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FORMALIST CRITICISM IN ENGLISH LANGUAGE IN PUNJAB TEXT BOOK-I AT INTERMEDIATE LEVEL

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ABSTRACT

foundational resource for intermediate English language learners in Pakistan. Formalist critique emphasizes the inherent structures and aesthetic qualities of a literary work, fostering a deeper understanding of its artistic integrity and internal coherence.

The research employs close reading, textual analysis, and note-taking to examine the linguistic elements (language use, syntax, diction), structural elements (plot, narrative techniques, literary devices), and aesthetic elements (imagery, symbolism) present in selected stories. The analysis reveals the presence of a rich tapestry of formalist components, including metaphors, similes, irony, foreshadowing, and allegory. These elements contribute to the thematic development, narrative complexity, and overall effectiveness of the stories.

Furthermore, the study explores the pedagogical benefits of incorporating formalist analysis into English language instruction. By delving into the intricacies of language and literary form, students develop critical thinking skills, enhance their linguistic proficiency, and cultivate a deeper appreciation for literature. This approach empowers them to move beyond surface-level comprehension and engage with the text on a more analytical and insightful level.

The research acknowledges limitations, such as the focus on a single textbook and the potential for alternative critical approaches. Nevertheless, it contributes valuable insights into the potential of formalist criticism for enriching English language education in Punjab, Pakistan. By fostering a nuanced understanding of literary form and content, this approach equips students with the tools to navigate the complexities of language and unlock the deeper meaning within the written word.

Keywords: *Formalist criticism, English language education, Pakistan, literary analysis, critical thinking*

INTRODUCTION

Around the world, the study of literature is a fundamental component of curricula in education, providing students with linguistic, cultural, and critical thinking skills. The analysis of literary works is especially important when it comes to Punjab, Pakistan's intermediate English language program. Formalist criticism stands out among other literary analysis techniques as a basic framework that concentrates on a text's internal components,

unaffected by outside variables like the author's aim or the historical setting.

The study examines how formalist critique is applied to English language texts in Punjab Text Board Book-I, which is intended for students at the intermediate level. This book is the main source for English language instruction in Punjab. It is a compilation of short stories that are taught in 15 classes. We want to reveal the linguistic, structural, and aesthetic elements buried in these works by using formalist critique as a lens.

Formalist critique highlights the structure and artistry of literary works and is based on the ideas of attentive reading and textual analysis. It places a strong emphasis on analyzing textual components like language use, narrative structure, symbolism, and imagery in order to promote a deeper comprehension of the text's artistic integrity and internal coherence. We aim to reveal the complexity and subtleties that are contained in these literary works by using formalist ideas to analyze English Language texts in Punjab Text Board Book-I.

This research is motivated by several key objectives. Firstly, we aim to assess the extent to which formalist elements are present within the selected texts, elucidating their role in shaping the literary experience for students. Additionally, we seek to explore the implications of incorporating formalist criticism into English Language education at the intermediate level in Punjab, Pakistan. By examining how formalist approaches enhance students' critical thinking skills, linguistic proficiency, and appreciation of literature, we aim to contribute valuable insights to educational practice and curriculum development.

This examination is persuaded by a few key goals. We, first and foremost, plan to survey the degree to which formalist components are available inside the chose texts, explaining their job in molding the abstract insight for understudies. Also, we try to investigate the ramifications of integrating formalist analysis into English Language schooling at the middle level in Punjab, Pakistan. By analyzing how formalist approaches upgrade understudies' decisive reasoning abilities, etymological capability, and enthusiasm for writing, we expect to contribute important bits of knowledge to instructive practice and educational program improvement. Through a deliberate examination of the brief tales held inside Punjab Text Board Book-I, we try to reveal insight into the complicated transaction among structure and content in scholarly texts. By questioning the phonetic, primary, and tasteful components of these manages a formalist focal point, we try to extend how we might interpret their imaginative legitimacy and instructive worth inside the setting of English Language training in Punjab. In the ensuing segments of this paper, we will embrace a far-reaching assessment of chosen texts, utilizing formalist analysis as a directing structure. Through close perusing, printed examination, and basic reflection, we plan to clarify the diverse idea of writing and its importance in the instructive scene of Punjab, Pakistan. There are the following research questions:

Summarize the findings of your analysis.

