

**A Pedagogical Stylistic Analysis of Two Short Stories  
The little Match Girl and The Emperor's New Clothes  
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تحليل أسلوبى تربوي لقصتين قصيرتين فتاة الكبريت الصغيرة وملابس الإمبراطور الجديدة

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**مستخلص**

يحلل هذا البحث قصص هانز أندرسن القصيرة "فتاة الكبريت الصغيرة وملابس الإمبراطور الجديدة" من الناحية الأسلوبية والتربوية. تبحث الدراسة في استخدام المؤلف للسيمات اللغوية مثل الأسماء والصفات وأدوات العطف وتعقيد الجملة، بالإضافة إلى السمات الأسلوبية مثل الاستعارة والسخرية والرمزية، لتعزيز التعرف على الفهم العميق لقصص أندرسن القصيرة. تدمج الدراسة استخدام نظرية الاستعارة المفاهيمية للتعبيرات المجازية وخصائص الأسلوب من حيث الفهم المشترك. استخدم المؤلف عددًا من الجمل البسيطة (حوالي 70%) في قصة فتاة الكبريت الصغيرة، مقارنةً بملابس الإمبراطور الجديدة، لتوضيح وعرض الأفكار الرئيسية والربط بين المفاهيم المستقلة لإنشاء قصة جذابة. وقد ركز المؤلف على الزمن الماضي وسلط الضوء على الزمن البسيط بشكل خاص لكشف وإخفاء الأحداث مما يخلق نوعًا غير مباشر من التشويق. إن استخدام الأدوات الأسلوبية في رواية فتاة الكبريت الصغيرة وملابس الإمبراطور الجديدة، مثل الاستعارات والسخرية والرمزية، يؤكد على العبارات ويثير الحالات المزاجية والعواطف في كلمات المؤلف. في رواية «فتاة الكبريت الصغيرة» يستخدم المؤلف الاستعارات لتنشيط الخيال وإجراء طريقة التفكير المجردة، أما في «ملابس الإمبراطور الجديدة» فقد ورد استخدام السخرية بطرق مختلفة لإشراك القراء وتحقيق أهداف خلق

التوتر والصراع. يعتمد هذا البحث على تطبيق الأساليب التربوية كأداة في الفصل الدراسي لدراسة كيفية تفسير وتحليل فتاة الكبريت الصغيرة وملابس الإمبراطور الجديدة.

### الكلمات المفتاحية

نظريه الاستعارة الادراكيه – منهج ليتش و شورت – الاساليب التربويه

### **Abstract**

This research analyzes Hans Andersen's short stories "The Little Match Girl and The Emperor's New Clothes" stylistically and pedagogically. The study examines the author's use of linguistic features like nouns, adjectives, conjunctions, and sentence complexity, as well as stylistic features like metaphor, irony, and symbolism, to promote a profound understanding of Andersen's short stories. The study integrates the use of the conceptual metaphor theory of Kövecses, Z. (2016), and Leech and Short (2007) to recognize the figurative expressions and features of style in terms of a common understanding. The author has utilized a number of simple sentences (around 70%) in the story The Little Match Girl, compared to The Emperor's New Clothes, to clarify, display the main ideas, and string along independent concepts to create an engaging story. The author has focused on the past tense and shed light on the simple tense in particular to reveal and conceal events, which creates an indirect kind of suspense. The use of stylistic devices in The Little Match Girl and The Emperor's New Clothes, like metaphors, irony, and symbolism, gives emphasis to phrases and evokes moods and emotions in the author's words. In The Little Match Girl, the author employs metaphors to activate imagination and entice the abstract way of thinking, whereas in The Emperor's New Clothes, the use of irony is mentioned in various

ways to involve readers and achieve the goals of creating tension and conflict. This research draws on applying pedagogical stylistics as a tool in the classroom to examine how students can interpret and analyze "The Little Match Girl and The Emperor's New Clothes".

**Key words:**

Conceptual metaphor theory, Leech and Short approach, pedagogical stylistics.

