fine", this sentence reveals a lot about her and her feelings because she is living in a conflict that her mother is not still living with her anymore and she cannot share the details of her life with her .On another hand that she is not here for her, that's why she used the verb "suppose" to conclude this conflict. She also utilizes "would, should and will" in her letter .

4.2.16.4 Prioritizing

The above extract is full of conjunctions and subordination clauses with "although ,how and when" as well as the dummy it. The reader can feel the sad tone and the real feelings and emotions in Clair's letter to her mother .

4.2.17 Extract 17

I wish we'd had more time, Mom. I guess that's all I have to say really. I wish I'd had more time with you. But I'm glad of the time we did have. So glad. When I get back to Dad's, I'm going to look at the albums and remember it all. I think I'll leave this letter for you here. In this empty kitchen. So you'll know if you come home that I love you and I miss you. Please don't worry about me.

Your daughter,

Claire

4.2.17.1 Naming and Describing

This textual conceptual tool helps in revealing the ideology. Claire writes "more time", she wishes to have more time with her mom but her mom left early. The word "albums" indicates the memories and the good moments with her mom so she took the album to remember her times with her mom. The writer utilizes the phrase "empty kitchen" as a sign that Claire feels the house and the kitchen are empty when her mum died although they are full of furniture but still they seem empty. This reflects her empty soul. Claire signed her letter with "your daughter" for the first time all her letters previously are signed with Claire or only C. This means that "I will be so your daughter forever ".

4.2.17.2 Negating

Negation is used in the above extract once for expressing eagerness to meet her Mother by saying "I miss you" and the other time when saying "don't worry about me". This reveals the delicate feelings and the warm emotions that she still feels that her mother is watching and worrying about her or she is dead but her soul lives around her.

4.2.17.3 Hypothesizing

At first, Claire makes use of "wish" twice in her letter to express her desire to have more time with her mother then she utilizes "guess" and "think" as if she is not sure about what she wants anymore. The modal verb "will" is used with the conditional if as a condition if her mother come home she is not sure whether her soul will come home in the future or not .

4.2.17.4 Prioritizing

Two dependent clauses are conjuncted with "that" function as objects which are "that's all I have" and "that I love you". Fronting with "when in when I get back to Dad's" is employed to attract the attention of the reader and of her mom hypothetically that she will be staying at dad but still she will remember all the moments .

4.2.18 Extract 18

Dearest Mom,
It's my birthday tomorrow. I can't believe I'm going to be 17 already! Dad and James (he's my boyfriend now—you remember James from school?) have got some sort of surprise planned, but I have to pretend I don't know what's going on. I'll act surprised. I kept the key from our house with me, waiting for the right moment. Today I was sitting by the river where we used to walk and I suddenly knew what to do with it. I threw it as hard as I could. It glinted in the sun, then it tumbled into the water and was gone.
I felt good, Mom, for the first time in a long time, I felt good. Sitting by the water, I thought I could hear your voice in the wind, telling me you were OK. One day, I'm going to fold this note up and put it in the river. For now I'll keep it close to me. I love you,
Claire

4.2.18.1 Naming and Describing

This letter is the last letter of the novel. It tells the readers about how she got over her sadness and grieve and tried to move on with her life because life does not stop. It starts with "my birthday" Claire's 17th birthday but this birthday means a new life or a new start for her ,the grown-up life ,where she needs to stand alone and to face all her problems without her mother. She uses the expression "our house" not our home because she feels it is not a home anymore. She directed to "the river" where her mother used to go to relax. She also refers to "the right moment" which is an indication to the right moment to start new life and to move on in her life without her mother. "Your voice" is a good signal that she will never forget her mother forever and her voice will be with her all the time .

4.2.18.2 Negating

There are two negative modals "can't and don't". She says "I can't believe I'm going to be 17". This is a self refusal that she does not want to grow up. She needs time to go back and stop at the good moments not to go, not to move on but she has to .

4.2.18.3 Hypothesizing

The extract contains many modal verbs for revealing her thoughts. It contains epistemic and deontic modality with different functions.

