

A stylistic study of eulogic speeches on the death of Queen Elizabeth II

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Abstract: This is a quantitative-qualitative, descriptive study . It studies eulogic speeches on the death of Queen Elizabeth II from a stylistic perspective. The study tries to answer the following questions: what are the stylistic devices used and how are they realized ? what are the most prominent stylistic device used in the selected eulogic speeches ? In connection with the study questions, the study aims at : Revealing the stylistic devices that are utilized in the selected eulogic speeches and how they are realized linguistically. Showing the most prominent stylistic devices in the selected eulogic speeches. To achieve the aims of the study, the study follows these procedures : Reviewing the literature review stylistics, stylistic devices, and eulogy, analyzing how the stylistic devices are being employed in the selected eulogic speeches. The model of stylistic devices by Leech and short (2007) is an adapted model. On the basis of the analysis of the present study, the following conclusions are drawn: hyperbole is the most dominant stylistic device used in the selected data followed by metaphor respectively , the stylistic devices are used to create full positive picture about the Queen Elizabeth II in a way that literal meaning could never convey , the stylistic devices are realized in a systematic way to embellish and improve the texts.

Keywords: *Death, Eulogy, Stylistic devices, Stylistics.*

1. Introduction

The present study aims at investigating the selected eulogic speeches, on the death of the Queen Elizabeth II, through doing stylistic analysis for seven stylistic devices found in these selected eulogic speeches under scrutiny.

Eulogy, which can be defined as a way to remember the person who died in a positive way and offer an opportunity to speak about who the deceased was and the ways in which she or he made a difference in the lives of family, friends, and his or her community, is part of ritualistic speaking events existing in nearly every culture in the world [1].

A eulogy is a speech or written tribute praising someone who has died by talking about their life and their achievements. While eulogies are frequently offered during funerals and memorial events, they can also be made in honor of someone on any occasion. Eulogies are one of the ritual parts that, when combined with other rituals, provide a complete picture of consolation and closure when a loved one passes away [2].

To the best of the researcher's knowledge, this topic has not been given sufficient attention. Therefore, the present study tries to investigate the seven stylistic devices in the selected eulogic speeches to identify the reasons beyond using stylistic devices and which device is used frequently in the selected eulogic speeches

2. Literature Review

2.1. Stylistics: an Overview

Stylistics, originating in the twentieth century, is rooted in the Russian formalism school of literary criticism. Russian Roman Jakobson, Victor Shklovskii and Boris Tomashevskii were the first pioneers; they searched for to investigate the characteristics and features of the texts offered in addition to their linguistic quality. Additionally, they investigated the concepts of foregrounding and defamiliarization of familiarity to give readers relevant viewpoints on the subject or piece of art being studied [3].

Stylistics is defined by Leech and Short [4] as "the linguistic study of style." It is rarely done for its own sake, it aims to explain how language is used to express certain ideas. They claim that goal of studying style is to explain something, and literary stylistics, in general, has the goal of explaining the relationship between language and creative function, whether implicitly or explicitly. Stylistics tackles the fundamental questions, which start with why and how, not what from the linguistic perspective. It examines how and why certain writer makes such use of expression, and what is the aesthetic value of such use. Therefore, a writer's style is only valuable to study if it is thought to reveal something about the writer as a literary artist [4].

Fundamentally, stylistics is the study of style. It focuses on examining the style of written or particular spoken texts. It tries to investigate the style or language of literary texts. It is different from literary criticism in that the latter makes an attempt to interpret and evaluate literary works but does so from a variety of points of view, including sociology, psychology, psychoanalysis, and literary and cultural history. While stylistics attempts to deal with the language of literary texts and through investigations of the systematics of the language, it reaches an explanation of those texts. It obtains such interpretations by applying linguistic insights and methodologies to study the language of literary works and to explain the interpretations of those texts on the basis of that study. Consequently, stylistics is the application of linguistics to the analysis and interpretation of literary texts [5].

