

**LANGUAGE DEVIATION IN POETRY: A CASE OF
ENGLISH TEXTBOOKS OF GRADE SEVEN AND EIGHT**

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master of Education in English**

**Submitted by:
Shakuntala Guragain**

**Faculty of Education
Tribhuvan University
Janata Multiple Campus
Itahari, Sunsari**

2022 (2078)

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original and my own creation; no part of it was submitted earlier for the candidature of research degree to any university.

Date: 2078/11/15 (27-02-2022)

.....
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Shakuntala Guragain** has completed this thesis entitled
**"LANGUAGE DEVIATION IN POETRY: A CASE OF ENGLISH
 TEXTBOOKS OF GRADE SEVEN AND EIGHT "** under my guidance and
 supervision.

I recommend the thesis for acceptance and evaluation.

.....
Tirtha Raj Acharya (Supervisor)
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RECOMMENDATION FOR EVALUATION

The thesis entitled **LANGUAGE DEVIATION IN POETRY: A CASE OF ENGLISH TEXTBOOKS OF GRADE SEVEN AND EIGHT** by Shakuntala Guragain has been recommended for evaluation by the following Research Guidance Committee.

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DEDICATION

Dedicated

To

My parents

Who have devoted their whole life

to make me what

I am today

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I would like to express my deepest sense of appreciation to my thesis supervisor, **Mr. Tirtha Raj Acharya**, Lecturer, Department of English Education Janta Multiple Campus, Itahari ,Sunsari for making constant supervision and guiding me with regular inspiration, encouragement and insightful as well as invaluable suggestion throughout the study. I would like to acknowledge his constructive instructions, suggestions, guidance and co-operation in completing the study.

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Shakuntala Guragain

ABSTRACT

The present study entitled "Language deviation in poetry: A case of English Text book of Grade Seven and Eight" aimed at exploring the language deviation in poetry of English text books grade seven and eight. The research had three objectives. First objective was to describe the language deviation in poems with reference to phonological and lexical deviation (aphesis, apocope, syncope, prosthesis, epenthesis, paragoge and antisthescon, coinage, eccentrically affixed words, eccentrically compound words, functional conversion, archaisms and letter deleted words). The second objective was to describe the language deviation in poems with reference to semantic deviation (simile, metaphor, metonymy and synecdoche). And the third objective was to find out most frequent used deviation in poems and to point out the pedagogical implications of this study.

To achieve these objectives, I followed the textual analysis of ten English poems of basic level taught in the community school. Ten poems were the primary sources of data and some literary books were the secondary sources of data. During this study, I collected data, coded, analyzed, tabulated, interpreted from quantitatively (observation) by the use of devices of phonological, lexical and semantic deviation.

There are different types of language deviations in poetry. Some of the deviations found in the study are paragoge, syncope, eccentrically affixed words, eccentrically compound words, letter deleted words, Functional conversation, simile, metaphor, metonymy and synecdoche.

There were five chapters to find out the results of the study. Chapter one deals with introduction. It includes the general back ground of the study, poetry and

its elements, the statement of the problem, the objectives of the study, the rationale of the study, the research questions, the significance of the study, the delimitation of the study and the definition of the key terms used in the study. Chapter two deals with review of related literature and conceptual framework. This chapter includes review of theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework. Chapter three deals with methods and procedures of the study. This chapter includes design of the study, the sources of data, population and sample population, sampling procedures, research tool for data collection and process of data collection and analysis. Chapter four deals with results and discussions. It includes the results(paragoge, syncope ,aphesis are found as phonological deviation, eccentrically affixed words, eccentrically compounded words, coinage and functional conversation are found as lexical deviation and all the semantic deviations simile, metaphor, synecdoche and metonymy are found) and discussions. Chapter five deals with summary, conclusion and implications. This chapter includes summary, conclusion and implication and the sub topic covers implications in policy level, practice level and further research. References and appendices are in the concluding part of the thesis.

ACRONYMS AND ABBREVIATIONS

C	=	Century
CDC	=	Curriculum Development Centre
EFL	=	English for Foreign Language
ELT	=	English Language Teaching
ibid	=	in the same book
P	=	Page
PLN	=	Poem Line Number
PN	=	Poem Number
STFT	=	Society of Technology Friendly Teacher
WWW	=	Worldwide web

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CHAPTER ONE

INTRODUCTION

Language deviation of poetry, innovation and creativity are concepts which refer to forms of deviation from a given semiotic norms, some have described how poetic structures infringe the generative rules of normal language, Winfried Noth (1995).

English language is considered as one of the chief languages of this world. It is common in the world because it is used all over the world. More than fifty percent textbooks and print media of the world in any discipline are published in this language. Thus, English language is used to get worldwide knowledge in various fields like literature, culture, religion, education, science and technological discoveries. Thus, in the context of Nepal, English language is accepted as the language of international communication.

In the present education system of Nepal English language is taught and learnt as a compulsory subject from class one to graduate level and as an optional subject from secondary level to the post-graduate level. This proves its need, importance and reputation.

Poetry is considered as a genre of literature. Wordsworth (1825, p.9) defined "Poetry is the spontaneous overflow of the powerful feelings." The language of poetry is different than the everyday use of language. It is more complex and difficult. The language of poetry does not follow the grammatical rules and regulations. Therefore, the students of lower level have difficulty to understand the poetry. In the early days, poetry

was being taught from the tertiary level but the new English curriculum of grade seven and eight has included some poems to teach. The students of grade seven and eight feel hard to study the poetry due to the complexity of language. To understand and analyze the poetry by the students of grade nine and ten is not an easy task due to the English language situation of Nepal. The students of government aided schools of Nepal frighten with the English language.

Both students and teachers feel uneasy to learn and to teach at this level. If we look at the situation of teaching poetry from birds' eye point of view, we clearly find out the various activities being used by teachers. This shows that they have no clear idea to teach poetry in lower secondary level. From the general study it has been found that teachers from humanities background are teaching poetry by giving long interpretation of poets and poetry with figurative meaning. But the teachers from the English education background are teaching poetry with the simple interpretation and only with literal meaning. Some English teachers complained with many problems to teach poetry in basic level.

Sometimes some educated people; teachers and learners raise questions about the language deviations in poetry. Therefore, the present study tried to identify the phonological, lexical and semantic deviation in poetry of class seven and eight English poems.

1.1 General Background of the Study

The use of language as a means of human communication traces as back as the date of the origin of human being and the rise of human civilization. In the long run of

human civilization and the development of science and technology, people who were confined within certain places having their limited identity and affairs had to move to different corners of the world, and they also had to share their ideas and thoughts with strangers in newer places. In such a complex situation of the globalization of people's identity and affairs heterogeneous linguistic background created communication gap among the people of different places and of different interests. In this context, English appeared to be only the language used by the people who had already been to the different corners of the worlds spreading their exploration of knowledge, inventions and power. Thus, it gradually became the widely accepted lingua-franca virtually of the world people, and ultimately it developed itself as the language of academic practice worldwide.

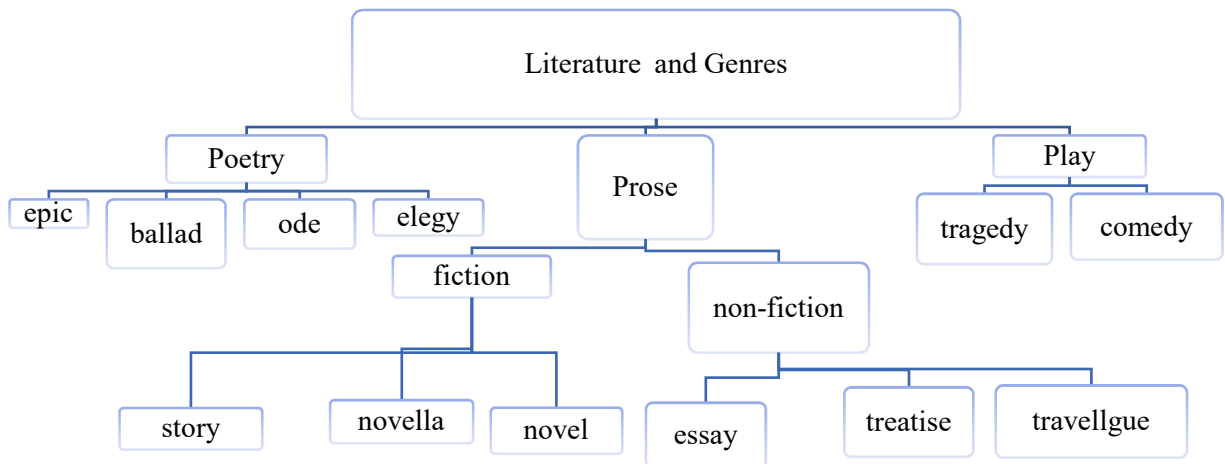
Among all the languages in the world, English language is the most widely used language. It is regarded as the most prestigious and dominant language. It is an international language and mostly used in politics, commerce, education and technology. Ladder (1990) says, "One in every seven human being speaks English. More than half of the world's books are written in English and three quarter of international mails are in English" (as cited in Sthapit, 2003, p. 1).

In the present study, the researcher intends to focus on the main purpose of teaching English is to develop communicative competence in the learners and to enable to communicate in the English language. The immediate aim of language learning is to increase interacting skill of the language so that the long-term aim of improving productive and receptive skills can be achieved. Since language is an integration of four skills, English language learning is the process of internalizing this language with the

integration of the four skills: listening, speaking, reading and writing. Many things should be born in mind while teaching language. A teacher should be well qualified with the aspects of teaching i.e. who to teach? What to teach? When to teach? And how to teach? Among them what to teach deals with the content/ subject matter that is to be taught. It is an important issue for our purpose. Library contents have been proved as an authorized subject matter to boost up the student's language. To quote Collie and Slater (1987, p.3) one of the main reasons for teaching literature is that "it offers a bountiful and extremely varied body of materials." Lazar (1999, p.22) makes an attempt to show the significance of teaching literature by proposing three models: the cultural model, the language model and the personal growth model.

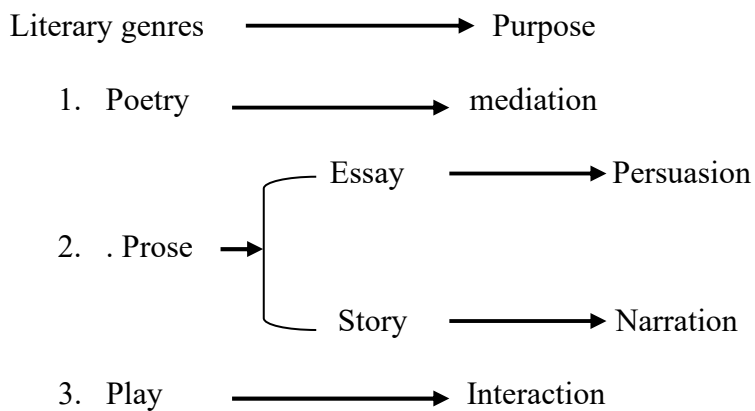
1.1.1. Genres of Literature

In general, literary genre is a category of literary composition. Genres may be determined by literary technique, tone, content, or even length. Lazar (2004), says, "Genre means a type of art, literature, or music characterized by a specific form, content, and style." For example, literature has mainly four genres: poetry, drama, fiction, and non-fiction. All of these four genres have particular features and functions that distinguish them from one another which is illustrated in the following chart:



(Abrams, 2000, P.108)

We can classify genre in several ways according to different scholars. Another way of classification genre is presented in the following way:



(Cuddon, 1998, P.342)

As I am an English teacher of basic level, I used ten poems of grade seven and eight as the sample population of this research. I used Leech's check list as a research tool to find out phonological, lexical and semantic deviations.

1.2 Statement of the Problem

English is known as an international language. In our context, nonnative teachers are teaching English. Teaching is a profession that needs specific knowledge, while teaching in the classroom. Different teachers use different activities while teaching students in the classroom which may not be appropriate according to the context. That could not address the students' needs. To make it effective and appropriate, the language teacher should be familiar with different terms and devices related to literature while teaching poetry in the classroom. In fact, techniques and methods are activities that a teacher uses while teaching a particular subject matter and to achieve the desired goal of the curriculum. Wright (1979, p. 68) says, "Activities are goal directed and consciously controlled process that facilitate performance. Teaching activity is a complex amalgam of belief, attitudes, techniques, motivation, personality and control they would employ and encourage students to work in pairs and group." supporting this view, we can also clear that the objective of teaching is to help learners learn it. Teaching, therefore, needs to be geared to facilitating learning on the part of the learners as well as the teachers. Thus, the main motto of using teaching activities is to facilitate learners towards target language and prepare them for better learning. In theory we have studied many learner centered teaching methods i.e. techniques. But in real classroom practices their implementation is not recorded much.

English language has a crucial position in the national and international level regarding today's competitive fields like education, business, information technology, diplomacy and scientific invention. Likewise, English language has been taught as compulsory subject in all classes of government school from grade 1 to 12 in Nepal. The basic level compulsory English consists of a space for English literature range of stories, poems, essays, dramas have been included in the course. However, in present researches and educational reports show that the achievement of the students in English is not satisfactory in school level. One of the main reasons behind this can be the challenges and difficulties that the teachers have realized in teaching literature in general and poetry, in particular, in EFL context. Among the problems language deviation in poetry is one of the problems. Especially the English curriculum of grade seven and eight has prescribed poetry under the reading skill. The main aim of this curriculum is to introduce the poetry words (poetry, fiction). English text books of grade seven and eight have got 10 poems. Within these poems there are four types of deviations. They are phonological, lexical, graphological and semantic deviations. As I am a teacher of basic level, I have been facing the different language deviations. So, in this research I have tried to investigate three language deviations (Phonological, lexical and semantic deviations).

