

The use of the Rhetorical Devices in English

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Abstract

A rhetorical device is a method or type of language that is used as a way for a speaker or a writer to evoke a particular reaction from the listener or reader or persuading them to suppose positively.

This research aims at examining rhetorical device which are 31 devices. It examined some tools that are considered as most common tools and other that are considered as less common ones. It mentioned all the rhetorical devices, outline them and give a rationalization analysis for these devices.

Keywords: Rhetorical devices , Rhetoric

1. Introduction

Rhetorical Devices help writers, to strengthen their paper's method, and making it cohesive. Rhetoric is a tool that improve composition. It is used to persuade, inform, express personal thought, or in reality entertain the reader. Although there are honestly plenty of figures of rhetoric, ranging from anadiplosis to zeugma, which are so distinctive that you are unlikely to run into them, at the same time as others, such as hyperbole and metaphor, are so normal that it is uncommon to see a newspaper article or hear a speech in which they are now not often used. For these reasons, we will take into consideration 31 of the most useful rhetorical devices. [McGuigan , (2007) , Page 3]

2. Rhetoric and Rhetorical Devices

Rhetoric is the name for the study of writing or speaking as a means of communication or persuasion, and though a writer doesn't need to know the specific labels for certain writing techniques in order to use them effectively, it is sometimes helpful to have a handy taxonomy for the ways in which words and ideas are arranged. This can help to discuss and isolate ideas that might otherwise become abstract and confusing. As with the word *rhetoric* itself, in addition to that many of *rhetorical devices* come from Greek. [palmer, 1981: p.1]

A Rhetorical Device is a linguistic tool that employs a particular type of sentence structure, sound, or pattern of meaning in order to evoke a particular reaction from an audience. Each rhetorical device is a distinct

tool that can be used to construct an argument or make an existing argument more compelling.

As with all fields of serious and complicated human endeavor (that can be considered variously as an art, a science, a profession, or a hobby), there is a technical vocabulary associated with writing. Since rhetoric dates back to ancient times, much of the terminology used to discuss it comes from the original Greek. Despite its ancient origins, however, rhetoric is as vital as ever.

“Maybe if rhetoric were given another name — say, something like the *design patterns* of computer science (“templates for solving problems that can be used in many different situations”) — we could look through the old-fashioned-sounding term and focus instead on the very useful tools it provides. But until rhetoric is successfully rebranded and becomes popular again, you can treasure the access to the rhetorical art Farnsworth provides in his extremely enlightening book”. [McKean, 2011]

3. The Uses of the Rhetorical Devices

Rhetorical devices are used to enhance the clarity and impact of written or spoken language. They can be used to emphasize a point, to create a vivid image, to evoke an emotion, or to make an argument more persuasive. They can also be used to create a sense of rhythm and flow in a piece of writing or speech. Rhetorical devices can be used to make a text more interesting and engaging, and to help the reader or listener better understand the message. But rhetoric in the original sense the classic sense is something else. It is a set of methods used for generations to make speech more artful and effective.

Rhetorical Devices are also used In teaching advertising copywriting. An instructor must develop students' ability to produce fresh, visual ideas. At times a good idea's effectiveness will lean heavily upon the ad's illustration; at other times the verbal portion of the ad must carry most of the load. Either way, the copywriter must strive for some degree of style in his thinking and writing. Many techniques of teaching style development are available, but one technique commonly overlooked is the use of the classical rhetorical devices of the Greeks and Romans. [Riley, 1976, Page 24]

In addition, Rhetorical concepts are used in literary criticism. Conversely, the teaching of rhetoric in the schools, ostensibly concerned primarily with training in public address, had a significant effect on

written composition, and thus on literature. All literature is "rhetorical" in the sense that its function is to affect a reader in some way—"to teach and to please," as the Roman poet Horace and many other critics put it but beginning in the last three centuries B.C., much Greek and Latin literature is overtly rhetorical in that it was composed with a knowledge of classical rhetorical theory and shows its influence. [Kennedy, 2009 , Page 4]

4. The Types of the Rhetorical Devices

The following list contain some of the most important rhetorical devices to Rhetorical Devices can be divided into two groups. The first group is the most common Rhetorical devices and the second one is the less common rhetorical devices.

