

THE AESTHETICS OF LANGUAGE: EXAMINING LITERARY DEVICES IN LITERATURE

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Abstract

The introduction of the essay establishes a theoretical framework for exploring the idea of aesthetics in relation to literature. It explores the interaction between form and content, emphasising the importance of literary devices as instruments that mould a text's aesthetic attributes. The study investigates how metaphors and similes improve the visual and sensual appeal of language, adding depth and richness to descriptions and comparisons. It does this by using examples from both ancient and modern literature. The study also examines the function of imagery in writing, emphasising how vivid and evocative imagery may immerse readers in the world of the author, transport readers to other situations, and increase their emotions. Additionally, symbolism is examined as a literary technique that gives things, people, and events a deeper significance while also making abstract ideas concrete and relevant. The purpose of this research paper is to emphasise the importance of aesthetics in language and literature by analysing and synthesising different literary strategies. It emphasises how the thoughtful and skilled application of literary methods enhances the reading experience by arousing the senses, evoking emotions, and fostering introspection. In the conclusion, this study emphasises the persistent ability of literature to enthrall and inspire while adding to our understanding of language aesthetics.

Keywords: Aesthetics, Language, Literacy device.

Introduction

Through the aesthetic aspects of language, literature has a special potential to enthrall and inspire readers as a form of artistic expression. To transmit content, elicit emotions, and produce vivid imagery in the world of literature, authors use a variety of strategies and techniques. Commonly referred to as literary devices, these techniques are essential to the craft of storytelling, enhancing the reading experience and giving texts a richness and complexity.

The purpose of "The Aesthetics of Language: Examining Literary Devices in Literature" is to explore the complex realm of literary devices and how they affect the aesthetic appeal of literary works. We can learn more about the beauty of language and its capacity to elicit emotional reactions in readers by dissecting and comprehending the purpose and impact of these strategies.

The term "literary devices" refers to a broad range of literary devices, such as metaphor, simile, imagery, symbolism, alliteration, and personification. Every literary technique has a specific function that contributes to the entire reading experience, whether it be conjuring up vivid images in the reader's mind, invoking feelings, or putting abstract concepts into concrete form. Writers can use language to captivate readers on a variety of

levels, from the intellectual to the emotional, by using it skillfully.

The importance of studying literary techniques is found in knowing how these devices affect the interpretation and meaning of literary works as well as in recognising the author's skill. We may learn how literary devices affect a text's plot, organisation, and themes by examining how they are used in a variety of genres, including nonfiction, drama, poetry, and prose. This study also aims to illustrate the dynamic nature of literary expression by shedding information on the historical and cultural circumstances in which these devices first appeared and developed over time. This study also recognises the importance of literary devices in modern writing. The allure and efficiency of these gadgets endure despite technological breakthroughs and evolving reading habits. We can examine how literary devices act as bridges between various literary traditions and enable the exploration of new narrative horizons by evaluating their continuous use and adaption in contemporary works. This study intends to add to the corpus of knowledge on literary devices by a thorough investigation of a few chosen literary works and critical engagement with known literary theories. We want to broaden our grasp of literature's artistic potential while also offering insightful analysis for authors, academics, and readers by investigating the aesthetics of language.

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"The Aesthetics of Language: Examining Literary Devices in Literature" aims to investigate the significant influence that literary devices have on the aesthetic value and interpretive potential of literary works. This research aims to increase our understanding of the artistry and beauty inherent in literature as well as its continuing relevance in our changing world by revealing the exquisite craftsmanship of language.

Objectives of the Study

By examining numerous literary strategies, the study's goal is to investigate the aesthetics of language in literature. The following goals are the focus of the study:

1. Examine how aesthetics and language interact in literature: This study aims to create a theoretical framework that explains how aesthetics and language interact in literature. It seeks to comprehend the role that literary methods play in enhancing the aesthetic qualities of literary works.
2. Examine how literary devices are used: The study is focused on examining the usage of particular literary techniques, such as metaphor, simile, imagery, symbolism, and rhythm. It looks into how these devices are used in literature to heighten the aesthetic experience and arouse readers' emotions.