1.3 Rationale of the Study

This thesis entitled “Language Deviation in Poetry: A case of English Textbooks Grade Seven and Eight.” These English text books have got ten poems as a literary text. I did this research in terms of poetry to find out the different language deviations so that teaching poetry would be fruitful in the classroom. For many years, I had been searching the devices that can be found in different poems as I am a basic level English teacher.

That's why, I started the study under the given topic to find out the language deviation in poetry and for the implementation after the study. These ten poems have got especially four language deviations; phonological, lexical, graphological and semantic deviations. So, I had tried to identify only three languages deviations. They are phonological, lexical and semantic deviations. This study would be advanced for all the teachers, students, subject experts and the lovers of the literature.

1.4 Objectives of the Study

The objectives of the study were as follows:

1. To describe the language deviation in poems with reference to phonological and lexical deviation.
2. To describe the language deviation in poems with reference to semantic deviation.
3. To find out most frequent used deviation in poems of grades seven and eight English Text Books and to point out the pedagogical implications of this study.

1.5 Research Questions

The following research questions were used to meet the objectives of this study.

1. What are the different types of phonological and lexical deviations at grade seven and eight English poems?
2. What are the different types of semantic deviations at grade seven and eight English poems?
3. What are the most frequent used deviations in poems of grade seven and eight?
4. What are the pedagogical implications of phonological , lexical and semantic language deviations?

1.6 Significance of the Study

The present study tries to deal with the deviant language of poetry. Poetry is a literary work which is to be enjoyed not only in terms of its matter but also in terms of its manner. The manner of poetry is usually foregrounded. Furthermore, we can enjoy the matter better if we can get hold of the manner. This study is significant, especially, for the students of applied linguistics who have a keen interest in the deviant language of poetry. The study is equally useful for the students and teachers of class 7 and 8 since it describes the language deviation in the poems prescribed in the course by CDC, Nepal. Above all, the study is significant for those who are interested in the language of poetry. I hope that the results and discussions will provide significant support to be made for the teachers, students and applied linguists. It also helps to improve the teaching methodology in English language teaching and learning especially in poetry So that English language teaching is improved.

1.7 Delimitations of the Study

I carried out my research on the basis of following delimitations and considerations to make the study precise and systematic:

The study was confined only to measure the effectiveness of the English language as the medium of instruction at basic level over conventional method of language teaching i.e. using the Nepali language.

1. The study was confined to the poems prescribed in the class 7 and 8 compulsory English text books.
2. It was limited to the analysis of language deviation in poetry on the basis of the following three levels of language as given by Leech (1969)

- a. Phonological Deviation
 - b. Lexical Deviation
 - c. Semantic Deviation
3. Analysis of all the poems separately on the basis of Leech checklist and explained / interpreted clearly. (see Appendix -1)
 4. Observation checklist was used as tools to elicit the data.

1.8 Definitions of the Key Terms

Some of the key terms used in the study are presented below. Their definitions are taken from different books of scholars as well as from popular dictionaries from website. The sources are given after the definitions of the terms.

Antisthecon

Substituting a sound, letter or syllable for another sound, letter or syllable in a word. (Cuddon, 1998, P.68)

Aphesis

The loss of an unstressed initial vowel: 'squire' from esquire. (Cuddon, 2013, P.46)

Apocope

The dropping of a letter or letters from the end of a word. Fairly common inverse to achieve an elision, especially with the word 'the: other examples are: taxi (cab); edit (or); curio (sity); cinema (tograph). (Cuddon, 2013, P.47)

Archaisms

A very old word or phrase that is no longer used. (Cuddon, 1998, P.35)

Coinage

One of the least common processes of word formation in English is coinage. It refers to the invention of totally new terms (Yule 2002, P.4). The most typical sources terms (without initial capital letters) for any version of that product. Some examples of words formed through coinage are nylon, zipper etc. After their coinage, these words become common words in English . (Cuddon, 1998, P.175)

Eccentrically Compound Words

Compound words are formed when two or more words are put together to form a new word with new meaning (Chalk + Board = Chalkboard). (Cuddon, 1998, P.198)

Eccentrically affixed words

The addition to the base form or stem of a word in order to modify its meaning, it creates a new word un-, disz- , ex- , -able , -less , -ism . (Cuddon, 1998, P.190)

Epenthesis

In phonology, epenthesis means the addition of one or more sounds to a word, especially to the interior of a word. (Cuddon, 1998, P.110)

Functional Conversion

A means of extending the vocabulary which consists in adapting a lexical item to a new grammatical function without changing its form (Leech, 1969: 43).

Metaphor

metaphor is a direct comparison between two things that does not use like or as.

Metonymy

It is a figure of speech in which the name of object or concept is replaced with a word closely related to or suggested by the original as 'crown' to mean 'king'.

Paragoge

The addition of a sound or a syllable to the end of a word, such as 'St' in amongst.
(Cuddon, 1998, P.540)

Prothesis

The addition of a sound to the beginning of a word (as in Old French *estat*—whence English *estate*—from Latin *status*)

Simile

A simile is a comparison between two things that uses the word like or as .

Syncope

The cutting short of a word by omitting a letter or syllable, as in 'e'er' for 'ever', 'e'en' for 'even'. (Cuddon 2013, P. 704)

Synecdoche

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

CHAPTER-TWO

REVIEWS OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of related literature is a detailed review of existing literature related to the topic of a thesis. We can talk about knowledge and findings from those literature relevant to our topic. This chapter contains five parts. They are: review of related literature, review of theoretical literature, review of the empirical literature, implication of the review for the study and conceptual framework for the study.

2.1 Review of the Related Literature

The literary language is the most complicated, standard and popular variety of language. The Oxford Advanced Learner's Dictionary (2010, p.901) defines literature "as pieces of writing that are valued as works of art, especially novels, plays and poems." There are various genres of literature i.e. poetry, essay, story, drama, novel etc. The literary figures express their imagination, emotion, thoughts and feelings through the different disciplines of literature. Literature stretches students' imagination, widens their insight, deepens their experiences and heightens their awareness. A language learner is not thought a capable learner unless he knows the culture and literature of the native speaker. Therefore, a language learner must learn the target language literature. Moreover, studying literature develops the four skills of language such as listening, speaking, reading and writing.

Out of the total researches that are carried out in the Department of English Education, The number of researches related to the language of literature is very low. Therefore I wanted to show some of the related researches which have been reviewed below.

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 and answers of some spot questions. He concluded that the teaching strategies employed by the teachers were not so effective.

Leech (1969), in his ‘A linguistic Guide to English Poetry’, has discussed different types of linguistic deviation prevalent in the language of poetry. Deviation is one of the devices of foregrounding. He has dealt with eight different kinds of linguistic deviation, distinguishing three main language levels: Realization, Form and Semantics. So deviation can occur at any level of language. He has also talked about three ancillary branches of linguistics: Dialectology, Register Study and Historical Linguistics. He has also dealt with the linguistic deviation likely to occur in those branches. In this way, there are altogether eight types of language deviation, lexical deviation, grammar deviation, semantic deviation, dialect deviation, deviation of historical period.

Lamsal (2007) has carried out research entitled “A study on the strategies in teaching story at secondary level.” The main objective of his study was to explore the strategies used in teaching story at the secondary level. Questionnaire as the main research tool was used in the secondary level English teachers to get the required information. He concluded that there was no proper use of three stages of story teaching

pre teaching, while teaching and post teaching stages of story teachings while teaching short stories.

Similarly, Pokhrel (2008) has carried out a research on the topic strategies used in teaching fiction."His objectives were to find out the strategies used in teaching fiction at master's level and to enlist some pedagogical implications for enhancing teaching learning process of fiction. The primary sources of his study were the lectures involves in teaching English for the students of masters level in Kathmandu. He used observation as the major tool of his study. He recommended that every teacher needs to brainstorm before going through the text and translation should be minimized as it decreases fluency and proficiency.

Likewise K.C. (2010) carried out research on activities in teaching short stories at lower secondary level. His major objectives was to find out various activities used in teaching short story and to assure some pedagogical implications the primary sources of his study were lower secondary level English teachers and the students of grade eight from both private and public schools. His major tools for his study were questionnaire and observation. He came to logical conclusion that teachers were following teacher centered techniques.

Likewise Neupane (2010) carried a research entitled a study on teaching poetry at grade eight. The main objective of the study was to identify the activities and problems of teaching poetry. Questionnaires were the primary research tools. Teachers teaching at Bachelor level in different campuses in Kathmandu valley were the primary sources of data. He found that different English teachers applied different methods and techniques

while teaching. It was concluded that were a large number of problems and the lack of proper skill to teach literature were the main problems.

In the same way, Chaudhary (2011) carried out a research on teaching short story problems, prospects and methods. The study had the objective to find out the perceptions and attitudes of students and teachers on teaching short story at intermediate level thirty students and twenty teachers were the subjects of the study. The questionnaires were the main research tool. The study found out that teaching short story had its multiple benefits in the ELT class room.

Miyata (2007) wrote an article entitled " Types of Linguistic Deviation in Oliver Twist: She applied the principles proposed by Leech in the prosaic English. She discussed six different types of linguistic deviation found in Oliver Twist leaving out the dialectal deviation and deviation of historical period. She concluded that the language of Oliver Twist 'proved to have many interesting features of linguistic deviation. She has said that Dickens ingeniously created his own language, and skillfully manipulated in his novels from the illustrations of deviations.

This study is different from the above mentioned ones since it analyzed the phonological lexical and semantic language deviations found in the poems prescribed in the compulsory English text book of grade seven and eight.

2.2. Review of Theoretical Literature

The following theories are helpful to conduct this study on Teachers' Practice of using different activities for teaching poetry.

2.2.1. Poetry and its Elements

2.2.1.1. Poetry

Poetry is a type of literature based on the interplay of words and rhythm. It often employs rhyme and meter (a set of rules governing the number and arrangement of syllables in each line). In poetry, words are strung together to form sounds, images, and ideas that might be too complex or abstract to describe directly (literaryterms.net).

Poetry was once written according to fairly strict rules of meter and rhyme, and each culture had its own rules. For example, Anglo-Saxon poets had their own rhyme schemes and meters, while Greek poets and Arabic poets had others. Although these classical forms are still widely used today, modern poets frequently do away with rules altogether – their poems generally do not rhyme, and do not fit any particular meter. These poems, however, still have a rhythmic quality and seek to create beauty through their words. The opposite of poetry is “prose” – that is, normal text that runs without line breaks or rhythm. This article, for example, is written in prose.(literaryterms.net)

A poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme. Poetry originally comes from the Greek root poiein meaning to make; a poet is creator and poetry is a creation (source: google.com). Sidney (cited in Sinha, 1997.) says...the poet is the right popular philosopher; for the philosopher teaches only obscurely but the poet is the food for the tenderest stomach." Poetry is especial kind of symbolic language, which is reorganized by its usually rich use of such features of language as rhythm pitch, meter, and connotation. Pope in his "An Essay on Criticism" observes: Music resembles graces, which no methods teach, and which a master-hand alone can reach.

S. T. Coleridge (ibid: 1997), in his *Biography Literature* says “ A poem is that species of composition, which is opposed to the works of science, by promising for its immediate object pleasure not truth and from all another species it is discriminated by proposing to itself such delight from the whole and distinct gratification from each component part.” He says that the poet brings the whole soul of man into activity; He should have a magical power of imagination.

P.B Shelley (ibid1997), in his *A Defense of Poetry* says, “Poetry is something divine....poetry is not like reasoning power to be exerted according to the determination of the will. Poetry arises from within, like a color of flower... poetry is the record of the best and happiest moments of the happiest and best minds.” For him poets are the unacknowledged legislator of the world, who beautify the most deformed things add beauty in beautiful things, and turn all things into loveliness.

2.2.1.2 Elements of Poetry

Cuddon, J.A. (1998) has presented the elements of poetry which are as follows:

a. Alliteration

Alliteration is a figure of speech in which consonants, especially at the beginning of words, or stressed syllables, are repeated. This device involves the repetition of the initial consonant sound of a series of words, often consecutively. Alliteration is most easily explained to students through looking at a few simple tongue twisters, such as *Peter Piper* or *She Sells Seashells*. It is a very old device indeed in English verse (older than rhyme) and is common in verse generally. It is used occasionally in prose. In old English poetry, alliteration was a kind of continual and essential part of the metrical scheme and until the late Middle Ages was often used the same. However, alliterative

verse becomes increasingly rare after the end of the 15th century and alliteration – like assonance, onomatopoeia and consonance – tends more to be reserved for the achievement of the special effect.

b. Assonance

Assonance is such a literary device that includes the repetition of similar vowel sounds in two or more words in proximity to each other within a line of poetry or prose. Assonance most often refers to the repetition of internal vowel sounds in words which do not end the same. For example, “he fell asleep under the cherry tree” is a phrase which has the features of assonance with the repetition of the long “e” vowel, despite the fact that the words containing this vowel do not end in perfect rhymes. This allows writers the means of emphasizing important words in a phrase or line, as well as creating a sense of rhythm, enhancing mood, and offering a lyrical effect of words and sounds.

