STYLISTIC ANALYSIS OF WORDSWORTH’S POEM: “EARLY SPRING”

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Abstract
In this article, stylistic techniques and methods are used for the stylistic analysis of Wordsworth’s poem Early Spring. The analysis is made under the aspects of graphological, syntactical, semantically and phonological patterns. This analysis is helpful in understanding the basic concept of poem that is the contrast between the harmony of the nature and disharmony of the mankind.

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By the depth of my heart, I express my immense thanks and appreciation to the Almighty Allah, who is so mercy full and saw me through to this present time and made me able of doing this.

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1.1 INTRODUCTION
The word stylistics is derived from style. Stylistics is a branch which defines different styles. It refers to the study of appropriate use of words or language in a sentence or writing. Widdowson (1975, p 3) defines stylistics as “the study of literary discourse from a linguistic orientation”. He added by saying that stylistics is the link between literary criticism and linguistics. And has (as yet at least) no independent branch of its own. He also says that stylistics involves both literary criticism and linguistics, as its morphological construction suggests: the ‘style’ is relating it to the former or shape and the ‘istics’ to the method of writing. Style has different meanings for different people. Carter (1989, p 14) believes that style is generally depends on linguistic levels. Due to these levels every text and writing is different from the other, hence every genre is different. Haynes (1989, p.3) is of the view that the study of style is the study of distinctions: looking at what was said against what might have been said. Style is also called as variety. Style refers as the manner of expression which is different in various contexts. Style, being a versatile field, is defined depending on one’s field of study.

1.2 STYLE
The concept of style has a variety of meanings in and outside the literary text. It is commonly an issue that we use the term ‘style’ without knowing its meaning. According to Leech (1969) “style is the way in which something is spoken, written or performed”. It refers to the use of words, sentence structures and speaking style. Broadly, style is related to the personality of the person. Style reflects the thoughts of a person’s mind. It describes the way of a person's speaking and writing. It is derived from the Latin word "elocutio" which means "style" and means "lexis" in Greek. Elocutio refers to the oral and written style of the language. Leech and Short (1981, p. 10) is of the view that the word “style” has an uncontroversial meaning. It is a way in which language is being used in a given context for a given purpose. Birch (1989, p. 10) believes that both language and style can not move beyond a limit on the supremacy of words. He strongly believes that these words contain specific meanings which differs it from the ordinary language. Leech and Short (1981, p.11) also said that it is the selection of the words from a grand linguistic vocabulary. Style is involved in both, spoken and written, literary and nonliterary types of language but it is particularly associated with written form of the literary texts. Leech and Short (1981, p.15) further elaborates that style is the “dress of thoughts”. It is the way of the writer to convey the message to the readers. It is upon the writer that how he makes his text understandable that the meanings are conveyed. Style or stylistic variations may also be analyzed in linguistic terms for example sentence types, phonological devices, lexical varieties, morphological varieties, rhetorical terms, semantic terms, and even semiotic terms and utterance.

1.3 STYLISTICS

Different scholars define stylistics in different ways. According to Freeman (1971, p.1) “stylistics, is a sub-discipline which started in the second half of the 20th century”. According to Leech and Short (1981, p.13) “Stylistics is the (linguistic) study of style, is rarely undertaken for its own sake, simply as an exercise in describing what use is made of language”. They also said that the major aim of studying the stylistics is to explore the meanings and understand the linguistic features of the text. Short and Candlin (1989, p.183) said that “stylistics is a linguistic approach to the study of the literary texts. It thus embodies one essential part of the general course - philosophy; that of combining language and literary study”.

Widdowson (1975, p.3) defines stylistics: “the study of literary discourse from a linguistic orientation”. He said that which differs stylistics from the literary criticism and linguistics is its linking technique. He also suggests that stylistics is in between linguistics and literary criticism and its function is to link between two. So, generally, it deals with both the literary and linguistic factors. Carter (1988, p.161) also thinks as Widdowson thinks. He also said that stylistics is a bridge (link) discipline between linguistics and literature.

Stylistics is the study of the devices in languages such as rhetorical terms and syntactical devices that are taken to produce expressive or literary style. Stylistics is, therefore, a study which conjoins both literary criticism on the one hand and linguistics on the other as its morphological structure suggests: the ‘style’ is relating to literary criticism and the ‘istics’ is to linguistics. Widdowson (1975, p.3) said that stylistics expresses means whereas language and literature as a subjects.

