CHAPTER ONE
INTRODUCTION

This chapter includes general background, literature, literature and language, literature and language teaching, genres of literature, language of poetry, forms of poetry, figures of speech, classification of FS, importance of FS, literature review, objectives of the study and significance of the study.

1.1   General Background

Language is the universal medium for conveying facts including complex thoughts, emotions and feelings of every human being. It is the medium of communication with the help of which human beings are able to communicate, interact, share and interchange their ideas, opinions, thoughts and emotions to each other. It is a special gift of mankind because of which human beings seem to be superior in every respect to all species on the earth. Language shows the present, past and even the future of human life. It has so vast creativity that covers human thought and desire, hope and hatred, pain and pleasure, frustration and all other feelingswhich can arise from human heart. As we are common with the language, it is the need of person and society to share ideas and feelings. It measures shape and size of the society, transfers culture and total activities of all human beings.

There are so many languages in the world. Among them no language is thought to be superior or inferior to other language in terms of communication value. However, some languages play more dominant role in a particular situation. For example, English is only one language in the world widely accepted as a link language. It is the international medium of instruction. Thus, the English language is used to get worldwide knowledge in various fields, like literature, culture, religion, education, science, media, sports and technological discoveries.

About language, different views are given by different scholars.

According to Richards et al. (1999),"Language is a system of human communication which consists of the structured arrangement of sounds into large units: morphemes, words, sentences and utterances"(p.176). In the same way, 'Language is the system of communication in speech and writing that is used by people of a particular country; the use by humans of a system of sounds and words to communicate,' OALD (2002, p.721).

Language is viewed by different scholars in different ways. A carpenter thinks language in an artistic way, a lawyer thinks through law and system, a teacher thinks from teaching perspective, a philosopher looks from philosophy and logic, a linguist looks through linguistic eyes. In the same way, literary figures look through literary and figurative eyes. So, language differs from one dimension to another, one field to another and even in person. But the language used in literature is far different from language used in other fields. English is one of the major and most prestigious languages of the world. So it has high diction, grammar and literature.

The English language and literature have played a vital role in Nepal. As we know the present education system of Nepal, English is taught and learnt as a compulsory subject from Grade One to Bachelors level, and as optional subject from secondary level to the master's level. English is used in academic processes, public media, tourism and growing as a medium language in Nepal. It signifies how much popular, significant and important role it has played in Nepal.

1.1.1 Literature

Literature is a tool that can kill two birds with a stone. It can be used for learning language and reading for pleasure; that is reading intensively and extensively as well. It helps students to acquire the language. Literature emerges from one mind and touches to the thousand hearts. It is creative possibility of human language. It refers to the pieces of writing that are valued as works of art, especially poems,

dramas, novels, essays and short stories. It is an art that expresses life in words of truth and beauty. It is the written records of man's spirit of his thoughts, emotions, and aspirations. It is also the history of the human race. Literature offers hints, suggestions, and flashes of insights in our life. And this is the most human activity of our existence. Lazar (1993) defines literature as a "world of fantasy, horror, feelings, visions… put into words (p.1)". Literature is an imaginative fact, it is a creation but we get realistic flavors in it, literature encompasses all the aspects of human life. Total picture of the society gets reflected in literature. So, it can be regarded as the mirror of society. Similarly, Collie and Slater (1987) define "Literature speaks to the heart as much as to the mind provides material with some emotional color, that can make fuller contact with the learner's own life, and can thus counterbalance the more fragmented effect of many collections of texts used in the classroom.(p.2)."

According to OALD (2000, p.751) "literature is a pieces of writing that are valued as works of art i.e. fiction, drama and poems".

In the narrower sense, literature is an artistic record of life and most of our writing is excluded from it. But, in the broadest sense, literature means the written record of the race including history and science as well as poems and novels.

By studying the different definitions given by different scholars we can reach in the conclusion that literature is an art of writing and a medium to express thoughts, feelings and emotions reflecting of society.

There are some characteristics of literature which further clarify it. They are as follows:

i.   Literature is the secret and vital thing which studies internal and external feelings of human beings.

ii.   Literature glimpses imaginations, thoughts, feelings, emotions etc.

iii.   Literature has its own suggestiveness which is broadly known as tragic-comic actions of human mind and heart.

iv.   Literature has permanent universality in its all features.

v.   It is the record of all the activities of past, present and future of human race.

1.1.2   Literature and Language

There is a close relationship between literature and language. Literature and language are interrelated. It is the most complex and popular part of language. Literature reflects the time, place, culture and society etc. It is true that without studying literature the language learning process is always incomplete. One of the main reasons might be that literature offers a bountiful and extremely varied body of written material which is important in the sense that it says something about fundamental human issues, and which is enduring rather than ephemeral. Its relevance moves with the passing of time, but seldom disappears completely: the Shakespearean plays whose endings were rewritten to confirm to late seventeen century taste, and which were later staged to give maximum prominence to their Romantic hero as are now explored for their psychoanalytic or dialectical importance. In this way, its meaning does not remain static, a literary work can transcend both time and culture to speak directly to a reader in another country to local level or a different period of history. It can use its formal beauty as a way of enabling us to contemplate the most painful and terrible aspects of existence or as a way of celebrating those things with value most highly in life. It helps us to find meaning in our world and to express it and share it with others and this is the most human activity of our existence.

Literature is as old as human origin. The literature of early period represents the life of contemporary people and their activities. For example, the Old English Literature represents the life of the old English people and their representative behaviors. Literature then is a successful medium to express human thought, emotion, sadness, happiness, pleasure, pain, love, hate, fear, anger and disgust.

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Such human emotions in literature are expressed artistically through language. It means all the relative possibilities and literary texts are presented, arranged and sequenced by language. Language is a thread where different genres of literature are knotted. There are different genres of literature. They are fiction, poetry, drama and essay. They are made meaningful and purposive by the help of language.

In few words, literature and language are different in their shape and size but the contribution of language to literature is amendable. Language is a form where all the literary elements are arranged. In the same way, literature is a vast ocean which provides language a complete diction, meaning and references. So the relationship between them is seen as lung and air. Literature makes language figurative, situational, and aesthetic, realistic, alive and conventional.

1.1.2.1 Literature and Language Teaching

Literature is an 'authentic' material for language teaching. By that we simply mean that most works of literature are not fashioned for the specific purpose of teaching a language. Recent course materials have quite rightly incorporated many 'authentic' samples of language, for example; travel timetables, city plans, forms, pamphlets, cartoons, advertisements, and newspaper or magazine articles. Learners are thus exposed to language that is as genuine and undistorted as can be managed in the classroom context. Literature is a valuable complement to such material, especially once the initial survival level has been passed. Therefore, literature is a key to language learning. It is to say that literature is the soul of language. It is the true manifestation of human language. Every human language has its literature, either in oral or written form. Without literature, the fragrance of language is lost. No language can be alive without literature. So, there is close relationship between language and literature. The literary figures express their thoughts, feelings, emotions, imaginations, etc. through the different genres of literature.

Within a specific social network, Language teaching is a matter of pedagogy. It is an art. Language teaching is a way of spreading the skills, abilities and proficiencies in language. Language teaching receives implications not only from linguistics, psychology, sociology pedagogy but also from literature. The aim of language teaching is to impart linguistic skills to the language learners i.e. to help the learners to acquire competence in language use. Language learning involves learning the different aspects like vocabulary, structure, skills (listening, speaking, reading and writing) and functions of language. Literature stretches students' imaginations, widens their insights, deepens their experiences and heightens their awareness. A second language learner is not considered to be a competent language learner unless s\he knows the cultures and literature of the target language. Therefore, a language learner must learn the target language literature. A learner can find out the feelings, emotions, thoughts, customs, and possessions, etc. of the target group with the help of the literature. Besides this, studying literature develops the four skills of language: listening, speaking, reading and writing.

1.1.2.2 Genres of Literature

There are different genres of literature. The genres into which literary works have been grouped at different periods are very numerous, and the criteria on which the classifications have been based are highly variable. As we look to the history of English literature, in the time of Aristotle and Plato, the overall literary domain was classified into three large classes: lyric, epic and drama. Now a day, literature, specifically, displays its two forms, poetry and prose. These two forms are different in structure and subject matter. They can be classified into various genres: poetry, drama, essay, novels and short stories.

i.   Drama

"The form of composition designed for performance in the theater, in which actors take the roles of the characters, perform the indicated actions, and utter the written dialogue.(The common alternative name for dramatic composition is a play)"(Abram, 2005,p. 69). There are different elements of drama i.e. plot, character, dialogue, setting, conflict and theme. The forms of the drama are tragedy, comedy, tragic-comedy, farce and one act play. A play is intended to perform on a stage. So it is not complete until it is staged out. The essential quality of drama is interaction. But Abrams (2005,p.69) also talks about the closest drama which is written in dramatic form, with dialogue, indicated settings, and stage directions, but is intended to be read rather than to be performed. Drama, a form of art, can be found either in prose or verse. In poetic drama, the dialogues are written in verse, which in English is usually blank verse.

ii.   Essay

Essay is a short prose work. The main purpose of writing it is persuasion. An essay can be narrative or descriptive, analytical or expository and argumentative. Further, it reflects the writers' point of view, comments and criticisms. Panlook (2002) says that it is a fictional but it shows the writers own ideas on the particular subject matter (p.258). Similarly, Abrams (2005, p87) says an essay is "any short composition in prose that undertakes to discuss a matter, express a point of view, persuade us to accept a thesis on any subject, or simply entertain." The essential quality of essay is that of persuasion. Thus, essays are said to be moderate, persuasive, purposeful and flexible. These are the characteristics of any good essay. Essays are expressed through different modes like description, narration argumentation, reflection and so on. Such modes of expression of the essay determine its type or nature.

iii. Novel

A long narrative writing elevated in style, rich in characters and with a single plot, is called novel. Abram (2005) states

> "Novel is now applied to a great variety of writings that have in common only the attribute of being extended works of fiction written in prose. As an extended narrative, the novel is distinguished from the short story and from the work of middle length called the novel letter; its magnitude permits a greater variety of characters, greater complication of plot, ampler development of malice, and more sustained exploration of characters and motives than do the shorter, more concentrated modes" (p.197).

It is one of the genres of literature. It is the extended piece of prose fiction. Hence, a novel is a lengthy fictional narrative in prose dealing with plot, characters and setting. It is the literary form of our complex and many sided modern world. Thus, it refers to a relatively long fictional prose narrative with a complex plot or pattern of events about human beings, their feelings, their thoughts and actions.

iv. Story

A creative writing which narrates the past events and incidents systematically from top to bottom is called story. It is a short version of the fiction. It has the less amount of information than in long fiction. So we can say that an element of literature in which words are directly addressed to the readers and used to create imaginary persons and events is called a story. Stories may be long or short. They differ in terms of their different plot and setting. To quote Abrams (2005, p.295), "A short story is a brief work of prose fiction, and most of the terms for analyzing the component elements, the types, and the narrative techniques of the novel are applicable to the short story as well." So it is like a novel in reduced scale.

v.   Poetry

It is one of the forms of literature. It is different from prose writing in its physical structure/physical shape, way of delivering the message to the readers and its tone. The author of the poetry expresses ideas, feelings directly to the reader. Such ideas, feelings and emotions are expressed through the use of images, symbols, metaphors and others figures of speech. T.S. Eliot adds that poetry is not an assertion of truth but the making of that truth more fully real to us. In the same way poetry is the antithesis of science having for its immediate object pleasure, not truth in Coleridge words. It uses connotation, mediation, metrics, music, aesthetic and didactic, imagination and feelings and visible shape.