Discuss the presence and significance of formalist elements in Punjab Text Board Book-I at the intermediate level.

Explore how the incorporation of formalist criticism enhances English language education in Punjab. Address any challenges or limitations encountered during the analysis process.

1.1. Scope of the study and its objectives

1.1.1. Scope of the Study:

This study aims to investigate how formalist critique might be applied to the analysis of English language texts found in Punjab Text Board Book-I at the intermediate level in Punjab, Pakistan. We seek to reveal the underlying complexity and aesthetic integrity of the literary works by exploring the linguistic, structural, and aesthetic components of the short tales included in this curriculum. Through this investigation, we hope to shed light on the pedagogical benefits of formalist methods to literary analysis and improve English language instruction in Punjab.

1.1.2. Objectives:

i) To assess the degree to which the chosen texts from Punjab Text Board Book-I contain formalist aspects, such as language use, narrative structure, and aesthetic elements.

ii) Using a formalist analysis, to gain a deeper grasp of the linguistic, structural, and aesthetic aspects of the short stories contained in Punjab Text Board Book-I.

2. Literature Review:

Formalist criticism, also known as New Criticism, emerged in the early 20th century as a prominent approach to literary analysis. It focuses on the inherent qualities of a literary text itself rather than external factors such as historical context or authorial intent. Formalist critics emphasize close reading and analysis of the language, structure, and form of a text to derive meaning. This approach gained prominence through the works of critics like T.S. Eliot, Cleanth Brooks, and I.A. Richards.

Principles of Formalist Criticism:

1. Close Reading: Central to formalist criticism is the practice of close reading, which involves meticulous analysis of the text's language, imagery, symbols, and structure. By closely examining these elements, formalist critics aim to uncover deeper layers of meaning embedded within the text.

2. Unity of Form and Content: Formalist critics argue for the inseparability of form and content in a literary work. They believe that the manner in which a text is structured and composed is integral to its meaning. According to this principle, form and content mutually influence and shape each other.

3. Autotelic Nature of Art: Formalist critics assert the idea of the "autotelic" nature of art, meaning that a work of literature should be self-contained and self-sufficient. They argue that the
value of a literary text lies within itself, independent of any external factors such as the author's biography or historical context.

4. Organic Unity: Formalist criticism emphasizes the concept of organic unity, suggesting that every element within a literary work contributes to its overall meaning and significance. Each component, whether it be a word, phrase, or structural element, serves a purpose in creating a cohesive whole.

5. Defamiliarization: Formalist critics advocate for the technique of defamiliarization, which involves presenting familiar concepts or objects in a new or unfamiliar light. By defamiliarizing language and imagery, writers can provoke readers to perceive the world from fresh perspectives, stimulating deeper engagement with the text.

Formalist criticism has garnered both acclaim and criticism within the field of literary studies. While some scholars praise its rigorous focus on textual analysis and its ability to uncover intricate literary devices, others critique its tendency to overlook socio-historical contexts and authorial intentions.

The formalist criticism offers a valuable framework for analyzing literary texts given in the English Book-I of the Punjab Text Board Pakistan through the close examination of their formal elements. By emphasizing the unity of form and content, the autotelic nature of art, and the concept of organic unity, formalist critics provide insights into the complexities of literary works. However, it is essential to supplement formalist analysis with considerations of historical context, cultural influences, and authorial intent to gain a comprehensive understanding of a text's meaning and significance.