Example: We can find many examples of assonance in poetry and song. Here’s an example from the poetry of Edgar Allen Poe: *Hear the mellow wedding bells*

c. Figurative language

A form of language use in which the writers and speakers mean something other than the literal meaning of their words is known as Figurative language. Two figures of speech ,simile and metaphor, are particularly important for poetry . A simile shows a comparison between unlike things by using ' like' or 'as' For instance, my love is like a red, red rose.

d. Metaphor

Metaphors make comparisons between things by stating that one thing literally is something else. Metaphors are used to bring clarity to ideas by forming connections. Often, metaphors reveal implicit similarities between two things or concepts. We can find lots of examples of metaphors in our everyday speech, for example: *She's an old flame*, *Time is money*, *Life is a rollercoaster etc.*

e. Metonymy

Metonymy in writing is the replacement of the name of a thing through attribution or association. Synecdoche is that kind of figure of speech in which a part refers to the whole of something or vice versa. "He writes a fine hand." (Meaning is good handwriting) "The pen is mightier than the sword." (Meaning is literary power is superior to military force) "The House was called to order." (Meaning is the members in the House) "We have always remained loyal to the crown." (Meaning the king)

f. Imagery

The terms imagery has many connotations and meanings. Imagery, as a general term, covers the use of language to represent objects, feelings, actions, thoughts, states of mind, ideas and any sensory or extra-sensory experience.

g. Rhyme

Rhyme refers to the repetition of sounds in a poem. Various types of rhyme are possible, however in English we usually use the term rhyme to refer to the repetition of the final sounds in a line, or *end rhyme*. Letters are often used to denote a rhyme scheme.

A new letter is ascribed to each of the different sounds. For example, in the following example the rhyme scheme is described as ABAB. *Example:*

The people along the sand

All turn and look one way.

They turn their back on the land.

They look at the sea all day.

[From: Neither Out Far Nor In Deep by Robert Frost]

h. Rhythm

Rhythm in poetry involves sound patterning. A lot of classical poetry conforms to a systematic regularity of rhythm which is referred to as the poem's *meter*. This involves the combining of stressed and unstressed syllables to create a constant beat pattern that runs throughout the poem. Each pattern of beats is called a foot. There are various possible combinations of stressed and unstressed syllables, or feet, and these patterns have their own names to describe them. While it is impossible to explore all of these in this article, we take a look at one of the more common ones below:

Example:

Shall I compare thee to a summer's day

[Iambic pentameter i.e. five metrical feet of alternating unstressed and stressed syllables]

i. Stanza

Stanza in a poetry is a group of lines. It may be one, two, three four or any number but more than twelve is uncommon; and four is the most usual. A stanza pattern is determined by the number of lines, the number of feet in each line and the metrical and rhyming schemes. The stanza is the unit of structure in a poem but most poets do not vary the unit within a poem.

j. Tone

Tone is the reflection of poet's attitude ,especially, towards the readers, manner, and moral outlook in the work; even, perhaps, the way his personality pervades the work. The counterpart of tone of voice in speech, which may be friendly, detached, pompous, officious, intimate, bantering and so forth.

2.3. Introduction to Literature

The word 'literature' was derived from the Latin word 'litteratura' which means 'literate' in English. The term 'literature' was first used in French and it was later used in English. Literature is the result of creative faculty of human mind. It is an artistic, pleasant, attractively deviated form of language to express idea, feeling, and experiences. In broad sense literature refers to all the written composition. But in specific, narrow, and serious sense literature consists of feeling, ideas, attitudes, experiences and emotions in an implicit way in the fuller and deeper sense.

Literature and language are interrelated. The literary language is a variety of language, which is the most complex and popular part of language. Literature mirrors

time, place, culture, society etc. It is true that without studying literature, the language learning process is always incomplete.

Lazar, (2009, p.1) defines literature as “a world of fantasy, horrors, feelings, thoughts, vision etc. which put into words”. Similarly, Collie and Slater (2009, p.3) said “Literature offers a bountiful and extremely varied body of written material is ‘important’ in the sense that it says something about fundamental human issues, and which is enduring rather than ephemeral.”

In conclusion, literature is an art of writing and a medium to express thoughts, feelings and emotions reflecting the mirror of the society. Some of the characteristics of literature are as follows:

- a) Literature is the secret and vital things which studies human internal and external feelings.
- b) Literature has its own suggestiveness which is broadly known as tragicomic about action of human heart. iii. Literature glimpses imaginations, thoughts feelings, emotions etc.
- c) Literature has permanent universality.
- d) It is the record of human spirit and history of human.

Literature is a full-fledged discipline of language. Literature is complete in itself with its many categories. They are described as follows:

2.3.1 Categories of Literature

Category is the organization of literary genres based on the type of writing the piece exemplifies through its content, form, or style. Category is important in order to be able to organize writings based on their form, content, and style. Category distinguishes

the purpose of the piece and the way in which it is to be delivered. In other words, plays are meant to be performed and speeches are meant to be delivered orally whereas novels and memoirs are meant to be read. There are a few different types of categories in literature which are as follows:

a. Poetry

Poetry is a type of literature that conveys a thought, describes a scene or tells a story in a concentrated, lyrical arrangement of words. Poems can be structured, with rhyming lines and meter, the rhythm and emphasis of a line based on syllabic beats. Poems can also be freeform, which follows no formal structure(Poetry 101:learn about poetry). Due to the deviation of linguistic norm, poetry is different with the other genres of literature. The language of poetry is connotative and figurative. There are different types of poetic forms. They are:

- i. Blank verse: Blank verse is poetry written with a precise meter—almost always iambic pentameter—that does not rhyme.
- ii. Rhymed poetry: In contrast to blank verse, rhymed poems rhyme by definition, although their scheme varies.
- iii. Free verse: Free verse poetry is poetry that lacks a consistent rhyme scheme, metrical pattern, or musical form.
- iv. Epics: An epic poem is a lengthy, narrative work of poetry. These long poems typically detail extraordinary feats and adventures of characters from a distant past.

- v. Narrative poetry: Similar to an epic, a narrative poem tells a story. Henry Wadsworth Longfellow's "The Midnight Ride of Paul Revere" and Samuel Taylor Coleridge's "The Rime of the Ancient Mariner" exemplify this form.
- vi. Haiku: A haiku is a three-line poetic form originating in Japan. has five syllables in the first lines, the second line has seven syllables, and the third line again has five syllables.
- vii. Pastoral poetry: A pastoral poem is one that concerns the natural world, rural life, and landscapes. These poems have persevered from Ancient Greece (in the poetry of Hesiod) to Ancient Rome (Virgil) to the present day (Gary Snyder).
- viii. Sonnet: A sonnet is a 14 line poem, typically (but not exclusively) concerning the topic of love. Sonnets contain internal rhymes within their 14 lines; the exact rhyme scheme depends on the style of a sonnet.
- ix. Elegies: An elegy is a poem that reflects upon death or loss. Traditionally, it contains themes of mourning, loss, and reflection. However, it can also explore themes of redemption and consolation.
- x. Ode: Much like an elegy, an ode is a tribute to its subject, although the subject need not be dead—or even sentient, as in John Keats' "Ode on a Grecian Urn".
- xi. Limerick: A limerick is a five-line poem that consists of a single stanza, an AABBA rhyme scheme, and whose subject is a short, pithy tale or description.

- xii. Lyric poetry: Lyric poetry refers to the broad category of poetry that concerns feelings and emotion. This distinguishes it from two other poetic categories: epic and dramatic.
- xiii. Ballad: A ballad (or ballade) is a form of narrative verse that can be either poetic or musical. It typically follows a pattern of rhymed quatrains. From John Keats to Samuel Taylor Coleridge to Bob Dylan, it represents a melodious form of storytelling.
- xiv. Soliloquy : A soliloquy is a monologue in which a character speaks to him or herself, expressing inner thoughts that an audience might not otherwise know. Soliloquies are not definitionally poems, although they often can be—most famously in the plays of William Shakespeare.
- xv. Villanelle: A nineteen-line poem consisting of five tercets and a quatrain, with a highly specified internal rhyme scheme. Originally a variation on a pastoral, the villanelle has evolved to describe obsessions and other intense subject matters, as exemplified by Dylan Thomas, author of villanelles like “Do Not Go Gentle Into That Good Night.”

b. Drama

Drama or a play, in the words of Abrams (2005, p.69) is “the form of composition designed for performance in the theatre, in which actors take the roles of the characters, performs the indicated actions and utter the written dialogue.” The elements of drama are plot, characters, setting, theme, conflict and dialogue. The different forms of drama are tragedy, comedy, tragic comedy and farce.

c. Novel

Novel is defined as an extended piece of prose fiction, there is no consensus among writers and critics as to its length. Novel might be fictional and nonfictional. The fiction novels are written with imaginary character and events but non-fictional novels narrates the true history of someone or something. Based on Abrams (2005, PP.197-198), we can identify the following features of the novel, which differentiates it from strong or novella.

- a) It permits a greater variety of characters
- b) It has relatively long and often complex plot
- c) It permits ampler development of milieu
- d) It has multiple characters
- e) The story in the novel usually develops through the thought and action of its characters

Hence, a novel is a lengthy fictional narrative in prose dealing with plot, characters, setting, style and theme.

d. Short story

A short story is a short work of prose fiction which usually depicts one character's inner conflict or conflict with others. It is a work of fiction in prose writing about imagined events and characters. 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 technique of the novel are applicable to the short story as well". A short story, unlike a poem does not depend on verses, meters or rhymes for its

organization and presentation. A short story is often contrasted with a novel on the grounds of length, magnitude and complexity. The essential quality of a short story is narration. Plot, character, setting, style, theme and language style are its chief elements.

e. Essays

Essays are one of the genres of literature nearly always written in prose and which are moderate in length. Abrams (2005, p.87) 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 main purpose of writing essay is persuasion. Essay is not fictional but it shows the writers own idea on a particular subject matter. Unity, balance, order, brevity, coherence, persuasion, flexibility and style are the characteristics of a good essay.

2.3.2. Language of poetry

Poetry is a genre of literature. It is a creative piece of writing generally composed in verse. In the past, poetry used to be written in the verse but now it is written in verse as well as non-verse. Poetic language (also called poetic devices) are the tools of sound or meaning that a poet can use to make the poem more surprising, vivid, complex, or interesting. Examples of these tools include alliteration, onomatopoeia, imagery, metaphors and similes and allusion.

Poetry is created for pleasure. The aesthetic satisfaction is related to poetry. The language of poetry is special and different that to the language of any texts or daily use of the language.

The poet uses special types of diction selecting appropriate words to write a poem. The rhyming scheme is an important aspect of poetry which makes the poem

standard and systematic. The rhythm, meter, tone and music make the poem systematic and sweet. The alliteration and assonance are also some important factors of composing poetry. Poetry differs linguistically from the usual or standard form of language. Poetry recognizes syntax, invests its own vocabularies freely, mixes registers and creates its own punctuation. Poetry draws creatively on a full range of archaism and dialects generate new vivid metaphors. It patterns sounds and orders rhythms. Poetry has been described as deviation from the norm of language. It has been argued that poetry frequently breaks the rules of language but it communicates with information of original way.

Poetry 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.

2.4. Language Deviation in Poetry

Poetic diction has its own characteristic features of which anyone who is engaged in the translation of poetry should have a good understanding. Poetry is not merely a matter of rhyme and rhythm. 'Blank verse' is free from such aspects but has still its own potentiality. According to Leech (1969), what makes poetry is the linguistic deviation a poet manipulates in his poetry and therefore linguistic deviation is regarded by him a means of creating artistic beauty. He enumerates eight types of deviations. Since form and content are inseparable in poetry, the translator of poetry should do his best to transfer these two. The translator should also pay attention to linguistic deviations and try to convey them in the translation as far as possible. So far little attention has been paid to linguistic deviations of Persian poetry in connection with translation hence this study tries

to investigate this matter by analyzing the deviations in a poem of 'Shamlu' and its English translation rendered by Firuze Papan Matin. It is shown that though in Shamlu's poetry semantic, historical and lexical deviations are dominant and determining factors of his poetic style in the translation it is only semantic deviation which has a high degree of transference and most of the historical and lexical deviations are ignored resulting in a great loss in the translation concerning the stylistic features of Shamlu's poetry. Poetic language at least in some theorizations differs from the everyday ordinary language. In ordinary usage language is mostly automatic, and words are used in a way that does not attract attention but in poetry the language is used in such a special way that the reader makes a distinction between poetic language and the daily or usual one. But how is this differentiation made?

Before dealing with this question let us begin with the very notion of language as poetry cannot be imagined outside language. There have been many different definitions for the term. Pei (1966) defines language as "a system of communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary conventional meanings (P.141)." As Hall (1968, P.18) puts it "language is the institution whereby humans communicate and interact with each other by means of habitually used oral-arbitrary systems." What is common in these definitions is that language is a means of communication. However language is not just a way of communicating daily needs. It also speaks about the cultural loads of centuries beliefs, traditions and thoughts. To put it in different words language performs different functions. Jakobson (1981) assumes six basic functions for language: emotive, conative, phatic, metalingual, referential and

poetic. Among these functions poetic function is related to the aesthetic and artistic aspects of language and is mainly used in literature and poetry. Although Jakobson does not reduce the domain of poetic function to poetry he considers it to be the dominant and determining function of verbal art whereas in all other verbal activities "... it acts as a subsidiary accessory constituent" (p. 25). Halliday uses the term textual function and Martinet aesthetic function to refer to this function of language (Halliday & Hassan, 1985). Literary language and poetry as a part of it use this function to a great extent whereby making the language more beautiful. In principle, the language of poetry comes into existence when some norms are broken or deviated from. According to Shafii-Kadkani (1989), "poetry is nothing but breaking the norms of ordinary and logical language" (p.240).

Shamisa (2004) also believes that there is almost no literary work that does not involve a sort of deviation from ordinary language and assumes that the subject of linguistic deviation should not be neglected because in some cases all of the importance and influence of a literary work depends on it (p.158). Russian formalists considered literature as a special use of language which achieves its distinctness by deviating from and distorting practical language (in Selden, Widdowson, Brooker, 1997, p.32). The proper study of literature they declared is literature itself. To study literature they asserted is to study poetic which is an analysis of a work's constituent parts its linguistic and structural features or its form (in Bresseler, 2007, p.51). As they argued form includes what they call devices which comprise the artfulness and literariness of any text. The formalists chief focus of literary analysis was the examination of a text's literariness the language used in the text. They believed that literary language is different from

everyday language. Unlike ordinary speech literary language foregrounds itself. Through devices such as imagery structure paradox rhyme scheme etc. literary language identifies itself as deviations from everyday speech patterns and produces the defining feature of literariness i.e. defamiliarization Introduced by the Russian formalist ,Victor Shoklovsky ,defamiliarization is the process of making strange the familiar: “art exists in order to recover for us the sensation of life which is diminished in the automatized routine of every day experience (in Baldick, 2004, p.62).

