

## The Role of stylistics in Reading poetry

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### Abstract

This study aims to explore the role of stylistic analysis in poetry understanding by drawing readers' attention and particularly students' to the fact that poetry interpretation means analyzing a poem from stylistic perspective. Moreover the study discusses the comprehensive techniques and strategies used in carrying out stylistic analysis. The researchers hypothesize that : Stylistics plays an essential role in poetry understanding. There is reciprocal relationship between the meaning of the poetic text (poetry ) and the linguistic context. Reading poem involves analyzing the text at phonological, graphological, lexical, and syntactic levels. The researchers have used secondary sources for data collection. Two poems written by different poets are chosen as sample. Analytical descriptive method is used for data analysis. The following points are main findings : Style of literary text is simply its meaning therefore how a poem is structured plays essential role in poetry interpretation because stylistic features such as rhyme, rhythm, form and structure make great contribution to the poem's meaning. Knowledge of connotative and denotative meaning of lexical items of a particular poem is important for its interpretation. Both style and stylistics depend on linguistics so linguistics is the backbone on which style and stylistics are built. Based on the findings which reveal all the hypotheses to be true, the researchers have raised some recommendations .

### مستخلص البحث

تهدف هذه الدراسة الى كشف دور الأسلوبية في فهم معاني النص الأدبي (الشعر)

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و لفت انتباه القراء خاصة الطلاب لحقيقة ان تفسير الشعر يعني تحليل القصيدة من منظور أسلوبى كما تناقش الدراسة التقنيات الشاملة و الاستراتيجيات التي استخدمها الباحثان فيفي تحليل الأسلوب. افترض الباحثان أن الأسلوب يلعب دورا مهما في فهم الشعر و ان هناك علاقة متبادلة بين معني النص الشعري و الصياغة اللغوية كما أنقراءة الشعر تتطلب تحليل النص على المستويات الصوتية ،شكل الكتابة ، المفردة ، تركيب الجملة.... الخ. استخدم الباحثان المصادر الثانوية لجمع المعلومات. تم اختيار ثلاثة قصائد كعينة. استخدم المنهج التحليلي الوصفي لتحليل المعلومات. وكانت النتائج الرئيسية أن أسلوب النص الأدبي يعني ببساطة انه معناه ،لذلك كيفية بناء القصيدة يلعب دورا مهما في تفسيرها لان الخصائص الأسلوبية مثل القافية ، الوزن ، البنية الغوية و غيرها تساهم مساهمة كبيرة في معنى القصيدة كما ان معرفة المعنى الضمني الحرفي للمفردات مهم لتفسير القصيدة. الأسلوب و الأسلوبية يعتمدان على علم اللغة و لذلك فان علم اللغة هو العمود الفقري الذي يبنى عليه الأسلوب و الأسلوبية. اعتمادا على النتائج التي أوضحت صحة الفرضيات رفع الباحثان بعض التوصيات.

## Chapter One

### 1.0 Introduction

Style is a broad term with several meanings in and outside of the literary field. A particular procedure by which something is done, a manner or a way is style. Broadly, appearance of everything is style. The way of doing something or the way of living is also style. Style is also related to a personality of individual. A style reflects the thoughts of a person's mind. It describes the way of person's speaking and writing. Style as defined by Crystal & Davies (1969) refers to some or all of the language habits of one person e.g. Shakespeare style. Similarly style may refer to language habits shared by a group of people at one time e.g. the style of old English heroic poetry. They add that style is also used to refer solely to literary language. Leech & Short (1981:10) cited in British Journal Issn (2012)2048-1268 state that: " style has uncontroversial meaning, it is a way in which language is being used in a given context for given purpose". Stylistics is concerned with the study of style in language. According to Dictionary of Stylistics, 2nd ed. (Pearson, 2001),

"The goal of most stylistics is not simply to describe the formal features of texts for their own sake, but in order to show their functional significance for the interpretation of the text; or in order to relate literary effects to linguistic 'causes' where these are felt to be relevant."Verdonk(2002:5) defines stylistics as —the analysis of distinctive expression in language and the description of its purpose and effect. The main concern of stylistics is the way cognitive and communicative effects are achieved by means of linguistic choices. It acts as means of linking linguistics and literary criticism. It, therefore, encompasses literary studies and linguistics.A feature that distinguishes the work in literary stylistics is the provision of bases for full understanding, appreciation and interpretation of an avowedly literary and author concerned text. Stylistic features are matter of motivated choice on the part of the writer that they are designed to be noted. The most common stylistic feature of poetry is the use of figurative language,rhyme,rhythm, imagery..etc. Cook. (2003:60-61) states that language in literature is used to create an alternative to the real world. Therefore the choice and ordering of words is very important. He adds that literary stylistics is the study of the relationship between the linguistic choices and their effect in literature. Gioia&Kennedy (2002:6)state that, there are other elements in the poem beside plain prose sense,such as sound,rhythm, images, figures of speech which may attract readers before they know what they mean. These elements provide the readers with sufficient grounds to share emotions with the poet. Writers use figure of speech such as metaphor, personification, simile, apostrophe ....etc in addition to imagery, in order to make their writing more interesting, vivid, and appealing. Moreover figurative language emphasizes the meaning and evokes reader's emotions and interaction with the text. stylistics is concerned with the examination of grammar,

lexis, semantics, as well as phonological, typographical properties many other literary devices. So stylistics is more interested in the significance of function that the style fulfills. This study intends to explore the role of stylistics as linguistic discipline in the interpretation and analysis of poetry. It investigates meaning on the basis of the different stylistic features of poetry. It draws people's attention to the fact that doing poetry analysis means investigating meaning by approaching text from many linguistic levels such as phonological level, syntactical, morphological, typographical, and lexical. The study draws readers' and students' attention to the close link between linguistics and literature by examining the role of stylistics in the interpretation and analysis of poetry. The researchers use secondary sources for data collection such as books, journals, scientific papers. The data which the researchers are going to analyze consists of three poems chosen as sample. They are written by different poets. Analytical and descriptive method will be used in dealing with the data collected.

