A pragma-linguistic Analysis of hyperbolic Constructions in book Blurbs

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Abstract:

The main purpose of this paper is to investigate hyperbole in book blurbs. Back cover blurbs, brief texts displayed on book covers, provide information about a book to potential readers. They are mainly evaluative- persuasive texts which summarize the main features of the book and provide a mostly subjective evaluation using lexical, pragmatic and textual devices. One of these devices is hyperbole. Hyperbole (also referred to as exaggeration or overstatement) has been studied in rhetoric and literary contexts, but only relatively recently in book blurbs. This paper aims to analyze and classify hyperbolic constructions in back cover blurbs of selected books in order to identify their pragmatic functions as evaluation and persuasion.

In order to achieve the aim of the present study, thirty book blurbs of linguistics and literary books were analyzed through adopting a linguistic and pragmatic model. The findings reveal that hyperbolic constructions are realized widely via lexical devices especially adjectives. Moreover, most of the hyperbolic constructions used in the selected texts fulfill certain pragmatic functions among which evaluation and emphasis are highly frequent. Based on this, hyperbole is primarily evaluative rather than a descriptive or explanatory device.
Key words: hyperbole, book blurbs, pragmatic functions.

1-Introduction.

The term hyperbole (hy-per-bolee) comes from the Greek hyper, "over" and bollen, "to throw". Hyperbole is the act of rhetorical exaggeration and the device is found numerous times in Greek texts. It has been one of the figures of speech discussed within the general framework of rhetoric since the time of ancient Greeks. Hyperbole has a long history of study going back to Aristotle. He provides operational definitions of hyperbole explaining its application through metaphors and similies. In the ancient world, rhetoric was associated with persuasive speech and the exercise of power. According to the classical rhetoric, hyperbole is a figure of speech of bold exaggeration. It can be also a figure of thought, when it is a means of gradual amplification (Lausberg,1998:410)

Hyperbole is defined as "extravagant exaggeration by which something is represented as involving a greater intensity than in reality". (Gibbs, 1999:17). Hyperbole is a rhetorical device in which statements are exaggerated. It may be used to evoke strong feelings or to create a strong impression, but is not to be taken literally.en.wikipedia.org/wiki/hyperbole

Woods (2002:6-8) adds that hyperbole "is an exaggeration for the sake of effect or emphasis". It is used in spoken or written texts in everyday language for many purposes and in many ways, for example, irony, emphasis, praise, and criticism. Relating to the speaker or writer's purpose in using hyperbole, Cano Mora(2006:205) indicates that hyperbole is usually used to make the listener take extra note of something. She finds that many hyperbolic expressions are used on one hand to praise or approve of someone or something and on the other hand to complain, attack and criticize someone or something. In line with this, Clardige (2011:209) adds that hyperbolic forms are employed to praise a character or an implied addressee in order to make the target of the praise stand out as an extraordinary person or thing.

Moreover, Leech (1983:146) indicates that hyperbole is not only a rhetorical figure, but it is a common feature of everyday language use. It has an important affective component in the sense that it deals not simply with the description of an experience, but with the understanding and the evaluation of it.

The purpose of the present study is two folds: first, it aims at identifying and classifying the hyperbolic items present in the selected texts in order to be able to determine the patterns of exaggeration in discourse to provide an insight into the nature and defining features of this figure. Second, it aims at displaying the main pragmatic functions of these hyperbolic items, and explaining how these functions can help to evaluate the book and persuade the potential reader.

The following section will help to give an understanding of hyperbole in different research traditions and will form the background of the present paper. In section three a brief explanation about the generic structure of book blurbs will be presented. Section four will deal with realization and classification of hyperbolic forms, section five deals with the main pragmatic functions of these forms. Section six will inform the reader on the methodology used for the analysis of the data and will present the tables that illustrate the main findings of the data analysis. Section seven will display the main concluding remarks achieved from the present study.

2- Review of Literature

Although hyperbole has a long history of study within the general framework of rhetoric, the emphasis has been laid on defining, classifying and illustrating this trope. Hyperbole has traditionally been examined as a creative device and nowadays it is associated with the production of literary works. In the field of literary studies some scholars have presented a distinction between the literary or poetical form of hyperbole from everyday use of overstatement. In relation to this, Kreuz et al (1996:91) present an examination of figurative language use in a corpus of American short stories. They analyze the co-occurrence of eight main forms of non literal language, namely hyperbole, idiom, irony, metaphor, simile, understatement, indirect request, and rhetorical question. The findings of their study show that after metaphor, hyperbole is the most common trope.