A significant aspect of English language education is the evaluation of textbooks, as they serve as crucial tools in shaping students' language acquisition and proficiency. This literature review aims to provide a comprehensive analysis of the English Book I for Intermediate classes in the Punjab Text Board, Pakistan, within the framework of formalist criticism in educational contexts and English language education. Sania Gul Panezai (2023) conducted a study in Baluchistan
Province, Pakistan, focusing on teachers' perceptions of textbooks and the challenges they face while teaching. Results indicated issues related to vocabulary development, grammar, lack of teacher training, insufficient teaching resources, and limited familial support, hindering effective learning and teaching. Handayani & Rahmawati, (2017)) analyzed a primary English textbook for ESL learners, evaluating its suitability based on predefined criteria. While most research objectives were met, shortcomings were identified in facilitating the teaching-learning process and

vocabulary development. The study recommended improvements in exercises and supplementary materials. Weninger (2018) examined English textbooks as curricular-cultural artifacts, emphasizing their role in conveying cultural and contextual aspects. Despite textual limitations, context-based content facilitated meaningful associations for learners, albeit lacking visual appeal. Alharbi (2015) evaluated English textbooks in Saudi Arabian high schools, revealing deficiencies in teaching writing skills and varied composition techniques. Similar concerns regarding competency alignment with curriculum standards were highlighted by Baig et al. (2021) in their study on Pakistani English Curriculum Competency. Khokhar & Muhammad, (2022) focused on English textbooks prescribed by the University of Punjab, identifying learners' language proficiency needs and recommending a shift towards a process- based syllabus to address existing gaps. Haris (2015) evaluated the effectiveness of Allama Iqbal Open University's Intermediate English syllabus, noting its alignment with basic language skills but limitations in speaking and creative thinking skills, particularly in distance learning settings (Nanda et al., 2019). Aftab (2011) conducted a multidimensional study on English textbooks in Pakistan, uncovering inadequacies in curriculum and textbook policies, teaching methodologies, and material development, advocating for enhanced training and curriculum reforms. Asghar (2013) emphasized the technical nature of language skills and linked textbook effectiveness to students' proficiency levels and language command, stressing the importance of curriculum alignment. Nanda et al. (2019) analyzed Grade 12 English textbooks in Indonesia, revealing comprehensive coverage of curriculum objectives, albeit with variations in skill proportions. Despite shortcomings in speaking and listening skills, the textbook met government standards for social and academic English language use. Furthermore, Neelam et.al, (2018) conducted research on the Sindh Textbook Board within the framework of the National Language Curriculum. The results suggest that textbook compilers should consider the role textbooks play in learning and teaching (Celce-Murcia & Goodwin, 1996). Textbooks are important tools in classrooms, providing valuable material for both learners and teachers (Azim, Hussain, Bhatti, & Iqbal, 2020). While there are different views on textbook use in classrooms, many linguists believe they play a significant role in language teaching (Negin Samoudi & Mohammadi, (2021). Aftab (2011) conducted a study on English language textbooks, highlighting shortcomings in education that affect English language quality in Pakistan. There's a need for curriculum improvement and better training for textbook writers and teachers to enhance English language learning. Mahmood, Choudhry & Ong, Eng & Wong, Kung-Teck & Perveen, Asma. (2021) investigated the integration of computer apps into research-related curriculum to improve English language learning. They found that the repetition of lexical items and abrupt introduction of grammatical structures in textbooks create complexity for learners.

Barrot (2013) explored lexical and syntactic features in textbooks, noting that as students' grades increase, their reading comprehension improves. Texts with more difficult lexical characteristics are harder for learners to understand. (To, 2018) examined changes in linguistic complexity across different levels of English textbooks, finding that complexity increases with grade level. (Putra & Lukmana, 2017) conducted a study in Indonesia on text complexity in English textbooks, observing a continuous enhancement of complexity across grades. Using Systemic Functional Linguistics (Wida Mulyanti & Pipit Prihartanti Soeharto, 2020), he concluded that the language of texts generally becomes more sophisticated as students progress.