4.1 Most common Rhetorical Devices

The most common rhetorical devices that are used in many fields are as follow:

1. Alliteration

The repetition of usually initial consonant sounds in two or more neighboring words or syllables

For example: wild and woolly, threatening throngs

2. Onomatopoeia

The naming of a thing or action by a vocal imitation of the sound associated with it

For example: Buzz

3. Cacophony

Harshness in the sound of words or phrases

4. Anaphora

Repetition of a word or expression at the beginning of successive phrases, clauses, sentences, or verses especially for rhetorical or poetic effect

For example: we cannot dedicate—we cannot consecrate—we cannot hallow—this ground

5. Antiphrasis

The usually ironic or humorous use of words in senses opposite to the generally accepted meanings

For example: this giant of 3 feet 4 inches

6. Meiosis

The presentation of a thing with underemphasis especially in order to achieve a greater effect :

For example: Understatement

7. Apophasis

The raising of an issue by claiming not to mention it

For example: we won't discuss his past crimes

8. Hyperbole

Extravagant exaggeration

For example: mile-high ice-cream cones

9. Chiasmus

An inverted relationship between the syntactic elements of parallel phrases

For example: working hard, or hardly working?

10. Anacoluthon

Syntactical inconsistency or incoherence within a sentence *especially* : a shift in an unfinished sentence from one syntactic construction to another

For example: you really should have—well, what do you expect?

11. Hypophora

The putting or answering of an objection or argument against the speaker's contention [*this definition is taken from the 1934 edition of Webster's Unabridged dictionary*]

Hyponymy exemplified by equal or resemble (Four equals four, John resembles himself). (These words express relations that are symmetric and transitive too.) Reflexivity is, however, of little interest to us here, and will not be further discussed. [palmer; 1981, p85]

12. dialogism

A disjunctive conclusion inferred from a single premise

For example: gravitation may act without contact; therefore, either some force may act without contact or gravitation is not a force

13. metaphor

A figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them

An important characteristic of cognitive semantics is the central role in thought and language assigned to metaphor. [Lakoff and Turner 1989: p.135]

In emphasizing the important role of metaphor in ordinary language. [Lakoff and Johnson 1980: 14-21]

(Metaphor vs. Simile)

