A LINGUISTIC STYLISTIC ANALYSIS OF THE BLACK BOY BY RICHARD WRIGHT

BY

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BEING A RESEARCH PAPER SUBMITTED TO THE DEPARTMENT OF ENGLISH AND LITERARY STUDIES, FACULTY OF ARTS, FEDERAL UNIVERSITY, OYE-EKITI, NIGERIA.

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CERTIFICATION

This is to certify that this project was judiciously carried out under my supervision by

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DEDICATION

This project is profoundly dedicated to ALMIGHTY GOD for his absolute grace and sustainability that he bestowed upon me during the rigorous time of the project and whom in his wheels I am riding to the acme point of destiny. And to my amiable parents who showed me unrelated, unfeigning and unquantifiable love and care throughout my stay on this campus. Indeed: "*I will sing of the mercies of the LORD for ever*: *with my mouth will I make known thy faithfulness to all generations.*"(*Psalm 89:1).*

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With a closing remark, I write *"Tough times never last but tough people do"*- Anonymous.

ABSTRACT

The Black Boy by Richard Wright is an African American novel. It is often written by an African American Writer .This story entails the sufferings that a black American boy encountered from the White. It is often a pathetic story with pathetic treatments. These treatments are often conveyed in form of expressions. And they are examined in this work.

In this project, some certain linguistic features are carried out such as: Adjective and the Other of Adjective, the use of Personal Pronouns (grammar), Quotation Marks, Hyphen and Dash, Ellipsis, Periods, and Ellipsis (Punctuation marks), Semantic and Pragmatics, Syntax, Anaphora, and other Linguistic features. These features are basically visible features used in exploration the brutal experiences that the narrator and the other blacks encountered in the foreign land.

In conclusion, this project has looked at the most visible linguistic features that are peculiar to the exploration of experiences that the narrator encountered in the chosen Novel.

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CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Linguistic Stylistic is a comprehensive topic that elucidates every aspect that revolves around language, style and communication in general. It is often a field of study that is designated to the study of human language with respect to sounds, letterings, structures and meanings (direct or applied).

Linguistics according to Brown & etal (2014) is the science that studies language. Basically, it is science because of the systematic ability it has to study any given language by examining, analyzing and exploring the intent of a given language. However, to mention Linguistic, it is quite imperative to talk about language. Language is simply a symbol use for communication. However, scholars such as: Pearson Bruce, John Lyons, Henry Lee Junior gave their decisive definitions.

According to Pearson (1977:4), he defines language as "a system of human communication based on speech sounds used as arbitrary symbols. This definition implies that language is personally selected phenomenon that comes in form of speech sounds and serves the purpose of communication. This is a concept that talks about understanding in a given language. It involves the encoder encoding and the decoder decoding an encoded speech.

John (1999:40) defines language as he views it as "the system of arbitrary symbols by which a social group co-operates". This means that language serves as a chosen symbol that a particular society recognizes and uses.

Henry Lee(1968:76-91) defines language as "a learned, shared and arbitrary system of vocal symbols through which human beings in the same speech community or sub-culture interact and hence communicate in terms of their common culture experience and expectation". This means that language is an acquired vocal symbol that people in the same community and use as a means to communicate their experiences and expectations. Haven got all these definitions about above, it can now be concluded that language is an arbitrary symbols that people who live in a particular speech community use as a means of communication.

According to Ogunride in Linguistic Stylistics (ELS 407 Note), Stylistic is a branch of linguistics that studies style. It looks at style as a choice, as deviation, situation, temporal phenomenon and conformity. According to Ada Amaechi in (ELS 407 Note), Stylistics often looks at a text by looking at both the literary and linguistic milieu of a text. The linguistic milieu includes: the semantics, grammar, lexis, phonology, syntax, cohesion and so on. The literary milieu includes: foregrounding, figures of speech (metaphor, personification, metonymy, simile, consonance, assonance and so on), imagery, symbolism flashback, contrast, theme, mood, the form and so on. Stylistic however focuses on every element that shapes a given text.

This project will now carefully dive into different areas that will enhance the turgidity of it. It hereby starts with this chapter that unfolds it, by introducing the background to the study, the statement of research problems, the research question, the aim, the objectives, the scope and delimitation of the study.

1.1 Background to the Study

Linguistic is a field that is peculiar to the systematic study of human languages. It is designed to study the nitty-gritty of human languages as to explore the speech sounds, the arrangement of words into phrases or groups, arrangements of group into clauses and clauses into sentences. It also deals with the study of the application of a set of rules that governs languages. According to (https:// en.oxforddictionary.com), Linguistic is the scientific study of language and its structure, including the study of grammar, syntax, and phonetics. However, Linguistics has some branches which include: Sociolinguistics, Dialectology, Psycholinguistics, Computational, Comparative linguistics and Structural linguistics.

Language is a crucial phenomenon that is quite imperative when it comes to Linguistics. It is an arbitrary symbol that is often used by different people in different jurisdiction across the board for the purpose of communication. According to Kracht (2014:4) Language is a means of communication, it is a semiotic system. It is because it is made up of set of signs which human beings use to express their thoughts, ideas, intentions and most significantly their experiences. As stated in Introduction to Linguistics (Kracht, 2014) he says: the signs are often different from the signs that are often found everywhere such as: billboards, clocks, pictographs and so on. However, the semiotic signs are a set of complex signs. They have complex structures which make them differ from ordinary signs. These signs are endless and infinite as they are used by human beings to communicate through their various speeches and writings at a very given time. (Pg4)

Stylistics is a branch of linguistics which deals with a text. It looks at the meaning a text projects to a reader. It emphasizes how a reader reshapes the meaning of a text and their actions to a text. According to Ogunride in Linguistic Stylistics (ElS 407 Note), it is mentioned that Stylistic deals with style as it looks at it as a choice, deviation, situation, temporal phenomenon and conformity.

According to him, style as a choice focuses on the way a writer seems to present his work, style as deviation pinpoints the shift that a writer has towards what is not the acme standard of writing, styles as a situation portrays the context in which a text comes out, style as a temporal phenomenon deals with the certain period it is relevant, style as an individual deals with the distinctive feature that is peculiar to an individual while style as conformity emphasizes the first available option that a writer expresses his/ herself.

Style cannot be separated from stylistics. It often goes hand in hand with it. According to Lawal (2003:326), cited in (ELS 407 note), style is to stylistics while language is to linguistics. William (2007) who is cited in (ELS 407 note) however, gives certain goals stylistics achieves about a text. The goals are: to establish discourse peculiarity, to induce appreciation of discourse, to ascertain linguistic habits and to make critical judgment.

Stylistics can be divided into two major parts which are: linguistic and literary stylistics. Linguistic stylistics examines the linguistic features of a text while literary stylistics ventures into the interpretation of a text. This project will now specifically focus on linguistic stylistic and the enumeration of the features of the stylistic in the texts selected.

According to Ogunride in (ELS 407 note), Linguistic stylistics examines the linguistic features of a text. He opines that the features range from tenses/aspects, jargons, register, pun to

idiomatic expression and the likes. It looks at the choice of words that a writer uses and the effect on the specific text. It can be diversified into some levels such as: lexical repetition, lexical semantics, graphology, syntactic and phonology levels.

According to Ogunride in ELS (407 note) Lexical repetition is a level of linguistic stylistics that emphasizes the repetition of similar lexical items. These lexical items have closely related meanings which are purposely use for the sake of emphasis. Lexical-semantics is the level that enumerates the meanings of the lexical items present in a text. These meanings could be connotative, denotative, literal, non- literal and so on.

Graphological level deals with the meanings allotted to the arrangement of the choices of words used in a text. Most of the words used in a text are some at times deliberate in order to explore the intended purposes of the writers. For instance: *Daughters Who Walked This Path* by Yejide Kilanko and of *Ambassador of Poverty* by P.O.C Umeh. These give details of the purposes of their writings.

Syntactic level is the level of linguistic stylistic that enumerates the importance of hierarchies of unit which ranges from arrangements of words into groups/phrases, clauses and sentences. Phonological level is the level of linguistic stylistics that talks about the purpose of sound patterning used in a text. Sound patterns enhance aesthetic values hinged on creativity, effectiveness and rhythm .This project will now doggedly examine the linguistic Stylistic Analysis of *The Black Boy* by Richard Wright by looking at the lexical repetition, lexical-semantic, syntactic and graph logical levels of it.

1.2 Statements of Research Problem.

Alfari (2017) who has a title: *A Stylistic Analysis of Linguistic Patterns* in chichamada Ngosi Adichie "*Purple Hibiscus*" uses some linguistic features such as: point of view, conversational analysis, speech presentations and mind set to bring out the pictures of characters in the mind of the readers.

Nnadi (2015) who has a title: on A Linguistic stylistic analysis of Chukwuemeka Ike's Novels figures out some Linguistic features from the novels. The features are to shape the structure of the information he tends to pass across in the novels. According to him, the novel has socio-cultural and political themes which the author presents in a flexible manner and linguistic turgidity.

In respect to the above research, my research will focus on the lexical items, the meanings of some lexical items, the graphological items and the syntactic items of The *Black Boy* by Richard Wright.

1.3 Research Questions

This research will supply answers to the following questions:

1. What are the linguistic features present in *The Black Boy?*

2. How important are these features in the text to the interpretation of the novel?

1.4 Aim of the Study

The aim of the study is to examine thoroughly the linguistic features that are present in *The Black Boy* by Richard Wright and to study how these features are portrayed in the novel in relevance to the interpretation of it.

1.5 Objectives of the Study

Based on the statement of the problem mentioned above, the objectives of the problems are now:

1. To enumerate the features of linguistic present in *The Black Boy*.

2. To show the relevance of the linguistic features in *The Black Boy* to the interpretation of the text.

1.6 Theoretical Framework

The theoretical framework that will be used is Systemic Functional Grammar. This grammar is chosen as framework because it has the ability to carefully examine the utterances use in the text by exploring it with difference means.

As stated in Systemic Functional Grammar and Construction Grammar (Lin & Peng 2006) found that Systemic Functional Grammar (SFG) is a grammar that pays great attention to how speakers generate utterances and text to convey their intended meaning. He was of the opinion that Systemic Functional Grammar (SFG) was put forward by Halliday. (Halliday 1994: Halliday& Matthiessen 2004).He further writes that this grammar has three Meta functions which are: ideational, interpersonal and textual functions. (Pg331)

Ideational function is one of the meta functions in Systemic Grammar. According to Hafiz (2012) cited in (Halliday 2007:183), ideational function as the content function of language. He further states that the ideational function is realized in transitivity and serves to represent, situations and events in the world and the entities, actions and processes involved.

