

# Analyzing Stylistic Elements in a Non-Literary Text: Exploring Levels of Analysis at Grammatical, Morphological, Syntactical, Lexical, Phonological, Discourse, and Graphological Level

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## Abstract

This study focuses on the stylistics analysis of a non-literary text' with the goal of examining the usefulness of reading texts at different degrees of analysis. This study intends to show the variety of stylistic features and their influence on textual interpretation by examining the stylistic innovations in non-literary texts. The methodology used makes use of descriptive tools and a thorough approach, looking at the text's phonological, discourse, and morphological, syntactical, and graphological aspects. To give a thorough and nuanced examination of the selected application, a qualitative method is used. A single-case study design with a purposive sampling technique is used. The process of gathering data entails collecting a specific written application from a Punjabi textbook and performing a close textual examination while taking careful notes. The analysis focuses on detecting stylistic components at each linguistic level, taking into account word selection, sentence construction, figurative language, sound patterns, discourse organization, and graphic/visual components. The interpretation section highlights the results of the analysis while exploring the stylistic levels used in the non-literary text. The study comes to the conclusion that the use of stylistic levels can be beneficial in the analysis of both literary and non-literary texts, giving important insights into the author's style decisions and improving comprehension and interpretation of texts.

## 1. INTRODUCTION

### 1.1. Text and Non-literary Text

This write-up may be a stylistic analysis of a non-literary text. For this purpose, the meaning of the text and Non-literary text should be understood first. Text may be a figurative whole, which has been formed with a specific intention, a communicative intention, and which fulfills a recognizable communicative function of the primary or second level and shows the functionality of the content (for the communicative function of the primary or second degree. Non-Literary Text: This term refers to a wide variety of written texts that are not considered literary, such as official, legal, administrative, and business texts, as well as scientific, technical, and publicist texts.

## 1.2 Stylistics

Stylistics is the study of stylistics or the study of style. Style is a permanent change in the text for certain structures—the clarification of texts about their linguistic and tonal style is an important aspect of language study. The range of designs implies that a variety of methods is required to pinpoint the relevant characteristic issues in each case. Stylistics is a branch of linguistics that focuses on the types of language used, including its properties and principles of choice, dialogue, accent, length, and register. In 2003, Gabriela Miššikova defined stylistics as the study of the strategy of selecting and implementing linguistic, extra-linguistic, or expressive means and devices within the process of communication. According to Short (1996), stylistics can also be used as a linguistic approach to reviewing literary texts. Stylistics is used to analyze literary texts using a linguistic description, while non-literary texts are analyzed for their style to provide clarity. Literary stylistics examines the relationship between language and artistic function.

## 1.3 Stylistics Analysis

Stylistic level analysis means firstly that the amount of language description is utilized. In this respect, studies are getting more and more substantial as linguistics progresses. Stylistic analysis of texts will be utilized in a variety of various ways. At its simplest and most neutral, it will be accustomed to inquire into issues like grammatical constructions or vocabulary choice. At its most complex, it will be accustomed to making value judgments about the standard of imagination and creativity within the writing. Moreover, it will be accustomed to support observations about the character of various types of writing. (*Roy Johnson*, MAY 20, 2012 AT 6:25 PM)

## 1.4 Stylistics Analysis Involves Several Levels, Including

**Phonological level:** This level focuses on the rules of pronunciation within a given language. It includes studying devices such as rhyme, consonance, alliteration, and assonance.

**Graphological level:** This level examines the orthography of a language, including rules of capitalization, spelling, structure, systematic formation, and punctuation within a sentence.

**Grammatical level:** This level encompasses both the syntactic and morphological levels and explores the inner formation or structure of the sentence, including its function in sequences. It is used to identify clauses, phrases, nouns, and verbs.

**Lexical level:** This level analyzes the specific words and phrases used in different contexts, including their semantic level in terms of stylistics. It examines words in terms of their internal expressiveness.

## 2. LITERATURE REVIEW

The field of stylistics is closely linked to its derivative term, style. According to Bilal et al. (2012: 435), style is an inherent part of the language that authors and speakers use in specific ways, resulting in a linguistic interpretation of the literary meaning and aesthetic effect of literary texts. Stylistic analysis can help identify textual patterns within a given text, and learning about stylistics can also provide individuals with a set of stylistic tools that can be applied to other texts. The main goal of stylistics is to explore language, as there are numerous reasons why different styles are used in different texts. By studying stylistic analysis, individuals can develop their creativity and skills for creative writing. To fully understand the relationship between stylistics and style, it is important to be familiar with terms such as

Graphological analysis, Lexical analysis, Phonological analysis, grammatical analysis, and Discourse level analysis. However, before delving into these levels of analysis, it is essential to have a thorough understanding of the different levels of stylistics.

