

Detecting the Style and Genre of Brian Jacques' Writing: A Computational Approach

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ABSTRACT:

Stylistic analysis in a literary research assists readers understand and appreciate the meaning of a text by inspecting language patterns and the interconnectedness between linguistics and literary interpretation. The selected poem from the children's novel, *Mariel of Redwall* is widely known for its author's intellectual fantasy composition. Despite this fact, the style and the pedagogical evidence of the text remains unexplored and therefore this study attempts to address this by intensive stylistic analysis through computational method and explores how these features can be utilized in a pedagogical context. This research employs a mixed method, where qualitative method to discover the stylistic elements at various levels and quantitative methods such as John Ure's lexical density and a computational linguistic tool, MAT to calculate the richness of language employed and to compute the type of genre and contextual intention of the poem respectively. The study identifies literary essence at graphological, phonological, morphological, and lexical level through stylistics. Using John Ure's lexical density, an accuracy of 39.8 is calculated to test the lexical competency. Through the application of MAT, the genre, types of narratives,

and functions of the text are identified. Through the results from integrating literature and computational tool, this interdisciplinary research is proved to be a recommended effective pedagogical model for children in future. The research anticipates to contribute to the existing body of knowledge in stylistics and potential application of computing pedagogy in the field of literary and language acquisition.

Keywords: Stylistics, Children's literature, Interdisciplinary Study, Computing pedagogy, MAT.

Introduction

In literature, we unearth the "best expression of the human imagination" (Hunt, P, 2006). The language serves as conduit to acquaint the imagination that writers create. Analysing literature and language functions in discourse involves delving into the meanings contained within words and structures (Birch, 1989). For this reason, the study of linguistics and its impact on literature has paved new paths in literary criticism in the twentieth century (Jaafar, 2014). Different genres in literature holds its own specific functions and features. In the world of computers, learning with computers is being widely accepted and preferred. In this regard, this study focuses on poetry in specific due to varied reasons which are studies in this paper. The selected poem is from the novel, *Mariel of Redwall* which has multifaceted functions in the novel it occurs due the artistic style of the author. The author, Brian Jacques was a British author who "left school at 15," before working as a "docker, seaman, truck driver, policeman, comedian, broadcaster and playwright," (QUAH WAI KHEONG, 2021). His expertise in writing poems and songs is evident in this children's novel. (Frederick, 1978) proves that poetry offers new insights, stimulates thinking, and contributes to a holistic education when used both in lectures and learning. Therefore, this study focuses on implying Multidimensional Analysis Tagger, a computational software to find the genre of the input text and its style and features. Furthermore, the desired results are proven to be a pedagogical tool for the children in language learning in classroom.

The term "poetry" originates from the Latin word "Poeta," evolving into "Poetria" in Medieval Latin and "Poetrie" in Old French. A poem signifies something complex and challenging to interpret, or straightforward and easily understood (W. K Wimsatt, 1963). It is a form of literature that utilizes figurative language to convey deeper meanings and emotions (Putri, N. A. 2023). In this research, the linguistic is examined through the modern stylistics as words are pivotal in the performance of poetry (Austin, 1975). (Widdowson, 1992) has characterized poems as unique uses of language, structured in rhythmic and rhyming patterns, (Jaafar, 2014:245) creating a distinct form of expression. Research has shown that reading poems can enhance children's phonological awareness and short-term memory through the rhythmic elements present in poetry. They play a crucial role in education, particularly in the realm of phonology and language development in children's lives which starts from nursery rhymes to catchy jingles in advertisements, to song lyrics and poetry in the classroom, (Coats, K. 2013). Poetry serves as both an educational tool and a source of entertainment for children, shaping their development for generations (Dixon, A. 2007). It satisfies a craving for instant gratification through narrative curiosity, engaging readers in a journey of wonder and inspiration (Keymer, T. 2016). A poet's role is to evoke this sense of wonder in others, sparking creativity and imagination in their audience (Sharma, L.R, 2018, p. 1445). For all the above mentioned reasons, and to support two crucial elements of good poetry such as poetic merit and children's interests (Barnes, 1936) this study has particularly preferred a poem from the children's novel. (Gibbons, 2015) poetic imagination encompasses technical, structural, and psychological aspects, (Di Rosario, 2011) as often linked to the spoken and written word. Furthermore, this study serves as evidence through the lens of stylistics (Simecek and Rumbold, 2016) that poetry matters as it is a prime example of how humans use words to explore and comprehend the world. As a result, the research hypothesis how a computational approach can help in identifying the style and genre of a text and its role as a pedagogical tool for young learners is meticulously addressed in this study. The objectives of this study include analysing the text stylistically and discovering the linguistic construction and the type of genre using a computational tool and to prove that the results obtained through this interdisciplinary study have pedagogical relevance.

Literature Review

In this study, style and stylistics is the base of the theoretical framework. Harmon defines style as "the combination of the author's ideas and individuality." To Wales, style is a "distinctive manner of expression." Cuddon's definition of style is "how a particular writer says things," while Leech and Short describe it as the "dress of thoughts" (Sharma, L.R, 2018: 1445). The elements of style include character development, discourse, forestalling, structure, symbolism, strangeness, collocation, mood, pacing, and perspective (Khan, H., Ali, W.,