4.2.18.4 Prioritizing

Prioritizing is another tool used by Jeffries (2010) to analyze texts. The article exhibits mostly sentences with subordination. It is handled here to function mainly as adjectival, object and complement and adverbial**.**

The following tables show the frequency and distribution of the tools:

Table (13) Naming and Describing

Naming	Frequency	Percentage
Choice of Nouns	15	50
Modification of Nouns	15	50
Total	30	100%

This part of the novel is narrated by one character ,Claire. She uses choice of nouns and modification of nouns equally. She utilizes adjectives with nouns especially when mentioning her mother. So, these two types of naming reveal the writer's ideology.

Table (14) Negating

Triggers	Frequency	Percentage
Syntax	8	61.53
Lexis	5	38.46
morphology	0	0
Total	13	100%

Negating, at the last part of the novel, is used with only two triggers ;syntactic and lexical. No use of morphological triggers . Syntactical triggers are employed more than the lexical. The writer finds that the ideological effects are best shown in this way.

Table (15) Hypothesizing

Triggers	Frequency	Percentage
Modals	20	71.42
Lexis	7	25
Conditional if	1	3.57
Adverbs	0	0
Total	28	100%

To translate the unreal world , Claire used the triggers differently. She does not use adverbs and used the conditional if once. Again ,modals have the biggest proportion due to their power in delivering the ideology.

Table (16) Prioritizing

Triggers	Frequency	Percentage
Information Structure	3	13.04
Subordination	20	86.95
Total	23	100%

As far as subordination concerned ,it has been extracted in (20)sentences with various types of clauses are used by the writer in the novel .So, she predominately employs the nominal type of clauses to subordinate her own ideological biases with this easy-constructed type of subordination. Even though, she uses the other types of clauses, like conditional , but less frequent for being difficult to convey her ideologies to the audience. The previous table reveals the subordination instances as (15) with a percentage of(86.95).This manifests that she wants to highlight her thoughts and views through this method.

Table (17) The Distribution of the Tools

Tools	Frequency	Percentage
Naming & Describing	30	31.91
Negating	13	13.82
Hypothesizing	28	29.78
Prioritizing	23	24.46
Questioning	0	0
Capitalization	0	0
Total	94	100%

Ideology and power

   The above extracts are chosen from the last two letters in the novel . They are written by Claire to her mother after her death according to the therapist recommendation to Claire to keep writing to her mother .

   The reader can tell that Claire is a grown up girl now. Her style is different ,she seems confident and independent but broken .The writer's ideology at the end of the novel is that people need to appreciate good things before it is too late, do not let life take you away from the things you want to do . Another ideology is that life goes on no matter how sad or tired anyone is .

The dominance is for naming a little more than hypothesizing Claire here is devastated trying to gather herself up. She still names her mother, her friends who helped her and her father. She

hopes and supposes to move on in her life. These tools aid her to reflect the writer's ideologies .

Prioritizing comes in the third place. She uses subordination and fronting to order her ideas .

Negation here is less than the first and the middle part of the novel Claire cannot be rebellion anymore. She cannot quarrel or refuse any situation against her mother.

No use of questioning and capitalization in this part of the novel since her mother is dead. No answer is expected to ask and no need to insist and highlight.

4.6 Data Discussion (Quantitative Analysis)

After dealing with the data qualitatively and explaining the chosen extracts according to the developed model ,it is time to do the statistic work . The purpose is to get the general view of each item of the model and present the percentage in a table according to the equation below. Then the researcher will discuss and explain why each item is used in the number shown.

$$\textbf{Percentage} = \frac{\text{occurrence of each tool} \times 100}{\text{Total number of tools}}$$

Table (18) The Distribution of the Tools

Tools	Frequency	Percentage
Naming & Describing	142	25.63
Negating	96	17.32
Hypothesizing	142	25.36
Prioritizing	112	20.21
Questioning	45	8.12
Capitalization	17	3.06
Total	554	100%

Starting with naming and hypothesizing which get the highest percentage (25.36), the writer uses naming and describing throughout all the novel in all its parts, the beginning, the middle, and the end. The writer employs naming and describing in delivering her ideology .