The reviewed literature provides valuable insights into the strengths and weaknesses of English textbooks, particularly in the context of Pakistan. While existing textbooks demonstrate alignment with curriculum objectives, various challenges such as vocabulary development, teaching methodologies, and cultural representation persist. Recommendations for improvements encompass curriculum reforms, teacher training, and enhanced pedagogical approaches to foster effective English language learning and teaching practices in Pakistan.

3. Methodology:

The following methodology is proposed to conduct the text analysis of the English Book-I of the Intermediate Class from Punjab Text Board Pakistan with the help of qualitative research method.

The selection of texts from the Punjab Text Board Book-I for analysis was guided by a systematic approach aimed at ensuring a representative sample that captures the diversity of themes, styles, and authors present in the book. To achieve this, a comprehensive review of all 15 stories included in the book

was conducted. Each story was evaluated based on its thematic richness, narrative complexity, literary merit, and relevance to the educational objectives of the curriculum. Additionally, consideration was given to the authorship, historical and cultural context, and pedagogical value of each story. Through this process, a balanced selection of texts was made to provide a comprehensive basis for analysis.

The criteria used for selecting specific texts for analysis included thematic significance, literary complexity, stylistic innovation, and educational relevance. Stories that addressed universal themes such as love, loss, identity, and societal issues were prioritized to ensure a broad exploration of human experiences. Texts with intricate narrative structures, rich symbolism, and sophisticated language were selected to facilitate in-depth textual analysis and interpretation. Additionally, consideration was given to the suitability of the texts for English language education at the intermediate level, ensuring alignment with curriculum objectives and learning outcomes.

Data Collection:

The data collection is employed for this research included close reading, textual analysis, and note-taking. Close reading involved a meticulous examination of each selected text, focusing on its language, imagery, symbolism, narrative structure, and literary devices. Textual analysis involved identifying and analyzing formalist elements such as metaphor, simile, irony, foreshadowing, and allegory within the texts. Note- taking was used to record observations, insights, and interpretations during the analysis process, facilitating the organization and synthesis of data.

Data Analysis Process:

The data analysis process involved systematic identification and interpretation of formalist elements within the selected texts. This included analyzing the language, syntax, diction, tone, and stylistic features of each story to uncover deeper layers of meaning and aesthetic qualities. Literary devices such as metaphor, simile, irony, and symbolism were identified and analyzed to understand their thematic significance and narrative function. Thematic analysis was conducted to explore the underlying themes and messages conveyed in each text, examining their development and significance within the context of the story and broader social and cultural contexts. Through this rigorous analysis process, insights and interpretations were derived to inform the research findings and conclusions.

4. Analysis of Texts:

The texts analysis of the research study based on the linguistic, structure and aesthetic elements of the selected 15 lessons from the English Book-I of the Intermediate Classes of the Punjab Text Board,

Pakistan. Each lesson is analyzed separately to provide significant insight of the linguistics, structure and aesthetic used in the lessons.

Linguistic Elements:

The language in "Thank You, Ma'am" is characterized by its colloquialism and simplicity, reflecting the urban setting and the characters' speech patterns. The syntax is straightforward, mirroring the directness of the dialogue and narrative. Diction is informal yet impactful, conveying the personalities and motivations of the characters. The story has structural elements: as the plot follows a linear trajectory, with a clear exposition, rising action, climax, and resolution. Literary devices such as irony and characterization enhance the narrative depth and emotional resonance. The use of flashback and dialogue contribute to the story's authenticity and immediacy.

Further, aesthetic elements such as imagery are found minimal but effective, particularly in descriptions of the characters' appearances and the urban environment. Symbolism is evident in Mrs. Jones' act of kindness towards Roger, representing themes of compassion and redemption. The theme of forgiveness and second chances is central, inviting readers to reflect on the power of empathy and understanding.