& Naeem, R. 2023). Stylistics, derived from style, is the study of the distinctive expression of language to convey meaning effectively (Sharma, L. R., 2018: 1445). It is a branch of linguistics that examines different styles and variations in languages, providing a method for analyzing texts and interpreting them (Batoool et.al, 2015: 25). It studies the characteristics of literary language and tries to establish the principles capable of accounting for the particular choices made by individuals (Almahameed, Y. S., 2020). This study supports the idea that stylistics is essential for understanding literature (Giovannelli, M, 2022). By examining the use of words, rhythm, rhyme, and other elements, stylistics helps to uncover deeper meanings in texts. The objective of stylistics, as Katie (1998) points out, is not just to represent the text's features, but to delve into its essence. The exploration of substance and assessment of its enormous language structures is crucial for comprehension, as it closely aligns with practical investigation (Khan, 2023: 5536). Stylistics delves into a detailed and systematic account of the reading process to gain insight into how readers understand specific texts (Short, M., and Semino, E., 2008:117). This approach can be effectively utilized in pedagogy for teaching written texts to English speakers. Stylistic analysis encompasses various levels, including 1) Graphology, which focuses on the systematic formation, structure, and punctuation within sentences, 2) Phonology which is the study of linguistic systems and how speech sounds are organized in English. Phonological devices such as rhyme elements, alliteration, consonance, and assonance play a significant role in this analysis. 3) Morphology pertains to the mental system of word formation and the internal structure of words. Semantic features explore the meaning of words, phrases, and sentences, incorporating literary devices like metaphor, simile, and personification (Batoool et al, 2015:26). Studying the form of a poem is essential, as it is a composition in verse characterized by a highly developed artistic form, heightened language, and rhythm. This combination creates an essence for intensely imaginative interpretation of the subject, which is proved through this study. So, stylistics mediates between two disciplines, linguistics and literary criticism, and also two subjects of a Language and a Literature (Khalid Al-Shboul et.al, 2023). In the novel, *The Redwallers* have evocative lyrical songs of joy and of peace with musical instruments (QUAH WAI KHEONG, 2021: 251). Jacques has written his stories in the tradition of medievalism which has high influence on modern writing (CC Rostankowski, 2003). In an interview Jacques shares that, his poems in the novel "have tunes in my head and I sing them to myself. I write all my own poems and songs, they are particular favourite of mine. I love to play with words." Also, (Patricia Lee Gauch, 2003, p.401) in his study states that:

Brian's weekly Sunday program at the BBC, called *Jakestown*, mixes music of Brian's choosing – opera, folk, and opera. To hear Brian's deep resonant voice on a Sunday afternoon is to hear a poet, a master of words, a master of recollection and humor, and a master of ideas.

Reviewing literature, numerous studies have been conducted on stylistic analysis on various poems and novels. However, this paper fills gaps in the literature by conducting a stylistic analysis on a particular poem from the children's novel, *Mariel of Redwall*, through a computational method which has not been explored. This study sets stylistics and computational method as guiding tools in framing pedagogical strategies on this literary text. Stylistics in a pedagogical setting is a useful tool for evaluating and improving a variety of writings in EFL/ESL contexts (Azumi, 2020). The paper tries to prove the method involved as a computing pedagogy in literature.

Material and Methods

The primary source of the study is a poem from the novel, *Mariel of Redwall* by Brian Jacques. Different studies on the novel, stylistics, linguistics, pedagogy, and computational methods are the secondary sources of the study. The materials collected are published works available online to a great extent. These materials are fetched through the Web of Science, Scopus Index, and Google Scholar platforms. The collected data are analysed and logically argued to draw the conclusions. The study uses a mixed method to validate the hypothesis through findings. Qualitative method includes analyzing and interpreting the different elements of a poem, while examining rhyme schemes, measuring lexical density, and analyzing meter are achieved through quantitative methods. Furthermore, data is drawn using a corpus linguistic tool called MAT (Multidimensional Analysis Tagger) to prove the contextual meaning of the poem in the novel to support author's style, intention, and the advantage of computational method in pedagogy. Through stylistics, the lexical pedagogical inferences are achieved. This interdisciplinary study employs computational tool in literature to prove that literary discourse can also be discovered computationally. Also, the study suggests few AI tools for computing pedagogy for students in classroom.

Results

The poem is embedded within the novel, *Mariel of Redwall*, Book 1 titled “The Maid From The Sea,” episode 5, page 32. According to (Babbie, 2014), qualitative research employs a variety of techniques and take an analytical approach to the topic and (Khan, 2023: 5549) to make sense of events in light of the interpretations that individuals offer to them. Accordingly, the author uses the symbol of the Bell to convey deeper meanings and themes throughout the poem. The Bell serves as a metaphor for greatness, embodying various qualities and characteristics that are explored and analyzed within the novel. Through the symbol of the Bell, the author delves into complex ideas and interpretations surrounding the context of the novel. The novel utilizes animals as narrators instead of human characters, which is a notable feature. This choice by the author adds a unique perspective to the storytelling. By employing animals as narrators, the author brings a fresh and unconventional approach to the narrative. This decision can provide readers with a new and interesting way to engage with the story. Overall, the use of animals as narrators in the novel offers a creative and innovative twist to the storytelling. This choice by the author may lead to a deeper understanding of the themes and messages conveyed in the narrative. In the novel, the background for the evolution of this particular poem is based on an incident where Gabool, the violent compels Joseph, the Bellmaker to build a belltower by saying, “You can do it, Joseph, I know you can. A belltower strong enough to hold the great bell, right on top of my fort, where the whole world will hear it” (Jacques, 1991:30). But Joseph strongly disapproves by saying, “Never. I would not spoil my paws with your mad ideas and evil schemes. That bell was made for the badger, the Lord of Salamandastron, enemy of all seas-cum. It will never ring for you!” (Jacques, 1991:30). This unveils the fact that, all animals show huge esteem to this ‘Bell’ for its majestic role in the novel. As Joseph defies building a belltower, Gabool intimidates Joseph that, he would murder his daughter. On hearkening this, Joseph whimpers that, “she means more to me than anything. Please let me see her!” (Jacques, 1991:31). Accordingly, Gabool diversely interrogates that, “If you won’t build me a belltower then at least tell me what these little pictures and strange words round the top ‘n’ bottom of my bell mean” (Jacques, 1991:32). Finally, Joseph “reluctantly reads the rhyme at its base” (Jacques, 1991:32), with “his mind preoccupied with thoughts of his daughter” (Jacques, 1991:32). Therefore, the ‘bell’ personifying itself becomes the framework of the poem.

