



A Critical stylistic analysis of the representation of the Iraqi local society in Sinan Antoon's *The Corpse Washer*

Hadeel Iedan Halyut, Prof. Dr. Ahmed Qadoury Abed

Mustansiriyah University, College of Arts, Iraq

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Abstract— *The study aims to examine and elucidate the ideologies that are used by Antoon to trace his local society in his novel *The corpse washer* and which textual conceptual tools of critical stylistics he implements in the selected extracts. The study adopts Jeffries' (2010) critical stylistic framework to analyze the collected data quantitatively and qualitatively. The data of this study are four extracts from a different chapter of Antoon's novel *The corpse Washer*. They are chosen depending on two themes: deterioration of education and art and insecurity. Each theme includes two extracts. The analysis of the data shows that Antoon uses all of the tools to present his viewpoint. The insecurity theme gets a higher percentage of the total use of analytical toolkits at a rate of 62.55%, which shows that Antoon criticizes the Iraqi government and American Army for their irresponsibility in protecting the Iraqi borders, which cause Al-Qaeda and Isis to enter the country and spread violence by killing Iraqis from different sects and ethnic groups. The analysis shows that the theme of decoration of education and art comprises 37.45% of the total use of textual conceptual functions offering Antoon's criticism for the Iraqi administration, teachers, and people for neglecting education and art.*

Keywords— *Critical Stylistic, Iraqi local Society, Sinan Antoon's novel *The corpse washer*.*

I. IRAQI LOCAL SOCIETY

Iraq is a big country with a specific geographical area. It has a common history that consolidates the values and social network of families and groups and a sense of belonging among its members. Hashem (2014,p.3-11) mentions that Iraqi local society consists of groups of people sharing a set of principles, social values, social ties, social networks, and interaction. It can be identified according to people (the group of individuals), the homeland (the land where the people live), social ties, which consider the basis of the people's solidarity and unity, and language, history, customs, and social traditions. She (2014,p.12) states that it is classified into bedouin, rural, and urban societies. Some general characteristics can distinguish these three subtypes. According to Alwady (2013,p.56), bedouin society lives in the desert, depending mainly on its natural resources in their life. It characterizes by a social culture that is seen by the main virtues like courage, generosity, hospitality, and loyalty to the tribe.

Tribal fanaticism means that the tribe has the function of government, and there are no property rights due to the common invasion and the absence of the government's role. In rural society, people live in villages, which are considered the social unit of the countryside. The government controls this society, unlike the previous one. For these reasons, lifestyle is dominated by simplicity, stability, social network, and adherence to values, customs, and cultural traditions. In contrast, in urban society, people live in the city depending on industries and trades. Alwady (2013,p.56) mentions that this type of society is characterized by the density of the population, which causes the absence of heterogeneity in society, and social mobility. Its social interaction is characterized by formal relations and a diversity of ethnic groups since urban society has different behaviour and social roles according to structural and functional institutions, such as religious, economic, political, and military. The Iraqi Ministry of Planning declares the total number of the Iraqi population in 2021, as illustrated in Table 1.

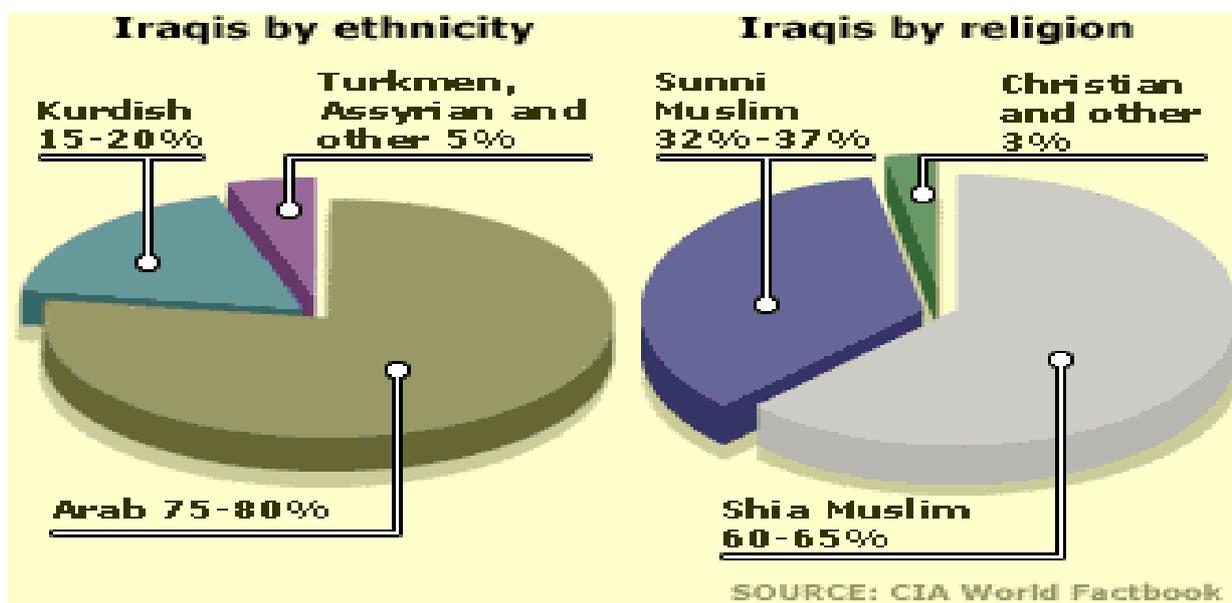
Table 1 The estimates of the Iraqi population during 2021 according to the Ministry of Planning
<https://mop.gov.iq/news/view/details?id=841>