**1- Introduction**

The Little Match Girl and The Emperor's New Clothes are based on the stylistic analysis of Leech and Short (2007) and the conceptual metaphor theory of Kövecses (2016). This study demonstrates how the author has used grammatical features like nouns, verbs, adjectives, sentence complexity, and conjunctions to display the language used in the stories. The writer emphasizes the use of various figurative words like metaphor, irony, and symbolism to portray the social and psychological conditions of the little girl and the emperor. According to Simpson (2004), stylistic analysis of "The Little Match Girl and The Emperor's New Clothes" is a method of interpreting a text in which the priority of place is given to language. Language analysis is important because the various forms, patterns, and levels that make up the linguistic structure are important for the structure of the text.

Kövecses (2016) states that conceptual metaphor is to postulate one area of the experience that is abstract in terms of another that is concrete. This means that readers can conceptually understand

some figurative speech images from the story without mentioning them directly. Moreover, Lakoff and Jason (1999) state that the conceptual metaphor has three key statements: that human thought can work automatically and unconsciously in the majority of cases; that people's ways of thinking can be displayed in different ways; and that most metaphors are abstract. However, metaphorical expressions in language convey conceptual metaphors that are experienced through the metaphor topic as the vehicle. Our everyday conceptual framework, which guides how we think and behave, is inherently metaphorical.

This research paper is analyzed pedagogically. The Little Match Girl and The Emperor's New Clothes are displayed for middle school students at Ashford School in Connecticut, US, to analyze and interpret the stories. The participants in this analysis are six out of 25 students in the academic year 2022-2023. The students learn Arabic as a foreign language as these stories are taught as a part of their study, in which they reveal their understanding and interpretation of the stories. Students have analyzed the use of some literary devices, like metaphor and symbols; they have examined the use of some tenses, like past and perfect tenses, in The Little Match Girl and The Emperor's New Clothes.

### **1-1. Significance of the study**

The study aims to shed light on stylistic approaches besides interpreting the metaphorical concepts in The Little Match Girl and The Emperor's New Clothes, and it works on particular aspects that play pivotal roles in the analysis of Andersen's stories. The main purpose of this study is not only to elaborate on the features of

formal texts but also to raise students' awareness of stylistics as a tool for understanding the text. The pedagogical stylistic analysis is scrutinized to demonstrate how participants discern the analysis of The Little Match Girl and The Emperor's New Clothes in terms of the literary and linguistic devices used.

### 1.2- Research questions

- 1- How can conceptual metaphor theory affect readers' understanding?
- 2- How can readers analyze and understand the metaphors in different ways?
- 3- What are stylistic devices and language levels used in "The Little Match Girl and The Emperor's New Clothes"?

### 2- Data

2.1- The data for this research analyzes The Little Match Girl and The Emperor's New Clothes by Hans Christian Anderson. The Little Match Girl is about a poor and homeless girl whose dreams and hopes died once she moved onto the street on a cold day. This story was first published in 1845, and it has been adapted to various media, like animated and live films, for its moral values. The story was republished in March 1848 as a new fairy tale.

2.2- The Emperor's New Clothes story is a literary folktale that has been translated into 100 languages. "The Emperor's New Clothes" was first published on April 7, 1837. The story has been adapted to different media with different titles, such as "The Emperor has no Clothes"; besides, it has been used in a number of other works as an idiom.

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### 3– Methods of analysis

The study involves the stylistic analysis methods of Leech and Short (2007) with the aim of looking at the writer's choice of language, and it applies the conceptual metaphor theory of Kovecses (2016) to postulate how the author gives perspectives on reality and establishes experience. The analysis of this study follows the four levels for analyzing the linguistic choice made by the writer. These levels are lexical categories, grammatical categories, figures of speech, cohesion, and context.

This research draws emphasis on figures of speech in terms of metaphor, irony, and symbolism, grammatical features like sentence complexity and conjunctions, lexical level like nouns, adjectives, and tenses, and context and cohesion like references and conjunctions.

