

**Stylistic Study of Foregrounding in Royal Speeches of  
Charles III from Princehood to Monarchy**

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**Abstract**

This paper investigates stylistic features in royal speeches delivered by Charles III, both as Prince of Wales and King of the UK. The study aims to identify the most frequently used foregrounding device and to determine whether a consistent pattern appears throughout the speeches. Foregrounding occurs through either an unexpected regularity, known as parallelism, or an unexpected irregularity, known as deviation. The analysis uses Leech's (1969) deviation levels and Halliday's (1971) motivated prominence types to develop a framework model for detailed study. Both quantitative data and qualitative implications derived from sample examples are employed in the analysis. The data include fifty-eight speeches delivered by Charles III, as Prince of Wales and King of the UK. Eighty sample examples are extracted from the speeches for analysis. A unique colour coding is used to highlight stylistic devices. A comparison is drawn between the stylistic devices in the speeches of both titles. The findings show the highest degree of deviation at the lexical and syntactic levels, evidenced by the frequent use of repetition, parentheticals and fronting as linguistic devices. Charles III's style does not remain unchanged throughout his reign as Prince of Wales and King of the UK, indicating that he adapts his approach over time.

**Keywords:** *deviation levels, foregrounding, royal speech, stylistic devices*

### مستخلص

تُعنى هذه الورقة البحثية بدراسة الخصائص الأسلوبية في الخطابات الملكية. يقع الاختيار على خطابات تشارلز الثالث خلال فترتي ولايته أميراً لويلز وملكاً للمملكة المتحدة. تسعى هذه الدراسة إلى الوقوف على أكثر وسائل الإبراز اللغوي استخداماً وتحري حقيقة وجود نمط متسق في الخطابات. يتحقق الإبراز اللغوي إما عبر التوازي الذي يُعرّف بأنه انتظام غير متوقع، وإما عبر التخالف الذي يُعرّف بأنه عدم انتظام غير متوقع. يُجرى التحليل بناءً على مستويات التخالف التي قررها ليتش (١٩٦٩) وأنواع البروز المحفّز التي برهن عليها هاليداي (١٩٧١). يتم إنشاء نموذج للتحليل بناءً على المزج بين المنظورين. يُنفذ التحليل كمّا استناداً إلى البيانات الإحصائية وكيفاً استناداً إلى المعاني الضمنية المستخلصة من الأمثلة النموذجية. يشمل التحليل ثمانية وخمسين خطاباً لتشارلز الثالث أميراً لويلز وملكاً للمملكة المتحدة. يُستخلص للتحليل ثمانين مثالاً نموذجياً من الخطابات، وذلك باستخدام نظام تفسير لوني حيث يُعطى لون مميز لكل وسيلة من الوسائل الأسلوبية. تُعقد مقارنة بين الوسائل الأسلوبية في خطابات أمير ويلز وملك المملكة المتحدة. تشير النتائج إلى أن أكثر المستويات تخالفاً هو المستوى المفرداتي والتركيبية حيث يظهر تخالف الأساليب اللغوية بالدرجة الأكبر على ثلاث صور: التكرار، والعبارات الاعتراضية، والتقديم. يطرأ على أسلوب تشارلز الثالث تغييرات بما يتلاءم مع المنصب خلال حكمه.

*الكلمات المفتاحية: مستويات تخالف، إبراز لغوي، خطاب ملكي، أدوات أسلوبية*

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**- 1. Introduction**

Text is a unit of language in use that may be spoken or written, prose or verse, dialogue or monologue (Halliday & Hasan, 1976). Style denotes a specific manner of using language. Jeffries and McIntyre (2010) claimed that although stylistics initially focused on literary texts, it subsequently shifted to encompass both literary and non-literary texts. Foregrounding theory was developed to recognise the creative aspect of language. It refers to the breaking of rules that others obey. The Russian Formalists first postulated the theory in 1917 and then introduced it to the West in the 1964 through Garvin's translations. The theory was further developed by the British stylisticians Leech and Halliday. The royal speeches are foregrounded through deviation and parallelism. The departure from the linguistic code is observed in nine levels: lexical, grammatical, phonological, graphological, semantic, syntactic, dialectal, register, and historical period. This paper investigates speeches delivered by Charles III before and after he acceded to the throne.

**- 1.1 Objectives of the Study**

The study aims to discover how speeches are made memorable. It seeks to uncover the ways by which the royal message is convincing to the audience and readership. The royal speeches are investigated as being the best example of English usage. The study aims to identify the recurring linguistic patterns associated with varying levels of authority.