Population	n	%
Males	20,810,479	51%
Females	20,380,179	49%
Urban	28,779,201	69.9%
Rural	12,411,457	30.1%
Total	41,190,658	

According to *Soldier's handbook to Iraq* (2010,p.5), 80% of the Iraqi population speaks Arabic, while others speak Kurdish, Armenian, and Assyrian, as illustrated in figure 1.

Figure 1

Percentage of the Iraqi Population according to their Ethnicity and Religion cited in *Soldier's Handbook to Iraq*(2010, p.5)



According to Al Samaraie (2007, p.931), Iraqi local society has suffered during the last two decades from three wars from 1980 to 2003. These wars have devastated Iraq's economic situation, health service, and educational level. Moreover, the humanitarian consequences of these wars were tragic and immense because most of the population was wounded, killed, or captured as prisoners of war. Dawood (2014,p.5) mentions that political instability has changed the situation in Iraq from a tyrannical regime to a relatively democratic one. This political transition causes economic instability and the emergence of societal violence at all levels of a sect, a family, party conflicts, and identity conflicts. In fact, the wars have affected all Iraqi social classes. According to *UN Assistance Mission for Iraq* (2005, p.1), the

transitional government has faced new armed terrorist operations by Abu Musab al-Zarqawi. He is a leader of a Tawhid wal-Jihad group and al-Qaeda. He has killed nearly 30000 Iraqi civilians. As a result, violence, instability, ignorance, and poverty dominate the local Iraqi society. Moreover, Al-Nadawi (2020,p.14) mentions other factors that cause poverty in Iraq, like financial and administrative corruption, migration, and forced displacement, which have led five million of Iraqis to leave their places after being controlled by the terrorist group ISIS in 2014. He (2020,p.6) confirms that this situation has forbidden most of the children from education, and some children are born without Iraqi national cards. Besides, there were 2,309,245 million refugees in 2005. These dramatic situations have caused

unemployment for workers who depend on wages for their livelihood. In addition, the Ministry of Planning has declared that the last estimate of Iraq's unemployment rate was 17.6% in 2014 and 20.4% in 2016. Hence, a multidimensional poverty status occurs in all aspects of Iraqis' social life, like education (joining a school), health (nutrition and children mortality), and the level of standard and comfortable living, including electricity, water, raw sewage, cooking fuel, etc.

II. CRITICAL STYLISTIC ANALYSIS

Critical stylistics is an approach to linguistics that studies the implicit ideologies in the texts. It is proposed by Lesley Jeffries (2010) in her book *Language and power*. Jeffries (2010) clarifies that CS give

“the reader a clear set of analytical tools to follow in carrying out critical analysis of texts, with the aim of uncovering or discovering the underlying ideologies of the texts” (p.6).

She (2010,p.16) states that it is an eclectic model that includes tools from critical discourse analysis and stylistics analysis to produce textual conceptual functions or analytical toolkits. She (2016, pp. 1-16) mentions that critical stylistics consists of ten analytical toolkits asking about the power and ideology embedded in language and also describing the ideology in the literary text. Coffey (2013) states that Jeffries introduces her framework to fill the shortcoming of CDA because it lacks comprehensive tools to analyze the text, whereas critical stylistics tools are more comprehensive than those used in critical discourse analysis. They display the “linguistic choices of text producers and their possible ideological motifs and implications” (p. 30). These analytical toolkits are based on some linguists' work from critical discourse and stylistic analysis, like Fowler, Fairclough, Simpson, and Short. By critical discourse, Jeffries (2010,p.11) means Fairclough's three dimensions to CSA: “*description, interpretation, and explanation.*” She uses “*description*

and *interpretation,*” whereas most scholars use the third dimension in critical discourse. By stylistic analysis, she refers to Simpson's (1993) model of modality, transitivity, and pragmatic analysis and Short's (1996) model of speech presentation. Jeffries (2010,p.11) states that critical stylistics consists of a set of analytical tools with different subcategories (see figure 2). They are the following:

- Naming and describing implied ideology through speaker's/writer's choice of naming to describe a referent, such as animate, inanimate, or thing.
- Representing actions/events/states is related to Simpson's (1993) model of transitivity, identifying by the semantic system of a clause. Jeffries(2010, pp. 40) confirms that transitivity conveys different functions, like “happening, doing, and state.”
- Equating and contrasting are identified according to lexical semantics that is used either to equate or contractive ideas, people, or things.
- Exemplifying and enumerating are used to give examples or list the number of categories.
- Prioritizing is used to make a specific element of the structure as the main focus or new information.
- Implying and assuming are related to pragmatics terms: presupposition and implicature when the speaker assumes or implies something.
- Negating is identified by syntactic triggers or morphological processes when the speaker uses them to create a real world or story to persuade the hear.
- Hypothesizing is related to Simpson's (1993) model of point of view, which clarifies the speaker's viewpoint via narrative style and modality.
- Presenting others' speech and thoughts include short's (1996)_model, which is identified by pragmatics terms direct and indirect speech when the speaker uses them to produce his viewpoint.
- Representing time, space, and society are related to the pragmatics term of deixis, which includes personal deixis, special, temporal, and social deixis.

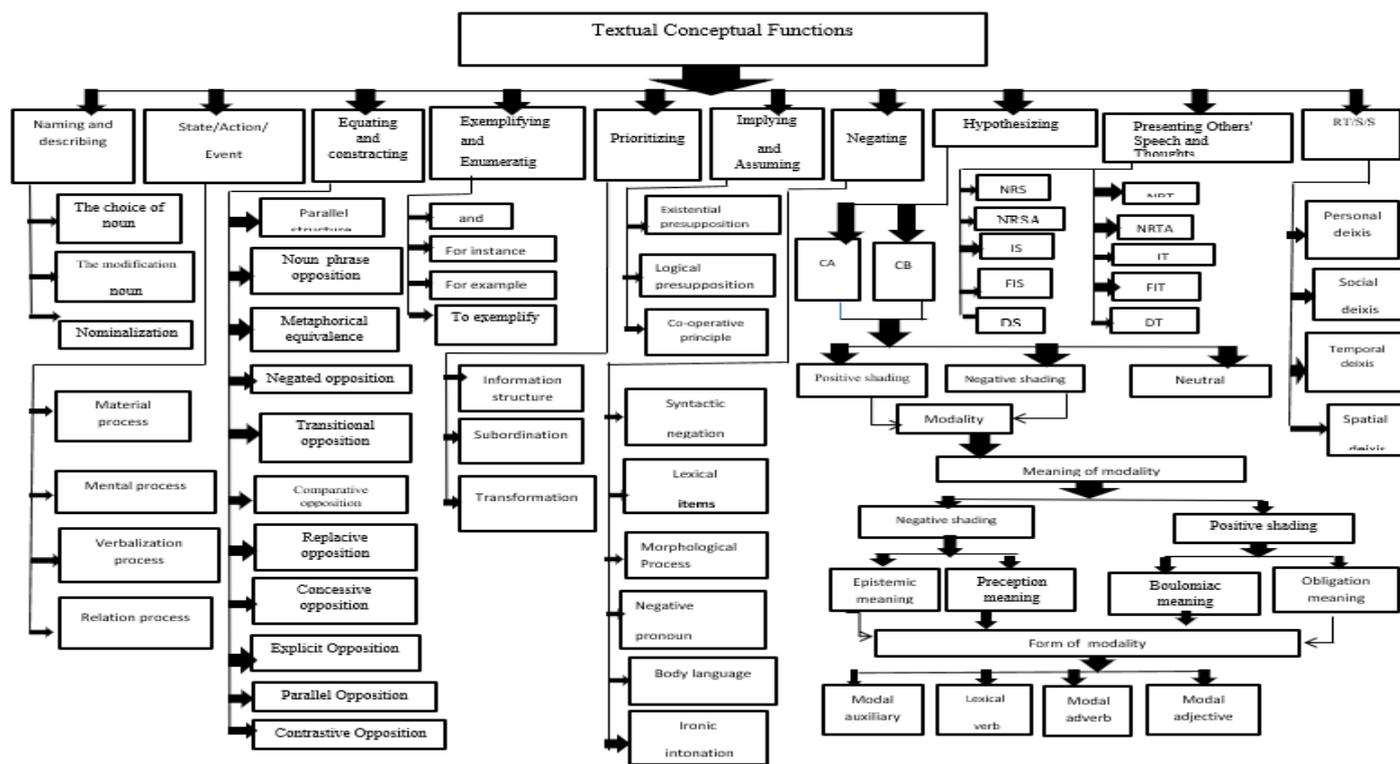


Fig.2 Jefferies' (2010) model of CS.