The poem begins with, “I will ring for wedding times, when two hearts unite,” signifying that the bell tolls for a positive event like beginning of a new integration through words like “ring” and “uniting”. The period at the end of the line indicates a complete statement. The second line, “I will toll the hours out, all daytime and through night” where “I” personifies the bell and the word “toll” signifies 24/7 toiling of the bell irrespective of day and night, good or sober. The punctuation mark, period at the end of line signifies a strong statement.

The third line, “I will wake good creatures up, from their beds each morning,” personifies the bell as morning wake up alarm for the creatures. The author wields “Good creatures” distinguish the “good” from the “evil-natured enemies which may exploit the bell as exemplified in the last line of the poem. The punctuation, Comma suggests the continuation of the meaning in the succeeding line. The fourth line, “Or toll when they’re in danger, a clear and brazen warning,” is a warning of the commencing peril in due course. Third and fourth lines become a complete statement as the conjunction “or” and “.” is in between and end of the line of the poem. Both the lines signifies the dual nature of the bell both as a wake – up call and a warning. The fifth line, “For all the family, son and daughter, husband and goodwife,” meticulously refers the transience of human relations. “Son and daughter” and “husband and goodwife” represent the family amalgamation which is inevitable in life. The sixth line, “I will boom a sad farewell, when they must leave this life,” the bell booms on the day of farewell for the mortal life of human. The seventh line, “For many great occasions, for many different reasons,” demonstrates the role bell both in minor and major events in life. The line suggests that every great seasons have reasons to occur for which the bell becomes a part. The eighth line, “Listen and my voice you’ll hear, throughout the changing seasons,” states that the voice of the bell is perceived through different seasons. In the ninth line, “Though I may boom, clang, peal or toll, command and use me well,” the bell elaborates all the sounds it makes for different occasions. Here “boom” refers a deep intensity of the bell for a long time, “clang” refers to a series of sound as in a church, “peal” refers to a harmonious sound of the bell and “toll” refers to a slow and sad sound of the bell. A major role of a bell is to command and is optimistically governed in this poem. The last line, “But hark, beware the evil ones who would misuse this bell.” foretells the warning that, even the evil ones would misemploy the bell for various reasons. Here “hark” means “listen” through which the author requests the readers to listen to him (the bell) and mark his words of caution. Therefore, the study linguistically and stylistically exemplifies multifaceted roles of a bell. Symbolically, wedding bells in the poem signify “joyous season” and “a form of union” in life. The “hours tolling” or “tolling hours” represents the human passage of time. “Warning

toll” indicates alarm, alertness and protection that every human should be apprised of. The toll of funeral represents the sorrow and sad event in the life and symbolizes the “end of human life” on the earth. Seasons that keep changing signify the real natural process in life that is regular and cyclic. The tone of the poem is smoothly reflective and alarming. The bell is personified as it marks the important moments in life. The mood of the poem is comprehended from the shift from celebration to solemnity, reflecting the presence of bell in both the events. The language in the poem is simply evocative that the words like, “boom,” “clang,” “peel,” and “toll” give musical tone to the poem which mimics the sounds of an actual bell. The author has given a persuasive message about the bell to the readers. The poem linguistically proves that it persuades young readers even if read unhitched from the novel.

The poem is endowed with other literary devices like symbols, personification, and metaphor. Symbol can be simply stated as an “object, animate or inanimate which represents and stands for something else” (Sharma. L. R., 2018:1448). In this poem, Bell is portrayed as a symbol representing its unique prospects wherever necessary. Personification is a figure of speech or trope in which an inanimate object, an animate non-human or abstract quality is given human attributes. It means giving human characteristic to an object, an animal, or an abstract idea (Sharma, L. R., 2018:1449). The Bell in the poem personified, as the first line begins with ‘I’. The author of the text has employed this technique to give a strong emphasize on bell and its purpose, function and usage in real life. This is applicable even in the lives of characters (animals) in the text. Therefore, the poem itself is a pedagogical tool for young readers in teaching the features of a bell. Through this stylistics study of the author, the paper proves that the poem is ideal and preferable for young readers. The poem is structured in a way that, the bell describes itself to the readers through “I will ring,” “I will toll,” “I will wake,” “I will boom,” “my voice you’ll hear,” and “I may boom.” (Jacques, 1991:32). The linguistic study of this poem helps the readers know the deep meaning of each word employed by the author. Metaphor is a figure of speech in which two unlike objects are implicitly compared without the use of like or as (Sharma, L. R. 2018:1449). The author has used metaphor, “a clear and brazen warning” (Jacques, 1991: 32). This gives an intended meaning that the bell warns of the imminent quiet peril. A stylistician tests how metaphor works in literature and how they are received by readers” (Short, et al, 2008: 14). According to (Sayakhan, N. I. (2018) personification is similar to metaphor, in which a thing, an animal, or an abstract term (truth, death, nature, treason, frustration, ecstasy, hunger, or fate) is made human in such a way as to render a normally disembodied idea or aspect dramatically effective and in this poem, the bell is personified to give the intended effect. Through this analysis, the paper argues that the author’s style of writing is exclusively suitable for young readers and can be a best recommended tool for an effective stylistic analysis. All the above findings prove that Brian Jacques is an ardent lover of poems particularly children who are his target audience.