**- 1.2 Research Questions**

The present study aims to answer the following two questions:

- 1- What is the most salient type of foregrounding featured in Charles III's speeches?
- 2- To what extent have Charles III's speeches undergone stylistic changes from princehood through monarchy?

The answer to these questions provides insights into how public speaking influences the audience. The answers to these two questions raise wider issues about the standardisation and manipulation of style.

**- 1.3 Significance of the Study**

The study examines creativity in language use, thereby enriching the understanding of language. The creative use of language requires rigorous work with linguistic devices. The study sheds light on the power

of words that can change what weapons cannot. The study focuses on the aesthetic aspects of the royal language, considering that the royal speeches are the most formal style of English, where the aesthetics of language have the least consideration.

**- 2. Literature Review**

This section explores key stylistic concepts and theories that facilitate an understanding of all aspects of foregrounding. The section is divided into three subsections: theoretical framework, previous studies, and literature gap.

**- 2.1 Theoretical Framework**

The primary theories employed in this study are the levels of deviation proposed by Leech (1969) and the concept of motivated prominence introduced by Halliday (1971). The linking element between the two theories is that they represent the unordinary and over-ordinary usage of the English language, reflecting either a deviation from the norm or an attainment of the norm.

**- 2.1.1 Style and Stylistics**

Style is derived from the Latin word ‘stylus’, which means a stick with a sharp end and a flat end, used by the Romans for writing on wax tablets (Galperin, 1977). It denotes a specific manner of using language. Stylistics is a branch of modern linguistics that can be based on literary style through detailed analysis, or non-literary style through linguistic choices made by speakers and writers (Baldick, 2001). Style refers to the language habits shared by one individual or a group of people at a given time or over a specific period (Crystal & Davy, 2013).

**- 2.1.2 Foregrounding**

The theory of foregrounding was developed in the early twentieth century by the Russian formalist Shklovsky (1917) and the Czech theorist Mukarovský (1964), a key figure in the Prague School of Linguistics and Literary Theory. Shklovsky (1917) proposed the term ‘defamiliarisation’ translated by Lemon and Reis in 1965 from the original Russian ‘ostraneniye’, meaning to make strange. Mukarovský (1964) suggested the term ‘foregrounding’ translated by Garvin in 1964 from the original Czech ‘aktualisace’, meaning actualisation. Shklovsky (1965) posited that perception is inherently automatic or habitual. He argued that foregrounding is an artistic feature that intends to remove the automatism of perception. Mukarovský (1964) claimed that foregrounding occurs sporadically in everyday English without a structured system, whereas it occurs systematically in literary texts.

Foregrounding typically involves some form of text distortion, either by deviating from the linguistic norm or by bringing it to the fore through repetition or parallelism (Simpson, 2004). For Wales (2011), foregrounding occurs when linguistic features are highlighted for specific effects against the background set by the rest of the text. She argues that foregrounding is the opposite of backgrounding, which occurs when a piece of writing or a speech is not focused or not made prominent. The theory of foregrounding is sometimes also referred to as the theory of de-familiarisation or de-automatisation. It is the technique of making strange or estrangement. Mukarovský (1964) posited that foregrounding is a stimulus capable of provoking special attention. He referred to foregrounding as “the aesthetically intentional distortion of the linguistic components” or “the intentional violation of the norm of the standard” (Mukarovský, 1964, p. 18). Leech and Short (2007) defined foregrounding as an “artistically motivated deviation” (p. 39). Jeffries and McIntyre (2010) opined that foregrounding is the feature by which some senses stand out in the text from the surrounding elements. Foregrounding can be achieved through either linguistic deviation or linguistic parallelism.

#### - 2.1.3 Motivated Prominence

Halliday (1971) used the general name ‘prominence’ to describe “the phenomenon of linguistic highlighting, whereby some feature of the language of a text stands out in some way” (p. 113). Halliday (1971) further explained this concept by distinguishing between two types of prominence: negative, which represents a departure from the norm, and positive, which establishes the norm. This distinction is concerned with how we look at prominence from the observer’s viewpoint. The text is said to be positively deviated when the author introduces uniformity in place of diversity that would normally exist.

As Abrams and Harpham (2015) illustrate, foregrounding is the act of bringing something into prominence to achieve dominance in perception. They further allude to the fact that the foregrounded properties are artistic devices that can be described as deviations from ordinary language. In his book, Short (1996) classified the deviation into two types: internal and external. The internal deviation occurs when breaking a norm set up by the text itself, such as the pattern of parallelism. The external deviation occurs when breaking one particular system of norms that constitutes the English language (Short, 1996).

#### - 2.1.4 Levels of Deviation

The study examines the stylistic devices that may occur across nine levels, as defined by Leech (1969). These levels are as follows:

**- 2.1.4.1 Lexical Deviation**

Lexical deviation is the deviation in the lexicon. This can be achieved through the invention and inclusion of new words (Ali et al., 2020).