The story piece of string covers linguistic elements in sense of formal and descriptive, reflecting the rural French setting and the characters' speech patterns. Syntax is varied, with longer, more complex sentences contributing to the story's sense of atmosphere and suspense. Diction is precise and evocative, conveying the nuances of the characters' thoughts and emotions. Structural Elements: The plot unfolds gradually, with tension building as the protagonist's reputation is tarnished by a false accusation. Literary devices such as irony and foreshadowing add layers of complexity to the narrative. The use of third-person omniscient narration allows readers insight into the minds of multiple characters. Aesthetic Elements: Imagery is vivid and detailed, painting a picture of the rustic French countryside and its inhabitants. Symbolism is evident in the piece of string, which represents the protagonist's futile attempt to clear his name and restore his reputation. The theme of truth and justice is central, highlighting the consequences of gossip and rumor in a small community.

Linguistic Elements reflect in the language of "The Reward" and that is formal and elevated, reflecting the historical and cultural context of the Arabian Nights tales. Syntax is ornate and complex, mirroring the richness of the storytelling tradition. Diction is archaic yet poetic, enhancing the story's sense of grandeur and mysticism. Structural Elements: The plot follows a traditional narrative structure, with a clear exposition, rising action, climax, and resolution. Literary devices such as foreshadowing and dramatic irony contribute to the story's sense of intrigue and suspense. The use of frame narration adds depth and

complexity to the narrative. Moreover, aesthetic elements like imagery are lavish and fantastical, transporting readers to a world of magic and adventure. Symbolism is prevalent throughout the story, particularly in the protagonist's quest for the elusive reward, which represents themes of ambition and greed. The theme of morality and the consequences of one's actions are central, inviting readers to consider the ethical implications of the protagonist's choices.

Linguistic Elements: The language in "The Use of Force" is characterized by its simplicity and clarity, reflecting the straightforward narrative style. The syntax is direct, with short, declarative sentences that convey the urgency and intensity of the situation. Diction is precise, with medical terminology used to describe the examination process and the characters' inner thoughts and emotions. Structural Elements: The plot follows a linear trajectory, with a clear exposition, rising action, climax, and resolution. The narrative structure is focused on the interactions between the doctor, the parents, and the sick child, with tension building as the doctor becomes increasingly frustrated and aggressive in his attempts to examine the child. Literary devices such as irony and foreshadowing are employed to heighten suspense and convey the complexities of human behavior.

Aesthetic Elements: Imagery is used sparingly but effectively, particularly in descriptions of the child's physical appearance and the doctor's inner turmoil. Symbolism is evident in the doctor's struggle to exert control over the situation, reflecting broader themes of power and authority. The theme of empathy and the ethical implications of medical practice are central to the story, prompting readers to consider the limits of professional duty and the importance of compassion in caregiving. Linguistic Elements: The language of "The Gulistan of Sa'di" is poetic and lyrical, reflecting the rich cultural heritage of Persian literature. Syntax is varied, with flowing sentences that evoke a sense of rhythm and musicality. Diction is ornate, with archaic vocabulary and elaborate imagery that transport readers to the world of medieval Persia. Structural Elements: The plot of "The Gulistan of Sa'di" is episodic, with each chapter presenting a different moral or philosophical lesson through a series of vignettes and anecdotes. The narrative structure is cyclical, with themes and motifs recurring throughout the text to reinforce its didactic purpose. Literary devices such as allegory and parable are employed to convey complex ethical

concepts in a digestible and entertaining format. Aesthetic Elements: Imagery is vivid and evocative, with descriptions of nature, human behavior, and moral principles rendered in lush detail. Symbolism is woven throughout the text, with allegorical figures and metaphors used to convey universal truths about human nature and the human condition. The theme of moral virtue and ethical conduct is central to the text, as the author imparts timeless wisdom and guidance for leading a virtuous life.