The result of this process of defamiliarization is that it enables us once again to see the world a new in its all splendor. Mukarovsky (1932) a member of Prague Linguistic Circle developed the formalist concept of defamiliarization into the more systematic foregrounding which he defined as the aesthetically intentional distortion of the linguistic components (in Selden, Widdowson, Brooker, 1997, p.38). Foregrounding causes the reader to draw attention from the putative paraphrasal meaning of a message what is said to focus on the message itself how it is said (Fowler, 1987, p.98).

Leech (1969) has applied the concept of foregrounding to poetry. He considers the foregrounded figure as linguistic deviation while the background is the language itself (p.57). According to Leech, It is a very general principle of artistic communication that “a work of art in some way deviates from norms which we as members of society have learnt to expect in the medium used” (1969, p.56). In a work of art as he argues the artistic deviation sticks out from its background, the automatic system like a figure in the foreground of a visual field. In case of poetry the foregrounded figure is the linguistic deviation and the background is the language the system taken for granted in any talk of deviation. Leech (1969) believes that what makes poetry is the linguistic deviations the

poet manipulates in his poetry and therefore linguistic deviation is regarded by him a means for poetic creation. For him, a linguistic deviation is artistically significant when a. it communicates something, b. it communicates what was intended by its author and c. it is judged or felt by the reader to be significant (p.59). He introduces eight types of linguistic deviation in poetry which are as follows:

1. Lexical Deviation, 2. Grammatical Deviation, 3. Phonological Deviation,
4. Graphological Deviation, 5. Semantic Deviation, 6. Dialectical Deviation,
7. Deviation of register, and 8. Deviation of historical period.

Types of Language Deviation

1. Lexical Deviation

It is a term that is used to describe spelling and pronunciation of a word or a sentence structure which does not conform to a norm.

- A. Lexical deviation is specially recognized with neologism, which is misunderstood as a 'violation of lexical rule'.
- B. In neologism, an existing rule of word-formation is applied more generally than is customary.
- C. Neologism or the invention of new 'words' is one of the more convenient ways in which a literary writer may exceed the normal resources of the language.
- D. We call new words NONCE-FORMATIONS if they are made up 'for the nonce', i.e. for a single occasion only, rather than serious attempts to augment the wordstock for some new need.
- E. The literary person's lexical innovation can mostly be put in the category of nonce formations. Examples: The English rule of word-formation permits the prefixation of

fore to a verb, to convey the meaning 'beforehand', as in foresee, foretell and foreknow. Without noticing oddity, we would use verbs such as foresell or foreappear. T.S Elliot in his *The Waste Land* uses the verb for suffer in the line 'And I Tiresias have fore suffered all' Spenser creates new words like shaggy-bearded, and Hopkins has the widow-making, unchilding and unfathering.

- F. Quite a number of widely used English words originated in poetry such as assassination (Shakespeare), blatant (Spenser), casuistry (Pope). (Wales, 2001, P.143)

2. Grammatical Deviation

In Grammatical deviations, a poet or writer uses the double negative, the double comparative and the double superlative. In old and middle English, the negative idea was often expressed several times in a single sentence "I will never do nothing no more."

There are two types of grammatical deviation: morphological and syntactic deviations.

- B. Examples of morphological deviation are museyroom, eggtechnical, and intellible in James Joyce's *Finnegan's Wake*. She dwelt among the untrodden ways (Wordsworth).

- C. In syntax, deviations might be 1) bad or incorrect grammar and 2) syntactic rearrangement/ hyperbaton. The examples are: I doesn't like him. I know not Saw you anything? He me saw.

She walks in beauty, like the night (Byron)

Beauty is truth, truth beauty (Keats)

The just man justices (in *As Kingfishers Catch Fire*)

- D. Some styles which have made their appearance in modern literature are syntactic:

The Wanderer

There head falls forward, fatigued at evening,
 And dreams of home,
 Waving from window spread of welcome,
 Kissing of wife under single sheet,
 But waking sees
 Bird-flocks nameless to him, through doorway voices
 Of new men making another love.

These seem to have the function of impressionistically evoking psychological state. In "The Wanderer" Auden evolves a subject less, article less style which apparently suggests the exile's loss of a sense of identity and of a coordinated view of life.

(Wales, 2001, P.150)

3. Phonological Deviation

The misuse of words which comes when one says "reprehend" for "apprehend", "derangement" for "arrangement" and so on belong to this category.

- a. Basically there are two types of phonological deviation: 1) conventional licenses of verse composition and 2) special pronunciation for the convenience of rhyming one.
- b. The first kinds of phonological deviations are *aphesis*, *syncope* and *apocope*.
- c. Aphesis: the omission of an initial part of a word or phrase 'tis'.
- d. Syncope: the omission of a medial part *Ne'er, o'er, power*.
- e. Apocope: the omission of a final part *oft*.
- f. The example of special pronunciation for the convenience of rhyming one is : the noun *wind* is pronounced like the verb *wind*. (Widdowson, 1983, P.80)

4. Graphological Deviation

Graphological deviation is the deviation in which poets disregard the rules of writing. They write the words without any boundaries in lines, spaces or rhymes. (Wales, 2001, P.146)

A. To the extent that spelling represents pronunciation, any strangeness of pronunciation will be reflected by a strangeness of written form (lineation).

B. Two American poets who explore possibilities of purely visual patterning in poetry are William Carlos Williams and E.E. Cummings. Cummings is well-known for his use of other types of orthographic deviation: discarding of capital letters and punctuation where convention calls for them, jumbling of words, eccentric use of parentheses etc. Examples:

Ariel to Miranda: - Take

This slave of Music, for the sake

Of him who is the slave of thee... (Shelley)

Pity this busy monster, manunkind,

Not. Progress is a comfortable disease;

your victim (death and life safely beyond)

plays with the bigness of his littleness

- electrons deify one razorblade

into a mountain range; lenses extend (A complete poem by E.E.

Cummings) e.e. Cumming

5. Semantic Deviation

This type of language deviation is defined as meaning relations that are logically inconsistent or paradoxical in some ways. (Widdowson, 1983, P.73)

a. Semantic deviation can be meant as ‘non-sense’ or ‘absurdity’ so long as we realize that sense is used, in this context, in a strictly literal minded way. Examples:

I am not yet born; O hear me. (Louis MacNeice’s Prayer before Birth)

The child is father of the man. (Wordsworth’s My Heart Leaps Up)

She was a phantom of delight (Shakespeare)

Beauty is truth, truth beauty (Keats)

Siapa sungai yang paling derai?

6. Dialectal Deviation (Dialectism)

A. Socially or regionally borrowing of features defined dialects.

B. It is a minor form of license not generally available to the average writer of functional prose who is expected to write in generally accepted and understood dialect known as ‘standard’ Example:

Heydeguyes (a type of dance) and rontes (young bullocks) in

Spenser’s The Shepherdes. (Widdowson, 1983, P.62)

7. Deviation of Register

The use of certain register in a wrong domain register borrowing in poetry is often accompanied by the further incongruity of register mixing, or the use in the same type of features characteristic of different registers. (Wales, 2001, P.141)

a. The use of certain register in a wrong domain.

b. Register borrowing in poetry is often accompanied by the

further incongruity of register mixing, or the use in the same text of features characteristic of different registers. For example:

In Auden's Letter to Lord Byron:

And many a bandit, not so gently born

Kills vermin every winter with the Quorn

Quorn (BrE trademark a vegetable substance that can be used in Cooking instead of meat.)

8. Deviation of Historical Period

The use of linguistic heritage, including dead languages such as Latin and Greek and archaism is known as deviation of Historical period.

a. The use of linguistic heritage, including dead languages such as Latin and Greek and archaism 'the survival of the language of the past into the language of present'. For example:

In T.S. Elliot's East Cooker:

The association of man and woman

In daunsinge, signifying matrimonie. (Widdowson, 1983, P.78)

2.5 Review of Empirical Literature

Each and every research work requires the knowledge of previous background to the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles and students have been reviewed considering them as related literature and also as evidence to the present study.

Gyawali (2004) conducted a research study on "A Study on Teaching Poetry at School Level". The objective of this study was to explore the strategies and problems of teaching poetry in secondary level. He used class observation form and open-ended questions for

teachers as tools for data collection. He came up with a conclusion that the majority of teachers were not acquainted with the learning strategies which creates a lot of problem in teaching poetry.

Lamsal (2007) has carried out research entitled a study on the strategies in teaching story at secondary level the main objective of his study was to explore the strategies used in teaching story at the secondary level. Questionnaire as the main research tool was used in the secondary level English teachers to get the required information. He concluded that there was no proper use of three stages of story teaching pre teaching, while teaching and post reading stages of story teachings of story teaching while teaching short stories.

Likewise, Bhattarai (2010) carried out a survey research entitled "Teaching poetry through interaction". The primary objective of this study is to find out the effectiveness of interaction technique in teaching poetry. Grade nine studying of Bhu.Pu. Sainik Rising school in Palpa district were selected on the purposively through questionnaire. It was found that teaching poetry through interaction was relatively more effective than the conventional way of teaching poetry. The results showed that the students belonging to the experimental group performed better than the students belonging to the control group.

In the same way, Neupane (2010) carried a research entitled a study on teaching poetry at grade eight. The main objective of the study was to identify the activities and problems of teaching poetry. Questionnaires were the primary research tools. Teachers teaching at Bachelor level in different campuses in Kathmandu valley were the primary sources of data. He found that different English teachers applied different methods and techniques

while teaching. It was concluded that there were a large number of problems and the lack of proper skill to teach literature were the main problems.

Bhatta (2012) has carried out research entitled use of techniques in teaching poetry. The main objective of his study was to find out uses of different techniques in teaching poetry at higher secondary level. Observation checklist as the main research tool was used in the secondary level English teachers to get the required information. The data were analyzed and interpreted using simple statistical tools and presented with the help of table, pie- chart and bar- diagram. It was found that different techniques of teaching poetry were not used properly. Similarly, it was also found that teachers were mainly using teacher-oriented techniques. From the pedagogical perspective, teachers were not found consistent regarding the use of different techniques which are necessary for teaching poetry.

Similarly, Karki (2016) has carried out research entitled teachers' practice of using different activities for teaching poetry. The main objective was to find out the teachers' practice of using different activities for teaching poetry. Keeping the objective in consideration, 30 English teachers from 10 different campuses/colleges of Sunsari and Morang districts were sampled through non-random purposive sampling procedure. A set of structured questionnaires was the tool of data collection. After analysis and interpretation of data, it was found that the ELT teachers of Sunsari and Morang practice various activities at pre, while and post teaching phases and they faced several problems in course of teaching poetry. Teachers prefer to apply teacher centered activities in comparison to learner centered activities.

Shrestha (2021) has carried out research entitled language deviation in poetry: a case of English book of grade nine and ten. The main objective of the study was to explore the language deviation of English text books grade nine and ten. Six poems of grade nine and ten English text books were the primary sources of data. Eight poems were the population and six poems of grade nine and ten of English books were the sample population of this research. He used Leech's check list as a research tool to find out phonological and lexical deviations. During this study He collected data coded, analyzed, tabulated, interpreted from quantitatively (observation) by using devices of phonological and lexical deviation.

2.6. Implications of Review for the Study

In literature review, our central focus is to examine and evaluate what has been before on a topic and establish the relevance of this information to our own research. This view or the study may obtain from the variety of sources including book, articles, reports, etc. This entire source has helped me to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research.

