

A Critical Discourse Stylistic Analysis of Discrimination with Supply Chain Practices in English Children Short Stories

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This paper explores discrimination in English children short stories through critical stylistics CS and critical discourse analysis CDA frameworks along with supply chain practices. CDA aims at uncovering the embedded ideology through the relations between textual analysis and socio-context. CS also aims at revealing the embedded ideologies through linguistic choices. Discrimination is a slippery concept. It covers a range of distinct circumstances in political theory and applied ethics dealing with justice, medical ethics and criminal justice besides multiculturalism, liberal rights, and feminism. Discrimination is, for instance, when somebody treats a person identified as being of a particular class differently than s/he otherwise would have done owing to un-due temperament or prejudice against persons of that class. Discrimination can be direct, indirect, or structural. The eclectic model which is adapted in this study integrates CS and CDA frameworks to investigate the linguistic structures of the chosen short stories that represent discrimination. The finding of this study indicates that children are bitterly subjected to discrimination of diverse type: gender, race and colour.

Key words: *Critical discourse stylistics, discrimination, short stories.*

Introduction

Sometimes, this question is thought to have no need to be answered, since put simply, discrimination is known when it is seen. However, this answer is not sufficient, as some people use the term in its generic sense to refer to the treatment of individuals differently. While supply chain practice defines discrimination, in more a specific sense, as differential treatment plus "something else". " Some would say that the relevant " something else " is provided by



some moral property such as justice, moral impermissibility, all things considered, or moral objectionableness " (Lippert-Rasmussen 2017).

Discrimination is a surprisingly slippery concept which has received great attention in recent years with a focus on constructing a precise definition of the term because the concept covers "a wide variety of disparate cases crossing traditional boundaries in applied ethics and political theory, from distributive justice, medical ethics, and criminal justice to multiculturalism, liberal rights, and feminism". For Lucas (2009), discrimination "is a particular social phenomenon, a social relation with a particular character that pertains between types of persons". Brown's (2017) view of discrimination is that "it consists of harmful actions against others because of their membership of a certain group. These actions can be bitterly negative behaviour directed toward an out-group member or they can be simply less positive behaviour than those directed toward the in-group".

Recognizing that discrimination is either unintentional or with intention is important. Discriminatory attitudes can be explicit and unconscious or implicit. Explicit stereotypes or attitudes are termed controlled attitude, because individuals consciously and deliberately reflect them. In contrast, implicit stereotypes and attitudes "are a well-learned set of associations about social groups and attributes that are typically learned early in childhood" (ibid). Prediction of explicit discrimination is easy, because it is purposeful behaviour. In contrast, "implicit biases are the best predictors of discriminatory behaviours ". Brown (ibid) explains, "For example, it is not socially acceptable to believe that stereo-type that black children are less intelligent than white. Yet, most people hold this implicit association because of the prevalence of this stereotype in media and cultural socialization", therefore; this belief might be of concern in teacher evaluation of the black students in their classrooms. Like adults, children suffer from discrimination, for example, immigrant children are often in the ethnic or racial minority in their host country." Thus immigration status and race / ethnicity are confounded. The result is that native-born white children may discriminate against immigrant children, not because of their immigration status per se, but because of their more visually salient ethnicity. The operational definition of discrimination is that discrimination means treating a person or a group differently, due to their possession of such characteristics as colour, race, gender, ethnicity, class, nationality .This discrimination harms these individuals or a

group, and lessens their freedom. Lippert-Rasmussen (2017) distinguishes between direct discrimination, indirect discrimination and structural discrimination.

Direct Discrimination refers to the most paradigmatic and uncontroversial cases that consist of different treatment, such as where an agent treats a person or group of persons in a way in which s/he does not treat other persons, or is racist, being rude and hostile towards members of a different race.

Indirect discrimination can be defined as "unjustified application of a provision, criterion or practice, the effect of which is disproportionate to disadvantage members of group defined by reference to a protected characteristic" (Farrior : 2017) .

Structural Discrimination refers to rules, norms, routines, patterns of attitude and behaviour in organizations and other societal structures which represent barriers to members of a group in achieving the same rights and chances that are available to the majority of the population. An obvious example of this type of discrimination occurs in the arena of housing.

