Investigating the Linguistic Features of the Romantic Poetry of the 19th Century that are Taught in the Colleges of China

Li Yali, Dr. Wong Siew Ping
City Graduate School, City University Malaysia
Email: wong.siewping@city.edu.my, 3086360897@qq.com

Abstract
This research is focused on understanding the specifics of 19th-century romantic poetry in response to Chinese education. The primary emphasis will be on the characteristics of literature, its cultural interpretations and the relevance of teaching practices. It will collect insights from different sources of literature and will contribute towards the analysis and education of poetry by specifying the effectiveness of its comprehension and appreciation at Chinese academic institutions. It will investigate the different pedagogical approaches as well as language proficiency while testifying the pedagogical resources required for teaching 19th-century Romantic poetry. The study has employed a mixed method approach which combines quantitative and qualitative analysis for seeking deeper meaning of the research objectives. The quantitative methods comprise correlation analysis, ANOVA, and regression analysis, whereas the qualitative methods include factor analysis, schematic analysis and K means clustering. The objectives of the research focus on understanding the different pedagogical approaches that are currently employed in Chinese universities for teaching romantic poetry. It has the aim of specifying the efficacy of different strategies in maximizing the linguistic understanding of students. It will explore the cross-cultural interpretations of romantic poetry by analysing how Chinese universities are able to interpret the traditions of Western literature. It is concerned with the evaluation of language proficiency in response to the comprehension of Chinese students of English poetry. It will also consider the challenges and particular strategies for improvement. The findings of this research have provided a deep comprehension of the education of poetry while enhancing the context of cultural exchange and learning of English. It has focused on understanding critical challenges like the effectiveness of teaching methods, understanding of cross-cultural concerns and accessibility of effective resources. The main aim of this research is to develop effective practices of education and development of curriculum in universities of China while educating these students about 19th-century romantic poetry. This research has not only contributed towards generating ideas about poetry rather it emphasises the best approaches to poetry analysis and comprehension. The elevation of English poetry in Chinese universities showcases the

cross-cultural perspective of the study while notifying the significance of Western literature in Asian countries.

Keywords: Romantic Poetry, Chinese Education, Linguistic Characteristics, Cultural Interpretations, Pedagogical Practices, Language Proficiency, Cross-Cultural Understanding, Pedagogical Resources, Poetry Education, Literature.

Introduction

Literature has its own resemblance as it is beyond any temporal or geographical boundaries. It has provided the human race with sublime information about their experiences over time. From a wide range of literature, 19th-century English Romantic poetry is held to be one of the best expressions of artistic brillions as this era was highly known for its innovation, idealism and social construct. While essays in the concerns of romantic poetry during this period, in relation to Chinese education it specifies the interdependency of linguistic support and cultural perspective (Ayres-Bennett & Sanson, 2020). This research emphasises understanding the several dimensions of romantic poetry by highlighting its educational significance and its relation with Chinese academia.

Chinese academia has witnessed several transitions because of globalisation logic and their focus on educational transformations. A particular upheaval is noticed while studying English literature in relation to Chinese academic organisations. Flashlight investigation specifies the rising interest that specifies a social aspiration for indulging with Western heritage as English romantic poetry became one of the effective testaments of establishing cross-cultural conversation.

In relation to Chinese academia, students were more concerned with understanding the complexity of the English language and their literacy art. This subject becomes more particular when romantic poetry is found to be more relevant to Chinese aspirations (Calafato, 2024). This framework has an effective role to play in ensuring linguistic proficiency while ensuring effective thinking skills and cultural knowledge among Chinese students. While digging deep into the linguistic construct prevalent in romantic poetry educators have the objective of creating an effective explanation of the text and the broader culture that emerged from the subject of romantic poetry.

The investigation of romantic poetry within Chinese education institutions creates an effective point to understand the interpretation of literary art across different cultural boundaries. By exploring the engagement levels of Chinese students with romantic poetry information can be gained about universal themes and the desire for this literary artwork. This created a situation of cross-cultural dialogue which has not only helped in raising the scholarly levels rather it has also created mutual understanding and accomplishment across different cultural and geographical boundaries.

While delving into this multi-faceted concept of English literature and romantic poetry it highlights the collective consciousness of society. English literature is considered to have high value because of its historical and artistic outlook that provides information about how human thought has transformed along with social concerns. By navigating the knowledge of romantic poetry an individual will be able to understand the different perspectives of social change and experimentation of artists. Examining the different aspects of English literature

comprising romantic poetry it helps to develop an individual's intellectual ideas. This research has the ambition of marking the intricate dynamics of romantic poetry in relation to Chinese education. It will highlight its pedagogical influence and cultural relationships (Casalin, 2021). It will cover the linguistic perspective and cultural relationships that are specified in the timeless versus of romantic poetry. The importance of conserving literary heritage and exploring its dynamics are imperative for enhancing intellectual ideas and cultural accomplishments.

Problem Statement

While assessing romantic poetry from the 19th century in relation to Chinese education there are significant limitations that require more content. The primary concern is to understand the pedagogical approaches that have been utilised for teaching romantic poetry in Chinese institutions (Chudinov & Shustrova, 2024). Within the Chinese curriculum, English literature including romantic poetry has gained significant attention, however, strategies of teaching have yet not been covered properly. The efficacy of teaching strategies needs to be understood on an enhanced note. The specific initiative should be on investigating the methods that are utilised by teachers to provide linguistic lessons to the students as it concerns the understanding of cultural plethora and literary interpretation.

Analysis of cross-cultural interpretation of romantic poetry by Chinese students is still a question mark. A proper understanding needs to be provided regarding how Chinese students are engaging and interpreting English literature. This reflects the cultural perspective through which these literary works are being perceived (Congrong, 2024). The variables like themes and symbols might be in line with the cultural values of China however its approach to perceiving will help in getting information about the appreciation of English literature within the Chinese cultural context.

Another challenge is language proficiency, as for understanding romantic poetry in English literature it is very important to have a proper knowledge of the English language. The levels of Chinese students concerning understanding of 19th-century English poetry have to be assessed first specifying the linguistic skill sets and interpretation levels. Cultural relevance is another area which needs to be assessed as it will provide insight into how romantic themes are in line with literary traditions in the Chinese context. It would involve understanding the availability and accessibility of certain resources like digital platforms and textbooks for creating optimised curriculum design related to the study of English romantic poetry.