### **3. LEVELS AND MODELS APPLIED IN ANALYZING ANY NON-LITERARY TEXT**

#### **a. Syntactic Level**

Syntax refers to the rules of language that govern how words are combined to form sentences. According to Carnie (2001: 4), it covers the level of language that lies between individual words and the meaning of sentences. Meanwhile, Yule defines syntax as the study of the relationships between linguistic forms, their arrangement in sequences, and the well-formedness of these sequences. The combination of text rules/syntax and grammar is known as lexicogrammar. This term refers to the level of lexico-grammatical form that combines sound and meaning. It includes lexical choice (the selection of word expressions from the vocabulary) and grammatical choices combined to form sentences. In other words, it is the grammar that governs phrase and sentence structure. These two aspects are collectively referred to as sentence formation (Hamman & Schmitz, 2005: 3).

#### **b. Phonological Level**

According to Hamman & Schmitz (2005: 3), phonology is concerned with how sounds are produced and how they are used in any given text. It is about the sounds of language and is a descriptive tool for the phonological aspects of language. Phonology, or the sound system of a language, is concerned with how sounds function concerning language.

#### **c. Graphological Level**

Graphology is an important aspect of any communication, which involves the use of marks such as punctuation, capitalization, italicization, hyphenation, and dots. According to Ogunsiji, the use of graphology in the text has semantic and stylistic implications that can be revealed through analysis. In his research, he focused on combining the phonology-graphology aspect to create inferred meaning from the text. The term graphology is being used to parallel 'phonology,' and it encompasses orthography, punctuation, and anything related to how a language uses its graphic resources to convey its grammatical and lexical patterns (Halliday et al., 1964: 50).

### **4. RESEARCH QUESTIONS**

- What role do grammatical characteristics play in the chosen non-literary text's stylistic components?
- What morphological traits do the non-literary text's stylistic attributes benefit from?
- How are the stylistic components in the non-literary text influenced by syntactic structures?
- How can phonological tweaks and changes affect the non-literal text's aesthetic elements?
- What discourse traits and motifs support the non-literary text's overall stylistic components?

- How do graphological aspects like font, layout, and visual components improve the non-literal text's stylistic impact?
- What discourse traits and motifs support the non-literary text's overall stylistic components?
- What lexical traits and patterns in the non-literary text contribute to its overall stylistic elements?
- How do graphological aspects like font, layout, and visual components improve the non-literal text's stylistic impact?

## 5. OBJECTIVE OF THE STUDY

The research paper aims to examine non-literary texts through the application of various levels of analysis. This analysis will demonstrate the practical significance of interpreting texts at different levels and investigate how stylistic innovations can be created in non-literary texts.

- To investigate the function of grammatical traits in the chosen non-literary text's stylistic elements.
- To determine the morphological characteristics that influence the non-literal text's stylistic features.
- To research the effects of syntactic structures on the non-literal text's stylistic elements.
- To ascertain how phonological alterations and modifications impact the text's aesthetic components.
- To examine the discourse themes and qualities that serve as a foundation for the non-literary text's overall stylistic elements.
- To investigate how graphical elements such as font, layout, and visual elements enhance the stylistic effect of non-literal text.
- To recognize the discourse themes and qualities that serve to reinforce the non-literal text's overall stylistic elements.
- To ascertain how the non-literary text's lexical characteristics and patterns contribute to its overall stylistic aspects. To look into how graphological elements such as font, layout, and aesthetic elements influence the non-literal text's stylistic impact.

## 6. RESEARCH METHODOLOGY

### Methodological Considerations of the Research

Comprehensive Methodology, as well as descriptive tools, are used in investigating the text given above. These tools move from lexical to grammatical, grammatical to semantical, morphological, and syntactical realms of a non-literary text. Qualitative methods will allow to conduct a detailed and nuanced analysis of the stylistic elements in the chosen application.