Literature Review

Discrimination is considered to be changeable not static, according to new circumstances .The form of discrimination is based on the relevance to discriminates. There are three types of discriminates, those subject to classical, standard, and novel forms of discrimination. Classical discrimination includes gender, race, or religion (Lippert-Rasmussen, 2017). Standard discrimination involves disability, age, and nationality. Finally, novel discrimination includes obesity discrimination, ‘lookism’, and discrimination against transgender people (ibid).

Critical Stylistics (CS)

This branch is associated with the researcher Lesley Jeffries and the publication of 'Critical Stylistics: The power of English' (Jeffries 2010). Critical stylistics Cs is seen as a mainstream text-based stylistics with a certain (critical) purpose. Tabbert (2015) asserts that "Critical Stylistics was developed by Jeffries (2007) when she set out to explore the hegemonic discourses on the female body in society and the influence of feminist ideologies". Jeffries (2009) argues that when she studied linguistics, she realized that there is a lack of tools to

analyse literary studies. With satisfying that stylistics can provide these tools, she found what she needed and she applies similar tools to questions of power and ideology in language. Fairclough (1989) poses three stages of CDA for analysing texts, these are description, interpretation and explanation. However, Jeffries (2010) indicates that the main focus of most CDA scholars is on the third stage which is explanation, i.e. "how texts fit into the socio-political landscape in which they are produced or read "(ibid). On the contrary, Jeffries focuses on the first two stages (description and interpretation), and takes a strongly language-oriented attitude towards the conviction that language typically has some form-function relationship.

This assumption is based on Halliday's approach and his division of the functions of language into three meta-functions ('ideational' which means how language represents the world, 'interpersonal' which refers to how language mediated between people , and 'textual' which means how linguistic items make the discourse as a whole function). Jeffries' tools of analysis may be based primarily in the context of the first meta-function, since they explain how language represents the world (Jeffries, 2009). To demonstrate, texts may name things, characterize them and hypothesize about alternative realities among other things, and these notions of what texts do are essential to critical stylistics (ibid). CS aims at integrating stylistics and CDA. Jeffries thinks that " stylistic tools could be used to describe literary effects, and that CDA tools could be used to analyse the contextual features of powerful language, and consequently these two kinds of tools combined together should be more effective". She argues that since the stylistic choices made by a text producer are 'ideologically loaded' and 'ideologically manipulative', the implicit ideologically encoding or the 'ideological content' of a text should be uncovered (Burke, 2017).

Methodology of Critical Stylistics

Jefferies's framework includes a number of tools (Tabbert, 2015; Sotirova, 2015), these are

1. Naming and describing: Indicates the choice of nouns denote referents.
2. Equating and constructing : Noun phrase apposition, parallel structures indicating synonymous relationships (words have the same meaning); Lexical or structurally constructed opposition (antonymous sense relations or syntactic triggers); negation.



3. Enumerating and exemplifying: two, three or four-parts lists indicating, for example, they are homonymous.
4. Assuming and implying: Pre-supposition and implication.
5. Prioritizing: Transformational of grammatical constructions, such as active or passive voice.
6. Constructing time and space: Choice of tense; adverbial of time; deixis; metaphor.
7. Representing: Actions / Events / States which are denoted by transitivity choices.
8. Presenting opinions and speech: Refers to representation of speech and opinion through modality, narrative's report speech, or speech act, direct or indirect speech.
9. Hypothesizing: Modality.
10. Negating: The construction of non-existing worlds in a certain fiction to enhance that fiction and affect discourse such that the receiver experienced fear or desire or believes the implied reality.

What is Critical Discourse Analysis CDA?

Critical discourse analysis (CDA) comes from critical linguistics (CL) which developed at the university of East Anglia in the 1970s. The terms critical linguistics 'CL' and critical discourse analysis 'CDA' are often interchangeably used, however, recently CDA is the preferred term. CDA is rooted in Rhetoric, Linguistics, Anthropology, Philosophy, Cognitive Science, Literary Studies and Sociolinguistics as well as in Applied Linguistics and Pragmatics (Giampietro et al. , 2006). This new field focuses on the relationship between language and society, as it views the study of language isolated from any context would not give insight into social processes (Blommaert, 2005).