Literature review

Historical Evidence of English Literature

The assessment literature comprises different periods each famous for its own linguistic and cultural characteristics. The Romantic period started in the *late 18th century and ended in the early 19th century* (Cortazzi & Jin, 2020). After this era, the Enlightenment era came into existence. Romantic literature was highly influenced by social and political apprising and it focused on emotions and individualism specifying the transitions in culture.

Romantic poetry created an image of words to highlight the *beauty and authority of natural surroundings*. One of the examples includes *Wordsworth's*," Lines composed a few miles above Tintern Abbey". The poets during this period emphasised understanding the themes of

nature and spirituality by highlighting political aspects and social remarks as witnessed in *Blake's* " The Tyger" (Cui, 2021). The emphasis of the Romantic period was more on gaining subjective experience and appreciating nature while relating to cultural boundaries. It helps in creating a perception of selfhood and consciousness.

Importance of Learning about Linguistic Features of the Early 19th Century
The early 19th century witnessed an association of social transformations. For instance, the *Industrial and French Revolutions* came into existence during this period. While responding to these transitions in society, romantic poets like *Wordsworth, Coleridge and Keats,* created a visual imagery of nature, individualism and experience. The poetry during this period had an expressive language that was quite opposite to urbanisation as it dedicated the

Words to Express the Beauty of Nature and Human Feelings
The Chinese students who are interested in learning the linguistic characteristics of romantic poetry will not only have an opportunity to grasp the language, rather they will also get to know about *cultural and historical episodes.* While engaging with poetry students can gain linguistic skill sets as well as information about philosophical and social perspectives (Dennerlein, Schmidt & Wolff, 2023). For instance, they can understand the themes of *introspection, and emotions of a human creating cross-cultural understanding,* while making them prepared to indulge in *international literature*.

Linguistic Features of Literature
Neoclassicism became one of the effective frameworks for romantic poets as they derived inspiration by idealising nature and gaining classical inspiration. It helped in creating a guide for authors to understand nature and its surroundings while writing poetry that was subjective and artistic. The *linguistic characteristics* in 19th-century poetry were crucial in providing an art filled with emotion and passion (Fong, 2022). The poets have utilised these *linguistic tools* to express their perceptions while criticising any social construct. It portrays the beliefs of a human during the period of *industrialisation and urbanisation*.

Linguistic characteristics utilised phrases that were concerned with *idealising women and childhood* as they were represented by the synonyms of purity and beauty. The phrases highlighted the political struggles and also specified relationships with images of women and by ses prevalent during that period. These themes are even worthwhile today as they offer the readers the opportunity to discover themselves while becoming aware of spirituality (He, 2020). Another linguistic feature that was used by the romantic poets was *supernatural elements* which added more weight to their art. It helps leaders explore their visions that are beyond logic while getting a desire to know the unknown.

Factors Affecting Changes in Linguistic Features in English in the Modern Era
The changes that were observed in the linguistic characteristics of English literature were highly interesting to the *experiences of the writers, the perception of writings, social observations, transitions in culture and fluctuations in the value of literature.* Poets started to employ different linguistic tools like *imagery, alliteration, similes, metaphors and allusions* to provide their messages efficiently. In romantic poetry, an enhanced use of allusions was noticed which contributed towards describing *social issues by metaphorical reflections* (Ho, 2024)*.

Dadar elements used in romantic poetry included *rhyme scheme, stanza, and the structure of verses and metres*. This helps the poetry to reach heights because of its attractiveness. Modern linguistic features were integrated in English literature which enhanced its advancements while minimising its original essence. The dilution of originality was due to the acceptance of cross-cultural habits and the influence of other languages. This highlights a requirement for an equilibrium approach that preserves the authenticity of English literature. One effective norm was transitions in verb forms which was used for eliminating grammatical changes in order to manage the *coherence in literature while specifying its clarity* (Huang, 2022).

Discuss the Changes in Writing Style During Linguistics
The 19th century was a crucial phase for English literature as it witnessed several transitions in linguistic characteristics. Some of the transitions included *grammatical rules and lexicography*. The exposure to printed materials also has impacted the writing styles of the authors (Hutson & Schnellmann, 2023). The concept of romanticism in English literature was more prone to *expressive writing as witnessed in the works of Wordsworth and Keats.* Similarly, *Victorianism* made the writings more socially concerned as *George Eliot and Charles Dickens* were prime examples. These transitions showcased the changes of culture and society during that particular time specifying the interdependencies of language evaluation and styles of writing.

During the 19th century, the detachment from the classic Era helped in developing the language creating an enriched platform of literature. Societal realities were observed through the modifications in languages like "*Oliver Twist" by Charles Dickens.* Similarly, the 20th century saw innovations in language as authors like French Kafka and Harold Pinter developed the language in response to the 19th-century transitions (Jabbari, 2023).

Influencing Events for Linguistic Movement
The role of linguistics in literature was concerned with portraying *images and natural components* while having an influence over an immense number of people. The linguistic era was concerned with certain social circumstances like the Industrial Revolution, the French Revolution and the departure of *Lord Brian and John Keats*. Romantic writers had the idea of understanding the *detachment of humanity* from nature due to industrialisation and advancements in medical aspects (Jin, 2022). This was portrayed to be a concern because there was a loss of innocence. According to the work of *Wordsworth, The Prelude*, it highlighted the destruction of natural landscapes while specifying the sentiments. The French Revolution was concerned with debate over liberty and society which inspired writers like *Shelly and Bryan to write activating poetry about revolution and Social justice.* "The Mask of Anarchy " by Shelly influenced thematic content and linguistic structure (Li, 2024).