Interpersonal function is a Meta function that allows any speaker to exchange words in speech. According to Kristin &Anne- Marie (2015), interpersonal function which is cited in

Halliday (1970) is the function by which the speaker intrudes on the discourse, takes up a position and expresses his role in the speech exchange.

Textual Meta Function is one of the Meta functions propounded by M.A.K Halliday. According to Sudrutai (2013) who cited Halliday (1985) says the textual function as of the clause is the construction of a message and agreed that the theme /Rheme structure is the 'basic' form of the organization of the clause as message.

After going through the concise definitions of ideational, interpersonal and textual function it is quite detected that the three Meta functions are interwoven and they are basically attached to the text and the utterances found in a text.

1.7 Scope and Delimitation of the Study

In the previous write up, it has been made clear that linguistic stylistics is diversified into some levels which are: lexical repetition, lexical semantics, and graphology, syntactic and phonological levels. The lexical repetition includes: synonyms, antonyms, homonyms and homophones. The lexical semantics includes the meanings of some words such as: vocabulary, register, lexis and some grammar. The graphology include: the punctuations, capitalization and as well the structure of the novel. To now dig deep into this level will be a shift from the crux of the project. Therefore, it is quite imperative to focus on the purpose of the project which analyses the levels of linguistics features in *The Black Boy* by Richard Wright. However, the material that will be used for this analysis is the hard copy of the novel.

1.8 Conclusion

Language has been inseparable from linguistics. According to Lawal (2003:326) cited (ELS 407 note), he opines that language is to Linguistic. It is because Linguistic is designed to systematically study all human languages as it moves from their speech sounds, words, groups, sentences, structures and even meanings. However, Linguistics cannot be separated from style

because it looks at the way it is used in a given language. Therefore, the project will doggedly look at and examine the linguistic stylistic of *The Black Boy* by Richard Wright.

CHAPTER TWO

LITERATURE REVIEWAND THEORETICAL FRAMEWORK

2.0 Introduction

This chapter will give a close examination on the different areas that contribute to a buildup of this chapter. It will examine the definitions of key words, descriptions of sub-explanations and examples of sub-titles. It will out rightly examine different literature reviews that are essential to this particular field work.

Subsequently, it will doggedly consider and examine some tenets of my work that will be preferable and suitable to analyze my topic in general. It will also consider the theoretical framework that will be used to analyze this research.

Finally, this chapter will examine the existing researches carefully to know the areas that need full attention, addition and adjustment .It will as well elucidates the crucial contributions they have not made in the previous researches.

2.1 Definitions of key Words

Different key words are embedded in my research topic. Most often, some are visible while the others are basically unlocked inside the keywords of the sentence. The key words are: linguistic, language, stylistic and style.

Linguistics according to (https://www.merriamwebster com) is the study of human speech including the nature, structure, and development of a language or group of languages. Language according John (1990:40) is the system of arbitrary vocal symbols by which a social

group co-operates. Stylistics according to (https: www.yourdictionary.com) is defined as the study of the style of different writers and types of literature and elements of language.

According to (https://www. Merriam-webster.com) style is a distinctive manner of expression (as in writing or speech).Analysis according to it, it is a detailed examination of anything complex in order to understand it nature or to determine its essential features: a thorough study.

2.1.1 Linguistics: Its Tenets and Roles

Linguistic is the systematic study of human languages. According to (Wilkipedia.com) it was originated from Indo-European languages which were dated back to 19th century. It was structured by some Neo grammarians who wanted to update the Indo–European language in the 20th century. However, since linguistic studies the totality of language and it structure, it will be of most expedient to know the structure of language.

The structure of language is simply the totality of a language which encapsulates the nitty-gritty of it. According to (Cruz 2017) he opines that the part of linguistics that is concerned with the structure of language is divided into a number of subfields: Phonetics (the study of speech sounds in their physical aspects), phonology (the study of speech sounds in their cognitive aspects), Morphology (The study of the function of words), Syntax (the study of the formation of sentences), Semantics (the study of meaning) and pragmatics (the study of language use).

Phonetics is a branch of linguistics and a structure of language that deals with sound or speech sound. According to (https:// www.dictionary .com) a speech is any of the sounds of the entire phonetic system of a language. A Speech sounds in English is made up of Forty Four (44)

sounds. These Forty Four (44) sounds can be split into Twenty Four (24) consonant sounds and Twenty (20) Vowel sounds. As stated in Phonetic: The Sound of Language (Dobrovolsky and Katamba), the Sounds of Language are 600 consonant and 200 vowels. These sounds include the sound that are hard to articulate when an articulator tries to move away his constrict tongue from his/her molar when he/ she wants to articulate a sound. According to them, Phonetics is classified in two ways which are: Articulatory Phonetics and acoustic phonetics. Articulatory phonetics studies the way organs of speech are used in speech production. It does study human organ which are responsible for speech production work together while the acoustic phonetic explains how the physical property of sound of wave is measured and analyzed. The physical property may include the air and, sound property. (Pg 16)

However, as stated in (www.wilkipedia.com), since sixteenth century, efforts have been made by general body to transcribe and interpret the speech sound. The most popular body which has tried is the International Phonetic Alphabet (IPA).International phonetic Alphabet (IPA) as a body has tried since 1888 by trying to give each sound a distinctive symbol it should represent. The sounds that are represented are indicated with a phonetic symbol [ ] to show it is not a spelling of language.

2.1.2 The Sound Producing System.

Sound production is one of the crucial parts in a speech production. It is often the first in grammar. It has a system of production. This system involves the use of speech organs. According to (wilkipedia.org) Speech organs are used for speech include the lips, teeth, alveolar ridge, hard palate, velum (soft palate), uvula, glottis and various parts of the tongue. The speech sounds according to the site can be divided into types which are the active articulators and the passive articulator.Mannell study (as cited by 2) found that an active articulator is the articulator

that does all or most of the moving during a speech gesture. The organs involve in active articulator is usually lower lip and some parts of the tongue such as: the tip, center and the back of the tongue. The articulators or speech organs are attached to the jaws which are moveable.

Mannell study (as cited by 2) found that an active articulator produces speech in manners of articulation. This is simply the coming and working together of speech organs such as: lip, tongue and palate (both hard and soft).A passive articulator is the articulator that makes little or no movement during speech production. Mannell study (as cited by 2) found that this articulator includes: the upper lip, the upper teeth, the upper part of the oral cavity such as: the Alveolar ridge, the hard palate, the soft palate and the back of the throat which serve as passage for both the nasal and the oral cavity to the top of the oesophagus (pharynx).According to the site, the passive articulator is usually passive in nature. It does not move up and down like that of an active articulator. It is often glue to the skull and the active articulator moves toward it in manners of articulation. (Page20-26).

2.1.3 The Lung

Mannell study (as cited by 2) found that the Lung is the organ responsible for the production of air**.** It releases air that passes through the larynx where the two cords are known as vocal fords or cords. The vocal fold vibrates or does not vibrate to have a voiced and a voiceless sound which comes out through the mouth. The pharynx is placed between the oral and nasal cavity. It is a tube that serves as a passage between the oral cavity and nasal cavity. . (Page20-26).

2.2 The Phonemes

Phonemes are unit of sounds that affect a word when they are often replaced by other sound. They are represented by two slashes {//} which indicate and represent sounds as sounds not letters.

In English languages, there is one alphabet that houses 26 letters which are: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z. These letters are split into two major parts which are: vowels and consonants sounds. Vowel sound are: A E I O U while the consonant sound are: B C D F G H J K L M N P Q R S T V W X Y Z. These sounds can now replicate themselves in phonemic sounds in English language.

The vowel letters A E I O U culminate into some sounds which are Vowel sounds. According to(www.ukessay 2017), a vowel is defined as a sound which is produced or made without any kind of obstruction (closure or impediment) to the flow of air in the mouth as from the larynx to the lips. They are sounds with easy pronunciation. According the cite vowel sounds have three parameters by which they can be described in English; first the height of the tongue or openness of the mouth and second the area of the mouth in which the vowel is made and the third set of categories which involve the shape of the lip. According to (www.ukessay 2017), cite, the height of the tongue or openness of the mouth gives categories such as: close, half close, half open, and open (an alternative set of the categories is sometimes used: high, mid-high, mid-low and low). The area of the mouth that has the highest part of the tongue or the general area of the mouth in which the vowel is made gives categories which are: front, central and back. The set of the categories which involves the shape of the lips; the categories are rounded and spread (unrounded).The vowel sounds are sounds produced with little or no obstruction to the air that flows from the Lung through the oral and nasal cavity to the mouth.

The Pure Vowel (Monopthongs) is vowel sounds that have a static positioning when articulating them. The mouth is responsible for the articulation is often fixed as air flows out freely to it. The mouth does not move from one glide to the other but rather remains fixed. The pure vowel or Monopthongs are twelve (12) in number. According to Islam (2017) Monophthongs is a term used in phonetic classification of vowel on the basis on their manners of articulation. According to Islam (2017) monophthong is a sample of Pure Vowel articulated without any obstacles in the vocal tract. The Examples of the vowel sounds he wrote are represented below:

1. / : /as in see, unique, feel.

2. /I/ as in wit, mystic, little.

3. /e/ as in set, meant, bet.

4. /æ/ as in at, cash, bad.

5. /ʌ/ as in bus, come, but.

6. /a: / as in half, part, further.

7. / / as in not, what, cost.

8. / : / as in port, caught, all.

9. / / as in alone, butter,

10. /ɜ:/ as in board, word, fur.

11. / / as in wood, could, put

12. /U: / as in you, music, rudes.

2.2.1 The Consonant Sound

Haven got that there are now consonant sounds in English language, the remaining sounds are now the twenty Four (24) consonant sounds are sounds out of Forty Four (44) sounds in English language.