Communication is expressing feelings, emotions and concerns. So naming and describing help the characters to express their feelings towards each other. The choice of nouns and naming things are used more than nominalization since the style of the novel is simple reflecting the normal speech between the mother and her daughter. The writer utilizes modification of nouns whether pre or post modification because it helps in explaining what the characters want to say .

Since the novel presents unwanted reality by its characters, Hypothesizing is the best to achieve their hypothetical life. It is used in revealing the characters' wishes, thoughts and the things they want from each other.

Prioritizing comes in the second position with the percentage (20.21) . The writer uses prioritizing to lower the negative effects of harmful speech. The writer expresses the delicate side of the mother by prioritizing because she does not want to hurt her daughter. It aids Claire to tell her mother what is going on in her life.

Negating gets the percentage (17.32) , Ideologically speaking, the writer employs negating to help the readers understand the anger and rejection between the two main characters .

Questioning gets the percentage (8.12%) since it is used in the first and the middle part but it is not used at the end of the novel where Claire writes to her mother after her mother's death .

Questioning is used by both characters, Claire and her mother, to ask about each other. Ideologically speaking, questioning is a part of communication . The writer employs it to pass her ideology to the readers. She uses wh questions, yes-no questions, rhetorical questions and tag questions .

Both characters communicate using questions just like the normal speaking and chatting between people face to face to achieve the communication through letters .

Capitalization gets the lowest percentage of all which is (3.6 %) . Firstly because it is used only in Clair's letters. She makes use of capitalization to insist on her mother to get the things that she wants at the starting events of the novel. In the middle events, she employs capitalization to encourage her mother to be stronger and to face her disease. As a teenager talking to her mother, she does not have any power, i.e she cannot give orders but asking her mother politely. Capitalization helps her to get her mother's attention to her needs .

Secondly, at the final letters, Claire does not use capitalization because she is writing only to release her sadness. No need to get attention or to encourage since her mother is dead .

In speaking, there are stress, loud voice and tone to clarify and prove the viewpoint but the writer cleverly uses capitalization in writing instead.

CHAPTER 5

CONCLUSIONS , RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Introductory remarks

The present chapter is divided into three sections, the first one is dedicated to the conclusions that are conducted from the results of the analysis. The second section is devoted to the recommendations based on the previous results and the third one presents some suggestions for further studies .

5.2 Conclusions

1. The main ideology that is investigated through the novel is that people put their personal needs before their children which is something wrong. There are other ideologies detected like valuing time before it is too late. Communication is a way of uncovering the characters' ideologies throughout the novel. So, the first hypothesis is confirmed .

2. The work suggests two extra tools ,questioning and capitalization, to be added to the model. The tools reveal additional level of meaning when they are added in addition to the tools that are taken from Jeffrie's model. The second hypothesis is verified since all the suggested tools are employed within the text to clarify what the writer wants to deliver.

3. Naming and hypothesizing are the most dominant tools that are used by the writer throughout the novel due to the fact that these tools have a big deal of effect on uncovering the writer's ideology. Therefore, the third hypothesis is partially verified .

Hypothesizing is employed by both of the characters to picturize the kind of life they wished to have apart from reality.

Questioning played a vital role as a part of communication ; yet , it is not used at the end of the novel.

4. Concerning prioritizing, it is a tool that is handled by the writer through the characters of the novel to reveal their ideologies and to pass them to the reader . It took an important function in the construction of the novel.

5. Regarding negating, it is used throughout the novel since it aids the characters to lead their communication and their conversations to express their rejections , objections, thoughts, feelings and ideas .

6. As for questioning, one of the added tools to the model, it is used by both of the main characters especially at the beginning and the middle of the novel. It is employed by the writer to enrich the conversations and the communication among the characters. The statistics of questioning makes the third hypothesis verify partially because questioning is not a dominant tool .

7. Capitalization, the other added tool, gives an aesthetic effect in addition to its ideological importance although it is not used throughout all the novel because it is used only at the beginning and in the middle but it is not used at the end of the novel . It is a helpful tool and a clever addition by the writer to give the daughter some space to spread her identity.