Relationship between Humanity and Nature in Linguistics
The Romantic period was known for the poets Wordsworth and Coleridge. Their poetries were focused on finding a relationship between humanity and nature. They used several linguistic tools like imagery, metaphors and patterns of grammar to provide and highlight aspects of the natural world. The work of Wordsworth reflected his *Deep connection with nature* as it offered him solace *and practical renewal* (Lihan & Thothum, 2020). By employing sensory descriptions he has been able to capture natural landscapes and by utilising

expressive synonyms he has been successful in creating and wandering content. *Coleridge wrote " The Rime of the Ancient Mariner",* which highlights how human arrogance can create this regard for the natural order by reflecting the complex connection between humanity and nature. The language of the poem while integrated with supernatural images undermines the poet's motive of assessing *ecological imbalance and the interaction of humanity with natural surroundings.*

**Delving into the Multifaceted Nature of 19th-Century Romantic Poetry**
Aesthetics, beauty and emotional depth are the main characteristics of romantic poetry. It uses a language that makes an individual imagine. The poetries of John Keats created images and emotional landscapes in mines of The readers as specified by his work, " *Ode to the Nightingale*". To analyse the perspective of romantic poetry it is important to know the historical context. The Industrial Revolution was captured by Wordsworth in his poem "*Lines composed a few miles above Tintern Abbey"* (Mansilla & Wilson, 2020)*.* It provides a solid understanding of how nature is being forgotten due to industrialization. Diction has been used significantly for perceiving ideas and emotions in romantic poetry. In Coleridge poetry, he used " *albatross*" which signifies a bird as well as the burden of guilt creating a deeper meaning of the poem. Similar rhetorical techniques like similes and repetition were employed to *broaden the meaning and sentiments. "* The Tyger" by William Blake uses repetition to ensure the *duality of creation and destruction by* taking the aid of symbolism.

Strategies for Solving Problems Related to Literary and Linguistics Studies
Chinese educational settings need to emphasise initiating a *multi-discipline initiative t*hat incorporates the studies of literature and linguistics (Pavlovskaya, 2021). This would help them understand the cultural perspectives of romantic poetry as they can compare it with *Chinese literature or poetry.* Furthermore, *analytical techniques based on linguistics like stylistics and analysis of discourse* will help students understand components like metaphorical language and rhymes.

The 19th century poetry has utilised sensitive discussions like gender and inequality in classes which need to be studied by an academic approach ensuring debates over *power structures and social constructs.* This would encourage the individuals to get a vivid understanding of the topic, enhancing their analytical skills while appreciating literature.

Theoretical Framework
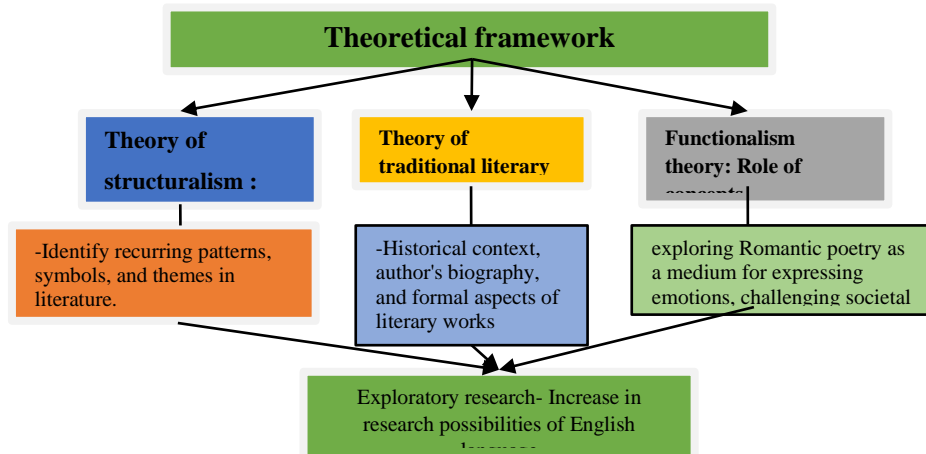
Structuralism: emphasises studying relational ideas that enlighten the context of literature by developing realistic aspects while investigating artistic perceptions.

Traditional literary criticism: this involves understanding the content and subjecting it to changing trends to specify the reasons for literary development.

Functionalism: it provides an understanding of structural development and literature concepts by specifying the elements to enhance the progression of language.

Exploratory research: understanding romantic poetry by specifying the emotions and social construct while gaining an assumption of its symbols and themes.

Conceptual Framework
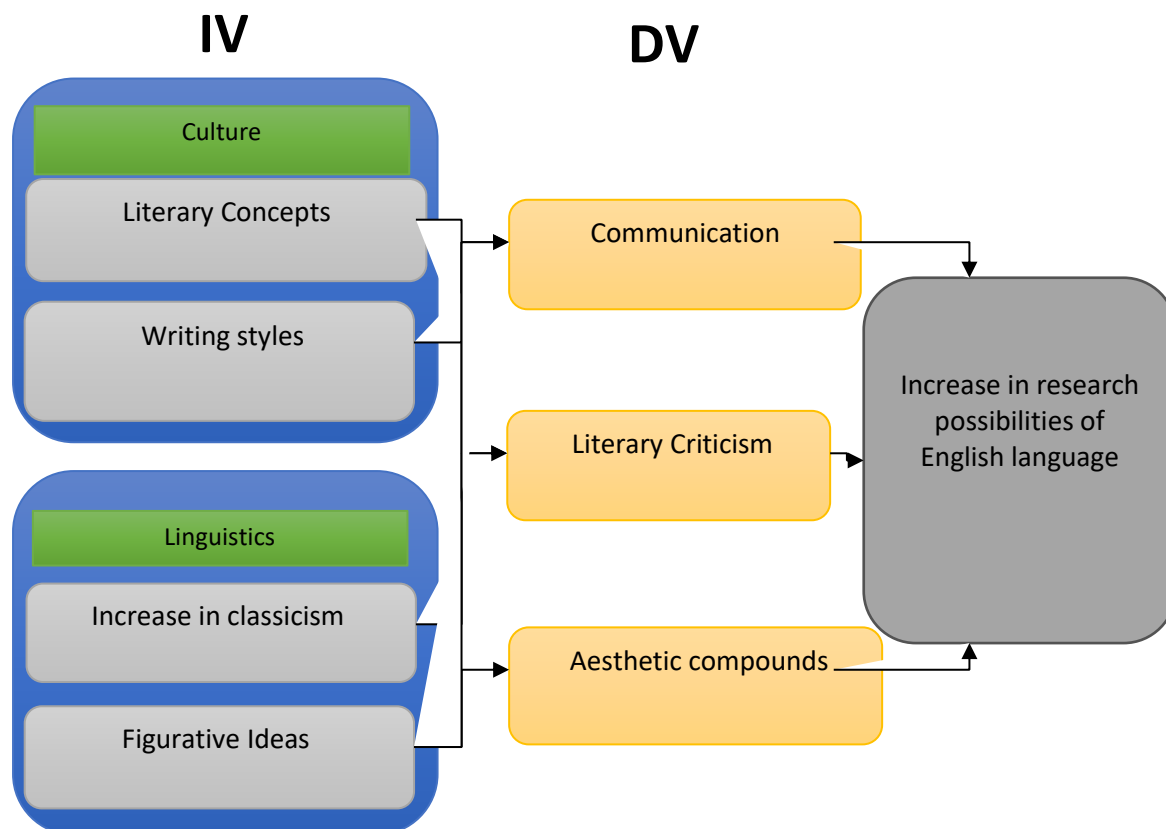
The main factors that will help in developing the research on the linguistic characteristics of English refer to communication development and analysis of the transitions in writing styles. The concept of literature can be examined by integrating research and development ideas while specifying its aesthetic compounds.