Stylistics is the field that investigates the variations in language usage to establish rules that explain the unique choices made by individuals and social groups. Stylistic analysis aims to identify specific text styles, authors, or genres and qualify the analysts's intuitions about the text and make them aware of linguistic features and patterns. Stylistics aims to achieve various goals, which include: investigating linguistic features; creating messages; analyzing authors' and text styles; and analyzing the language itself. Through the accomplishment of these goals, stylistics will be shown to be an extremely powerful and auxiliary approach for studying language and all kinds of texts and discourses [6].

2.2. Stylistic Devices

Simpson [7] defines stylistic devices as means for adding a unique touch to any text by utilizing the principles of their construction. They can be classified into three categories: phonetic, lexicosemantic, and syntactic. A stylistic device is the product of the revaluation of neutral words, word combination and syntactic structures. The neutral words revaluation makes language units get connotations and stylistic value [8].

A stylistic device is defined by Bladick [9] as "an expression that departs from the accepted literal sense or from the normal order of words, or in which an emphasis is produced by patterns of sound". Utilizing stylistic devices gives words and sentences greater artistic significance, which enhances the language and increases expressiveness.

It is believed that stylistic devices are the "grace of language" since they give style and decoration to the language. However, their purpose is not merely decoration, though; they give the speakers' thoughts clarity and liveness. Also, they also create and maintain a clear and effective communicative link between the speaker and the listener [10].

Writers or speakers utilize stylistic devices, which are techniques to use words or phrases that go beyond their true meaning, to create a colorful and powerful effect or to make the meaning of a statement obvious and easy to remember. Figures of speech turn the literary work to be more pleasing or exciting [11].

The stylistic devices related to the present study according to Leech and short's Model [4] are :

2.2.1. Metaphor

Metaphor refers to the renaming of objects based on the affinity or similarity (whether real or imaginary) of some shared features between different objects [12]. Put it differently, it is the process of comparing between two different things to suggest similarity. Simpson [7] defines it as "the process of mapping between two different conceptual domains": the target domain represents the concept in need of description, and the source domain represents the concept used to create a metaphorical construction. Stockwell and Whitely [13] state that metaphor is utilized to "spice up" the speech. Zhukovska [12] mentions that "the main function of metaphor is aesthetic, it appeals to the reader's imagination".

2.2.2. Simile

The word "simile" comes from Latin and means "resemblance and likenesses." In technical terms, it is a figure of speech that compares two objects that have certain similarities.. To achieve such comparison, the markers 'as' and 'like' are used. It can have both an affirmative and a negative form: the affirmative form emphasizes similarities between the things being compared, while the negative form does the opposite [14].

A simile is an explicit comparison between two unlike things made with the use of terms like, as, resemble, etc. In simile, there are two objects are compared by using "like" or "as" in the sentence to highlight a certain feature that is shared between the two entities [14].

2.2.3. Personification

A trope or figure of speech in which inanimate objects, plants, animals, or abstract concepts are presented as though they were people and had human characteristics. In other words, personification is a figure of speech in which human characteristics are applied to an object, an idea, or an animal [4].

2.2.4. Synecdoche

Synecdoche is a figure of speech that relies on transference by contiguity, where a part is utilized for the whole, one individual for a group, a material for an object, or the opposite of any of these [15]. Synecdoche is defined by most definitions as the replacement of one part for the whole or the whole for a part, which are extremely basic definitions.

2.2.5. Rhetorical Question

A figure of speech characterized as a question both syntactically and phonologically. However, unlike the answer to the genuine question, there are not as many expectations for its answer. Furthermore, it is distinguished by providing the listener complete freedom concerning whether or not to respond [16]. Betten and Dannerer [17] refer to the answer of the rhetorical question as a "hypothetical answer". It has the purpose of persuasion [18].

2.2.6. Hyperbole

Hyperbole, which refers to "overshooting" from Greek, is an extravagant or exaggerated statement intended to evoke strong emotions or make a powerful impression rather than to be taken literally . Leech [19] defines hyperbole as "a case where the speaker's description is stronger than the actual situation". It means exaggerating or choosing a point on a scale which is higher than the true situation.