### Sampling

- **Purposeful sampling:** Select a specific written application from a Punjab textbook that represents the genre or type of text you want to analyze stylistically. Consider factors such as its relevance to your research questions, richness of stylistic elements, and availability.

## 7. DATA ANALYSIS

- **Identifying the presence of stylistic elements:** In the analysis, the focus will be on identifying the presence of stylistic elements at each linguistic level. Looking for features such as unique word choices, sentence structures, figurative language, sound patterns, discourse organization, and visual/graphical elements.
- **Providing examples:** In analysis, identify specific examples from the application to illustrate the presence of the identified stylistic elements. Quoting relevant passages or providing excerpts that exemplify the stylistic choices made by the author.

Obtaining a copy of the chosen application from the Punjab textbook.

- **Textual analysis:** Conducting a close reading and analysis of the application, examining the stylistic elements at different linguistic levels (grammatical, morphological, syntactical, lexical, phonological, discourse, and graphological).
- **Note-taking:** Taking detailed notes while analyzing the application, and documenting specific stylistic choices, patterns, and linguistic features.

### 7.1 Analysis and Discussions

#### Stylistics Interpretation of levels on a non-Literary text

This part of the paper includes all the levels applied to the context one by one.

#### Grammatical Level Analysis

The second linguistic level that can be identified is grammar, which refers to the arrangement and grouping of elements in a sentence. This includes the use of helping verbs, prepositions, clauses, and phrases. The writer of the paper displays a coherent flow of ideas that are closely related to each other, demonstrating the importance of grammatical structure in written communication. In English, word and phrase order plays a significant role in determining the grammatical structure of a sentence, which includes the use of phrases and clauses. In this scheme, we will study both levels:

- 1: Syntactic Level.
- 2: Morphological Level.

#### 1: Syntactic Level

The syntax rules entail that the level of syntax includes various types of phrases, such as noun phrases, adjective phrases, and verb phrases. To perform syntactic analysis, it is necessary to check for the presence of different types of phrases.

#### 1: Phrase and clause

#### 1: Phrase

##### a. Noun phrase

A noun phrase is a group of words that acts as a noun and typically contains a noun, an indefinite article, or a subject pronoun along with modifiers. These phrases can function as subjects, direct objects, or complements that follow linking verbs. The given text contains noun phrases.

**An example** of a noun phrase is the matriculation certificate. In this example, a certificate is a noun, and matriculation is also a noun describing the noun. Here matriculation is used to justify the certificate and the standard of the certificate. Hence this word is a phrasal noun word.

### b. Adjective phrase

An adjective phrase is a collection of words that serves as an adjective in a sentence. It consists of an adjective headword accompanied by dependents, such as modifiers, determiners, and qualifiers. Adjective phrases are also known as adjectival phrases, and they modify nouns either attributively (before the noun) or predicatively (after a linking verb). However, not all adjectives can function in both positions. Richard Nordquist's non-literary text, which applies different levels of analysis, contains an example of an adjective phrase.

**An example** of an adjective phrase present in the text is Shorthand.

Shorthand is an adjective phrase because of the presence of a quality word (short) describing the noun (hand).

### c. Verb phrase

In a sentence, a verb phrase includes the main verb and its auxiliary verbs, also known as "helpers." The text under consideration contains an example of a verb, as demonstrated by the presence of a verb phrase.

**Example:** "I beg to submit; I assure you that I'll serve the organization".

All the words used in the text which are showing the actions being performed are main verbs. Beg is a verb because it is the action performed by the applicant.

- Assure is also a verb that is in the form of promising to do something in the future.
- Serve is also an action performed

## 2: CLAUSE

A clause is a group of words containing a subject and a predicate (or verb). There are two types of clauses:

Independent and dependent.

### a. Independent Clause

An independent clause is a complete sentence that can stand alone and express a complete thought. This type of clause is present in the following example.

**Example:** "Attested photocopies of my matriculation certificate and the diploma in type and Shorthand are attached."

Each part of the sentence is independent and does not rely on other parts of the sentence.

### b. Dependent Clause

On the other hand, a dependent clause is a supporting part of a sentence that cannot stand alone. It is usually connected to an independent clause, upon which it depends. For instance, in the sentence "The applicant's house is near a factory for job and service's convenience, and the applicant is creating more chances of getting a job," the first part is an independent clause, and the second part is a dependent clause, which relies on the first part to make sense.