Linguistic Elements: The language of "The Gift of the Magi" is characterized by its simplicity and elegance, reflecting the timeless quality of the narrative. Syntax is varied, with flowing sentences that capture the emotional depth and complexity of the characters' experiences. Diction is poignant, with evocative imagery and metaphorical language that resonate with readers on a deeply personal level. Structural Elements: The plot of "The Gift of the Magi" follows a classic narrative arc, with an exposition, rising action, climax, and resolution. The narrative structure is focused on the sacrifices made by the main characters, Della and Jim, as they struggle to express their love for each other through the exchange of gifts. Literary devices such as irony and symbolism are employed to underscore the story's themes of love, sacrifice, and the true meaning of wealth. Aesthetic Elements: Imagery is used to evoke a sense of warmth and intimacy, with descriptions of domestic life and the characters' inner thoughts and emotions. Symbolism is evident in the gifts exchanged by Della and Jim, which represent their love and devotion despite their financial hardships. The theme of selflessness and the transformative power of love is central to the story, resonating with readers of all ages and backgrounds.

Formalist Analysis of Selected Texts:

Linguistic Elements: The language in "The Use of Force" is characterized by its directness and intensity. The syntax is often fragmented, reflecting the urgency of the situation and the escalating tension between the characters. Diction is precise, with medical terminology used to describe the examination process and the characters' emotional states. Structural Elements: The plot of "The Use of Force" follows a linear trajectory, with a clear exposition, rising action, climax, and resolution. The narrative structure is focused on the conflict between the doctor and the child, with each stage of the examination serving as a turning point in the story. Literary devices such as irony and symbolism are employed to underscore the moral ambiguity of the doctor's actions and the ethical dilemmas he faces. Aesthetic Elements: Imagery in "The Use of Force" is vivid and visceral, with descriptions of the child's resistance and the doctor's frustration evoking a sense of discomfort and unease. Symbolism is present in the doctor's struggle to exert control over the situation, reflecting broader themes of power and authority in medical practice. The theme of empathy and the ethical complexities of caregiving are central to the story, prompting readers to consider the limits of professional duty and the importance of compassion in healthcare.

Linguistic Elements: The language of "I Have a Dream" is impassioned and eloquent, with soaring rhetoric and powerful imagery. The syntax is varied, with rhythmic cadences and parallel structures that enhance the speech's rhetorical impact. Diction is evocative, with vivid language and persuasive appeals that inspire and motivate. Structural Elements: The plot of "I Have a Dream" is thematic rather than chronological, with King's speech organized around key ideas and themes related to the civil rights movement. The narrative structure is focused on the articulation of King's vision for racial equality and

social justice, with each section building upon the last to create a cohesive argument. Literary devices such as repetition, parallelism, and allusion are employed to reinforce key ideas and evoke emotional resonance. Aesthetic Elements: Imagery in "I Have a Dream" is powerful and evocative, with descriptions of freedom, justice, and equality that stir the imagination and ignite the soul. Symbolism is present in King's use of metaphor and allegory to convey the moral imperative of the civil rights movement. The theme of hope, resilience, and the transformative power of collective action is central to the speech, inspiring generations of activists and advocates for social change.

Formalist Analysis of Selected Texts:

Linguistic Elements: The language in "The Foolish Quack" is simple and straightforward, suited for a younger audience. The syntax is clear and concise,

with short sentences that enhance readability. Diction is accessible, with everyday vocabulary and colloquial expressions that resonate with young readers.

Structural Elements: The plot of "The Foolish Quack" follows a linear trajectory, with a clear exposition, rising action, climax, and resolution. The narrative structure is focused on the misadventures of the titular character, Quack, as he learns valuable lessons about honesty and humility. Literary devices such as irony and exaggeration are employed to engage young readers and convey moral lessons in an entertaining manner. Aesthetic Elements: Imagery is playful and imaginative, with colorful descriptions of Quack's antics and the world around him. Symbolism is present in Quack's journey, which serves as a metaphor for the trials and tribulations of growing up. The theme of moral growth and personal development is central to the story, as Quack learns the importance of integrity and self-awareness.