1.4 LEVELS OF STYLISTIC ANALYSIS

The levels of stylistics analysis are identified as:
1.4.1 Graphology: Leech (1969, p.39) claims that graphology exceeds orthography. “It refers to the whole writing system: punctuation and paragraphing as well as spacing”. According to Crystal and Davy (1969, p.18) “Graphology is the analogous study of a languages writing system or orthography as seen in the various kinds of handwriting or topography”. These are the formalized rules of writing. Alabi (2007, p.170) added that “a graphological discussion of style among other features entails the foregrounding of quotation marks, ellipses periods, hyphens, contracted forms, special structures, the full stop, the colon, the comma, the semicolon, the question mark, the dash, lower case letters, gothic and bold prints, capitalization, small print, spacing, italics etc”. In other words, it deals with the systematic formation, structure and punctuation in the sentence.

1.4.2 Phonology: Lodge (2009, p.8) is of the view that “phonology is the study of linguistic systems. Specifically the way in which sound represents, differences of meaning in a language”. Ofuya (2007, p.14) believes that “phonology describes the ways in which speech sounds are organized in English into a system”. Phonology basically deals with the sound patterns, the rhyming scheme and utterance of the word in the sentence. Phonological devices are: rhyme elements, alliteration, consonance and assonance.

1.4.3 Morphology: Mark and Kirsten (2005, p.1) said that “Morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed”. Morphological level deals with the construction of the word by adding prefixes and suffixes to the root words.

1.4.4 Lexico-Syntax: It is the combination of two different words “Lexis” and “syntax”. Lexis means the vocabulary which is used in a language or in any writing for any purpose. Syntax means ‘Sentence construction’: how words group together to make phrases and sentences”. So, it is used in the construction of the sentence as stylistics is used in literary style. Lexico-Syntactic patterns may be obtained through various means which include unusual or inverted word order, omission of words and repetition. According to Tallerman (1998, p.1), "Lexico-Syntactic choices are obtained through devices such as piling of usual collocates, unusual collocates, archaic words, particular parts of speech, metaphor, simile, oxymoron etc”.

1.5 ELEMENTS IN STYLISTIC ANALYSIS

The elements of the levels of analysis are discussed briefly:

1.5.1 Graphological Devices Include:

1. Punctuation: Punctuation are the marks used in writing that divide sentences and phrases. It is the system of using the punctuation marks. These marks include full stop, comma, colon, semicolon, question mark, exclamation mark, apostrophe, hyphen, ellipsis, quotation marks, parentheses, brackets, etc.

2. Paragraphing: Paragraph means a separate part which contains information, usually of several lines or sentences. The first sentence of a paragraph starts on a new line.

1.5.2 Phonological devices Include:
3. **Rhyme elements**: It consists of patterns of rhymes. The stressed pattern, the rhyming scheme, which is followed in the poetry.

4. **Alliteration**: It is the use of same letters or sounds at the beginning of words that are close together. It was used systematically in Old English poetry but in Modern English poetry is generally used for a particular effect.

5. **Consonance**: It is a half rhyme in which final consonants are repeated but with different preceding vowels.

6. **Assonance**: It is the effect created when two syllables in words that are closed together have the same vowel sound but different consonants or the same consonants but different vowels.

7. **Onomatopoeia**: It is the effect produced when the words used contain the similar sounds to the noises they describe: "murmuring of innumerable bees".

1.5.3 **Morphological devices Include**:

8. **Affixes**: It is a process of forming new words by putting morphemes before some words. It further divides into prefixes or suffixes. These are two popular types of morphological operations. Prefixes generally alter the meanings of the words and suffixes changes its part of speech.

9. **Coinages**: It is the process of forming new words from the existing ones.

1.5.4 **Lexico-syntactic devices include**:

10. **Anastrophe**: ‘anastrophe is the inversion of the natural or usual word order’. The use of anastrophe secures emphasis and focuses the readers’ attention.

11. **Parenthesis**: ‘it entails the insertion of some verbal unit (extra information, and after thought or a comment) in a position that interrupts the normal syntactical glow of the sentence’.

12. **Ellipsis**: ‘Ellipsis entails the deliberate omission of a word or words, which are readily implied by the content: It is used to create brevity reemphasis or ambiguity’.

13. **Asyndeton**: This is the deliberate omission of conjunctions between a series of related clauses. Asyndeton produces a hurried rhythm in the sentence.

14. **Anaphora**: The use of words that refers to or replaces another word used earlier in the sentence

15. **Epizeuxis**: Repetition of a word or phrase without any breaks at all.

2.1 **INTRODUCTION OF THE POEM**:
The poem 'Early Spring' is a Ballad, which is written by Wordsworth in collaboration with Coleridge, in *Lyrical Ballads*, published in 1798, although this volume neither had Coleridge’s nor Wordsworth’s name as authors. In 1802 Wordsworth wrote Preface to Lyrical Ballad. In this preface Wordsworth tries to explain the use of simple language. He wrote against the classical traditions of writing and focuses on the usage of simple language. He said that poetry should be written in simple language or the language of the common man. As he explains in his preface to the third edition: “What is a poet? […] He is a man speaking to men. […]” . Lyrical Ballads, 1802 Volume I, preface. It means poet should use the common men’s language which is easily understandable by every one.