2.2.2 Description and Mode of Articulation

Consonant sounds are sounds in English that are produced with obstruction to the air that emanate from the lungs through the vocal tract or cords to the mouth. These sounds are obstructed by some organs which are: the lips, the tongue, the teeth (canine) and so on. These organs affect the free flow of air through the mouth. For example: the pronunciation or the articulation of/p/ sound. The articulation of this sound involves the blockage of the free flow that comes from the lungs. The upper and lower lips block the free flow of air .These lips constrict together and block the free flow of air before the sudden release of it. This manner of articulation is known as plosives .According to (https:// home.cumanitoba.ca) Many IPA Represent the same sound that the corresponding English letters do. However, the consonant sounds in English language correspond with the letters of alphabet. These sounds according (https://www.press.umich.edu) there are 24 consonant sounds in most English accents, conveyed by 21 letters of the regular English alphabet. These sounds can be represented in a roll which is shown below

SOUND	EXAMPLES
/P /	pair, put

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/b/	<u>b</u>ag, cri<u>b</u>
/t/	<u>t</u>all, <u>h</u>it
/d/	<u>d</u>og, hee<u>d</u>
/k/	<u>K</u>ate, <u>k</u>eg
/g/	<u>g</u>oal, tu<u>g</u>
/f/	<u>f</u>eet, <u>f</u>eel
/v/	<u>v</u>ow, <u>v</u>an
/ /	<u>th</u>ank, <u>th</u>ought
/ /	<u>th</u>en, <u>th</u>ese
/s/	<u>s</u>eeks, <u>s</u>aw
/z/	<u>z</u>ap, go<u>es</u>
/ʃ/	<u>sh</u>ort, bu<u>sh</u>
/ʒ/	plea<u>s</u>ure, bei<u>g</u>e
/h/	<u>h</u>er, a<u>h</u>ead
/x/	lo<u>ch</u>
/ /	<u>ch</u>erry, mat<u>ch</u>
/ /	<u>j</u>udge, ra<u>j</u>

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/m/	man, team
/n/	nail, tan
/ŋ/	ring, singer
/l/	let, tall
/w/	wet, away
/j/	you, soya

2.3 The Syllable

Syllable is a unit of pronunciation that has one vowel sound in it. It has a consonant sounds at the beginning or at the end of it. According to Nordquist (2018) a syllable is one or more letters representing a unit of spoken language consisting of a single uninterrupted sound.

2.3.1 The Monosyllabic Words

According to Gbadegesin (2016) in ELS 201 found that there are monosyllabic, disyllabic and polysyllabic words. Monosyllabic words are words with one syllable such as: can, buy, boy, good, shall, are, .am, but, could, they, and soon. These words have only one vowel sound in them.

2.3.2 The Disyllabic Words

According to Gbadegesin (2016) in ELS 201 found that disyllabic words are words with two syllables. These syllables have vowels in them; examples are: butter, father, sister, many, borrow, childhood, Pinter, ruler, table, bigger, church, around and so on.

2.3.3 The Polysyllabic Words

According to Gbadegesin (2016) in ELS 201 found that polysyllabic words that have three or more syllables in them. These words have more than two vowel sounds in them .For example: nomination, abnormality fragile, different, roundabout, figuration, assassination, beautify, prestidigitation and so on.

All the types of syllables we have fallen in different word classes. These word classes can be divided into content words and function words.

2.4 The Stress

The word stress is inevitable in English language. As a matter of fact, it is expedient to the pronunciation when reading a word or when reading out a sentence. It is often syllables that gain the highest prominence in a word and word that gain the highest prominence in a sentence. According to (https://www teaching english.org.uk) stress is emphasis given to certain syllable in words. (https://www teaching english.org.uk) found that it is produced with a pitch on the syllable in a word and a pitch on the word in sentence. Stress can be divided into word stress and sentence stress.

2.4.1 Word Stress

Word stress according to article of Seckin (2018) he opines that a word stress is defined as a stress within the syllable prominence. (Ball and Rahilly 1991:105) Seckin opines that prominence may, of course, derive from several phonetic factors such as increased length, loudness, pitch movement or a combination of these aspects and Roach (1983:73) for identifying four characteristics that make a syllable stressed which are:

(1) Is louder

(2) Is longer

(3) Has a higher pitch

(4) Contains a vowel different in quality from the neighboring vowels.

2.4.2 Sentence Stress

Seckin (2018) found that a sentence stress is the stress that is used in a word as a result of emphases on the word in a sentence. In this, there is usually a shift that normally occurs on a word. Every word is not usually stressed in the first syllable in a sentence. If every word of a sentence is stressed on the first syllable then, there will not be accurate meanings.

2.5 Morphology

Morphology is the branch of linguistic that is assigned to the study of internal structures of words. It is a branch of linguistic that is assigned to everything that is pertaining to word such as the root, stem, the formation and coinage of words. According to (https://en.m.wikipedia.org).Morphology is the study of words, how they are formed, and their relationship to other words in the same language. It analyzes the structure of words and parts of words such as: stem, root words, prefixes and suffixes. It also looks at part of speech, Intonation, stress and the way context can change a word's pronunciation and meaning. However, Morphology originated from a Greek word. The word made up of Morho-shape, form and –ology—the study of something.

2.5.1 The Stem

The site opines that the stem in morphology is a part of word that forms a whole word. It can also be affixes whether prefix or suffix that are usually added to a root word to form a

meaning. This has an inflection. Inflectional affixes are stems that are used to join other stem or root word to form a whole word.

A stem can occur in a compound word. For example: passerby which is passersby. The 's' that is added to the root word 'passer' is a stem that changes the meaning from being a singular to a plural.(ii)School buses, in this, compound word, the inflection 'es' is added as a suffix which serves as a stem to it. This inflection changes the meaning of the word.

The site opines that a Stem occurs in derivational morpheme. The derivation morpheme can either be prefix or suffix. When it is prefix, it is attached to the beginning of words and when it is suffix, it is added to the end of root words. For example: shape-'en' is shaped, and re-shaped is reshaped.

2.5.2 Morpheme

A morpheme can be divined as the smallest indivisible unit of a word which is meanifull. For example :(a) child + hood are both morphemes which have meanings. Father is a free morpheme while hood is a bound morpheme.

A free morpheme can be equalized with a simple word which can stand on its own. For example:

(1) Man in manhood

(2) Child in childless

(3) Hard in hardship and so on.

A bound morpheme is a morpheme that cannot stand on its own except it requires the help of a free morpheme to have sustained its meaning. For example: child +less. Less is a bound morpheme. It is because it cannot stand on its own and be meaning full.

2.5.3 A Root word

A root word is a word that does not need a prefix and a suffix before it could stand on its own. This is known as a base word. It is a base word because it follows the addition of other words. This word is flexible but it cannot be divided into a smaller constituent. For example: in+ decent =indecent, like+ shortly=shortly, and care + full=careful. The root word hereby expanses into bound plus free morpheme to become one.

2.5.3.1 Prefixes

A prefix is an affix that is used to add to a root word or free morpheme to change its meaning. Some examples are:

'ir' in irresistible, irrevocable, and irreplaceable.

'in' in inconsequential, incomplete and immoveable.

're' in re- examine, reunion, reformation.

'un' in unmerited, uncover and uncommon.

All these prefixes highlighted above with their various examples are smallest indivisible unit that alter the meanings of the word (root or free morpheme) they are joined with. A prefix can be inflectional as well.

2.5.3.2 Suffixes

A suffix is an affix that is added to the end of a root word to form a meaning. It is the smallest indivisible part of a word that alters the meanings of free words, morphemes or words. Examples are: '-less' in useless, '-full' in useful, '-wise' in likewise, '- ness' in kindness, '-dom' in kingdom and so on.

All of these suffixes above are significant role in changing the root of the word to either positive or negative word. These suffixes can serve as free morphemes which cannot stand and have full meanings on their own without the support of a bound morpheme.

2.24 Part of Speech

A part of speech is made up of different categories of words with similar lexical items. According to (Wikipedia.com) it says a part of speech can be classified under traditional and modern grammar.

Traditional grammar is the grammar that has an adherence to some set of rules which shaped after the rudiment of Latin Language. It is form of a prescriptive language. This houses part of speech such as: Noun, Pronoun, Verb, Adverb, Adjective, Preposition, Conjunction, Interjection and partly articles.

On the other way round, modern grammar could be called a refined grammar. It is because some linguists such as: Noam Chomsky, Michael Halliday and the likes refined it. They deduce it from the set of rules that governs Latin. The Modern grammar also houses part of speech but according to (Wikipedia) they can be classified under word classes. These includes: the content and function word

2.6.1 The Content Words

The content words are set of words that admit new words in them. They admit this because, they are flexible and dynamic. Examples are: Nouns, Pronouns, Verbs and Adverbs.

2.6.2.1 The Function Words

The function words are words that do not admit new words in them. They are grammatical words. They help the content words to uphold their grammaticalness. Examples are: Prepositions, Conjunctions, Interjections, and Articles.

2.6.2.1 The Noun

A noun is often referred to as a naming word. It is s part of speech that gives name to a person, animal, place, thing and idea or concept. It has different types which are: Proper, concrete, abstract, Concrete, Count and non –count Nouns.

A proper noun is a noun that is given to a specific name. It is a noun used to make a specific object, person, animal and thing. For Example: Ade, Giraffe, Ibadan, and Telephone. In proper noun, the first letters of any given words are usually capitalized, most especially, the days of the week, the months in a year, titles and other specific names. Examples are: Days of the week: Monday, Tuesday and Friday.

Weeks of the months are: January, February, and December.

Names of titles: The Ooni of Ife, The Oba of Benin and so on.

2.6.2.1 The Pronoun

A pronoun is a word that is used instead of a noun in order to avoid repetition. For example: Tolu is a girl. Tolu is five years old. Tolu travelled to London and Tolu bought some a

pair of suit. This could be written instead of Tolu is a girl, she is five years old. She travelled to London and bought a pair of suit.

In order words, a pronoun can be used to substitute a noun in a language. A noun has some types which are: Personal, Reflexive, Demonstrative, interrogative, Relative and infinite Pronouns.

i The Personal Pronoun

A   personal pronoun is the pronoun that refers to identity of a person, animal, thing and so on. It is often usually written in first, second and third person. Examples of personal pronouns are: I, you, we, me, us, and you and soon. This could be represented in a table.

SUBJECT		OBJECT	
Singular	Plural	Singular	Plural
I	We	Me	Us
You	You	You	You
Her/ His/It	They	It/Him/ Her	Them

For example: (1) I am a girl.

(2) She lives in Abuja.

ii The Reflexive Pronoun

A reflexive pronoun is the pronoun when the object refers back to the subject. Examples are: himself, yourself, ourselves, themselves and so on.

iii The Demonstrative Pronoun

A demonstrative pronoun is that pronoun that point out to things, object in a sentence. This Pronoun can ever be in singular or plural. The singular Pronouns are: these and those. For instance :(1) this is my book.