### **1.1 Statement of the Problem**

The interpretation of poetry is very challenging to many readers most of the time particularly students. It is self-enclosed so meaning becomes elusive, and difficult to catch. Poets use unusual words or use words in unusual ways to convey meanings, emotions, or ideas to the readers and listeners. They use stylistic features to achieve, spiritual, and musical effects and use deviant syntax, grammar to achieve particular purpose and effect. Therefore genuine poetry is really difficult to interpret or understand. However, meaning of poetry is accessible by using stylistic analysis. Analyzing a poem at graph logical phonological syntactic, lexical contributes to its meaning.

### **1.2 Objectives of the Study:** This study aims to:

- 1- Highlight the role of stylistic analysis in understanding meaning of poetry.

- 2- Discuss comprehensive techniques and strategies that can be used in carrying out stylistic analysis of a poem.
- 3- Draw readers' attention to the fact that linguistics and literature are interrelated.

**1.3. Hypotheses of the Research :**The Researchers hypothesize the following:

- 1-Stylistics analysis plays essential role in poetry understanding.
- 2- There is reciprocal relationship between the meaning of the poetic text and the linguistic context.
- 3-Reading a poem involves analyzing the text at phonological, graph logical, lexical, and syntactical levels....etc.

#### **1.4 Scope of study**

The study is limited to the stylistic analysis of two poems. "All World 's Stage " by William Shakespeare and "London" by William Bake.

#### **1.5 Significance of the Research**

The research provides comprehensive techniques for interpreting poetry.

Although the interpretation of literature can be challenging, it may also provide unique and important rewards. It enables readers to realize that written data which seems to be fragments and meaningless such as (poems) have coherence; they are meaningful when related to specific linguistic context.

## **Chapter Two**

### **2.0 Style and Stylistics :**

Linguistics is the academic discipline which studies language scientifically. Stylistics, studying certain aspects of language variation, therefore it is a part of this discipline. Bolinger.D( 1975 : 600-1) defines style as ; " style of a piece of writing is simply its meaning.This show how style influences meaning. The investigation of style is known as stylistics. Stylistics has been define as sub-discipline of linguistics that is concerned with the systematic analysis of style and how this can vary according to

factors such as genre, context, historical period and author language. Widdowson (1975:3) defines stylistics as a study of literary discourse from linguistic orientation. He adds that it connects literary criticism and linguistics. Every use of language has some sort of style which derived from its register (formal, informal colloquial, slang). The ideas of context, medium and tenor which are aspects of register, can lead to the notion that behind every use of language there is a process of selection from a wide or narrow range going on when a message is encoded. This process is called screening which include phonological, grammatical, lexical, etc. The object of the study is style. Style as defined by Crystal & Davies (1969); style may refer to some or all of the language habits of one person eg Shakespeare style. Similarly style may refer to language habits shared by a group of people at one time e.g. the style of old English heroic poetry. They add that style is also used to refer solely to literary language. Moreover Style has long been associated with literature as characteristic of good, effective writing or beautiful writing and the focus of the literary critic's attention. This sense is partially evaluative and partly descriptive. Leech & Short (1981:10) cited in British Journal Issn (2012) 2048-1268. state that style has uncontroversial meaning, it is a way in which language is being used in a given context for given purpose. According to them the aim of stylistics is to analyze language habits with main purpose of identifying from the general mass of the linguistic features common to English as used in every conceivable occasion, those features which are restricted to certain kinds of context; to explain where possible, why such features have been used as opposed to other alternative and to classify these features into categories based on the social context. Katie Wales in "A Dictionary of Stylistics" writes: "The goal of most stylistics is not simply to describe the formal features of texts for their own sake but in order to show their interpretation of the text, or in order to

relate literary effects to linguistics causes where there are felt to be relevant”. Therefore stylistics analysis provides a commentary which is objective and scientific based on a concrete quantifiable data and applied in a systematic way. It uses specialized technical terms and concepts which derive from the science of linguistics.

### **2.1 Levels of Stylistic Analysis:**

The following are the levels of stylistics at which a text is analyzed so as to achieve indented meaning.

#### **i. Phonetic level:**

It is an examination of sounds; studying the characteristics and potential utility of sounds in phonetic level and their effects. For instance some authors use alliteration for emphasis and attracting readers' or listeners' attention.