Graphological level

The graphological devices include:

i) Punctuation: Punctuations are essential as they convey the deep meaning and clarify the context of any written text clearly and precisely. There are 16 commas, 7 periods, and 2 apostrophes in this poem. These punctuation marks assist children in reading and memorizing the poem.

ii) Paragraphing: paragraph means a separate part which contains information, usually of several lines or sentences. The first sentence starts on a new line (Batool, 2015: 26) and this poem consists of only one stanza and all the poetic lines begin with capital letters. Though the poem is of single paragraph, the themes and facts involved are huge. This study of graphology is inevitable as it is an essential part of the description of any written language as mentioned in an article by (Gómez-Jiménez, E., 2015).

Phonological level

i) Elements of rhyme: it consists of patterns of rhymes, the stressed pattern, the rhyming scheme, which is followed in the poetry. This study identifies that the poem is called a Decastich as it is composed of 10 lines, with end rhymes in each sentence. The rhyme scheme of the poem is aabbccdde is proven below.

“I will ring for wedding times, when two hearts

unite.” (a)

“I will toll the hours out, all daytime and through

night.” (a)

“I will wake good creatures up, from their bed

morning,” (b)

unite. (a)

night. (a)

morning, (b)

“Or toll when they’re in danger, a clear and brazen

warning.” (b)

“For all the family, son and daughter, husband and

goodwife,” (c)

“I will boom a sad farewell, when they must leave

this **life.” (c)**

“For many great occasions, for many different

reasons,” (d)

“Listen and my voice you’ll hear, throughout the

changing **seasons.” (d)**

“Though I may boom, clang, peal or toll, command

and use me **well.” (e)**

“But hark, beware the evil ones who would misuse

this **bell.” (e)**

ii) Alliteration: It was used systematically in Old English poetry but in modern English poetry is generally used for a particular effect. Alliteration is a consonant sounds at the beginning of words that are repeated within a single line of poetry (Khan, 5540; Hashmi, 2019).

Table	Alliterative Words
	Will, when, wedding, well, would, wake, warning, who
	Two, toll, throughout, though, this, through, their, they, times, the, this
	Hearts, hours, hark, hear, husband,
	Out, ones
	Beware, bell, beds
	Seasons, son, sad
	Different, daughter, danger, daytime
	Good, great
	And, all
	Creature, clang, command
Alliterations in the poem	

Table 1 lists all the alliterations in the poem which helps the young readers give attention to the text. This rhetorical device assist in memorising the poem through their rhythm and mood. These words enhance the interest in children towards reading poems with audible pulse and emotive effect.

iii) Assonance: it is the effect created when two syllables in words that are closed together have the same vowel sound but different consonants or the same consonant but different vowels. The assonance in this poem are “i” sound in “ring” and “wedding,” “o” sound in “toll” and “hours,” “o” sound in “good” and “creatures,” “a” sound in “danger” and “brazen,” “a” sound in “family” and “daughter,” and “a” sound in “sad” and “farewell.” These are the evidence to show that the poem is very strong at its phonological level enhancing the words, their effects and mood of the text.

iv) Anaphora: it is the recurrence of the first words of sentences across a sequence, a stanza, or even a poem. These words emphasize the strong emotion, message and help words memorable from the text. The word “I” and “for” are used again in the lines that emphasize the technique employed by the writer. The lines are as follows:

Line – 1 - I will ring for wedding times, when two hearts unite

Line – 2 - I will toll the hours out, all daytime and through night

Line – 3 - I will wake good creatures up, from their beds each morning

Line – 5 – For all the family, son and daughter, husband and goodwife

Line – 7 – For many great occasions, for many different reasons

v) Harshness and Softness of Consonant Sounds

S. No	Types	Strong (Harsh)	Soft (Mild)
1	Bilabial	/b/ - beds, brazen, boom, beware, bell /p/ - peal	/m/ - morning, misuse, may, many, my /w/ - will, warning, well, when, would, who
2	Labial-dental	/f/ - farewell, family, from, for /v/
3	Alveolar	/t/- times, they, the, two, through, this, toll, they're, throughout /d/- daughter, danger, daytime /s/ - seasons, son, sad
4	Velar	/k/, /g/ - good, great
5	Glottal	/h/ - heart, hours
6	Post-alveolar	/r/ - ring, reasons
7	Palatal

Table 2 – Distribution of Consonant Sounds in Terms of Quality

The above findings through the Table 2, prove the statement by (Davenport, M., and Hannahs, S. J. 2020), phonology has become the part of the procedure for producing and decoding constructions of any text. This study finds that the poem has a mix of harsh and soft consonant sounds which assist readers enjoy the rhythm and flow of the meaning, and influence the way a poem is read.

Morphological level

“Morphology is the branch of linguistics that deals with the study of the internal structure of words and how new words are created from the existing ones through the use of various morphological processes” (Nasution, 89). A morpheme can be defined as a smallest unit of a word carrying information or meaning which include prefixes, suffixes and base words. Free morpheme stands alone as a word giving a meaning whereas a bound morpheme occurs as a part of a word itself. Morphemes play a crucial role in phonics in both reading and spelling, as well as in vocabulary and comprehension. They hold the main concept of the text and tend to change their meanings when combined with morphemes. Figure 1 gives a detailed structure of the morpheme family.