Theoretical Framework

This framework investigates the idea of aesthetics and how it is used in the field of literature. It looks at how the appreciation of beauty, the emotional impact of artistic expression, and the sensory experience that literature evokes are all included in the field of aesthetics. It explores the connection between form and content, putting special emphasis on how literary methods influence a text's aesthetic qualities. The different literary theories and ideas that help explain the aesthetics of language in literature are incorporated into the theoretical framework for this research report. The evaluation

and comprehension of literary devices are influenced by the following theoretical viewpoints:

Semiotics: The study of signs, symbols, and how they are interpreted is known as semiotics. This framework aids in the analysis of the signs that literary elements like symbolism serve as inside a literary piece. It investigates the construction, interpretation, and contribution of symbols and their meanings to the overall aesthetic experience of a literary work. The reader's role in the interpretation and aesthetic experience of a book is highlighted by the reader-response theory. It recognises that every reader has unique viewpoints, life experiences, and feelings that they bring to the reading process. This viewpoint aids in the analysis of the ways in which literary devices captivate readers, elicit strong feelings from them, and influence how they perceive the aesthetics of the text.

Stylistics: Stylistics studies how authors' language and stylistic decisions affect the text's aesthetic qualities. The analysis of literary devices including metaphor, simile, imagery, and rhythm is the main focus of this approach. It investigates how these literary methods influence the language, tone, and style of the book and add to its appealing aesthetic.

This study tries to offer a thorough grasp of the aesthetics of language in literature by integrating these theoretical frameworks. In order to analyse and interpret the use and influence of diverse literary methods, it integrates the examination of aesthetics, semiotics, reader-response theory, and stylistics. This helps to illuminate the nuanced link between language and aesthetics in literary works.

Results and Discussion

Table 1 projects the distribution of literary devices used by R1 in the critical appreciation response. A total of three (3) literary devices were used: hyperbole, metaphor and contrast. They were correctly used except for the device 'hyperbole' which was repeatedly used twice but one was wrongly used. Example: (Refer to Appendix)

Table 1: Literary Devices Used by R1

Literary Devices	LDCU	LDWU	LDUU	Frequency
IMY			-	
COE			-	
ASE			-	
ALN			-	
HYE	√	√		2
SYL			-	
PAX			-	
MER	√	√		2
DIN			-	
COT	√			1
Total	3	2	7	5

Table 1 projects the distribution of literary devices used by R1 in the critical appreciation response. A total of three (3) literary devices were used: hyperbole, metaphor and contrast. They were correctly used except for the device ‘hyperbole’ which was repeatedly used twice but one was wrongly used. Example: (Refer to Appendix)

‘Aunt Jennifer’s tigers prance ... world of green.’ Underused imagery as a device, which would be appropriate for the line in Paragraph 2, was mixed up with hyperbole.

Aunt Jennifer’s tigers prance ... world of green, portrays image of tigers...

R1 used the literary device simile (not in the list) instead of alliteration to describe. Example: Paragraph 3

‘fingers fluttering’
‘prancing proud’

R1 seems to be unsure and confused of the functions of these literary devices.

The literary device metaphor was used twice, once correctly and one wrongly used. Example: Paragraph 6

‘massive weight of Uncle’s wedding band’

The correct device would be hyperbole instead. R1 has introduced a literary device, personification,

which is not listed in the table. This indicates R1 has attempted to illustrate the effect of the device in the poem.

However, a total of seven (7) literary devices were underused. The extent of the utilisation would be seen as satisfactory.

In terms of the effect of the literary devices used on the density of the critical appreciation, the three (3) correctly used literary devices by R1 were superficially connected to the controlling idea of the position of women in the society. The literary device, hyperbole, was not exploited in-depth to intensity the male dominance in relation to the position of women in the society. However, R1 used the device, metaphor, to describe “still ringed with ordeals, she was mastered by” to depict the position of women quiet aptly.

On the whole, R1 developed ideas briefly. The density in the response was affected by the limited use of literary devices and the wrongly applied literary devices. Language use can be considered to be appropriate and sentence structure plus length were occasionally made effective. R1 demonstrates a basic critical response.