2.2.7. Euphemism

A euphemism is a substitute term used to describe something that makes it sound more acceptable than it actually is. According to Norgarrd [6], euphemism is a type of figure of speech or trope in which an agreeable term or expression is substituted for one that is crude, insensitive, disagreeable, or

otherwise prohibited. Euphemism is the use of a substitute word to try to hide or replace the word's negative meaning for a particular thing or activity.

This definition will be illustrated by the following example :

- The old man passed away last Saturday .

The word "dead" is attempted to be replaced in this sentence by the phrase "passed away." The phrase "passed away" is used to reduce the unpleasant connotation of the word "dead."

2.3. The Concept of Eulogy

The life of humans is known to revolve around three events: birth, marriage, and death. Particularly, death is given a lot of attention in some communities. The main death-related communication events include obituaries, dirges, tributes, epitaphs and eulogies [20].

Death is considered as the natural cycle of all living things on this planet because it is acknowledged as a normal part of life. Regardless of the form it takes, people view death as a very painful thing. So, losing loved ones causes a profound feeling of loss, and speech communities tackle this tragic event in different ways depending on their traditions. Generally, people express their feelings of sadness when they hear about someone's death [1]. Furthermore, Ochs [21] argues that the family of a deceased person believe that people do not understand their situations, and people find it difficult to offer comfort the family of a deceased person. Therefore, people must find appropriate words and convey them in a polite way in order to help and support the grieving family to return to their previous lives.

When asked what one should say to, or do for, someone who has lost a loved one, most people can only shrug. Most people understand that one is supposed to say something "kind," something "understanding," something "sympathetic" perhaps, to use the "right words" as it were, but exactly what one is supposed to say is something most people do not know [22].

A eulogy delivers the rhetorical requirements that arises in the event of a death. In general, eulogistic speech and rituals have two main functions: "to help the mourners tolerate with their loss and to separate the body of the deceased from the community of the living" [23]. Put it differently, the primary purposes of eulogies are to honor the deceased and provide comfort to the living. "A eulogy will acknowledge the death, transform the relationship between the living and the dead from present to past tense, ease the mourners' terror at confronting their own mortality, console them by arguing that the deceased lives on, and reknit the community," according to Campbell and Jamieson [24] in Western culture.

Jamieson [23] notes that "eulogies were created as a response to the death of loved ones. Eulogist rhetoric has traditionally affirmed the reality of death, eased the confrontation with one's own mortality, psychologically transformed the relationship between the bereaved and the deceased, and refashioned relationships of members of the community in the absence of the deceased"

Rozakis [2] defines eulogy as a speech or written given to praise a deceased person by giving a short speech about their life and their achievements . Eulogies are often delivered at funeral and memorial services, but they can also be given at any occasion to honour someone. Furthermore, he [2] mentions that every eulogy has three main goals:

- Express regret for loss
- Celebrate the life
- Find meaning

Speakers , during the delivering of eulogies, should concentrate on a few specific qualities of the person being honored in order to create the most powerful eulogies. Delivering a eulogy is a away of saying farewell (good bye) to a person who has just died. In essence, it is a way of bringing the life of a deceased person in the minds of the audience. In other words, hearing a eulogy is as a way to give people chance to remember the important parts of the person they have come to mourn [2]. Eulogy focuses on the celebrating about the life of a deceased person rather than on how and why he/ she died. In other

words, it focuses on the positive side of their life, for example, a eulogy for a martyr may concentrate on the effect of the martyr's bravery by giving examples about what did he do during the war [25].

For the successful eulogy, speakers have to let the audience how you knew the deceased person, talk about a personal story which focuses on a positive side of the deceased person and to let the family members, close friends and loved ones to recognize achievements of the deceased person and how everyone will miss him [1].

Jamieson and Campbell [24] state that there are five functions or purposes for a eulogy: "(1) to acknowledge the death, (2) to transform the relationship between the living and the dead from present to past, (3) to ease the mourner's terror at confronting their own mortality, (4) to console them by arguing that the deceased lives on, and (5) to re-knit the community."