Poetry is a conventional form of art where one can find aesthetic pleasure and knowledge expressed in beautiful language, thought, form, emotion and rhyme. Although poetry and meter are closely related, meter is not indispensable vehicle of poetic expression because there are many beautiful poems composed without using metrical devices. Rhyme is only significant quality in poetry that differentiates it from prose works. It is the natural vehicle of poetic feeling. In this way poetry has become one of the genres of literature.

1.1.3 Language of Poetry

The language of poetry is a creative piece of writing generally composed in verse. In the past, poetry was written in verse but now it is written in verse and non-verse as well.

Poetry is created for pleasure. The aesthetic satisfaction is related to poetry. The language of poetry is special and different than the language of any other texts or daily use of language. The poetic language consists of rhyming words, rhythm, meter, diction, tone, music, alliteration, assonance, etc.

The poet uses special type of diction selecting appropriate words to write poem. The rhyming scheme is an important aspect of poetry which makes the poem standard and symmetrical. The rhyme, meter, tone and music make the poem systematic and sweet. The alliteration and assonance are also the important factors of composing poetry.

Poetry differs linguistically from the usual or standard form of language. Poetry recognizes syntax, invests its own vocabularies, freely mix registers and creates its own punctuation. It draws creatively on a full range of archaism and dialects, generates new vivid metaphors. It has been argued that poetry frequently breaks the rules of language but it communicates with in a fresh and original way. It teaches the readers that language may not be quite rigidly governed by rules as we think. It is pedagogically useful and necessary to provide students with idealized language rules. While using poetry students find deviant and unusual language. By this students can expand language awareness and interpretative abilities.

1.1.3.1 Forms of Poetry

Regarding the forms of poetry, different scholars have viewed poetry in different ways. It has again different forms. Form, as a general idea, is the design of the thing as a whole, the configuration of all its parts. No poem can escape having some kind of form. The different kinds of forms of poetry are as follows.

a. The Epic
Epic is a long and narrative poem on a grand scale about the deeds of one or more heroes. The events of the epic may have been magnified by the tradition and the poets own imagination, but some of them undoubtedly belong to actual history, like the siege of Troy. The mighty warriors, who are the leading figures, may really have existed in this world; through in the poem they are given almost superhuman dimensions.

b. The Ballads

Ballads are simple songs or poems specially that tell stories of unhappy love affairs, domestic tragedies, specially family feuds or murders, popular outlaws and rebels, historical events like battles, ship wrecks, mine disasters, and occupational heroes. Ballads represent the form of narrative poetry.

c. The Lyric

The term 'lyric' has been derived from Greek word 'lyre' a musical instrument, Lyric was sung by single voice to the accompaniment of a lyre. Lyrics are short poems expressing direct personal feelings. It means they are usually fairly short, not longer than fifty or sixty lines or often only between a dozen and thirty lines. They usually express the feelings and thoughts of a single speaker in a subjective and personal fashion.

d. The Odes

An ode is a long lyric poem serious in subject, elevated in style, elaborated in syntactic structure. There are only three types of odes they are: regular, irregular and horation ode. These types of poems are always composed in praise of someone or something.

e. The Elegy

The poem which is composed for lamenting on someone's loss is called elegy. An elegy expresses the song of death, mourning of somebody or separation of lovers and beloved.

f. The Sonnet

The poem which is composed within fourteen lines usually in iambic pentameters with considerable variation in rhyming scheme is called sonnet. There are two main parts in a sonnet, i.e. octave and sestet. The different types of sonnet are; Petrachen, Shakespearean and Spenserian sonnets.

g. The Pastoral

The poem which is based on an idle picture of country life, in which natural world is seen as beautiful and good is called pastoral.

1.1.4   Figures of Speech

Language can have two varieties: literal variety and figurative variety. The former variety is basically used in ordinary writing and latter variety in literary writing. A figure of speech is a rhetorical device that achieves a special effect by using words in distinctive ways. Though there are hundreds of figures of speech (many of them included in literature), here, I will focus on just twenty to thirty of the most common figures of speech used in *Generation*. They are commonly found in all types of literary language.

Figurative language is often associated with literature, poetry in particular. But the fact is whether we are conscious of it or not we use figures of speech everyday in our own conversation and writing.

Abrams (2005) adds "Figurative of speech, or rhetorical figures, or schemes from the Greek word for "form"), in which the departure from standard usage is not primarily in the meaning of the words, in the order or syntactical pattern of the words. This distinction is neither a sharp one, nor do all critics agree on its application" (p.101).

Figurative language has the use of figures of speech: metaphor, metonymy, simile, oxymoron, paradox, and so on. Such devices of figures of speech make language beautiful, connotative, and effective and elevated. Figures of speech were long described as primarily poetic ornaments. But nowadays such figurative variety of language is used not only in poetry but also in all forms of literature. Hence, figures of speech mean the devices which make language: Literary/referential Indirect/connotative/poetic decorated, beautiful and effective, comparative using metaphors, similes, images symbols. Deviated: violation of sounds, literal meaning and word order system (i.e. phonological deviation respectively). Some

of the common figures of speech are as follows: allegory, circumlocution, euphemism, hyperbole, irony, metaphor, metonymy, onomatopoeia, oxymoron, paradox, parody, personification, pun, sarcasm, satire, simile and synecdoche etc.

1.1.4.1 Classification of Figures of Speech

Figures may be classified in many different ways, but they are so lacking in definite boundaries, and so often overlay each other, that no classification is altogether ideal. Hence we have chosen the course which seems most practical and helpful, and have divided them into small groups according to their salient characteristics, and have put them in the order of their importance. Most figures are figures of *likeness*; hence these lead the rest, followed by those of *association*. The groups are as follows: Likeness, Association, Arrangements Omission, Addition, Repetition, Grammatical Substitution, Variance, and Rhetoric.

FS	Examples
FS of Likeness	Simile, Metaphor, Parable, Allegory, Vision, Sign
FS of Association	Metonomy, Appellation, Euphemism, Retention, Circumlocution
FS of Arrangement	Prominence, Parallelism, Reversal
FS of Omission	Noun Omitted, Pronoun Omitted, Verb Omitted, Incongruous Omitted
FS of Addition	Pleonasm, Parabole , Postcript, Intensification, Anabasis, Catabasis
FS of Repetition	Alliteration, Homoeotelution, Paramcoeosis, Anaphora, Epibole, Resumption, Epanadiplosis, Epistrophe
FS of Grammatical Substitution	Antinereia, Hndiadyss
FS of Rhetoric	Deesis, Affirmation, Prolepsis, Apostrophe, Benediction, Elautheria, Anacoenosis, Synchresis, Protherapeia, Epanorthosis, Aporia
FS of Variance	Irony, Illusion, Probing, Oxymoron, Tapenosis, Idiom,

Here, we can explain some of the major FS used in the poems related to Generation Book.

a. Allegory: An allegory is a special form of personification where general concepts as Sin, Virtue, Love, etc. are represented as if they were persons.

b. Metaphor: Metaphor, a significant figure of speech, is the implicit comparison between two objects without using comparison words. In other words, it is a way of describing something by saying that it is like something else, without using the words 'like' or 'as'. It is a basic figure of speech which beautifies a poem. It is a weak comparison between two things.

c. Simile: A figure of speech that uses 'like', 'as' to compare two essentially different objects. The comparison through simile is always explicit, clear and more elaborated. It is a weak comparison between two things.

d. Circumlocution: It is the use of many words to say something that could be said in few words. Circumlocution is an indirect way of speaking. The speaker uses a roundabout way while telling something. In circumlocution, there can be the use of some extra words which do not carry any significant meaning.

e. Euphemism: Euphemism is the use of pleasant, mild or indirect words or phrases in place of more accurate or indirect ones. It is an inoffensive use of language in place of offensive use. It is the blunt term for something disagreeable, terrifying or offensive or embracing.

It simply means telling of something, which is less possible, in an indirect and indirect way. It is a figure of speech in which a disagreeable idea is expressed in an agreeable manner.

f. Metonymy: It is a figure of speech that substitutes/ replaces the name of a related object, place or idea. In a language, there are two levels of relationship:

syntagmatic and paradigmatic. Hence, metonymy takes place in paradigmatic relationship. It makes the system in language. It is chiefly found in modern literary writing.

g. Hyperbole: It is a figures of speech which means overcasting or overshooting of Greek word "hyperbole'. It is an extravagant exaggeration or overstatement of fact which may be used either for serious or ironic or comic effect. It is used figuratively to create humor or emphasis.

h. Irony: Irony means the difference between what is said and what it actually is. It is the expression of one's meaning by saying the direct opposite of one's thought in order to emphatic, amusing, and sarcastic. According to T.S. Eliot "Irony is a kind of wit".

i.Limerick: It is a type of nonsense verse with a definite pattern, or it is a humorous or non-sensical poem either five lines. Actually, limerick is a five line stanza rhyming aabba in which lines one, two and five have three anapestic feet, and lines three and four have two anapestic feet.

j. Onomatopoeia: Combination of sounds in a word that imitates or suggests what the word refers to. It means onomatopoeia is the use of words whose sound imitates the sound of the thing being named: hiss, buzz. The value of onomatopoeia as a poetic device becomes evident when sound echoes.

k. Oxymoron: It is a figure of speech in which two contradictory words or phrases are combined in a single expression, giving the effect of a condensed paradox. If a paradox has two opposite terms, this is what we call oxymoron.

l. Paradox: It is a Greek word which means beside or beyond opinion. Paradox is a 'Statement that seems to be absurd or contradictory but is or may be true.' In other words, paradox means an utterance or sentence that is surfacially wrong but actually right.

m. Parody: It is a figures of speech, writing, or music that imitates the style of others either in exact way or in an exaggerated way. It is a comic imitation or caricature. It is recited like a poem that reflects certain characteristics/ behaviors of a particular person. The primary purpose of reciting a parody is to entertain the mass and the tone of parody is ridiculous.

n. Personification: It is a figure of speech in which human characteristics and sensibilities are attributed to animals, plants, inanimate objects, natural forces, or abstract ideas. In it, an inanimate thing is identified as a person, lass or lad. It is the use of inanimate object or an abstract thing as a life or person.

o. Pleonasm: The use of more words than are necessary to express the meaning. It is the redundant use of words. It may be deliberate but is usually involuntary. It has unnecessary addition. It is called a common fault in much writing.

p. Pun: It is the use of words which are either identical or very similar in sounds, but absolutely different in meaning. In other words, pun is an amusing use of a word or phrase that has two meanings, or that sound the same although they are spelt differently. In nutshell, we can say that it is also a play on words.

q. Refrain: It is a repetition of a phrase or a line or lines of poetry at intervals. Sometimes a slight modification in the phrase or line may add to the intensity of feeling or strength of argument of the poem.

r. Sarcasm: Sarcasm means a bitter or ironic feeling which can wound somebody's thought, mind or heart. It is like a satire which is wrongly or rightly used. It can sometimes be used as irony but better or restrict it to praise for dispraise. It is used as an exaggeration. Generally it conveys negative impact.

s. Satire: Attacking foolish or wicked behavior making fun of it, often by using sarcasm or parody. The writer of satire is satirist. Satire differs from comedy in that sense satire seeks to correct, improve or reform through ridicule, while

comedy aims simply to amuse. The tone of satire varies light and chiding to passionate indignation then to bitter denunciation. Its chief device is irony.

t. Synecdoche*:* Synecdoche is a Greek word which means 'taking together.' It is a figure of speech in which a part of something stands for the whole things and sometimes rarely whole signifies the part. Thus, something else is understood within the thing mentioned.