In other disciplines, research on the pragmatic functions of exaggeration is implied within studies of other figures, especially irony and understatement. (Colston and Keller,1998). In the other hand, Cano Mora (2009) has introduced a corpus based analysis of the rhetorical functions of hyperbole in ordinary conversation. She mainly concentrated on hyperbole as a long neglected trope by figurative language researchers who concentrated on metaphor and verbal irony. She found that hyperbole is a pragmatic category that can be realized in any word class or lexico-grammatical configuration.

In cross-cultural studies, most of the empirical works on hyperbole involve comparison of frequency and use in different cultures, Spitzbardt(1963) Linguistic studies have focused on hyperbole as part of the grammatical processes of intensification. Related to this Bolinger (1972) presents a list of intensifying adjectives, and adverbs referring to the notions of absoluteness and extremity, which are clearly exaggerated. Moreover, McCarthy and Carter (2004) list some of the most frequently used linguistic means for achieving hyperbole. They also discriminate between those words and expressions which occur with hyperbolic and non

hyperbolic function. They distinguish the main categories namely, expressions of number, amount and quantity.

Psychological research indicates that most hyperbolic expressions are used to transport negative evaluation. In line with this, Anderson & Leaper (1998) indicate that the category of negative emotions is comparatively larger and more varied than that of positive emotions. They have also found that negative emotions were expressed mostly in indirect manner. On the other hand, Channel (1994) equates exaggeration with vagueness. She claims that "a special category of approximation is to use an exact number with a vague reading to exaggerate the quantity concerned then create hyperbole".

In sociolinguistic research, Omar&Khalaf(2009) attempt a sociolinguistic analysis of hyperbolic expressions used by Iraqi Arabic speakers in everyday conversation. They have concluded that Iraqi Arabic speakers use numerical expressions to exaggerate for the sake of threat and humor.

In the field of politics, Banyweis (2012) presents a contrastive analysis of hyperbolic constructions in English and Arabic political speeches. He selects twelve political speeches for English and Arabic politicians and analyses them in terms of linguistic, literary, rhetorical and pragmatic levels. The findings reveal that in the linguistic and pragmatic levels both languages share approximately the same realizations of hyperbolic expressions. On the other hand, the rhetoric and literary levels are specific to the Arabic data.

So far, hyperbole has been investigated from different perspectives and in different genres but hardly ever in book blurbs. Moreover, most the previous research on hyperbole has focused on what exaggeration is and how hyperbolic statements are comprehended without paying attention to the pragmatic functions that this figure may fulfill in discourse.   Unlike the previous research, the present study investigates   the pragmatic functions of hyperbole in book blurbs that can help to evaluate and praise the books so as to persuade the potential reader.

3- Book Blurbs

In the publishing trade, blurbs are brief texts traditionally displayed on the back covers of books, and nowadays also on the internet. Blurbs not only provide information about the book but also aim at persuading the "potential reader" to buy it.

According to Bhatia (2004:90) book blurbs belong to the genre along of promotional genres. They not only provide information about the book through describing its contents but also evaluate and recommend the book. They present extracts from reviews in well-known newspapers and

magazines which highlights the qualities of the book and persuade the potential customer to buy and read the book. (ibid).

3.1 Rhetorical Structure of Book Blurbs

Goddard (1998:9) indicates that the rhetorical structure of blurbs consists of three main moves each one performs a specific function:

Move 1. Description
Move 2. Evaluation
Move 3. About the author

The first and the third have an information function while the second have an affective function.

Move 1- Descriptive. This is the only obligatory move in the book blurb. Description is the text type related to the cognitive process of perception which summarizes the book content that may refer either to the plot or to the argument. Subjective descriptions are highly frequent in characterization within subjective argumentations. Description may serve various functions as, setting the scene, introducing main characters and setting the scene. (Cacchini, 2005, 6-7).

Move 2- Evaluation. This move includes extracts from longer reviews published in newspapers and magazines. The purpose of these review extracts is to evaluate and recommend the book by praising its qualities and the qualities of its author. Moreover, these excerpts are written in capital and bold letters in order to attract the reader's attention and achieve the function of attention seeking device (Goddard,1998:10).

Move 3- About the author. In this move the author's professional background is offered which usually includes previous publications, awards won, current interests, place of residence, and family details (ibid).