**Example:** "I reside at Baghbanpura, and the factory is not far from my house"

### 3: Sentence type

Three types of sentences are present in the text (application); complex, simple, and compound.

#### a. Complex Sentence

A complex sentence has one independent clause and at least one dependent clause. The text under consideration contains an example of a dependent clause.

**Example:** “I reside at Baghbanpura, and the factory is not far from my house”.

The use of 'and' in a sentence shows that there are two clauses attached within a sentence.

#### b. Simple sentence

On the other hand, a simple sentence consists of only one clause and does not have any dependent clauses. The text also includes examples of simple sentences.

**Example:** “I provide myself as a candidate for this position”.

It is an awful sentence having no clause and no complexity of the dependency of one part of the sentence on the other part.

#### c. Compound sentence

A sentence with over one subject or predicate. A compound sentence is present

**Example:** “Respectfully, I beg to submit that through the advertisement columns of the Daily JANG, Lahore, I have come to know about a vacancy for a clerk available in your factory. I offer myself as a prospective for this position”.

This sentence is a combination of two sentences defining two situations, and these situations are separated using and.

### 4: Ellipses

Associate omission (plural: ellipses) could be a mark consisting of 3 dots. Use associate omission once omitting a word, phrase, line, paragraph, or additional from a quoted passage. There are not any ellipses because the applicant has not used any word which contains three dots.

#### 1. Active and passive voice

An active voice is present because almost all the sentences are found in the first speech in which the message is being directly delivered.

A passive voice isn't present.

**Example:** “I assure you that I will serve the organization devotedly and diligently”.

This sentence is full of active voice.

## 5: Sentence function

- The **negative sentence** could be a sentence that shows negativity or that contains no or not. It is present in the text.

### Example

I reside at Baghbanpura, and also the mill isn't off from my house.

- A **declaratory sentence** is a sentence that makes any statement. The declaratory sentence is present.

### Example:

I provide myself as a candidate for this position.

This sentence shows only a statement; that's why it is a Declarative sentence.

- **Interrogative sentence:** A sentence during which any question is asked.  
An interrogative sentence isn't present. There is no sentence in the text which shows any question.
- An **exclamatory sentence** is additionally not present because we can't find any sentence showing the feelings of the applicant.

## 6: Alphabetic Character Theory

### a. Theme

As this application is for obtaining employment, thus theme shown here is going to be related to hard work and success.

The theme of the text is *hard work*.

### b. Verb assignment role to words

The verb eventually of a sentence is attached: this verb is assigned a role to finish the sentence.

Example: "I assure you that I will serve the organization devotedly and diligently".

Here in this sentence of the text, serve as a verb, interlinked with devotedly and diligently, and assigning a role to them. The morphological level of a language is responsible for assigning meaning to the smallest meaningful units of words, known as morphemes. It is also the level that describes how these morphemes are combined to create words.

## Morphological Analysis

In morphology, there are two types of morphemes: bound and free morphemes.

### a. Bound Morpheme

A bound morpheme is a word that cannot stand alone as a word; it includes both prefixes and suffixes. They must be attached to a free morpheme to create a word. There are two types of bound morphemes in morphology:

- Derivational Morphemes
- Inflectional morphemes.



## Derivational Morpheme

Derivational morphemes are bound morphemes that are added to a root or stem to create a new word with a different meaning or a different grammatical category. For instance, the addition of the derivational morpheme "-ness" to the adjective "happy" creates the noun "happiness."

Derivational morphemes include Suffixes and prefixes.

**A: Suffixes:** Suffix and prefixes are present

### Examples

Respectfully = respectful+ ly

Daily = dai+ ly

Holder = hold + er

Position = posit + ion

Available = avail + able

Diligently = diligent + ly

Devotedly, Obediently and so on.

**B: Prefixes:** Prefix is present.

Example:

Unmarried = un + married.

## Inflectional Morphemes

Inflectional Morphemes include Suffixes.

A: Suffixes. Suffixes are present.

Examples:

Attached = attach + ed.

Thanking = thank + ing.

Columns = column + s.

## b. Free Morphemes

Free morphemes stand alone as a word, and they cannot be broken down further into other word elements.

### Types of free Morphemes

1: Lexical

2: Functional

Both these types of morphemes are present as it is mentioned and discussed in the section above this section of the paper.

### Lexical Level Analysis

**Lexis:** Specific to only one field.

At the lexical level, scholars examine individual words and idioms within various linguistic contexts. This entails investigating linguistics, word formation, and morphology.

