

Title : Discourse and Poetry in Literary Communication
Author : İlknur Karaman

SUMMARY

In today's multicultural world communication is very important to access other cultures. Accordingly, language learning is getting more and more significance and it is realized that learning a language is more than learning its grammar and it requires learning language in its use, in its discourse. Language is expressed in discourse and discourse is shaped in context and context is also shaped in text. In written discourse, literary texts present different discourses and contexts in different text styles. They have an important role in language teaching since they improve all language skills. They augment linguistic awareness by introducing language as a living being in its context with extensive vocabulary and complex structure.

Among literary texts, poetry has the most complex structure which stems from its implicit style. Consequently, language learners, literature students and even teachers do not like to apply poetry in learning/teaching process. For that reason, this descriptive study aims to present features and ways of analysis of poetic discourse that is regarded as complicated and incomprehensible and enable the reader to speak the same language with poetry. In this respect, discourse analysis becomes the light illuminating poetry's dark streets going deep down to its core meaning. Discourse analysis regards language more than sentence level, so it goes beyond the borders of sentences to reach the essence hidden under the surface.

Poetic discourse differs from other literary discourse types and poetry reflects characteristics of both written and oral discourses. Therefore, in this study discourse analysis is applied with textlinguistic criteria. On the surface level, poetry is surrounded by features of textlinguistics, such as cohesion and of figurative language, that is, poetic devices, such as metaphor and simile, so in this study textlinguistic criteria – cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality- are explained and poetic devices, such as imagery, metaphor, simile, alliteration, personification, rhyme, repetition, paradox, allusion and tone are introduced to be able

to handle with a poetic text and comprehend the meaning lying under the implicit expression.

While discourse analysis is applied in the poems which are “Apple Tragedy” by Ted Hughes, “A Refusal to Mourn the Death, by Fire, of a Child in London” by Dylan Thomas, “Sailing to Byzantium” by W.B. Yeats, “The Garden” by Ezra Pound, “Punishment” by Seamus Heaney, “From Mrs Tiresias” by Carol Ann Duffy, “Mor K lhani” by Ece Ayhan and “Cinayet Saati” by Attila İlhan, on the surface level cohesive and poetic devices are described and deep structure is reached passing thorough coherence. In this descriptive application it is observed that in discourse level poetry covers features of both written and oral discourse. Moreover, poetry has coherence in its structure, but it can still have a meaningful unity even if coherence does not exist and all the features lying in deep structure can be explained via linguistic norms.

Key words: context, discourse, discourse analysis, literary texts,