**- 2.1.4.2 Grammatical Deviation**

Leech (1969) argued that a fine line should be drawn between the violation of surface structure, which affects the way the sentence is uttered, and the violation of deep structure, which affects the meaning.

**- 2.1.4.3 Phonological Deviation**

The study encompasses the sound patterns produced by the speaker. The phonological deviation is the deviation from the regular use of sounds or the mispronunciation of certain sounds. It includes special pronunciations for the convenience of linguistic devices, such as rhyme, assonance, and alliteration.

**- 2.1.4.4 Graphological Deviation**

The power of writing is undeniably effective in delivering messages and further facilitating communication. Halliday et al. (1964) stated that graphology is essential in describing any written language. Leech (1969) assumed that graphology encompasses more than orthography, as it refers to the writing system as a whole, including spelling, punctuation, and paragraphing (Leech, 1969).

**- 2.1.4.5 Semantic Deviation**

The deviation of semantics is concerned with the use of a word or phrase in a meaning different from the real one. The context plays a crucial role in determining the intended meaning. Semantic deviation encompasses a range of figures of speech, including metaphor, simile, irony, paradox, pun, and others.

**- 2.1.4.6 Syntactic Deviation**

- It occurs at the sentence level when particular structures are overused to produce parallel structures. It also appears when some parts of speech start the sentence in violation of the standard sentence order.

**- 2.1.4.7 Dialectal Deviation**

Dialectal deviation or dialectism, in Leech's terms, refers to "the borrowing of features of socially or regionally defined dialects" (Leech, 1969, p. 49). It is the deviation from the generally accepted or understood dialect.



- **2.1.4.8 Deviation of Register**

It occurs when mixing the uses and purposes of language as per the social context. It handles how the speaker adjusts language to a situation (Ren & Yu, 2013).

- **2.1.4.9 Deviation of Historical Period**

Archaism, in Leech's terms, refers to "the survival of the language of the past into the language of the present" (Leech, 1969, p. 52).

- **2.1.5 Foregrounding and Conception Time**

Foregrounding is a stylistic variation that evokes feelings and prolongs reading time (Miall & Kuiken, 1994). It is a linguistic strategy by which one draws attention to specific language features, shifting the reader's attention from what is said to how it is said (Nordquist, n.d.). Miall & Kuiken (1994) argue that the lengthy reflection on such artistic features helps uncover the less salient aspects of language. The reader may reconsider the foregrounded text in what is called 'refamiliarisation'.

Douthwaite (2000) argued that habitual perception is a normal human phenomenon. Maintaining this perceptual habituation leads to a dulling of the senses. By impeding the automatic processing, the sense of boredom is relieved, and the attention is arrested. Nørgaard et al. (2010) assumed that texts characterized by foregrounding tend to be processed more slowly by readers as they are influenced by the aesthetic aspect of language (Nørgaard et al., 2010).

Sun (2022) assumed that linguistic deviation is a disruption to the regular communication process, which, in turn, leads to a void in comprehension.

- **2.1.6 Repetition and Parallelism**

Parallelism is the opposite of deviation. It is "the introduction of extra regularities, not irregularities, into the language" (Leech, 1969, p. 62).

Short (1996) opined that foregrounding can be made by simple repetition of lexical items or by parallelism, where structural features are held constant. Parallel structures stir what Short called the 'perceptual prominence', inviting the reader to search for meaningful connections, especially in terms of the structural parts that are varied. Short (1996) noted that when one of the words is unknown, the parallel structure can help infer the meaning concerned.

- **2.2 Previous Studies**

In this section, four studies on stylistic devices and patterns are investigated. All studies are conducted in the twenty-first century. Thus, the findings are up-to-date. The selected studies fall into different genres,

including teaching methods, royal speeches, advertising style, and political addresses.

**- 2.2.1 Foregrounding in Teaching**

McIntyre (2003) investigated teaching methods by applying the theory of foregrounding, aiming to make lectures more effective and memorable. He argued that foregrounding is meant to defamiliarise the familiar. He sought to understand how teaching methods deviate from what might be expected in a lecture, which contributes to its memorability and effectiveness. He worked on his lecturing of the first-year undergraduate course in stylistics.

McIntyre (2003) analysed an extract from President Bush's speech and found regularities in the tense and the subject pronoun. He found that the present perfect tense was used in each sentence to emphasize the fact. He also found that the subject 'we' and the predicator 'have seen' were used at the beginning of each sentence to convey a distinct message via parallelism.

