



RESEARCH PAPER

Linguistic Features of Renaissance and Romantic Poetry: A Stylistic Comparison of Shakespeare and Wordsworth's Sonnets

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ABSTRACT

The main objective of the study is to search out the linguistic features of Renaissance and Romantic Poetry. The researcher tried out to differentiate the different figurative devices used by William Wordsworth and William Shakespeare in their sonnets. Two sonnets "Sonnet-18 and Daffodils" were selected as the sample. To find out the linguistic features the researcher followed the guidelines given by Geoffrey Leech in his book "A Linguistic Guide to English Poetry". To carry out this particular study the descriptive method was used. It was concluded that different figurative/stylistic devices "Alliteration, Anaphora, Assonance, Consonance, Hyperbole, Imagery, Metre, Simile and Symbols were used by the poets in their poems. Some of them are used in both poems and some represent just one period. The study recommends that the teachers and the students should know the style of different writings and they should also be aware of the different figurative and stylistic devices uses in the poetry to get a better understanding. In this way, they can go through the abstract meaning of the writing and they can read them more easily.

Keywords: English Sonnets, Linguistic Features, Renaissance, Romantic Poetry, Shakespeare, Stylistic Comparison, Wordsworth

Introduction

In the culture of Europe, the renaissance was a good period. The rebirth of artists, economics and politics was done in the middle ages. Rediscovery of art, literature and classical philosophy was promoted between the 14th to 17th centuries and it was the renaissance age. In this era, the greatest statesmen, artists, thinkers and authors were flourished. The credit goes to the renaissance that filled the gap between modern-day civilization and the middle ages. According to the different scholars that several compounding factors are behind the renaissance. In the last of the 15th century, the Italian peninsula was plagued had numerous wars. There was a war between Spanish, German and French invaders. They were battling for Italian territories. At that time the debate starts with the renaissance. The troops debate on the renaissance after the end of fighting. It changed the people, even their way of thinking. In the era of the renaissance, William Shakespeare was a famous writer who wrote poetry. His sonnets are known to everyone. 154 sonnets were written by William Shakespeare. They are divided into two groups: Sonnet 1-126 are

for beloved "young man" and sonnet 127 to 152 are for the "dark lady". The different themes of the devastation of time, devotion and confirmation of eternity are discussed in his sonnets. Sonnet-18 has 12 lines. In every line, there are 10 syllables, 3 quatrains and a couplet. This poem is the beauty of love throughout the poetry.

Romantic Period and Daffodils

According to the different scholars, when *Lyrical Ballads* was published by Samuel Taylor Coleridge and William Wordsworth it was the start of the romantic period. In the Neoclassical period, *Lyrical Ballads* was the first collections of poems that drift in formal poetic diction. The poets of that era used affective and easy to understand words. They get the words from everyday life to present their poetry or piece of verbal or written form of poetry or prose. They also expressed the emotions of a common man. At that age, William Wordsworth wrote on nature. He conveyed a lesson to humanity that nature can be the source of spiritual understanding and mental cleanliness. According to Maya Angelou, "Poetry puts starch in your backbone so you can stand, so you can compose your life". We express our feelings and thoughts by using words and aesthetic material in poetry. That aesthetic material is sound to express our feelings and thoughts. If we want our communication clear, accurate and effective then the material which is chosen to express our feelings, should be in beautiful form and must be uttered with rhythm, this defines poetry. Poetic experience is more profound and more colorful than the intellectual experience of meditative bliss. Poetry is not something that educates us on facts and morals but it helps in the ecstasy of tasting God and aesthetic rapture (Gupta, 2010). A rhythmically structured written or verbal language is telling a story or giving the expression of any kind of idea or emotion or state of being, called poetry (Ollila & Jantas, 2006). *Daffodils* is a poem which is written by William Wordsworth, a legendary poet of the romantic age. In this poem, the poet meets the reader and makes the reader feel that nature is everything that can give us pleasure and peace.