(2) that is your Pen.

(3) These are my handkerchiefs.

(4) Those are your rulers.

Singular	Plural
This	These
These	Those

iv Interrogative Pronoun

This is the types of pronoun that ask questions. Example: What, Which, Whose, who soon.

(1) What is your name?

(2) Whose child is that?

(3) Which of you has a pen?

(4) Who are you?

v The Relative Pronoun

According to Ayengbe (2017) a relative pronoun relates to an antecedent and introduces a qualifying clause: We found a boat man who ferried us.

Now, according to him, a relative pronoun has subjective possessive and objective. The subjective are: who, which, what, that. The Possessive are: whose, of which, of what while the objective are: whom, which, what, that. For example:

(1) I was the one who took your pen

(2) The girl whom you called has decided not to answer.

vi An Infinite Pronoun

An infinite Pronoun is a pronoun that does not refers to a specific thing, person, or place. Example: anybody, somebody, something, anything, nothing, no one. For Instance:

(1) Somebody is there.

(2) Somebody was inside the room when Ebun came in.

2.6.2.3 Verb

A verb is known as an action words or doing words or a word that shows a state of being. We have physical action and mental action. An action verb is the verb. Examples of physical action are: Jump, swim, is, be, been, play, sing, and fight.

Examples of a mental actions are think, memories, rejoices, mourn, read etc.

An example of verb that shows the state of being are: is, are etc.

i The Main Verb and Auxiliary

The main verb: This is the verb that stands alone in a sentence. It does not require the help of any other verb to function. A main verb is also called a lexical verb.

Examples are: (1) I sing always

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(2) She plays often.

In the examples above the two examples are: 'sing and play', these examples stand on their own in their various sentences.

ii The Auxiliary Verb

The auxiliary verb is the verb that cannot stand on its own in a sentence without the help of the main verb. An auxiliary is also called a helping verb. Examples of an auxiliary verb are:

(a) This goat is dancing in the garden.

(b) I am eating Eba.

'Is' and 'am' are auxiliary verbs helping the main verb.

Auxiliary verb could be divided into primary and modal auxiliary. Example of primary auxiliary are: are, is, am, was, are, and were. While

Examples of modal auxiliary verb are: can, could, shall, should, might, will, would, and so on

2.6.2.3 Adverb

An adverb is a word that modifies verb, adjective and adverb itself. For example: slowly, quite, rare, more, and so on. The types of Adverb are: Adverb of time, Adverb of place, Adverb of reason, Adverb of manner, Adverb of degree and Adverb of frequency.

i Adverb of Time: this tell more about an action, it answers the question 'when'. Example: she came around 4'0 clock.

ii Adverb of Place: this tell more about the place of an action, it answers the question 'where'. For example: The book is in the room.

iii Adverb of Reason: this answers the question how about a verb. For examples: she dances like a wolf. The question is how does she dances?

iv Adverb of Degree: This tells us to what extend is the action of a verb. For example: she sings aloud. The question is to what degree?

v Adverb of Frequency: This tells more about how frequent an action is. For example: she sings always.

2.6.2.5 Adjectives

An adjective is a word that qualifies or modifies a noun, Example: beautiful, handsome, some, fine, and so on. However, an Adjective can either be attributive or predicative.

i The Types of Adjective

(a)Adjective of number,

 (b)Demonstrative Adjective,

(c)Interrogative Adjective,

(d)Possessive Adjective.

ii Adjective of number

This adjective shows some numbers of a noun. For example:

(1) Three bottles

 (2) Two handkerchiefs.

iii Demonstrative Adjective

These adjectives point out a noun in a sentence. This is often placed before a noun.

Example are :(1) this bottle is small.

        (2) That girl is beautiful

'This' and 'that' are demonstrative adjectives. A demonstrative adjective has a singular and plural.

Singular	plural
This	These
That	Those

iv Interrogative Adjective

This adjective ask questions about a noun. For examples: (1) whose car is this?

        (2) Whose pen is yellow?

v Possessive Adjective

A possessive adjective is an adjective that show the possession/ ownership of a noun.

 Examples are: my, mine, yours, ours, and theirs.

For instance :(1) this box is mine.

(2) That food is ours.

2.6.2.6 Preposition

A preposition is a word that shows a relationship between a noun and a pronoun in a language. Examples are: to, from, lo, between, above, over, under, by etc.

Preposition has compound preposition, which is often a preposition with other words such as: Noun, verb, adjective, preposition etc. Examples are: cover up, come on, addition to, accustom to, relevant to, and cross over, pray for and so on

2.6.2.7 Conjunction

A conjunction is a word that is used to join two or more word together, in a sentence. For example: 'and" 'but' 'or' 'either' before' 'although' 'since' etc.

A conjunction can either be a coordinating, correlating and subordinating.

i A Coordinating Conjunction

A coordinating conjunction is a type of that join two simple sentence together .These sentences can be either the two main clauses. For example (1) Tolu travelled to Lagos and bought a lot of shoes. (2)Ebunoluwa is a gentle but she can fight.

ii A Correlating conjunction

A correlating conjunction is a pair conjunction that is used in a sentence.

Examples are: we have either ….. Or…..neither…..nor, so also etc.

For example (1) neither no Sola nor Ade is here.

(2) Either the boy or the girl went to Ibadan.

iii A Subordinating Conjunction

A subordinating conjunction is the conjunction that joins a main clause and a subordinate clause together. This comes in form of introducing some examples of preposition such as: before, since, although, and some at times connectives. For instance: (1) Before Ebun came back from school today, she has already handed over her note to her sister.(2) I had travelled since last week to Ibadan. All the sentences above have the main and subordinate clauses with prepositions that joined them together.

2.6.2.8 Interjection

According to Ayengbe (2017) Interjection is used to express or sudden feelings of emotion. According to him, it is a word or phrase that is used to express surprise on things that happen unexpectedly express Joy. For example: oh! Ha! Ah! Hello! Ah! Hello! Alas! Stop! Hi! Halleluyah! Hurrah! Etc.

2.6.3 Intonation

This is the rising and falling of tunes. The rising tune is often indicating with ↖ why the falling tune is indicated with↘. The rising tune occurs in imperative sentences and interrogative sentences with the falling tune occur in declarative sentences.

The interrogative sentences are the sentences that ask questions. For example: what is your name ↗.

The imperative sentences are sentences that give command. For example: will you get out? ↗

The declarative sentence is the sentence that declares fact, or statement. For example: Doctor Ogunrinde is a very nice lecturer.

2.6.4 Syntax

Syntax according to (ELS 401 Note) Advanced English Syntax is the arrangement of string of words. It is the arrangement of words into groups/phrases, group/ phrases into clauses and clauses into sentences.

Syntax cannot be mentioned without mentioning grammar. Grammar has been established as the set of rules that govern a particular language. This is classified into two parts which are: Traditional grammar and Modern grammar.

A Traditional Grammar is the grammar that uses a set of rules .This grammar is shaped after the Latin language with involves a set of permanent rules such as:

(1) Do not end a sentence with the preposition 'to'.

(2) Do not start a sentence with 'because'.

(3) You must split a 'to infinitive'. This grammar usually is prescriptive in nature.

A Modern Grammar is the grammar that shows how a language is used. It gives a descriptive measure to how a language is governed. The descriptive grammar has types which are: structural grammar, generative grammar, systemic grammar, functional grammar, and transformational grammar.

A Systemic grammar according to Nordquist (2018) is the study of relationship between language and its functions in social settings. According to him, this grammar is known as systemic functional grammar, Hallidayan linguistics and systemic linguistics. This grammar has three strata which are meaning (semantics), sound (phonology) and wording or lexico grammar (syntax, morphology and lexis).However, I will explain Transformational grammar.

Transformational grammar according to (https://wwwbrintannica.com) is also called Transformation Generative Grammar, is a system of language analysis that recognizes the relationship among the various elements of a sentence and among the possible sentences of a language and uses processes or rules(some of which are called transformations) to express these formal relationships. This opines that transformational grammar focuses on deep and surface structure.

2.6.5 Deep and Surface structure

According to Nordquist (2018) deep structure is also known as deep grammar or D-structure the underlying syntactic structure or level-of a sentence. This is the structure that show an abstract representation of the analysis of a sentence .This structure can be gotten from phrase –structure rules

A surface structure on the other is the structure in a transformational grammar that showcases the real and internal analysis and interpretation of a structure thus, Nordquist (2018) notes surface structure to be derived from deep structures by a series of transformation**.**

2.6.6 Coherence and Cohesion

Coherence is a device that is quite important in writing, be it a text or comments, dialogue and the likes. It is an agent that shows the unity of a string of sentence.

Dr Iyan in ELS (401 class) found that coherence makes a string of sentences in a text, passage, write-ups to be logical and make sense. It is a close relative to coherence, it is the device or connective that links one sentence to the other in a passage.

Cohesion makes use of some features such as: noun, Adverb and some punctuation marks to make a sentence to cohere with one another in a given text. For example: Ebun is a brilliant girl .she is dutiful, hardworking and always pay a rapt attention to all her lecturers in the class .she performs excellently in last concluded examination and she came out in flying colour. The paragraph has cohesive devices that make it link from one sentence to the other and as well make it to meaningful and logical.

2.6.6.1 Some Cohesive Devices

Cohesive device are devices that are often used a grammar that help and aid the proper construction of a sentence. According to (https:\\english postory)a cohesive device are sometime called linking words, linker, connectors, discourse markers, or situational words and these are words or phrases that show the relationship between paragraphs or sections of a text or speech.

2.6.6.2 The Types of Cohesive Devices

According to (http//.www.slide.net) the types of cohesive devices are: reference, substitution, ellipsis, conjunction and lexical items

i Reference

In cohesive devices, reference can be simply defined as the elements that refer or point to something in a sentence or it could be an element that refers or to something in a sentence. A Reference could be anaphoric and cataphoric.

According to (https; //english post .org) it opines that all these reference have definitions and they are: Anaphoric reference this means that a word in a text refers back to other

in the text for its meaning. For example; I want to eat your rice, it tastes delicious. 'It' clearly refers to 'I'.

(2)Cataphoric reference means that a word in a text refers to another later in the text and you need to look forward to understand. For example: when Tolu was eating, she discovered Bose slammed the door.

ii Substitution

Substitution is an act of replacing a lexical with another in language .For example:

Affection – love.

Mute-top.