1.1.4.2 Importance of Figures of Speech

Expressions, such as metaphor, similes, personification that make comparisons or associations meant to be taken imaginatively rather than literally are called figures of speech. Those rhetorical devices which are used in teaching language make learning purposeful and natural. In the context of higher level, the students may feel boredom in learning language, so it may help them. There are different genres of literature. For example, poem, drama, novel, short stories and essays where figures of speech are used. They are basic and informative literary text for the use of figures of speech. Some texts are more difficult to learn and some are made easier.

Figures of speech are such devices used everywhere. From normal conversation to professional talking, we use them. While speaking knowingly or unknowingly, we are using them everyday. They make the situation more natural. They are the means of declaration used in literary writing as well as conversation since they decorate the literary text and make it rhetorical and figurative. For example; in language learning, students learn comparison of two things with simile and metaphor, oppositeness with sarcasm, banter, satire and exactness of sound from onomatopoeia and so on. So the teacher can teach easily using them and the students feel comfortable in language learning.

1.1.4.3 Poems Prescribed in the Course *Generation*

Generation is a course offered to the Higher Secondary Level, Grade Twelve. This is one of the collections of the poems for major English. It tries to make the students to cope with poetry, recite the poems and make them able to know types of poetry, prosodic features and figures of speech. Under this book there are seventeen different poems, all the prescribed poems are as follows:

Table No.1

Prescribed Poems in the *Generation*

SN	Title of the Poems	Name of Poets
1	The Tiger	William Blake
2	To The Moon	Percy Bysshe Shelly
3	Shall I Compare thee to a summer's day	William Shakespeare
4	She Was a phantom of Delight	William Wordsworth
5	Lady Clare	Alfred Lord Tennyson
6	When I Am Dead My Dearest	Christina Rossetti
7	Musee des Beaux Arts	Weston Hugh Auden
8	The Song of Wandering Aengus	William Butler Yeats
9	Afro-American Fragment	Langston Hughes
10	The Inner Part	Louis Simpson
11	Dover Beach	Matthew Arnold
12	The Mad Gardener's Song	Lewis Carroll
13	for prodigal read generous	e.e. cummings
14	On His Blindness	John Milton
15	Much Madness is Divinest Sense	Emily Dickinson
16	The Little Girl Sew Her First Troop Parade	Carl Sandburg
17	The Sound of Silence	Paul Simon

1.2 Review of the Related Literature

The scientific research should draw knowledge from the previous studies since they provide information to the present study. Everyday researches are trying to search the new knowledge from different aspects of language and literature. Though it is a case of use of figures of speech in language classroom, this type of research has not been done yet. Some of the researchers which are related to this research work are reviewed here.

Lazar (1993), mentioned that "Literature means...to meet a lot of people, to know other different points of view, ideas, thoughts, minds...to know ourselves better"(p,1).

Dhakal (1998), carried out a research on "A case study of teaching English Language through Literature at Proficiency Certificate Level" and pointed out that literature is an integral part of language teaching. Language learning is not complete without learning literature. Students are provided with varieties of language, develops language skills, creativity and interpreting capacity by learning literature.

Dealing with various ways of teaching literature, Dhakal (2002) in his article 'The Techniques of Teaching Literature' states that the literature can be exploited in the classroom to enhance the language standard of the students as it is considered to be one of the authentic sources of language use. In Nepalese context, the exploitation of literature for the purpose of language learning is carried out to a grater extent via lecture method, but it is not the effective method of handling literature in the language classroom. He states the three stages of teaching literature: giving background information, linguistic investigation and activity preparation respectively.

Similarly, Gyawali (2004) carried out a research on "A Study on Teaching Poetry at Secondary Level". The main objectives of his research were to identify the strategies and problems of teaching poetry at the secondary level, and to find out the relevance of teaching poetry at that level. He found out that the great majority of teachers taught vocabularies, described the title of the poem and explained the picture of the related poem using the Nepali language. He also found out that they did not encourage the students to guess the matter of the poem, answers of some spot questions, etc. He concluded that teaching strategies employed by the teachers were not so effective.

Singh (2005) has carried out a research on "Teaching Literature at Higher Secondary Level". His study concentrated on strategies and problems of teaching literature at Higher Secondary Level. He found that poor and faulty strategies were used by the English language teachers while teaching literature. Different and vague strategies were used by the different teachers. The teachers were not confident and clear about what type of strategies should be used to teach literature at higher secondary level. He identified many problems faced by the teachers while teaching literature. The main problems were the problems of language difficulty, cultural diversity, and lack of background information.

Similarly, Sharma (2005) in his article "Teaching of Literature in Language Class: Problems, Prospect and Perspicuity." states that the integrated approach for language and literature is the most rewarding for teaching -learning process. Learners can successfully assimilate appropriate ideas, uses, techniques, forms and structures from literary text, and step by step enhance their comprehension power, perception and simulation of the authentic material to practice certain formulations and fortify their language skills.

Bhetuwal (2006) carried out a research on "A study on Lexical Cohesion in the poems of Teaching English Literature Taught in B. Ed. 3rd Year". The main aim

of his study was to find out and analyze lexical cohesion as used in the poems prescribed for B. Ed. level students. He found out that the existence of reiteration was more than that of collocation.

Bhandari and Adikari (2007) in their article, 'Activities for Teaching Poetry' state that literature is a source of language teaching. Among the different genres of literature, poetry is the most difficult one because of deviant use of language. It also includes metaphoric and ironical meaning of language. Thus, activities for teaching should inculcate multiple aspects of language used in the poetry.

The present study is different from the above-mentioned ones since it analyzed the different types of FSs used in poetry. No research has been done under this title.

1.3   Objectives of the Study

The research had the following objectives:
i.   to find out the figures of speech used in *Generation*.
ii.   to find out the frequency of major figures of speech used in *Generation*.
iii.   to list some pedagogical implications based on the findings of the study.

1.4   Significance of the Study

The study is expected to be significant to all those who are eager to know the figures of speech and their uses in the language. Those teachers and students who always feel difficulty in teaching and learning poetry will be highly benefited by this study. Accordingly, the study will be helpful to the subject experts, syllabus designers, textbook writers, language and literature teachers, researchers, and those who are involved in teaching and learning the English language and literature at different levels.

CHAPTER TWO
METHODOLOGY

This chapter incorporates the description of the sources of data, sampling procedure, tools of data collection and process of data collection. It also comprises the description of the limitations of the study.

2.1   Sources of Data

In the process of this study, the researcher collected data from only secondary sources.

2.1.2   Secondary Sources of Data

The secondary sources of data were:

- *Generation* book of grade twelve, relevant books, articles, journals and reports.
- Different books on language and literature like Abrams (2005), Brumfit and Carter (1986), Lazar (1993) etc.
- Thesis approved in the Department of English Education, other researches, journals and articles on related subject and websites on related topics.

2.2 Population of the Study

The total numbers of poems were seventeen.

2.2.1   Sample Population and Sampling Procedure

I systematically selected all the poems and figures of speech used in *Generation*.

2.3   Tools for Data Collection

I used the following tools for data collection.

i.   To find out the major figures of speech, I used check list as a research tool.

ii.   To find out the figures of speech and their frequency used in *Generation*, I consulted the book and listed all the used figures of speech using observation as research tool.

2.4   Process of Data Collection

I selected the English *Generation* book of Higher Secondary School. I selected all the poems and figures of speech included in the *Generation*. And, the figures of speech used in the poems collected in *Generation* were listed and studied descriptively.

2.5   Limitations of the Study

The study was limited in the following ways:

i.   The population of the study was confined to all poetry and figures of speech used in *Generation* book.

ii.   The study focused on implication of figures of speech in poetry.

iii.   The study focused on use of major figures of speech in poetry.

iv.   Only twelve class English book *Generation* was consulted.

CHAPTER THREE
ANALYSIS AND INTERPRETATIONS

This chapter deals with the analysis and interpretation of data. Different types of figures of speech found in the poems of *Generation* have been analyzed. While analyzing and interpreting the data, I have followed the analysis of Figures of Speech one by one.

Analysis and interpretation after collecting the required data from the English figures of speech used in poetry were analyzed and interpreted using descriptive and statistical tools like table and diagram. The analysis and the interpretation of collected data are classified into three sections, i.e. the first section deals with Figures of Speech used in Poems, second deals with poems and third deals with frequency and percentage of FS. (See Appendix I and II)

3.1   Analysis of Collected Data in Terms of Figures of Speech Used in Poetry

This section deals with the analysis of collected data in terms of Figures of Speech used in poetry. To identify the Figures of Speech, I used different tools, i.e. observation and check list for *Generation* book of grade twelve.

Table No. 2

Use of Allusion

Figures of speech	Poem	LN	Example
Allusion	The Sound	3	Because a vision softly creeping
	Of Silence	4	Left its seeds while I was sleeping

The above table shows that the Allusion had been used in the poem, entitled "The Sound of Silence". It proves that there was Allusion used in *Generation*. There were two examples of Allusion which were used in line number three and four.

The examples were 'Because a vision softly creping' and 'Left its seeds while I was sleeping' respectively.

Table No.3

Use of Alliteration

F.S	Poems	LN	Examples
Alliteration	Lady Clare	21	"Are ye out of your mind, my nurse, my nurse
		51	"O mother, mother, mother"
	The Sound of Silence	6	Still remains within the sound of silence

This table shows that the Alteration had been used in the poem "Lady Clare" by A.L. Tennyson. He used the figures of speech in LN 21 and 51. It had the 'mind' with 'nurse' and used 'mother' for three times in one stanza. It was found that the same sound was repeated in the same line. For example LN 6 'The Sound of Silence'.