Fundamentally, eulogies are prepared to honor the human soul by summarizing the significant events and facts in the deceased person's life. These written eulogies are thoughtfully constructed to evoke feelings of comfort or stimulation as well as a connection to the deceased [1].

Gray and Braden [26] suggest that the eulogist should gather his/her evidence from the following sources: "(1) traits of character, (2) aspirations and goals, (3) outstanding accomplishments, and (4) influences on men and the times" (pp. 383-384). Gray and Braden are describing the eulogy for the "great citizen" and not for the "everyday" citizen. They assume either that eulogies to exceptional citizens are, or should be, representative of everyday practice, or that only "great" citizens will be eulogized .

3. Data

3.1. Data Collection

The sample of the present study is limited to two eulogic speeches delivered on the death of the Queen Elizabeth II. The data of this study are chosen intentionally by the researcher according to certain criteria: the two speeches are full of eulogy and satisfy the items of the model.

The data deals with two speeches delivered by presidents: Anthony Albanese (Australian Prime Minister) and Liz Truss (Former President of the United Kingdom). More precisely, the selected data are distributed as follows:

- 1- Anthony Albanese televised a eulogic speech on the death of the Queen Elizabeth II and many official YouTube channels and many official accounts published it and then transcribed in various websites.
- 2- Liz Truss's eulogic speech on the death of the Queen Elizabeth II is taken from the official YouTube channel BBC NEWS.

3.2. The Model of Analysis

The model designed as an essential instrument for the analysis of the data is an adapted . It is based on Leech Short's model of figures of speech (2007).



Figure 1.
Stylistic devices by Leech and Short (2007).

3.3. Data Analysis

In this study, mixed methodologies are utilized while analyzing the selected data. Qualitative approach serves to answer questions beginning with: Why? How? In what way. In order to enhance the qualitative approach, the researcher adopts the quantitative approach to subject the analyzed data to statistical treatment to verify or refute alternate knowledge claims [27]. In relation to the quantitative method, statistical means are used for calculating the results of the analysis by using the percentage equation.

3.3.1. Stylistic Devices in Anthony's Eulogic Speech on the Death of Queen Elizabeth II

Text (1)

"this is a morning of sadness for the world, for the commonwealth and all Australians...it is a day of profound sadness and grief for the Royal Family who have lost a beloved mother ... The person who for so long was their greatest inner strength"

Analysis

There are only two stylistic devices used in this text. They are hyperbole and personifications. Hyperbole is used because there is a sense of exaggeration in the description of his sadness towards the loss of Queen Elizabeth II as in *"This is a morning of sadness for the world"*. In fact, not all the world is sad about her loss, so it cannot be taken literally but such expression is used in order to express deep sadness on the death of the Queen Elizabeth II. Personification in the sense that sadness is not something that has morning or a specific time. This device is called personification by giving the features of something to something *"morning"* to something abstract *"sadness"* to give the idea that the morning after the death of the queen was very sad for the world, for the Commonwealth and all Australians. Once again, there is another hyperbolic expression by using the superlative adjectives *"greatest"*, it is an exaggerated expression not to be taken literally, but the speaker uses it to indicate on the influence of the strength Queen Elizabeth II gave to those closest to her and the void she left behind after her death.

Text (2)

"Australians hearts go out to the people of united kingdom who mourn today, knowing they will feel they have lost part of what makes their nation whole"

Analysis

The ongoing text has hyperbole as in the phrase *"Australians' hearts go out."* Actually, hearts cannot go out to the United Kingdom. It is a hyperbolic and metaphorical expression at the same time by comparing hearts to something animate, because going out is a feature of animate things; a heart does not have a foot to go out or to move. Anthony utilizes this hyperbole, that is not meant to be taken literally, to exaggerate the sad feeling of his country on the death of the Queen as a way to show solidarity with the United kingdom.