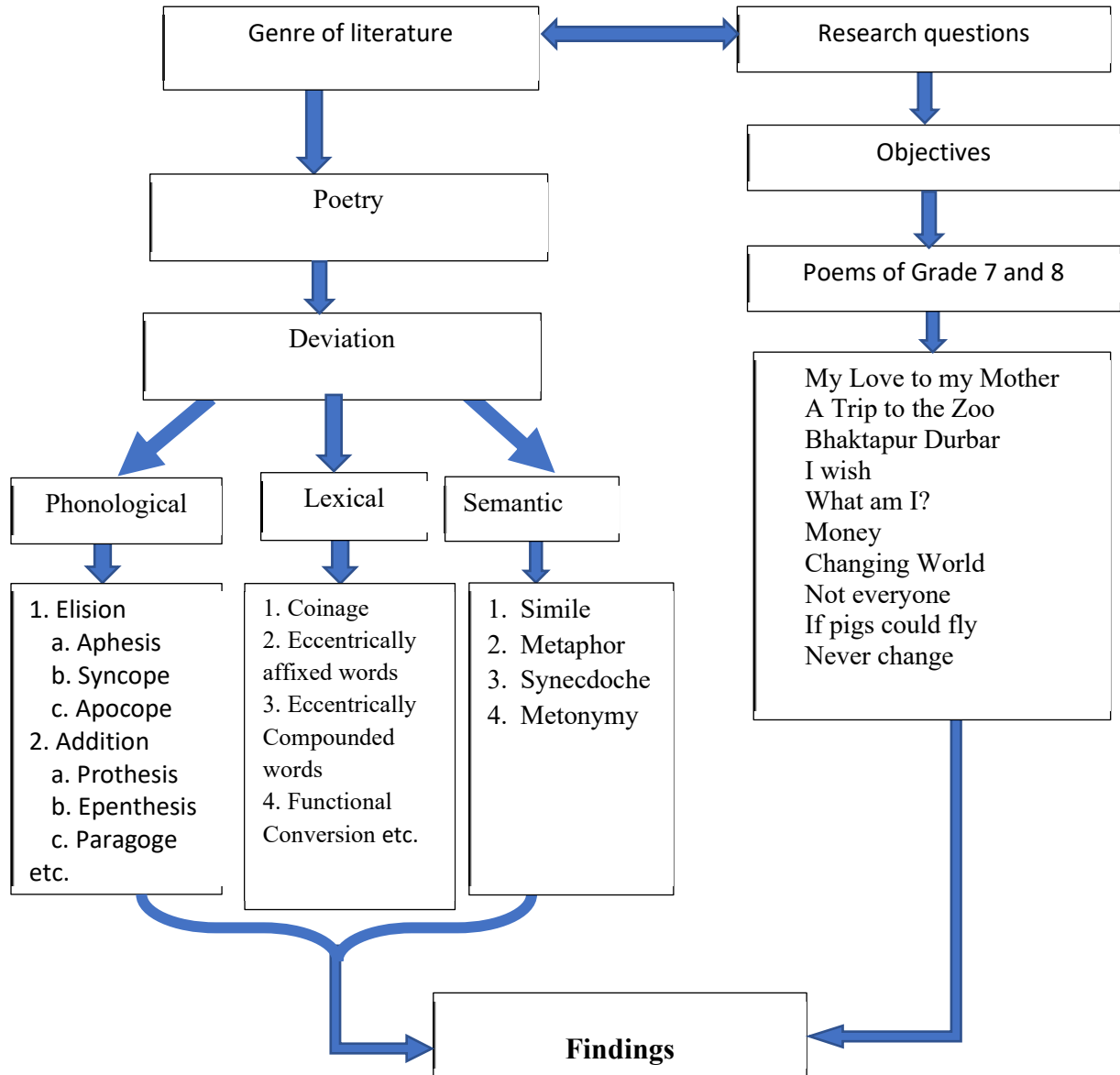
These all-reviewed research works have helped me while carrying out my own research. For that these helped me while collecting data from different sources. Similarly, I have benefited to analyze the data and find out the appropriate findings by looking their research. This previous research work helped me to explore the language deviation in poetry of grade seven and eight English books.

Therefore, my study is new in the field of English education especially in the field of research area was attempt in the exploration of above-mentioned untouched areas. This is the study to explore the language deviation in poetry. So, this seems to be new study. To be specific, regarding teaching of English through literature, teaching poetries, challenges and issues and activities in teaching poetries, I got ideas from Gyawali (2004), Lamsal (2007) helped me to design my theoretical background and necessary tools. Similarly, the work of Neupane (2010), Bhatta (2012), Karki (2016) provided me with an insight to prepare the methodology for any research. Shrestha (2021) study has widened my knowledge on language deviation in poetry.

2.7. Conceptual Framework

Conceptual framework is the plan or setting on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. To be specific, the framework incorporates the mirror of the study. The conceptual framework of this research is as follows:

Language Deviation in Poetry



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology here means all the methods adopted in this research. The research process is similar to undertake a journey. It is a sequence of steps that we take one by one. In this chapter, I presented the design of the study, sources of data, population and sample population, sampling procedure, tools for the collection of data and process of data collection to find out the language deviation of poetry in association with phonological, lexical and semantic deviation.

3.1 Design of the study

I used quantitative research design for this study. While doing this research, I followed the textual analysis of the poems that were selected for the study.

3.2 Sources of data

I, here, used both the primary and secondary sources to collect the required data for the completion of the research.

3.2.1 Primary Sources of Data

The primary sources of the data for the study were the poems which are given in the English textbooks of grade seven and eight. (See appendix 2)

3.2.2 Secondary Sources of Data

I consulted various articles, theses, journals, reports, proposals etc. related to my proposed study. The secondary sources books were Abrams, M.H. (2000), Bhatt, P.R. (2017), Bhattarai, G.R. (1988), Cuddon (1998), Lazar (2004), Leech, G.N. (1988), Oxford Dictionary. (2021) Shrestha, B.B. (2021) etc. I also surfed different websites and studied relevant research papers. I collected data from the related books, journals,

articles, research reports, published and unpublished research works related to the present study. The knowledge of these different books was used for the preparation of questionnaire, facilitation, and for advancement of knowledge in related area as well as for analyzing and interpreting the obtained data.

3.3 Population and Sample Population

Ten poems were the populations of this study which are given in the compulsory English text books of grade seven and eight and those poems were the sample of this study.

(See Appendix 2)

3.4 Sampling Procedures

I selected grade seven and eight English textbooks as I am the teacher of basic level in government school. Ten poems which are given in compulsory English textbooks of grade seven and eight that I applied as universe in my study. All the poems in the textbooks were taken purposively as I have been teaching them.

3.5 Tools for Data Collection

I used both observation tool for this research. I prepared a separate checklist for each poem to collect data. I followed the check lists of Leech, G.N.(1988). *(See Appendix -1)*

3.6 Process of Data Collection and Analysis

After preparing the observation checklist, I collected, coded, analyzed, tabulated, interpreted the data from quantitatively (observation) by using devices of phonological deviation lexical deviation and semantic deviation. For the purpose of observation, I went through the textbooks of selected grades (grade seven and eight).

CHAPTER –FOUR
RESULTS AND DISCUSSIONS

4.1 Results

On the basis of the interpretation of data, the following results are drawn :

1. On the basis of the analyzed data, it was found that Deviation at all levels of language is not necessary condition for poetry. (See all the tables)

2. Mainly in phonological Deviation, paragoge was found to be used in larger number. In all the poems, it is found. (See table 1to10)

3. The device syncope was also found as phonological Deviation.

(See table- 4)

4. The device apharesis was found as phonological Deviation.

(See table 9)

5. Eccentrically affixed words were found to be used in greater number of poems than other devices of lexical Deviation. (See table 11 to 16)

6. Eccentrically compounded words were also found to be used in the poems.

(See table 14)

7. Coinage was also found in the sixth poem ‘Money’ and the ninth poem ‘If Pigs could Fly’. (See table 16 and 20)

8. Functional conversion was also noticed as lexical Deviation in the seventh and the ninth poems. (See table 17 and 19)
9. On the basis of the analyzed data, the semantic deviation, simile, is found in only one poem 'Not Everyone'. (See table 28)
10. Mainly in semantic deviation, metaphor is found to be used in larger number. In nine poems, it is found.
11. As semantic deviation, synecdoche is found only in two poems. (See table 22 and 24)
12. Metonymy is found only in two poems as semantic deviation. (See table 22 and 28)
13. On the basis of the analyzed data, paragoge, syncope, aphasis are found as phonological deviation, eccentrically affixed words, eccentrically compounded words, coinage and functional conversation are found as lexical deviation and all the semantic deviations simile, metaphor, synecdoche and metonymy are found in this study. (See tables 1 to 30)

4.2 Discussions

In this chapter, it deals with the analysis and interpretation of data. Different types of language deviation found in the selected poems of grade seven and eight have been analyzed . While doing the analysis and interpretation of data, I have followed the level wise analysis of language deviation in the poems.

Language Deviations in the Three Levels of Language

Deviation involves a departure from a 'norm' or 'convention'(Mc Arther, 1998). Different kinds of language deviation occur in the language of poetry. so, deviation results from the intentional violation of the existing 'rules 'of language. Deviation can take place at any level of language. The language deviation of the selected poems has been presented and analyzed below in relation to the level of language in which occurs.

A. Phonological Deviation

In poems, the irregularities of pronunciation are reflected in the written form (Leech, 1969:46-7) so; the phonological deviation is closely linked to the graphological Deviation. The devices of phonological deviation along with their examples found in the poems are presented.

1

My Love to my Mother

“White swan, white swan, swimming so gay!

Carry a message for me today:

My love to my mother, wherever she be;

I know she is always thinking of me.”

“Wise wind, wise wind, blowing so gay!

Carry a message for me today:

My love to my mother, wherever she be;

I know she is always thinking of me.”

“Carpenter, carpenter, on your way!

Carry a message for me today:

My love to my mother, wherever she be,

I know she is always thinking of me.”

“Little bird, little bird, flying so gay!

Carry a message for me today:

My love to my mother, wherever she be;

I know she is always thinking of me.”

“Little stars, little stars, shining so bright!

Carry a message for me tonight:

My love to my mother, wherever she be;

I know she is always thinking of me.”

Table No: 1 (Phonological Deviation " My Love to my Mother ")

	Devices	Examples	PN	PLN	Remarks
Elision	Aphesis				Not Found
	Syncope				Not Found
	Apocope				Not Found
Addition	Prothesis				Not Found
	Epenthesis				Not Found

	Paragoge	swimming, blowing, thinking, carpenter, thinking, flying, stars, shining, thinking	1	1, 5, 8, 9, 12, 13, 16, 17, 20	Found
	Antisthecon			"	Not Found
	Stress in unusual place				Not Found

Table No. 1 shows the phonological deviation found in the first poem of class seven English text book. I used Leech checklist (See Appendix 1) for this research. Within the Leech check list , there are eight devices of phonological Deviation. Under these devices I have found the feature of paragoge in the words like swimming, blowing, thinking, carpenter, thinking, flying, stars, shining and thinking. In these words -s,-er-, -ing are added in the final position of the words.

2

A TRIP TO THE ZOO

It is such a beautiful day
we want to go to the zoo,
pack a picnic lunch...grab a hat
see lots of animals...birds too.

We will stop and visit the elephant
watch them do a trick or two,

walk past the zebras....there stands four
see the peacock...feathers so blue.

There lies two old hippopotamus
sleeping in a very muddy pen,
we see the lion sitting on some rocks
in his cage I have never been.

We get to feed the giraffe
he comes over and eats from our hand,
with his long neck he can reach very far
on his tongue my fingers often land.

We see lots of snakes, turtles and spiders
we visit the penguins in their cold spot,
it is fun to watch them waddle around
fly to the outside, they cannot.

We past by the camels chewing some feed
see monkeys swinging on a rope,
they swing way over the small pond
into the water, they never fall-I hope.

We really enjoy going into the petting zoo
the animals let you touch their back,
we stay a long time watching the goats
better not take a sandwich in your backpack.

The train ride around the zoo
we enjoy sitting on the tail end,
the whistle blows going through the tunnel
and going around a sharp bend.

We spend a whole day walking around
there was so much for us to see,
little squirrels eating French fries
that delighted my sisters and me.

Soon it was time to go home
but we will return another day,
there will be new baby animals
we will stand and watch them play.

Adine Cathey

Table No: 2 (Phonological Deviation " A Trip to the Zoo ")

	Devices	Examples	PN	PLN	Remarks
Elision	Aphesis				Not Found
	Syncope				Not Found
	Apocope				Not Found
Addition	Prothesis				Not Found
	Epenthesis				Not Found
	Paragoge	lots, animals, zebras, stands, feathers, lies, sleeping, sitting, rocks, comes, eats, fingers, snakes, turtles, spiders, penguins, camels, chewing, monkeys, swinging, going, petting, animals, watching, goats, blows, going, walking, squirrels, eating, fries,	2	4, 7, 8, 9, 10, 11, 14, 16, 17, 18, 21, 22, 25, 26, 27, 30, 31, 32, 33, 35, 36, 39	Found

		delighted, sisters, animals			
	Antisthecon			"	Not Found
	Stress in unusual place				Not Found

Table No.2 shows the phonological deviation of poem no 2. I made above table on the basis of Leech check list (See Appendix 1). Within the Leech check list there are eight devices of phonological Deviation. Under these devices I found 'around' word under prosthesis 'a' sound is added before round word. I have found sharpness, started, played, longing, died, helpless, and doing words found under paragoge where -ing, -es,-s, added at the end of the words.

3

Bhaktapur Durbar

Bhaktapur Durbar as it is called
A historical place in Nepal
With great history that it beholds
This landmark is known to all
A great site with ancient touch
Its grandeur that I loved so much
With due respect I bow my head
To the legendary people who made this place
All those temples awesomely built
Truly Nepal as I felt

Impressing everyone watching them
 There lay these amazing crafts and carvings
 Siddhapokhari, a pond so wide
 A place where gods and goddesses reside
 With lots of fish swimming across
 Got me surprised and awestricken
 The wind blowing towards me
 Woke me up from my fantasy
 But this grand place was not a dream
 In its grandeur, I started drowning.

Table No: 3 (Phonological Deviation " Bhaktapur ")

	Devices	Examples	PN	PLN	Remarks
Elision	Aphesis				Not Found
	Syncope				Not Found
	Apocope				Not Found
Addition	Prothesis				Not Found
	Epenthesis				Not Found
	Paragoge	called, historical, beholds, its, grandeur, legendary, temples, awesomely, impressing,	3	1, 2, 3, 6, 8, 9, 11, 12, 14, 15, 16, 17, 20	Found

		watching, amazing, crafts, carvings, gods, goddesses, lots, swimming, surprised, awestricken, blowing, towards, started, drowning			
	Antisthecon			"	Not Found
	Stress in unusual place				Not Found

Table No.3 shows the phonological Deviation of "Bhaktapur" poem. In this poem I found some paragoge words. These words are: called, historical, beholds, its, grandeur, legendary, temples, awesomely, impressing, watching, amazing, crafts, carvings, gods, goddesses, lots, swimming, surprised, awestricken, blowing, towards, started, drowning etc. In these words -s, -es,-ing,-ry,-ly, and -al added at the end of the words.

4

I wish

I knew what you were thinking,

I wish I could read your mind,

I wish that we were together now,

I wish I could call you mine.

I wish I could make you understand,

I wish I could make you see,

I wish that I could be with you now,

I wish that you were here with me.