Van Dijk (2008 : 85) defines CDA as "primarily a study of the way social power abuse, dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context " , he explains CDA is not a direction, school or specialization like many other approach, yet its aim is to offer a variant mode or different perspective of theorizing,



analysing, and application throughout the whole field (ibid). CDA is defined by Fairclough (1992) as a contemporary approach to the study of language and discourse in social institutions. "Drawing poststructuralist on discourse and critical linguistics", it focuses on how social relations, identity, course theory knowledge and power are constructed through written and spoken texts in communities, schools and classrooms. CDA refers to the use of a group of techniques for the study of textual practice and language use as social and cultural practices. In relation to this definition, CDA aims to make transparent the relationship between discourse practices and social practices, as well as social structures, relations that might be vague to the layperson. Baker and Ellece (2001) define CDA as "an approach to analysis of discourse which views language as a social practice and is interested in the way that ideologies and power relations are expressed through Language."

What is Discourse?

According to Fairclough (1992), discourse constitutes the social. The three dimensions of the social are distinguished as knowledge, social relations and social identity and these correspond respectively to three major functions of language. Discourse is shaped by relations of power and invested ideologies. "For Mills (2006) discourse refers to verbal communication; talk; conversation. It is a unit of text which linguists use for analysing linguistic phenomena that extend over one sentence.

What is Ideology?

Ideology has a number of conflicting definitions, for example Bloor and Bloor (2007) define ideology as a set of beliefs or attitudes shared by members of a particular social group. It is necessary for a critical discourse analyst to be aware that most discourse used by members of a group tends to be ideologically based. Often those beliefs and attitudes are unconsciously held by individuals. However, sometimes a belief is held consciously, a single word can be referred to as an aspect of ideology. Abrams and Harpham (2011) define ideology as the beliefs, values, and ways of thinking and believing through which human beings perceive, and by recourse to which they explain, what they take to be reality.



Walker and Jeffries (2017) view ideology as a set of values and / or beliefs which a group of people or a whole society hold. "At one extreme, ideology is used to refer to the view that people you disagree with hold; everyone else is ideology-neutral." Even more, ideology is everywhere ; it exists in all texts at all times, not only in those texts which are obviously at odds with mainstream views , or explicitly prejudiced for /against specific people or ideas. For instance, the following text "No blacks. No Irish. No dogs." These types of texts refers to the ideology which means blacks, Irish and dogs are not allowed or desired in the boarding house.

What is a children's short story?

A short story is a type of literature that is a brief fictional prose narrative. It is usually shorter than a novel, having a few characters focusing on one plot and one central theme (web source 1). Children short stories are written for children, they play a critical role in their growth and development. "Discrimination and equality may seem to be weighty issues for children". Discrimination is an important issue children and adolescents need to learn about because they may face in their worlds. "Despite the complexity of the concept, discrimination is an idea that lends itself to straightforward explanation in children's stories" (Higinbotham and Todres, 2015). Literature displays important issues such as discrimination based on race or gender which are woven into many children's stories so that children can understand the message. The short story which is chosen in this study is "So, What are you, anyway?" by Hill. This short story successfully clarifies the conflict of being mixed-race through the innocent child character Carole, and the annoying couple, the Nortons. The events of the story take place on a plane. The main point of this story is racism. Carole, a mixed girl, black and white, is questioned by the white couple, the Nortons. The inappropriate questions, like the colour of her father and mother, her race and asking about her doll, make the child uncomfortable .These questions express the couples' rejection of people from other races.

What is Supply Chain?

In business, "supply chain is a system of organizations, people, activities, information, and resources involved in moving a product or service from supplier to customer". While in our research the supply chain means the institutions and peoples who provide the better ideology



and discourse to the children of the schools that enhance the learning of short stories. Thus, the supply chain is necessary for the best ideology and discourse that improve the learning of short stories by the students. This study takes the supply chain practices as the mediating variable which means that the ideology and discourse are brought to the institution by the help of a supply chain that enhances the learning of short stories among the students. Thus, this study developed the following hypotheses:

H1: There is an association among the discourse and the learning of children's short stories in the education institution.

H2: There is an association among the ideology and the learning of children's short stories in the education institution.

H3: Supply chain positively mediates the links of discourse and the learning of children's short stories in the education institution.