8. After analyzing the extracts qualitatively and quantitatively, it is concluded that letters are Sometimes preferred to use writing rather than speaking in reflecting their emotions, thoughts and even needs. That is how hypothesis number four is confirmed .

9. Power is considered to be of key influence on the events of the novel since one of the main characters is the mother and she has some power over her daughter .

5.3 Recommendations

1. Critical stylistic analysis may have academic contributions in the way that it can give a hand to researchers in explicating critically the ideologies behind the text .

2 .Two suggested tools ,questioning and capitalization, are recommended to be taken into consideration by researchers who are specialized in critical stylistics and other related fields.

3. It is recommended to call people's attention to perceiving letters as being a complete means of communication that help people to express what they are thinking of .

5.4 Suggestions for Further Studies

 In relation to the current study , the following projects can be suggested:

1. A Stylistic Analysis of Remorse Expressions in Literary Texts .

2. A Contrastive Study of Communication Through Letters in English and Arabic Novels .

3. A Critical Stylistic Analysis of Visual Communication in Social Media Networks.

4. A Sociostylistic Study of Child Abandonment in Literary Texts.

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المستخلص

تستقصـي هـذه الدراسـة التواصـل عـن طريـق الرسـائل. يعـرف التواصـل بأنـه عملية التعبير عن الأفكار والمشاعر والمعلومات.

الأسـلوبية النقديــة هـي جـزء مـن علـم اللغـة التطبيقـي وقـد بـدأ فـي جامعـة هدرسـفيلد وامتـد لخلـق الـرابط المفقـود بـين علـم اللغـة التطبيقـي وعلـم تحليـل الخطاب.

تهـدف الدراسـة الـى تحقيـق عـدة اهـداف منهـا: اكتشـاف الايـديولوجيات الخفيـة خلـف الـنص، التعـرف علـى ادوات الاسـلوبية النقديـة المسـتعملة فـي الـنص للتعبيـر عـن الايديولوجيـة، ايجـاد الاداة الاكثـر اسـتعمالا فـي الروايـة وايضـا تقصي امكانية الإعتماد على الرسائل في التواصل اليومي.

علـى ضـوء الاهـداف المـذكورة تفتـرض الرسـالة مجموعـة مـن الفرضيـات: تحمـل النصـوص المختـارة بعـض الايـديولوجيات والافكـار بخصـوص التواصـل عـن طريـق الرسـائل، البحـث عـن الايـديولوجيات يتطلـب مجموعـة مـن الادوات لـذلك فـان الكاتـب اسـتعمل بعـض ادوات الاسـلوبية النقديـة. تقتـرض الدراسـة ان التسـمية وطـرح الاسـئلة همـا الأداتـين الاكثـر اسـتعمالا فـي الروايـة وان مـن الممكـن ان تحقـق الرسـائل مـا يحققـه التواصـل اللفظـي.

اتبعـت الرسـالة مجموعـة مـن الإجـراءات منهـا: إعطـاء مقدمـة عـن الموضـوع واختيار ثمانية عشر نصاً لتحليلها وفق طريقة جيفريز .

توصـلت الدراسـة الـى مجموعـه مـن النتـائج هـي: تحتضـن العينـات المحللـة مجموعـة مـن الافكـار تظهـر مـن خـلال ادوات البحـث. التسـمية والافتـراض همـا الأداتـين الاكثـر اسـتعمالا فـي البحـث بينمـا تكبيـر الحـروف هـي الاقـل اسـتعمالا. يركـز البحـث علـى أن التواصـل الكتـابي يعطـي فـي بعـض الأحيـان نتائج أفضل من التواصل اللفظي.

تحليل نقدي أسلوبي للتواصل عن طريق الرسائل في رواية كوبرز حياة على *باب الثلاجة*

رسالة تقدمت بها الى مجلس كلية التربية للعلوم الانسانية\جامعة بابل
وهي جزء من متطلبات نيل شهادة الماجستير التربية\اللغة الانكليزية\اللغة

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