I wish I could tell you how I feel,

I wish I could tell you I love you,

I wish you would look me back in the eyes,

I wish you would say "I love you, too."

I wish I didn't have to only dream of you,

I wish I could be with you all the time,

I wish I could stay in your arms forever,

I wish I could say all the things on my mind.

- Kristen

Table No: 4 (Phonological Deviation " I Wish ")

	Devices	Examples	PN	PLN	Remarks
Elision	Aphesis				Not Found
	Syncope	didn't	4	13	Found
	Apocope				Not Found
Addition	Prothesis				Not Found
	Epenthesis				Not Found
	Paragoge	thinking, eyes	4	1, 12	Found

Antisthecon			"	Not Found
Stress in unusual place				Not Found

Table No.4 shows the phonological deviation of the poem "I wish ". In this poem I found two paragoge words. These words are thinking and eyes. In these words -es,-ing are added at the end of the words. Similarly, I found syncope in the word didn't in the thirteenth line..

5

What am I?

I am:

The beginning of eternity,

The end of the time and space,

The beginning of every end,

The end of every place.

Table No: 5 (Phonological Deviation " What am I ")

	Devices	Examples	PN	PLN	Remarks
Elision	Aphesis				Not Found
	Syncope				Not Found
	Apocope				Not Found
Ad	Prothesis				Not Found

	Epenthesis				Not Found
	Paragoge	beginning, eternity	5	2, 4	Found in nine words
	Antisthecon			"	Not Found
	Stress in unusual place				Not Found

Table No: 5 shows the phonological deviation of the riddle poem "What am I". In the poem I have found some paragoge. They are beginning and eternity in the second and fourth line.

6

Money

Workers earn it,
 Spendthrifts burn it,
 Bankers lend it,
 Laymen spend it,
 Forgers fake it,
 Taxers take it,
 Dying leave it,
 Heirs receive it,
 Thrifty save it,
 Misers crave it,
 Robbers seize it,
 Rich increase it,

Gamblers lose it,

I could use it.

Table No: 6 (Phonological Deviation " Money ")

Devices		Examples	PN	PLN	Remarks
Elision	Aphesis				Not Found
	Syncope				Not Found
	Apocope				Not Found
Addition	Prothesis				Not Found
	Epenthesis				Not Found
	Paragoge	workers, bankers, forgers, taxers, dying, heirs, misers, robbers, gamblers	6	1, 3, 5, 6, 7, 8, 10, 11, 13	Found in nine words
Antisthecon				"	Not Found
Stress in unusual place					Not Found

Table No: 6 shows the phonological deviation of the poem "Money". I found some poetry words under paragoge. Under paragoge, I have found the words workers, bankers, forgers, taxers, dying, heirs, misers, robbers, and gamblers. In these words -s, -ing are added at the final position of these words.

7

Changing World

When I was a young man,
I wanted to change the world.
I found it was difficult to change the world,
So I tried to change my nation.
When I found that I couldn't change the nation,
I began to focus on my town.
I couldn't change the town
And as an older man, I tried to change my family.
Now, as an old man, I realized the only thing
I can change is myself.
And suddenly I realized,
That if long ago I had changed myself,
I could have made an impact on my family.
My family and I could have made an impact on our town.
Their impact could have changed the nation
And I could, indeed, have changed the world. –

--Edward de Bono

Table No: 7 (Phonological Deviation " Changing World ")

Devices		Examples	PN	PLN	Remarks
Elision	Aphesis				Not Found
	Syncope				Not Found
	Apocope				Not Found
Addition	Prothesis				Not Found
	Epenthesis				Not Found
	Paragoge	changing, wanted, tried, realized, suddenly, changed	7	2, 4, 8, 9, 11, 12, 15, 16	Found (some words are repeated)
Antisthecon				"	Not Found
Stress in unusual place					Not Found

Table No: 7 shows the phonological deviation of the poem "Changing world". I found some poetry words under paragoge. Under paragoge, I have found the words changing, wanted, tried, realized, suddenly, and changed. In these words -ing, -ed, -ly are added at the final position of these words.

8

Not everyone

Not everyone here can be a king

Not everyone here can sing

Not all the animals can cry

Not all the birds can fly

Not all the insects can see
 Not all the people are like me
 Not all the people believe in you
 And not all the words are true
 Not all the people can dive
 Not all the people can drive
 Not all the people are kind
 Not all the people are blind
 Not all the people love to go to school
 And not all the people are really cool
 Not all the people can play the guitar
 And not all the people can be a rock star
 Not all the people can bake
 Not all the people love cake

- Joy Galal

Table No: 8 (Phonological Deviation " *Not everyone* ")

	Devices	Examples	PN	PLN	Remarks
Elision	Aphesis				Not Found
	Syncope				Not Found
	Apocope				Not Found
Addition	Prothesis				Not Found
	Epenthesis				Not Found

	Paragoge	animals, birds, insects, words	8	3, 4, 5, 8	Found
	Antisthecon			"	Not Found
	Stress in unusual place				Not Found

Table No: 8 shows the phonological deviation of the poem "Changing world". I found some poetry words under paragoge. Under paragoge, I have found the words animals, birds, insects, and words. In these words -s is added at the final position of.

9

If pigs could fly

If pigs could fly I'd fly a pig
 To foreign countries small and big
 To Italy and Spain,
 To Austria where cowbells ring,
 To Germany where people sing,
 And then come home again.
 I'd see the Ganges and the Nile,
 I'd visit Madagascar's isle,
 And Persia and Peru.
 People would say they'd never seen
 So odd, so strange an air machine
 As that on which I flew
 Why, everyone would raise a shout

To see his trotters and his snout.
 Come floating from the sky;
 And I would be a famous star
 Well known in countries near and far
 If only pigs could fly!

-James Reeves

Table No: 9 (Phonological Deviation " *If Pigs could Fly* ")

Devices		Examples	PN	PLN	Remarks
Elision	Aphesis	I'd, They'd	9	1, 10	Found
	Syncope				Not Found
	Apocope				Not Found
Addition	Prothesis				Not Found
	Epenthesis				Not Found
	Paragoge	pigs, countries, cowbells, trotters, floating	9	1, 2, 4, 7, 14, 15, 17, 18	Found (some words are repeated)
Antisthecon				"	Not Found
Stress in unusual place					Not Found

Table No: 9 shows the phonological Deviation of the poem "If pigs could fly". I found some poetry words under aphaesis like I'd and they'd. Some beginning letters have

been omitted in these words. In the same way I found some poetry words under paragoge, I have found the words pigs, countries, cowbells, trotters, and floating. In these words -s, -es, -ing are added at the final position. The words which having the feature of paragoge like pigs and countries are repeated too.

10

Never change

Never change

Your originality

For the sake of others.

Because no one can play

Your role better than you.

So be yourself,

You are the BEST.

-James Reeves

Table No: 9 (Phonological Deviation " *If Pigs could Fly* ")

	Devices	Examples	PN	PLN	Remarks
Elision	Aphesis				Not Found
	Syncope				Not Found
	Apocope				Not Found
Addition	Prothesis				Not Found
	Epenthesis				Not Found
	Paragoge	originality, others, better, yourself	10	2, 3, 5, 6	Found

Antisthecon			"	Not Found
Stress in unusual place				Not Found

Table No: 10 shows the phonological Deviation of the poem "If pigs could fly". I

found some poetry words under paragoge. Under paragoge, I have found the words originality, others, better, yourself.. In these words -ty, -s, -er, -self are added at the final position.

B. Lexical Deviation

Deviation at the level of lexis includes coinage, eccentric affection, eccentric compounding and functional conversion. The deviated language of poetry makes use of these word- formation processes in an uncommon way. The archaic lexical items are also mixed up in the language. Some other unusual lexical items such as words with lost letters are also used in the language of poetry. The devices of lexical Deviation along with their examples found in the poems have been stated in the following ways:

1

My Love to my Mother

“White swan, white swan, swimming so gay!

Carry a message for me today:

My love to my mother, wherever she be;

I know she is always thinking of me.”

“Wise wind, wise wind, blowing so gay!

Carry a message for me today:

My love to my mother, wherever she be;

I know she is always thinking of me.”

“Carpenter, carpenter, on your way!

Carry a message for me today:

My love to my mother, wherever she be,

I know she is always thinking of me.”

“Little bird, little bird, flying so gay!

Carry a message for me today:

My love to my mother, wherever she be;

I know she is always thinking of me.”

“Little stars, little stars, shining so bright!

Carry a message for me tonight:

My love to my mother, wherever she be;

I know she is always thinking of me.”

Table No: 11 (Lexical Deviation " My Love to my Mother ")

Devices	EXAMPLES	PN	PLN	Remarks
Coinage			Not found	Not found

Eccentrically affixed words	swimming, blowing, thinking, carpenter, thinking, flying, stars, shining, thinking	1	1, 5, 8, 9, 12, 13, 16, 17, 20	Found
Eccentrically Compounded words				Not found
Functional Conversion				Not found
Archaisms				Not found
Letter Deleted Words				Not found

Table No: 11 shows the lexical Deviation of "My live to my mother "poem. I found some words under eccentrically affixed words. They are swimming, blowing, thinking, carpenter, thinking, flying, stars, shining and thinking in these words there are some suffixes -s,-er-, ing are added.

2

A TRIP TO THE ZOO

It is such a beautiful day
 we want to go to the zoo,
 pack a picnic lunch...grab a hat
 see lots of animals...birds too.

We will stop and visit the elephant
 watch them do a trick or two,

walk past the zebras....there stands four
see the peacock...feathers so blue.

There lies two old hippopotamus
sleeping in a very muddy pen,
we see the lion sitting on some rocks
in his cage I have never been.

We get to feed the giraffe
he comes over and eats from our hand,
with his long neck he can reach very far
on his tongue my fingers often land.

We see lots of snakes, turtles and spiders
we visit the penguins in their cold spot,
it is fun to watch them waddle around
fly to the outside, they cannot.

We past by the camels chewing some feed
see monkeys swinging on a rope,
they swing way over the small pond
into the water, they never fall-I hope.

We really enjoy going into the petting zoo
the animals let you touch their back,
we stay a long time watching the goats
better not take a sandwich in your backpack.

The train ride around the zoo
we enjoy sitting on the tail end,
the whistle blows going through the tunnel
and going around a sharp bend.

We spend a whole day walking around
there was so much for us to see,
little squirrels eating French fries
that delighted my sisters and me.

Soon it was time to go home
but we will return another day,
there will be new baby animals
we will stand and watch them play.

Adine Cathey

Table No: 12 (Lexical Deviation " A Trip to the Zoo ")

Devices	EXAMPLES	PN	PLN	Remarks
Coinage				Not found
Eccentrically affixed words	lots, animals, zebras, stands, feathers, lies, sleeping, sitting, rocks, comes, eats, fingers, snakes, turtles, spiders, penguins, camels, chewing, monkeys, swinging, going, petting, animals, watching, goats, blows, going, walking, squirrels, eating, fries, delighted, sisters, animals	2	4, 7, 8, 9, 10, 11, 14, 16, 17, 18, 21, 22, 25, 26, 27, 30, 31, 32, 33, 35, 36, 39	Not found
Eccentrically Compounded words				Not found
Functional Conversion				Not found
Archaisms				Not found
Letter Deleted Words				Not found

Table No: 12 shows the lexical Deviation of the poem "A Trip to the Zoo". In this poem I found some words under eccentrically affixed words. They are goats, blows,

going, walking, squirrels, eating, fries, delighted, sisters and animals. In these words, there are some suffixes -ing, -es, -s are added at the end.

3

Bhaktapur Durbar

Bhaktapur Durbar as it is called
A historical place in Nepal
With great history that it beholds
This landmark is known to all
A great site with ancient touch
Its grandeur that I loved so much
With due respect I bow my head
To the legendary people who made this place
All those temples awesomely built
Truly Nepal as I felt
Impressing everyone watching them
There lay these amazing crafts and carvings
Siddhapokhari, a pond so wide
A place where gods and goddesses reside
With lots of fish swimming across
Got me surprised and awestricken
The wind blowing towards me
Woke me up from my fantasy
But this grand place was not a dream

In its grandeur, I started drowning.

Table No: 13 (Lexical Deviation " Bhaktapur Durbar ")

Devices	EXAMPLES	PN	PLN	Remarks
Coinage				Not found
Eccentrically affixed words	called, historical, beholds, its, grandeur, legendary, temples, awesomely, impressing, watching, amazing, crafts, carvings, gods, goddesses, lots, swimming, surprised, awestricken, blowing, towards, started, drowning	3	1, 2, 3, 6, 8, 9, 11, 12, 14, 15, 16, 17, 20	Found
Eccentrically Compounded words				Not found
Functional Conversion				Not found
Archaisms				Not found
Letter Deleted Words				Not found

Table No: 13 shows the lexical Deviation of the poem "Bhaktapur Durbar". In this poem I found some words under eccentrically affixed words. They are called, historical,

beholds, its, grandeur, legendary, temples, awesomely, impressing, watching, amazing, crafts, carvings, gods, goddesses, lots, swimming, surprised, awestricken, blowing, towards, started and drowning. In these words there are some suffixes -s, -es,-ing,-ry,-ly, and -al are added at the end.

4

I wish

I knew what you were thinking,

I wish I could read your mind,

I wish that we were together now,

I wish I could call you mine.

I wish I could make you understand,

I wish I could make you see,

I wish that I could be with you now,

I wish that you were here with me.

I wish I could tell you how I feel,

I wish I could tell you I love you,

I wish you would look me back in the eyes,

I wish you would say "I love you, too."