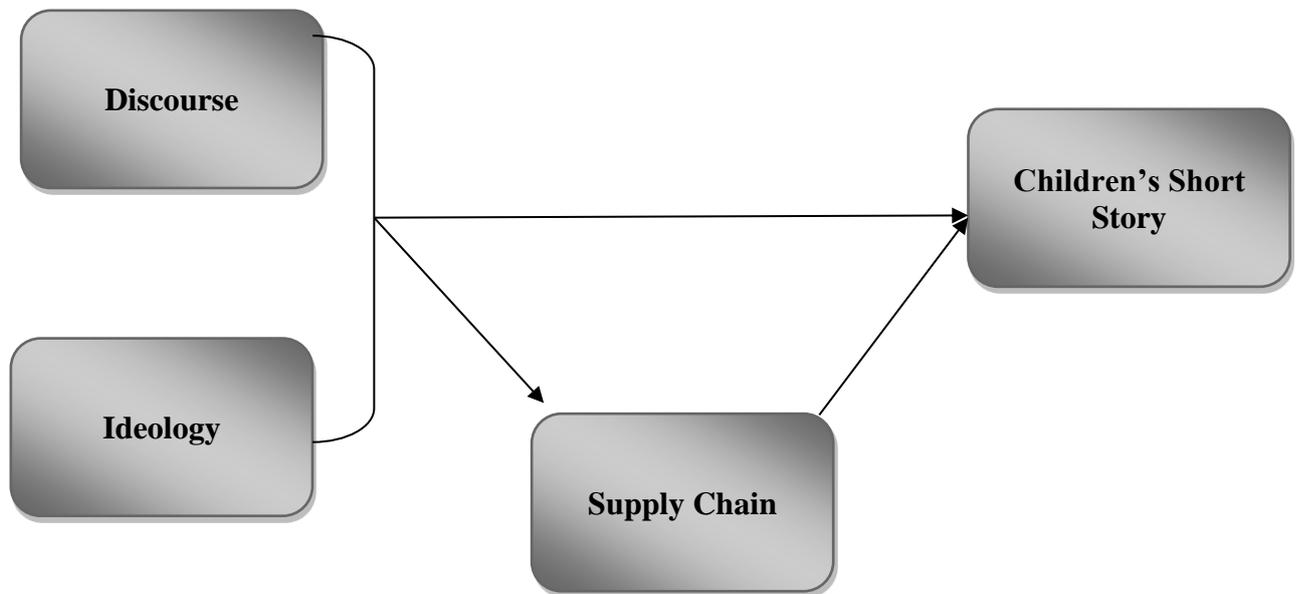
H4: Supply chain positively mediates the links of ideology and the learning of children's short stories in the education institution.

Methodology of the study

The eclectic model which is adapted to analysis a short story in this study is a combination of some tools of CS (Jeffries 2010) and some of Fairclough's framework (1989). The primary data was used to test the model and that was collected by using the questionnaire and for this purpose around 740 questionnaires were sent to the respondents, of which only 580 were returned, a response rate of 78.38 percent. The discourse (DS) has 18 items, ideology (ID) has 20 items, supply chain (SC) has 10 items and the learning of children's short stories (CSS) has 10 items and these variables are presented in Figure 1 below.

Theoretical Framework

Figure 1: Theoretical Framework



Data Analysis

The findings of the current article show the items relationship first and the results demonstrate the high correlation among items and valid convergent validity because standards are fulfilled such as loadings are larger than 0.40, AVE values are not smaller than 0.50, CR along with this Alpha are not lower than 0.70. These statistics are presented in Table 1 below.

Table 1: Convergent Validity

Constructs	Items	Loadings	Alpha	CR	AVE
Discourse	DS1	0.594	0.962	0.961	0.583
	DS10	0.711			
	DS 11	0.819			
	DS 12	0.791			
	DS 13	0.836			
	DS 14	0.827			
	DS 15	0.793			
	DS 16	0.803			
	DS 17	0.711			
	DS 18	0.800			



	DS 2	0.582			
	DS 3	0.685			
	DS 4	0.799			
	DS 5	0.695			
	DS 6	0.828			
	DS 7	0.813			
	DS 8	0.784			
	DS 9	0.803			
Ideology	ID1	0.845	0.969	0.972	0.644
	ID10	0.790			
	ID11	0.765			
	ID12	0.832			
	ID13	0.799			
	ID14	0.828			
	ID15	0.810			
	ID16	0.803			
	ID17	0.717			
	ID18	0.786			
	ID2	0.827			
	ID20	0.767			
	ID3	0.796			
	ID4	0.848			
	ID5	0.837			
	ID6	0.825			
	ID7	0.829			
	ID8	0.804			
	ID9	0.716			
Children's Short Story	CSS1	0.574	0.920	0.934	0.588
	CSS10	0.787			
	CSS2	0.766			
	CSS3	0.842			
	CSS4	0.643			
	CSS5	0.811			
	CSS6	0.799			
	CSS7	0.783			
	CSS8	0.816			
	CSS9	0.804			
Supply Chain	SC1	0.829	0.935	0.946	0.663
	SC10	0.571			
	SC2	0.860			
	SC3	0.850			