Styles in the Poetry

Every individual has a unique aspect of the trademark in a piece of writing or in the voice that is called style. The manner to express the feelings, thoughts and ideas that are demonstrated, expressed, acted and uttered. They can be narrowly explained like different facts and numbers are representing the demonstration of a person's writing and speaking. All kinds of figures of speech come under the field of style. It is the way in which a person writes something in simple details to express the intricacy of thoughts by using different words from the different grounds of linguistics as phonology, lexicon, syntax, graphology. In that written text, these components are kept together to create meaning in the text and imagery. The writer expresses ideas and objects in a manifest style. It is a factor that can be distinguished by everyone very easily. A poet can be placed by it in a respected position in the literature field. According to Leech and Short (1984), style is a way to express the feelings in which the language is used in a given situation by a person for a given aim and so on. Stylistics is the branch of applied linguistics. It deals with the style and analysis style of any piece of voice or written material that can be related to any genre. It is the study of styles of different speeches or writings. In this way, one learns the use of language and its ways to use. It tells how skillfully language or words are used in any piece of writing. Literary text

and stylistic analysis are different things. In stylistics, the objectives of text, its nature and facts are analyzed. In the stylistic analysis, the impact of words and feeling expressions through words that make us feel after reading them, are observed.

Literature Review

Many researchers analyzed the poems daffodils and sonnet-18 in respect of stylistics. According to Rudy Tri Pambudi (2016), the title *Figurative Language* was used in the poems of Robert Frost. In different researches different stylistic devices personification, metaphor, irony, symbol, apostrophe and hyperbole are found. Personification is used as a top stylistic device. The top is taken as connotative meaning. According to another research on the poems of Khalil Gibran Madman done by Jefry Novrian (2016), stylistic devices are used in each line and stanza of the poems. The poet used in the poems repetition, symbolism, metaphor, hyperbole, pleonasm, litotes, simile, metonymy and personification. According to another paper "*Figurative Language in William Shakespeare and William Wordsworth's Poems,*" the researcher concluded that both of the poets used all figurative languages in their poems but they did not use apostrophe and irony (Ruslida, Sembiring & Damayanti, 2019). In another research "*Stylistic Analysis of "Daffodil by William Wordsworth"*" the researcher concluded that William Wordsworth used different kinds of stylistic devices in his poems as symbolism, metaphor, hyperbole, pleonasm, litotes, simile, metonymy and personification (Aziz, Malik, Manzoor & Asif, 2015).

Batool, Kiran, & Azhar, (2016) stated that William Wordsworth used in his sonnets different kinds of figurative speech. The poet used very appropriate words with harmony and rhythm of thought to convey the meaning of nature. A reader can understand the message conveyed by the poet with the help of the choice of words by the poet. The made us feel as daffodils are really in front of us and dancing happily. In the imagination, we really see the thousands of flowers in a row as said by the poet in Daffodils. The imagery and metaphors made the poem extraordinary. According to another paper "*Stylistics analysis of sonnet 18 by William Shakespeare*" the researcher found that sonnet-18 is a favorite poem from all of the sonnets written by Shakespeare. The reason behind the popularity is that in this sonnet the message conveyed by the poet is easy to understand for everyone and it is also easy to analyze. The poem is well crafted by the poet. Sonnet-18 has one of the dramatic powerful languages in poetry (Quackenbush, Quackenbush, Epe, & Epe, 2019).

The thoughts and ideas are shared and expressed by the scholar in writing. The aim to express and designate the words to their meanings is to make the content impressive. The reader reads and gets the abstract knowledge by comprehending the meanings. It is interpreted in stylistic analysis and literary style by giving scientific commentary and objectives. They use quantifiable information and methods in a systematic way. Salma, *et al*, (2014) say that specialized words for the stylistic analysis are taken from the science of linguistics.

Many pieces of research have been done on both of the sonnets but no one had research on both poems in a single paper. The researcher tried to analyze stylistically both of the poems and to differentiate renaissance and romantic poetry ages. The researcher wants to help the readers of the poetry to understand the abstract meaning with the help of figurative language. Furthermore, this research has not been done yet in my area in Pakistan.

That is why the researcher felt to conduct the research on this aspect of poetry. The researcher also wants to set a trend to find out the figurative languages of different poems written by different poets in the world so that the reader can help from those papers.