This study is both quantitative and qualitative in nature. In terms of the quantitative method, this study uses some graphs and numbers to test and confirm the theory and some assumptions. It is qualitative because it identifies concepts and thoughts that enable readers to gather in-depth insights on certain features of Andersen's stories, *The Little Match Girl* and *The Emperor's New Clothes*.

#### 3.1– The Little Match Girl

The author describes the girl's state on a cold day and how she suffers till death. He also describes in detail the loss of her valuable slipper, which she got from her dead mother, and emphasizes how the boy's life changes because of this slipper. People's attitude towards the little girl on Christmas Eve elucidates and shows their self-centered and selfish attitude, as they have ignored her till death.

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### 3.2- The Emperor's New Clothes

The author uses a creative style in describing the emperor and displays some of his characteristics effectively, like greed and credulity. The emperor is greedy when he purchases expensive fabrics from unknown weavers to make new clothes, as he believes in them and follows their requirements. The weavers are depicted skillfully because they have convinced the emperor and his men with their plan and are able to exploit their power.

#### 4- Analysis of the study

The author chooses stylistic devices creatively to reflect his point of view and employs figurative language in a sophisticated manner to help readers come into contact with his ideas. The study is examined in terms of different stylistic devices and syntactical features, in which every stylistic device is analyzed following the Leech and Short approach (2007). The conceptual metaphor theory of Kovecses (2016) is utilized to express complex ideas in simple terms and help readers organize and understand the metaphorical expressions in a systematic way. The pedagogical stylistic analysis is applied to this study to depict students' understanding of the author's devices. The tools used in this study are literary devices, grammatical cohesive devices, and lexical features, as the texts can be better conducted when they are dissected into multiple components and categories.

## 4.1- Grammatical features of “The Little Match Girl”

### 4.1.1- Sentence complexity



Figure 1. sentence complexity

### Simple sentences

The author uses lots of simple sentences to clarify and display his main ideas. Andersen strings independent ideas together to create an engaging story. He focuses on using simple sentences with simple subjects to attract the readers' attention to the major role of the subject in each sentence. For example, Andersen, in the following examples, utilizes simple subjects to shed light on the main character's actions in order to demonstrate the girl's feelings. The writer wants readers to understand how this girl struggles alone without help.

- Her little hands were almost stiff with cold
- She could not forget that!
- She struck a new one.
- The little girl stretched out both her hands towards them – then out went the match



## Complex sentences

The Little Match Girl comprises a number of complex sentences to show that one idea takes precedence over another, as concepts in complete sentences display more importance than ideas in dependent clauses. For example, *they fell off the poor little girl's feet when she was running across the street to avoid two carriages that were rolling rapidly by*. The independent clause depicts how this poor girl is helpless and cannot protect herself.

*So, the poor little girl had to walk on with her little bare feet, which were red and blue with cold*. The use of the dependent clause here is descriptive to show the severe condition the girl reaches.

## Compound-complex sentences

Andresen uses some compound-complex sentences to show the creativity of his writing. These sentences slow the reading pace of readers, forcing them to pay more attention to the actions and events of the story. For example, *one of the shoes could not be found at all, and the other was picked up by a boy who ran off with it, saying that it would make for a cradle when he had children of his own*. This is a compound-complex sentence that gathers between two complete ideas and descriptive clauses to clarify the writer's style and point out the girl's need for her slipper and how this slipper is as essential as a cradle for the boy.

## Compound sentences

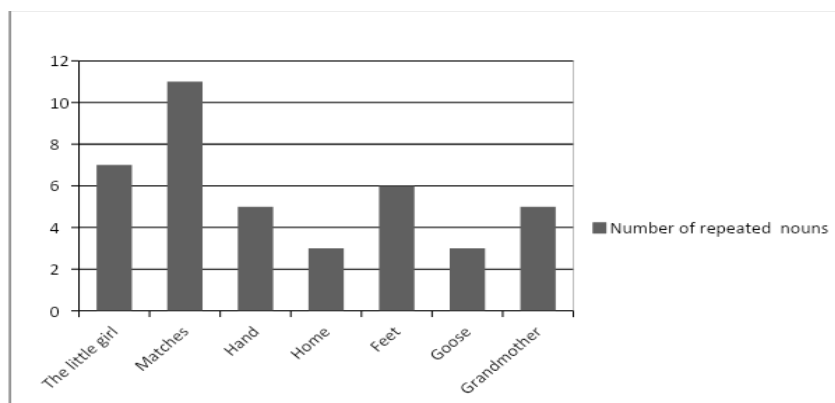
The author employs a myriad of compound sentences to connect his ideas and make paragraphs engaging. He also manages