Method

Research Design

The research design utilised for investigating the linguistic features in romantic poetry is completely dependent on the goals and methods. There are different approaches used by designs like exploratory, descriptive and explanatory designs. The exploratory design is focused on addressing problems and creating hypotheses whereas descriptive research design is more focused on understanding the phenomena while explanatory research creates an analysis of relationships and provides future recommendations. Exploratory research design will be helpful for this research as it will help in analysing the linguistic features in romantic poetry by providing deeper insights into complex variances and subjects.

For understanding the different aspects of linguistic characteristics in the 19th century romantic poetry qualitative research methods are optimum (Rashwan, 2021). It would involve a case study analysis to understand the subjective perceptions and influences of culture on the writing of language. A combination of the experimental approach with the qualitative method will help research to understand the influence of teaching approaches on the comprehension of students while specifying the different elements of linguistics used in

romantic poetry. With the help of deductive research, a proper establishment of relationships between several factors that had an impact on events and linguistic features will be studied.

Population and Sampling

The research methods utilised for sampling comprise probability sampling. It will use simple random sampling to maintain equity while minimising any kind of biases in selecting participants. This method calls for random selections that are in line with the study's nature of being exploratory. It will provide information about the linguistic characteristics in relation to different concepts of academia (Rose et al., 2021). The sample size will be 200 participants. For mitigating the practical concerns of selecting participants from different universities the method of cluster random sampling has been used.

Research Location

The research location has been the Second Foreign Language Institutes of China as it has an impact on education in linguistics and literature. The questions will be closed-ended and they will be used for collecting data on the research topic of 19th-century English literature academics. This institute is attended by students who have an interest in language and literature creating an effective order to study the development of linguistics in the era of romantic poetry (Shao et al., 2020). Geographical diversity has also been noted because different universities were selected to gain an understanding of regional differences in the approaches to language teaching while creating a broader sample.

Data Collection Method

The data collection method for this research has employed qualitative and quantitative approaches by creating an exploratory research model. The idea has been concentrated on analysing the features of linguistics in 19th-century romantic poetry. Primary sources of data include online interviews and surveys by utilising databases like ERIC, PsycInfo and Medline. The responses and literature reviews will be analysed using a qualitative approach to refine the hypothesis. This data source has provided different perspectives and support which helps in understanding the pedagogical aspects of teaching literature belonging from the 19th century (Sun & Li, 2020).

Data Analysis

The data analysis initiative undertaken in this research comprises processing and analysing the information with the help of qualitative approaches. It involves thematic analysis for understanding the different features and factors of linguistics while highlighting the events that had impacted poetry in the 19th century. Iterative techniques have been implemented for identifying and interpreting different things and patterns within the collected data (Tse, 2024). With the help of initial coding particular ideas and phrases will be recorded that are related to the objectives of the research. The things will be selected based on the usage of language and poetic techniques while considering the pedagogical approaches and cultural influences. A particular representation of visual and statistical data has also been implemented for interpreting the trends in linguistics in several contexts.

Ethical Consideration

This paper has been aware of ethical considerations and while researching certain principles like consent participation and anonymity have been employed. Moreover, this research has

maintained confidentiality and has also protected the volunteers against any harm. If a bites the regulation of data protection acts for safeguarding data against any kind of misuse. The participants have been provided with the independence of drawing back according to their wishes without any kind of backlash (Wu & Bhengsri, 2023). The sources that have been employed for this study are based in the English language and have been published in the time period of the last few 5 years to ensure accuracy and authenticity.

Findings
Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
1.Age	306	1	4	2.17	1.104
2.Gender	306	1	2	1.52	.500
3.What is your highest level of education?	306	2	4	2.95	.788
4. In which field are you involved?	306	1	2	1.14	.348
5. How many years you have worked in your field of study?	306	1	4	2.30	1.140
Valid N (listwise)	306				

It provides information concerning the demographic qualities of this selected sample population. It includes the results of 306 individuals, and each of them has provided responses to 5 basic questions including experience in study, age, sex, level of education and participating places. The age demographics have shown variability as respondents belong from the category starting from 1 to 4. Most respondents follow under the median of one which suggests a proper balance concerning gender. The parameter of educational qualifications is high as respondents have indicated the range of 2 to 4. According to the standards, the level of education can be considered high with a mean of 2.95%. The standard deviation is around 0.788 (Xie et al., 2021). The years of experience for the respondents is from 1 year to 4 years, and the average is around 2.5 years. With the help of descriptive analysis with demographics of the participants have been clarified.
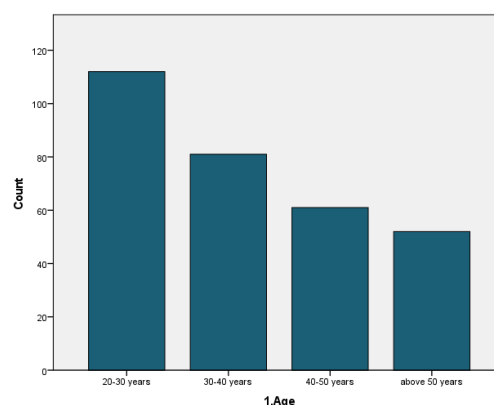
Visualisations