III. METHODOLOGY

The current research adopts Jefferies's (2010) model of critical stylistics to analyze quantitatively and qualitatively four selected extracts from different chapters of Antoons' novel *The Corpse Washer* to represent Iraqi local society. The extracts are selected based on two themes: Insecurity and the deterioration of education and art. Each theme includes two extracts. The extracts are related to the main character and the narrator of the novel, whose name is Jawad.

IV. DATA ANALYSIS

4.1 Deterioration of education and art

Antoon criticizes the Iraqi government and his society because both share in the deterioration of education art, as illustrated in the analysis of textual conceptual functions in the following two extracts:

4.1.1 Extract 1

This extract is taken from Jawad's speech when he described the education of art at school.

"At school, sports and arts classes were ignored and we often spent those classes (especially arts) playing soccer, or trying to sneak out to roam around the neighborhood.

Some years we would get teachers assigned for arts, other years we wouldn't" (Ch 8, p.32).

This quotation is narrated through direct speech and category A. It consists of the compound and simple sentences. The compound sentence includes the fronting process as in the adverbial prepositional phrase *At school*, which carries the focus of the information. Jawad used a passive sentence. It contains naming and describing via the choice of the nouns *sports* and *arts*, the verb *be were*, and the mental process *ignored*. Naming and describing are listed by enumerating as in the conjunction *and*. The sentence also includes the material process *spent*, the existential presupposition *of those classes*, and the personal deixis that refers to *Jawad* and the students expressing the deictic centre of his speech. These tools show that the author manipulated the reader's intention because he omitted the subject of the active sentence to make the reader notice the main important point of this sentence is ignorance of education. The last simple sentence includes the modal auxiliary *would* that conveys an epistemic meaning that represents Jawad's confidence and the truth of his speech. Also, the quotation includes the material process *get*, naming, and describing in *teachers*, negating in *wouldn't*. The ideological effect of these tools reveals that art seems to be neglected because of the decrease in the aesthetic value of ILS because of the wars.

"Our school didn't have a special arts room, and the administration wasn't keen on providing the necessary material for teachers.....Thus most arts teachers, if they bothered to show up at all, killed time by chatting with us or letting us do our homework for other classes. Meanwhile, they would read the newspaper or look out the window, asking us to keep it down when we became too noisy"(Ch.8, p.32).

Jawad narrated through direct speech and category A . Antoon changes his style in this quotation into active sentences to make the reader directly notice the reason behind the deterioration of education. The quotation includes a compound sentence and two subordinate clauses. The compound sentence contains existential presupposition in *Our school*, and *the administration*, naming and describing in the noun *arts* and negating in *didn't*, and *wasn't* make clear referent point to the deterioration of education. The relation process *wasn't* connects the carrier *the administration* with the attribute *keen* to describe the fact situation. The information structure as in the propositional phrase *on providing the necessary material for teachers* shows the government's dereliction in improving education. The subordinate clauses contain naming and describing in the choice of nouns *arts teachers*, the mental process *bothered* and *look* the material process *killed*, and *read*, the existential presupposition *the newspaper*, *the window*, and the relation process *became*. The ideological effect of these tools reveals that Antoon criticizes the Iraqi government for the deterioration of art education, which seems to become a natural ideology in ILS since wars, government, and Iraqis all share in that. For example, the government did not provide infrastructure or technical systems for art teachers. Neglecting these issues causes degradation of the art lesson; hence, the result negatively impacts the Iraqis' life. For example, on one side, the art teachers neglect art lessons; on the other, the Iraqi families consider art useless because the wars made them focus only on their daily lives. Therefore, the aesthetic value of art is neglected.

4.1.2 Extract 2

In this extract, the following analytical toolkits show that Antoon criticizes the Iraqi people for their negative view of the career of an art teacher, which causes neglecting of the aesthetic value of art

"I remembered how my father shook his head when he was certain that I wanted to make the Academy of Fine Arts my first choice"(Ch. 10,p. 41).

Jawad narrated his thought using category and narrative report thought that appeared through the mental process *remembered*, showing his frustration. This

quotation has a subordinate clause. It starts with the personal deixis *I*, showing the deictic centre of Jawad's speech. The existential presuppositions *my father*, *his head*, *my first choice*, and *the*. The mental process *shook* and *wanted*. The relation process *was* connects the carrier *he* with the attribute *certain*. It also expresses the epistemic meaning of modality through the structure *be + adjective +that* to show his father's knowledge of what he (Jawad) wants to do. The information structure in *my first choice* shows the disagreement between Jawad and his father. The ideological effect of these tools shows Antoon's emphasis that not only the government and teachers neglect the education of art but also the Iraqis share in that.

"He asked me sarcastically: "So what will you be after you finish? An arts teacher?" "(Ch. 10,p. 41).