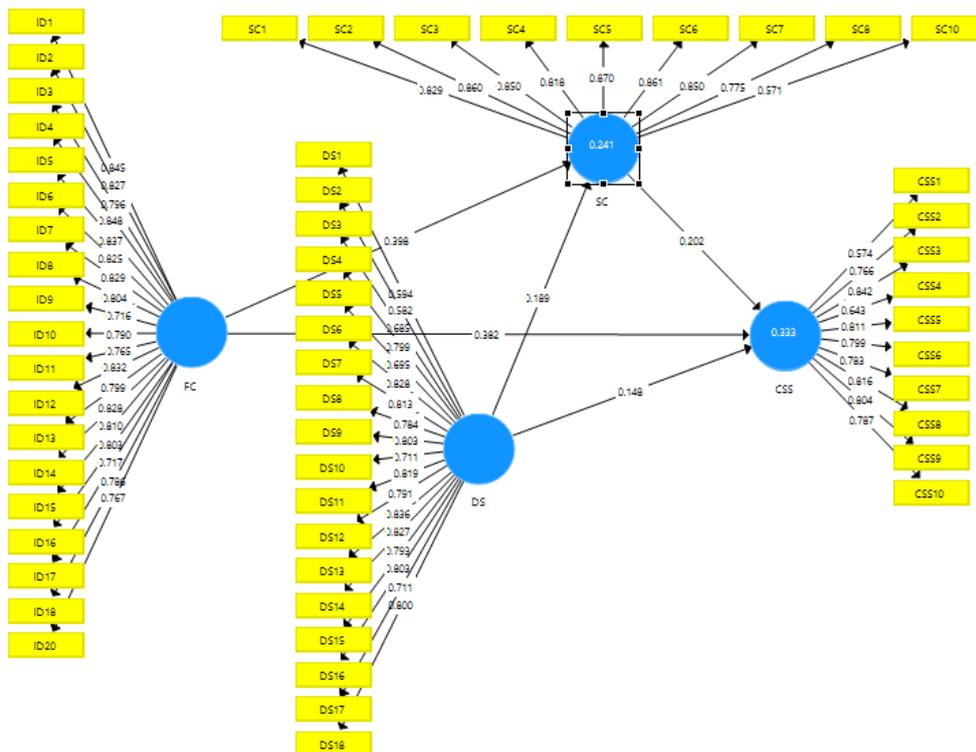
SC4	0.818
SC5	0.870
SC6	0.861
SC7	0.850
SC8	0.775

The findings of the present article show the constructs relationship second and the results show no high correlation among constructs and valid discriminant validity because standards are fulfilled in that Heterotrait Monotrait (HTMT) ratios are not larger than 0.90. These statistics are presented in Table 2 below. The Measurement Model is depicted in Figure 2 below.