4- Realization of Hyperbole

Claridge (2011:40-49) presents an overview of the realizations of hyperbole.

She first distinguishes between basic and composite hyperbole. According to her, basic hyperbolic expressions don't leave the domain of the corresponding literal expressions. For example, the hyperbolic expression "freezing" belongs to the same domain of the (felt) temperature as the intended expression *very cold*, this is called domain preserving. However, in the case of metaphorical or composite hyperbole domain switching is involved. For example, changing ones state from *being afraid* to *being petrified (*Ibid: 40-49).

It has been argued that context plays a central role in the perception of hyperbole. Consequently, this phenomenon cannot be studied out of the domain of pragmatics. Hyperbole cannot be understood in isolation or in de-contextualized situations. The linguistic and the extra- linguistic

contextual information allow us to determine whether the utterance must be interpreted hyperbolically or not. For this, hyperbole is a purely pragmatic phenomenon since the context can determine its presence in discourse. (Cano Mora,2009:95).

  Not all utterances are cases of hyperbole; several cues may incline us towards a hyperbolic interpretation. Among these is the use of labels. Speakers may inform the listener about how their words are to be taken. One way to notify the hearer is to actually announce one's intention, beginning with such utterances as "speaking metaphorically", "at the risk of exaggeration"….etc, which can serve to put the hearer on notice. (Fraser, 1983:33).

    Brown and Levinson (1987:104) refer to other less explicit ways for the identification of hyperbole. They indicate that hyperbole is often done with exaggerated intonation, stress and other aspects of language. Grammatical forms and the co-operation of lexical and grammatical means can also bring about hyperbole. Spitzbardt (1963:278) indicates that "most of the devices of hyperbolic speech, as for example, certain nouns, adjectives, adverbs, verbs, or the application of metaphor and simile are of a lexical kind and belong to the field of semantics"

4.1.Hyperbolic Forms

The first classification of hyperbolic forms is presented by Spitzbardt (1963:287) and further developed by Claridge (2011:46-57) as follows:

1- Single word hyperbole. This form is the most commonly used form of hyperbole, in which all lexical word classes are used but nouns and adjectives are the most common ones.

  a) **Nouns**. In this type of hyperbole, expressions of quantity may be used such as, *ages loads*, *the earth*, miles…..etc. as in:

   (1) It is ages since I saw you.

  b) **Adjectives**: Adjectives are overused in hyperbolic expressions. Their number is as great as hyperbolical nouns. For example, *incredible*, *crazy*, *killing*….., as in:

   (2) A: *How was the movie?*

B: *Incredible*.

C) **Adverbs**: hyperbolic meaning is also expressed by intensifying adverbs as for example, *endlessly*, boundlessly…..etc, as in:

   (3)She is allergic to everything.

Having allergic to everything would imply the impossibility of leading any sort of normal life.

D) **Verbs**: Verbs are different form nouns and adjectives in that they cannot have much variation. Only few verbs are common, like *die*, *kill*, *love* and *hate*. As in:

   (4)He was dying to know the secret.

2-Numerical hyperbole: The most basic category for number is the single word as it occurs more frequently than in other categories. As in:

   (5)I beg a thousand pardon.

3- Simile and Metaphor: Simile and metaphor can also give hyperbolic meaning as in:

   (6) Across as the devil sky high.

4- Comparatives and superlatives: This form is used for a very forceful exaggeration, as in:

   (7)I never phone at the most expensive time of day.

5- Phrasal hyperbole: It is a particular combination of words and senses which produces the overall hyperbolic meaning. Hyperbolic phrase is sub classified into; noun phrase, adjective phrase, adverb phrase, verb phrase and prepositional phrase.

   -    *(8) last week's black Friday.*

6- Clausal hyperbole: this form includes all those cases in which the hyperbole is created by the combined effect of items in two or more clausal constituents. For example:

   (9) not eating very much.

7- Repetition: This form represents a spoken language phenomenon. What is meant by repetition here is the co-occurrence of the same item or phrase in strict sequence without interruption by other materials. For example:

   (10)It has been there for ages and ages and ages.

5-Functions of Hyperbole

   In classical rhetoric and in modern pragma-linguistic approaches specific functions has been ascribed to hyperbole. The first and the most widely recognized function in the literature of hyperbole is emphasis. Cano Mora (2006:199) indicates that emphasis is the most important function of hyperbole, followed by positive and negative evaluation. Other more or less prominent functions were expression of surprise, simplification, interest intensification, contrast of differences, and humor.