Text(3)

"This is a loss we feel deeply in Australia.... Elizabeth 11 is the only reigning monarch most of us have known ..the only one to ever visit Australia.... Through the noise and turbulence of the years, she embodied and exhibited a timeless decency and an enduring calm. Her Majesty served our nation and the Commonwealth for 70 yearsher life of faithful service will be remembered for centuries to come."

Analysis

In this text, a euphemism is used, by using a polite expression instead of expression that has an offensive connotation to minimize the negative meaning, when the speaker says the word *"loss"* instead of saying the direct word *"death"*. It is used in the indirect way to convey sorrow on the death of the Queen Elizabeth II. Euphemism is being followed by hyperbole by using the word *'only'* twice to

indicate that she is the only Queen that most Australians know her and to indicate that she is the first Queen to visit that country. Once again, there is another hyperbole by saying “*Her Majesty served our nation and the Commonwealth for 70 years*” which is completely true, it emphasizes the length of the Queen's service by exaggerating it. In addition to hyperbole, personification is used clearly in this text as in “*she embodied and exhibited a timeless decency and an enduring calm*”. Here, the Queen's traits are personified such as “*timeless decency*” “*an enduring calm*” by mentioning that they can be embodied as if they are human beings. He gives the characteristic of human (embodied) to something abstract such as “*timeless decency*” and “*an enduring calm*”. He makes use of such personification to deliver vivid image and provoke deep emotions.

Text (4)

“Her Majesty celebrated our good times, and she stood with us during trials and hardships. happy and glorious but steadiest fast too.... In particular, we recall the sympathy and personal kindness she extended to Australians afflicted by tragedy and disaster - from floods and bushfires to wars and a pandemic. ...her words and presence were a source of comfort and solace for millions”

Analysis

The phrase “*stood with us*” is personification by giving the Queen's support the ability to stand physically. The speaker uses this personification expression in order to deliver the idea that the Queen gives Australia support during good and bad times. This personification is being followed by euphemism by utilizing the phrase “*afflicted by tragedy and disaster*” for gentle or kind language when describing Australians' pain. In addition to that, there is hyperbole as shown “*her words and presence were a source of comfort and solace for million*” to exaggerate the Queen's impact on people by mentioning the enormous amount of comfort that the Queen offered to a large number of people.

Text(5)

“Queen Elizabeth II has been a wise and encouraging guide, always wanting the best for our nation and greeting each change with understanding, good grace and an abiding faith in the Australian people's judgement. from her first visit, it was clear her majesty had a special place in our hearts. And we, in hers”

Analysis

In this text, there is personification by giving the human features (greeting) to abstract ideas (change). In fact, change is something that can not be greeted but he uses this personification in order to deliver the idea about the way the Queen in which she handles challenges. This personification is being followed by a metaphor, there is an implicit comparison without using the words “as” or “like”. In this metaphor, Anthony compares the significant of the Queen Elizabeth II to a physical place to indicate that the Queen Elizabeth II has an emotional significant position in the hearts of the Australian people.

3.3.2. Stylistic Devices in Liz Truss's Eulogic Speech on the Death of Queen Elizabeth II

Text (6)

“We are all devastated by the news we have just heard from Balmoral. The death of Her Majesty The Queen is a huge shock to the nation and to the world. Queen Elizabeth II was the rock on which modern Britain was built”

Analysis

Metaphor is utilized by Liz Truss as shown in “*Queen Elizabeth II was the rock*” to compare two different things. In this text, Truss compares the Queen Elizabeth II with rock which is not meant to be taken literally, but to deliver the idea of stability and contribution and strength of the Queen Elizabeth II that she provided to her people. This implies that Queen Elizabeth II played a fundamental role in the development of the United Kingdom.

Text(7)

“Our country has grown and flourished under her reign. Britain is the great country it is today because of her. She ascended the throne just after the Second World War. She championed the development of the

Commonwealth - from a small group of seven countries to a family of 56 nations spanning every continent of the world."