Table 2: Heterotrait Monotrait Ratio

	DS	ID	CSS	SC
DS				
ID	0.230			
CSS	0.261	0.539		
SC	0.243	0.479	0.450	

Figure 2: Measurement Model Assessment

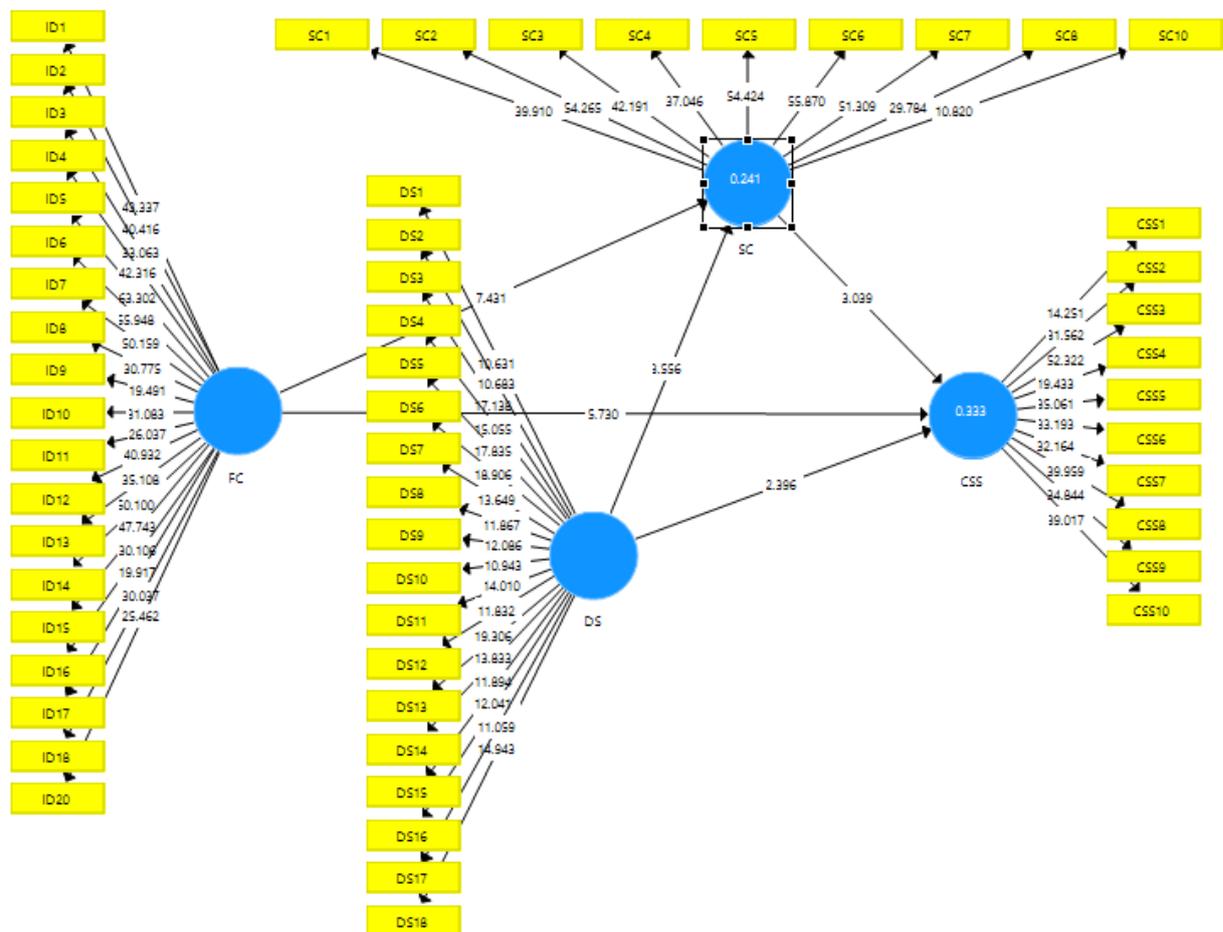


The path analysis indicated the discourse and ideology both have positive nexus with the children short stories learning and thus H1 and H2 are accepted. Additionally, results also show that supply chain practices positively mediates the nexus of discourse, ideology and children short stories learning and thus H3 and H4 are accepted. These statistics are presented in Table 3 below and the Structural Model Assessment is presented in Figure 4 below.

Table 3: Path Analysis

	Beta	S.D.	t-values	p-values	L.L.	U.L.
DS -> CSS	0.148	0.058	2.568	0.006	0.064	0.242
ID -> CSS	0.382	0.065	5.896	0.000	0.244	0.478
SC -> CSS	0.202	0.069	2.908	0.002	0.085	0.311
DS -> SC -> CSS	0.038	0.019	2.022	0.023	0.008	0.070
ID -> SC -> CSS	0.080	0.029	2.739	0.004	0.035	0.132

Figure 4: Structural Model Assessment



Discussion

The findings show that supply chain effectively manages the ideology along with discourse that improves the learning from children's short stories. In addition, mental transitivity refers to an action with two participants, 'she' as sensor and 'her' as G; 'say' is verbal transitivity refers to an event with one participant as sayer 'her'. 'See' is mental transitivity refers to an event with one participant as sensor. 'Is' is relational transitivity refers to a state with one participant as attributed 'it' and 'the world' respectively. 'Don't mind' is material transitivity refers to an action with two participant, 'I' as AG and 'them mixed' as G. 'Are' is relational transitivity refers to a state with one participant as attributed 'they'.