Fig1: this figure specifies the different page groups from which the individuals belong. The largest page groups involved in this research start from 30 to 40, and the second largest age group is around 40 to 50. However, a decrease in population can be witnessed in the age group of 20 to 30, while people aged 50 and above show a minimal increase
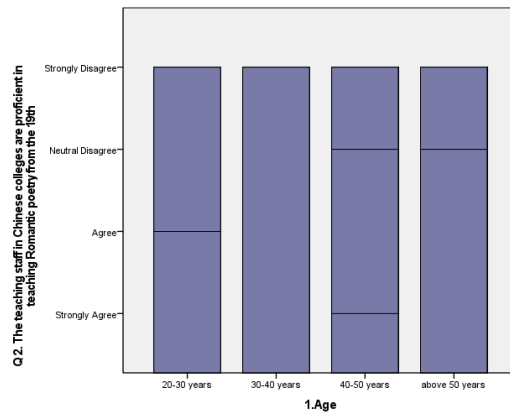
.

Fig 2: This figure helps in understanding the perceptions in the scenario of different teaching styles of romantic poetry across different age groups. Clearly states that there is a waiting amount of agreement and disagreement among the different age groups involved in this research.
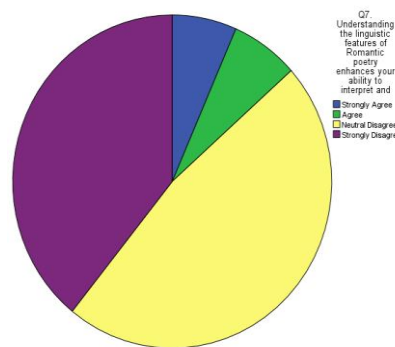

Fig 3: this is a pie chart and its ok says the existing chronic diseases among the population which specifies the influence of musculoskeletal concerns, cardiovascular concerns and respiratory diseases.
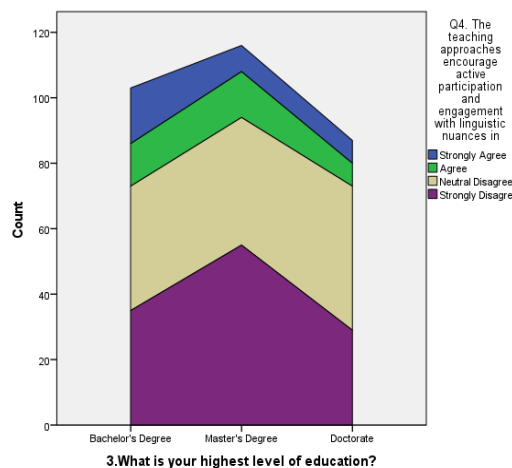

Fig 4: this visualisation specifies the levels of education among the population which highlights that bachelor's degrees are the most common.
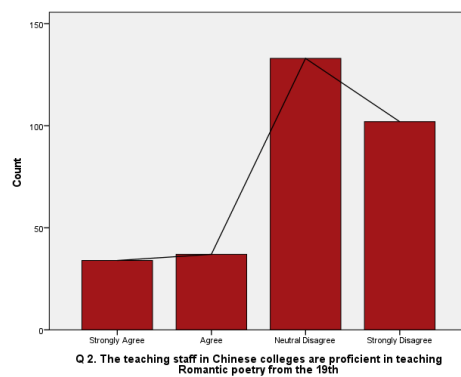
Fig 5: This visualisation specifies the opinions of each respondent concerning the professional nature of the teachers in Chinese colleges while taking lessons on 19th-century romantic poetry. It showcases different considerations of agreement and disagreement.

Hypothesis 1

H0: There is no significant correlation between the use of literary concepts and effective communication in poetry.

H1: There is a significant positive correlation between the use of literary concepts and effective communication in poetry.

Results for Hypothesis 1

Correlational analysis helps in understanding the relationship between various concerns of the teaching approaches related to romantic poetry in Chinese educational institutions. The Pearson correlation coefficient is denoted by "r" and the significance level is denoted by "sig". This matrix has provided optimistic correlations while understanding the different concepts of teaching romantic poetry by Chinese institutions (Yun, 2020). It considered different aspects like the professionalism of teachers and also emphasised linguistic characteristics. Consideration of teaching methods and assessment methods have been positively correlated with each other. These findings help in creating a proper strategy that can be used for effective lessons on romantic poetry.

Independent Sample T-Test Results

An independent sample t-test has been employed to compare two different variable groups in order to test the primary hypothesis. With the help of the statistical framework and effective assessment of understanding the differences between two variables can be specified. The results have stated that there are significant variations between the male and female groups for each question. On a General note, several sections did not portray differences between the two gender groups however certain variables like question 7 and question 8 have different figures in terms of male and female responses specifying the variations in gender while understanding their attitude towards the teaching processes of romantic poetry.

Hypothesis 2

H0: there is no significant difference in research possibilities in poetry between different writing styles of the English language.

H1: there is a significant difference in research possibilities in poetry between different writing styles of the English language

Results for Hypothesis 2: Anova

The concept of ANOVA was employed to understand the variations in the opportunities of division in response to different styles of writing in 19th-century English poetry. According to the results, there were no statistical differences among the styles of writing. This restricts the null hypothesis. It's suggested that the different kinds of English writing strategies do not influence the opportunities for division while reading poetry. It highlights the lack of evidence for supporting the alternative hypothesis, which rests on particular variation in relation to the opportunities for revision across different styles of writing.

Results for Hypothesis 2 : Regression

When regression analysis was undertaken to understand the variations of hypothesis 2 while understanding the various opportunities of research relating to the different styles of English writing in poetry. A proper link was not found in the analysis which did not help the research to understand how men and women have different approaches to studying poetry. All the factors described were unable to create any differences. Hence it can be stated that there is no difference concerning the gender of people studying poetry related to different styles of English writing.

Hypothesis 3

H0: There is no significant difference in the importance of antiquity in poetry across demographic groups.
H1: There is significant variation in the importance of antiquity in poetry among different demographic groups.