#### **ii. Phonological level:**

Phonology is the study of the sound system of a given language and the formal rules of pronunciation. At this level the analysis focuses on effects of rhythm(stressed and unstressed syllables) and rhyme and how they contribute to meaning of the literary work.

iii- **Graphological level:** It studies the writing system of a language. It discusses the formalized rules of spellings, capitalization, the systematic formation, structure and punctuation in the sentence.

iv- **Grammatical level:** It discusses both the syntactic and morphological levels. It analyzes the internal structure of sentences in any given language and how they function in sequences. It distinguishes clauses, phrases, words, nouns, verbs, etc as well as tenses.

v- **The lexical level:** This level examines the way in which individual words and idioms tend to pattern in different linguistic context; on the semantic level in terms of stylistics. It studies words in relation to inner expressiveness. these words are with emotive and referential. It is related to figurative language..

## **2.2 Literary stylistics:**

Stylistics is the study and interpretation of text from linguistic perspective. As discipline it links literary criticism and linguistics. The preferred object of stylistics is literature. Traugott.E& Pratt. M( 1980: 29-30) discuss the question of style and meaning in terms of relationship between two kinds of meaning which is encoded in language itself and pragmatic meaning which achieve in context. They explain that ' in grammar, with its semantic and pragmatic components both contents and expression can be viewed as a matter of choice of pragmatic function and contextual features.

Cook. G (2003:60-61 ) states that language in literature is used to create an alternative to the real world. Therefore the choice and ordering of words is very important. He adds that literary stylistics is the study of the relationship between the linguistic choices and their effect in literature. Bradford ( 1997:19 ) points out that new critical stylistic is concerned not only with identification of linguistic features that make poetry different from other discourse but also with poetry as a form of expression or signification which implicitly alters the familiar relationship between language and meaning. He agrees with Verdonk. (2002: 9) who points out that stylistic features are matter of motivated choice on the part of the writer that they are designed to be noted. The most common stylistic feature of poetry is the use of figurative language. Gioia&Kennedy (2002:6)state that, there are other elements in the poem beside plain prose sense, such as sound, rhythm, images, figures of speech which may attract readers before they know what they mean. These elements provide the readers with sufficient grounds to share emotions with the poet. Writers use figure of speech such as metaphor, personification, simile, apostrophe ...etc in addition to imagery, in order to make their writing more interesting, vivid, and appealing. Moreover figurative language emphasizes the meaning and evokes reader's emotions and interaction with the



text. (Tutaş, 2006a) cited in prof. Dr. Asst. SakaryaUniversity.Turkey.(2014 ) paper on stylistics approach for the analysis of poems in Teaching English as a Foreign Language contexts argues that perceiving the meaning of literary texts requires studying and understanding the language of these texts. Stylistic approach to literary texts does not only involve linguistic textual analysis but also encourages readers to interact with textual structure to infer meaning. He explains that the inspiration for his paper comes from a statement that was made by Roman Jakobson almost half a century ago. In his frequently cited statement Jakobson (1960: 377) indicates the relationship between linguistics and literary studies stating that: "If there are some critics who still doubt the competence of linguistics to embrace the field of poetics, I privately believe that linguists has been mistaken for an inadequacy of the linguistic science itself."

#### **2.4 Stylistic Features of poetry**

##### **A-Sounds of poetry:**

Kennedy.X&Gioia.D.(2005 :166) argue that sounds such as consonance and vowels in poetry can contribute greatly to a poem effect ( euphony or harmony )They add that when sounds of words work together with meaning the reader's mind and ear will be pleased.

Kennedy.X&Gioia.D.(2005 :188)define Rhythm in poetry as recurrence of stresses and pauses in it.They add that stress is greater amount of force given to one syllable in speaking than given to another. Rhythm provides coherence and meaningful structure to events unfolding over time. It plays a crucial role in everyday interaction as well as in time-based modes such as film, music, and dance. Rhythm divides the flow of time in such texts into discernable units (measures) and organizes measures into phrases that are often repeated throughout the text in the same way words or phrases might be repeated in a written text. In this way, the rhythm of a measure of music for example, points

backwards to previous measures and foreshadows subsequent measure.

### **B-Figures of Speech :**

Figures of speech occurs whenever a speaker or writer for the sake of freshness or emphasis, departs from the usual denotation of words. Figures of speech state truth that literal language cannot communicate. Poet use figurative language to evoke emotions, attract attention, and add emphasis in order to convey his message effectively. Figurative language makes writing more effective, persuasive. Its primary function is to force the readers to imagine what a writer wants to express. The most common figures of speech are simile, metaphor, personification, paradox, oxymoron, hyperbole, metonymy ...etc.

### **2.3 Previous Studies**

**A-**In the Annual Conference of Postgraduate Studies and Scientific Research-Humanities and Educational Studies February 2013-Khartoum-Sudan: Conference Proceedings Volume Three, Suad Mubarak El Haj Abd El Hamid Faculty of Education University of Khartoum (2013) presented a research which attempts to put into pedagogical practice some of the insights gained from the text centered approaches to the reading of literature. The technique followed by the author is the stylistic analysis technique. The researcher has undertaken an empirical study to trace students' comprehension competence through the use of stylistic analysis – text approach to teach poetry. The students were taught how to carry out a stylistic analysis technique in investigating the significant linguistic details in a poem. The investigation had been exclusively for the poetic devices with which the selected sample had been rich. An experiment was conducted to assess the development of students' comprehension competence. Two groups of university students were the subject of the experiment. They have equal English background. For measuring improvement the researcher use pretest and post test. The tools by which these devices were

analyzed were the poetic diction and the poetic syntax which students should pay attention to their specific use and how they contribute to the poem's meaning. The researcher concludes that stylistic analysis plays an important role in poetry reading.