Analysis

Truss makes use of hyperbole by saying *"from a small group of seven countries to a family of 56 nations spanning every continent of the world"* which exaggerates the expansion of the Commonwealth under the Queen's reign in order to emphasize her global reach and influence. Also, she uses synecdoche when she says *"a small group of seven countries"* to represent the entire Commonwealth. This synecdoche utilizes a part (small group) to refer to the whole (all member nations). She uses in this text lexical devices to convey the idea about the Queen Elizabeth II's significant influence on Britain and the expansion of the Commonwealth.

Text(8)

"Through thick and thin, Queen Elizabeth II provided us with the stability and the strength that we needed. She was the very spirit of Great Britain – and that spirit will endure. She has been our longest-ever reigning monarch"

Analysis

Truss employs metaphor as in *"She was the very spirit of Great Britain"* by comparing the Queen to something abstract (the spirit of Great Britain) which is not meant to be taken literally. Truss uses this metaphor to convey the idea that Queen Elizabeth II represents the essence and identity of the United Kingdom. Also, a euphemistic phrase is used by using polite expressions instead of expressions that have offensive meaning in order to avoid harsh meaning as in *"Through thick and thin"*. Here, the speaker mentions *"thick"* instead of saying the direct words *"challenges and difficult times"*. These lexical devices are used effectively in this text to highlight the importance of Queen Elizabeth II and her long-lasting influence on Great Britain.

Text(9)

"It is an extraordinary achievement to have presided with such dignity and grace for 70 years. Her life of service stretched beyond most of our living memories. In return, she was loved and admired by the people in the United Kingdom and all around the world. She has been a personal inspiration to me and to many Britons. Her devotion to duty is an example to us all"

Analysis

At the beginning of this text, she makes use of metaphor as *"Her life of service stretched beyond most of our living memories"* by giving the Queen's impact the ability to be extended physically. It is not meant to be taken literally, but she makes use of this device to give the idea that the Queen's contribution has a great and profound impact on generations. Furthermore, she makes use of hyperbole as in *"Her devotion to duty is an example to us all"* to highlight or exaggerate the extraordinary level of her commitment to her duty by describing her as a real model to be followed by others.

Text(10)

"Earlier this week, at 96, she remained determined to carry out her duties as she appointed me as her 15th Prime Minister. Throughout her life she has visited more than 100 countries and she has touched the lives of millions around the world. In the difficult days ahead, we will come together with our friends.....across the United Kingdom, the Commonwealth and the world.....to celebrate her extraordinary lifetime of service"

Analysis

"In the difficult days" is a euphemism to avoid mentioning in the days after the Queen's death in order to avoid harsh reality to be without her. The sentence *"she has visited more than 100 countries"* is hyperbole because the speaker exaggerates the numbers of countries that the Queen Elizabeth II visited in her life.

"She touched the lives of many Britons" is a metaphor which is not meant to be taken literally. The word *"touched"* is utilized metaphorically by Liz Truss to give the idea that the Queen Elizabeth II had a significant influence on the lives of many Britons.

Table 1.
Overall occurrences and percentages of lexical devices in the selected eulogic speeches on the death of the queen Elizabeth II.

Lexical devices	Anthony's speech		Liz Truss's speech		Total occurrence	Percentage
	Freq.	p.%	Freq.	P.%		
Metaphor	2	13.3%	6	42.8%	8	27.5%
Simile	0	0	0	0	0	0%
Personification	3	20%	1	7.1%	4	13.7%
Synecdoche	2	13.3%	1	7.1%	3	10.3%
Rhetorical question	0	0	0	0	0	0%
Hyperbole	6	40%	3	21.4%	9	31%
Euphemism	2	13.3%	3	21.4%	5	17.2%
Total	15	99.9%	14	99.8%	29	99.7%