For example: drowning in money

14. metonymy

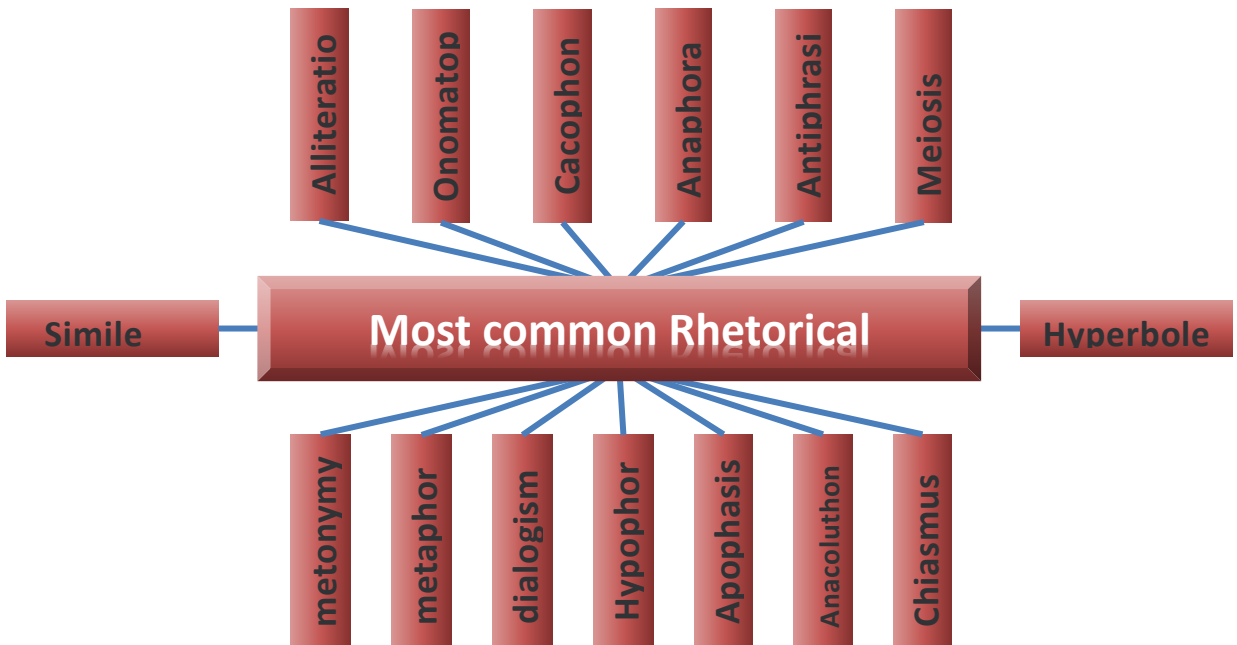
A figure of speech consisting of the use of the name of one thing for that of another of which it is an attribute or with which it is associated

For example: crown as used in lands belonging to the crown

15. Simile

A figure of speech comparing two unlike things that is often introduced by "like" or "as"

For example: cheeks like roses



Figures (1)

Most common Rhetorical Devices

4.2 Less common Rhetorical Devices

The less common rhetorical devices that are rarely used are as follow:

1. **Analepsis**

A literary technique that involves interruption of the chronological sequence of events by interjection of events or scenes of earlier occurrence : flashback

2. **Antanaclasis**

The repetition of a word within a phrase or sentence in which the second occurrence utilizes a different and sometimes contrary meaning from the first

For example: we must all hang together or most assuredly we shall all hang separately.

3. **Antonomasia**

The use of a proper name to designate a member of a class (such as a *Solomon* for a wise ruler) OR the use of an epithet or title in place of a proper name (such as *the Bard* for Shakespeare)

4. **Aporia**

An expression of real or pretended doubt or uncertainty especially for rhetorical effect

For example: to be, or not to be: that is the question

5. **Dysphemism**

The substitution of a disagreeable, offensive, or disparaging expression for an agreeable or inoffensive one

For example: greasy spoon is a dysphemism for the word diner

6. **Epistrophe**

Repetition of a word or expression at the end of successive phrases, clauses, sentences, or verses especially for rhetorical or poetic effect

For example: of the people, by the people, for the people

7. **Epizeuxis**

Emphatic repetition [*this definition is taken from the 1934 edition of Webster's Unabridged dictionary*]

8. **Hypallage**

An interchange of two elements in a phrase or sentence from a more logical to a less logical relationship

For example: you are lost to joy for joy is lost to you

9. **Hyperbaton**

A transposition or inversion of idiomatic word order

For example: judge me by my size, do you?

10. **Litotes**

Understatement in which an affirmative is expressed by the negative of the contrary

For example: not a bad singer

11. **Oxymoron**

A combination of contradictory or incongruous words

For example: cruel kindness

12. **Pleonasm**

The use of more words than those necessary to denote mere sense : REDUNDANCY

For example: I saw it with my own eyes

13. **Syllepsis**

The use of a word in the same grammatical relation to two adjacent words in the context with one literal and the other metaphorical in sense