Leach-impact.

iii Lexical Item

These are the items relevant in a language that can be replaced. They are often used as an arrangement to form a whole in a composition or language.

2.63 Graphology

Graphology according to Jimenez (2015) in journal an Introduction to Graphology: *Definition*, *Theoretical Background and Levels of Analysis,* Graphology is a linguistic level of analysis that study of graphic aspects of language. He opines that graphology was first bought into the field of linguistic in the sixties by McIntosh (1961), who considered it an analogous mode to that of phonology. According to him, it was now later Halliday ,McIntosh and Sternest (1964;50) that broadened the concept by extending the meaning of graphology to spelling ,punctuations and other related matters to graphic in language. Haven gotten this, graphology can

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now be defined as the level of linguistic which deals with the physical appearance of a write –up which encapsulates all the physical properties that are found in it such as; the structure of writing symbols ,the sign, the punctuation, the letters(whether capital or small)and so on .

According to https blog.congnitive.com (2018) the work 'graphology 'comes from the Greek 'graph' which mean 'writing' and the english "ology'' (originally the French "logie'') which means ''the study of" But according to David Crystal (1992:218) in the material that I was given by Dr Ogunride is seen as "the study of the system of symbols that have been devised to communicate language in written form".

Graphology however has different meanings attached to it based on individual perception. Some people tend it to have a psychological meaning while some tend it to have linguistic meaning.

2.64 The Structure of Writing

The structure of writing is the way a particular passage write-up work is written .The pattern it's following during its arrangement and its orderliness.

The symbols or signs .The symbols or signs in writing are the arbitrary marks that represent a phenomenon, idea, and message.

2.65 The Punctuations

Punctuations are the symbols used to accompany words for different purposes. For example: the use of period /points(.),coma(,),bracket(<>),hyphen(-),dash(_), ellipsis(…),column(:)and semi-colon(;)etc.

2.66 Periods/Full stop (.)

These are a significant punctuation in English language. It is used to end a sentence. For example: Ebun is a grammarian.

2.67 Comma (,)

Comma is a punctuation mark in English language that is responsible for demarcating a sentence from the other. And any time it is used, a reader takes in some breath to indicate it. For example: Tolu told Bola to bring his pen, book and ruler.

Coma is also used for listing item for example: book, pen, jotter, and cup.

2.68 Hyphen (-)

A hyphen is a punctuation mark that is used to bring two words together as one. This is often placed between two words. For example: Pre-degree, and Vice-chancellor.

2.69 Dash (-)

A dash is a punctuation mark that is used in a sentence to list words, points and opinions. For example: A noun is a naming word name of a person, animal, place or thing-

2.70 Ellipsis (…)

An ellipsis is a punctuation mark that is used to show continuity in a sentence be it at the initial or later.

For example: … The students of English and literary studies are to have a conference …

2.67 Colon (:)

A colon (:) is a punctuation mark that is use to expand a point. It is often used to list some points as well. For example: The instruments used in music include; piano, violin, drum sets, trumpets.

2.71 Semi-colon (;)

A semi-colon is a punctuation mark that is used to demarcate different items. For example: James chapter 1; 2; 3:4.

2.72 The letters

The letters are the arbitrary signs of an alphabet used in covey meanings. These letters could be in capital format or small letters.

2.73 Capital Letters

These are letters that are written in upper case form. They are often used to start a sentence, name, first person personal pronoun 'I'. For example: I am a blessed child.

Some at times upper case is used in foregrounding in any linguist and literary milieu for the sake of emphasis. For instance: This is a BASTARD. Bastard here is fore grounded.

2.74 The Literature Reviews

This literature review will review different works or research that are quite similar or closer to this my chosen research topic.

Abioye, T. & Ajiboye, E. (2014) who has a research titled: "A lexico-stylistic Analytic of kaine Agary's Yellow – Yellow". In this research language which *is* an arbitrary symbol is used by individual or a society in a speech community is examined as it used to depict the experiences of the Nigerian *or* Niger-Deltan *in yellow-yellow.*

Yellow-yellow is a novel written by Kaine Agary in (2006). This novel deals with the anomalies found in Niger-Delta region of Nigeria. In this region, the anomalies are the breakings of pipelines, prostitutions and examination malpractice.

More also, the story centers on a character called Zilayefa who is a half cast. She has a father who is a Grecian and a mother is a Nigerian. This girl suffers from loss of identity in Port Harcourt and she faces racial discrimination. This is quite similar to Richard in *The Black Boy* who suffers from loss of identity .As a Black who is born an American. He suffers from loss of identity as he is humiliated by white folks around him in the school and on the street.

Apart from him, his fellow blacks' suffer the same humiliation from the white just because of their epidemics and the act of slavery they are sold into Richard   ask question from his mother as he spied his fellow black chained as the chants make noises and their feet lift up the sound from the floor. He equates to an elephant. He as well suffers from loss of identity as he sees his grandmother laid down for days which makes him ask critical and psychological questions. However, the research out rightly focuses on the Nigeria language adopted in the novel from the immediate environment and this language condescended to the interpretation of the text.

Sidra (2015) in her Journal: A *stylistic Analysis* of *Williams Henry Davies* poem '*Leisure'*. She tends to analyze the poem '*Leisure'* as she brought out different textual features to convey meanings. The poem generally, elucidates the beauty of nature by portraying it as the most Sidra could detect in his findings that poet uses simple language and some figures of speech to pass his message across. He also detected in the poem that the s uses some stylistic and literary devices. These devices indicate that are poetic and non-poetic language

Florence (2017) had a research on: A *stylistic Analysis* of *language of Advertising by GSM networks provider in Nigeria* Newspa*pers*. In her project, she points how GSM network suppliers use appropriate words to convey message to the appropriate people and how they use some stylistic features in their news papers. She looks at some linguistic and non-linguistic features used in convey messages to the people. However, the project basically fathom the kind of language selected in advertising, how the language chosen affects the audience.

Alfari (2017) who has a title: *A Stylistic Analysis of Linguistic Patterns* in chichamada Ngosi Adichie "*Purple Hibiscus*" uses some linguistic features such as: point of view, conversational analysis, speech presentations and mind set to bring out the pictures of characters in the mind of the readers.

Nnadi (2015) who has a title: on A Linguistic stylistic analysis of Chukwuemeka Ike's Novels figures out some Linguistic features from the novels. The features are to shape the structure of the information he tends to pass across in the novels. According to him, the novel has socio-cultural and political themes which the author presents in a flexible manner and linguistic turgidity.

2.72 Theoretical Frame work

The theoretical Frame work that will be suitable for the analysis of this research work is Systemic Grammar. Systemic grammar is basically a grammar that was propounded by Halliday as it was established in Francis (2014).He opines that Systemic grammar (SFG) is the grammar that explores the utterances and the text to pass across a meaning. However, he establishes that the theory has three basic tenets which are: ideational, personal and textual Meta functions. This theory is very crucial to the analysis of this project because it deals with the utterances and text.

However, this will be applied to explore the Nitti gritty of the utterances that reveal the brutal experiences of the blacks in the novel. It will be also be applicable to the examination of some relevant lexical features of the text.

2.75 Conclusion

This chapter has dived doggedly into different areas that formed the branches of linguistics including their basic tenets which are quite important for a decisive discussion and as well touched different literature reviews that are pertinent to the course of the research in general.

CHAPTER 3

RESEARCH METHOD

3.0 Introduction

This chapter introduces the process used to deduce data adopted for this research. It will describe sampling material and as well give explanations to the chosen sampling techniques. It will give explanations to the chosen sampling techniques. However, it will give an explanation to the nature of the research and it will give and elucidates the research instrument.

This chapter generally will look at the research design research instrument, sampling and sampling techniques and procedure for data analysis. It will subsequently give a desirable conclusion to it.

3.1   Research Design

This study will use the descriptive research design that describes events conditions or situation. It does not manipulate variables but events, situation and soon .However; it is a research design that basically focused on textual observation. It observes text as it brings relevant and crucial materials from it.

This will as well provide instruments for the research. The instruments for this research are materials gotten from the hard copy of *The Black Boy*. The data will cover relevant piece of information the novel. I shall limit my focus to the dominant linguistic features used in the novel to adjectives and order of adjective (grammar), phonology, hyphen, colon, semi-colon ellipsis, Quotation mark in(graphology)coverage of America words (lexis)and meaning of some unfamiliar arrangement of word (semantics)used in the novel. These chosen elements are out rightly found in the novel and they are quite explicit. However, the Black Boy is a narrative novel of a black/ American writer who painstaking narratives his brutal experiences in the land

of the "Whites". This novel recreates the brutal experiences of the blacks through writing and by employing of First Person Narrative techniques. The narrator accounts for his sufferings as well as the sufferings of his fellow blacks who suffered hardship from the hands of the 'whites' who enslaved them for the period of four hundred (400) years. According to capture of the book at the back, it is written emphatically that Black Boy tells the story of a young boy growing up in the American South in the early twentieth century. It is both a story of childhood and adolescence and a harrowing account of the hardships faced by African American in a divided society.

3.2   Research Instrument

The data that is used for this research are extracted from the printed word found in the hard copy of the novel. The hardcopy encapsulates Two hundred and twenty eight pages. These are propelled by:

i. wide read by the people from centuries ago.

ii. The incorporation of the experiences of the blacks in a strange land as it is studied in language and literature syllabus.

iii. These have greater advantage of educating the masses about the short coming of the "Whites" and the sufferings of the "Blacks".

iv. They give critical thing to the people of the black race.

v. They can be examined thoroughly by readers.

3.3   Sampling and Sampling Techniques

The sample and sampling technique employed for this research are basically: Text Based Analysis and Excerpts Data Analyses based. They are chosen because they both deal with extracting and analyzing a given text based on the content either linguistically or literarily.

In this research, different excerpts are coined from the novel chosen, and all those are subjected to their linguistic levels. Example of such fall under Adjectives, order of Adjectives, Pronouns, Punctuations (semi colons, full stops, quotation marks, hyphens),Phonology, Alliteration, Assonance and Anaphora.

3.4   Procedure for Data Analysis

The procedure used for analyzing the selected will fundamentally employ Hallidayan's theory which is Systemic Functional Grammar. Systemic Functional Grammar was propounded by M.A.K Halliday. As stated in Systemic Functional Grammar and Construction Grammar (Lin & Peng Francis and Alex (2006) who cited (Halliday) 1994; Halliday and Matthiessesn 2004) found that Systemic Functional Grammar is the theory that extracts utterances and text to give out meanings. They as well classified it into three subs –parts which are known as Meta functions. According to them, all the three Meta functions are reflected in a huge system network which specifies all the meaning potentials. However, they opine that the three Meta function comprises of: transitivity, thing and quality networks. These three Meta functions encapsulates: Ideational, interpersonal and textual functions.