2.2 BIOGRAPHY OF THE POET:

Wordsworth is very famous for his nature poems. According to him, man's inner feelings can better polished and strengthened by nature. He also thinks that man is near to the nature. Man gets real satisfaction, knowledge and pleasure through nature. He lives near the beautiful Lake District where he spends almost all his life. He wrote many poems on nature. Nature inspires him a lot. In his nature poems, we find deep descriptions of land, rivers, mountains, flowers and birds etc. which are full of beauty, colors and imaginations. His nature poems also reveal his immense feelings of happiness and thoughts in visualizing and listens the creatures of nature. Although he loves nature very much but is unsatisfied by the human society.

Wordsworth’s concepts of Romanticism and nature are well described in the poem "Early Spring". The poet sits calmly in a forest, enjoying birds, trees, and flowers. These elements of nature are the source of pleasure of "human soul". He compares the human's disharmony with the harmony of the nature. In the preface of Lyrical Ballard, Wordsworth defined the poetry as “the spontaneous overflow of powerful feeling” arising from “emotions recollected in tranquility”. He wrote this poem after inspiring by the charm and beauty of the nature. He describes his feelings recollected in the spring scenarios. He describes the clear and graphic and beautiful picture of early spring: flowers, birds, new green branches of trees and the cool breeze, while explaining these facts of nature; he bewails the disappointment and disharmony of human society. In the poem, he shows the great contrast between the pleasures and joys of the natural world and the materialistic world. In fact Wordsworth’s use of language and rhythm help to construct such contrast which reveals the poet’s "spontaneous overflow of powerful feelings".

2.3 METHODOLOGY:

This chapter will provide a stylistic analysis of the poem 'Early Spring' of Wordsworth. The lexico-syntactic patterns and choices, phonological, graphological and morphological levels of analysis are going to form the basis of the analysis.

This poem ‘Early Spring’ is a ballad constructed in six quatrains; six stanzas of four lines, being each line composed by *four iambic feet*. The rhyme scheme is ABAB. The iambic means the unstressed syllable is followed by the stressed one. Unstressed is represented by [×] and stressed is represented by [/]. Iambic pattern [× /].

I HEARD a thousand blended notes, A

\[
\begin{array}{cccc}
\times / & \times / & \times / & \times / \\
\end{array}
\]

While in a grove I sate reclined, B

\[
\begin{array}{cccc}
\times / & \times / & \times / & \times / \\
\end{array}
\]

In that sweet mood when pleasant thoughts A
Bring sad thoughts to the mind. 

In this quatrain Wordsworth is visualizing the charming aspect of the nature and these joyful thoughts reminded him sad thoughts. And through the experience and knowledge of the reality he describes the impact of nature on the man. Nature is the real representation of the life.

To her fair works did Nature link A

The human soul that through me ran; B

And much it grieved my heart to think A

What man has made of man. B

In this quatrain, he personifies nature to God. According to him, nature has the will power. Nature has the godly features. Nature is beautiful and she makes the mankind beautiful also. Poet uses the phrase ‘her fair works’ which tells us about the fair deeds of the nature. Wordsworth is sad on the fact that nature is not cruel but calm. Then how man became so cruel? How man is so materialistic?

Through primrose tufts, in that green bower, A

The periwinkle trailed its wreaths; B

And 'tis my faith that every flower A

Enjoys the air it breathes. B

In this stanza, he defines the full blossom of the spring. He describes nature at its full swing. The small plants which penetrated into the grass tell us the bloom of the spring. Here, he again uses the technique of personification by giving the flowers the qualities of man as to breath and enjoys.

The birds around me hopped and played, A
Their thoughts I cannot measure: -- B

But the least motion which they made A

It seemed a thrill of pleasure. B

In the first line of the stanza the rhythm is not iambic tetrameter. But it changes into Spondaic (stressed + stressed).

By his deep and keen observation, he elaborates the fact of the mankind. By giving the attribute to the nature, he explains the birds, their hopes and joys. Birds are hopping and playing around him. But he cannot measure the thoughts of the birds. He only judges them through their motions. As he judge the happiness of the birds in the nature.

The budding twigs spread out their fan, A

To catch the breezy air; B

And I must think, do all I can, A

That there was pleasure there. B

Here, the poet explains the nature through the green new branches of the trees, which are spread in the air to take cool air. And he feels pleasure and happiness there. The emotions of the poet that are attached to nature are intense and nature inspires him a lot. He feels relaxed in the hands of the nature. Nature is the source of pleasure and joy for him.