In this quotation, Jawad used direct speech with category B. The quotation contains the personal deixis *he* that functions as a deictic projection. The verbalization process *asked* shows his father's disappointment with his choice because he knows Jawad's aim. The modal auxiliary *will* conveys an epistemic meaning that expresses the speaker's knowledge. The personal deixis *you* functions as a deictic field. The material process *finish* refers to Jawad's intentional action and naming and describing in the noun phrase *An arts teacher* shows his father's dissatisfaction with this job. The tools show Antoon's criticism of those who do not appreciate art.

"I answered: "Maybe. Is teaching shameful?"

In this quotation, Jawad expressed his opinion by using category A and direct speech. The direct speech includes personal deixis *I* that express the deictic centre of his speech. The verbalization process *answer*, a nominalization in the noun *teaching*, and the modal adverb *Maybe* that conveys an epistemic meaning. The modal adverb expresses the certainty of his choice. The tools show different viewpoints between the old and new generations.

"There are other types of work as well. He handed back the list and repeated a favorite sentence: "One has to look out for one's livelihood, son!. Even if you don't want to work with me, at least study something useful for yourself and others. Something good!"(Ch. 10,p. 41.)

Jawad used direct speech and category B to narrate his father's original speech. Naming and describing in *work* shows how some people neglect the positive side of improving the nation. The personal deixis *he* has deictic projection. The verbalization process *repeated* emphasizes his father's viewpoint. The modal verb *has to* expresses deontic meaning. The choice of the nouns *livelihood*, *son* shows powerful discourse because the father has the authority over his son /daughter in the Arab world; hence,

education will disappear. If each father orders his son to do that. The ideological effect of these tools reveals that Jawad was frustrated because no one in his family encouraged him, and his father always advised him to neglect the idea of being an artist because art did not provide a good sustenance. His father used a subordinate clause that includes the personal deixis *you* that has a deictic field, negating as in *don't*, the mental process *want*, and *study*, and the fronting process as in *at least*. The ideological effect of these tools reveals that poverty is the central problem in Iraqis' life that causes the neglect of art.

"I wasn't surprised, but the episode saddened me. He never forgave me for straying from the path and favoring art over the useful profession he had inherited from his ancestors"(Ch. 10,p. 41).

This quotation is narrated through category B and free indirect speech. The theme of deterioration of art appeared via the personal deixis *I* that has its deictic centre, negating in the relation process *was* that connects the carrier *I* with attribute *surprised* that reveals this is not the first time that his father bothers him for his choice to be an art teacher. The mental process *saddened* shows Jawad's frustration, and the mental process *forgave* reveals his father's viewpoint about teaching. The use of naming and describing in noun *episode* that is modified by the definite article *the*, the noun *profession* that is modified by the sequence of definite article and adjective as in *the useful*, and the choice of the noun *art*, the existential presupposition *his ancestors*, and the material process *inherited* show how some Iraqis share in neglecting education as in Jawad's family prevented him from achieving his dream and made him a frustrated young man.

4.2.1 Insecurity

Textual conceptual function shows how Antoon highlights the main reasons for insecurity in Iraq, as illustrated in the following analysis below:

4.2.1 Extract 3

In this extract, Jawad narrated Sabri's speech. He was his father's friend. He escaped to Berlin because he was a Communist, and Ba'athists wanted to capture him. They executed most of the Communist officers in the army because they were against Saddam's government; then, he returned to Iraq after 2003.

"We entered Iraq at dawn and it was a painful sight." "The border checkpoint with Jordan had only three soldiers and only one Iraqi official wearing slippers and stamping passports"(ch.21,p. 79).

The quotation is narrated through category B and direct. It includes simple and compound sentences. The simple sentence contains the personal deixis *we*, and *it*.

The latter refers to Iraq. The sentence also contains the material action process *entered*, the relation process *was*. The theme of insecurity appears through naming and describing in the noun *sight* that is modified by the adjective *painful*. The compound sentence includes the relation process *had*, naming and describing in the nouns *soldiers* and *official*, which are modified by the adjectives *three*, *one Iraqi*, and the noun *border*, *checkpoint* that are modified by the definite article *the*. The tools show the weakness of the transitional Iraqi government in protecting the Iraqi border.

"He asked the official who decided who was allowed in and who was not, and he said the American officer decided. "I just stamp"(ch.21,p. 79).

In this quotation, the style of the narrator is shifted to indirect speech. The quotation contains a subordinate clause. It includes the personal deixis *he* that refers to Sabri. It functions as a deictic projection. The verbalization process *asked* identifies what Sabri said. The use of naming and describing in *the official*, the MP *decided*, the material process *allowed*, negation in *was not*, the verbalization process *said*, naming and describing in the noun *officer* that is modified by the sequence of the definite article *the*, and the adjective *American* show the power of the American Army over the Iraqi soldiers, whereas direct speech, in the last simple sentence conveying the Iraqi official's original speech represented by the personal deixis *I* and the material action process *stamp*, showing the weakness of the Iraqi government in ruling the contrary.