Results for Hypothesis 3: Independent Sample T-Test

The idea behind conducting this sample t-test was to justify how different groups have other opinions regarding the importance of classical ideas in 19th-century romantic poetry. With the help of this statistical analysis emphasises comparing the opinions of 2 particular groups. According to the results, a particular difference can be witnessed among the opinions of different groups regarding the significance of the classical approach in poetry. Hence it is clear that people belonging to different backgrounds have a different perception of classical ideas in poetry.

Results for Hypothesis 3: Factor analysis

Hypothesis 3 focuses on understanding this scope of disparities between different groups concerning the significance of classism in poetry across different demographics. By implementing factor analysis this paper was able to understand the different data structures and their perceptions. Analysis has not been able to witness any kind of significant difference while understanding the perceived importance of classical Outlook in poetry by considering the perceptions of different demographics (Zhang, 2022). The findings of this analysis were unable to reject HO, which did not indicate the presence of statistical evidence regarding meaningful differences while perceiving the significance of the classical approach in poetry according to the responses of demographic subjects.

Hypothesis 4

H0: There is no significant relationship between symbolism and the inclusion of literary criticism in the analysis and development of poetry.

H1: There is a significant positive relationship between symbolism and the inclusion of literary criticism in the analysis and development of poetry.

Results for Hypothesis 4: K Means Clustering
Hypothesis 4 has the ambition of understanding the interdependencies of symbolic concepts and assessments of literary aspects while researching poetry. By employing this method the study was focused on understanding the differences in the responses of participants for assessing this correlation. However, K means clustering was unable to suggest any significant responses while it specified the absence of any differentiating patterns amongst the responses provided by the individuals about literary assessments and symbolic concepts while studying poetry. The HO cannot be responded to be true as per the perceptions of participants which showcase any kind of relationship between the suggested variables.

Results for Hypothesis 4 : One Sample Test
Hypothesis 4 is focused on finding the relationship between the critic of literary aspects and the implementation of symbolic identities while researching poetry. According to the results of employing t-test analysis that focused on understanding the differences between the response of participants and HO, finally showcasing no relationship. The results of this test were unable to gain any kind of statistical importance in response to the anticipated outcome. So it can be specified that there is no positive correlation between the incorporation of symbolic theories and the gaining of literary critique in the area of poetry research. The findings of the study did not have adequate links to reject HO, specifying the absence of any relationships as provided by participants.

Hypothesis 5
H0: There is no significant difference in the effectiveness of communication in poetry research between traditional and modern literary criticism approaches.
H1: There is a significant difference in the effectiveness of communication in poetry research between traditional and modern literary criticism approaches.

Results for Hypothesis 5: Logistic regression
Hypothesis 5 focused on understanding if there is a difference between the old school approaches or new approaches of teaching poetry that has a difference over the perceiving of the logic behind the writing. It focused on understanding it by looking at how people converse about poetry utilising old or new approaches (Zhao & Lin, 2020). However, when logistic regression was put to use the researchers were unable to detect any difference in how people understand poetry irrespective of old fashion or new approaches of teaching it. The results of the study specified that there are no particular differences in how effective individuals are at understanding the context of poetry, diminishing the scope of any old-fashioned or new approaches.

Results for Hypothesis 5: Correlation
The study has specified in understanding whether old-fashioned or modern aspects of teaching poetry have an effect on the individual understanding of it. After using correlation analysis for testifying any kind of relationship between the utilisation of old and new methods relating to literary criticism and specifying its effectiveness in the analysis of poetry. The results have specified that there is not enough evidence to state any kind of difference in the

effectiveness of understanding poetry by people respective of using old-fashioned or modern approaches to talking about it.

Discussion

The objectives of the research had an ambition of understanding the different contests of poetry analysis while testifying its relationship with concepts of linguistics, styles of writing, influences of demographics and integrating criticism of literature. A proper discussion will be provided in response to the hypothesis and its importance.

Hypothesis 1 was focused on finding the coordination between the utilisation of concepts of literature and the effectiveness of communication within poetry. By utilising correlation analysis and independent sample t-test, the results specify that there is an optimistic correlation. It suggests that the concepts of literature maximise communication in poetry.

Hypothesis 2 was focused on understanding the influence the different styles of writing in English have on the possibilities of research over poetry (Zhou & Mann, 2021). Two different types of tests were conducted, ANOVA and regression analysis. The outcomes have specified the presence of significant differences. This illustrates that there is a proper channel of influence over different writing styles on the opportunities of research in relation to poetry.

Hypothesis 3 is focused on understanding the different demographic factors that have an impact on the placement of antiquity over poetry. After conducting two different analyses including an independent sample t-test and factor analysis it can be specified that there is no presence of significant variations in understanding the importance of antiquity in the responses of different demographic groups. The demographic group comprises two different genders and people belonging from the age groups ranging from 20-50+.

Hypothesis 5 was focused on understanding the efficiency of communication within poetry research in response to both the approaches of conventional and modern criticism. After conducting logistic regression and correlation analysis it was found that there is no significant distinction. This suggests that both traditional and modern approaches can be utilised, which will have no particular difference in communicating the understanding of poetry.

This research has provided information about the different aspects of analysing poetry while focusing on the importance and relationships of concepts of literature, different styles of English writing, the impact of demographics and the integration of different approaches to literary explanation. These findings provide an understanding of complex concepts related to poetry research and provide an effective pathway to create strategies while analysing and communicating poetry at different educational institutions in China.

Conclusion

In conclusion, this research paper has focused on understanding 19th-century English romantic poetry by analysing the context of different characteristics and cultural implications of literature in relation to Chinese education. By analysing the different components of romantic poetry this research specifies the complex nature of these literary works. It's 6 and understanding of how English literature is taught at different University of China influences and pedagogical approaches.

The study emphasises the different components of pedagogy, exploration of linguistics and exploration of linguistics and cross-cultural interpretation specifying the growing interest of Chinese universities in international education and Western literature.

There are several challenges including the profession of languages and interpretation of English. The research is concerned with the engagement levels of Chinese students while understanding the context of romantic poetry. It has the aim of fine-tuning teaching methods while ensuring cultural relevance and literature proficiency while understanding different information that can create effective educational practices in Chinese universities while teaching romantic poetry.