McIntyre (2003) also examined how foregrounding is created non-linguistically to render lectures more compelling and memorable. He concentrated on how lectures deviate from what students expect. Since students' attention tends to drop after 10 minutes of a lecture, a two-lecturer approach is adopted to help engage them. He focused on how teaching stylistics deviated from the typical lecture format. He found that dividing the lecture into manageable chunks, using two lecturers, and involving students helped increase the concentration span and provided a break from listening to the same person. Foregrounding techniques are not limited to teaching stylistics, yet they can be applied to lectures in other disciplines (McIntyre, 2003).

McIntyre (2003) concluded that it is valuable for lecturers to have considerable knowledge of foregrounding features in dealing with higher education groups. This entails enhancing the presentations in lectures for a better educational experience.

**- 2.2.2 Foregrounding in Christmas Speeches**

In her thesis, Kredátusová (2009) analysed the linguistic devices and diachronic changes in Queen Elizabeth's Christmas speeches from 1952 to 2007. She applied comparative methods in analysing the diachronic changes. The corpus included fifty-four delivered speeches. It excluded messages written to the press.

Kredátusová (2009) included both written and spoken languages in the discourse analysis. She noticed that the deviation was made possible



through fronting, it-cleft, and existential constructions. She provided the following examples.

Table 1: Deviations in Queen Elizabeth II's Christmas Speeches

Deviation Type	Example
Fronting:	<i><b>Every day</b> there are reports of violence, lawlessness, and the disregard for human life.</i>
It-Cleft:	<i><b>It is by acting in this spirit</b> that every man, woman and child can help and 'make a difference'.</i>
Existential Construction:	<i><b>There is</b> no doubt that the process of rebuilding these communities is far from over and there will be fresh calls on our commitment to help in the future.</i>

Kredátusová (2009) investigated the tenses and found that the past simple tense was most frequently used by the Queen, as simple tenses contribute to the comprehensibility of speeches. She also found that the passive voice was employed to increase formality. Prospects were expressed in the future simple, whereas royal commitments were communicated in the formal form of *shall*.

Kredátusová (2009) concluded that the Queen used language that ordinary people can construe. She discovered that the style of Christmas speeches was creative and poetic, not as formal as expected. Fronting and cleft sentences were employed to support the royal messages further. The vocabulary used by the Queen in her Christmas speeches underwent diachronic changes. The Queen's message was made appealing to the public.

### - 2.2.3 Foregrounding in Advertisements

Liu (2017) argued that the advertising style touches feelings and shapes thoughts. She assumed that an advertising text is considered successful when it employs unique vocabulary, rhetorical devices, colours, sounds, and layouts.

Based on the classification of Halliday (1971), Liu (2017) created tables with two columns: incongruity and deflection, under which she included various stylistic devices that bring prominence to the advertised content.

Liu (2017) created tables to classify the stylistic devices under two categories at the graphological, syntactic, and phonological levels.

Table 2: Foregrounded Features at the Graphological, Syntactic, and Phonological Levels (adopted from Liu, 2017)

	Incongruity	Deflection
Graphological	Capitalisation and Decapitalisation	
	Space	
	Shape of the Text	
Syntactic	Semantic Fragment	Repetition
	Disjunctive Element	

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		Incongruity	Deflection
		Elliptical Clause	Parallelism
		Negative Sentence	
Phonological			Rhyme
			Alliteration
			Assonance
			Consonance
			Reverse Rhyme
			Pararhyme

Liu (2017) concluded that the use of foregrounding features in advertising language brings about vivid and attractive advertising content, and yet further affects the consumer's decision to buy or use a particular product or service.

### - 2.2.4 Parallelism in Political Speeches

Almehmdawi (2018) investigated parallelism in a speech delivered by Hillary Clinton, the democratic presidential nominee. She found that Hillary used parallelism in her election campaign against Trump as a persuasive device that helped earn the audience's sympathy. Parallel structures were used to reinforce Hillary Clinton's ideology. Almehmdawi (2018) found that Hillary Clinton applied ideological discourse strategy of van Dijk (2006) by praising the founders of the USA when Hillary Clinton said "Remember: Our founders fought a revolution and wrote a Constitution so America would never be a nation where one person had all the power", demonstrating what van Dijk (2006) referred to as national self-glorification; and also by criticising Donald Trump when he said "I alone can fix it", demonstrating what van Dijk (2006) called negative other-presentation.

The following table includes sample examples quoted by Almehmdawi (2018) from Hillary Clinton's final election campaign against Donald Trump in 2016 to reveal the use of parallelism in political speeches. The parallel patterns are highlighted in bold to increase the text readability.