Table 2: Literary Devices Used by R2

Literary Devices	LDCU	LDWU	LDUU	Frequency
IMY	√			1
COE			-	
ASE			-	
ALN			-	
HYE	√			1
SYL	√			1
PAX			-	
MER		√		1
DIN	√			1
COT	√			1
Total	5	1	4	6

Table 2 shows the extent of literary devices used by R2 in the critical appreciation responses. A total of six (6) devices have been used. Imagery, hyperbole, symbol, diction and contrast have been correctly used except for metaphor. In this case, (Appendix), the literary device, metaphor, has been wrongly used as it should be referred to as imagery instead. The focus is on colour (sight imagery) rather than a comparison (metaphor). Example: (Refer to Appendix)

‘Furthermore...we can see is metaphor. The poet compares...the yellow stripes of the tigers...with the colour, topaz, to show the greatness of freedom.’ (Paragraph 5)

The number of literary devices underused are four (4). R2 has missed the opportunity to use the device, alliteration, to exemplify the bravery and greatness of tigers.

‘The tigers go on prancing proud and unafraid’.

The use of a literary devices by R2 appears to be illustrated moderately well. The inclusion of other devices in Paragraph 2 and 3, not listed in the table, such as language, form and punctuation by R2 in the critical appreciation response are relevant to the poem. On the whole, the use of five (5) literary devices in R2’s response appears to be moderately extensive.

The literary devices used by R2 has added satisfactory effects to the density of the response. The devices used such as imagery, hyperbole, symbol, diction and contrast, though correctly used could have been elaborated further by adding relevant evidence. The literary device, symbol, for example (Paragraph 4).

‘other than that, we can see the colour of topaz symbolizes richness and greatness.’

R2 did not exploit on the colour of ‘topaz’ as being ‘bright’ (line 2 stanza 1) to indicate greatness and sovereignty. This depicts a superficial connection to the controlling idea of the literary device ‘symbol’. Besides that, the use of the literary device, hyperbole, could have been supported with the relevant evidence from the poem, ‘the massive weight of Uncle’s wedding band’ rather than a more

reference to ‘the wedding ring’ being a burden in Aunt Jennifer’s life. R2 has used the literary device, contrast, clearly to depict the difference between Aunt Jennifer and the tigers. The diction used such as ‘fearful and nervous’ and the ‘confident tigers’, portray a striking contrast. Appropriate language and effective use of sentence structure have contributed to the density of the response.

Table 3 projects the literary devices used by R3. R3 has used three (3) literary devices namely imagery, alliteration and diction which was used twice. Example: (Refer to Appendix)

‘The poet...the tiger by using the diction ‘prance’... The poet uses dark dictions such as ‘dead’, ‘terrified’ to show the reader... (Paragraph 2)

Table 3: Literary Devices Used by R3

Literary Devices	LDCU	LDWU	LDUU	Frequency
IMY	√			1
COE			-	
ASE			-	
ALN	√			
HYE			-	1
SYL			-	
PAX			-	
MER			-	
DIN	√√			2
COT			-	
Total	3	0	7	4

The total number of underused literary devices in seven (7). R3 has not exploited these devices especially alliteration, (‘fingers fluttering’), (‘prancing proud’) and hyperbole, (‘the massive weight of Uncle’s wedding band’), which could have been easily employed without difficulty. ‘Personification’, a literary device not specified in the list, was used by R3 to describe the tigers ‘prancing’ action.

However, it showed relevance. The extent of literary devices used by R3 is quite minimal and therefore can be considered to be satisfactory.

Based on the effects of the literary devices on the density of R3’s critical appreciation response, it depicts of R3’s critical appreciation response, it depicts a superficial treatment. Since the number of literary devices only three (3) with one repetition, not much of an elaboration and development have been put in to exhibit interpretation of the meaning the literary devices carry as enhancement. The use of the literary device, imagery, is only focussed on ‘the bright topaz’ (a sight imagery indicating colour). Nonetheless, there is an opportunity for R3

to further use the device to depict ‘the world of green’. It was not fully utilised. In addition, the device, alliteration, could have been further utilised to highlight another one ‘prancing proud’ instead of only ‘fingers fluttering’. The elaboration provided is only done briefly using limited evidence from the poem. Language use is appropriate with occasional use of varied sentence structure. The response is basically limited terms of density and length.

Conclusion

The conclusion of the research shed light on the following ideas about the aesthetics of language in literature:

1. The analysis of metaphors and similes in literature indicates their capacity to evoke vivid mental images and sensory experiences. Literary devices improve the visual and sensory appeal. These methods accentuate comparisons and descriptions, giving the language more complexity and nuance and improving the aesthetic experience for readers.