   It has been shown that hyperbole can function as emphasizing device that highlights certain aspect and conveys specific emotion at the same time. This is possible because hyperbolic expressions do not just have a quantative meaning but also a qualitative or emotional value. (Claridge 2011:79). According to Norrik(1982:172) when using hyperbole "the speaker communicates certain literally representation of the objective state of affairs with his emotional involvement". Bolinger (1972:115) adds that

the emphatic and forceful nature of hyperbole is due to the fact that in using this figure one is substituting a strong for a weak synonymy, as in *she is intelligent* with *she is brilliant.*

Hyperbole also has an evaluative meaning, and can thus be a mean to convey and arouse emotion. Evaluation is generally seen as an umbrella term for " the expression of the speaker's or the writers attitude or stance towards view point on/ or feeling about the entities or propositions (s)h is talking about".(Hunstone & Thampson, 1999:5). In fact this function is two folds since one can express both, positive and negative opinions or attitudes. So, people may exaggerate to achieve positive goals, such as, praising, recommending, expressing approval, etc. On the other hand, through negative evaluation people present subjective judgment in which they can attack, criticize, express disapproval. Moreover, positive evaluation comprises certain semantic fields as,   idea of life, idea of perfection, and idea of splendor. Negative evaluation contains the semantic field of chaos, shrillness, badness, frightfulness, and violence. (Cano Mora, 2009:5).

Hyperbole is not only an evaluative device, it is also an intensifying device. For Cacchiani(2007:9) intensity, unlike the expression of evaluation, doesn't need an object or a target. It can simply reflect the emotional disposition of a speaker/writer at a moment or in general. He divides upgrading intensifiers into, obsolutives/ completives (e.g obsolutely great), intensifiers of the extremely high degree (e.g. extremely high), and intensifiers of the high degree (e.g.very).

Claridge (2011;209) mentions another aspect of hyperbole that can be used for persuasive purposes, namely vagueness. According to her, certain hyperbolic expressions as "age', 'load', 'million' are characterized by being vague. When these expressions are used they do not refer to an exact amount. Vagueness may also play a role in the choice of round high numbers such as, *thousand.* It is difficult to specify exactly whether people or objects correspond to 1.000. In fact this vagueness is cognitive rather than semantic or linguistic (ibid).

Vagueness can also be achieved through making generalizations. Speakers or writers often avoid listing, specifying, detailing, etc. In this case they avoid giving exact and precise information which certainly creates vagueness, as in:

(11) It ruins your life, ruins your family and everything! (Carter&McCarthy, 1997:119).

6-Data and Methodology

In order to achieve the aim of the present study, a corpus of thirty randomly selected back cover blurbs of books are examined. Following Cano Mora (2009), and (Spitzardt 1965), hyperbolic items are analyzed through adopting a model of two levels namely, linguistic and pragmatic.

The linguistic level consists of two sub levels. The first level is called the lexical level which consists of the major and the minor word classes. The second level is called the lexico-grammatical level which includes comparative and superlative degrees, whole sentences and complex modification.

The pragmatic analysis is based on the realization of different pragmatic functions fulfilled by the hyperbolic devises identified in the data. The corpus analyzed includes 30 back cover blurbs of books selected at random which together add up to 10000 words. The texts examined belong to the linguistic and literary field of English language as illustrated in the following table:

Table -1- Length and number of Texts examined.

Language field	Number of texts	Word length
Linguistics	15	6000
Literature	15	4000

6.1.The Linguistic Analysis

The linguistic analysis has been carried at two levels, lexical and grammatical. The lexical level investigates nouns, verbs, adjectives and adverbs as major word classes along with prepositions, numerical expressions and quantifiers as minor word classes. This is in line with Spitzbardet (1963:27) claim that " most of the devices of hyperbolic speech, as nouns, adjectives, adverbs are of lexical kind and belong to the field of semantics". These are not the only means to express hyperbole. Grammatical forms and the cooperation of lexical and grammatical means are also able to bring about an overstatement as noted by Norrik (1982:170).

Lexical hyperbole can occur in any major word class present in the selected texts. A part from nominal overstatement, hyperbolic verbs, adjectives and adverbs can be found too. Among the major word classes, the category of overstated use of adjectives comes first. This has been mostly signified by two forms: single adjectives and comparative/ superlative forms as, *excellent, impressive, essential, comprehensive, unified, innovative, unique, highly successful, straightforward, valuable, informative, very little, clear, helpful, basic, accessible, leading*. They are

used in (90) instances making up (26%) of the total occurrence of the major word classes in our data.