the use of compound sentences effectively to show how the ideas are persuasive. The following lines are examples of compound sentences.

- *The poor little creature was hungry and perishing with cold, and she looked at the picture of misery.*
- *Lights were shining from every window, and there was a most delicious odor of roast goose in the streets, for it was New Year's Eve.*

#### 4.1.2- Lexical features

##### 4.1.2.1-Noun



*Figure 2.* Frequency of common nouns

The author uses concrete nouns such as *girl*, *street*, *feet*, *matches*, *apron*, *copper*, *picture*, *face*, *window*, *goose*, *face*, *snowflakes*, and *hand* to help readers perceive the main idea of the story. The repeated nouns are employed to provide clarity and emphasis, focusing on the deeper meaning in the text. The author uses the poor little girl and the little match girl to name the girl

rather than using a proper noun in order to evoke the miserable and helpless state of the girl who suffers alone.

#### 4.1.2.2– Tenses

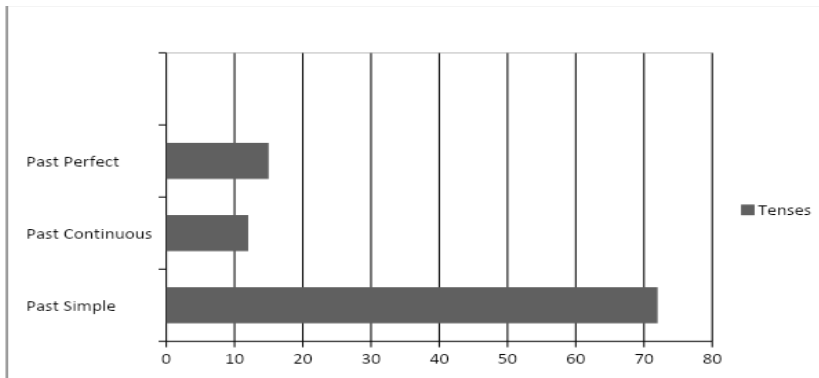


Figure 3. Tenses

The story depends on the past tense, as the writer uses this tense in order to facilitate moving around the timeline of the story in a non-linear pattern without using flashbacks. The writer concentrates basically on past simple, past continuous, and past perfect tenses.

#### Past simple

The use of past simple tense verbs expresses something that happened and did not last for a long time. Past simple tenses reveal and conceal events, creating an indirect kind of suspense that keeps the reader interested. Andersen uses the past tense of ran off in this clause, *the other was picked up by a boy who ran off*, to indicate how fast the boy was when he took the slipper and moved away. The use of the past tense is to point out that this action did not last in the past but has occurred quickly. The writer uses the past tense

of crouched in this sentence: *She crouched, drawing up her feet under her, but she was colder than ever*, to demonstrate that the girl has suffered in the cold and has crouched, but she did not last for a long time due to the cold.

### **Past perfect**

Andresen has employed a number of past perfect verbs in his story to inform readers that he is going back in time, as it is a preferred verb for flashbacks. He uses this verb in the past perfect tense "*had last been worn*" to show that her mother made her these slippers for a long time and the girl kept them because they are a considerable memorial to her mother.

### **Past progressive**

The use of continuous tense in the story means that an action or an event happened and lasted to a specific point in the past. The use of past progressive tense in these verbs, "*the snow was falling*," refers to the extreme cold of that night as the snow fell over the girl and lasted for a long time.