I wish I didn't have to only dream of you,

I wish I could be with you all the time,

I wish I could stay in your arms forever,
 I wish I could say all the things on my mind.
 - Kristen

Table No: 14 (Lexical Deviation " *I Wish* ")

Devices	EXAMPLES	PN	PLN	Remarks
Coinage				Not found
Eccentrically affixed words	thinking, eyes	4	1, 12	Found
Eccentrically Compounded words	together, understand, forever	4	3, 5, 15	Found
Functional Conversion				Not found
Archaisms				Not found
Letter Deleted Words				Not found

Table No: 14 shows the lexical Deviation of the poem "I wish". In this poem I found two words under eccentrically affixed words. They are thinking and eyes. In these words there are some suffixes -es and -ing are added at the end. In the same way I have found some words under eccentrically compound words. They are together, understand and forever.

5

What am I?

I am:

The beginning of eternity,

The end of the time and space,

The beginning of every end,

The end of every place.

Table No: 15 (Lexical Deviation " *What am I* ")

Devices	EXAMPLES	PN	PLN	Remarks
Coinage				Not found
Eccentrically affixed words	beginning, eternity	5	2, 4	Found
Eccentrically Compounded words				Not found
Functional Conversion				Not found
Archaisms				Not found
Letter Deleted Words				Not found

Table No: 15 shows the lexical Deviation of the poem "What am I ". In this poem I found two words under eccentrically affixed words. They are beginning and eternity. In these words there are some suffixes -ing and -ty are added at the end.

6

Money

Workers earn it,

Spendthrifts burn it,

Bankers lend it,

Laymen spend it,

Forgers fake it,

Taxers take it,

Dying leave it,

Heirs receive it,

Thrifty save it,

Misers crave it,

Robbers seize it,

Rich increase it,

Gamblers lose it,

I could use it.

Table No: 16 (Lexical Deviation " Money ")

Devices	EXAMPLES	PN	PLN	Remarks
Coinage	spendthrifts	6	2	Not found

Eccentrically affixed words	workers, bankers, forgers, taxers, dying, heirs, misers, robbers, gamblers	6	1, 3, 5, 6, 7, 8, 10, 11, 13	Found
Eccentrically Compounded words				Not found
Functional Conversion				Not found
Archaisms				Not found
Letter Deleted Words				Not found

Table No: 16 shows the lexical Deviation of the poem "Money". In this poem I have found coinage in the word spendthrifts. In the same way I have found some words under eccentrically affixed words. They are workers, bankers, forgers, taxers, dying, heirs, misers, robbers and gamblers. In these words there are some suffixes -s and -ing are added at the end. In the same way I have found some words under eccentrically compound words. They are together, understand and forever.

7

Changing World

When I was a young man,

I wanted to change the world.

I found it was difficult to change the world,

So I tried to change my nation.

When I found that I couldn't change the nation,

I began to focus on my town.

I couldn't change the town

And as an older man, I tried to change my family.

Now, as an old man, I realized the only thing

I can change is myself.

And suddenly I realized,

That if long ago I had changed myself,

I could have made an impact on my family.

My family and I could have made an impact on our town.

Their impact could have changed the nation

And I could, indeed, have changed the world. –

--Edward de Bono

Table No: 17 (Lexical Deviation "*Changing world* ")

Devices	EXAMPLES	PN	PLN	Remarks
Coinage				Not found
Eccentrically affixed words	changing, wanted, tried, realized, suddenly, changed	7	2, 4, 8, 9, 11, 12, 15, 16	Found
Eccentrically Compounded words	myself, indeed	7	10, 12	Found
Functional Conversion	couldn't	7	5	Found

Archaisms				Not found
Letter Deleted Words				Not found

Table No: 17 shows the lexical Deviation of the poem "Changing world". In this poem I have found some words under eccentrically affixed words. They are changing, wanted, tried, realized, suddenly and changed. In these words, there are some suffixes -ed, -ing, -ly are added at the end. In the same way I have found eccentrically compounded words like myself and indeed. Similarly, I have found functional conversion in the word couldn't.

8

Not everyone

Not everyone here can be a king

Not everyone here can sing

Not all the animals can cry

Not all the birds can fly

Not all the insects can see

Not all the people are like me

Not all the people believe in you

And not all the words are true

Not all the people can dive

Not all the people can drive

Not all the people are kind

Not all the people are blind

Not all the people love to go to school
 And not all the people are really cool
 Not all the people can play the guitar
 And not all the people can be a rock star
 Not all the people can bake
 Not all the people love cake
 - Joy Galal

Table No: 18 (Lexical Deviation "*Not Everyone* ")

Devices	EXAMPLES	PN	PLN	Remarks
Coinage				Not found
Eccentrically affixed words	animals, birds, insects, words	8	3, 4, 5, 8	Found
Eccentrically Compounded words				Not found
Functional Conversion				Not found
Archaisms				Not found
Letter Deleted Words				Not found

Table No: 18 shows the lexical Deviation of the poem "*Not Everyone*". In this poem, I have found some words under eccentrically affixed words. They are animals, birds, insects and words. In these words, there is a suffix -s, is added at the end.

9

If pigs could fly

If pigs could fly I'd fly a pig
To foreign countries small and big
To Italy and Spain,
To Austria where cowbells ring,
To Germany where people sing,
And then come home again.
I'd see the Ganges and the Nile,
I'd visit Madagascar's isle,
And Persia and Peru.
People would say they'd never seen
So odd, so strange an air machine
As that on which I flew
Why, everyone would raise a shout
To see his trotters and his snout.
Come floating from the sky;
And I would be a famous star
Well known in countries near and far
If only pigs could fly!

-James Reeves

Table No: 19 (Lexical Deviation " *If Pigs could Fly* ")

Devices	EXAMPLES	PN	PLN	Remarks
Coinage	cowbells	9	4	Found
Eccentrically affixed words	pigs, countries, cowbells, trotters, floating	9	1, 2, 4, 7, 14, 15, 17, 18	Not found
Eccentrically Compounded words				Not found
Functional Conversion	I'd, they'd	9	1, 10	Found
Archaisms				Not found
Letter Deleted Words				Not found

Table No: 19 shows the lexical Deviation of the poem "If Pigs could Fly ". In this poem I have found a word having the feature of coinage. That is cowbells. Similarly, some words come under eccentrically affixed words. They are pigs, countries, cowbells, trotters and floating. In these words there are some suffixes -es,-s and -ing are added at the end. In the same way, I have found some words under functional conversion. They are I'd, they'd.

10

Never change

Never change

Your originality

For the sake of others.

Because no one can play

Your role better than you.

So be yourself,

You are the BEST.

-James Reeves

Table No: 20 (Lexical Deviation " *Never Change* ")

Devices	EXAMPLES	PN	PLN	Remarks
Coinage				Not found
Eccentrically affixed words	originality, others, better, yourself	10	2, 3, 5, 6	Not found
Eccentrically Compounded words	yourself			Not found
Functional Conversion				Not found
Archaisms				Not found
Letter Deleted Words				Not found

Table No: 20 shows the lexical Deviation of the poem "Never Change". In this poem I have found some words under eccentrically affixed words. In these words there are some suffixes -ty,-s and -er are added at the end. They are originality, others and better. In the same way I have found a word under eccentrically compound word. It is yourself.

C. Semantic Deviation

Deviation at semantic level includes semantic oddity, transfer of meaning, and honest deception. According to Leech (1969:131), this type of deviation is very much concerned with tropes: 'foregrounded irregularities of content' which falls into three types; semantic oddity, transfer of meaning, and honest deception. The first section is taken to mean peculiarity of expressions, which is constituted into five kinds of oddity. They are pleonasm, periphrasis, paradox, tautology and oxymoron. Transfer of meaning involves four forms of figurative language; simile, metaphor, synecdoche and metonymy, while the last type; deception of meaning includes hyperbole, litotes and irony The devices transfer of meaning of semantic deviation along with their examples found in the poems have been stated in the following ways:

1

My Love to my Mother

“White swan, white swan, swimming so gay!

Carry a message for me today:

My love to my mother, wherever she be;

I know she is always thinking of me.”

“Wise wind, wise wind, blowing so gay!

Carry a message for me today:

My love to my mother, wherever she be;

I know she is always thinking of me.”

“Carpenter, carpenter, on your way!

Carry a message for me today:

My love to my mother, wherever she be,

I know she is always thinking of me.”

“Little bird, little bird, flying so gay!

Carry a message for me today:

My love to my mother, wherever she be;

I know she is always thinking of me.”

“Little stars, little stars, shining so bright!

Carry a message for me tonight:

My love to my mother, wherever she be;

I know she is always thinking of me.”

Table No: 21 (Semantic Deviation of "My Love to my Mother")

	Devices	EXAMPLES	PN	PLN	Remarks
Transfer of meaning	Simile			Not found	Not found
	Metaphor	wise wind	1	5	Found
	Synecdoche				Not found
	Metonymy				Not found

Table No: 21 shows the semantic deviation of transfer of meaning in the poem "My love to my mother ". I found the device metaphor 'wise wind' in line number 5.

2

A TRIP TO THE ZOO

It is such a beautiful day
 we want to go to the zoo,
 pack a picnic lunch...grab a hat
 see lots of animals...birds too.

We will stop and visit the elephant
 watch them do a trick or two,
 walk past the zebras....there stands four
 see the peacock...feathers so blue.

There lies two old hippopotamus

sleeping in a very muddy pen,
we see the lion sitting on some rocks
in his cage I have never been.

We get to feed the giraffe
he comes over and eats from our hand,
with his long neck he can reach very far
on his tongue my fingers often land.

We see lots of snakes, turtles and spiders
we visit the penguins in their cold spot,
it is fun to watch them waddle around
fly to the outside, they cannot.

We past by the camels chewing some feed
see monkeys swinging on a rope,
they swing way over the small pond
into the water, they never fall-I hope.

We really enjoy going into the petting zoo
the animals let you touch their back,
we stay a long time watching the goats
better not take a sandwich in your backpack.

The train ride around the zoo
we enjoy sitting on the tail end,
the whistle blows going through the tunnel
and going around a sharp bend.

We spend a whole day walking around
there was so much for us to see,
little squirrels eating French fries
that delighted my sisters and me.

Soon it was time to go home
but we will return another day,
there will be new baby animals
we will stand and watch them play.

Adine Cathey

Table No: 22 (Semantic Deviation of "A Trip to the Zoo ")

	Devices	EXAMPLES	PN	PLN	Remarks
Transfer of meaning	Simile			Not found	Not found
	Metaphor	muddy pen	2	10	Found
	Synecdoche	four	2	7	Found
	Metonymy	feed	2	21	Found

Table No: 22 shows the semantic deviation of transfer of meaning in the poem "My love to my mother ". I found the devices metaphor 'muddy pen', synecdoche 'four' and metonymy 'feed'.

3

Bhaktapur Durbar

Bhaktapur Durbar as it is called
 A historical place in Nepal
 With great history that it beholds
 This landmark is known to all
 A great site with ancient touch
 Its grandeur that I loved so much
 With due respect I bow my head
 To the legendary people who made this place
 All those temples awesomely built
 Truly Nepal as I felt

Impressing everyone watching them
 There lay these amazing crafts and carvings
 Siddhapokhari, a pond so wide
 A place where gods and goddesses reside
 With lots of fish swimming across
 Got me surprised and awestricken
 The wind blowing towards me
 Woke me up from my fantasy
 But this grand place was not a dream
 In its grandeur, I started drowning.

Table No: 23 (Semantic Deviation of "*Bhaktapur Durbar* ")

	Devices	EXAMPLES	PN	PLN	Remarks
Transfer of meaning	Simile			Not found	Not found
	Metaphor	landmark, grandeur, legendary, amazing, drowning	3	4, 6, 8, 12, 20	Found
	Synecdoche				Not found
	Metonymy				Not found

Table No: 23 shows the semantic deviation of transfer of meaning in the poem

"Bhaktapur Durbar". I found the device metaphor as 'landmark', 'grandeur', 'legendary', 'amazing' and 'drowning'.

4

I wish

I knew what you were thinking,

I wish I could read your mind,

I wish that we were together now,

I wish I could call you mine.

I wish I could make you understand,

I wish I could make you see,

I wish that I could be with you now,

I wish that you were here with me.

I wish I could tell you how I feel,

I wish I could tell you I love you,

I wish you would look me back in the eyes,

I wish you would say "I love you, too."

I wish I didn't have to only dream of you,

I wish I could be with you all the time,

I wish I could stay in your arms forever,

I wish I could say all the things on my mind.

- Kristen

Table No: 24 (Semantic Deviation of " I Wish ")

	Devices	EXAMPLES	PN	PLN	Remarks
Transfer of meaning	Simile			Not found	Not found
	Metaphor	read	4	2	Found
	Synecdoche	mind	4	2	Found
	Metonymy				Not found

Table No: 24 shows the semantic deviation of transfer of meaning in the poem "I Wish ". I found the devices metaphor 'read' and synecdoche 'mind'.

5

What am I?

I am:

The beginning of eternity,

The end of the time and space,

The beginning of every end,

The end of every place.

Table No: 25 (Semantic Deviation of " *What am I* ")

	Devices	EXAMPLES	PN	PLN	Remarks
Transfer of meaning	Simile				Not found
	Metaphor				Not found
	Synecdoche				Not found
	Metonymy				Not found

Table No: 25 shows the format of semantic deviation of transfer of meaning in the poem "My love to my mother ". I didn't find semantic deviation in this poem.

6

Money

Workers earn it,

Spendthrifts burn it,

Bankers lend it,

Laymen spend it,

Forgers fake it,

Taxers take it,

Dying leave it,

Heirs receive it,

Thrifty save it,

Misers crave it,

Robbers seize it,

Rich increase it,

Gamblers lose it,

I could use it.