- To assess meanings, context analysis, as well as social and individual perspectives, are taken into consideration.
- Study of vocabulary formation.

There are completely different points during this level of analysis. Those points are units mentioned below as new words are found in this application (text). Lexis is useful in forming new words in a text.

### A: Specific levels

**Compounding/ change of integrity:** (Compounding is a mixture of two or additional words) is present.

#### Examples

- Photocopies
- Sunshine
- Shorthand.

"Compound words are created by combining two or more words to form a new word that conveys a distinct meaning or idea."

**Conversion:** (Conversion is amendment in operate of words)

It is not present because we can't find any new word being formed by changing any word.

**Back-formation:** (Back-formation is making new forms)

It is a present.

#### Example

Matriculate from matriculation

Matriculate is a verb.

Matriculation is a noun.

Matriculation (noun) is used instead of matriculating (verb). Hence one form is being changed into another form.

### Prefix and suffix

Prefixes and suffixes are present.

Examples:

- Respectfully = respect Ful + ly
- Daily= dai +ly
- Holder= hold+er
- Position
- Available
- Diligently

- Devotedly
- Obediently
- Qualification
- Matriculation.
- Organization.
- Attached
- Columns
- Unmarried

**Abbreviated forms** (words in narrowed and short forms)

An abbreviated form is present.

**Examples:**

G. T. Road. Is that the abbreviated type of Grand trunk road.

**Coinage:** (new words formation)

Coinage is found.

**Example:** Shorthand

"The term 'shorthand' can be classified as a coinage, as it is a newly-formed word resulting from the combination of two words from different categories."

**Blending:** No mixing of words is found.

**Augmentative** (Augmentative is the degree of expression).

It is a present

**Example:**

- Short-hand.

The word short in Shorthand shows the degree of expression or size of the thing. Moreover, it is demonstrating the value and quality of things.

**Buzz words** Buzz words show category, class, and standing.

It is present

**Example:** clerk.

The clerk shows that the category is social class.

**Acronyms** (abbreviated forms area units known than a real word or forms)

The signifier is present.

**Example:** JANG is used as a signifier because it is signifying the area of approach and the locality of the application where it is being delivered

**Initialisms**

An Initialism is present.

**Example:**

- G.T. Road.
- JANG

These two words are a substitute for long (abbreviated words).

**Semi-phonetic spellings:** (name of outlets, firms, or brands)

No Semi-phonetic writing system is present.

**b: General Levels**

**Synonyms:** A word could be a word having constant or nearly constant, which means another word in sure contexts.

No synonyms are present

**Antonyms:** no antonyms are present. It means no opposite meaning carrying words are present in the text.

**Idioms:** no idioms are present.

**Hyponymy/ subordination:** Hyponymy is present.

Example: Clerk is the subordination of the candidate.

The clerk is a job for any candidate, so the applicant is requesting to be categorized in the category of clerk.

**Jargon:** Jargon could be a literary term outlined because of the use of specific phrases and words during an explicit state of affairs, profession, or trade.

Jargon is present.

Example: Clerk could be a profession associated with government service.

**Anaphora:** Anaphora refers to the repetition of a word or expression at the beginning of successive phrases, clauses, or sentences. However, in this particular context, anaphora is not evident or present.

**Phonological Level Analysis**

"The study of language sounds is known as phonology. To distinguish these sounds from conventional spelling, written text is enclosed in square brackets []. These symbols represent the sounds of speech."

**Onomatopoeia:** No Onomatopoeia is present because any sound word is absent in the text.

Types of Onomatopoeia:

1: Direct

2: Indirect

1: **Direct:** No direct onomatopoeic sound is present.

2: **Indirect:** No indirect onomatopoeic sound is present.

**Alliteration**

*"M. H. Abrams defines alliteration as the repetition of speech sounds in a sequence of adjacent words, which may be limited to consonants and involve only the recurring sound in a prominent position at the beginning of a word or a stressed syllable within a word."*

Alliteration is present. The alliteration of 'e,' 'a,' and 'c' is present in lines of text.

**Example:** • Lahore I've got come to grasp a few vacancies for a clerk available in your factory. In Lahore, have about available vacancy factory as Candidate. Which shows alliteration is present. o in Lahore, come, know, about, of, your, factory, offer, position shows alliteration.