Material and Methods

This particular study was descriptive qualitative. As, Berg in Muhammad (2014) says, qualitative research refers to the meaning, symbol, metaphors, characteristics, definition, concepts and descriptions of things. According to the definition, the researcher discusses the description of two poems “Daffodils and Sonnet-18” in this study. In this way, the researcher employed a descriptive qualitative method to analyze the sample (poems). In this research, all the sonnets written by William Shakespeare and William Wordsworth are our population. The researcher selected *Sonnet-18* written by *Shakespeare* and *Daffodils* written by *Wordsworth* as the sample. The researcher tried to point out the figurative and stylistic language used in the poems by using the method given by *Geoffrey Leech* in his book “*A Linguistic Guide to the Poetry*”. This research is done by the researcher step-wise. Firstly, the researcher read the poem *Sonnet-18* and underline the different figurative speeches found in the poem according to the *Geoffrey Leech* theory to analyze the poetry. Secondly, the researcher read the poem *Daffodils* and underline the different figurative and stylistic speeches found in the poem. Then a table was drawn by the researcher and put the data in the table (table-i). After showing the data in the table the researcher discussed the different stylistic devices found in the poems one by one. After discussion, the researcher gave a comparison of both poems according to the figurative language of the poems and also discussed the common and different stylistic devices used in the poems. On the basis of discussion, the researcher presented findings and gave conclusions on the basis of findings.

Results and Discussion

The researcher selected two poems as a sample to differentiate the linguistic feature of the renaissance and romantic poetry ages. The researcher also tried to explore the different and common stylistic features used in the poems written by William Wordsworth and William Shakespeare. After studying the poems, the poet enlisted the linguistic features found in the poems. Given below table-i shows the linguistic features found in the poetry:

Table 1
Stylistic Analysis of Sonnet-18 and Daffodils

Sr. No.	Stylistic Devices	Daffodils / Romantic Age	Sonnet-18 / Renaissance Age
1	Alliteration	i. I gazed and gazed /g/ ii. What wealth the show to me had brought /w/	
2	Anaphora		i. So long as men can breathe or eyes can see, ii. So long lives this, and this gives life to thee.
3	Assonance	i. Ten thousand I saw at a glance /a/	Perfection in comparing a friend to the summer and says

		ii. They stretched in never-ending /e/	that his friend is more lovely and durable than the hot season
4	Consonance	i. what wealth the show to me had brought /t/ ii. in vacant or in pensive /n/ iii. They flash upon that inward eye	i. Shall I compare thee to a summer's day ? ii. But thy eternal summer shall not fade temperate
5	Hyperbole	i. beside the lake ii. beneath the trees	
6	Imagery	i. lonely as a cloud ii. a crowd iii. never-ending line iv. milky way v. jocund company	i. Rough winds do shake the darling buds of May ii. Nor shall Death brag thou wander'st in his shade iii. So long as men can breathe, or eyes can see, iv. So long lives this, and this gives life to thee.
7	Metre	Iambic Tetrameter <i>I wan-der-ed lone-ly as a</i>	Iambic Pentameter <i>Shall I com-pare thee to a summ-er's day?</i>
8	Rhyme Scheme	ABABCC	ABAB-CD-CD-EFEF-GG
9	Simile	I wandered lonely as a cloud Continues as the stars that shine	
10	Stanza	four stanzas having six lines	Three stanzas having four lines and two more lines
11	Symbolism		Summer The eye of heaven = sun

The above given table shows that the researcher found twelve figurative devices in the sample poems. Some of them are common in the poems and some of them are found just in one poem. Like the researcher found imagery in both of the poems and hyperbole in one poem.

Alliteration

The repetition of the same consonant sound in the same line of poetry is called alliteration. The researcher found alliteration in the poem *Daffodils*. In the line "I gazed and gazed" there is the repetition of the sound /g/. In another line, the researcher found the alliteration of /w/ sound "what wealth the show to me had brought".

Anaphora

Anaphora is the repetition of the same words or clauses in a group of lines or in a sentence. Anaphora was found in *Sonnet-18*. In the last lines of this sonnet the word "So long" was used in the beginning.

Assonance

Assonance is the repetition of the vowel sound in the same lines of poetry and there will be no repetition of a consonant sound. In the poem *Daffodils*, the researcher found the repetition of vowel sound /a/ in "Ten thousand I saw at a glance" and /e/ in "they stretched in never-ending". In *sonnet-18*, the researcher found perfection. The poet compares his friend to the summer by saying that his friend is more beautiful and lovely than the hot season.

Consonance

Consonance is identified as the repetition of similar consonants or identical in neighboring words. In the poem *Daffodils*, the researcher found the repetition of /t/ sound in "what wealth the show to me had brought" and /n/ sound in "they flash upon that inward eye". In *sonnet-18* also found consonance. In the lines "shall I compare thee to a summer's day, but thy eternal summer shall not fade" thee day and thy are consonance, summer is also consonance found in both lines and fade consonance with temperate.