Table No. 4

Use of Allegory

F.S	Poem	LN	Example
Allegory	On His Blindness	8	I fondly ask. But patience, to prevent

The table No.4 shows that the Allegory found in only one poem i.e. "On His Blindness" by John Milton. He used Allegory in LN 8 and the example was 'But patience to prevent'. In this way, allegory was found only once in *Generation*.

Table No.5

Use of Hyperbole

F.S	Poem	LN	Examples
Hyperbole	Tiger	6	Burnt the five of thin eyes?
	The Mad Gardeners Song	25	He saw a kangaroo,
		26	That worked a Coffee mill
		27	He looked again and found it was a vegetable pill
	The Sound of Silence	6,33,18,24	Sound of Silence

It was found that different poets used Hyperbole in their different poems. William Blake used in "Tiger", in the same way Lewis Carroll in his poem the "Mad Gardeners Song" and Paul Simon in the "Sound of Silence". They used Figures of Speech to make poetry standard and more informative. In the "Sound of Silence", the poet Paul Simon used the phrase 'sound of silence' in line numbers 6, 33, 18 and 24. It shows that the poet focused on one word, in 'The Tiger' in LN 6, the example was 'Burnt the five of thine eyes?' And in the poem "The Mad Gardeners Song" LN 25, 26 and 27, 'He saw a kangaroo that worked a coffee-mill; He looked again and found it was a vegetable-pill'.

Table No. 6

Use of Image

F.S	Poem	LN	Example
Image	Muse des Beaux Arts	4	While someone else is eating or opening a window or just walking dully along

The above table shows that Image was used only in "Muse des Beaux Arts" by W.H Aden. He explained the figures of speech in line number 4. The example was 'while someone else is eating or opening a window or just walking dully along'.

Table No. 7

Use of Imagery

F.S	Poem	LN	Example
Imagery	Dover Beach	1	The sea is Calm tonight

Here, in this table, we see that Imagery was used only in the poem "Dover Beach" by Mathew Arnold in line number 1 i.e. 'the sea is calm tonight'. He used imagery in the beginning of the poem. However, in other poetry, there was no use of such figure of speech.

Table No.8

Use of Irony

F.S	Poems	LN	Example
Irony	Tiger	19	Did he smile his work to see ?
		20	Did he who made lamb make these ?
	Lady Clare	9	He doesn't love me for my birth
		12	And that is well
	When I am Dead My Dearest	15	Happily I may remember
		16	And happily I may forget
	On His Blindness	7	"Doth God exact day labor, light denied"?
	The Inner Part	1-3	When they won the war and for first time history American were the most important people.

It was Irony, found mostly in many poems. The above table shows that Irony is found in "Tiger", line numbers 19 and 20, The examples were 'Did he smile his work to see?' and 'Did he who made the Lamb make thee?' In "The Lady Clare" LN 9 and12, Examples were "He does not love me for my birth, And that is well". In "When I am Dead My Dearest" LN 15, 16, 'Happily I may remember, And happily I may forget. In "On His Blindness", LN 7 and in the Inner Part, LN 1 to 3. It shows that poets used irony in many poems. They explained and exemplified

Irony in their different poems. It was found that irony was used maximally by poets in their poems.

Table No. 9

Use of Metaphor

F.S	Poems	LN	Example
Metaphor	She was a phantom of Delight	1	She was a phantom of delight
	Muse des Beaux Arts	1	About suffering they were never wrong
	Dover Beach	1	Sea is Calm
	Much Madness is Divinest Sense	1	Madness is divinest

The above table shows that metaphor was used in the poems "She Was Phantom of Delight", "Muse des Beaux Arts", "Dover Beach" and "Much Madness is Divinest Sense". In those entire poems, the poets used Metaphor as Figures of Speech to make poems rhythmic and more indirect comparison of people or living things with non-living things. They also used Metaphor in different stanzas and headings for example "She was a Phantom of Delight", LN1, 'it was not an important failure, LN 1, 'sea is calm and madness is divinest' in LN1 respectively.

Table No 10

Use of Oxymoron

F.S	Poem	L.N	Example
Oxymoron	She Was a Phantom of Delight	24	A traveler between life and death;

This table consists of the figures of speech Oxymoron used in poem "She Was a Phantom of Delight". The poet had used it in LN 24 as 'A traveler between life and

death'. It also found that Oxymoron was used only in "She was Phantom of Delight". It also shows that on the whole book there was single example of Oxymoron.

Table No. 11

Use of Paradox

F.S	Poems	LN	Example
Paradox	On his Blindness	14	They also serve who only stand and wait
	Much madness is Divinest Sense	1	Much madness is divinest Sense,
		3	Much sense that starkest madness
	The Little Girl saw her first troop parade	9	"Sometimes they will give a war and nobody will come"
	The sound of silence	17	People writing songs that voices never share

As mentioned in the table No. 11, it was found that Paradox was used in "On His Blindness", in line No. 14, in "Much Madness is Divinest Sense" LN 1and 3. In the same way in "The Little Girl Saw Her First Troop Parade" in LN 9, and in "The Sound of Silence" line no.17. It shows that Paradox had been used in four poems in *Generation*. All the examples as mentioned in the table show that they were related with Paradox in their sense. The examples were 'They also serve who only stand and wait', 'Much madness is divninest sense', Much sense that starkest madness', "Sometimes they will have a war and nobody will come" and 'People writing song that voices never share'.

Table No. 12

Use of Personification

FS	Poems	LN	Examples
Personification	Tiger	13	What the hammer? What the chain?
		14	In what furnace was thy brain?
	Shall I compare to thee a Summers day	1	Shall I compare to thee a summers day
	Dover Beach	28	Ah, Love, let us be true
	On his Blindness	13	Light is spent, death to hide
	The sound of silence	1	Hello darkness my old friend, sound of silence
		7	Still remains within the sound silence

The above table shows that Personification was used in the poem "Tiger", in line numbers 13 and 14. The examples were 'hammer', 'chain', 'brain'. In the same way, in "Shall I Compare to Thee a Summers Day" LN 1, 'summer's day' was the example. Similarly, LN 28 of "Dover Beach", 'Love' in the poem of John Milton, "On His Blindness", LN 14, 'death' was example. At last, in "The Sound of Silence", line number 1, 13, 'darkness' and 'silence' were the examples of Personification. In this way, it was found that in the *Generation*, Personification was used in several poems.

Table: 13

Use of Pleonasm

F.S	Poem	LN	Examples
Pleonasm	Tiger	21	Tiger, Tiger, Burning bright, In the forest of the night.
		24	What immortal hand or eye Dare frame

This table shows that in the line numbers 21 and 24 in the poem 'Tiger' of William Blake, there was use of Pleonasm. In the first example, 'Tiger, Tiger Burning bright, in the forest of the night', and, another was 'what immortal hand or eye dare frame thy fearful symmetry'. It explains that two examples of pleonasm were used in the poem "Tiger".

Table No. 14

Use of Pun

F.S	Poem	LN	Example
Pun	The Mad Gardeners Song	2	That practiced on a fife.
		4	A letter from his wife,
		6	"The bitterness of life!"
		8	Upon the chimney-piece:
		12	"I'll send for the police"

The table no.14 shows that there was use of Pun in the poem entitled the "Mad Gardeners Song". The poet used the Figures of Speech 'Pun' in line numbers 2, 7, 6,8 and 12, for example, 'fife', 'wife', 'life', 'piece', 'rice', 'police' respectively. It means that pun was found in one poem that was "Mad Gardeners Song".

Table No.15

Use of Refrain

F.S	Poem	LN	Example
Refrain	Afro-American Fragment	1,10,21	So long, so far away is Africa

The above table mentions that there was refrain used in poem, Afro- American Fragment, in line numbers 1, 10 and 21. 'As long, so far away is Africa' was the example of refrain. In this way, the refrain was used in only one poem.

Table No .16

Use of Sarcasm

F.S	Poem	LN	Example
Sarcasm	Muse Des Beaux Arts	12	Where the dogs goon with their doggy life and the torturer's horse scratches its innocent behind on tree.

This table shows the use of Sarcasm in the poem "Muse Des Beaux Arts". The Sarcasm was used in LN 12. The example was 'where the dogs go on with their doggy life and the tortures horse scratches its innocent behind on tree'.

Table No. 17

Use of Satire

FS	Poem	LN	Example
Satire	Lady Clare	78	Her heart within her did not fall;
	When I am Dead my Dearest	7-8	And If thou wilt, remember, And If thou wilt, forget.
		12-13	Sing on, as if in pain And dreaming through the twilight
	Afro-American Fragment	24	Dark face
	The Sound of Silence	15	People talking without speaking
		16	People hearing without listening

The above table shows that Satire was used in the poem "Lady Clare" in line number 78. The example was 'her heart within her did not fall'. In the same way, in "When I am Dead My Dearest", 'if thou wilt remember, and if thou wilt, forget Sing on as if in pain and dreaming through the twilight' in LN.7- 8 and in 12- 13 there was another use of satire. It was used in the poem "Afro-American Fragment" in LN 24 as dark face. In the study, it was also found that the Satire was used in this line 'People hearing without listening and people talking without speaking' in "The Sound of Silence" in LN 15-16.

Table No: 18
Use of Simile

FS	Poems	LN	Examples
Simile	To the Moon	5	Like a joyless eye
	Shall I Compare to thee a Summers Day	13	As men can breath or eyes can see
	She was a Phantom of Delight	5,6	Her eyes as stars of twilights, too her dusky hair
	Lady Clare	67,69	Dressed like a village maid
	The Song of Wondering Angus	6	Moth-Like stars
	The Inner Part	79	Daughters seemed as sensitive as the tip of a fly road,
		12	The sons were as smooth as a v-8 engine
	Dover Beach	22	Lay like the folds of bright us like land of dreams
	The Sound of Silence	20	Silence like a cancer grows
		22	My words like silent

The table No.18 shows that Simile was used in different poems of *Generation*. First of all, it was found that simile was used in "To the Moon" in LN 5, 'like a joyless eye'. In next poem, "Shall I Compare to thee a Summers Day", Simile was used in LN 13. The line was 'as men can breathe or eye can see'. In the same way, 'her eyes as stars of twilights fair', 'like twilights, too, her dusky hair' was another use of simile found in 'She was a Phantom of Delight' in LN 5- 6. In the poem "Lady Clare" 67- 69 Simile was found 'as dressed like a village maid'. Likewise, simile was used in "The Song of Wondering Aengus" in LN.6; 'Moth-like stars were flicking out, was an example of it'. In another poem "The Inner Part", there was Simile in LN 79 and 12. The example was 'daughters seemed as sensitive as the tip of a fly road, their son were as smooth as a v-8 engine'. In the "Dover Beach", LN 22, the poet had used simile in this way. 'Lay like the folds of bright us like a land of dreams'. At last, in the "Sound of Silence" LN 20- 22 there was use of simile. 'Silence like a cancer grows my words like silent' was the example where FS was found.