### **3. Methodology**

#### **3.0 Introduction**

In this chapter the researchers provide information about the method adopted in carrying out the present research. It covers aspects such as the data, data collection, population, samples, procedures used to tackle the data and the method of the data analysis.

#### **3.1. Data Collection**

The researchers use secondary sources to collect the data, such as books, magazines, reviews, periodicals. The researchers then choose two poems for analysis

#### **3.2 Sample**

The sample of this study is two poems randomly chosen. These are "All World's Stage" by Shakespeare and "London" by William Blake.

#### **3.4 Methodology**

The researcher will use descriptive analytical method in dealing with data collected.

Bottom –up process will be use for interpretation of the two poems. The researcher will explain how graphophology, phonology. grammar, syntax and lexis can help reader understand meaning of poetry.

## **Chapter Four**

### **4. Data Analysis, Findings and Discussion**

#### **4.0 Introduction**

In this chapter the researchers are going to analyze three two which are chosen as sample so as to show the role of stylistic analysis in poetry interpretation.

#### 4.1- “All the World’s a Stage ” by William Shakespeare (1564-1616)

The Text : "All World 's Stage " by William Shakespeare

<p>All the world's a stage,          And all the men and women          merely players;          They have their exits and their          entrances,          And one man in his time plays          many parts,          His acts being seven ages. At first,          the infant,          Mewling and puking in the nurse's          arms.          Then the whining schoolboy, with          his satchel          And shining morning face,          creeping like snail          Unwillingly to school. And then          the lover,          Sighing like furnace, with a woeful          ballad          Made to his mistress' eyebrow.          Then a soldier,          Full of strange oaths and bearded          like the pard,          Jealous in honor, sudden and          quick in quarrel,          Seeking the bubble reputation</p>	<p>Even in the cannon's mouth. And then          the justice,          In fair round belly with good capon          lined,          With eyes severe and beard of formal          cut,          Full of wise saws and modern instances;          And so he plays his part. The sixth age          shifts          Into the lean and slippered pantaloon,          With spectacles on nose and pouch on          side;          His youthful hose, well saved, a world          too wide          For his shrunk shank, and his big          manly voice,          Turning again toward childish treble,          pipes          And whistles in his sound. Last scene of          all,          That ends this strange eventful history,          Is second childishness and mere          oblivion,          Sans teeth, sans eyes, sans taste, sans          everything.</p>
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The poem will be analyzed at different linguistic levels in order to show the role of each linguistic aspect in the interpretation of the poem.

**Title** : The title creates starting point which limits a reader's interpretation of the poem. It provides essential contextual knowledge needed for understanding the poet's message. Title can be regarded as the topic of the poem. Therefore the title "All

"World's a Stage" provides the reader with a lot of contextual information about the poem. One can say that the poet wants to express their insight about life and the stages of human life.

**ii- Speaker :** In this poem the addressor is one of the character in the play " As you Like it" called philosopher Jacques.

**iii- Hearer/reader:** Audiences or the spectators, but the intended hearer is the Duke as well as people in general.

**iv- Setting:** Royal residence in London. Time sixteen century, Elizabethan era.

**v-topic :** The topic of this poem is the stages of human life and concept of life in general.

**vi-Theme:** The theme or the central idea and the insight of this poem is the different stages that each person goes through in life. The poet also wants to say life is very short like a play performed in theatre. Everyone has particular duty to fulfill and then leaves. This can be clearly seen in line 4, 5 /And one man in his time plays many parts, /His acts being seven ages/. In these lines the poet compares the world to a stage. All men and women are only actors on the stage of this world. All people have different routes to enter the stage and also have different exits to go out when they finished their roles. They enter this stage when they are born and leave this stage when they die. Every person, during his life time plays many parts. These parts are called seven ages. These ages are actually like acts of a play. He describes the stages as follow: 1-Infancy ( babyhood-an infant crying 2-Childhood (a complaining school boy) 3-Adolence (a lover) 4-Adulthood (abearded soldier 5- Maturity(a wise justice 6-An old man 7- Second childhood.

#### **4.1.2. Phonological Level**

"Poetry without rules is like tennis without net" ( Robert Frost.1874 -1963)

In this poem Shakespeare uses many stylistic devices to convey his message.

**A-Form and structure :** The poem is written in blank verse which is widely employed as a vehicle in English dramatic poetry to create specific grandeur. It produces formal rhythmical patterns that create musical effects which capture the attention of listeners and readers.

**B.Sound Devices Repetition :**

**i-Rhythm:**"poetry is the rhythmical creation of beauty in words" (Edgar Allan Poe (1809-1849).The rhythm of a poem is the recurrence of stresses and pauses which are part of its sound. It has a powerful effect on the meaning of a poem when the author tries to create particular mood. This poem has a consistent meter with ten syllables in each line (pentameter); where, unstressed syllables are followed by stressed ones and five of which are stressed but do not have rhyme. So this poem is un-rhymed, written in iambic pentameter. The regularity of metre represents regularity of life, the stages of human life.

**ii. Rhyme :**The poem is written in blank verse. Blank verse is a literary device defined as un-rhyming verse written in iambic pentameter. It is used in poetry and prose.