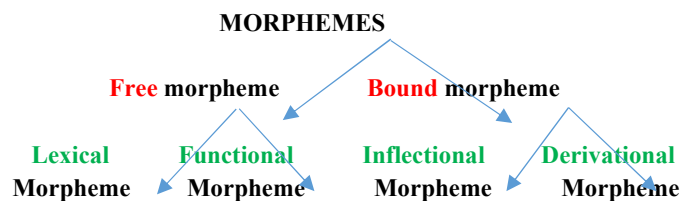


Figure 1 – Representation of Morphemes

Line	Lexical Morphemes	Functional Morphemes	Inflectional Morphemes
1	Ring, unite, two, heart	I, will, for	Times, hearts
2	Toll, night, daytime, hour	I, will, the, out, all, and, through	hours
3	Wake, good, morning, creature, bed	I, will, up, from, each	Creatures, beds
4	Toll, danger, clear, brazen	Or, when, they're, in, a, and	warning
5	Family, son, daughter, husband, goodwife	For, all, the, and	
6	Boom, sad, farewell, leave, life	I, will, a, when, they, must, this	
7	Many, great, different, occasions, reasons	for	Occasions, reasons
8	Listen, voice, hear, season	And, my, you'll, the	
9	Boom, clang, peal, toll, command, use, well	Though, I, may, or, me	
10	Hark, beware, evil, one, bell	But, the, who, would, this	ones

Table 3 – Morphological study of the poem

This analysis of morphological devices as shown in the Table 3, is supported by the statement by (Aronoff, M., and Fudeman, K. 2022) that, of all the distinct aspects of language, morphology is the most deeply entwined with each other. Lexical morphemes are the set of nouns, adjectives, verbs, adverbs and carry meaning of the content in a text. In this poem, the lexical morphemes play crucial role in delivering the content precisely with clarity. Functional morphemes help in modifying the meaning of words and help in connecting sentences meaningfully and an inflectional morpheme is a letter or a group of letter that adds grammatical information to a word by changing a word's form. This morphological analysis helps younger readers in vocabulary building and aids in knowing the correct usage of words. Morphology of words help in knowing and analysing the structure of the poem and the implied meaning of each word in the poem. This is essential in delivering the intending meaning and communication.

Suffixes are the addition of a letter or a group of letters at the end of any word wherein the meaning of the word formed gets changed. Suffixes in the poem include,

Words	Suffixes
times	Time + s
hearts	Heart + s
Creatures	Creature + s
beds	Bed + s
occasions	Occasion + s
seasons	Season + s
wedding	Wed + ing

changing	Change + ing
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Table 4 – Suffixes in the poem

Table 4 describes the suffixes in the poem and it is noted that, when a suffix gets added to a word, its meaning changes. There is only one prefix word and that is – “misuse”, where “mis” is a prefix to the word “use”. Compound words are formed when two or more words combine together to form a new meaningful word or a phrase. The compound words in the poem are illustrated in Table 5.

daytime	Day + time
goodwife	Good + wife
farewell	Fare + well
throughout	Through + out

The morphological analysis of this poem reveals a total of 48 lexical morphemes, 27 functional morphemes, and 9 inflectional morphemes. Furthermore, the study identifies 8 suffixes, 1 prefix, and 4 compound words within the text.

Table 5 – Compound words in the poem

Lexical level

A good writing consists of a balance of ordinary words that make the writing comprehensible and strange words that make the writing distinguished (Kao, J., and Jurafsky, D. 2012). Studying the lexical level helps the readers identify and classify the features of the words in a text.

Parts of Speech	Words
Nouns	Hearts, night, morning, creatures, occasions, reasons, beds, family, son, daughter, husband, life, seasons, wedding, bell, warning, two, hours, danger, farewell, voice, ones
Verbs	Ring, unite, wake, toll, boom, listen, hear, clang, peal, command, use, beware, hark, misuse, leave
Auxiliary Verbs	will, are, must, may, would
Adjectives	good, great, different, well, evil, clear, brazen, sad, many, changing
Adverbs	Through, out, up
Pronouns	I, they, my, you, me, who

Prepositions	For, from, in, throughout
Conjunctions	When, and, or, though, but
Articles	a, the
Determiners	All, their, each
Demonstrative Pronoun	This

Table 6 – Parts of Speech in the poem

The table 6 gives the complete list of part of speech of all the words in the poem (*Mariel of Redwall*, 32). It is true as stated by (Cutting. D, 1992) that, many words are ambiguous in their part of speech. The lexical analysis of the poem reveals 22 nouns, 15 verbs, 5 auxiliary verbs, 10 adjectives, 3 adverbs, 6 pronouns, 4 prepositions, 5 conjunctions, 2 articles, 3 determiners, and 1 demonstrative pronoun in this poem. This comprehensive examination sheds light on the linguistic elements employed by the poet to convey their message effectively. Hence this study at the lexical level, helps the young reader differentiate the different forms of the words and guides them in the right application of them in a sentence to give a meaningful text.

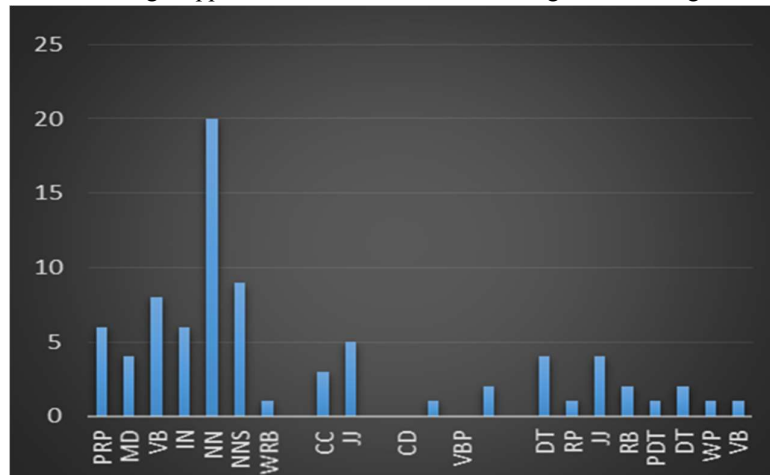


Figure 2 – Graphical Representation of Parts of Speech in the poem

The literary analysis of the poems delves into themes such as life's pivotal moments, tones of caution and empowerment, transformation and endurance, and the clash between reason and irrationality. Additionally, symbols, personification, and metaphor are thoroughly examined. The paper supports the idea that stylistic analysis can benefit immensely from the insight offered by a more contextual approach to texts (Violeta, 2022). Therefore, through examining the stylistic elements, the linguistic aspect of the text is explored which suggest that, the text is preferable for young readers as a pedagogical tool for learning English.