"So if the border checkpoint is like that, imagine how easy it is to enter from other points. Anyone coming now from Syria, Saudi Arabia, or Iran can enter"(ch.21,p. 79)

Sabri's dialogue is narrated through category B and direct speech. It includes naming and describing in the modification noun *the border checkpoint*, and the mental process as in *is like*. The latter also functions as a relation process. The modal verb *imagine* conveys the epistemic meaning that indicates the speaker's mental cognition about the events. The verb *imagine* also functions as a mental process. The temporal deixis *now* refers to the time of his speech. The modal auxiliary *can* conveys a boulomaic meaning, and the material action process *enter*. These tools show the starting point of the insecurity in the country since protecting Iraqi areas is neglected.

"He said that one of the Iraqi officials at the border asked him for a sum of money, and when my uncle asked why he should pay, the man answered "Why not?"(ch.21,p. 79)

Jawad narrated Sabri's dialogue by using category B and indirect speech, which appeared through the reporting clause *he said* and the subordinate clause that usually started with *that*. The subordinate clause contains the personal deixis *he* that refers to Sabri. It functions as a deictic projection. The VP *said* refers to what he said. The use of naming and describing in *the Iraqi officials* and verbalization process *asked*, an information structure in the prepositional phrase *for a sum of money* display the corruption in Iraqi institution, the existential presupposition *my uncle*, the modal auxiliary *should* that has a deontic meaning, and the material action process *pay*. Naming and describing in the noun *man* is modified by the definite article *the*, and the verbalization process *answered* shows that the soldier felt safe from the legal penalty because the law seemed absent at that time.

"I told him that bribery had become endemic during the last years of the embargo and now was part of any transaction"(ch.21,p. 79).

In this quotation, the narration style is shifted from category B to A by using indirect speech. Here, the speaker is Jawad. He used a subordinate clause which includes the personal deixis *I* that shows Jawad at the deictic centre of his speech. The verbalization process *told* shows the verbiage of what he said. The use of naming and describing in the choice of the noun *bribery*, *endemic*, *the embargo*, and *transaction* give negative views about Iraqi institutions describing how corruption engulfed the Iraqi institutions. The use of material action process *become*, the temporal deixis *now*, the relation process in *was*, and the information structure in the prepositional phrase *"during the last years of the embargo"* emphasize that wars are the main reason for all corruption since they increase poverty in the country; hence, some employees in the Iraqi institutions began to take bribes from people to complete any transaction. The ideological effect of these tools shows that Antoon criticizes the weakness of the Iraqi state in applying the law in its institutions to eliminate bribery because of the institutional corruption increased during the last two wars.

"Dictatorship and the embargo had destroyed the country. Now we had entered the stage of total destruction to erase Iraq once and for all"(ch.21,p. 79).

In this quotation, Jawad narrated Sabri's dialogue by using category B and direct speech. His speech includes two simple sentences. The first one contains the choice of the noun *Dictatorship*, which refers to Saddam's government, the noun *country*, and *embargo* is modified by the definite article *the*. The noun *country* refers to Iraq, and the noun *embargo* refers to the sanctions that the United Nations Security Council (UNSC) imposed on Iraq.

The sentence also contains the material action process *destroyed*. The second simple sentence includes the temporal deixis *now*, the personal deixis *we*, the material action process *entered*, naming and describing in the noun *stage* that is modified by the definite article *the*, and the noun destruction modified by the adjective *total*. The tools reveal that the political struggles are the main reason for insecurity, corruption, and Iraqis' suffering; also, the choice of these tools makes a stylistic effect on the reader that leads him/her to anticipate other bad situations that occur in the country. the

"He took out his passport and said that even the name of the state no longer existed. The stamp simply read, "Entry-Traybeel Border Point. As if Iraq had been wiped off the map"(ch.21,p. 79).

The style of narration is shifted to indirect speech. The quotation includes compound sentences and two simple sentences. The compound sentence includes projection deixis in the personal deixis *he*, the material action process *took*, the existential presupposition *his passport*, the verbalization process *said*, naming and describing in *the name*, *the state* that refers to Iraq, and the mental process *existed*. The simple sentences contain naming and describing in noun *The stamp*, the material *read*, ND as in the choice of the nouns *Traybeel Border*, the MAP *wiped*, an information structure in the prepositional phrase *off the map*. The ideological effect of these tools reveals three factors. Antoon explicitly criticizes the past and new Iraqi government and the American army. First, the irresponsibility of the American Army in protecting the Iraqi border allowed Al-Qaeda and ISIS to enter Iraq and exercise violence against the Iraqis. Second, corruption increased in the Iraqi government's institutions during the last two wars. The third is the political conflict represented by the last two wars, and the sanctions destroyed the country.