Hyperbole

When we use exaggeration as a stylistic device or figurative language that is called hyperbole. In the poem *Daffodils*, the researcher found that "beside the lake" and "beneath the trees" are hyperbole. They are used as an exaggeration in the poem by William Wordsworth.

Imagery

When we use words for visual symbolism that is called imagery. The researcher found five imageries in the *Daffodils* "lonely as a cloud, a crowd, never-ending line, milky way and jocund company" and four imageries in the *Sonnet-18* "rough winds, death brag, breath and life". They used these words as imagery in his poems.

Metre

The basic rhythmic structure of a verse or lines in poetry is called metre. The *daffodils* is written in iambic tetrameter as in this poem there are four syllabic patterns in each line. *Sonnet-18* is written in iambic pentameter. There are five syllabic patterns in each line of *Sonnet-18*.

Rhyme Scheme

The pattern of rhymes at the end of each line of a poem is its rhyme scheme. The rhyme scheme of *Daffodils* is ABABCC. The rhyme scheme of *Sonnet-18* is ABAB-CD-CD-EFEF-GG.

Simile

The common poetic device is used in the poetry to show some resemblance as and like. In the poem *Daffodils*, the researcher found two similes in the two lines of the poem as given above in the table-i.

Stanza

A stanza is a group of lines in poetry that have the same rhyme scheme for that stanza. The poem *Daffodils* has four stanzas having six lines in each and *Sonnet-18* has three stanzas having four lines and two more lines.

Symbolism

In literature, the writers use different words symbolically. The researcher found two symbols in the *Sonnet-18*. Summer and sun two symbols were used in the poem by William Shakespeare.

Findings

It is found in the analysis that renaissance and romantic poetry have some differences and there is something common. These two poems are a pure representation of these two different ages. *Daffodils* is written by William Wordsworth. He is the poet of the romantic period and *Sonnet-18* is written by William Shakespeare which is influenced under the renaissance age. The researcher found in the poems alliteration, anaphora, assonance, consonance, hyperbole, imagery, metre, simile and symbols. Both of the poets used different figurative languages. They wrote the poems skillfully using different stylistic devices. The researcher found that the romantic age has alliteration, assonance, consonance, hyperbole, imagery, metre and simile in the poems and renaissance has anaphora, assonance, consonance, imagery, metre, and symbols in its age's poems. The common devices which were used in both poems were assonance, consonance, imagery and metre.

Conclusion

Sonnet-18 is the ever best poem written by William Shakespeare. This poem has symbols and stability of love in it. In this poem, the poet used the power to immortalize the subject. The poet is written in the praise of his dear friend and the poet used many linguistic devices to make the poem beautiful and impressive. The language of the poem is easy to understand. Anaphora, assonance, consonance, imagery, metre, and symbols were used in the sonnet-18. *Daffodils* was written by William Wordsworth. The poet used alliteration in the poem and other devices as well to make the poem understandable and easy to read.

The first objective was to find out the linguistic features of the romantic and renaissance ages. In this research, the researcher found that both ages have different and

common features of figurative and stylistic. Alliteration, anaphora, assonance, consonance, hyperbole, imagery, metre, simile and symbols were used in both of the poems which are the linguistic features of the renaissance and romantic ages.

The second objective was to highlight the common stylistic features used by William Wordsworth and William Shakespeare. The researcher found after doing the analysis of both poems written by both poets that assonance, consonance and imagery were the common devices used in both poems.

The third objective was to find out the different devices which were used in the poems *daffodils* and *sonnet-18*. The researcher found that the romantic poet used alliteration, assonance, consonance, hyperbole, imagery, metre and simile in the poems of the romantic age and the poet of the renaissance age has used anaphora, assonance, consonance, imagery, metre, and symbols in his poem.

Recommendations

The students and teachers should know the linguistic and stylistic features of different ages of literature. When they know the figurative devices used in the poetry of different ages they can study them easily. It can be related to poetry or other kinds of pieces of writing. They should know about the Renaissance, classic, Elizabethan and Romantic ages. The students can understand the hidden meaning of the poems by knowing the stylistic devices used in the poetry. The students also should use figurative language in their writings as well. The teachers also should teach the stylistic devices to the students that they should be aware of English literature. The students should know the writing styles of different writers. The writing style of a writer tells about the writer that in which age the poet wrote that piece of literature.

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