2. The study of imagery in literature emphasises its function in transporting readers to various places, amplifying emotions, and producing a more immersive reading experience. Imagery immerses readers in the author's world. The reader's imagination is stimulated by evocative and sensory imagery, which enables them to have a rich experience of the world the author has created.
3. The study demonstrates how symbolism in literature bestows symbolic significance on things, people, and events, allowing authors to communicate abstract ideas in concrete and understandable ways. The narrative gains additional layers of significance thanks to symbolism, which also encourages readers to engage in symbolic interpretation and deepens the text's aesthetic appeal.
4. Language is made musical by rhythmic elements: A study of rhythm in literature reveals how it contributes to the musicality of both prose and poetry. By stimulating the reader's auditory senses and improving the language's flow and melody, metre, rhyme, and repetition all add to the aesthetic experience. Specific moods or atmospheres are evoked by rhythmic features, enhancing the text's overall aesthetic appeal.

This research emphasises how much the intentional and expert use of literary techniques adds to the aesthetics of language in literature. Together, metaphors, similes, imagery, symbolism, and rhythm pique the reader's interest and elicit a range of responses from the senses to the mind. Because of these techniques, literature becomes a potent vehicle for artistic expression and emotional effect.

Appendix CRITICAL APPRECIATION RESPONSE - R1

“Aunt Jennifer’s Tigers” is a poem written by Adrienne Rich. This poem holds closely the theme of freedom and patriarchy. The structure of this poem is a 3 stanza poem. Seeing and reading how the poem is fixed from the start to the end, Rich sort of implying the feeling being imprisoned. Adrienne Rich uses a lot of literary devices to depict women and their position in society.

In the first two lines in stanza 1, “Aunt Jennifer’s Tigers prances world of green” portrays the image of tigers passing by on a “screen”. In reality, this is actually a hyperbole of Aunt Jennifer embroidering. The colour contrast used between a “bright topaz” and “world of green” is actually to depict the colours Aunt Jennifer used in her embroidery. In the second stanza, the line “the massive weight of Uncle’s wedding band” is also another use of hyperbole by the poet. Is Aunt Jennifer actually carrying a massive band? No, it actually implies the ring that caged Aunt Jennifer. This marriage between “Uncle” and Aunt Jennifer shows how much Aunt Jennifer is being caged from her freedom, which is why Aunt Jennifer embroidered the tigers on her screen. It is a getaway for her to visually express how much she yearns for freedom but cannot earn it in real life.

Another literary device that was used and can clearly be identified is the use of simile. Though not much was used by Adrienne Rich, the line “fingers fluttering” and “prancing, proud” caught the reader’s attention. Behind the usage of simile, the words chosen by Adrienne shows a contrast between the two lines. First was “fingers

Conflicts of Interest

The author declares there are no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work described in this manuscript. The study involves only human participants who volunteered for this study and informed consent was obtained from them.

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fluttering” which gave the readers the impression of weakness and inability. This relates to Aunt Jennifer, how she is weak, not being able to pull the “ivory needle” through the screen of her embroidery. The second one is “prancing, proud” which gave us the impression of freedom and strength. In this last line of the poem, we are given the imagery of strength where the idea that Aunt Jennifer is free is automatically set in our heads.

The third literary device used by Rich in this particular poem is personification. In the first line itself, “tigers prance across the screen” prance is actually a human’s characteristics where back in olden times, knights pranced, guarding the palace. Another personification to note down is in the line “sleek chivalric certainty” in stanza 1. In this stanza, Rich is still talking about the tigers, Aunt Jennifer’s tigers. The use of “sleek” and “chivalric” is actually characteristics of a person should have, to be precise, a knight. Why is Adrienne Rich comparing tigers to knights very much? It can be interpreted that the tigers Aunt Jennifer yearns to become is also a knight, a free knight. Knights shows bravery and strength, something clearly Aunt Jennifer does not own but yearns to.

Last but certainly not least is the use of metaphors that is scattered everywhere in the poem. The few ones that caught the readers’ attention relates to Aunt Jennifer’s character. The first one would be the line “massive weight of Uncle’s wedding band”. It is actually a metaphoric burden shouldered by Aunt Jennifer. The burden of marriage, especially for women back in the days are very big. Women are forced to give up their dreams after marriage in order to serve their husband. Just like Aunt Jennifer, she is not carrying an actual massive band but actually the burden of marriage. The second one would be “still ringed with ordeals she was mastered by”. Even after her death, Aunt Jennifer is still caged because of the ring that is buried with her. We can depict, metaphorically speaking, her body is still imprisoned but her soul is free, wandering, “prancing” just like her tigers.