**Assonance**

Assonance is a literary technique characterized by the repetition of similar vowel sounds in two or more words. This device is often used to add a particular style or effect to a piece of writing. Assonance is present and repeated vowel sounds are a, e, I, o, u.

**Example:** "Attested photocopies of my matriculation certificate and the diploma in type and Shorthand are attached". In this sentence, vowel sounds are present, which suggests that Assonance is present.

**Rhythm**

Repetition of comparable stress patterns, structural similarities, and parallel construction. Rhythm is present, and similar stress patterns and structural similarities are present within the text.

**Example:** "Respectfully, I encourage you to submit that through the advertisement columns of the Daily JANG, Lahore".

**The tone of the author**

The tone of the author is pleasant, promising, compassionate, and polite. It is often seen in lines like; **Example**

"I assure you that I'll serve the organization devotedly and diligently • Respectfully, I encourage you to submit that through the advertisement columns of the Daily JANG, Lahore."

**Simile**

A simile is a type of figurative language that draws a comparison between two dissimilar things, often to enhance the vividness or impact of a statement. For instance, "as brave as a lion" or "she is as red as a rose" are examples of similes. However, there is no employment of a simile in the given text.

**Discourse Level Analysis**

The globally explanatory language. Relationship of text and societal elements. Meta-function of language: • Ideational (watch) • Interpersonal (adopt) • Textual (use)

**Cohesion:** reference to the sentence is present. Sorts of cohesion:

- 1: grammatical relation
- 2: Cataphoric relation

**A: Anaphoric relation:** (Referring back). Grammatical relation is present. The applicant is jobless.

**B: Cataphoric relation :**( Referring forward) Cataphoric relation is present. Chances of getting a job.

**Coherence:** Relation between concept and text is present. The relation between themes is present. (Thematic relation). This can be elaborated because the whole theme of the text revolves around job acquisition. The text is by the theme and objective.

### Parallelism

The structure between sentences is the same somewhere and a few where is not the same. The grammatical structure is the same. **Example:** • “I reside at Baghbanpura and also the factory isn't far away from my house” and “I offer myself as a prospective for this position.” Both sentences don't have the same structures. Moreover, in some sentences, the sort of verb is the same. **Example:** “I reside at Baghbanpura, and also, the factory isn't far away from my house”. • “I assure you that I'll serve the organization devotedly and diligently”. • "I offer myself as a prospective for this position."

### Speech Events

Speech and language are in keeping with situations and events. Language is said to request an application for getting employment.

### Conversational interaction:

It is an application, so there is no conversational interaction. And there is no turn-taking because the text is a one-sided conversation.

### Background knowledge:

There is no background.

- I. Schema: - No conversational knowledge exists in the mind
- II. Script: there are no events during this non-literary text. So, the script is absent.

### Graphological Analysis

A graphological analysis is the analysis of handwriting, or it is often applied to every printed text. This particular level of study delves into various aspects of written communication, including punctuation, paragraph structure, spacing, and the like. Additionally, it involves the ability to differentiate between the various components of a text, such as headings and notes, which can also be considered from an aesthetic perspective. Furthermore, the use of typography and handwriting, as well as other formatting features like italics, capitalization, and punctuation marks, are all components of a writing system and fall under the purview of this level. Within the text, these features can be employed to convey emphasis, power, or intonation.

### Italicization

An italicization is a form of written text that serves to highlight specific aspects of a written work, such as intonation, tone, pauses, stresses, and focal points. This technique is also utilized to differentiate various elements of a text, including headings and notes, and can be viewed as having an aesthetic function as well (Slancarova, 1998: 59). To show stress and power or intonation, it is present in the text.

**Example**

"An application for getting a job" is written in Italics as the heading of the application.

**Capitalization**

Capitalization is a writing convention used to differentiate and emphasize various elements within a text. It involves the use of capitalized letters for initial letters and headings, lettering, spacing, bracketing of additional information, and highlighting the names of documents and new sections through bold or other fonts. This technique can also be used to signal proper nouns or to add emphasis to specific words or phrases.

**For example**, in this text, the proper noun is used 'Farooq Abdullah,' the first letter of A and F represents Capitalization.

Moreover, bold letters are also used.