If this belief from heaven be sent, A

If such be Nature's holy plan, B

Have I not reason to lament A

What man has made of man? B

He was very astonished after seeing the charms of the nature. He again gives the godly quality to nature as in the second stanza. According to him, nature has the ability and will power to move the lives of the
people. He believes that nature made a holy plan to deal with the life and death. Wordsworth finds no reason of refuting the power of the nature. But he bemoaned at the conditions of the humankind. Nature is pure but man polluted her through his wars and wrong deeds. He bewailed what man has made of the man.

ANALYSIS CONCLUSION:

The poem ‘Early Spring’ is written by William Wordsworth and is basically a ballad, having six quatrains, each quatrains contains four lines. The basic pattern of rhythm is iambic tetrameter. According to Leech, the rules are made to be broken and if the poem has the same rhythm till the end than it becomes deadly (Leech: 12).

The poem is not monotonous or deadly. Even a new reader can easily understand this that rhythm is changing at some places. The rhythm of last line of each stanza changes from iambic tetrameter into iambic tri-meter, which means the rhythm becomes slower and heavier. In the last lines of each stanza, the stressed is on the thoughts of the poet. These lines describes the vision of the poet for example ‘Bring sad thoughts to the mind’ and ‘what man has made of man’,

Such thoughts are aroused by the nature in poet’s mind. The stressed is laid out on the poet’s mind that is why rhythm is changed into iambic tri-meter.

The change in the rhythmic pattern causes the effectiveness in the poem. The stress on the words attracts the reader’s attention. The word on which stressed is laid, has some significance for example in the forth stanza stressed is put on the ‘birds’ which is the personification of human nature.

In the book, ‘Linguistic Guild to English Poetry’, Leech differentiates poetic language with common language. He writes “poetic language may violate or deviate from the generally observed rules of the language in many different ways, some obvious, some subtle.” (Leech: 5)

Now let us see the syntactic and semantic deviations that how Wordsworth put in contrast the harmony of nature and the disharmony of the mankind. As in the first stanza, he explains the beauty of nature as well as the sad thoughts of the mind.

He relates the nature ‘her fair works’ with the ‘what man is made of man’. Here he describes the grievous thoughts with the beauty of the nature. He uses the technique of personification again and again. He personifies the new twigs and branches which indicates the softness and innocence. Similarly in the forth stanza, he defines the hopes and feelings of man through the birds. In the last stanza, he again personifies the harmony of nature with the disharmony of mankind.

3.1 FINDINGS

The poem Early Spring describes the beauty and charm of the nature. Wordsworth points out the beauty of the nature and its harmony. This harmony of the nature reminds him the disharmony of the world. Wordsworth explains this through his style by the variations in rhythm, by the stressed pattern he followed, and by playing through words, he beautifully describes the contrast in the real natural world and the materialistic world of man.

CONCLUSION
The choice of words by the writer or the poet plays a very important role in meaning making. It helps the reader to understand the message the poet is trying to pass on. Stylistics, by this analysis has shown that there is a distinction between poetic and non-poetic language as a means of defining literature.

4.1 PEDAGOGICAL IMPLICATIONS

The ultimate aim of this work is to explore ways in which language use has been integrated in the poem. It is also aimed at analyzing some of the specific characteristics that give the poem its identity. This refers to the recurrent features of stylistics employed by the writer. In other words, this work will be concerned with striking and marked use of words in the poem in order to enhance effective transfer of message. The effects and functions of the stylistic elements as regards the poem will be looked at in the analysis.

4.2 SCOPE OF THE STUDY

This work shall be exclusively stylistic, and analysis will be conducted through the use of the following levels of analysis: lexico-syntactic patterns and choices, phonology, graphology and morphology. Analysis will be conducted using the stylistic elements in each of the above mentioned levels of analysis, such that it could provide a guide and be relevant to future researchers in a related field.

4.3 LIMITATIONS OF THE STUDY

The time is too short to deal properly with the analysis of the poem. The material is not as much as it should be.

REFERENCES:

- Joanna Thornborrow & Shan Wareing Patterns in Language: Stylistics for Students of Language and Literature Foreign Language Teaching and Research Press 2002
APPENDIX:

LINES WRITTEN IN EARLY SPRING

I heard a thousand blended notes,
While in a grove I sate reclined,
In that sweet mood when pleasant thoughts
Bring sad thoughts to the mind.

To her fair works did Nature link
The human soul that through me ran;
And much it grieved my heart to think
What man has made of man.

Through primrose tufts, in that green bower,
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If this belief from heaven be sent,
If such be Nature’s holy plan,
Have I not reason to lament
What man has made of man?