**iii-Alliteration:** It is the repetition of consonant or vowel sounds (consonance /assonance) in initial position in words near each other. Alliteration can be internal also. It is a powerful tool, it adds emphasis, evokes sound and provides insight into the author's work. In "All the World's a Stage" there are some examples: Consonance -"shrunk shank"

**iii- Diacope** -It is the repetition of a word or a phrase with only one word between or two words between the repeated words. It is also used in this poem, "Sans teeth, sans eyes, sans taste, sans everything. This adds emphasis to the theme because when death arrives no matter who it is, all lose everything.

**4.1.3.Semantic and Lexical Levels**

Without grammar little can be conveyed but without words nothing can be conveyed. The words used in this poem are poetic, simple, fairly understandable full of metaphor, simile and

imagery. They are meaningful because they convey the message effectively. But some words are unfamiliar because they were only used in the Shakespearian time.

### A. Figurative Language

Figurative language makes writing more effective, attractive and persuasive. Its primary function is to force the readers to imagine what a writer wants to express. The following are some figures of speech used by the poet.

**i. metaphor:** The poet compares life with stage without using similar phrase. He says Life is a drama, the world is a stage and human beings are actors. The theme hints at the greatest irony in the lives of human beings. Shakespeare has masterfully described the stages of human life.

**ii. Simile :** /Sighing like a Furnace /and also in this line / And shining morning face, creeping like snail/Unwillingly to school/. The poet compares the way the boy walks to school with snail to show that the boy walks very slowly and unwillingly like a snail. The use of these figures of speech evokes emotions and adds emphasis and make writing more interesting.

**iii. Tone :** Tone is the implied attitude of the author towards the subject of the poem. The tone of this poem is very casual and humorous.

**iv. Symbolism :** Is a technique in which an object is meant to be representative of something or an idea greater than the object itself. Shakespeare uses this technique when he says / They have their exits and their entrances,/. The words entrance and exit in line (3 ) symbolize human birth and death.

**B. Imagery:** Imagery helps readers and hearers create accurate mental picture about human life and evokes reader's emotions. The use of different types of imagery is very clear when he describes what every one dose on the stage of life. Here are some examples. He uses visual imagery in this line to engage the sense of sight, / All the world's a stage,/ And all the men and women merely players;/, and auditory imagery in line/ Mewling

and puking in the nurse's arms/. /Then the whining schoolboy,  
with his satchel/. Shakespeare also uses kinesthetic imagery to  
describe how the school boy walks to school in the following  
line, /And shining morning face, creeping like snail/

#### **4.14. Syntactical & Grammatical levels:**

Grammar is the study of words and their functions and relation in sentences. Application of grammatical rules help readers understand the meaning of a sentence correctly.

**A. Tenses: Simple Present :** Shakespeare uses simple present to transmit his message to the readers. The use of simple present is dominant throughout the text. The reason is that the speaker is telling facts about human life in general. Such technique adds emphasis and strength. The use of simple present causes an extremely close relationship between the author and the reader, because the speaker articulates his/her feelings in a very intense and powerful way.

**B- present participle ( verb +ing ) :** The author also uses present participle : /Mewling and puking in the nurse's arms/. Present participle makes the poem sound as if it is taking place right at the moment the interlocutor reads the poem—it sounds as if it is occurring right now. This effect gives the reader a sense of the freshness of the images shared by the author as well as establishing sense of the immediacy. Additionally, this technique will not allow the reader to gain any sense of ease in believing that the emotions expressed are in the past, but that they are occurring and affecting the speaker as he /she speaks.

**C- Enjambment:** This involves the running over of the sense and grammatical structure (no punctuation between lines) from one verse line or couplet to the next without a punctuated pause. The completion of a phrase, a clause or a sentence is held over to the following line, "Seeking the bubble reputation / Even in the cannon's mouth."



#### **4.1.5 Summary of the poem**

This poem had 28 lines in one big stanza. It was written in an open form or "free verse " • , as it does not follow any particular rhyming scheme. This poem had a repeating punctuation. Throughout the poem there are commas at the end of each line except the ending. Jacques agrees with the Duke saying that all the world's a stage and compares all men and women to actors on this stage. Each one of them has their own exits (deaths) and entrances (births). Men and women play many parts in the drama of life which Jacques divides into seven acts or stages. The first stage of life is that of an infant crying and puking in the nurse's arms. An infant is helpless and is totally dependent on others (mother, caretaker). The second stage is that of childhood which is also the school going age. Jacques gives the picture of a bright eyed boy with a shining morning face with his school bag reluctantly drags himself to school in a snail pace or very slowly. The third stage is that of adolescence, when a man plays the part of a lover. He is attracted towards women and composes poems to describe and glorify his lover. He experiences the emotions of joy, passion, disappointment and anxiety in this difficult period of life. He falls in love passionately and sings a sad ballad about love. The fourth stage is that of adult or manhood. Jacques cites the example of an arrogant soldier who wears shaggy(bushy) beard that makes him look like a fierce leopard. He is bold, brave, ambitious and full of energy. He is full of strange oaths, bearded, and strives for honour, recognition and reputation. He curses and swears in strange and manly fashion and is eager to establish a status in society. He is quick to defend his honour and fiercely guards his reputation. He is ready to risk and sacrifice his life in the battlefield and seeks glory, fame and recognition. The fifth stage is the middle age. Jaques depicts this character as the portly ( well build) judge. This is the stage when a man is more grounded in life. Manplays the role of a