**Punctuation**

It is a way to divide sentences into phrases by using Commas, semicolons, quotation or question marks, apostrophes, full stops, brackets, and para-thesis omission. Punctuation refers to the various symbols and marks used in writing to separate sentences and phrases. These symbols and marks facilitate transcription and improve reading comprehension by clarifying the structure and organization of written language. Punctuation marks such as commas, brackets, full stops, apostrophes, para-theses, and semicolons are present.

Examples

**Example 1: -**

“The Manager”,

“Sunshine Biscuit Factory”,

“G.T. Road, Lahore”.

“Sir”,

**Example 2: -**

“My particulars are”:

“Age: 18 years”

“Qualification: Matriculation 1st Division, the holder in type and Shorthand”.

“Marital Status: Unmarried”

**Example 3: -**

“Thanking you”,

“Yours obediently”,

“Farooq Abdullah”

“310- Shalimar Road”,

“Baghbanpura, Lahore”.

“March 10, 2006”.

There are commas, apostrophes, full stops, hyphens, colons, and semicolons in the examples given above.

### **Model of LEVENSTON (1992)**

1. Spelling
2. Formal versus informal language
3. Diacritics
4. Archaisms
5. Eye dialects
6. Puns
7. Eye rhymes
8. Inter-languages
9. Additionally, punctuation is also a crucial component of written communication that is studied, with parallelism punctuation being a specific aspect of this field.
10. Typography

Other type faces

11. Italics
12. Layouts
  - Spellings: Text contains correct spellings and good vocabulary
  - Formal or informal: This text is informal because there is a conversation between the Manager of Sunshine Biscuits Factory and the candidate.
  - Diacritics: All the text consists of alphabets and numerical data, but it does not contain any unknown sign.
  - Archaism: The text is in a simple, understandable form. There are no present words that are old.
  - Punctuation: The text contains punctuation marks such as commas, brackets, full stops, apostrophes, para-thesis, semicolons

### **Example:**

“Thanking you”,

“Yours obediently”,

“Farooq Abdullah”

“310- Shalimar Road”,

“Baghbanpura, Lahore”.

“March 10, 2006”.



**3: Typography:** The type of Graphemes is Century Schoolbook.

**4: Layout:** There are narrow page margins, and the page size is 'A4'.

### **Model of LENARD (2005)**

Lenard's (2005) proposition diverges from the aim and scope put forth by Levenston (1992). While Levenston focused on reviewing pieces of text, Lenard considers graphology as a more comprehensive method of analysis. In addition to punctuation, Lenard also takes into account elements such as spelling, typefaces, and spacing to analyze text. Lenard's approach includes the following fundamentals:

#### **Letter forms punctuating the blank page**

Letter-form used is normal printed words assigned to the computer during printing.

#### **Interword spaces**

Interword Spaces play an important role in typography. Letter spacing, also known as tracking, is a technique used by typographers to ensure that the space between letters is visually consistent. This can be achieved by increasing or decreasing the spacing between letters, to affect the visual density of a line or block of text.

Interword space is 2.

#### **Punctuation marks:**

Punctuation marks are a set of symbols that are utilized to enhance clarity and understanding in written communication. Examples of commonly used punctuation marks include the period, comma, semicolon, exclamation point, apostrophe, quotation marks, and hyphen. The use of punctuation marks is an important aspect of effective writing.

In written language, units such as words or phrases can be distinguished by their font, face, color, sign, or position. This allows for emphasis or differentiation between certain parts of the text.

- a. The font used is 12 for the body and headings.
- b. The color used in the text is black.

#### **Pagination**

Pagination, also known as paging, is the act of dividing a document into discrete pages. This can be done for both electronic and printed documents. Proper pagination is essential for organizing and presenting information clearly and concisely.

The organization of the page and opening shows how many pages are covered during writing the context and the pages printed.

The text is printed in the book mentioned in the reference of the sample above.

## **8. CONCLUSION**

The present research aimed to analyze the non-literary text by implementing stylistic features and stylistic levels. According to the results obtained after working on the research paper writer concludes that analysis of any Literary and even Non-Literary text can be done by applying stylistic levels to both types of texts.

## 9. LIMITATIONS OF THE STUDY

The current study is insufficient as it lacks the necessary length to thoroughly analyze the text. The available material is not adequate to properly conduct a detailed analysis. Additionally, the section on data analysis is incomplete, requiring further work to be conducted to fully explore the topic. Semantic and Pragmatic Stylistic Analysis can be also done.

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