Linguistic Elements: The language in "The Mild Attack of Locusts" is characterized by its technical vocabulary and scientific terminology. The syntax is precise and specialized, reflecting the medical setting of the story. Diction is formal, with jargon and terminology specific to the field of medicine. Structural Elements: The plot of "The Mild Attack of Locusts" unfolds in a series of events leading up to the climax, where the protagonist, Locusts, experiences a medical emergency. The narrative structure is focused on the progression of symptoms and the efforts of medical professionals to diagnose and treat the condition. Literary devices such as foreshadowing and suspense are employed to maintain tension and engage readers. Aesthetic Elements: Imagery in "The Mild Attack of Locusts" is clinical and precise, with detailed descriptions of medical procedures and diagnostic tests. Symbolism is present in Locusts' struggle for survival, which serves as a metaphor for the fragility of human life and the importance of timely medical intervention. The theme of resilience and the triumph of human spirit over adversity is central to the story, as Locusts bravely confronts his illness and emerges stronger for it.

Linguistic Elements: The language in "God Be Praised" is reverent and formal, reflecting the spiritual themes of the story. The syntax is elevated, with complex sentence structures and religious language that evoke a sense of awe and reverence. Diction is poetic, with imagery and metaphor used to convey spiritual truths. Structural Elements: The plot of "God Be Praised" follows a chronological sequence of events, with the protagonist's journey of faith unfolding over time. The narrative structure is focused on the protagonist's spiritual awakening and transformation, as he grapples with doubt and ultimately finds redemption. Literary devices such as allegory and symbolism are employed to convey deeper spiritual truths and moral lessons. Aesthetic Elements: Imagery in "God Be Praised" is ethereal and transcendent, with descriptions of divine revelation and mystical experiences. Symbolism is pervasive, with religious imagery and allegorical figures used to represent spiritual concepts and truths. The theme of faith and redemption is central to the story, as the protagonist's journey serves as a testament to the transformative power of belief and divine grace.

Linguistic Elements: The language in "Overcoat" is characterized by its simplicity and clarity, reflecting the everyday speech of the characters. The syntax is straightforward, with a conversational tone that enhances readability. Diction is unadorned, with colloquial expressions and idiomatic language that resonate with readers. Structural Elements: The plot of "Overcoat" follows a traditional narrative structure, with an exposition, rising action, climax, and resolution. The story centers around the protagonist's desire for a new overcoat and the challenges he faces in obtaining it. Literary devices such as irony and humor are employed to engage readers and underscore themes of social class and materialism. Aesthetic Elements: Imagery in "Overcoat" is vivid and evocative, with descriptions of the bustling city streets and the protagonist's humble surroundings. Symbolism is present in the overcoat itself, which serves as a metaphor for the protagonist's aspirations and desires. The theme of social injustice and the human cost of poverty is central to the story, as the protagonist's struggle for dignity and self-worth resonates with readers of all backgrounds.

Linguistic Elements: The language in "The Angel and the Author and Others" is poetic and lyrical,

with a rich tapestry of imagery and metaphor. The syntax is varied, with sentences that flow seamlessly from one to the next. Diction is elevated, with archaic vocabulary and formal language that evoke a sense of timelessness. Structural Elements: The plot of "The Angel and the Author and Others" is episodic, with each chapter presenting a different vignette or anecdote. The narrative structure is fragmented, with nonlinear storytelling that invites readers to piece together the disparate elements of the narrative. Literary devices such as allegory and symbolism are employed to convey complex philosophical ideas and existential themes. Aesthetic Elements: Imagery in "The Angel and the Author and Others" is surreal and
dreamlike, with descriptions of otherworldly landscapes and ethereal beings. Symbolism is pervasive, with allegorical figures and motifs used to explore themes of creativity, inspiration, and the nature of artistic expression. The theme of transcendence and the search for meaning in a chaotic world is central to the story, as the protagonist grapples with questions of identity, mortality, and the pursuit of truth.