justice. He is no more impulsive and the experiences in life makes him a mature and balanced person. He is content with life which reflects in his, behaviour and conversation. Speaking about the judge, Jacques pictures him as a man with a fine round stomach filled with the best meat of the capon. He is well fed and has a fat belly. He is wealthy, full of wise sayings, possesses a severe look and has a well trimmed beard to suit his profession of a judge. In next stage he grows old. He becomes physically weaker. He looks silly and funny with spectacles in his nose, slippers on his feet and purse slinging on his side. He wears an ill-fitting pair of trousers. The breeches which he had worn in his youth preserved cheerfully for his old age don't fit him anymore as they are too big for his thin legs. His manly voice has become feeble like a child's voice. The seventh and the final stage is when a man grows extremely old and senile. This last stage depicts the final stage of man on earth. It brings an end to his presence on earth and speeds up his journey towards his death. His acts on the stage of the world slowly come to a closure. Man loses his rational power and becomes forgetful and helpless. He again slips back to the infancy

stage heavily dependent on other and Jacques calls this stage as 'second childishness'. He loses his teeth, his eye sight, and his taste. He is on the edge of losing everything-even himself. The theme of this poem is about how life is short and the different stages that each person goes through in life. This theme can be detected in line 4, "And one man in his time plays many parts, His acts being seven ages". The tone of this poem was very casual and humorous, as some of Shakespeare's plays. The intention of this poem was to bring out the similarities between each person lives and when it comes to age periods they experience similar ones. The Language used in this poem was fairly understandable, but some words were difficult because they were only used in the Shakespearian time. There are several examples of figures of speech used in this poem such as simile,

/Sighing like a Furnace/ was one example of a simile. Repetition was also used in this poem, "Sans teeth, sans eyes, sans taste, sans everything/. This add emphasis to the theme because when death arrives no matter who it is, people lose everything.

#### 4.2 "London " BY William Blake(1757-1827)

<p>I wander thro' each charter'd street, Near where the charter'd Thames does flow, And mark in every face I meet Marks of weakness, marks of woe. In every cry of every man, In every Infant's cry of fear, In every voice, in every ban, The mind-forg'd manacles I hear.</p>	<p>How the Chimney-sweeper's cry Every blackning Church appalls; And the hapless Soldier's sigh Runs in blood down Palace walls. But most thro' midnight streets I hear How the youthful Harlot's curse Blasts the new-born Infant's tear, And blights with plagues the Marriage hearse.</p>
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**i-Title: "London "** The title constitutes the initial textual context that constrains interpretation of what follows ( the poem). Therefore Blake is talking about London not any other place. The title evokes connotation meaning, it represents sets of associations such as the capital,palace, government,centre of power, culture and modern society. The reader's expectations will be ;Londoners' life,their social problems, nature and contemporary issues. So title emphasizes the importance of context in interpretation of a poem. Title provides the reader with contextual knowledge such as the setting of the poem and also the topic.

**ii-Setting:** The events take place between eighteen and nineteen century. Knowing the time in which the poem is written is essential for the interpretation because it provides the reader with historical background and other information. The historical and social context of a poem plays a very important role in grasping its meaning because poets are social construct and whatever they say is from society and to society. There are external factors which may be considered as the historical background of romantic poetry for instance the American Revolution, the

French Revolution, the wars of national independence in Poland, Spain, and Greece, the outbreak of war between Britain and revolutionary France in 1793, and the final defeat of Napoleon in 1815. These circumstances influence the work of romantic poets particularly William Blake.

- The events take place in London where people live in poverty. All the money is in the hands of the ruling class and the church. There is corruption. People are suppressed. The whole society is suffering.

iii-Speaker): Adult male or the poet himself.

iv- Hearers ) : Londoners and all British people particularly the monarchy.

**v-Topic :** London society and life.

vi-**Theme:** The author wants to say that people suffer from poverty, and whole society is corrupted. Misery, sadness, control the whole society. There is suppression and restriction practiced by the government upon the citizens .

**vii. Perspective :** The poem is told from first and third person point of view, an observer who is wandering through the streets of London. He describes what he has seen. He doesn't take any part in what is going on.

#### **4.2. Levels of Analysis**

The distinctive linguistic features of poetry are directly related to its meaning. These features have purpose and they create particular effects. In this way they contribute to the meaning of the poem.

##### **4.2.1 Typographical Level**

**Form and Structure :** "London" by William Blake is a lyric. The poem is written into four stanzas, each stanza has four lines (quatrain). Stanza is a unit or group of lines usually focuses on specific point. So in this poem every stanza focuses on particular point.