4.2.2 Extract 4

In this extract, Antoon describes the insecurity during the American invasion of Iraq in 2003. Ismael (2009,p.1) states that the American invasion aimed to distribute Iraq into weak regions of multi-sectarian. It also caused insecurity in the country, which helped Al-Qaeda and ISIS to create sectarianism and all violence in Iraq. They started to explode in many places in the whole country. As mentioned in section 1, many people were killed and kidnapped by them. In this extract, Jawad used free indirect speech and category B to narrate how Hammoudy disappeared when he went to the Shorja market to buy camphor, and ground lotus leaves for the mghaysil.

"Hammoudy did not come back home that day, nor the following day. His cell phone was turned off and he didn't respond to the text messages that his wife and his brother, who worked at an electronics store, had sent him. There had not been any bombs or explosions at the Shorja market that day—or even that month"(ch.27,p.98).

This quotation consists of three compound sentences and three subordinate clauses. The first compound sentence includes the choice of the noun *Hammoudy*, negating as in *did not*, the material action process *come back*. The second compound sentence contains the existential presupposition *His cell phone*, and *the text messages*, the passive sentence *His cell phone was turned off*, the material process *turned off*. The subordinate clauses that are embedded within the compound sentence include the personal deixis *he*, negating *didn't*, the verbalization process *response*, the material process *worked*, *sent*. The last subordinate clause contains negating *had not*, naming and describing as in the choice of the nouns *bombs*, *explosions*, and information structure as in the adverbial prepositional phrase *"at the Shorja market that day—or even that month."* Also, naming and describing appear via the noun phrase *the Shorja market*. The ideological effect of these tools reveals that Iraqis disappear suddenly, which causes feelings of insecurity in their country. The absence of Hammoudy introduces many questions about whether he was killed, kidnapped, or arrested.

"For two days they looked for him in the hospitals nearby and went to police stations without coming up with anything."(ch.27, p.98).

This quotation includes a compound sentence, a simple sentence, and a subordinate clause. The first compound sentence includes the fronting process as in the adverbial prepositional phrase *For two days* which considers the focus of the information. The personal deixis *they* refer to Hammoudy's family. The MP *looked for*, the existential presupposition *the hospitals*, the material process *went*, and the information structure in *without coming up with anything*. The tools show Iraq as an insecure state and the weaknesses of the police stations in searching for absent people.

People told them to go to the morgue. His brother looked at all the photos they had of all the bodies piled up everywhere in that place, which couldn't cope with the numbers, but found nothing. Did someone kidnap him thinking that he was a wealthy merchant? Neither his appearance nor his age would lead anyone to think that"(ch.27, p.98).

The simple sentence contains naming and describing in the referent noun *People*, and the noun

morgue that modified by the definite article *the*, the verbalization process *told*. These two tools clarify that Iraqis seem to be used to find their absent relative in the morgue. The subordinate clauses include the existential presuppositions *His brother*, *the photos*, *the bodies*, *the numbers*, *his age*, and *his appearance*, the material process *piled up*, and *kidnap*, the mental process *looked at*, the personal deixis *he*, the modal auxiliaries *couldn't*, and *would* that convey the epistemic meaning that expresses the speaker's knowledge. The clause also contains the mental process *cope*, the *lead*, *found*, the relation process *was*, naming and describing in the choice of the noun *merchant*, negating *couldn't*, *nothing*, and contrastive opposition as in *but*. The ideological effect of these tools shows how the weakness of the government's role in protecting the borders and applying the law are the starting points for insecurity which allows terrorist groups in the country like Al-Qaeda and ISIS.

"Kidnappers usually call the family to demand a ransom and never deliver the body until they get their money, or some of it. No one ever called. Hammoudy never came back, even though his mother walked to Najaf three times"(Ch 27 p. 98).

This quotation consists of a compound sentence, a simple sentence, and a subordinate clause. The first one includes the choice of the noun *Kidnappers*, the material processes *call*, *deliver* and *get*, the existential presuppositions *the family*, *the body*, and *their money*, and the personal deixis *they*, and *it*. The ideological effect of these tools reveals that the Kidnappers took people to get a ransom, but Hammoudy's absence is mysterious because no one calls them for a ransom. The simple sentence includes negating in *No one*, the material action process *called*. The subordinate clause contains the choice of the noun *Hammoudy*, negating as in *never*, the material process *came back*, *walked*, and the existential presupposition *his mother*. The ideological effect of these tools shows that Antoon implicitly criticizes the Iraqi government's weakness in protecting the capital city's population. During the last war, most of the local people were killed and kidnapped at different ages, whether poor or rich, based on a sectarian basis; hence, Iraqis only think about insecurity in the country because of explosions, kidnappings, and killing increased during the last war.