Table No: 26 (Semantic Deviation of "Money ")

	Devices	EXAMPLES	PN	PLN	Remarks
Transfer of meaning	Simile			Not found	Not found
	Metaphor	Workers, spendthrifts, bankers, laymen, forgers, taxers, dying, thrifty, misers, robbers, rich, gamblers	6	1, 2, 3, 4, 5, 6, 7, 8. 9, 11, 11,12	Found
	Synecdoc he				Not found
	Metonym y				Not found

Table No: 26 shows the semantic deviation of transfer of meaning in the poem "Money ". I found the device metaphor ‘workers, spendthrifts, bankers, leymen, forgers, taxers, dying, thrifty, misers, robbers, rich and gamblers’.

7

Changing World

When I was a young man,
I wanted to change the world.
I found it was difficult to change the world,
So I tried to change my nation.
When I found that I couldn't change the nation,
I began to focus on my town.
I couldn't change the town
And as an older man, I tried to change my family.
Now, as an old man, I realized the only thing
I can change is myself.
And suddenly I realized,
That if long ago I had changed myself,
I could have made an impact on my family.
My family and I could have made an impact on our town.
Their impact could have changed the nation
And I could, indeed, have changed the world. –

--Edward de Bono

Table No: 27 (Semantic Deviation of " My Love to my Mother ")

	Devices	EXAMPLES	PN	PLN	Remarks
Transfer of meaning	Simile			Not found	Not found
	Metaphor	young, older	7	1, 8	Found
	Synecdoche				Not found
	Metonymy				Not found

Table No: 27 shows the semantic deviation of transfer of meaning in the poem

"Changing world ". I found the device metaphor 'young' and 'older'

8

Not everyone

Not everyone here can be a king

Not everyone here can sing

Not all the animals can cry

Not all the birds can fly

Not all the insects can see

Not all the people are like me

Not all the people believe in you

And not all the words are true

Not all the people can dive

Not all the people can drive

Not all the people are kind

Not all the people are blind
 Not all the people love to go to school
 And not all the people are really cool
 Not all the people can play the guitar
 And not all the people can be a rock star
 Not all the people can bake
 Not all the people love cake
 - Joy Galal

Table No: 28 (Semantic Deviation of "Not Everyone ")

	Devices	EXAMPLES	PN	PLN	Remarks
Transfer of meaning	Simile	like me	8	6	Found
	Metaphor	kind, blind, rockstar	8	11, 12, 16	Found
	Synecdoche				Not found
	Metonymy	bake	8	17	Found

Table No: 28 shows the semantic deviation of transfer of meaning in the poem "Not Everyone". I found the devices simile 'like me', metaphor 'kind', 'blind', and 'rock star', and metonymy 'bake'.

9

If pigs could fly

If pigs could fly I'd fly a pig
To foreign countries small and big
To Italy and Spain,
To Austria where cowbells ring,
To Germany where people sing,
And then come home again.
I'd see the Ganges and the Nile,
I'd visit Madagascar's isle,
And Persia and Peru.
People would say they'd never seen
So odd, so strange an air machine
As that on which I flew
Why, everyone would raise a shout
To see his trotters and his snout.
Come floating from the sky;
And I would be a famous star
Well known in countries near and far
If only pigs could fly!

-James Reeves

Table No: 29 (Semantic Deviation of " If Pigs could Fly ")

	Devices	EXAMPLES	PN	PLN	Remarks
Transfer of meaning	Simile			Not found	Not found
	Metaphor	air machine, trotters, snout, famous star	9	11, 14, 16	Found
	Synecdoche				Not found
	Metonymy				Not found

Table No: 29 shows the semantic deviation of transfer of meaning in the poem "If Pigs Could fly". I found the devices metaphor 'air machine, trotters, snout and famous star'.

10

Never change

Never change

Your originality

For the sake of others.

Because no one can play

Your role better than you.

So be yourself,

You are the BEST.

-James Reeves

Table No: 30 (Semantic Deviation of "Never Change")

	Devices	EXAMPLES	PN	PLN	Remarks
Transfer of meaning	Simile			Not found	Not found
	Metaphor	best	10	7	Found
	Synecdoche				Not found
	Metonymy				Not found

Table No: 30 shows the semantic deviation of transfer of meaning in the poem "Never Change". I found the device metaphor 'best' in line 7.

CHAPTER –FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter presents summary and conclusion of the study. It also presents some recommendations based on the results and discussions for the pedagogical implications.

5.1 Summary

On the basis of analysis and interpretation of the data, the study can be concluded that some features of deviation are occurred in a large extent and some features are not. In Grade seven and eight English textbooks, certain poems have been prescribed. Like other general poems, these prescribed poems display different linguistic features than the other form of language. Phonological is the one of the most obvious features in the poems of Grades 7 and eight. Among prothesis, epenthesis and paragoge, paragoge is occurred frequently in almost all the poems. The features of deletion as apharesis, syncope and apocope, syncope appeared in larger number than others. In lexical, eccentrically affixed words appeared more than other features. In semantic deviation, most of the poems, I found metaphor and other devices that are simile, metonymy and synecdoche . Despite the unusual features in the poetry, it is not anyway meaningless, rather poetic expression gives an innovative and novice meaning. These poems in the text books are for spreading and developing the linguistic awareness in the target language.

5.2 Conclusion

Different genres of literature are included in the course. Among them poetry is one of the important genres of literature. It has its peculiar way of stating style. Unlike the other genres of literature, it is definitely different in terms of structural make-up. One can find certain unusual linguistic features in poetry. In the process of teaching poetry teacher should be quite aware of its linguistic features. Poetry does not necessarily follow the ordinary norms of grammar. It breaks the chains of grammar. It also breaks the rules from phonological level to semantic level. Sometimes we can find strange s in word-spelling, collocations and compounding in the lexical level too. Hence the poems given in grade seven and eight have phonological ,lexical as well as semantic level.

5.3 Implications

This study is implied in the field of ELT in future. Some remarks for pedagogical implications are made here.

Policy level

The policy level implication of the study in language deviation in poetry can be as follows:

- The concerning agencies should be conscious on learning levels of the learners.
- The curriculum should be designed to address the kind of language used in the poems.
- The text books should be prepared according to the level of difficulty because more deviant poems cannot be taught in the lower levels.
- The teachers should develop students in a proper learning environment.
- The texts should be arranged from simple to complex order.

- Different activities like word – game, matching items, using glossary and other should be included to support the poetry teaching.
- The concerned authority should organize training, seminar and workshop so that the teachers can get new ideas from others to overcome the problems related to poetry teaching.
- Policy makers should disseminate the new syllabus among the teachers if new course is applied.

Practice level

- All the English teachers of grade seven and eight should be aware of teaching poetry. In order to raise their awareness, different programmes, seminars, workshops, etc. should be conducted.
- Teachers should point out as how the linguistic deviation occurs in the particular poem/s and they should ask the students to do the practice in the similar kind of poem.
- Most of the teachers were found having sound theoretical knowledge. But in classroom, they did not use their theoretical knowledge. Therefore, teachers should be provided with training. Particularly, NCED should develop special training package for teaching listening.
- Teachers should clearly tell the students about the poems such as orthographic (spelling) semantic (meaning) syntactic (sentence structure) or phonological (sound).
- The poems are especially useful for teaching supra-segmental features. So, the teachers should recite as a model maintaining the rhythm, rhyme, pitch, tempo

and intonation and then they should ask the students to recite in a group as well as individually.

- Teachers should help the students to find out the kind of figures of speech in the particular poem because there may be simile, metaphor, irony, metonymy etc.
- Teachers should try to get the attitude towards the poem and make them say about it. They must provide the chance to the students to use their own interpretation for the poem.

Further Research

The following research level implications have been made:

- Universities, research centers and other educational institutions should encourage the researchers to carry out researches on language s in other literary genres.
- Competency of the students should be judged on different devices of poetry.
- This research deals about only phonological, lexical and Semantic deviation. Other researches can be done on Graphological, Grammatical, Dialectical, register etc.
- Universities should address some basis titles for further study. At least ten research works should be carried out per year.

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APPENDIX -1

CHECK-LIST

1. Check – List for Phonological Deviation

Devices		Examples	PN	PLN
Elision	Aphesis			
	Apocope			
	Syncope			
Addition	Prothesis			
	Epenthesis			
	Paragoge			
Antisthecon				
Stress in unusual place				

2. Check – list for Lexical Deviation

Devices	Examples	PN	PLN
Coinage			
Eccentrically affixed words			
Eccentrically compound words			
Functional conversion			
Archaisms			
Letter deleted words			

3.Check – list for Semantic Deviation

Transfer of meaning	Devices	EXAMPLES	PN	PLN	Remarks
	Simile				
	Metaphor				
	Synecdoche				
	Metonymy				

APPENDIX -2

POEMS OF GRADE 7 AND 8

English

Class 7

1

My Love to my Mother

“White swan, white swan, swimming so gay!

Carry a message for me today:

My love to my mother, wherever she be;

I know she is always thinking of me.”

“Wise wind, wise wind, blowing so gay!

Carry a message for me today:

My love to my mother, wherever she be;

I know she is always thinking of me.”

“Carpenter, carpenter, on your way!

Carry a message for me today:

My love to my mother, wherever she be,

I know she is always thinking of me.”

“Little bird, little bird, flying so gay!

Carry a message for me today:

My love to my mother, wherever she be;

I know she is always thinking of me.”

“Little stars, little stars, shining so bright!

Carry a message for me tonight:

My love to my mother, wherever she be;

I know she is always thinking of me.”

2

A TRIP TO THE ZOO

It is such a beautiful day

we want to go to the zoo,

pack a picnic lunch...grab a hat

see lots of animals...birds too.

We will stop and visit the elephant

watch them do a trick or two,

walk past the zebras....there stands four

see the peacock...feathers so blue.

There lies two old hippopotamus

sleeping in a very muddy pen,
we see the lion sitting on some rocks
in his cage I have never been.

We get to feed the giraffe
he comes over and eats from our hand,
with his long neck he can reach very far
on his tongue my fingers often land.

We see lots of snakes, turtles and spiders
we visit the penguins in their cold spot,
it is fun to watch them waddle around
fly to the outside, they cannot.

We past by the camels chewing some feed
see monkeys swinging on a rope,
they swing way over the small pond
into the water, they never fall-I hope.

We really enjoy going into the petting zoo
the animals let you touch their back,
we stay a long time watching the goats
better not take a sandwich in your backpack.

The train ride around the zoo
we enjoy sitting on the tail end,
the whistle blows going through the tunnel
and going around a sharp bend.

We spend a whole day walking around
there was so much for us to see,
little squirrels eating French fries
that delighted my sisters and me.

Soon it was time to go home
but we will return another day,
there will be new baby animals
we will stand and watch them play.

Adine Cathey

Bhaktapur Durbar

Bhaktapur Durbar as it is called
A historical place in Nepal
With great history that it beholds
This landmark is known to all
A great site with ancient touch
Its grandeur that I loved so much
With due respect I bow my head
To the legendary people who made this place
All those temples awesomely built
Truly Nepal as I felt
Impressing everyone watching them
There lay these amazing crafts and carvings
Siddhapokhari, a pond so wide
A place where gods and goddesses reside
With lots of fish swimming across
Got me surprised and awestricken
The wind blowing towards me
Woke me up from my fantasy
But this grand place was not a dream
In its grandeur, I started drowning.

I wish

I knew what you were thinking,

I wish I could read your mind,

I wish that we were together now,

I wish I could call you mine.

I wish I could make you understand,

I wish I could make you see,

I wish that I could be with you now,

I wish that you were here with me.

I wish I could tell you how I feel,

I wish I could tell you I love you,

I wish you would look me back in the eyes,

I wish you would say "I love you, too."

I wish I didn't have to only dream of you,

I wish I could be with you all the time,

I wish I could stay in your arms forever,

I wish I could say all the things on my mind.

- Kristen

English

Class 8

5

What am I?

I am:

The beginning of eternity,

The end of the time and space,

The beginning of every end,

The end of every place.

6

Money

Workers earn it,

Spendthrifts burn it,

Bankers lend it,

Laymen spend it,

Forgers fake it,

Taxers take it,

Dying leave it,

Heirs receive it,

Thrifty save it,

Misers crave it,

Robbers seize it,

Rich increase it,

Gamblers lose it,

I could use it.

7

Changing World

When I was a young man,

I wanted to change the world.

I found it was difficult to change the world,

So I tried to change my nation.

When I found that I couldn't change the nation,

I began to focus on my town.

I couldn't change the town

And as an older man, I tried to change my family.

Now, as an old man, I realized the only thing

I can change is myself.

And suddenly I realized,

That if long ago I had changed myself,

I could have made an impact on my family.

My family and I could have made an impact on our town.

Their impact could have changed the nation

And I could, indeed, have changed the world. –

--Edward de Bono

Not everyone

Not everyone here can be a king

Not everyone here can sing

Not all the animals can cry

Not all the birds can fly

Not all the insects can see

Not all the people are like me

Not all the people believe in you

And not all the words are true

Not all the people can dive

Not all the people can drive

Not all the people are kind

Not all the people are blind

Not all the people love to go to school

And not all the people are really cool

Not all the people can play the guitar

And not all the people can be a rock star

Not all the people can bake

Not all the people love cake

- Joy Galal

If pigs could fly

If pigs could fly I'd fly a pig
To foreign countries small and big
To Italy and Spain,
To Austria where cowbells ring,
To Germany where people sing,
And then come home again.
I'd see the Ganges and the Nile,
I'd visit Madagascar's isle,
And Persia and Peru.
People would say they'd never seen
So odd, so strange an air machine
As that on which I flew
Why, everyone would raise a shout
To see his trotters and his snout.
Come floating from the sky;
And I would be a famous star
Well known in countries near and far
If only pigs could fly!

-James Reeves

10

Never change

Never change

Your originality

For the sake of others.

Because no one can play

Your role better than you.

So be yourself,

You are the BEST.