## **4.1.3– Figures of speech**

### **4.1.3.1– Metaphor**

It is an expressive term that describes a different object but is comparable to it, and it is properly applicable, according to Freeborn (1996). It is a figure of speech used to compare two things that are not alike but do have something in common. Andresen uses some metaphors to create images that are easy to understand, as metaphors are vivid images that transcend literal meaning.

Andersen mentions in, *The Little Match Girl*, *two carriages that were rolling rapidly,* to indicate the speed of the carriages is fast, just like the rolling cake when it is baked. *"It would do for a cradle when he had children of his own."* This sentence demonstrates how big the little girl's slippers are, and how the boy can use them as a cradle for his future babies.

#### 4.1.3.2– Symbolism

The use of one notion to convey another is known as symbolism. Johann Wolfgang von, a German author, has mentioned that the particular represents the general in real symbolism. Additionally, the term symbolism can indicate something significance or look at how it is used (Nordquist: 2020, August 25). It is a literary device that uses words, people, location, or abstract ideas to represent another idea. The author states a number of symbols to show the ideas in a riveting way. The word "*match*", which is the title of the story, is a symbol of hope and drawing a new life for the little girl who cannot find it in the real world because of her aggressive father and helpless people around her.

#### 4.1.3.3– Themes

The theme is a recurrent concept of a subject, but the contemporary form illuminates the formal meaning (Childs & Fowler, 2006). The theme in a literary work is the central idea the whole story sheds light on. The writer tries to depict the concept of poverty, which is one of the central themes in the story. The author

mentions how the girl feels outside on a cold day to sell the matches, as the loss of her slippers can reflect the idea of **poverty**, in which the girl could not get another one and could not compensate for it. Therefore, she has suffered on the street barefoot.

#### **4.2– Stylistic Analysis of The Emperor’s New Clothes**

This story is about how the emperor has been deceived by two intelligent thieves. The two weavers have a creative and brilliant idea to gain money from the emperor, in which they convince the emperor to weave eye-catching clothes that can figure out the reality of each person around him. Each one who can see the clothes as invisible could be unfit or simpleton for his position. The emperor was astonished at this idea and agreed at once.

##### **4.2.1– Grammatical Category**

###### **4.2.1.1– Sentence Type**

The author uses exclamatory sentences to create a sense of excitement, enjoyment, or fright among readers. Using exclamatory sentences gives the story a particular mood and tone. The exclamation mark plays a key role in demonstrating the feelings of characters as it depicts states of excitement, happiness, and anger. For example,

*These must, indeed, be splendid clothes!”*

*I would be able to tell the wise men from the foolish!*

*What!*

*certainly am not stupid!*

*If your Majesty will only be pleased to look at it!*

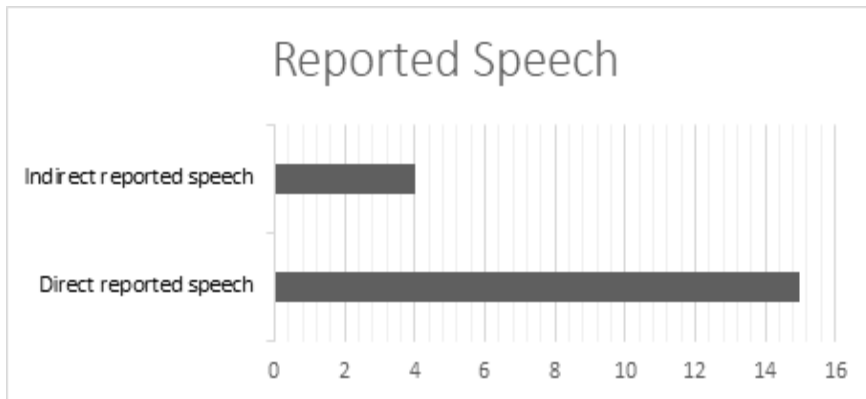
#### 4.2.1.2– Clause type

The writer uses a number of restricted relative clauses to provide information that identifies the referent of the antecedent. The following sentences comprise a number of restricted clauses. Restricted clauses are clauses related to the sentence directly without a comma, and these clauses are used to facilitate understanding the text and give essential information about the noun of the sentence.