Table No. 19

Use of Symbol

FS	Poem	LN	Example
Symbol	Tiger	1	Tiger ! Tiger! burning bright,
		2	In the forest of the night;
		5	Burnt the fire of thine eyes ?
	When A am Dead My Dearest	3	Plant thou no roses at my head
		4	Nor shady cypress tree:
	The Song of Wondering Aengus	2	Because a fire was in my head,
		23-24	The silver apples of the moon, the golden apples of the sun.
	Afro-American Fragment	15	Through some vast mist of race.
	The Inner Part	10	Priests, examining the entrails of birds
	Dover Beach	32	Hath really neither joy, nor love, nor light
	The Little Girl Saw Her First Troop Parade	1,2	What are those "Soldiers" They are for war
	The Sound of Silence	19	"Fools!" Said I, "You do not know"

The above table shows that the use of symbol was in "Tiger" in line 1- 2 and 5 as 'Tiger, Tiger, Lamb, deeps or skies'. In the poem "When I Am Dead my Dearest" there was use of symbol in the 'cypress'. In the same way, in the "Song of Wondering Aengus" LN 2, 23 and 24, 'fire was in my head', 'the silver apples of the moon', 'the golden apples of the sun', were the example of symbol used by poet. In addition to the symbol, the poem "Afro-American Fragment" LN 15, some 'vast mist of race' was an example. In the poem "the Inner Part" there was use of symbol, i.e. 'priest examining the entrails of birds'. The poem "Dover Beach", LN 32, there was use of symbol, i.e. 'hath really neither joy, nor love, nor light'. Similarly, the poem "The Little Girl Saw Her First Troop Parade" in LN 1, 2 the

poet used symbol as "soldiers" they are for war'. At last, in "The Sound of Silence" there was use of symbol in LN 19. The use was "fools".

3.1.2 Analysis of Collected Data in terms of Poetry

The researcher observed and found the Figures of Speech from sixteen poems. He found that each poem had different use of Figures of Speech. The Figures of Speech found in different poems are analyzed and interpreted according to poem, which is given below.

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Table No. 20
FS Used in Tiger
</div>

Poem	Figures of speech	LN	Examples
Tiger	Symbol	1	Tiger! Tiger! burning bright
		5	In what distance Deep of skies
		21	Who made the lamb make thee?
	Hyperbole	6	Burnt the fire of thine eyes?
	Personification	13,14	What the hammer? What the chain? In What furnace was thy brain?
	Irony	19	Did his smile his work to see?
		20	Did he who made the lamb make thee?
	Pleonasm	21	Tiger, Tiger, burning bright,
		22	In the forest of the night.

The above table shows that there was use of Figures of Speech in the poem "Tiger", in that poem there were different FS used by the poet. The poet used symbol in the poem "Tiger". The example was 'tiger', 'lamb', 'deeps of skies' in LN 1, 21 and 5. Hyperbole was found in line LN.6 i.e. 'burnt the fire if there eyes?' In the same way personification in 13 and 14 as 'what furnace was thy brain?' In other Figures of Speech, there was use of Irony in LN 19 and 20. For example 'did he smile his word to see did he who made the lamb make these'. Similarly, Pleonasm was used in LN 21and 22. The example was 'Tiger, Tiger burning bright, in the forest of the night'.

Table No. 21

FS Used in To The Moon

Poem	FS	LN	Example
To the Moon	Simile	5	And ever changing, like a joyless eye

The above table shows that in the poem "To The Moon", there was a use of Figures of Speech. The FS found was Simile. In LN 5 the poet used as 'And ever changing like a joyless eye', the FS used was simile.

Table No. 22

FS Used in Shall I Compare To Thee A Summers Day

Poem	FS	LN	Examples
Shall I Compare To thee A Summers Day	Personification	1	"A Summers day"
	Simile	13	So long as men can breathe or eyes can see,

The table No. 22 shows that there were two Figures of Speech used in the poem, "Shall I Compare to Thee a Summers Day". The first was Personification which was found in LN, 1 as 'a summer's day'. And next was Simile, used in LN 13. The example was 'so long as men can breathe of eyes can see'.

Table No. 23

FS Used in She Was a Phantom of Delight

Poem	FS	LN	Examples
She was a Phantom of Delight	Metaphor	1	She was phantom of delight
	Simile	5-6	Her eyes as stars of twilight fair; Like twilight's, too, her dusky hair;
	Oxymoron	24	A traveler between life and death;

The above table presents that the Figures of Speech were used in "She was a Phantom of Delight". In that poem there was one Metaphor in LN 1.The FS used

line was she was a phantom of delight. In the same way, Simile was used in LN 5-6, i.e. 'Her eyes as stars of twilight fair, like twilights, too, her dusky hair'. At last, Oxymoron was found in LN 24 'as traveler between life and death'.

Table No 24

FS Used in Lady Clare

Poem	FS	LN	Examples
Lady Clare	Irony	9	He doesn't love me for my birth.
		12	And that is well " said Lady Clare
	Alliteration	21	"Are ye out of your mind my nurse, my nurse"
		51	"O mother, mother, mother", She said,
	Simile	67	Why come you dressed like a village maid,
		69	"If I co me dressed like a village maid,
	Satire	78	Her heart within her did not fail
		84	And I, "said he, "the next in blood…

The table No. 26 shows that there were different Figures of Speech used in "Lady Clare". The FS used in the poem was Irony, in LN 9 and 12. The example was 'He doesn't love me for my birth', and that is well said Lady Clare. 'Similarly, Alliteration was found in LN 21 and 51 i.e. 'Are ye out of your mind, my nurse, my nurse, O mother, mother', and mother. In the same way, Simile was used in LN 67 and 69. The example was 'why come you dressed like a village maid, if I come dressed like a village maid'. Similarly, satire was found in LN 78 and 84. 'Her learnt within her did not fail and the next in blood' was the example of satire.

Table No. 25
FS Used in When I am Dead My Dearest

Poem	FS	LN	Examples
When I am Dead My Dearest	Symbol	3-4	Plant thou no rose at my head, Nor Shady cypress tree
	Satire	7-8	And if thou wilt, remember, and if thou wilt forget,
		12-13	Sing on, as if in pain And dreaming through the twilight
	Irony	15-16	Happily I may remember, And happily I may forget.

The above table shows that the poem "When I am Dead My Dearest" contained different Figures of Speech. For example Symbol was used in LN 3-4, as 'Plant thou no roses at my head or shady cypress tree'. In LN 7-8 and 12-13, satire was used. The example was 'And if thou wilt remember and if thou wilt forget, Sing on as if in pain and dreaming through the twilight'. Similarly, Irony was used in LN 15-16 as 'happily may remember and happily I may forget'.

Table No. 26
FS Used in Muse des Beaux Arts

Poem	FS	LN	Examples
	Image	4	While someone else is eating or opening a window or just walking dully along;
Muse des Beaux Arts	Sarcasm	12-13	Where the dogs go on with their doggy life and the torturer's horse scratches its innocent behind on a tree
	Simile	18	As it had to on the white legs disappearing into the green
	Metaphor	17	It was not an important failure

This table containing the poem "Muse Dex Beaux Arts" shows that there were Figures of Speeches used on it. That was Image used in LN 4 i.e. as 'while someone else is eating or opening a window or just walking dully along'.

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Similarly, Sarcasm was used in LN. 12. The use was 'where the dogs go on with their doggy life and the tortures horse scratches its innocent behind on free'. Moreover, Simile was found in LN 18 as 'It had to on the white legs disappearing into the green'. And lastly, Metaphor was found in LN 17. 'It was not an important failure' was an example of Metaphor used in the poem.

Table No. 27
FS Used in The Song of Wandering Aengus

Poem	FS	LN	Examples
The Song Of Wandering Aengus	Symbol	2	Because a fire was in my head,
		23	The silver appeals of the moon,
		24	The golden appeals o f the sun
	Simile	6	And moth-like stars were flickering out

This table shows that there was a Symbol used in the "Song of Wandering Aengus" in LN 23-24. The example was 'Because the fire was in my head', 'the silver apples of the sun and The golden apples of the sun'. Simile was used in LN 6 as 'Moth-like stars were flicking out'. In the poem, the "Song of Wondering Aengus" had two Figures of Speeches, Symbol and Simile.

Table No. 28
FS Used in Afro-American Fragment

Poem	FS	LN	Examples
Afro-American Fragment	Refrain	1,10,21	So long, So far away Is Africa
	Symbol	15	Through some vast mist of race
	Satire	24	Dark face

This table shows that there were three Figures of Speech used in the poem "Afro-American Fragment". They were Refrain in LN 10 and 21. The use was 'so long, so far away is Africa'. The next FS was symbol found in LN 15 as 'some vast mist of race' and Satire was used in LN 24 for example 'Dark face'. It means we can say that the used FS in the poem "Afro-American Fragment" were refrain, symbol and satire.

FS Used in the Inner Part

Poem	FS	LN	Example
The Inner Part	Irony	1-3	When thy had won the war And for the first time history, Americans were the most important people
	Simile	9-12	When their daughters seemed as sensitive as the tip of a fly rod And their sons were as smooth a v-8 engine, As black as death, emitting a strange odor.
	Symbol	10	Priest examining the entrails of birds,

The above table No. 29 shows that there were three FS used in the poem "The Inner Part". Mainly irony was used in LN 1-3. 'When they had won the war and for the first time history Americans were the most important people' was the line which symbolized the use of Irony. In the same way, Simile was found in LN 9 and 12. The example was 'When their daughters seemed as sensitive as the tip of fly rod and their as black as death'. Similarly, Symbol was found in LN 10. 'Priest examining the entrails of birds' was the example where there was use of symbol.

Table No. 30

FS Used in Dover Beach

Poem	FS	LN	Examples
Dover Beach	Imagery	1	The sea is calm tonight,
	Metaphor	1	The Sea is Calm
	Simile	22	Lay like the folds of bright girdle furled.
		30	To lie before us like a land of dreams
	Personification	28	Ah, Love, let us be true
	Symbol	32	Hath really neither joy, nor love, nor light

The above table shows that the Figures of Speech used in the poem "Dover Beach". In that poem the poet had used Imagery in LN no 1. The example was 'The Sea is calm tonight'. Similarly, Metaphor was found in LN.1. 'Sea is calm' was the example. The Simile was used in LN 22 and 30. The example was 'lay like

the folds and toile before us like a land of dreams'. The poet used Personification in LN 28 as 'love'. Lastly, Symbol was used in LN 32. 'Hath really neither joy, nor love, nor light', was the example of FS. As poem was observed there were five Figures of Speech in the poem Dover Beach.

Table No. 31

FS Used in The Mad Gardeners Song

Poem	FS	LN	Examples
The Mad Gardeners Song	Pun	2-12	Fife, wife, life, piece, niece, police
	Hyperbole	25-27	He saw Kangaroo, it was a vegetable-pill
	Metaphor	45	It was a double rule
		50	He was the pope
	Simile	48	"Is clear as day to me !"