Computational Approach to the Poem

Multi- Dimensional (MD) Analysis is a corpus linguistics tool which describes the patterns of variations in written English (Nini, 2019:1) and helps in the study of the author's style (Nini, A., 2019). By utilizing MAT analysis as quantitative method, various parts of speech are extracted to uncover the diverse functions of the poem, including interpersonal dynamics, creative storytelling, scholarly discourse, and scientific explanation. The table 7 given below lists out the result of parts of speech in the poem as identified through MAT.

POS	Total	Words
PRP	6	I, they, my, you, their, me

(Personal Pronoun)		
MD (Modal Verb)	4	Will, would, must, may
VB (Verb base form)	9	Ring, boom, brazen, leave, Listen, hear, use, wake, beware
IN (Preposition, subordinating Conjunction)	6	For, through, from, in, throughout, though
NN (Noun, singular, mass)	20	Wedding, toll, night, danger, morning, warning, family, son, daughter, husband, goodwife, farewell, bell, life, misuse, voice, clang, peal, command, hark
NNS (Noun, plural)	9	Times, hours, hearts, creatures, beds, occasions, reasons, seasons, ones
WRB (Wh – adverb)	1	when
CC (Coordinating Conjunction)	3	And, Or, But
JJ (attributive adjectives)	9	Many, great, different, changing, evil, Daytime, good, clear, sad
CD (Cardinal numbers)	1	two
VBP (Verb, non-3rd person singular present)	2	Unite, 're
DT (Determiner)	4	the, all, each , a, this
RP (Particle)	1	out
PDT (Predeterminer)	1	all
WP (Wh – pronoun)	1	Who

Table - 7 MAT Analysis

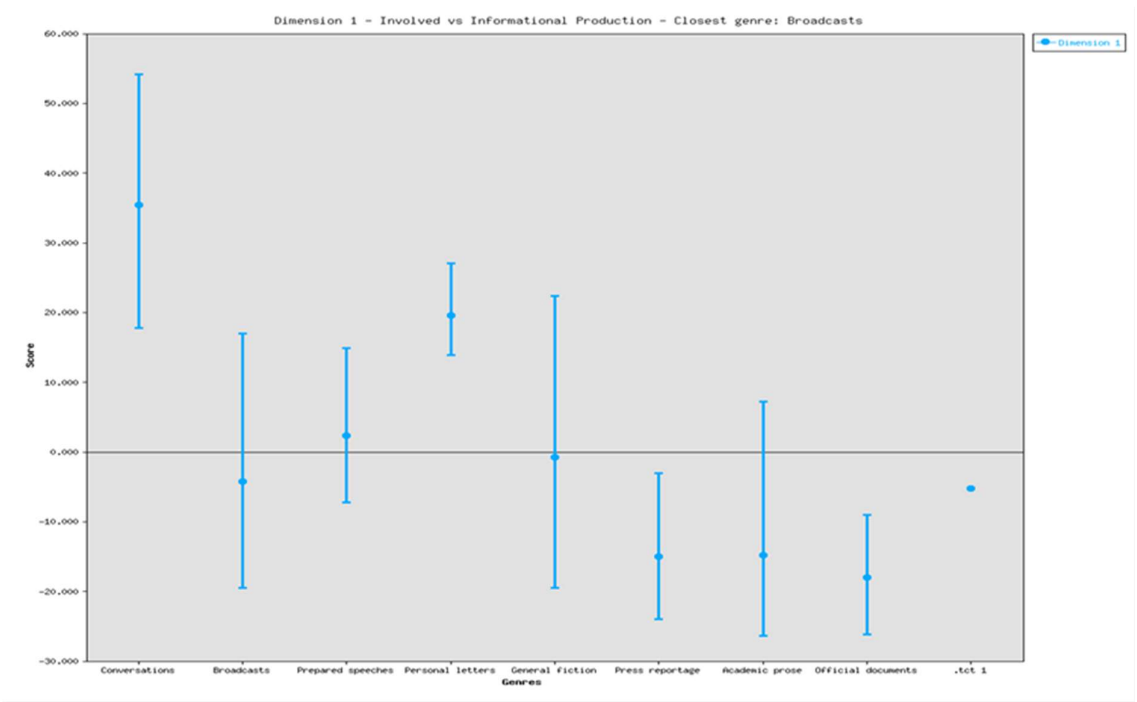


Figure 3 - Dimension 1

Figure 3 gives is the visual results under Dimension 1 of MAT in analysing the text. The analysis focuses on the semantic relationships between words and how they contribute to the overall meaning of the text. This proves that the text is of information production where all the facets of a bell can be pedagogically imparted.