Ideational Function is one of the Meta functions in Systemic Grammar. According to Hafiz (2012) who cited (Halliday 2007:183) refers to ideational function as the content function of language. He further states that the ideational function is realized in transitivity and serves to represent, situations and events in the world and the entities, actions and processes involved.

According to Kristin &Anne- Marie (2015), interpersonal function which is cited in Halliday (1970) is the function by which the speaker intrudes on the discourse, takes up a position and expresses his role in the speech exchange.

Textual Meta Function is one of the Meta function propounded by M.A.K Halliday. According to Sudrutai (2013) who cited Halliday (1985) says the textual function as of the clause is the construction of a message and agreed that the theme /Rheme structure is the 'basic' form of the organization of the clause as message.

Haven gone through the concise definitions of ideational, interpersonal and textual function it is quite detected that the three Meta functions are interwoven and they are basically attached to the text and the utterances found in a text.

In carrying out the research properly, I will intensively read and pick at random from the hard copy of the novel itself and carefully

3.5   Methodology

The methodology of this research encapsulates the process used in carrying out the linguistic stylistics of *The Black Boy* by Richard Wright. The novel is purely an African American novel written within the span of Four Hundred years of slavery and servitude of the blacks. The blacks are constantly tormented with physical assaults. In carrying out the research properly, I will intensively read and pick at random from the hard copy of the novel itself and carefully extract the dominant linguistic features consecutively that are present in it and as well prominent to the interpretation and the development of the text in general.

I will also examine some key aspects in their research project that are similar to mine to get the pattern they use. I will now adopt this in my own Methodology

3.6   Conclusion

Research method is a very crucial aspect when it comes to the analysis of data which explains how a particular way a research is carried out. It also helps in showing forth research design,

techniques and procedures. However, this chapter has given us a concise but turgid overview of how a research method should look like.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter is a continuation on the previous chapter and it is basically on the extraction of some data and their analysis from the selected text. These data are selected randomly from the chosen text. However, to analyze all the selected data, the three Meta Functions division of Hallidayan's Systemic Functional Grammar will be used.

4.1 Linguistic Stylistics

Stylistics has been initially established as branch of linguistics that studies style. According to Ogunride in ELS (407 note), It studies style as a choice, temporary phenomenon, context, situation and the likes. This is often divided into the linguistics and Literary Stylistics. But this chapter, will focus on linguistic stylistic. According to Ogunride in ELS (407 note) he opines that Linguistic stylistics is a branch of stylistics that deals with examining some linguistic features of a text. Such features are: the punctuations, the alliterations, jargons or vocabulary, lexis and structures, idiomatic expressions, figures of speech and so on.

Linguistic Stylistics according to Steven& etal (2014) is the science that studies language. However, there are some linguistic features that will be analyzed, based on Hallidayan's Systemic Functional Grammar which are: Grammar(The Adjectives, the order of Adjectives, some personal Pronouns such as: *I*, *He* and *Her*), some paramount punctuations such as: the semi colon, colon, the full stop or period, the question mark, hyphen/ dash and Ellipsis, Semantics, Alliteration and Anaphora

4.1.1   The Adjective

Adjectives are words that qualify Nouns and Pronouns. They often tell more about Nouns or Pronouns. They could be demonstrative, qualitative, interrogative, attributive, predicative and colour Adjectives. This will study the meanings some adjectives which as follow:

"Then why don't all the *black men* fight all the *white men* out there? There are more *black men* than *white men*…" (Page 50).

"yes sir," *the black boy* answered. (Page 142).

The black men and the white men used in the above excerpt indicate pure segregation and racism. These erupted as a result of the suffering the blacks encountered. The excerpt one (page 50) is as a result of the chains that the black are tied with. The chain indicates suffering. This can be analyzed by the Content Function of the Hallidayan's meta function.

4.1.2   The Order of Adjectives

The order of Adjectives is basically the arrangement of different kinds of Adjectives to describe a Noun. There are some examples selected from the text which are: //a tall, gru yellow, sleepy Mississippi River\\, //a tall, skinny, silent, grimm, black man//, //a tall black boy\\, //long, rambling talks\\, //tall shaky step// //a tall black, woman//.These and some host of others are used as means of proper descriptions of the objects, concepts, and human beings being described.

This Order of Adjectives explains the real and absolute thought the writer is trying to pass across. He uses them because they are capable of replicating the real descriptions he wants. For example: the use of 'a tall black boy'. This indicates that the boy is not short but tall. This description helps in denoting the actual length of the boy. Hence, the use of the order of adjective in the novel is a key way and point to describe the objects, concept and human beings vividly.

This can be analyzed by the Ideational function of Systemic Functional Grammar. Here, some content of words are selected. These contents words are basically for descriptions.

4.1.3 Personal Pronoun

A personal pronoun is a pronoun that makes reference to a person, animal or thing. The Pronoun could be in a subjective case or objective case. However, in the selected novel, the narrator uses a lot of Personal Pronouns but in which part will be accounted for.

On page 145 //I was disappointed; I had taken time to write it and he seemed distant and uninterested.//

// "I made it up." .//(Page146)

//I hedged, fearful of getting into a religious argument. // (Page146)

//I could not answer her. // (Page147)

//"I'll be all right, mama, I said // (Page 147)

// In the end I was so angry that I refused to talk about the story // (Page147)

//I dreamed of going north and writing books, novels.// (Page147)

These statements above and a host of others in the novel are flooded with personal Pronouns. The use of Personal Pronouns indicates the narrator uses first person narrative techniques. The first Person narrative technique shows that actions occur in eye of the narrator. And the narrator stands in between the readers and the actions. However, in these selected excerpts above, the first person narrator serves as the individual who partakes in every bit of actions taken. And it can be analyzed by using Interpersonal function of Hallidayan's meta Functions.

4.2   The Punctuation

4.2.1 Semi Colon

The Punctuations are marks that are used to accompany words in a sentence. In the novel, we have some punctuation that is quite paramount to the novel such as: Semi colon, Quotations, dash and Hyphen, Ellipsis.

According to http://en.m.wikipedia, a semi colon is referred to as the semicolon or semi colon (;) is a punctuation mark that separates major sentence elements. A semicolon can be used between two closely related independent clauses, provided they are not already joined by a coordinating conjunction. The novel is quite flooded with semi conjunction. Some of the excerpts with semi colon are: //I was terrified; I wanted to scream but was afraid, I looked around for my brother; he was gone// (Page 2)

// I made for the kitchen; smoke was surging there too; // (Page 2)

// Finally hunger and thirst drove me out; when I stood up I found my lurking in the doorway, waiting for me. // (Page37)

//After the court scene, I tried to target my father; I did not hate him; I simply did not want to think of him.\\ (Page23)

// Freedom brought problem; I needed textbooks and had to wait for months to obtain them   // (Page 106)

//My imagination soared; I dreamed of running away\\ (Page25)

// She ordered me to sit down; I did, but kept my eyes on the two brothers.\\ (Page 108)

In all, it can be deduced that the writer deliberately used semicolon in order to break a wide, lengthy thoughts without the use conjunction. The use of semi colon is common to the novel. It is common because it used to specify each deliberate thought. However, this punctuation mark is used in the contents gotten from text. This could be as well linked to the ideational function of Systemic Functional Grammar.

4.2.2 Quotation Marks

Quotation marks according to https://en.m.wilkipedia.org, is known as quotes, quote marks, quotemarks, speechmarks, Inverted commas or talking marks, are punctuation marks used together in various writing system to set off direct speech, a quotation, or a phrase. In this novel, quotation marks are used for emphasis of a lexical item, concrete interrogation and critical questioning and to know fact.

Examples are: "There he is!"

"Naw!" I screamed.
"Come here, boy!"
"Naw!"
"The house is on fire!''
"Leave me alone!"
"How big is that boat?"

"As big as a mountain"
"Has it got a whistle?"
"Yes".
"Does the whistle blow?"
"Yes".
"When?"
"When the captain wants it to blow."

"Why do they call it the Adom" (Page. 6)

"Because that's the boats

Name."

"What colour is the boat?"

"White." (Page7)

"How long will we on the boat?

"All day and all night"

"Will we sleep on the boat?"

"Yes, when we get sleepy, e'll sleep. Now, hush. (Page. 7).

"He said for us to kill the kitten," I told my brother.

"He didn't mean it," my brother said.

"He did and I'm going to kill 'im."

"Then he will how!" my brother said,

"He can't howl if he's dead, "I said.

"He didn't really say kill' im, "my brother protested.

"He did!" I said. "And you heard him!"

"You almost scared us to death," (Page 8)

"You keep quiet, "she said

"But that wouldn't be wrong, would it?"

"Will you keep still?"

"But why can't I"

"Quit talking foolishness!" (Page 39)

On page 40 & 41, we have these excerpts:

"Mama is Granny white?"I asked as the train rolled through the darkness.

"If you've got eyes, you can see what colour she is," my mother

Said.

"I mean, do the white folks think she's white?"

"Why don't you ask the white folks that?"she encountered.

"But you know," I insisted.

"Why should I know?" she asked. "I'm not white."

"Granny looks white," I said, hoping to establish one fact, at least. "Then why is she living with us coloured folks?"

"Don't you want Granny to live with us?"She asked, blunting 'my question.

"Yes."

"Then why are you asking?"

"I want to know."

"Doesn't Granny live with us?"

"Yes."

"Isn't that enough?"

"But does she want to live with us?"

"why didn't you ask Granny that? My mother invaded me again in a taunting voice.

"Did Granny become coloured when she married Grandpa?"

"Will you stop asking silly question!"

"But did she?"

"Granny didn't become coloured," my mother said angrily." she was born the colour she is now."

Again I was being shut out of the secret, the thing, the reality I felt some where beneath all the words and silences.

"Why didn't Granny marry a white man?"I asked.

"Because she didn't want to, "my mother said peevishly.

"Why don't you want to talk to me?"I asked….

"What was Granny's name before she married Grand pa?"

"Bolden."

"Who gave her that name?"

"The white man who owned her."(page40)

"And where did the father of my father get his name?"

"Like Granny got hers. From a white man."