For example: she blew my nose and then she blew my mind

14. **Synecdoche**

A figure of speech by which a part is put for the whole (such as *fifty sail* for *fifty ships*), the whole for a part (such as *society* for *high society*), the species for the genus (such as *cutthroat* for *assassin*), the genus for the species (such as *a creature* for *a man*), or the name of the material for the thing made (such as *boards* for *stage*)

For example: opened the door and her heart to the homeless boy

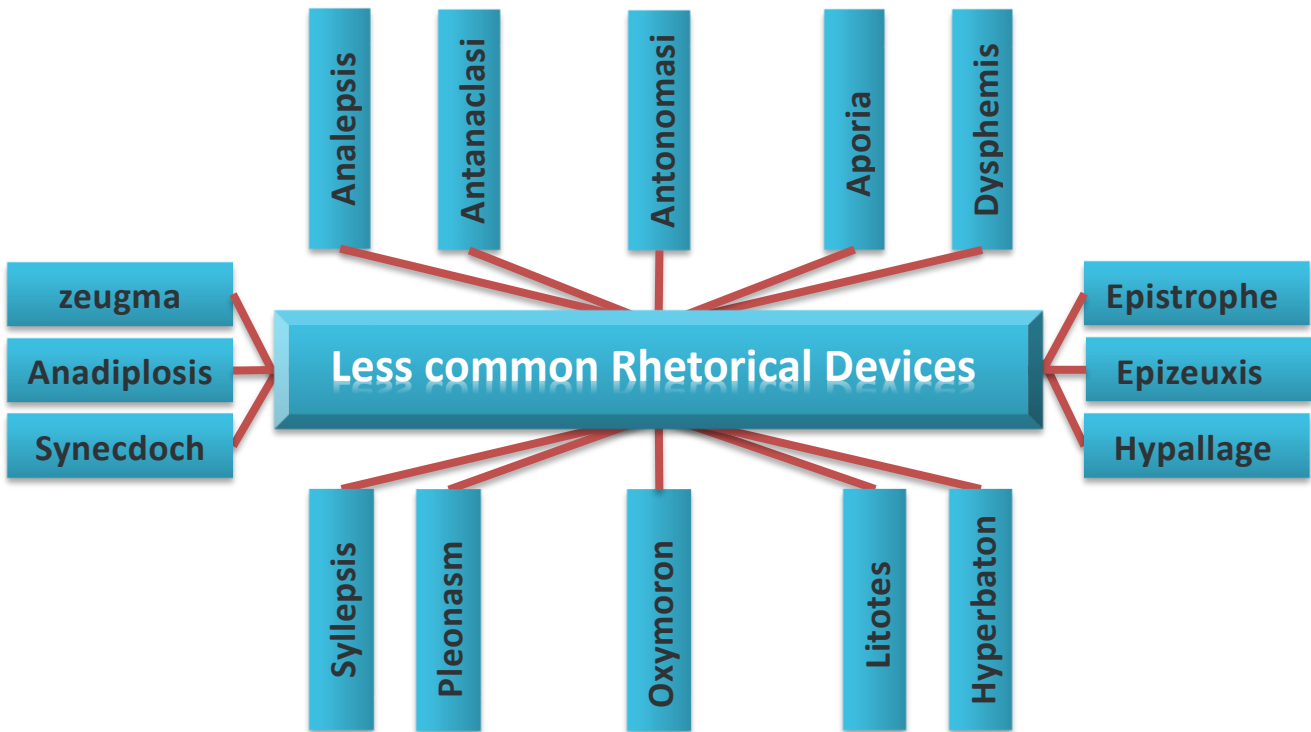
15. **zeugma**

The use of a word to modify or govern two or more words usually in such a manner that it applies to each in a different sense or makes sense with only one

16. **Anadiplosis**

Repetition of a prominent and usually the last word in one phrase or clause at the beginning of the next

For example: rely on his honor—honor such as his?