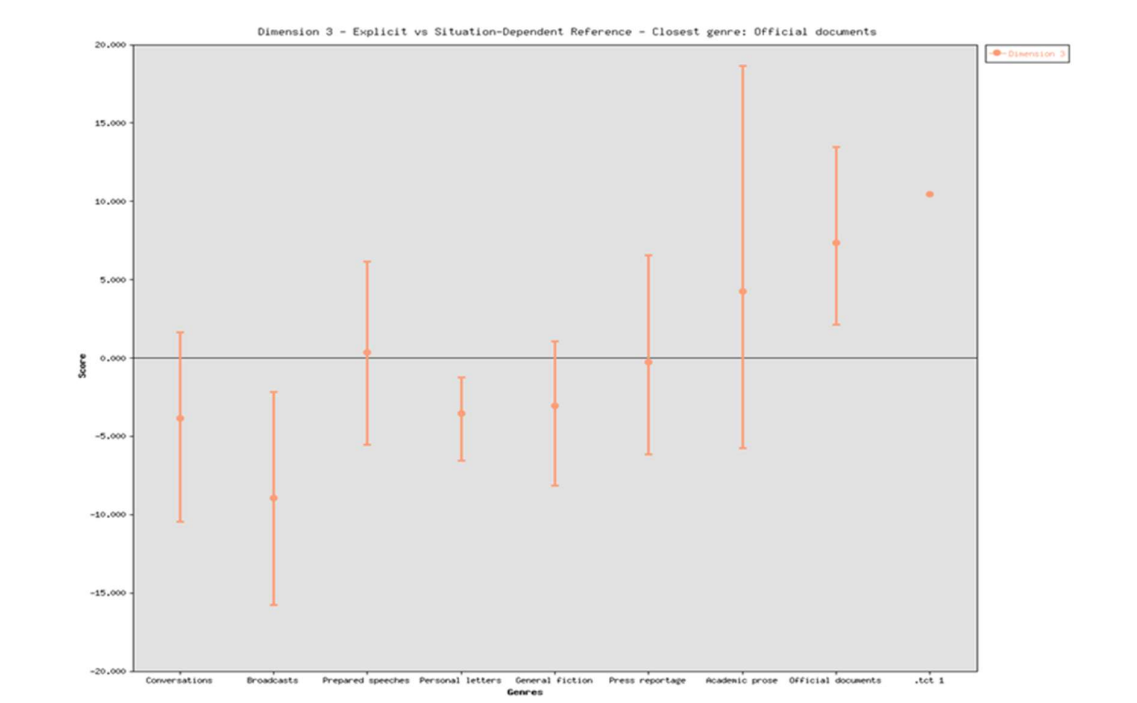


Figure 4 - Dimension 3

Figure 4 communicates the Dimension 3 from MAT Tagger analysis and this proves that the text is a type of situation– dependent stating the contextual use of the poem in the novel through parts of speech.

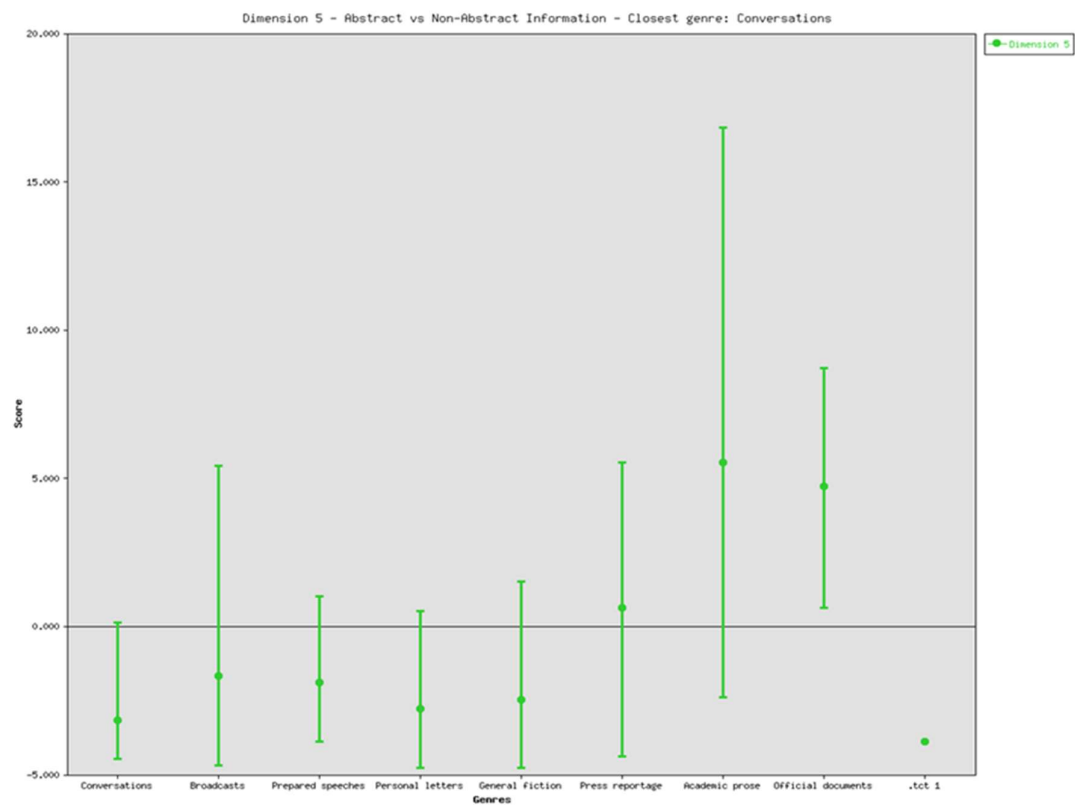


Figure 5- Dimension 5

Figure 5 illustrates Dimension 5 from MAT Tagger analysis, stating the tone of the text at conversational phase. This can be substantiated by author’s style of implementing the bell as a person conversing to the reader.

Figure 6 – MAT analysis of types of texts in the poem

Lexical Density

Total words: 98

“wedding,” “hearts,” “creatures,” “morning,” “danger,” “warning,” “family,” “son,” “daughter,” “husband,”
“goodwife,” “farewell,” “life,” “occasions,” “reasons,” “voice,” “seasons,” “bell,” “clear,” “brazen,” “sad,”
“great,” “changing,” “evil,” “ring,” “unite,” “toll,” “wake,” “leave,” “hear,” “use,” “misuse,” “well”

$$= 39/98 \times 100$$

This ratio indicates the author's skilful use of simple yet impactful language to effectively engage the

audience. The perfect harmony between vivid imagery and practical elements is apparent in the text. The findings from this study supports the assertion that stylistic analysis of the poem is is a tool for the pedagogical development (Marina, 2020).