In this table, we can see that the Pun was found in 'Fife, wife, life, piece, niece, police', and LN 2 to12. Hyperbole was used in LN 25-27. The example was he saw Kangaroo, it was a vegetable pill'. Similarly, Metaphor was found in LN 45, 'it was a double rule and in 50 he was the pope' was the example. The poet used simile in LN 48 is clear as day to me. It was found that as clear as day to me was the example of simile.

Table No. 32

FS Used in for prodigal read generous

Poem	FS	LN	Examples
for prodigal read generous			

This table shows that there was no use of Figures of Speech in the poem "for prodigal read generous" where there was no use of any FS. It was one poem which had no use of FS.

Table No. 33

FS Used in On His Blindness

Poem	FS	LN	Examples
On His Blindness	Personification	1	When I consider how my light to spent
		3	And that one talent, which is death to hide,
	Irony	7	"Doth God exact day-labor, light denied?"
	Allegory	8	But patience, to prevent
	Paradox	14	They also serve who only stand and wait"

This table shows that the poem "On His Blindness" consisted of Figures of Speech. The first FS found was Personification in the first stanza. The 'line was light to spent death to hide' where death was personified. The second was Irony which was found in LN 7. The use was 'Doth God exact day labor, light denied?' Similarly, allegory was used in LN 8. The example was 'But patience, to prevent'. Lastly, the Paradox was the main theme and the FS used line was as 'They also serve who only stand and wait' in LN 14.

Table No. 34

FS Used in Much Madness is Divinest Sense

Poem	FS	LN	Examples
Much Madness is Divinest Sense	Metaphor	1	Much madness is divinest sense
	Paradox	1-3	Much sense that starkest madness

The table No. 34 shows that the Figures Speech used in the poem "Much Madness is Divinest Sense". There were two FS. They were Metaphor and Paradox. The Metaphor was used in LN 1. The use was 'madness is divinest'. And, the next FS, Paradox was used in LN 1-3. The use was 'much sense that starkest madness'.

Table No. 35

FS Used in The Little Girl Saw her First Troop Parade

Poem	FS	LN	Examples
The Little Girl saw Her First Troop Parade	Symbol	1	"What are those?"
		2	"Soldiers"
	Paradox	9	"Sometimes they will give a war and nobody will come".

This table presents the general description of Figures of Speech used in the poem, entitled with "The Little Girl saw her first Troop Parade". There were two FS, i.e. Symbol and Paradox. The first one was used in lines 1- 2 i.e. "What are those?" and "Soldiers". And the FS was paradox, used in 'sometimes they will give a war and nobody will come from' LN 9.

Table No. 36

FS Used in The Sound of Silence

Poem	FS	LN	Examples
The Sound of Silence	Personification	1	Hello darkness my old friend
	Hyperbole	6,33,18,24	Sound of silence
	Allusion	3	Because a vision softly creeping,
		4	Left its seeds. While I was sleeping
	Alliteration	6	Still remains within the sound of silence.
	Satire	15,16	People talking without speaking and people hearing without listening
	Paradox	17	People writing songs that voices never share
	Simile	20	Silence like a cancer grows,
		23	But my words like silent raindrops fell.

This table No.36 shows that there were seven Figures of Speech used in the poem "The Sound of Silence". The FS used in the poem was Personification in the first

stanza. The use was 'hello, darkness my old friend', where 'darkness' was personified. The second FS was Hyperbole, used in LN 6, 33, 18 and 24. The example was 'sound of silence'. Similarly, the poet had used of Allusion in LN 3-4. The line was 'because a vision softly creeping left its seeds while I was sleeping'.

Moreover, Alliteration was used in LN 6. The alliteration used was 'still, sound, silence'. The satire was used in this way, 'people talking without speaking, people Hearing without listening' in LN 15- 16. The theme with the poem, there was Paradox, used in LN 17. The line was 'people writing songs that voice never share'. At last in closing stanzas Simile was used, in 20-23 line. The example was 'silence like a cancer grows but my words like silent'.

3.1.3 Analysis of Collected Figures of Speech in Terms of Frequency and Percentage

The researcher collected the data from *Generation* of Higher Secondary Level; grade XII, to find out the figures of speech used in the poetry. The researcher selected all the poetry included in *Generation*. The total numbers of poetry were seventeen where different types of figures of were found. From my point of view and my survey, I found that there were eighteen different Figures Speech used in different poems. The types of Figures of Speech, their frequency and percentage are presented as below.

Table No. 37

Figures of Speech in Terms of Frequency and Percentage

S.N.	FS	Frequency	Percentage
1	Metaphor	4	5.2
2	Sarcasm	1	1.4
3	Symbol	14	20
4	Refrain	1	1.4
5	Imagery	1	3.4
6	Simile	12	17
7	Hyperbole	6	8.5
8	Irony	6	8.5
9	Pun	1	1.4
10	Personification	6	8.5
11	Pleonasm	1	1.4
12	Oxymoron	1	1.4
13	Alliteration	2	3
14	Satire	5	7
15	Image	1	1.4
16	Allegory	1	1.1
17	Paradox	6	8.5
18	Allusion	1	1.4
	Total	70	100

The above table shows that Figures of Speech used in different poetry; frequency of FS in general and percentage of them. In the observation and analysis of the FS used in the *Generation*. There were use of different FS but the occurrences and their use were not systematic: some of them were repeated and some others were not even used.

First of all, Metaphor was used 4 times in some of the poems. The percentage of it was 5.2. Sarcasm was used only one in a poem and its percentage was 1.4. Similarly, Symbol was used in different poems. The total number of its use was 14. It had contained 20 percent of whole FS. Refrain was next figures of speech,

which was found in a poem. The percentage it contained was 1.4. In other figures of speech, there was imagery, used in one poem and in only one place that had 1.4 percent. Moreover, simile was used in most of the poems and the total use was twelve times. It was more used figures of speech in comparison to other FS. It had 17 percent used in the total percentage. The next FS used in poem was hyperbole that was used six times in total poems; its percentage was 8.5. In the comparison of the figure of speech used, in their frequency, Irony was next FS, i.e. used in six times in total poems. It had 8.5 percent use in total numbers of FS. It was found that pun was used in one poem and in only one place. It had 1.4 percent.

Analyzing the poems and FS are more difficult than the other texts. But it was found that personification was also one FS used in *Generation* book. It had been used at six times in the total poems. 8.5 was the percentage contained by the personification in all the poems. As I studied, Pleonasm was found once, used in a poem, the use percentage was1.4.   Oxymoron on the other hand, was used in a poem that was in single place and had1.4 percent usage in total. Alliteration was also used in poems collected in *Generation*. It had the similar cases as used other types of FS. It was used twice in the poems. The Personification contained 2.8 percent of whole FS used in the poems. Comparing to other types of FS, satire was used in different poems but it had 7.1 percent in total and the use was at five places. The Image was used in once in a poem. It has 1.4 percent usage of total FS. As I observed and analyzed the FS used in the poems, Allegory was used there. But, it had been used once a poem, the percentage was 1.4. Paradox was used in different poems and found that it was used six times. It contained 8.5 percent of total use. At last, Allusion was another FS used in Poem. The FS was used 1.4 percent in total. It had been used once.

Table No. 38

Number and Percentage of Figure of Speech in Different Poems

S.N.	Poems	No of FS used	Percentage
1	Tiger	5	9.2
2	To the Moon	1	1.8
3	Shall I Compare to Thee A Summers Day	2	3.7
4	She was Phantom of Delight	3	5.5
5	Lady Clare	4	7.4
6	When I am Dead my Dearest	3	5.5
7	Muses Des Beaux-Arts	4	7.4
8	The Song of Wandering Angus	2	3.7
9	Afro-American Fragment	3	5.5
10	The Inner Part	3	5.5
11	Dover Beach	6	11.1
12	The Mad Gardner's Song	4	7.4
13	For Prodigal Read Generous	-	-
14	On His Blindness	2	3.7
15	Much Madness I Divinest Sense	2	3.7
16	The Little Girl saw her First Troop Parade	2	3.7
17	The Sound of Silence	8	14.8

The above table shows that the use of FS in different of poems. It means, it shows the number of FS used in a particular poem. *Generation* had contained seventeen different poems which had eighteen FS. In the analysis of such poems and FS, it was found that there were five FS used in the poem "Tiger". The use of FS was 9.2 percent on the whole. In the same way, in the poem "To The Moon", there was only one FS used. It had taken 1.8 percent use in total. The next poem was "Shall I Compare to Thee a Summer's Day", where the poet used two FS. The percentage

taken by it was 3.7. Similarly, in the She was Phantom of Delight, there were three FS. It had 5.5 percent use in the total. The poem "Lady Clare", when analyzed, found that there were four FS. It means it had the 7.1 percent use. Again, the researcher got that there were three different FS used in the poem, "When I am Dead My Dearest" with taking 5.5 percent in total. "The Muse Des Beaux Arts" had four FS used; it had 7.4 percent in comparison to other poems. There were two FS used in the poem, "The Song of Wandering Aengus". It had 3.7 percent use of the FS.
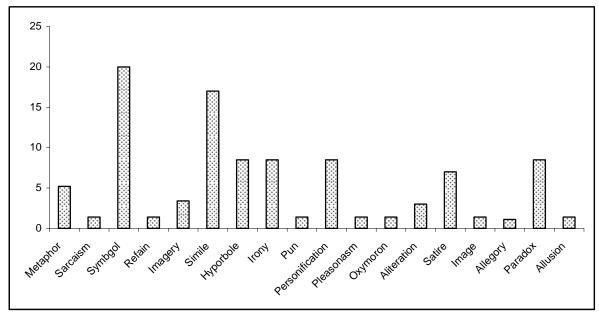
 As I studied, and found the FS used in the poems of the *Generation*, in the poem "Afro-American Fragment" had three FS that was 5.5 percentage use in the total. Similarly, in the "Inner Part" there were three FS used. It was 5.5 percent use of FS in total. In the poem "Dover Beach", I found that six types of different FS were used by the poet. It was 11.1 percent of total used by the poet. The next poem was "The Mad Gardener's Song"; it had different four types of FS that had taken 7.4 percent use. There was one poem, entitled for "Prodigal read generous"; it was a poem where there was no use of FS. In the poem "On His Blindness", I found that there were two FS used by the poet and taken the 3.7 percent in the place of total use. In the same way, "Much Madness is Divinest Sense" had two FS used. It was the 3.7 percent use of FS in total numbers of poems. In the next Poem, "The Little Girl Saw Her First Troop Parade"; there was also use of two FS. It was 3.7 percent use in total. At last, "The poem the Sound of Silence" was last poem in the *Generation* but it had much more FS used. The poet used different eight types of FS. It was the 14.8 percent use of FS in the total poems.

3.2   Analysis of FS Used in *poetry* with Bar Diagram

In this section, I deal with the analysis of FS used in poetry, in *Generation*. To identify the FS, I collected the data by using the simple checklist and

observation. The analysis which is done below shows the percentage of the total FS which were used in the poems of *Generation*.