Table 3: Excerpts from Hillary Clinton's Election Campaign in  
2016

#	Sample Examples
1	<b>We will not build a wall.</b> Instead, <b>we will build an economy</b> where everyone who wants a good job can get one".
2	<b>Trump ties in</b> China, not Colorado. <b>Trump suits in</b> Mexico, not Michigan.
3	<b>I'm proud that</b> we put a lid on Iran's nuclear program without firing a single shot. <b>I'm proud that</b> we shaped a global climate agreement".
4	<b>We have the most tolerant</b> and <b>generous</b> young people we've ever had. <b>We have the most powerful military.</b> <b>The most innovative entrepreneurs.</b> <b>The most enduring values — freedom and equality, justice and opportunity".</b>
5	<b>That's</b> the country <b>we're fighting</b> for. <b>That's</b> the future <b>we're working</b> toward.

Almehmdawi (2018) stated that Hillary Clinton used parallelism based on the ideological square of van Dijk (2006):

- Emphasizing Our good things
- De-emphasize Our bad things
- Emphasizing Their bad things
- De-emphasize Their good things

Almehmdawi (2018) found that Hillary Clinton made use of parallel structures in her election campaign to send expressive messages to her voters. Almehmdawi (2018) concluded that politicians used parallelism in propagandistic speeches as a persuasive device to reflect dominance.

### - 2.3 Literature Gap

The previous studies focused on one aspect of foregrounding, either irregularity or overregularity. This study merges the two pivots into one framework of analysis. In addition, some previous studies enumerated the occurrences of the grammatical verbs *is*, *are*, *was*, and *were* without indicating what this repetition may entail. The previous studies did not cover the oral aspect of foregrounding. The analysis in the previous studies included people with only one role. The analysis encompassed Bush as president, Hillary as candidate for the presidency, and Elizabeth II as Queen. However, in this study, two roles of Charles III as Prince of Wales and King were compared and contrasted in the analysis. The data covered in the previous studies were confined to specific situations, including Christmas or candidacy for the presidency. Nonetheless, the data in this study covered a whole-year period for each role assumed by the speaker. The process of analysing data over a year would be an excellent fidelity of representation.

### - 3. Methodology

The approach followed in this study is data-driven, allowing the data to define the theme. In this sense, it is ‘inductive’ (bottom-up). The text is analysed to draw any pattern or feature found. The present study analyses the transcribed version of the royal speeches delivered by Charles III, given the fact that “much stylistic analysis has tended to concentrate on the written language, or a transcribed version of the spoken language” (Jeffries & McIntyre, 2010, p. 17).

#### - 3.1 Study Design

Both quantitative and qualitative research methods are used in this study. The date of Queen Elizabeth II’s death serves as the key reference point for filtering data. For analysis, an equal period of one year before and after her death is considered.

**- 3.2 Data Collection**

For research, the transcripts of Charles III's speeches are used. The data is collected from the official website of the British royal family under the tab "Media Centre" followed by the headline "Speeches and articles" (The Royal Household, n.d.). The period of the search encompasses speeches from 1958 to 2024, that of the princehood and the kingdom.

**- 3.3 Data Codification**

For easy reference, the study data are coded according to the title of Charles III. The codes refer to the speeches appended at the end of the study. The codes are composed of letters and numbers sequentially. The letters represent the initials of the title, and the numbers represent the chronological order of the speech. The codes follow the same case of the letters, upper or lower. The code PoW is awarded to the speeches of Charles III as Prince of Wales, and the code K is awarded to the speeches of Charles III as King. The codes of the Prince of Wales range from PoW1 to PoW34, and the codes of the King range from K1 to K24.

**- 3.4 Conceptual Framework**

The speeches are construed as per the tripartite model developed by Leech. In the light of the previous theories, a particular model is used to analyse the speeches. It is Leech's tripartite model as depicted in Figure 1 (Leech, 1969, pp. 37, 38).

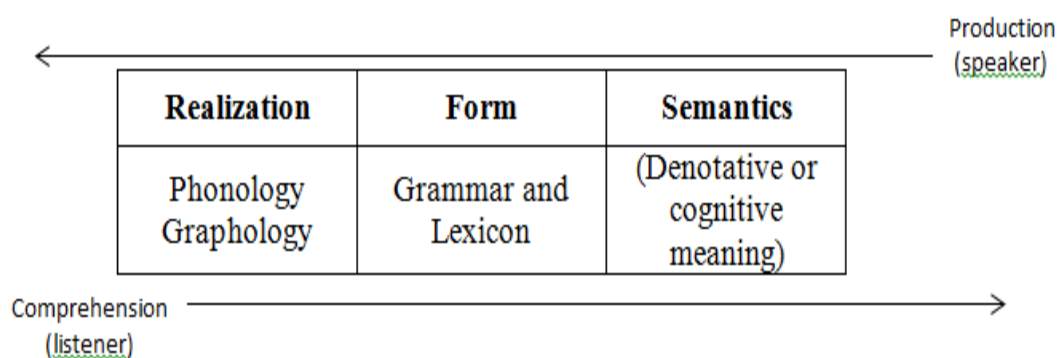


Figure 1: Language Knowledge Model (adopted from Leech, 1969)

Based on the previous theories and studies, a combined model is created.