*There was an Emperor who was so very fond of new clothes that he spent all his money on them.*

*He only went out when he had the chance to show off his new clothes.*

#### 4.2.2– Reported speech



*Figure 4. Reported Speech*

Andresen uses some direct and indirect reported speech to create a conversation between the characters. The use of direct speech sentences is about 60% higher than the use of indirect speech sentences because they relate to what other people have said and indicate some interesting details in depth. Direct speech refers to the exact words someone says, as it demonstrates the tone and mood of the character. For example,

*It was said of the Emperor, "He is sitting in his wardrobe."*

*"These must, indeed, be splendid clothes!" thought the Emperor.*

*"I would like to know how the weavers are getting on with my clothes," said the Emperor to himself one day.*

#### **4.2.2.1– Direct reported speech**

Indirect speech focuses more on the content than the exact words of the speakers. However, Andresen does not use a lot of indirect speech because he wants to clarify the words of the speakers to portray their personalities and ways of thinking. The author chooses this kind of reported speech to create a dialogue. For example,

*He declared that he was happy with both colors and patterns.*

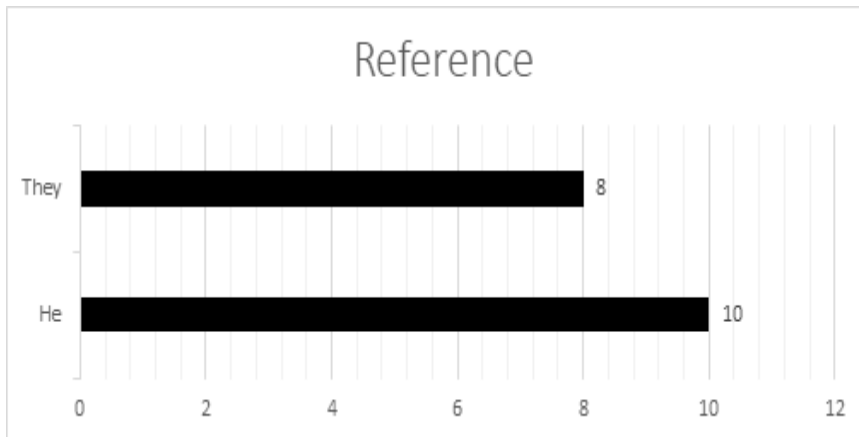
*The thieves asked for more silk and gold saying that it was necessary to complete what they had begun.*



*They said that they knew how to weave cloth of the most beautiful colors and patterns.*

### 4.2.3- Context and cohesion

#### 4.2.3.1- Reference



*Figure 5. Reference.*

The author has repeatedly used the following pronouns to create cohesion and focus on these characters' actions and attitudes. Reference refers to a circumstance where the identification of an item can be confirmed within or outside the text (Gee, 2004). Cohesion means the relationship between words, phrases, pronouns, and nouns. Also, the relationship between words and pronouns refers to references. There are different types of references, such as anaphoric references, cataphoric references, exophoric references, and homophoric references.

The author uses a number of anaphoric references because they serve as cohesive ties and impact paragraph comprehension and reading time. The pronoun, he, in the first paragraph of the story is repeated a myriad of times as an anaphoric reference to the emperor. "They" in the second sentence of the second paragraph refers to the weavers in *two pretend weavers setting up two looms. They worked very hard.*

#### 4.2.3.2– Conjunction

Conjunctions are words, such as and, however, in conclusion, that link phrases or clauses of a text in a way that expresses a logical semantic relationship between them (Gee: 2004). The use of various conjunctions fluctuates in the story between coordinating and subordinating conjunctions. Nevertheless, the author depends on the subordinating conjunctions because he wants to transform some clauses into dependent clauses that rely on the independent ones. The author aims to create more coherent paragraphs and effective writing. Some subordinating conjunctions introduce comparison, give reasons to escalate the sense of excitement, and trigger readers' critical thinking. The following are examples of the subordinating conjunctions "because", "who", "nevertheless", "if", "as soon as", "although", "while", "when" and "whether".