The activity involves expressing feeling and opinion about mixed children. The topic is "mixed children". The purpose is to show sympathy towards Carole who is a mixed race child. Who is involved? The couple and Carole. What is the relationship, both a husband-wife relationship (Henry and his wife), and the passengers relationship (the couple and Carole)? What is the role of language? The language is a means of communication the wife communicate her feeling and opinion about mixed children with her husband. The channel is spoken language. "But then she hears her say" is a contrastive sentence. Although Carole pretends to be asleep and cannot realize the woman's answer, Carole can hear what the woman says about mixed children." but the world isn't ready for it ", this contrastive clause expresses the woman's opinion about being mixed children in this world. Although she, as a white woman, does not mind existing mixed children, the world is not accepted. "They neither one thing nor the other", this clause expresses a contrasting idea about mixed children.

Mixed children do not belong to any group. Their parents are either white or black, but they mix and do not fit any group. "She" in this sentence expresses what Carole hears is reported by the author using a third person narrator's voice. The woman speaks to her husband directly and expresses her feelings and opinions. "I just can't see" is a direct speech expressive act. "It isn't fair to children" is also direct speech expressive. "I don't mind the mixed..." is a direct speech act of declaration. "They're neither one" is a direct speech expressive act. Representing equating and contrasting is effected through synonyms: to show equating, "blinks" means looks without intention; "drops" means lowers; "senses" means feels. Contrasting: Antonyms,



"anyway" is opposite of someday; "clear" is opposite of unclear; "drops" verses rise; "doesn't understand" verses understand; "bad" verses good; "dirty" is opposite of clean. Explanation stage: Ideology, in this excerpt the white couples' attitude towards mixed children is bad. The white couple insists on knowing the child's race even though they behave badly. The man annoys Carole with his questions especially because the innocent Carole does not know the meaning of 'race' which the man insists on her knowing.

Situational determinants: The White couple see Carole holding a black doll, so that they have doubt about her race. The man asks Carole about her race to make sure about her mixed background. Carole, an innocent child, feels that the man asks her about a bad or dirty thing, as she does not know the meaning of 'race', and she sees that the man insists on knowing. Starting with Descriptive stage: Vocabulary: "black; Negro; race; what is your father" are experiential vocabulary, they contain the meaning or racist discrimination. Grammar: Transitivity: Representing actions / events and states, 'is' in all sentences that have this verb express relational transitivity refers to states with one participant as attributed, 'that doll, Negro doll, race, your race, your father, her father, her Dad respectively. 'Says' is verbal transitivity refers to an event with one participant as sayer ' Henry Norton, the man' respectively and 'confuses and baffles' are material transitivity which refer to actions between two participants, 'the question' is AG and 'her' is G respectively. 'Put' is material transitivity refers to an action with two participants, the omitted addressee 'you' is AG and 'it' is G.

Shifting to interpretive stage: Context, what is going on? The activity is explaining and clarifying the meaning of race .The man attempts to make Carole understand the meaning of 'race'. The topic 'what is your race'. The purpose, Henry Norton insists on knowing Carole's race. Who is involved? Carole and Henry Norton. What is the relationship? Passenger relationship. What is the role of language? The language is a tool of explanation. The man through using language, explains and clarifies the meaning of 'race'. The channel is spoken language. There are contrastive ideas in this excerpt. Although the man explains and clarifies the meaning of race using her doll, Carole still feels 'race' is bad. She is confused and baffled about the meaning of race. Although Carole does not understand the meaning of race, the man insists on asking her to know to which race she belongs. Explanation stage: Ideology, the White



believe that Negro are a bad race. They are slaves. The couple have doubts about Carole's race. Henry insists and repeats his questions

Grammar: Hypothesizing: Modality, "you can't" indicates impossibility, it is impossible to colour a human face red. A human face can be white, brown or yellow, yet 'red' does not fit human faces. Mrs. Norton hypothesizes that Carole's mother's face is white. Also, she hypothesizes that if Carole colours her father's face brown, he might be a Negro. Transitivity: Representing actions / events and states: 'colour' is material transitivity refers to an action with two participants, 'you' is AG, and 'a face' is G. 'Is' is relational transitivity refers to states with one participant as attributed, 'your mother, she, it, your father, he, her father' respectively. 'Nod' is material transitivity refers to an action with one participant as AG 'Carole'. 'Say' is verbal transitivity refers to an event with one participant, 'you' as sayer.