4.3 Discussion

The analysis of analytical toolkits reveals that the selected extracts represent the Iraqi urban local society's life that is appeared via naming and describing in the noun phrase *the Shorja market* and *mghaysil*. The former is a big market in Bagdad, and the latter is in the city of Al-Kadhimiya. It is the place of the corpse washer. Besides,

most of the events of the story are at the mghaysil. Table 2 illustrates that Antoon uses all of the critical stylistics tools at different percentages to present the themes of the selected extract. For example, state, action, and event score 31.91% in constructing reality via material, relation, verbalization, and mental processes.

Naming and describing get 16.17% which makes ideological means to the referent names. Presenting time, space, and society comprises 12.76% to present the deictic centre, deictic field, and projection. Implying and assuming have 11.915% to purpose existential and logical presupposition. Prioritizing comprises 10.63% to present the focus of the information via subordination, information structure, and transformation. Negating gets 6.38% which presents the characters' viewpoint via syntactic negating. Presenting others' speech and thought has 5.53% of presenting other speech via direct speech, free indirect speech, indirect speech, narrative report speech, direct thought, Hypothesizing 3.83% via category A, which includes first-person narration, and category B via reflected mode when the events are narrated via the conscious of the characters such as Jawad he is the main character and the narrator of the novel. Antoon uses negative and positive shading to produce the meaning of modality through different linguistic forms of modality(see figure 2). Moreover, exemplifying and enumerating comprise 0.42% via only the use of enumerating; also, equating and contracting have a similar rate of enumerating via metaphorical equivalence. Table 2 shows that the theme of insecurity gets the 62.55% of the total use of the analytical toolkit. State, action, and event score 32.65%, naming and describing 19.04%, presenting time,

space, and society 8.84%, implying and assuming 12.24%, prioritizing 10.88%, presenting others' speech and thought 44%, hypothesizing 3.40%, negating 6.14%, equating and construction and exemplifying and enumerating have similar percentage at a rate of 0.68%. The ideological effect of these tools shows that Antoon presents the American Army and the sequence Iraqi governments as the main reason for Iraqis' suffering and feeling of insecurity. He criticizes Saddam's government and the US sanctions because they together have destroyed the infrastructure of Iraq (see extract3). The previous regime caused a conflict with Iran (1980-1988) and Kuwait (1990), as well as the last war (2003). Besides, he criticizes the irresponsibility of the Iraqi government and the American army in protecting the Iraqi borders during the last war. Hence ILS feels insecure in their country (see extract 3). Besides, Their irresponsibility leads to the infiltration of Al-Qaeda and ISIS into Iraqi territory, which causes violence that dominates the Iraqis' lives. The analysis shows that Antoon criticizes the Iraqi government for its irresponsibility in improving education; as shown in Table 2, the theme of the decoration of education and art comprises 37.45% of the total use of analytical toolkits. State/ action/event gets 30.68%, deixis 19.31%, implying and assuming and naming and describing similar score percentages at a rate of 11.36%, whereas prioritizing comprises 10.22%, negating 6.81%, presenting others' speech and thought 5.68%, hypothesizing 4.554%. These tools show that neglecting art lessons seems to become a natural ideology in ILS because all share in that, such as administration, teachers, and people (see sect., Ex. 1 and 2).

Table 2 Percentage and frequency of TCF in the selected extracts from The corpse washer

NO.	Textual conceptual functions	Deterioration of education and art		F	P	Insecurity theme		F	P	TF	TP
		Ex.1	Ex2			Ex. 3	Ex.4				
1	S/A/E	10	17	27	30.68%	27	21	48	32.65%	75	31.91%
2	Naming and describing	4	6	10	11.36%	19	9	28	19.04%	38	16.17%
3	Presenting time/space and society	6	11	17	19.31%	10	3	13	8.84%	30	12.76%
4	Implying and assuming	3	7	10	11.36%	6	12	18	12.24%	28	11.915%
5	Prioritizing	6	3	9	10.22%	6	10	16	10.88%	25	10.63%
6	Negating	3	3	6	6.81%	1	8	9	6.14%	15	6.38%
7	Presenting others' speech	1	4	5	5.68%	7	1	8	5.44%	13	5.53%

	and thought										
8	Hypothesizing	3	1	4	4.54%	3	2	5	3.40%%	9	3.83%
9	EE	0	0	0	--	1	0	1	0.68%	1	0.42%
10	EE	0	0	0	--	1	0	1	0.68%	1	0.42%
								TF 147	TP 62.55%	235	

V. CONCLUSION

The study concludes that Antoon criticized the political situations and local life of his society for different issues. He condemned Saddam's regime because of the wars that had destroyed the infrastructure of the country. The regime caused a war with Iran for eight years. Then, he invaded Kuwait in 1990. As a result, the US imposed sanctions on the country, and the last war caused the invasion of Iraq by the American army in 2003. He also criticized the American military and transitional government for irresponsibility in protecting the country. He also criticized the Iraqi government because it neglected the education system.

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