"Do they know who he is?"

"I don't they find out?"

"Why don't they find out?"

"For what?" my mother demanded harshly.

And I could think of no rational or practical reason why my

Father should try to find out who his father's father was.

"What has Papa got in him? I asked.

"Some White and some red and some black,"she said.

"Indian, white, and Negro?"

"Yes."

"Then what am I?"

"They'll call you a coloured man when you grow up," she said.

Then she turned to me and smiled mockingly and asked: "Do you mind, Mr. Wright?"(page41)

In this above excerpt, it can be deduced vividly that the quotation mark is used for a critical questioning. Richard subjects himself to this just to know the fact surrounding identities. This could be as a result of obvious sufferings and subjections that his environment brings. Richard

suffers a lot of hard ship from acquaintances and white folks. He suffers maltreatments from his so called grandmother, his aunty and the so called white folks on his street and his school. So, quotation mark is used to capture the statements that are birthed from critical thoughts. This can be analyzed through the Ideational function of the Hallidayan's meta functions.

Quotation marks are used in the novel to know fact; fact knowing is a very significant aspect of life. It makes a writer and a reader to be vast and versatile in their writing and reading. However, fact knowing can be as a result of a critical thoughts and pure inquisitiveness. In the novel, there are some excerpts extracted on page 48 to show the Nitti- gritty of this:

"Those were soldiers, "she said.

"What are soldiers?" I asked.

"Men who fight in wars."

"Why do they fight?"'

"Because their country tells them to."

"And what are those long black sticks they have on their shoulders?"

"Rifles."

"What's a rifle?"

"It's a gun that shoots a bullet."

"Like a pistol?"

"Yes."

"Would the bullet kill you?"

"Yes, if it hits you in the right place."

"Who are they going to shoot?"

"Germans.

"Who are the Germans?"

"They are the enemy."

"What's an enemy?"

"The people who want to kill you and take your country away from you."

"Where do they live?"

"Way across the sea, "my mother explained. "Don't you remember that I told you that war has been declared?"(page48)

The excerpts above are typical examples of the interpersonal function of Systemic Functional Grammar. In the excerpt, there are interrogations between two people. These interrogations depicts that both of them are involved in a discourse and they as well play their roles.

4.2.3 Hyphen/Dash

Hyphen according to Nordquist (2017) is short horizontal mark punctuation (-) used between the parts of a compound word or name, or between the syllables of a word when divided at the end of a line. In the novel some words are hyphenated. Such words can be found on page 47,55,56,57 and 58.

On page 47, there are words like: //plantations-he//

On page 55 ,   there are words like://was-as fine//

//on-that's pretty//

//young man-that's//

// sister-soon//

//think-they//

//did-a//

On page56, there are words like://Mr.Drumlow-poor\\

//him-but//

//imagination-'why,\\

On page57, there are words like: //does it-that's\\

//Mrs. Lammeter-that's\\

On page58, there are words like: //didn't-a lunnon\\

//ride-though\\

On page67, there is: //but contending that a doctor could be a constable if he liked_ the law meant. //

On page 69, there are: 'As if,' concluded Mr. Tookey, when the Zealous deputy, feeling that this was nothing but what could be made out by justices and constables.'

It had just occurred to Mr. shell, the land Lord_ he being, as he observed, a man accustomed to put two and two together to connect with the tinder-box which, as deputy-constable, he himself had had the honorable distinction of finding, certain recollections of a pedlar who had called to drink at the house about a month before, and had actually stated that he carried a tinder-box about with him to light his pipe.

All these are used basically for the expansion of thoughts in the novel. This can be analyzed by the Textual function of Hallidayan's meta functions.

A hyphen/dash is punctuation marks that are used in between two words to separate them and to expand a sentence or a thought. There are some examples found in the novels which are:

// There was a suspense I felt when I heard the taunt, sharp song of a yellow-black bee hovering nervously but patiently above a white rose.\\ (Page 28)

// I should think there did _a very partic'lar thing, 'said Mr. Macey, nodding sideways. \\ (Page56)

// But I'm not against a bet _everything fair and open.\\ (Page 60)

// One evening during a sermon I heard the elder –I took my eyes of his wife long enough to listen, even she slumbered in my senses all the while-describe now Jacobs had seen an angel.\\ (Page, 101).The excerpt above can be analyzed by the textual function of Hallidayan's meta

4.2.4 Comma

A Comma is punctuation mark that is used for division of lexical items, phrases, clause in a whole sentence. It is often used a symbol to demarcate an incomplete thoughts in a sentence. In the novel, there are basically some lexical item in some sentences which are separated with comma (,) such items are: her eyes, large, dark, deep, set, wide apart grade at me, (chapter2)

I hungered for the sharp, frightening, breath-taking, almost painful excitement that the story had given me, and vowed that as soon as I was old enough I would by all the novels there were and read them to feed that thirst for violence, that was in me, for intrigue, for plotting, for secrecy, for bloody murders. (Page 33)

My brother and I splashed in the water, playing, laughing trying our utmost to flings suds into each other eye. (Page34)

I lingered in the way, trembling, looking at Granny, trying to speak but only moving my lips. (Page35).

Granny wilted, half turned flung the bowel to the floor, then burst into tears. (Page35).

Only my mother, who had in the mean time recovered somewhat, maintained her interest in me, urging me to study ha functions. Only my mother, who had in the mean time recovered somewhat, maintained her interest in me, urging me to study hard and make up for squandered time. (Page106)

How could a bad, boy, do that? (Page 109).

I told the family emphatically that I was going to study medicine, engage in research, make discoveries. (Page 109).

But since I had leaped a grade in two weeks, anything seemed possible, simple, easy. (Page 109).

To protect myself against pointed questions about my home and my life, to avoid being invited out when I knew that I could not accept, I was reserved with the boys and girls at school, seeking their company but never letting them guess how much I was being kept out of the world in which they lived, valuing their casual friendships but hiding it, acutely self-conscious by covering it with quick smile and a ready phrase (Page109&110).

Again and again I vowed that someday I would end this hungry of mine, this apartness, the eternal difference; and I did not suspect that I would never… (Page 110)

I saw the world leap to life before my eyes because I could explore it, and that meant not going home when school was out, out wandering, watching, asking, talking. (Page 110).

I tried to get a paper route, but they' really full, "I said (Page111)

Prompted by some obscure native, he would lure his victims into this room and then throw an electric switch. (Page111)

These excerpts above are examples of lexical items, words, groups, separated with comma. Comma in the excerpt is used for different purposes such as :(a) to pause an action and demarcate it in a sentence.

(b) to separate different group of words in a sentence. These purposes are however linked to the ideational function of the Hallidayans's meta function which is meant to show the content function of word.

4.3 COHESION

4.3.1 Alliteration

Alliteration is a figure of speech or a word that uses the repetition of consonant sounds. Some examples are found in the novel and they are: //… clopping down a dusty road through clouds of powered clay// (Page 5)

//…There was the delight I caught in seeing long straight rows of red and green vegetables strengthening away in the sun to the bright horizon. (Page5)

The first excerpt indicates that sudden action of the narrator while the later indicates a However, the sounds used match the actions and the word used in the excerpt. This can be analyzed by the textual function of Hallidayan's meta function.

Alliteration is constant repetition of a consonant sound at the initial of a word in a sentence. Although, this is peculiar to the lines in poetry yet, it can be figured out in this novel. For example: // snort of scorn\\ (Page 60).This can be analyzed by textual function of the Hallidayan's meta functions.

4.3.2 Anaphora

An Anaphora is the repetition of words in different lines of this is seen in the first chapter of the novel. For example://There was the vague sense of the infinite as I looked down upon the yellow, dreaming waters of the Mississippi River from the verdant bluff of Natchez//.

// There were the echoes of nostalgia I heard in the crying strings of wild geese winging south against a bleak, autumn sky. //

//There was the tantalizing melancholy in the tingling scent of burning hickory †wood. //

//There was the teasing and impossible desire to imitate the petty pride of sparrows wallowing and flouncing I the red dust of country roads. //

//There was the yearning for identification loosed in me by the sight of a solitary ant carrying a burden upon a mysterious journey.//

//There was the disdain that filled me as I tortured a delicate, blue- pink crawfish ‡that huddled fearfully in the mudsill of a rusty tin can. //

//There was the aching glory in masses of clouds burning gold and purple from an invisible sun. // (Page5)

//The days and hours began to speak now with a clearer tongue. Experience had a sharp meanings of its own// (Page28)

The use of Anaphora here is basically for the sake of emphasis. This can be defined by the textual function of Hallidayan's meta Functions. And this can be interpreted through the Ideational function of Hallidayan's meta functions.

4.3.3 Ellipsis

An Ellipsis is a punctuation mark that is used for continuation of a sentence whether at the initial or at the latter. In the novel, some statements are discovered to have Ellipsis at the latter. Examples are: I had done nothing wrong …. (Page117).

At night I sat on the front steps and stared blankly at the passing people, wagon, cars… (Page 116)

But the Seventh day is the Sabbath of the Lord thy God: in it thou shalt not do any work, thou, nor thy son, nor thy daughter, nor thy manservant, nor thy maidservant, nor thy ox, nor thine

ass, nor any of thy cattle, nor thy stranger that is within thy gales; that thy manservant and thy

maid servant may rest as well as thou… (Page109*).*

At night I sat on the front steps and stared blankly at the passing people, wagons, cars….

(Page116)

I was trying to dodge her. She was trying to hit me. I had done nothing wrong….” (Page117)

“Listen, boy, you're going to speak to both *white* and coloured people that night. What can you

You alone think of saying to them? You have no experience…” (Page153)

All these white folks dressed so fine

Their ass-holes smell just like mine….” (Page162)

4.4 Semantics

Semantic deals with the study of meanings. There are sentences coined out that establishes meaning. Examples are: //Thou I know I had killed kitten, my mother's words had made it live again// (chapter 1, Page 10) this means his mother's words struck his mind despite the fact he has killed the kitten.

//jump up and catch kungry// (chapter 1, Page11). This means that the mother is teasing his son and as well cover up her responsibility//

All these excerpts above depict their own meanings. These meaning vary from one to the other and they can be analyzed with the Systemic Functional Grammar.

4.4.1 Rhythm and Rhyme

Rhythm in a work of art is the stressed and unstressed syllables that are used in words that form a line of poem which enhance the uniformity of that poem. And, Rhyme is the rising and falling tone that is visible in the words used at the end of the lines of a poem. However, Rhythm and Rhyme are common to the western poems and also the first generation Nigerian poems. This novel, some lines of poem are coined into page 52 &53 which are: *Jew*, *Jew*, *Jew*

What do you chew?