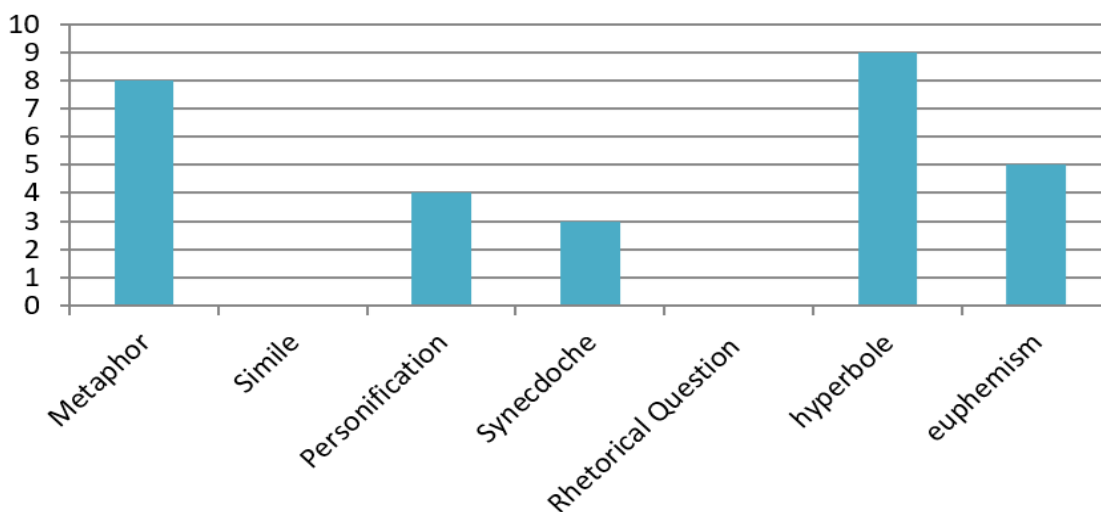


Figure 2.
The overall percentage of lexical devices in the selected eulogic speeches.

4. Results and Dicussions

Hence Table 1 and Figure 2 show that hyperbole as a stylistic device is used highly in the selected data under scrutiny followed by metaphor, euphemism, personification, synecdoche, simile and rhetorical question respectively. The rhetorical question is never being used in the selected data, and this means that the occasion may be not appropriate to raise questions . While hyperbole is being used most frequently in the selected data, this means the occasion presumes to praise the late Queen and they use hyperbolic expressions to describe their emotion about her great influence and how they feel sad about her death.

Hyperbole is the most frequent lexical devices used in the selected data to exaggerate the Queen's achievements and her positive quality as a way to help the mourners to tolerate their loss and also as a way to let her achievements be remembered for centuries to come by exaggerating them.

Metaphor comes in the second bank in the selected eulogic speeches . It is used eight times. The two presidents use an implicit comparison without using the word "as" or "like" to deliver the idea about the Queen's achievements and influence in a way that literal meaning could never convey. This means that they use metaphor to compare the Queen with something to show her achievements in a way that literal meaning could never convey.

Euphemism comes in the third rank. It is used in the selected data in order to avoid mentioning her

death or the deceased Queen or the harsh reality that in the coming days they will be without her.

Personification comes in the fourth rank. It is used four times in the selected data by giving the characteristics of humans to the Queen's impact or achievement as a way to show the extent of her impact to deliver an idea for the reader or listener an idea about the extent of the Queen's significant impact.

Synechdoche occurs when one part refers to the whole or the whole refers to the part. Recognizing synecdoche requires understanding different kinds of wholes and parts.

Simile is never used in the selected data. This means that they prefer to compare the Queen in an implicit way to deliver a specific idea that literal meaning could never convey.

Rhetorical question is never used in the selected data because the occasion is not appropriate to raise a question.

5. Conclusions

According to the results of the analysis, the study comes out with the following conclusions:

1. Hyperbole is the most prominent stylistic device in the selected eulogic speeches under scrutiny followed by metaphor.
2. The seven stylistic devices that are utilized in the selected data under scrutiny are affecting the eulogic speeches by making the speech clear and increasing intensity of language meaning to create full positive picture about the Queen and her achievements.
3. Stylistic devices are used in the selected eulogic speeches to enhance the texts, engage readers, and emphasize specific topics. Each stylistic device is realized using certain elements or words that can be found within or throughout the sentence. i.e. metaphor is realized by comparing the Queen with something different without using the words "like" or "as".

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