#### 4.2.2 Phonological Level

##### -Sound Devices :i- Rhyming scheme

pattern of rhymes schemes which is necessarily link later lines with earlier ones, all conspire (combine) to convey an impression of co- occurrence and arrested movement. The rhyme scheme of this poem is abab in the first stanza then cdcd ...etc. The poem has four quatrains, with alternate lines rhyming. Repetition is the most striking formal feature of the poem, it emphasizes the prevalence of the horrors, depression and poorness the speaker describes. Rhymes contribute significantly to the development of the poem's dark atmosphere. For example, "flow", "woe," , "ban," "fear", "hear," "cry", "sigh", "curse" and "hearse" create an atmosphere of animated grief. This is achieved dramatically as present tense active verbs are matched with nouns that parallel the speaker's negative attitude, giving a sense of aroused negative emotions throughout the poem. ii. Rhythm: The poem is written in four quatrains in iambic tetrameter. There is metrical variation which creates some effects. The shift from 8 beats to 7 is quite noticeable. In line 4, when Blake is talking about "marks of weakness" and "marks of woe." At that exact moment, the rhythm becomes weak. The same is true for the poem's third stanza, in which every line contains only 7 syllables. That stanza might be read as a further description of those same "marks." This expresses speaker's own astonishment at all the weakness and woe around him. One could also say that the line itself is plagued by a weakness—it has one less syllable than it should. It is sick, incomplete, and imperfect— just like all the people the speaker meets. This division between types of lines reflects the divisions and fractures that the speaker sees everywhere in London. The first beat contains two unstressed syllables followed by a stressed syllable, while the last two beats are regular, run-of-the-mill iambs. There are a number of other lines that contain only seven syllables (like this one), including lines 4, 9-12, and

14-15. Many of them also contain anapests (two unstressed syllables, followed by a stressed syllable).

#### 4.2.3 Semantic and Lexical Levels

##### A. Figurative Language

The poet uses many figures of speech so as to achieve certain effects and purposes.

**i- Oxymoron :** "Marriage hearse ". The poet combines these contradictory words to show that marriage which is a sign of life, stability and love has become a tool for destruction and death. He wants to say that corrupted men transmit plague to their wives and this leads to the death of the whole family. The use of oxymoron provides the reader with a context for better understanding of what is happening.

**ii. Hyperbole:** Deliberate exaggeration is used to emphasize the suppression practiced upon the society, "Near where the chartered Thames doth flow". The poet wants to say that everything in London is controlled by law even the river Thames which supposed to run freely. Restriction and suppression dominate the whole city.

**iii. Metonymy:** Blake uses this figure of speech in which an attribute of something is used to stand for it. "Runs in blood down palace-walls". The word palace refers to ruling class or the monarchy who are responsible for sending them to fight for their sake.

**iv..Symbolism :**The poet uses the black colour to stand for hypocrisy; because the church men are not helping the poor children. It also could stand for industrialization and pollution./How the chimney-sweeper's cry//Every blackening church appals,/

He says the church is responsible for the suffering of poor children because according to the historical background a lot of money is given to church. This money should be spent on those children but church men use it for their own benefits. Therefore the poet is blaming them for these inhuman deeds.

**v. Diction:** The poet uses strong and harsh words (chartered, woe, manacles, appals, harlot's, Blights, marriage hearse, Blasts, to draw a picture of a collapsed society where people live a difficult and miserable life. Using such words enhance the theme of the poem.

**Sound Devices and Repetition :**

**i. Anaphora:** It is the repetition of words or phrases at the beginning of several subsequent lines. In every cry of every man, / In every infant's cry of fear, / In every voice, in every ban. Anaphora is also used in these lines : / And mark in every face I meet / Marks of weakness, marks of woe. / Blake's repetition of this word (which he then tops with two repetitions of "mark" in the next two lines) and in the second stanza reinforces the sense of stricture the speaker feels upon entering the city. Blake's repetition, reflects and emphasizes the miserable atmosphere of the city.

**B. Imagery :** " Poetry is fact given over to imagery (Rod Mckuen 1933. ) American poet.

The poet uses different types of imagery to describe his experience. This technique helps readers create a mental image for better understanding what is actually going on. The speaker wanders through the streets of London and comments on his observations. He sees despair and sadness in the faces of the people he meets. He uses vivid (visual imagery) and hears fear and repression in their voices (auditory imagery ) He also uses kinesthetic imagery describes movement / I wander thro' charter'd street / Near where charter'd Thames doth flow /.

**4.2.4-Grammatical and Syntactic Level of Analysis**

It is important to pay attention to how authors use punctuation and sentence structure because order of word influence its meaning. They may be entirely regular, which helps give the reader an easy reading experience, or they may be more unusual and complex in order to create some effect at different points in the poem or novel.

**A. Tense :** The poet uses simple present most of the time for rhetorical effect. This makes the events appear to more actual and establish sense of immediacy. The use simple affirmative sentences is clear in most of lines. He uses doth for emphasis in line(3,4). Thus the reader will be emotionally involved and interact with what is happening.

The poet uses unusual spelling for poetic purpose, for example Blake uses apostrophes to replace the missing letters and attract reader's attention and presents his message a new way. The following lines illustrate this deviation. I wander thro' each charter'd street, / Near where the charter'd Thames does flow, / In every voice, in every ban, / The mind-forg'd manacles I hear.