The particular problem regarding the research is understanding the availability of pedagogical resources while discussing 19th-century romantic poetry in Chinese education institutions. Apart from specifying digital platforms and textbooks, this paper will provide recommendations to develop the curriculum and ensure effective support to educate Chinese students on the appropriateness of English literature.

This research particularised a segment of English poetry, by highlighting the phase of romantic poetry in the 18th and 19th centuries. It analyses the effects of society while creating an imaginative environment where model development is possible. There are several concerns existing due to the current learning practices which are more forecast on memorising poetry rather than comprehending it. This diminishes the deeper meaning of poets and also minimises their essence over the students studying in Chinese Universities.

This paper has contributed towards analysing the ongoing discussions on poetry analysis by providing information about the improvements in teaching practices while broadening cultural interpretations and linguistic knowledge in relation to Chinese Universities. It has an ambition of minimising critical issues while promoting analysis of poetry to create an effective understanding and appreciation of this artwork.

This paper provides an understanding of poetry analysis by understanding the different dynamics that have an impact on it. It includes the different hypotheses found in the research while testifying it with the help of different analytical techniques. This research paper has been able to provide information that will create a better approach to researching and analysing poetry. The findings of this research do not only focus on teaching methods rather it provides practical implementations that can be utilised by researchers and art enthusiasts to enhance their understanding of the captivating romantic poetry in the 19th century. While understanding the purity and beauty of poetry this research creates a pathway towards comprehensive learning while contributing towards this timeless art form.

Contribution
The contribution of this study lies in its comprehensive exploration of the pedagogical practices, cultural interpretations, and linguistic features of 19th-century Romantic poetry as taught in Chinese universities. By employing a mixed-method approach that combines both quantitative and qualitative analyses, the research provides valuable insights into how Romantic poetry is contextualized within Chinese academia, highlighting the cross-cultural engagement and educational strategies that enhance students' linguistic proficiency and

cultural understanding. This study not only broadens the scope of literature education by showcasing the relevance and adaptability of Western literary traditions in non-Western educational contexts but also offers practical recommendations for refining teaching methodologies, enhancing resource accessibility, and fostering a deeper appreciation for poetic art. Furthermore, the research underscores the importance of cultivating a nuanced understanding of literature that goes beyond rote memorization, promoting a more analytical and appreciative approach to poetry education that aligns with the evolving educational goals of Chinese institutions.

References

Ayres-Bennett, W., & Sanson, H. (Eds.). (2020). *Women in the History of Linguistics*. Oxford University Press. https://books.google.com/books?hl=en&lr=&id=BcoQEAAAQBAJ&oi=fnd&pg=PP1&dq=INVESTIGATING+THE+LINGUISTIC+FEATURES+OF+THE+ROMANTIC+POETRY+OF+THE+19+TH+CENTURY+THAT+ARE+TAUGHT+IN+THE++COLLEGES+OF+CHINA&ots=nTWXhwdSGP&sig=AEwrHLDwN0QbeAe1L28Cn8wuNcA

Calafato, R. (2024). Literature in language education: exploring teachers' beliefs, practices, creativity, and literary competence. *Pedagogies: An International Journal*, *19*(1), 80-98. https://www.tandfonline.com/doi/abs/10.1080/1554480X.2022.2164500

Casalin, F. (2022). European Ethnotypes in Chinese Words: The Translation and Negotiation of Some Western National Characters in Early Nineteenth-Century China. *New Perspectives on Imagology*, 201-219. https://library.oapen.org/bitstream/handle/20.500.12657/61181/PUB_846_Folie_New_Perspectives_on_Imagology.pdf?sequence=1#page=224

Chudinov, A. P., & Shustrova, E. V. (2024). Modern metaphor research in Russia: Trends, schools and results. *Russian Journal of Linguistics*, *28*(1), 190-209. https://journals.rudn.ru/linguistics/article/view/38062

Congrong, L. (2024). History, Characteristics, and Modern Vitality of Nüshu: A Cultural Anthropology Perspective. *Anthropological Explorations of Gender, Identity, and Economics*, 85. https://www.researchgate.net/profile/Augustin-Holl/publication/378632216_Anthropological_Explorations_of_Gender_Identity_and_Economics/links/65e1d8a1e7670d36abe895c7/Anthropological-Explorations-of-Gender-Identity-and-Economics.pdf#page=98

Cortazzi, M., & Jin, L. (2020). Elicited metaphor analysis: Researching teaching and learning. In *Handbook of qualitative research in education* (pp. 488-505). Edward Elgar Publishing. https://www.elgaronline.com/abstract/edcoll/9781788977142/9781788977142.00054.xml

Cui, C. (2021). *Western and Chinese Musical Traditions in 20th Century China: Developing an American Pedagogy for "Chinese Classical Poetry Art Song"* (Doctoral dissertation, University of Georgia). https://search.proquest.com/openview/7f75e111c2cd45e038eb00565b0b0f4e/1?pq-origsite=gscholar&cbl=18750&diss=y

Dennerlein, K., Schmidt, T., & Wolff, C. (2023). Computational emotion classification for genre corpora of German tragedies and comedies from 17th to early 19th century. *Digital Scholarship in the Humanities*, *38*(4), 1466-1481. https://academic.oup.com/dsh/article-abstract/38/4/1466/7226216

Fong, G. S. (2022). Feminist Theories and Women Writers of Late Imperial China: Impact and Critique. *Journal of Chinese Literature and Culture*, *9*(1), 105-130. https://read.dukeupress.edu/jclc/article-abstract/9/1/105/313624

He, D. (2020). *China English in World Englishes*. Springer Singapore. https://link.springer.com/content/pdf/10.1007/978-981-15-8187-8.pdf

Ho, S. C. (2024). DIGITAL HUMANITIES AND CLASSICAL CHINESE LITERATURE. *Routledge Encyclopedia of Technology and the Humanities*, 259. https://books.google.com/books?hl=en&lr=&id=gjv8EAAAQBAJ&oi=fnd&pg=PA259&dq=INVESTIGATING+THE+LINGUISTIC+FEATURES+OF+THE+ROMANTIC+POETRY+OF+THE+19+TH+CENTURY+THAT+ARE+TAUGHT+IN+THE++COLLEGES+OF+CHINA&ots=gjOhIyE4Ru&sig=WP7iy7DxAtPpO6hLdXvAsVVjPWQ