Figures (2)

Less common Rhetorical Devices

<https://www.thoughtco.com/rhetorical-devices-4169905>

<https://www.merriam-webster.com/words-at-play/rhetorical-devices-list-examples>

5. Identifying Rhetorical Devices

Rhetorical devices are words that serve a specific function in the text. Authors include them in order to convey a meaning to the reader. Thus, you want to look for rhetorical devices when you read.

Every time you find imagery in a text, it brings up a set of connotations. For instance, the scent of freshly-baked cookies might bring up connotations of childhood, comfort, or home. When you see a particularly striking image in a text, think of what it denotes to you. Ask yourself, “Why describe this thing in detail instead of describing something else?” An author often uses imagery to call attention to a particular idea, character, setting, or plot point. Imagery can also be

used to create the mood of a text. For instance, a story that includes a great deal of rain imagery might have a very dark, dreary mood.

“The Lucy Poems” were composed between 1798 and 1801, by the English Romantic poet, William Wordsworth, in his ‘Lyrical Ballads’. In these poems, Wordsworth tried to write simple English verse on the themes of love, longing, beauty, nature and death. The five poems, generally known by their opening lines, are . . .

We will examine some poems to identify the Rhetorical devices used in these poems.

The Poem : LUCY
BY : William Wordsworth
(7 April 1770 – 23 April 1850)

*She dwelt among the untrodden ways
Beside the springs of Dove,
A Maid whom there were none to praise
And very few to love:
A violet by a mossy stone
Half hidden from the eye!
Fair as a star, when only one
Is shining in the sky.
She lived unknown, and few could know
When Lucy ceased to be;
But she is in her grave, and, oh,
The difference to me*

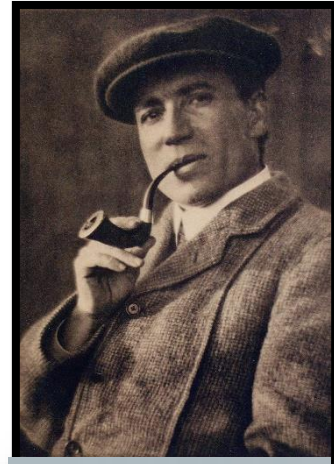


Tools	Words
Simile	Beside the springs of Dove
Metaphor	A violet by a mossy stone.
Metaphor	ceased to be
Simile	Fair as a star

<https://rolandsragbag.wordpress.com/2016/08/01/wordsworths-lucy/>

The Poem : The Truth
By William Henry Davies
(Born 1871, Died 1940)

*Since I have seen a bird one day,
His head pecked more than half away;
That hopped about, with but one eye,
Ready to fight again, and die,
Ofttimes since then their private lives
Have spoilt that joy their music gives.
So when I see this robin now,
Like a red apple on the bough,
And question why he sings so strong,
For love, or for the love of song;
Or sings, maybe, for that sweet rill
Whose silver tongue is never still,
Ah, now there comes this thought
unkind,
Born of the knowledge in my mind:
He sings in triumph that last night
He killed his father in a fight;
And now he'll take his mother's blood,
The last strong rival for his food.*



Tools	Words
Simile	So when I see this robin now,
Simile	Like a red apple on the bough,
Metaphor	Whose silver tongue is never still,

6- Conclusions

In conclusion, this research is divided into 2 sections The first one explains the theoretical side of this research which divides the rhetorical devices into two parts the most common tools and the less common ones . The other section explains the practical side of research on which we analyzed two poems and extracted the rhetorical devices used. The first poem lucy written by the poet william wordsworth, and the second poem the truth writtenby the poet william henry davies.

7 . Recommendations

This research recommends these following recommendations:

- A few carefully chosen devices are better than using a device in every sentence.

- Match the device carefully to the reader. Think about who you are writing for and then select a device that is appealing and appropriate.
- - Remember that devices might not be suitable for some types of writing, such as scientific reports.
- Don't be afraid to experiment with devices in your writing play around and see what works. This may give you more confidence when reading you are more likely to spot and understand why a device is being used by another writer.

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