There is also an overwhelming presence of hyperbolic adverbs in our data. Most of them are intensifiers or adverbs of degree as, *completely, absolutely, totally, fully, extremely, most + adjective, never, always, excellently, fully, widely, easily, richly.* They take the second position among the category of major word classes by occurring in (47) instances and making up (14%) of the total percentage.

Among the category of nouns denoting hyperbole emphatic plurals and single nouns are recognized in the data such as, *lots, lots of, ages, decades, a wealth, an exploration, a proud, a discipline, a miracle, a revolution. F*or example:

(12) "this new edition is a *wealth* of new exercise material".

The total occurrence of these nouns is (35) with (12%) of the total occurrence of the major word classes. This frequency of occurrence makes nouns third in the grade of other word classes.

Verbal hyperbole is also found in the selected texts such as *amaze, ruin, couldn't believe, will challenge, excited, can't resist.* Their presence constitutes (5%) of the total occurrence of the basic word classes. Compared to the previous word classes this rate is almost negligible. For example:

(13) "it will become a standard work, one that *will challenge* teachers along with their   students".

In addition, minor or closed word classes can also express extremity, so we can find overstated numbers, quantifiers and prepositions, for example:

(14)" using clear explanation *throughout*, the book is divided into three main   sections….."

Quantifiers seem to be one of the major strategies in producing hyperbole. After adjectives, they are the most prominent grammatical category for hyperbole in the selected texts constructing (20%) of the total percentage.

Overstatement is also illustrated through certain lexico-grammatical structures as, comparative/ superlative degree, similes or comparisons, and complex modification, as in the following example;

(15)" 'the book has a unique yet simple structure that help the students to engage with   the subject *more easily than the other books in the market"*

The following table depicts in terms of occurrence and percentage the lexical and grammatical repertoire in our data.

Table (2)

The Frequency and percentage of lexical and Grammatical Devices in The Selected Texts

Lexical and grammatical word classes	Occurrence	Percentage
1-Major word classes a.Nouns b.Adjectives c.adverbs. d.verbs Total	39 90 38 14	13% 27% 13% 5%
2-Minor Word Classes a.prepositions b.Numerical expressions c.Quantifiers Total	5 25 70	1% 8% 20%
3-Lexico-Grammatical strategies. a.comparative and superlative degrees b.complex modification Total	5 6	1% 1.3%

6.2.The pragmatic analysis of hyperbole

In order to answer the question: what communicative functions does hyperbole fulfill in language?, a content analysis has been performed. Hyperbole was examined in context to determine the purpose of its use. Thus, a part from playing a central role in the perception of hyperbole and allowing us to assess the degree of inflation of hyperbolic expressions, contextual information is crucial to determine the specific pragmatic functions this figure fulfills in discourse. In the data examined, hyperbole seems to respond to five communicative functions namely, emphasis, evaluation, intensification, vagueness, and clarification. The table below shows the number of occurrences and percentages of these pragmatic functions in the data examined.

Table(3)
The Frequency and Percentage of The Pragmatic Functions of hyperbole

Pragmatic functions	Occurrence	Percentage
1-Evaluation positive & negative	105	50%
2-Emphasis.	95	37%
3- Intensification.	60	25%
4-vagueness	55	13%
5-Clarification	49	5.4%

1. Evaluation

Percentages seem to reveal that this function is the most prominent goal of hyperbole in the selected texts (50 %). Many hyperbolic expressions are essentially evaluative.

It should be stressed that most adjective take a high position in the positive side of evaluation along with gradable lexical items like *good*, *funny*........etc. and implicit superlatives. Implicit superlatives are vehicles for semantic and pragmatic intensification, as in:

(**16**) Perspectives on the English language is an *innovative* series of textbooks for the students of English language.

2. Emphasis

The second most recurrent function in the analyzed texts is emphasis. It has been revealed in terms of (95) instances making up (37 %) out of the total pragmatic functions.
Consider the following example:

(**17**) "There is a selection of *the most important and* representative work from the major schools in contemporary criticism".

In the previous example, hyperbole fulfills the emphatic function through the use of intensifying adjective *most important.*

3- Intensification:

The analysis of the selected texts reveals that this function occurs in (60) instances and stands at an average of (23%) of the total percentage.