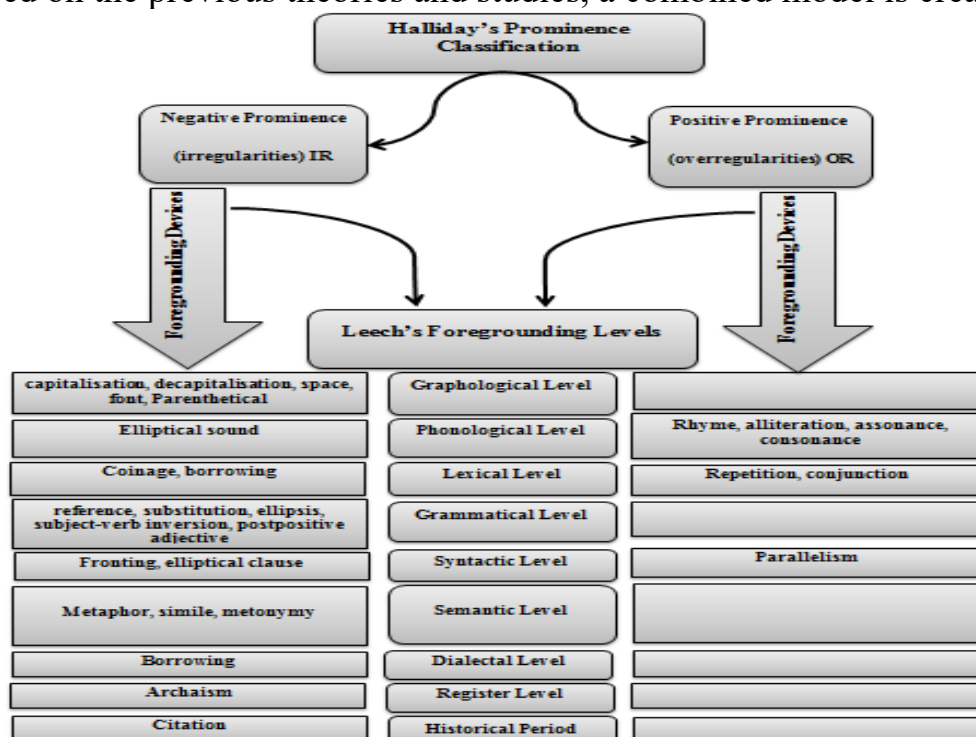


Figure 2: Foregrounding Blended Model of Halliday and Leech

This model shows how language works at both the productive and receptive levels, i.e. at the levels of speaking and writing as much as listening and reading. This model is used for understanding the speeches and initiating the analysis by organising the aspects to be considered first. By combining the irregularity/overregularity, or linguistic and extralinguistic elements in one analysis, the speeches are investigated extensively to find a link or clue to help answer the research questions.

To clarify the exact meaning of the stylistic devices, a table is created to define the stylistic devices used in the study. The definitions are ordered alphabetically and tabulated as follows.

Table 4: List of Stylistic Devices and their Definitions

Stylistic Device	Definition
Alliteration	The repetition of the initial consonant sound in nearby words, e.g. dead, doornail: /dɛd/, /dɔːneɪl/
Anaphoric Reference	A type of reference where the referent precedes the referring expression
Assonance	The repetition of the same vowel sound with a different final consonant in nearby words, e.g. cough, drop: /kɒf/, /drɒp/
Cataphoric Reference	A type of reference where the referent follows the referring expression
Consonance	The repetition of the final consonant sounds with different