#### 4.2.4– Figures of speech.

##### 4.2.4.1– Irony

Irony is the use of specific concepts to express the opposing ideas of their literal meaning. Simultaneously, a statement or a

situation can be an irony in which the meaning contradicts its appearance or idea (Nordquist: 2021, June 14).

### **Verbal irony**

The following examples demonstrate how characters express their feelings, while they mean the opposite.

*“Oh, it is excellent!”*

*He declared that he was happy with both colors and patterns.*

### **Situational irony**

“These must, indeed, be splendid clothes!”

Characters wait for the clothes to see how magnificent they are, but they are not as they expect.

### **Dramatic irony**

Readers know that the clothes are fake or unreal, but characters in the story do not believe this idea due to the fear of being unfit or losing their positions.

#### **4.2.5–Theme**

The theme is the central or main point of the story. The Emperor’s New Clothes comprises a number of main themes, as each one has a main reason to be stated. Andersen has mentioned such ideas to teach readers, especially youngsters, some moral lessons (Childs & Fowler, 2006).

The central theme of this story is the *self-deception* with which the emperor has deceived himself and his people by pretending to have well-woven clothes to not be a fool. In other words, the emperor has believed these nonsense claims about making clothes that can be invisible to stupid people, and despite the fact that the weavers did not weave any clothes, the emperor has tried to

convince himself that the invisible clothes are real. Self-deception can be related to self-confidence. The emperor has been misled into thinking he is unfit for his position because he has seen the clothes as invisible. He has believed the trick of the weavers because he does not have self-confidence and knows he is unsuitable for his position.

#### 4.2.6– Symbolism

Symbolism is the use of one item to refer to something else. The term symbolism might suggest a figurative meaning with representative terms (Nordquist: 2020, August 25). The use of symbolism in our lives can make our thoughts and minds flexible enough. Andresen uses a number of obvious symbols.

The idea of *clothes* is a symbol of wealth and power, and the emperor has been more interested in weaving clothes than taking care of his kingdom's issues. He has the ability to spend most of his money on buying fake fabrics. On the other hand, the weavers have the competence to convince the emperor and his advisors with their fake idea of the clothes. The *young boy* is an outstanding image and symbol of simplicity and innocence, and it is clear when the boy states the truth of his vision that everyone has believed him.

### 5– Stylistic analysis of the conceptual metaphor theory in “The Little Match Girl and The Emperor’s New Clothes”.

#### 5.1– The Little Match Girl

The writer uses multifarious metaphors to give insight into abstract theories and help understand complex ideas in simple terms. for instance,

The author describes the young girl as a creature and uses this word to describe the situation the girl experienced. She is lost in the street as a creature like nature's creatures. This description shows the selfishness of people around her and how they have left her without food on New Year's Eve.

*Little naked feet*" is an expressive metaphor, and the use of the word naked gives it a realistic meaning. The author describes her feet as naked, which means they are totally uncovered, neither with cloth nor slippers.

## 5.2- The Emperor's New Clothes

The story itself is a conceptual metaphor in which the author connects people and physical appearance. The writer wants to show the effort the emperor is able to put in and the money he could spend to update his appearance so people can admire him. The emperor is depicted as a naked person, but he is not naked physically; he is conceptually unintelligent, which means he is not able to figure out the thieves from their illogical speech. The emperor does not have self-confidence, and this is obvious when he has seen his unsewn clothes and does not believe that. His men are characterized as disloyal when they look at his clothes and do not state the truth; otherwise, they would be unfit for their jobs.

The author displayed the weavers as intelligent thieves to send a message to readers: each one, whoever thinks he is smart, can be deceived.

## 6– Pedagogical stylistic analysis of *The Little Match Girl* and *The Emperor’s New Clothes*

This research paper applies pedagogical stylistics to teaching the short stories *The Little Match Girl* and *The Emperor’s New Clothes* in Arabic as a Foreign Language (AFL). This study aims at registering some seventh and eighth graders’ awareness of reading and analyzing literary texts in Arabic and English. Participants focus on explicating some stylistic devices conceptually, like symbols and metaphors.