Percentage of FS used in poetry

 The above graph depicts the FS used in the poetry. There were eighteen FS, which were found frequently in use. The above used symbols represent the different FS used in the *Generation.* The vertical line shows the percentage of the FS used and on the other hand the horizontal line shows the FS which used in *Generation*.

CHAPTER FOUR
SUMMARY, FINDINGS AND RECOMMENDATION

4.1   Summary

The objectives of this research was to identify and find out the Figures of Speech used in poetry and to find out their frequency included in *Generation* a textbook prescribed for Higher Secondary Level, Major English, grade twelve.

While undergoing research, the researcher prepared different tools, i.e. the chick list to find out the FS and observation of the poetry to identify figure of speech. The researcher prepared the checklist to the FS used in poetry for the cost of *Generation*, observed the poems and FS. He also studied the examples related to the FS. The total numbers of poems contained in the book were seventeen, and all the poems were randomly selected. The collected data were tabulated, analyzed and presented on the basis of percentage.

The analysis and interpretation was done in three sections. The first section dealt with the analysis of collected data in terms of FS and its use, the second section dealt with the analysis of collected data in terms of poetry and use of FS and the third section dealt with the analysis of data in terms of frequency and percentage. The first section further divided into eighteen sections, i.e. the analysis of collected data from the individual FS plus poems related of that FS, LN and presenting related examples. Similarly, in the second section, it was further fragmented in the seventeen sections, i.e. the analysis of collected data from the poems to FS used on them, the analysis of data from each poem, FS used in each individual poem and specific examples. And the last section was in terms of frequency and percentage of the total FS used in the poems of *Generation*.

The researcher found that some of the figures of speech were used frequently and some were least used. Different FS were used by different poets in their poems.

There was no exactness in using FS in the poems. Like wise, I found that some poem had different types of FS used, whereas some of the poem had only one FS, and one of the poems had no use of FS. In other words, some of the FS were used frequently in different poems and some were only once or some other repeated twice or thrice only.

In spite of having the use of different FS in poems in *Generation*, FS was very difficult to find out. It also found that without any use of FS in poetry it is very odd to read and if the FS are used frequently that type of poem creates some complexities to the reader.

4.2   Findings

The findings of the study are as follows:

4.2.1 Findings in terms of FS used in poetry

a.   It was found that great majority of the FS were least used in the poetry. The FS used in the poetry were common type could easily be understood. But in case of the numbers, some of the FS were repeated line by line and some were used once.

b.   One of the important things was that while using the FS by different poets in their individual poem, they would have used without caring the FS. It shows that they were either creating complex in poem or adding too prosodic features in the poems.

c.   There was less curiosity of some of the poet using the FS in their poem, for example there are more than fifty figures of speeches, found in the English literature but there mainly eighteen FS had been used. But the case was different because the book in itself was smaller containing seventeen poems.

d.   There was no special definition of FS at the beginning of the poem. It was found that some of the definitions were given at last of the poems.

4.2.2 Findings in Terms of Poetry and FS used individually

a.   The poems were found having different FS. The lines of the poems were some time short adding FS and some of the lines were longer so there was the overlapping of more than one FS within a stanza.

b.   It was found that there were great differences among the poems. Some poem had four/five times repetition of the FS, some had one or two and one poetry had no use of FS.

c.   The poem with different and uncommon FS was found less. All the poems were general and the FS used in the poetry were general or common.

4.2.3 Findings in Terms of Frequency

a.   FS which was used in the poetry had no relevancy in their use. They had different frequency. Some were highly used; some other least used and some had no use.

4.3 Recommendations

The researcher has put forward the following recommendations after his research.

a.   The poet should use FS purposefully which makes the poem figurative.

b.   Adding different types of FS creates the reader/learner more difficulties while learning the poetry so while using FS the poet or literary figure or even language user should care on it.

c.   Language and literature are the inseparable entities. In the same way poetry and FS have the same relation as blood and flesh. So there should be proportional use of FS.

d.   While citing the poem by the students, they may feel difficult, so to avoid such difficulty, there should be some general concepts of FS and literacy devices.

e.   The textbook editors should care while organizing the poetry, they should care who the learners are.

f.   To describe the things, matter, there should be one FS for one thing it may make puzzle to the students.

g.   There should be definite definition of the terms of FS organized in *Generation*.

h.   Poetry should be taught for the sake of language purpose. It is authentic materials for language learning, it should be with musical quality and figurative language.

i.   There should not be repetition of the same FS in all the poetry, if so next type of FS should be added.

j.   In higher secondary level, in the case of Nepal, the government should emphasis the responsible body to add the unified poems for pleasure and language purpose to the language learners, users and those who are eager to the literature.

4.4   Pedagogical Implicationss

a.   Teaching poetry is difficult task, so there should be given high priority to the strategies.

b.   Teaching poetry is teaching the formative devices, so the teacher should introduce almost the poetic devices while teaching poetry.

c.   Types of poetry, music and other literary devices help the language learner to learn language efficiently, so the teacher and students should be familiar with all the devices.

d.   In the process of preparing syllabus, the syllabus designer should focus on the learner, his age and his culture, which is better for the language learners.

e.   Poetry always, is in itself an authentic material, so that there should be related pictures, graphs and activities whiling teaching poetry.

f.   To be common with FS, the poetry should be specific to the learners and s/he can analyze easily. The practice and exercise should get priority.

g.   The teacher always has to motivate the learners for understanding poetry. Without having the knowledge of FS, they can not understand what poetry is, and what it is about. So the students themselves take attention to the FS while reciting the poems.

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APPENDIX-I

Title of the Poems	Poet	Figures of speech	LN	Examples
The Tiger	William Blake	Symbol	1,21	Tiger! Tiger! lamb
		Hyperbole	5,6	Deeps or skies Burnt the fire of thy eyes?
		Personification	13,14	What the hammer? What the chain? In what furnace was thy brain?
		Irony	19,20	Did He Smile His Work To See Did He Who Made The Lamb Make theses
		Irony	21-24	Tiger! Tiger! Burning bright, In the forest of the night, what immortal hand or eye Dare frame thy fearful symmetry?
To the Moon	P.B. Shelley	Simile	5	And ever changing, like a joyless eye
Shall I Compare Thee to Summer's Day	William Shakespeare	Personification	1	Shall I compare the to a summer's day
		Simile	13	So long as men can breathe or eyes can see
She was a Phantom of Delight	William Wordsworth	Metaphor	1	She was a Phantom of Delight
		Simile	5-6	Her eyes as stars of twilight fair, like twilights, too, her dusky hair
		Oxymoron	24	A traveler between life and death

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Lady Clare	A.L. Tennyson	Irony	9, 12	He doesn't love me for my birth and that is well" said Lady Clare
		Alteration	21 51	Are ye out of your mind, my nurse, my nurse O Mother, Mother, Mother
		Simile	67,69	Why come you dressed like a village maid, if I come dressed like a village maid
		Satire	78,84	Her heart within her did rat fail the next in blood
When I am dead, my Dearest	Christina Rossetti	Symbol	3-4	Plant there no roses at my head nor study cypress tree
		Satire	7,8 and 12-13	And of thou wilt, , and if thou forget sing on, as if in pain and dreaming through the twilight
		Irony	15-16	Happy I may remember And happily I may forget
Musee Des Beaux Arts	W.H Auden	Image	4	While someone else is eating or opening a window or just walking dully along,
		Sarcasms	12	Where the dogs go on with their doggy life and the tortures

				horse scratches its innocent behind on tree
		Simile	18	As it had to an the white legs disappearing into the green
		Metaphor	17	It was not an important failure
The song of wondering Aengus	W.B Yeats	Symbol	2 23 24	Because a fire was in my head The sliver apples of the moon The golden apples of the sum
		Simile	6	Moth-like stars were flickering out
Afro-American Fragment	Langston Hughes	Retrain	1,10,21	So long, so far away is Africa
		Symbol	15	Some vast mist of race
		Satire	24	Dark face
The Inner Part	Louis Simpson	Irony	1-3	When they had won the war and for the first time history Americans were the most import put people.
		Simile	7-9,12	When their daughters seemed as sensitive as the tip of a fly road, And their sons were as smooth as a v-8 engine

				As black as death
		Symbol	10	Priest examining the entrails of birds
Dover Beach	Matthew Arnold	Imagery	1	The Sea is Calm tonight
		Metaphor	1	Sea is calm
		Simile	22 30	Lay like the folds of a bright girdle furled to lie before us like a land of dreams
		Simile	34	We are here as on a darkling plain
		Symbol	32	Hath really neither joy, nor love, nor light
The Mad Gardeners Song	Lewis Carrol	Pun	2,4,6,8,10,12	Fife, Wife, Life, piece, Niece, police
		Hyperbole	25,26,27	He saw a kangaroo, that worked a coffee-mill He looked again, and found it was A vegetable-pill
		Metaphor	45,46 50	It was A double Rule of Three He was the pope
		Simile	48	Is clear as day to me.
For Prodigal Rend Generous	e. e cummings			
On His Blindness	John Milton	Personification	1,3	Light to spent Death to hide
		Irony	7	"Doth God exact day-labor, light denied?"
		Allegory	8	But patience, to prevent

		Paradox	14	"They also serve who only stand and wait"
Much madness is Divinest Sense	Emily Dicilson	Metaphor	1	madness is divinest
		Paradox	1	Much madness is divinest sense Much sense that starkest madness
The Little Girl Saw Her First Troop Parade	Carl Sandburg	Symbol	1,2 4	"What are those?" "Soldiers" "They are for war"
		Paradox	9	"Sometimes they'll give a war and nobody will come"
The Sound Of Silence	Paul Simon	Personification	1,33	Hello darkness my old friend Sound of silence
		Hyperbole	6,33,18,24	Sound of silence
		Allusion	3,4	Because a vision softly creeping, left its seeds while I was sleeping
		Alteration	6	Still, sound, silence
		Satire	15,16	People talking without speaking People hearing without listening
		Paradox	17	People writing songs that voices never share
		Simile	20 23	Silence like a cancer grows But my words like silent
		Symbol	19	"Fools"

APPENDIX-II

FS	Poem	Examples
Metaphor	She Was a Phantom	She was a phantom of delight

	of Delight Musee des Beaux Arts Dover Beach Much Madness is Divinest Sense	It was not an important failure Sea is calm Madness is divinest
Sarcasms	Musee des Beaux Arts	Where the dogs Go on with their doggy life and the torture's horse scratches its innocent behind on tree
Retrain	Afro-American Fragment	So long is Africa
Imagery	Dover Beach	The sea is calm tonight
Symbol	Tiger	Tiger, tiger, lamb deeps or skies Burnt the five of three yes (3,4)
	When I am Dead My Dearest	Plant thou no roses At my head nor shady cypress
	The Song of Wondering Aengous	Because of fire was in my head. The silver apples of the moon, the golden apples of the sun
	Afro-American Fragment	Some vast mist of race
	The Inner Part	Priest examining the entrails of birds
	Dover Beach	Hath really neither joy nor love, nor light
	The Little Girl Saw Her (1,2) First Troop Parade	"What are those solders" "They are for war.
	The Sound of Silence	"Fools"
Simile	To the moon	Like a joy less eye