In the present study, intensification is achieved through repetition and accumulation. Repeating the same word or a certain syntactic form helps to

awaken interest and curiosity in the reader which is in line with the promotional and marketing function of book blurbs. Moreover, through accumulation, intensification is done by referring to different dimensions, for instance, bringing together words like precious and wise with knowledgeable so as to praise the book and create the effect of marketing it as number one. Consider the following examples:

18) useful, useful book.

 19) a precious, wise, and knowledgeable source.

4. Vagueness

In the texts analyzed, vagueness accounts for (13 %) out of the total percentage.

Making generalization is the most recurrent form of vagueness in our data. Consider the following example:

   19) The anatomy of literary studies has much to *offer any student e*mbarking on a specialist course at a university or *elsewhere.*

5. Clarification

The frequency of occurrence of this function in the analyzed texts is rather low (5.4%). Clarification in our data is achieved through giving simple explanation as in the following example:

   20) This book gives points towards intellectual integrity, *a good deal of technical equipment which includes sane and realistic advice an independent study, libraries, essay writing and examinations.*

Conclusions.

Within its scope and procedures the findings of the present study lead to the following conclusions:

1- In terms of the linguistic analysis, it is found that hyperbole can be realized in a wide range of linguistic devices but the most frequent one is the lexical device.

2- Major word classes are the chief devices to express hyperbole. In particular, there seemed to be a preference for adjectives. This word class, together with degree adverbs, has been intensively used in the selected texts to express hyperbole. By contrast, verbs are less preferred.

3- The use of minor word classes to express hyperbole is less frequent. However we can find overstated numbers, prepositions, and quantifiers. In particular, quantifiers such as, everybody, nothing, nobody, etc. are productive in the creation of hyperbole.

4- Hyperbole is also brought about by a combination of lexical and grammatical devices, as superlative degrees, similies or comparisons, and complex modification.

5- Hyperbolic constructions in the back cover blurbs of books respond to five pragmatic functions namely, evaluation, emphasis, simplification, and clarification.

6- These functions are not equally important since they differ in their frequency. Positive evaluation and emphasis are the most prominent function for hyperbole in the selected texts. Other functions are less frequent.

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دراسة تداولية لغوية لصيغ المبالغة في النصوص الواردة على اغلفة الكتب

يهدف هذا البحث إلى دراسة صيغ المبالغة في النصوص الواردة على أغلفة الكتب ، و هذه النصوص هي عبارة عن قطع موجزة تــُكتــَب على أغلفة الكتاب ، و تهدف إلى تعريـف القارىء بمحتوى الكتاب ، وتمتاز هذه النصوص بكونها نصوص تقييميه ، تهدف إلـى إقنـاع القارىء باقتناء هذا الكتاب ، كما تمتاز هذه النصوص بكونها تلخص السمات الاساسية للكتاب ، وتقدم نوع من التقييم الشخصي للكتاب باستعمال بعض الاساليب النصية والتداولية .

ومن هذه الاساليب المستعملة هي صيغة المبالغة التي تناولتها العديد مـن الدراسـات البلاغية   والادبية ، إلا أنَّ الظاهرة موضوع الدراسة لم تلق َ اهتماماً كافيـاً مـن لـدن الباحثين في مجال النصوص المكتوبة على أغلفة الكتب .

وتهدف هذه الدراسة إلى تحليل و تصنيف صيغ المبالغة الواردة على أغلفة كتب منتقاة لغرض تحديد اهدافها التداولية المتمثلة بهدفي التقييم و الإقناع .

ولغرض تحقيق اهداف البحث تم انتقاء ثلاثين عينه ، وتم تحليل هذه العينـات وفقـاً لأنموذج لغوي   و تداولي   تم انتقاءه بناءً على الإطار النظري للبحث .

واظهرت نتائج البحث أنَّ أكثر اساليب المبالغة المستعملة بشــكل واســع فـي هـذه النصوص هي المفردات الدلالية لاسيما النعت ، كما اظهرت النتائج أن معظم صـيغ المبالغـة المستعملة في النصوص المنتقاة تؤدي أغراضاً مختلفة اهمها التقييم و التأكيد .

واستادا إلى نتائج البحث يمكن الاستنتاج أنَّ المبالغة في هذه النصوص اداة تقييميه أكثر ممــا هي أداة وصفية أو توضيحية .