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	preceding vowels in nearby words, e.g. pest, last: /pest/, /la:st/
Ellipsis	A cohesive tie through the omission of a grammatical structure which can be understood in the context, e.g. I could offer her a lift. But no, I won't.
Fronting	Shifting of elements from their normal position to the beginning of the sentence for the purpose of emphasis. Fronting of adverbials and direct objects are mostly common.
Inversion	Reversal of normal word order of major sentence components, especially subject and verb.
It-Clefting	The division of a simple sentence into two clauses, one contains "it + auxiliary verb be" and the other is a relative clause.
Metaphor	The comparison of two different yet similar things by using verb to be.
Metonymy	A substitution of a referent by a closely related attribute, e.g. the White House for the US President.
Parallelism	The repetition of the same structural pattern mainly among phrases or clauses.
Pararhyme	The repetition of both initial and final consonants with different preceding vowels in nearby words, e.g. sing, sang: /sɪŋ/, /sɑŋ/
Reference	A cohesive tie by which linguistic items refer to something else for their interpretation. The element referred to is called the referent. Common examples are pronouns (you, he, her), demonstratives (this, that, those), and articles (a, an the).
Repetition	An act of repeating a lexical item in its identical or near identical form, e.g. run/run or run/running.
Rhyme	The repetition of the last stressed vowel and all the sounds that follow, e.g. late, fate and Fleet, sweet.
Simile	The comparison of two different yet similar things by using 'as' or 'like'.
Substitution	A cohesive tie by which a placeholder is used to occupy the elliptic slot, e.g. I could offer her a lift. But no, I won't do so.

Each of the aforementioned devices lies under a stylistic level. Once the device is repeated, a pattern is said to be maintained. These stylistic devices and patterns constitute the base for the deviation analysis.



**- 3.5 Procedures**

The following table shows a colour coding system designed to facilitate the analysis process. Each stylistic pattern is given a unique colour in a table.

Table 5: Colour Codings for Stylistic Patterns

#	Stylistic Pattern	Highlight Colour
1	Parentheticals	Red
2	Capitalisation	Black
3	Quotation	Olive Green
4	Rhyme	Teal
5	Alliteration	Mint Green
6	Consonance	Dark Yellow
7	Repetition	Orange
8	Neologism	Pink Nude
9	Reference	Dark Red
10	Ellipsis	Green
11	Substitution	Brown
12	Postpositive Adjective	Blue
13	Inversion	Pink
14	Parallelism	Yellow
15	Fronting	Grey
16	It-Clefting	Light Blue
17	Metaphor	Light Orange
18	Metonymy	Light Purple
19	Borrowing	Emerald
20	Informality	Purple
21	Archaicism	Dark Grey

For the quantitative aspect of the analysis, an Excel sheet is created to record all cases of foregrounding. For the qualitative aspect of the analysis, foregrounding cases that stand out are shown in the explanation.

**- 4. Data Analysis**

This section provides a sample analysis of two of Charles III's speeches. The first speech in each role is selected for analysis. The analysis is conducted quantitatively and qualitatively using the colour codings in Table 5.

The following table demonstrates samples from the Prince of Wales's speech.

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Table 6: Excerpts from the Prince of Wales's speech

#	Code	Sample Examples
1	PoW1	I can't tell you how pleased I am to be able to welcome you all to this very special Prince's Trust Awards Trophy Ceremony.
2	PoW1	I can't tell you how proud I am of all of them
3	PoW1	I remember there were an enormous number of people who were trying to get in,
4	PoW1	So I owe them an enormous debt of gratitude, and obviously all the other Award supporters who have made this event possible.
5	PoW1	I had to go round the country endlessly trying to recruit volunteers, trying to recruit mentors.
6	PoW1	During the past year, we celebrated the launch of The Prince's Trust in the United States of America and St Lucia,
7	PoW1	But I know, with the experience it has gained, that my Trust is equal to the challenge.

Examples 1 to 4 denote the use of repetition and capitalisation. Example 5 refers to the use of parallel structures. Example 6 illustrates fronting. Example 7 demonstrates the use of a parenthetical statement. All of those examples represent foregrounding as an effective tool employed to impress the audience.

The following table demonstrates samples from the King's speech.

Table 7: Excerpts from the King's speech

#	Code	Sample Examples
1	K1	Throughout her life, Her Majesty The Queen – my beloved Mother – was an inspiration and example to me and to all my family,
2	K1	Queen Elizabeth's was a life well lived; a promise with destiny kept
3	K1	In 1947, on her twenty-first birthday, she pledged in a broadcast from Cape Town to the Commonwealth to devote her life, whether it be short or long, to the service of her peoples.
4	K1	Her dedication and devotion as Sovereign never wavered, through times of change and progress, through times of joy and celebration, and through times of sadness and loss.
5	K1	And to my darling Mama, as you begin your last great journey to join my dear late Papa, I want simply to say this: thank you.
6	K1	Thank you for your love and devotion to our family and to the family of nations you have served so diligently all these years.
7	K1	May "flights of Angels sing thee to thy rest".