	Shall I Compare to The a Summers Day	As men can breathe or eyes can see
	She Was a Phantom of Delight	Her eyes as stars of twilight fair, Like twilights, too, her dusky hair
	Lady Clare	Dressed like a village maid
	The Song of Wondering Aengus	Moth-like stars Were flicking out
	The Inner Part	Daughter seemed as sensitive as the tip of a fly road, Their sons were as smooth as a v-8 engine
	Dover Beach (22)	Lay like the folds of bright us like a land of dreams
	The Sound of Silence (20,22)	Silence like a cancer grows my words like silent
Hyperbole	The Tiger	Burnt the fire of their eyes?
	The Mad Gardener Song	He saw kangaroo that worked of coffee mill
	The Sound of Silence	Sound of silence
Irony	The Tiger	Did he smile his work to see did he was made the lamb make these
	Lady Clare	He doesn't love me for my birth
	When I am Dead My (15,16) Dearest	Hapy I may remember and happily I may forgot
	The Inner Part	And for first time when they won the war history, Americans were the most important people

	On His Blindness	Doth god exact day labor, light denied?
Pun	The Mad Gardeners song	Fife, wife, life, piece, niece, police
Personification	The Tiger	What the hammer? What the chain? in what furnace was thy brain?
	Shall I Compare to Thee a Summers Day	Summers day
	Dover Beach	Love let us be true
	On His Blindness	Light to spent death to hide
	The Sound of Silence	Hello darkness my old friend Sound of silence
Pleonasm	The Tiger	Tiger! Tiger! burning bright in the forest of the night, what immortal hand or eye Dave frame thy fearful symmetry
Oxymoron	She Was a Phantom of Delight	a traveler between life and death
Alteration	Lady Clare	Mind, my nurse my nurse O mother,. mother, mother
Satire	Lady Clare	Her heart within her did not fail
	When I am Dead My Dearest	If thou wilt, remember, and if thou wilt forgot sing on, as if in pain and dreaming through the twilight
	Afro-American Fragment	Dark face
	The Sound of Silence	People talking without speaking people hearing without listening
Image	Musee des Beaux	While someone

	Arts	else is eating or opening a widow dully along
Allegory	On His Blindness	But patience to prevent
Paradox	On His Blindness	They only serve who only stand and wait
	Much Madness is Divinest Sense	Much madness is divinest sense much sense that starkest madness
	The Little Girl Saw Her First Troop Parade	They'll give a war and nobody will come
	The Sound of Silence	People writing songs that voices never share because a vision softly creeping left its seeds while I was sleeping

APPENDIX-I

Title of the Poems	Poet	Figures of speech	LN	Examples
The Tiger	William Blake	Symbol	1,21	Tiger! Tiger! lamb
		Hyperbole	5,6	Deeps or skies Burnt the fire of thy eyes?
		Personification	13,14	What the hammer? What the chain? In what furnace was thy brain?
		Irony	19,20	Did He Smile His Work To See Did He Who Made The Lamb Make

				theses
		Irony	21-24	Tiger! Tiger! Burning bright, In the forest of the night, what immortal hand or eye Dare frame thy fearful symmetry?
To the Moon	P.B. Shelley	Simile	5	And ever changing, like a joyless eye
Shall I Compare Thee to Summer's Day	William Shakespeare	Personification	1	Shall I compare the to a summer's day
		Simile	13	So long as men can breathe or eyes can see
She was a Phantom of Delight	William Wordsworth	Metaphor	1	She was a Phantom of Delight
		Simile	5-6	Her eyes as stars of twilight fair, like twilights, too, her dusky hair
		Oxymoron	24	A traveler between life and death

Lady Clare	A.L. Tennyson	Irony	9, 12	He doesn't love me for my birth and that is well" said Lady Clare
		Alteration	21 51	Are ye out of your mind, my nurse, my nurse O Mother, Mother, Mother
		Simile	67,69	Why come you dressed like a village maid, if I come dressed like a village maid
		Satire	78,84	Her heart within her did rat fail the next in blood
When I am dead, my Dearest	Christina Rossetti	Symbol	3-4	Plant there no roses at my head nor study cypress tree
		Satire	7,8 and 12-13	And of thou wilt, , and if thou forget sing on, as if in pain and dreaming through the twilight
		Irony	15-16	Happy I may remember And happily I may forget
Musee Des Beaux Arts	W.H Auden	Image	4	While someone else is eating or opening a window or just walking dully along,
		Sarcasms	12	Where the dogs go on with their doggy life and the tortures

				horse scratches its innocent behind on tree
		Simile	18	As it had to an the white legs disappearing into the green
		Metaphor	17	It was not an important failure
The song of wondering Aengus	W.B Yeats	Symbol	2 23 24	Because a fire was in my head The sliver apples of the moon The golden apples of the sum
		Simile	6	Moth-like stars were flickering out
Afro-American Fragment	Langston Hughes	Retrain	1,10,21	So long, so far away is Africa
		Symbol	15	Some vast mist of race
		Satire	24	Dark face
The Inner Part	Louis Simpson	Irony	1-3	When they had won the war and for the first time history Americans were the most import put people.
		Simile	7-9,12	When their daughters seemed as sensitive as the tip of a fly road, And their sons were as smooth as a v-8 engine

				As black as death
		Symbol	10	Priest examining the entrails of birds
Dover Beach	Matthew Arnold	Imagery	1	The Sea is Calm tonight
		Metaphor	1	Sea is calm
		Simile	22 30	Lay like the folds of a bright girdle furled to lie before us like a land of dreams
		Simile	34	We are here as on a darkling plain
		Symbol	32	Hath really neither joy, nor love, nor light
The Mad Gardeners Song	Lewis Carrol	Pun	2,4,6,8,10,12	Fife, Wife, Life, piece, Niece, police
		Hyperbole	25,26,27	He saw a kangaroo, that worked a coffee-mill He looked again, and found it was A vegetable-pill
		Metaphor	45,46 50	It was A double Rule of Three He was the pope
		Simile	48	Is clear as day to me.
For Prodigal Rend Generous	e. e cummings			
On His Blindness	John Milton	Personification	1,3	Light to spent Death to hide
		Irony	7	"Doth God exact day-labor, light denied?"
		Allegory	8	But patience, to prevent

		Paradox	14	"They also serve who only stand and wait"
Much madness is Divinest Sense	Emily Dicilson	Metaphor	1	madness is divinest
		Paradox	1	Much madness is divinest sense Much sense that starkest madness
The Little Girl Saw Her First Troop Parade	Carl Sandburg	Symbol	1,2 4	"What are those?" "Soldiers" "They are for war"
		Paradox	9	"Sometimes they'll give a war and nobody will come"
The Sound Of Silence	Paul Simon	Personification	1,33	Hello darkness my old friend Sound of silence
		Hyperbole	6,33,18,24	Sound of silence
		Allusion	3,4	Because a vision softly creeping, left its seeds while I was sleeping
		Alteration	6	Still, sound, silence
		Satire	15,16	People talking without speaking People hearing without listening
		Paradox	17	People writing songs that voices never share
		Simile	20 23	Silence like a cancer grows But my words like silent
		Symbol	19	"Fools"

APPENDIX-II

FS	Poem	Examples
Metaphor	She Was a Phantom	She was a phantom of delight

		of Delight Musee des Beaux Arts Dover Beach Much Madness is Divinest Sense	It was not an important failure Sea is calm Madness is divinest
Sarcasms		Musee des Beaux Arts	Where the dogs Go on with their doggy life and the torture's horse scratches its innocent behind on tree
Retrain		Afro-American Fragment	So long is Africa
Imagery		Dover Beach	The sea is calm tonight
Symbol		Tiger	Tiger, tiger, lamb deeps or skies Burnt the five of three yes (3,4)
		When I am Dead My Dearest	Plant thou no roses At my head nor shady cypress
		The Song of Wondering Aengous	Because of fire was in my head. The silver apples of the moon, the golden apples of the sun
		Afro-American Fragment	Some vast mist of race
		The Inner Part	Priest examining the entrails of birds
		Dover Beach	Hath really neither joy nor love, nor light
		The Little Girl Saw Her (1,2) First Troop Parade	"What are those solders" "They are for war.
		The Sound of Silence	"Fools"
Simile		To the moon	Like a joy less eye

	Shall I Compare to The a Summers Day	As men can breathe or eyes can see
	She Was a Phantom of Delight	Her eyes as stars of twilight fair, Like twilights, too, her dusky hair
	Lady Clare	Dressed like a village maid
	The Song of Wondering Aengus	Moth-like stars Were flicking out
	The Inner Part	Daughter seemed as sensitive as the tip of a fly road, Their sons were as smooth as a v-8 engine
	Dover Beach (22)	Lay like the folds of bright us like a land of dreams
	The Sound of Silence (20,22)	Silence like a cancer grows my words like silent
Hyperbole	The Tiger	Burnt the fire of their eyes?
	The Mad Gardener Song	He saw kangaroo that worked of coffee mill
	The Sound of Silence	Sound of silence
Irony	The Tiger	Did he smile his work to see did he was made the lamb make these
	Lady Clare	He doesn't love me for my birth
	When I am Dead My (15,16) Dearest	Hapy I may remember and happily I may forgot
	The Inner Part	And for first time when they won the war history, Americans were the most important people

	On His Blindness	Doth god exact day labor, light denied?
Pun	The Mad Gardeners song	Fife, wife, life, piece, niece, police
Personification	The Tiger	What the hammer? What the chain? in what furnace was thy brain?
	Shall I Compare to Thee a Summers Day	Summers day
	Dover Beach	Love let us be true
	On His Blindness	Light to spent death to hide
	The Sound of Silence	Hello darkness my old friend Sound of silence
Pleonasm	The Tiger	Tiger! Tiger! burning bright in the forest of the night, what immortal hand or eye Dave frame thy fearful symmetry
Oxymoron	She Was a Phantom of Delight	a traveler between life and death
Alteration	Lady Clare	Mind, my nurse my nurse O mother,. mother, mother
Satire	Lady Clare	Her heart within her did not fail
	When I am Dead My Dearest	If thou wilt, remember, and if thou wilt forgot sing on, as if in pain and dreaming through the twilight
	Afro-American Fragment	Dark face
	The Sound of Silence	People talking without speaking people hearing without listening
Image	Musee des Beaux	While someone

	Arts	else is eating or opening a widow dully along
Allegory	On His Blindness	But patience to prevent
Paradox	On His Blindness	They only serve who only stand and wait
	Much Madness is Divinest Sense	Much madness is divinest sense much sense that starkest madness
	The Little Girl Saw Her First Troop Parade	They'll give a war and nobody will come
	The Sound of Silence	People writing songs that voices never share because a vision softly creeping left its seeds while I was sleeping