Discussion

This research aids students in developing a repertoire of stylistic techniques for analyzing texts, enabling them to better comprehend literary works. Through graphological study, the findings uncovers the interpretation and significance of the content that the author has skillfully crafted to evoke aesthetic effects. The visual representation of the text, with its traditional layout, left alignment, and single-line spacing, indicates that the poem is comprehensible and uncomplicated in its structure and is desirably appropriate for adult readers. This classic format of a poem is enhanced by the use of 16 commas, 7 periods, and 2 apostrophes, which not only sets the pertinent tone but also aid in reading, memorization, and understanding the emotions and intentions of the author. The structure of the poem in single paragraph is designed to make it an effortless elementary pedagogical style and pattern for young learners. The outcome of this graphological study is suggestive to be a teaching aid to children to assimilate the style of text.

Through phonological analysis within the ten lines of the decastich poem, various sound patterns such as rhythm, rhyme, alliterations, assonance, and anaphora are discovered, as illustrated in Tables 1 and 2. These patterns help children to approach and engage the text enthusiastically and set an exuberant tone for learning. The rhyme scheme, aabbccdde, serves as an entree for children to memorize the poem, creating a sense of musicality. The conceptual and logical selection of words engender the depth and layers of meaning to the poem, with harsh-sounding words to convey tension and conflict, while soft-sounding words to evoke serenity and tranquility. Repetition of certain words depict the intensity of the focal point and emphasise the strong intention of ideas. The evaluation of the structure and form of the poem provides valuable cultural and historical insights about the bell. The morphological study examines the different types of morphemes, as illustrated in Figure 1 and finds 48 lexical morphemes, 27 functional morphemes, and 9 inflectional morphemes, along with 8 suffixes, 1 prefix, and 4 compound words, as shown in Table 3. This analysis serves as a useful tool for children to learn about morphemes, their types, and usage. Moreover, this specific investigation proves that the text is proficient even to foster language acquisition, develop vocabulary, enhance reading comprehension, and communication among young readers. Tables 4 and 5 display suffixes, prefixes, and compound words, which aid in understanding how words are constructed and modified based on context. This approach encourages young readers and learners to explore the smallest units of meaning and their origins. By breaking down complex words into smaller components, students can expand their vocabulary, memorise and apply new words adroitly. Furthermore, this study helps young learners decipher unfamiliar words while reading, ultimately improving their comprehension and writing skills. It also contributes to language acquisition by enhancing understanding of grammar and vocabulary. One specific advantage of morphological study is its role in linguistic research, shedding light on language evolution and the fundamental rules governing word formation. The lexical study of the poem assists in creating awareness about the style of the text and insights from the themes and messages conveyed by the writer. The author's phenomenal nomination of words significantly influences the overall style of the writing. Corpus linguistics involves analyzing literary texts using computational tool like Multi-dimensional Tagger as utilized in this paper. The differences from the study of parts of speech and the application of the corpus tool are represented in Tables 6 and 7, demonstrating the effectiveness of the tool for both teaching and learning purposes. This lexical analysis is crucial for a deeper interpretation and enhanced appreciation of the poem. Figures 3, 4, and 5 reveal that the poem progresses through informational, situational, and conversational phases, providing insight into the contextual features, character demands, and self-description within the poem. Figure 6 showcases the various types of text present in the poem, highlighting its conversational tone, imaginative narration, scientific facts, and emotional exposition. By examining the lexical density and separating lexical words from functional words, the text's competency is determined to be 39.8, indicating its suitability for children learning English vocabulary. Investigating the lexical competency of the poem through computational method, the idiolect of the author is tracked down. The study proves that, this stylistics analysis can help learners memorise and recall the content, recite poems and enhance learning and retention. Additionally,

the study is an evidence to support language development, giving phonemic awareness, recognising proper sounds and their pronunciation in children. Most importantly, the paper provides ground for enhancing play with words and sounds fostering creativity and imagination and can be recommended for beginners learning alphabets. The author, Brian Jacques' comprehensive and constructive approach is witnessed through usage of repetitive words which emphasize strong emotions reinforcing the key themes and ideas relatable to young readers. The results suggest that this poem can serve as a valuable pedagogical tool for young learners, offering a method for enhancing their language skills and literary discourse. In addition to the computational approach employed in this study, AI tools like Quizgecko, dendi.ai, Kahoot, and Edpuzzle can be employed to create interactive and innovative activities, quizzes, MCQs, puzzle, presentation etc on this poem to achieve the goals of an effective pedagogy.

Conclusion

Jacques highlights Redwall as a sort of civilised Utopia that is often portrayed in the text through songs of praise and joy about the greatness of Redwall. The selected poem under study is one such example wherein the linguistic used by the author is proved to be an efficacious technique for inspecting the prominence of bell in the novel. This paper delves into the material through the lens of stylistics and computational tool to inspect the essence of linguistic pedagogy. This research on various levels of stylistics make visible the intellectual linguistic discourse of the author and language features that contribute to the interpretation of texts in various contexts. By integrating literature with linguistics computational tool, this paper exemplifies how stylistic elements contribute to the overall authenticity of a literary work. The literary attributes of the poem foster motivation, cognitive function, literary skills, linguistic, and emotional development in children. This study promotes the awareness about computing pedagogy by discovering the various styles and registers by identifying patterns and variations in language used in the text. The results and findings of the research amalgamate literature and creative expression, particularly through creative writing, offering this as a hands-on pedagogical and learning tool. In conclusion, the selected poem from the novel, *Mariel of Redwall* is a recommended pedagogical tool for language and linguistic teaching to students due to its rich attributes of learning. This research proves that the computational approach can assist in discovering the style and genre of a literary text. The paper evince the fact that there is scope of the interdisciplinary study of computing pedagogy in literature in the world of AI. The research concludes that the study is a suggestive model for computing pedagogy in literature with important guidelines, tools and techniques that are necessary to design stylistics-based curriculum design.

Abbreviation

AI – Artificial Intelligence

MAT – Multidimensional Analysis Tagger

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