Interpretive stage: Context, what is going on? The activity is a conversation. Mrs. Norton asks Carole about her mother and father's races. The topic is 'Is your mother white?' The purpose, Mrs. Norton insists on knowing Carole's race. Who is involved? Mrs. Norton and Carole. What is the communication; Mrs. Norton communicates her hypothesizing with Carole to infer Carole's race. The channel is spoken language. Text: Semantic relations to show equating and contrasting: Synonyms, "brown" means Negro. "Carole nods" means she agrees. Contrasting: Human faces can be brown, white and yellow, but they cannot be red. Representing opinion and speech: "Red, you can't colour ..." is direct speech act. It is an assertive of suggesting. "Is your mother white? ; Is she like me? ; Is it the same ...? ; And your father's brown? ; do you mean he is a Negro?" are all direct speech acts. They are directives of asking. "Yes" is indirect speech act. They are expressive of agreeing. "When you say brown, do you mean he is a Negro?" is indirect speech act. It is an assertive of concluding. "Of course her father is a Negro", this idea of assertion reported by the author using the third person narrator's voice. Explanation stage: Ideology, the white couple believe that Negroes are inferior, they are unaccepted in white society.

Situational determinants: As Carole cannot declare the colour of her mother's face correctly, Mrs. Norton makes a comparison between Carole's mother's face and herself. Effect: Mrs. Norton can infer Carole's mother and father's races. The mother is White, and the father is a

Negro. As a result, Carole is a mixed child. Descriptive stage: Vocabulary, "Mixed, mulatto" these are experiential vocabulary, as they contain the meaning of racist discrimination. Transitivity: Representing actions / events and states: 'Are, is' are relational transitivity refer to states with one participant as attributed, 'you, a malate, she, it' respectively. 'say' is verbal transitivity refers to an event with one participant as sawyer 'Mrs. Norton'. 'Quivers' is behaviour transitivity refers to an event with one participant as behave 'Carole's lip'. 'Keep' is material transitivity refers an action with two participants, AG is 'they', and 'asking' is G. 'Know' is mental transitivity refers to an action with two participants, 'you' as sensor and the nominal 'what' clause as G. 'taught' is material transitivity refers to an action with three participants, 'your parents' as AG, 'you' is G1, and 'that word' is G2. Interpretive stage: Context, what is going on? The activity is a conversation, the topic is "you are a mulatto!", the purpose is to make Carole declare that she is a mixed child. Who is involved? Mrs. Norton and Carole. What is relation? Passenger's relationship. What is the role of language? The language is a means communication. Mrs. Norton communicate her feeling about Carole's race through language. The channel is spoken and written as well. The author expresses Carole's feeling through written language, 'what is a mulatto? Why do they keep asking her what she is? And she isn't anything.' Text: Semantic relation to show equating and contrasting. Synonyms, "mixed" means mulatto; "quivers" means shakes; "keep asking" means continue asking.

Contrasting: "she isn't anything!" Carole does not understand the meaning of 'race' and the meaning of 'mulatto', so she refuses anything, but only childhood. Representing opinion and speech: "so you are mixed!" is direct speech act. It is an assertive of conclusion. "You are a maloti!" is direct speech act. It is also an assertive of inferring. "So is that it? Haven't your parents ...?" are direct speech acts. They are directives of asking. "you are a mulatto?" is indirect speech act. It is a directive of asking. "you know what a ...?" is indirect speech act. It is a directive of asking. "What is a mulatto is? Why do they keep asking her what she is? She isn't anything." Are reported by the author using the third person narrator's voice.

Explanation stage: Ideology, Negroes are inferior, they are in law positions. Mrs. Norton gets surprised to infer that Carole's mother, who is white, married a Negro. Situational determinants: Mrs. Norton infers that Carole is a mulatto with reference to her colouring in



contrast to her father and mother's faces. Then, she asks Carole whether she knows the meaning of 'a mulatto' or not. Effect : Carole's lip quivers, she does not understand all these questions, so her lips stop talking . She cannot reply to Mrs. Norton's final questions.

Conclusion

It is concluded that children are bitterly subjected to discrimination. Although children are innocent, the adults engage them in the complex issues of this world. Adult see the black races as inferior and as a result their children are inferior too. Mixed children are denied in the world. The world does not accept them, as they do not fit any group, neither the white nor the black. Mixed children are discriminated against and treated badly. In the sample of analysis provided here, the white couple annoy the innocent child Carole because they have doubts about her race. They insist on knowing her race, so they treat her badly which makes her feel uncomfortable.



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