#### **4.2.5 Summary of the Poem**

The poem is written in four stanzas. William Blake uses an 'abab, cdcd.....etc rhythmic pattern. The poem is lyrical since it expresses personal feelings. It is about someone who walks in London's streets and describes his thoughts and observations. He sees poverty, misery, and despair on people's faces and notices how London is miserable and corrupted place with injustice oppression everywhere. The poem starts with gloomy atmosphere which gives an idea to the reader of what the author thinks of London. It is obvious that the poet has very negative attitude about London. According to the historical context of the poem Blake's London is a place managed by businesses. Both the city "streets" and the "Thames" river are "charter'd" (1-2). They have been licensed to corporations which use and maintain them. The Thames river is also not free. The poem presents the streets and Thames as noteworthy only because of their ability to generate money. Blake wants to say that what happens in London is the result of political and moral corruption. The author uses repetition of words such as "every " " cry" " marks" so as to emphasize the fact that this suffering is not only affecting a group of people but the whole society. In the third stanza, the



"chimney-sweeper's cry", Blake uses this symbolic image by comparing the people in London with the Chimneysweepers who suffer from the poisonous dirt of the chimney " how the chimney sweeper's cry" as indication that the chimney sweepers represent the people who cry from the oppression and dirt of those who are in power. Blake is also blaming the church by describing it as "blackening" to represent its corruption, and hypocrisy. The church men are responsible for the suffering of those children who are forced to work because the church is not helping them. The black colour also stands for industrialization and pollution and hypocrisy. In the 2nd, 3rd, and 4th lines the poet talks about the corruption of the church and soldiers who have been exploited by the ruling class who use them as a means against the common people / Runs in blood down palace walls/. They are obliged to fight, they have no choice except to fight for their rulers' benefits and sake.

For the poet the night holds nothing promising. While he is wandering he can hear the harlots (prostitutes) cursing their fate. The infants who supposed to hear soft and gentle words will be badly affected. In the last two lines the poet used the literary device oxymoron " marriage hearse"; it is a very gloomy image to describe the wedding carriage as death carriage. Blake used two opposite words to provide the reader with greater context for better understanding of what is actually happening. This image shows that the marriage and the death become same, because they lead to destruction. People are losing hope. Corrupted husbands also will transmit the disease of plague to their wives and children. The new-born will live in poverty, despair, diseases and the cycle of corruption, misery and sufferings is going to start again. By putting together "marriage" and "hearse", the author wants to say that everything, even the happiest event will eventually lead to the inevitable death. The poem shows that life is hard and difficult, that there is misery everywhere in London and those who are too much concerned about money power are

responsible for the sufferings and misery of the society. Marks of weakness, marks of woe. Here we have the repetition of words ( chartered, mark ) and sounds ( weakness, woe, mark, meet ) and structures ( chartered streets, chartered Thames, ( marks of weakness, marks of woe ) . These establish heavy tramping rhythm which reflects the sentiments and subject matter of the poem, the word chartered moreover is used as innovative and idiosyncratic way not found in dictionary definition so it can be interpreted as mapped, controlled by law. Such features are commonly used in literature. Therefore stylistics can investigate the link between the forms of these language uses and their social and political power.

## **Chapter Five**

### **5. Findings, Conclusion and Recommendations**

#### **5.0 Findings**

The analysis and discussion of the data collected to test hypotheses of the study reveal that what the researchers hypothesize regarding significance of stylistic analysis in poetry interpretation are entirely true. Therefore the following are the main findings :

1-Style of literary text is simply its meaning therefore how a poem is structured plays essential role in its interpretation because stylistic features such as rhyme, rhythm, form and structure make great contribution to the poem's meaning.

2-Knowledge of connotative and denotative meaning of lexical items of a particular poem is important for its understanding.

3-Ordering of words in sentences, phrases throughout the poem and how they are punctuated influences meaning.

4-The organization, form, structure, rhyme and rhythm contribute to meaning of a poem.

5- Both style and stylistics depend on linguistics without which they would not occur, so linguistics is the backbone on which style and stylistics are built.

## 5.1 Conclusion

The stylistic analysis carried out has shown that the linguistic features of a poem are directly related to its meaning. By using a systematic analytical technique like stylistic analysis readers can ensure that their interpretation is as explicit and grounded in fact as it can be. It is clear that stylistics is a useful tool for interpreting literary texts. It is very obvious from the analysis that doing stylistics means doing syntax, grammar, semantics in addition to many contextual factors that contribute to the interpretation of a text, which in turn emphasizes the significance of stylistics in poetry interpretation. Stylistic analysis in this way helps the reader create possible intended meaning (reader's response). The researchers conclude that Literary Stylistics utilizes linguistics resources available in the text so as to achieve meaning and effects of the literary texts. Stylistics is a branch of linguistics that concerned with literary style analysis. Stylistic analysis thus contributes greatly to literary language processing particularly poetry. Stylistic devices also determine the organization of the poetry and its unity, by enhancing its structure. Poets use literary devices such as figurative language. These devices give poetry its poetic nature. Stylistic techniques are important characteristics of poetry. They indicate the style used by the poet in composing his poetry, as the poet's style is generally clear in the techniques he uses in his poetry. These techniques include the repetitive techniques, those that determine the images used in poetry, idiomatic expressions and so on. These devices also give the reader an opportunity to have a clearer imagination of what the poet is presenting in the poetry.

The adornment that is created by the use of stylistic techniques is an achievement that contributes towards the enjoyment of poetry by the reader. The use of these techniques then determines the degree of the poet's skill and success in the field of poetry. Besides decorating poetry, these techniques tend to make the

meaning of the poetry clearer to the reader or listener, as they enrich the language of poetry and make the latter more pleasurable to read.

## **5.2Recommendations**

The researchers recommend the following :

1-Readers and students should be knowledgeable of all stylistic features of poetry

And be aware of the fact that these features contribute a lot to meaning.

2-Students should be encouraged to make their own interpretations by using stylistic analysis.

3-In order to arrive at the intended meaning of a poem readers should go through it more than one time before the analysis with specific questions in mind depending on the linguistic resources available in the text.

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