Example 1 denotes the use of fronting, capitalisation, and a parenthetical statement. Example 2 refers to the postpositive adjectives. Example 3 demonstrates the use of fronting, capitalisation, and the inclusion of a parenthetical statement. Example 4 illustrates alliteration, capitalisation, and the use of parallel structures. Examples 5 and 6 show fronting, rhyme, repetition, and parallelism. Example 7 illustrates the use

of archaic statements that date back to an earlier era. All those examples prove that foregrounding is not limited to literary text.

The previous two tables resemble an identical comparison between the stylistic devices in the two speeches.

#### - 4.1 Results of the Analysis

The results are tabulated to elucidate the statistical differences between Charles III as Prince of Wales and as King. The following is a list of occurrences of deviation levels by Charles III when assuming the princehood and monarchy.

Table 8: Comparison of Deviation Levels

Level of Deviation	Role of Charles III	
	Prince of Wales	King
Graphological	1	9
Phonological	0	2
Lexical	10	6
Grammatical	2	6
Syntactic	29	31
Semantic	0	0
Dialectal	0	0
Register	1	0
Historical Period	0	1

The lexical and syntactic levels are most frequently flouted among all levels in the speeches of Charles III as Prince of Wales and King. The two levels encompass various stylistic devices, among them the highest are repetition, parentheticals, and fronting. The following is a list of stylistic patterns employed by Charles III, as Prince of Wales and King.

Table 9: Comparison of Stylistic Patterns

Stylistic Pattern	Role of Charles III	
	Prince of Wales	King
Capitalisation	1	9
Quotation	0	0
Rhyme	0	1
Alliteration	0	1
Consonance	0	0
Repetition	10	6
Neologism	0	0
Reference	2	4
Ellipsis	0	0
Substitution	0	0
Postpositive Adjective	0	0
Inversion	0	2
Parentheticals	13	12
Parallelism	3	2
Fronting	6	17
It-Clefting	7	0
Metaphor	0	0
Metonymy	0	0

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Borrowing	0	0
Informality	1	0
Archaicism	0	1

It is observed from this comparative table that repeated, parenthetical and fronted statements are most frequently used. The following is a comparison of occurrences between irregularities and overregularities in the speeches of Charles III as Prince of Wales and King.

Table 10: Comparison of Irregularities and Overregularities

Role	Prince of Wales		King	
Regularity Case	Irregularities	Overregularities	Irregularities	Overregularities
Occurrences	28	15	41	14

The cases of irregularities outnumber those of overregularities in both roles.

### - 4.2 Discussion

The deviation achieved in Charles III's speeches is linguistic, compared to what McIntyre (2003) proposed about the non-linguistic deviation of lecturers. The way Charles III performs in his speeches is not covered, as it goes beyond the linguistic aspect of the analysis. Kredátusová (2009) carried out a quite similar study, covering linguistic devices in fifty-four speeches delivered by Queen Elizabeth. Whereas Kredátusová (2009) did not adopt a specific order of deviation levels in the analysis, the current study adopts the same order depicted in Figure 1. Almeahmdawi (2018) analysed a political speech by Hillary Clinton as a presidential nominee against Donald Trump. Parallelism was used for positive representation of the self and negative representation of the other. In this study, Charles III only used parallelism positively, as no competition existed in his speeches. Liu (2017) analysed figures of speech as forms of foregrounding, examining deviations that enhance product branding. She categorised stylistic devices as either irregularity or overregularity, associating these with specific deviation levels. Building on Liu's framework, this study extends Liu's approach by unifying the regularity case and deviation level into a single framework, thereby providing a clearer structure for analysis.

Throughout his tenure as Prince of Wales and King, Charles III's communication style was marked by diachronic changes, especially in his use of linguistic norms. His speeches often included deviations from standard English, either by adding extra information or bringing certain parts of speech to the fore.

**- 5. Findings**

It is found that the irregularities outnumber the overregularities in both roles of Charles III. This entails that the deviation of the norm is the salient feature in Charles III's royal speeches over the period under study. The overregularities that create patterns come second, indicating that the repetition of words, phrases, or clauses is not what makes the speeches of Charles III stand out. Breaking the normal usage of language does make the speeches of Charles III instantly appealing and memorable. The foregrounded text causes surprise in the minds of the readers, raises expectations of what may occur, and evokes the feeling that the text is worthy of reading.

Charles III did not always adhere strictly to established norms; instead, he sometimes flouted them irregularly. These external deviations involved breaking standard English rules. Alternatively, at times Charles III adopted overregularity, repeatedly using certain lexical or syntactic items. In such cases, the text itself sets the norm, and internal deviation occurs.

**- 6. Conclusion**

The study concludes that orators employ the foregrounding devices to make memorable speeches and persuade people to sympathise with their views. The study found that the normal use of language is evaded to reflect prominence. Charles III uses linguistic devices to help him affect his audience.

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