Huang, Y. (2022). *Chinese whispers: Toward a transpacific poetics*. University of Chicago Press. https://books.google.com/books?hl=en&lr=&id=8cyAEAAAQBAJ&oi=fnd&pg=PP10&dq=INVESTIGATING+THE+LINGUISTIC+FEATURES+OF+THE+ROMANTIC+POETRY+OF+THE+19+TH+CENTURY+THAT+ARE+TAUGHT+IN+THE++COLLEGES+OF+CHINA&ots=eb_zaPl02f&sig=T06-VyVH4ondptXOvku4rkNgMhw

Hutson, J., & Schnellmann, A. (2023). The poetry of prompts: the collaborative role of generative artificial intelligence in the creation of poetry and the anxiety of machine influence. *Global Journal of Computer Science and Technology*, *23*(D1), 1-14. https://gjcst.com/index.php/gjcst/article/view/37

Jabbari, A. (2023). *The making of Persianate modernity: language and literary history between Iran and India* (Vol. 25). Cambridge University Press. https://books.google.com/books?hl=en&lr=&id=yfS1EAAAQBAJ&oi=fnd&pg=PR10&dq=INVESTIGATING+THE+LINGUISTIC+FEATURES+OF+THE+ROMANTIC+POETRY+OF+THE+19+TH+CENTURY+THAT+ARE+TAUGHT+IN+THE++COLLEGES+OF+CHINA&ots=e7_VKrHPlO&sig=8cH87MIFnQFS5g8GZG_oGZp4K0o

Jin, Y. (2022). The Ecological Consciousness of Natural Writing in British and American Romantic Literature. *Journal of Environmental and Public Health*, *2022*. https://www.hindawi.com/journals/jeph/2022/8233269/

Li, J. (2024). *Translation as Decolonization: Nyerere, the Bible and Shakespeare* (Doctoral dissertation, SOAS University of London). https://eprints.soas.ac.uk/41565/

Lihan, L., & Thothum, A. (2020). *A Comparative Study of Piano Accompaniment in Chinese Folk Songs and Chinese Modern Songs* (Doctoral dissertation, Mahasarakham University). http://202.28.34.124/dspace/handle/123456789/977

Mansilla, V. B., & Wilson, D. (2020). What is global competence, and what might it look like in Chinese schools?. *Journal of Research in International Education*, *19*(1), 3-22. https://journals.sagepub.com/doi/abs/10.1177/1475240920914089

Pavlovskaya, A. V. (2021). National identity in international education: Revisiting problems of intercultural communication in the global world. *TLC Journal*, *5*(1). https://rudn.tlcjournal.org/archive/5(1)/5(1)-02.pdf

Rashwan, H. (2021). Against Eurocentrism: Decolonizing Eurocentric literary theories in the ancient Egyptian and Arabic poetics. *Howard Journal of Communications*, *32*(2), 171-196. https://www.tandfonline.com/doi/abs/10.1080/10646175.2021.1879695

Rose, H., McKinley, J., & Galloway, N. (2021). Global Englishes and language teaching: A review of pedagogical research. *Language Teaching*, *54*(2), 157-189. https://www.cambridge.org/core/journals/language-teaching/article/global-

englishes-and-language-teaching-a-review-of-pedagogical-research/33B8981A530C97DA2EB0FB4C5AFD3552

Shao, K., Nicholson, L. J., Kutuk, G., & Lei, F. (2020). Emotions and instructed language learning: Proposing a second language emotions and positive psychology model. *Frontiers in psychology*, *11*, 559865. https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2020.02142/full

Sun, Y., & Li, D. (2020). Digital humanities approaches to literary translation. *Comparative Literature Studies*, *57*(4), 640-654. https://scholarlypublishingcollective.org/psup/cls/article-abstract/57/4/640/199585

Tse, K. Y. N. (2024). English-language literature of Hong Kong. *The Oxford Handbook of Southeast Asian Englishes*, 361. https://books.google.com/books?hl=en&lr=&id=_-z4EAAAQBAJ&oi=fnd&pg=PA361&dq=INVESTIGATING+THE+LINGUISTIC+FEATURES+OF+THE+ROMANTIC+POETRY+OF+THE+19+TH+CENTURY+THAT+ARE+TAUGHT+IN+THE++COLLEGES+OF+CHINA&ots=-lBNekNQNi&sig=oPKhTjll652HDbGK9j45SHja7xl

Wu, M., & Bhengsri, T. (2023). Educational and Literacy Dimensions of Putian Coastal Folk Songs in Fujian Province, China. *International Journal of Education and Literacy Studies*, *11*(3), 244-250. https://journals.aiac.org.au/index.php/IJELS/article/view/7829

Xie, T., Chen, S., Wang, D., & Liu, J. H. (2021). Collective remembering of Confucianism in Chinese language textbooks: Official historical representations from 1949 to 2019. *Journal of Pacific Rim Psychology*, *15*, 1834490921993511. https://journals.sagepub.com/doi/abs/10.1177/1834490921993511

Yun, Z. (2020). Feminism in the vernacular: baihua writing, gender, and identity in late qing China. *Twentieth-Century China*, *45*(1), 85-104. https://muse.jhu.edu/pub/1/article/746158/summary

Zhang, W. (2022). Psychological healing function of poetry appreciation based on educational psychology and aesthetic analysis. *Frontiers in Psychology*, *13*, 950426. https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.950426/full

Zhao, Y., & Lin, Z. (2020). 'Jianghu flow': examining cultural resonance in The Rap of China. *Continuum*, *34*(4), 601-614. https://www.tandfonline.com/doi/abs/10.1080/10304312.2020.1757039

Zhou, X., & Mann, S. (2021). Translanguaging in a Chinese university CLIL classroom: Teacher strategies and student attitudes. *Studies in Second Language Learning and Teaching*, *11*(2), 265-289. https://www.ceeol.com/search/article-detail?id=960298