This study undergoes a concise analysis by middle school students in the USA to display their understanding of the *Little Match Girl* and *The Emperor’s New Clothes* stories’ interpretations. The participants are around 4 out of 25 students from a middle public school, "Ashford School," located in Connecticut, USA. Participants are seventh graders who learn Arabic as a foreign language as they use the two stories as a part of their curriculum to indicate their understanding of the stylistic analysis of English literature.

Seventh grade participants are given *The Little Match Girl* to analyze and interpret to check their literary awareness. *Subject 1*, who is a 12-year-old girl in seventh grade, has elucidated the profound and ambiguous meaning of the repeated word matches. She states that the little match girl needs help and support from the community to survive, but the little girl does not receive any assistance. *Subject 2* is a 14-year-old boy in seventh grade who is

concerned with English literature analysis. He has mentioned, from his literary awareness of the story, that the little girl's slipper plays a key role in the little girl's and the boy's lives. The slipper is the comfort zone for the girl, and despite the fact that it is big, she intends to put it on because it is for her deceased mother. On the contrary, the slipper is a safe place for the boy's future kids. *Subject 3* is a 13-year-old girl in seventh grade who has shared her thoughts in a common way. She has mentioned that The Little Match Girl story reflects real life in the USA, as there are people who suffer and struggle from hunger and poverty and do not receive aid or help from the community.

Moreover, the eighth-grade students have studied the story The Emperor's New Clothes in Arabic and English. Two eighth graders have interpreted The Emperor's New Clothes from their literary knowledge and background regarding the conceptual metaphor theory. Participants indicate how the emperor and his men behave differently to protect and keep their positions. Subject 1, who is a 15-year-old boy, postulates that the unusual emperor's actions towards the weavers' requirements are probably because of a psychological problem. The emperor struggles for fear of losing his position or being unfit to rule. Subject 2 has mentioned, after reading The Emperor's New Clothes, that the emperor and his soldiers are disloyal to their position because they have exaggerated their impressions of fabricated clothes to not be simpletons.

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## Conclusion

Andresen, in his short stories *The Little Match Girl* and *The Emperor's New Clothes*, has indicated the emperor's attitude towards the two swindlers and how he has behaved to display his majesty and not be a fool in front of his people. In *The Little Match Girl*, Andresen depicts the miserable state of the little girl on the street without support or help from the people around her.

The two stories revolve around two main characters: the little girl in "*The Little Match Girl*" and the emperor in *The Emperor's New Clothes*. Andresen uses common nouns rather than proper nouns to portray a general image of the characters and society. The author has employed stylistic devices like metaphor, symbols, and irony in a riveting style and depends on the conceptual metaphor to reflect his ideas. The writer demonstrates the linguistic levels in the stories, like the use of nouns, different tenses, and sentence complexity.

The author has utilized a number of repeated nouns like matches, home, feet, little girl, and hand to shed light on the significant literary meaning of the words. The author utilizes various sentence types like simple, compound, and complex sentences to display the degree of simplicity of his literary work. Thus, he focuses on around 70% of the simple sentences in his work. The use of verb tense fluctuates between past simple, past perfect, and past continuous, in which the stories "*The Little Match Girl* and *The Emperor's New Clothes*" have been written in the past tense and have concentrated on the use of the past simple.



The metaphors used in the stories allow writers to use vivid images that go beyond the literal meaning, which facilitates understanding the main ideas of the stories. Thus, readers' imaginations are activated by the use of conceptual metaphors, which can manipulate their mental imagery. In other words, while participants interpret "The Little Match Girl and The Emperor's New Clothes," each one has a different interpretation and analysis regarding their literary awareness and understanding of the stories. For instance, sample 1, a seventh grader at Ashford School in Connecticut, indicates that the literary image of the matches in "The Little Match Girl" story is repeated multiple times. The word match symbolizes a state of hope the girl needs in her dejected condition, while it also refers to the fire, she wants to warm herself in the cold days.

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