5. Findings and Discussion:

The analysis texts analysis through close reading is evident that the language, imagery, and symbolism in "Button, Button" contribute to its suspenseful and morally ambiguous atmosphere. The meticulous examination of language reveals the author's deliberate use of concise and impactful language to heighten tension and convey the characters' emotional turmoil. Imagery, such as the description of the mysterious button and its consequences, evokes a sense of unease and foreboding. Symbolism, particularly regarding the button itself, serves as a metaphor for the characters' ethical dilemmas and the consequences of their actions. Textual analysis further reveals the presence of formalist elements such as irony and foreshadowing, which add depth and complexity to the narrative. Irony is evident in the characters' initial excitement over the mysterious box and their subsequent realization of its dark implications. Foreshadowing is employed subtly but effectively, hinting at the tragic outcome of the characters' choices. Thematic analysis uncovers the central theme of morality and human nature, as the story prompts readers to consider the ethical implications of the characters' decisions. The narrative structure, with its clear exposition, rising action, climax, and resolution, enhances the impact of the theme and narrative tension.

Close reading of "Clearing in the Sky" reveals the author's skillful use of language to evoke the beauty and tranquility of the natural setting. The descriptive imagery immerses readers in the clearing, allowing them to experience the sights, sounds, and sensations described in the text. Syntax and diction are employed to create a sense of rhythm and flow, mirroring the cyclical nature of life and death portrayed in the story.

Textual analysis uncovers formalist elements such as personification and symbolism, which contribute to the story's thematic depth and emotional resonance. Personification is used to animate the natural elements of the clearing, imbuing them with a sense of agency and vitality. Symbolism, particularly regarding the clearing as a metaphor for inner peace and spiritual renewal, adds layers of meaning to the narrative. Thematic analysis reveals the overarching theme of transformation and self-discovery, as the characters confront their fears and find solace in the natural world. The narrative structure, with its circular movement and cyclical imagery, reinforces this theme and underscores the interconnectedness of humans and nature.

Analysis of "Dark They Were and Golden-Eyed" highlights the author's adept use of language to convey the eerie and otherworldly atmosphere of Mars. The language is characterized by its descriptive richness and evocative imagery, which transport readers to the alien landscape described in the story. Syntax and diction are employed to capture the characters' sense of isolation and unease as they grapple with their changing environment. Textual analysis reveals formalist elements such as symbolism and metaphor, which deepen the narrative's thematic resonance and contribute to its overall impact. Symbolism, particularly regarding the transformation of the characters and their connection to their new environment, underscores the story's exploration of identity, fear, and adaptation. Metaphor is used to convey the alienness of Mars and the characters' growing sense of

alienation from their former lives on Earth.

6. Conclusion:

This study has demonstrated the effectiveness of close reading and formalist analysis in unlocking the richness and complexity of literary texts. By examining elements like language, imagery, symbolism, narrative structure, and thematic development, we gain a deeper appreciation for the author's craft and the intended impact on the reader.

The analysis of "Button, Button" exemplifies how close reading unveils the intricate relationship between form and function. The author's deliberate use of language, imagery, and symbolism creates a suspenseful and morally ambiguous atmosphere, prompting readers to contemplate the characters' choices and the consequences of their actions.

Similarly, close reading of "Clearing in the Sky" reveals a masterful portrayal of nature's beauty and tranquility. Descriptive language, syntax, and diction immerse the reader in the setting, while formalist elements like personification and symbolism elevate the story's thematic depth and emotional resonance.

The analysis of "Dark They Were and Golden-Eyed" showcases how language can evoke a sense of eeriness and otherworldliness. The author's descriptive richness and evocative imagery transport readers to the alien landscape, while symbolism and metaphor contribute to the story's exploration of identity, fear, and adaptation.

In essence, this study underscores the importance of close reading and formalist analysis as valuable tools for unlocking the multifaceted nature of literary works. By delving deeper into the text, we gain a richer understanding of the author's intent and the intricate interplay between form and function that shapes the reader's experience.

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