Jew, Jew,

   Two for five

That's what keeps.

Jew alive.

Bloody Christ killers

         Never trust a Jew

Bloody Christ killers

         What won't a Jew do?

Red head

   Jewish bread

Five cents

   A Jewish head.

Red, white, and blue

Tour pa was a Jew

Your ma a dirty Dago

   What the hall is you?

A rotten egg

   Never fries

A cheating dog

Never thrives

Stanza One of the poems has irregular rhythm but has regular rhyme, Stanza Two has a rhyme in line 2&4, stanza 3 has perfect rhythm and rhyme, stanza 4 has irregular rhythm and regular rhyme, stanza 5 has irregular rhythms and rhyme, while the last stanza has both regular rhythm and rhyme. This can be analyzed by textual function of the Hallidayan's meta functions.

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4.5 Semantics and Pragmatics.

Semantics and Pragmatics are levels of Linguistics which deal with the interpretations of words and statements. Semantics deals with the actual meaning of a word and a statement while Pragmatics deals with implied meanings of a statement. These words and statements can be classified under Lexico-Semantics (coined/borrowed words) and critical statements.

The coined and borrowed are: mullato*(a person with mixed race E.g. part White, part Negro), share cropper*(A poor tenant farmer, who gave a share his crop to the land owner), Blue beard had clipped*(fode and cheated), baggy*(A light four- wheeled cart), leveeɪ (The embodiment which prevent the river overflowing).All these can be classified as words coined into the novel.

There are some statements that can be classified under critical statements. They are critical because they go beyond applying ordinary meanings to them but rather critical and implied meanings. Such statements are:(a)…though ties of blood made us kin, though I could see a shadow of my face in his face, though there was an echo of my voice in his voice, we were forever strangers speaking different languages. (Chapter 1).This statement firstly, indicates it is from a critical thought and secondly it implies lack of unity between the speaker and the addressee.

(b)…his hair whitened, his body bent, his eyes glazed with dim recollection, his fearsome aspect of twenty Five Years ago gone forever from him. (Chapter 1).This statement implies old age.

(c)…how unstable was our tenderous, how lacking in genuine passion we were, how void of great hope, how timid our sog, how bare our traditions, how hollas our memories, how lacking we were in those in tangible. Sentiments that bind man to man, and how shallow was even our despair. (chapter 1).This indicates the intent suffering and marginalization that the narrator and his fellow blacks are subjected to. These can be lined to the Systemic Functional Grammar which studies contents and there meanings.

4.5.1 Hunger

In chapter 1, hunger is being depicted. This depiction of hunger is seen through the Ideational function of Halliday's meta functions. The excerpt is put thus:

The house was crowded with children and there was always a storm of noise .The daily routine was blurred to me and I never quite grasped it. The most abiding feeling I had each day

was hunger and fear. The meals were skimpy and there were only two of them. Just before we went to bed each night we were given a sliced of bread smeared with molasses… (Page 24).

4.5.2 Sexual Emotions

In page 54, Sexual emotion is carried out through the use of Ideational function. This is written as: Quietly I pulled up a chair, placed a box upon it, and climbed up and peered through a crack at the top of the door. I saw, in the dim shadows of the room beyond, a naked man and a naked woman upon a bed, the man on top of the woman. I lost my balance and toppled backwards to the floor…. (Page 54).

4.5.3 Unhomeliness and Loneliness

In chapter 3, unhomeliness and Loneliness is depicted through textual function. This is achieved with the statement made in the chapter. The narrator put it thus:

//The utter loneliness was now terrifyingly. I had been suddenly thrown emotionally upon my own. Within an hour the half-friendly world that I had known had turned cold and hostile. I was too frightened to weep. I was glad that my mother was not dead, but there was the fact that she would be sick for a long time; perhaps for the balance of her life: I became morose. Though I was a child, I could no longer feel as a child, could no longer react as a child.\\ (Page 24).

This excerpt above indicates the Ideational function of Halliday's meta functions. It is ideational because it showcases the content function of the excerpt.

4.5.4 Tears Driven

In chapter 3, there are tears driven sentences. These sentences perform the content function of Halliday's meta functions. These sentences are: // My mother's suffering grew into a symbol in my mind gathering to itself all the poverty, the ignorance, the helplessness; the painful ;baffling; hunger-ridden days and hour ;the restless moving ,the futile seeking ,the uncertainty, the fear, the dread; the meaningless pain and the endless suffering. Her life set the emotional tone of my life, coloured the men and women I was to meet in the future, conditioned my relation to events that are not yet happened, determined my attitude to situations and circumstances I had yet to face. A sombrenes of spirit that I was to lose settled me over me during the slow year of mother's relieved suffering, a somberness that was to make me stand apart and look upon excessive joy with suspicion, that was to make me self-conscious, that was to make me keep forever on the move, as though to overtake me.

Chapter 5

GENERAL DISCUSSION, SUMMARY AND CONCLUSION

5.1 Introduction

Linguistics is the systematic study of human languages..It studies the identification, sound patterning, the formation of words, coinage and insertion of varieties of words, the arrangement of words into phrases, clauses and sentences, the meaning of groups of words (semantic and pragmatic), and the letterings of a language .However, linguistics sound studies the totality of a language.

Language is a vital tool in Linguistics. It is not possible to mention linguistics without mentioning language. According to [Lawal 2003:326] in ELS (407 note) style is to stylistics while language is to linguistics. It is often used to express one's meaningful thoughts, ideas, feelings, notions and experiences. In communication, language is used as a key tool. It is often used as a tool to communicate a piece of information from the encoder to the decoder. However, language has four skills and they are: the listening, speaking, reading and writing. These skills are often used in an effective communication.

Stylistics is a branch of linguistics that studies styles. It studies style as it looks at style as choice, deviation, temporal phenomenon, situational context and conformity. Stylistics is now divided into two major parts which are: the linguistic and the literary milieu. The linguistic milieu studies the linguistic features of any given text such as: Drama, Prose and Poetry by looking at some linguistic feature such as: the syntactic, semantic, graphological, phonetic and grammatical features of the text. It basically studies anything linguistic in a text. These linguistic features that are found in various texts vary from one to the other.

The literary milieu studies the interpretation of a text. This interpretation may be in the form of Semantics, Pragmatics and Discourse analysis.

Style is purely human. It deals with the way and Manner of writings. It is the simple way and manner of expressions which differ according to various contents. Style can be synonymous to varieties. However, Leech and Short (1981) described style as the way in which language is used in a given context by a given person for a given purpose.

In cognizance to the explanation above, my work explores the visible features that can be seen in the *Black Boy*. These features are extracted from the novel in order to explore the expression and the experiences of the writer. This is now carried out through the selections of the features from the novel.

5.2   Summary and Findings

This research has doggedly looked into some linguistic features that are presented in the selected novel. It successfully selected features such as: Adjectives, Order of Adjective, Pronouns, some punctuation marks (Periods, Semi colon, Comma, Hyphen, and Ellipsis), Anaphora, and lexicons-semantics. However, the project is divided into five chapters.

Chapter one of the projects gives the general introduction of the research. This encapsulates the general introduction, the background of the study, statement of research problem, research question, aim and objective, methodology, theoretical frame work, scope and delimitation of the study, and conclusion.

Chapter two of the project is on literature review and theoretical frame work. These look into the definitions of keywords, the structure and the tenet of Linguistic (the graphology, phonetic, grammar, and the syntax), coherence, reference and literature review.

Chapter three of the project is on the research method. This encapsulates the introduction, research design, research instrument, sampling and sampling techniques, procedures for chapter analysis and conclusion.

Chapter four of the research is on the data analysis. This extracts and analyzes selected data from the text. These data are purely the visible features that are in the chosen text.

Chapter five of the project is on the general discussion, summary and conclusion of the project.

In a given research, there is always a room for findings because any given research should serve as a means of solving a particular problem and to add more to the knowledge of people. This knowledge is used by other researchers who want to acquire more knowledge and solve problems in the academic field. However, my research which is based on *The Linguistic Stylistic Analysis of the Black Boy* is a very important research which is carried out to add to the other research that is based on the Linguistic approach to a text.

This project has some basic findings which were based on the purpose of it. The purpose of the writing of this project hinges on relating actions, interaction and brutal experiences that are replicated through some linguistic features. Therefore, this project will recommend these followings:

(1) Punctuations are basic and paramount tools used for proper effectiveness of thoughts.

(2a)The first person narrative techniques is not limited to using the first person narrator to tell stories alone through the eyes of the narrator but through it, actions can be weight.

(2b)The first person narrative techniques are not limited to the use of First Person singular and plural pronouns which are: I, She, He, It, Her, Him, They and them .But, it can capture the use of Second Person Pronoun "You".

(3)The novel *"The Black Boy"* which is an African/Americans literature has actual representation of experiences through the use actual words.

(4)The use of Alliteration and Anaphora are used for Emphasis.

(5) Expressions can go beyond ordinary meanings to applied meanings.

5.3 Recommendations

My recommendation will be on the areas which I have not really worked on which are: the Phonological and Syntactic aspects. I will urge other researchers to work on how sounds or patterning of sounds reflect their given expressions and how the arrangements of words reflect their intended meanings.

5.4 Conclusion

The Linguistic Stylistic Analysis of *The Black Boy* is a research that centered on extracting the Linguistic features from the text and their given interpretations to the text.

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// At the age of twelve, I had an attitude towards life that was to endure, that was to make me skeptical of everything while seeking everything, tolerant of all and yet critical. The spirit I had caught gave me into the suffering of others, made me gravitate toward those whose feelings were like my own. made me sit for hours while others told me of their lives, made me strangely tender and cruel, violent and peaceful.//

// It made me want to drive coldly to the heart of every question and lay it open to the core of suffering I knew I would find there. It made me love burrowing into psychology into realistic and, naturalistic fiction and art, into those whirlpools of politics that had the power to claim the whole of men's souls. It directed my loyalties to the side of men in rebellion; it made me love talk that sought answers to questions that could help nobody, that awe in the face of the drama of human feeling which is hidden by the external drama of life.// (Page 87).

4.6 Conclusion

In conclusion, different data have been extracted for different analysis. These data therefore correspond with the purpose of the project which is meant to extract some linguistic features from the text.