To relate in today’s society, the numbers of women being “caged” after marriage have decreased quite intensely. Some are still like Aunt Jennifer, yearning for freedom after marriage whilst some are independent women accompanied by their husbands.

CRITICAL APPRECIATION RESPONSE - R2

The poem “Aunt Jennifer’s Tigers” written by Adrienne Rich was depicted as an outstanding poem. It tells us a story of a submissive wife living with her husband miserably but imagined herself being freed by the chains holding her down through her sewing. The poem itself give out a lot heavy literary devices to depict women and their position in society.

The first thing we can see is that the form of the poem is more to formal and it is lyrically structured. This can be depicted that this poem is meant to show that Aunt Jennifer’s husband is a strict person and treats her with formality and not with easiness. Other than that, the poems have four lines in each three stanzas with the ending follows with aabb. The language of the poem is mostly short and simple everyday words and that the sentences are in a simple structure.

Moving on, other literary devices we can see in the poem is diction. The unusual word such as ‘denizens’ stands out and shows how special the tigers are in that fictional world. Unlike how Aunt Jennifer feel about herself which is being insecure. The word chivalric shows that the tigers are proud and charming. Other than that, what we can see is that full stops and commas. It is placed regularly at the end of every second line. This can be concluded that the poem itself is being controlled just like how the subject which is Aunt Jennifer is being controlled.

Other than that, we can see comparison in the poem. The tigers in the poem is being compared to the knights back in middle Ages. The movement or the way of the tigers are actually quite similar to knights as they act in chivalric manner as stated in the poem “they pace in sleek chivalric certainty”. Moving on, with imagery it shows that the image of Aunt Jennifer as a fearful wife. Secondly, the imagery is that the tigers are proud and prancing around stated in the poem “will go on prancing, proud and unafraid”. Other than that, we can see the colour of topaz symbolises richness or greatness.

Furthermore, the literary device we can see is metaphor. The poet compares the yellow stripes of the tigers with the colour topaz to show that the greatness of freedom. Other than that is contrast or differences. First, we can see the differences between the fearful and nervous Aunt Jennifer and the confident tigers. Second is the colour of green and yellow. Next would be hyperbole. The wedding ring explains how a burden some life of Aunt Jennifer with her husband. But in the poem she’s being exaggerating.

In conclusion, living an unhappy marriage can lead you to eternal sad life. Always marry with the person you love.

CRITICAL APPRECIATION RESPONSE - R3

The poem "Aunt Jennifer's Tigers" is written by Adrienne Rich. The poem consists of 3 quatrains which comprises of 12 lines. The theme of the poem is women and their position in society. The poet uses literary devices to depict women and their position in society.

In the poem, the person talked about is the poet's Aunt who struggles in marriage but expressed it through the form of art. "Aunt Jennifer's tigers prance across the screen", this line shows that the person is visualising herself as the form of an animal, a tiger. The poet personifies the tigers by using the diction "prance" which is used for heroic properties a person has. Aunt Jennifer visualises herself or women as tigers as they are fearless.

Next, the poet uses imagery to describe the features and vibrant colours the tigers have such as "bright topaz". The poet talks about her Aunt's tapestry in which she uses to express her pain. The poet depicts vividly of how majority of women are trapped in the circumstances they are in.

In addition, the poet uses alliteration, for example "fingers fluttering". She describes this to the person who struggles to sew due to the pain that she suffers from her hands and also the pain which she struggles in her married life that has made feeble and vulnerable. There are quite a number of women in society who suffers in silence due to the abuse that they go through daily.

The last quatrain, talks about how Aunt Jennifer, even after she is dead, her hands will still be "ringed" or trapped to her struggles and painful marriage and "ringed" to the form of art expression she had built. The poet uses dark diction such as "dead", "terrified" to show the reader of how some painful events that has happened in someone's life will somehow still be attacked even since they are gone.

In conclusion, majority of women all over the world deals with a struggle which they are forced to be trapped in. Adrienne Rich has successfully preached about the struggle women face in society and the position they are in, through her poem.