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THE TEXTUAL ANALYSIS OF WILLIAM BLAKE'S HOLY THURSDAY FROM SONGS OF EXPERIENCE

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ABSTRACT

In this article, I will try to analyze William Blake's selected poem Holy Thursday from Songs of Experience. The selected lexical items and linguistic features are analyzed in each stanza in order to reveal hidden meaning and hidden messages in the poem. It is significant to analyze the selected poem's linguistic and lexico grammatical features because the selected poem can carry hidden ideological and political agenda and messages. The qualitative approach is used in this study in order to reveal and explore hidden messages and meanings. I will also analyze the poem in terms of the standards of textuality in because text is a communicative event; and it is a basic semantic unit, therefore text can be examined in terms of seven standards of textuality i.e. cohesion, coherence, intentionality, acceptability, informativity, situationality, intertextuality (Beaugrande & Dressler, 1981, Kılıç, 2002). If these standards of textuality cannot be realized in the text, the text does not achieve communicative purposes (Widdowson, 2007:4-5). In this sense, standards of textuality in the poem is analyzed in order to establish, realize, organize, meaning in the poem. Regarding this, this article focuses on functions of language used in the poem in order to reveal the deeper meaning in the poem. The study indicates that the selected poem has ideological and hidden messages. The hidden and ideological messages are established by means of selected lexical items and linguistic features. The political and ideological messages are textually employed by the selected poem's language.

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STRUCTURED ABSTRACT

Purpose of the Study

In this paper I will try to describe how the meaning in the poem is constructed by means of seven standards of textuality (Beaugrande & Dressler,1981). This study looks for seven standards of textuality in “Holy Thursday” from Songs of Experience by William Blake (Beaugrande & Dressler,1981). The article focuses on linguistic analysis of the selected poem. An actual use of language is called a text (Widdowson,2007:7). Communicative purpose is an important factor for a text; by means of actual use of language there is a connection between reader and the text. (Widdowson,2007:11). A text includes the above mentioned standard, if these seven standards of textuality cannot be realized in a text, it means that the text is not communicative; texts which are not communicative are called nontexts. (Beaugrande & Dressler,1981). Seven standards of textuality are important factors for perceiving and understanding the written text because they reveal meaning in a text. (Celce-Murcia and Olshtain,2000). Accordingly, written text is an important element of conveying message. By means of written texts, writers and poets can express their ideas, opinions and share knowledge and values (Crowhurst,1990). In order to achieve a well written text, writers or poets construct organic unity and reader can understand writer’s or poet’s ideas and intended messages easily (Celce-Murcia and Olshtain,2000). From this perspective, this study focuses on linguistic analysis. The poem is an important part of work of art. Poem is one of the written text types. It conveys meaning like other text types. Poetry carries ambiguous sentences (Trask,2007). It means that it is difficult to understand the poems because they can have many meanings and interpretations, that’s why this study focuses on seven standards of textuality in “Holy Thursday” from Songs of Experience by William Blake, in order to construct meaning. Halliday and Hasan’s theory (1976) will be referred in this analysis for interpretation of the poem also the research paper focuses on De Beaugrand and Dressler’s hypothesis (1981) “Seven Standards of Textuality” (cohesion, coherence, intentionality, acceptability, informativity, situationality, intertextuality). De Beaugrand and Dressler (1981) suggest that if any of them is not realized in the text, the text will not be communicative text. Based on this assumption, functions of language used in the poem will be examined according to Roman Jakobson’s model (Jakobson,1960). According to Jakobson, the functions of language are divided into six categories, and they are different functions of language. Referential function, emotive function, conative function, phatic function, metalingual function, poetic function are important for a word, a text or an image (Jakobson,1968). Because the characteristics of language is identified according to the functions of language (Jakobson,1968).

Method

Forms of words, phrases and sentences in the poem will be examined in this sense descriptive qualitative method will be used in this study. The researcher uses William Blake as the subject of the study. This study will focus on these research questions;

1. What kind of cohesive devices are used in the poem?

2. What are the functions of cohesive devices and how the cohesion works in the poem?
3. Do seven standards of textuality exist in the poem?
4. Which functions of language used in the poem?
5. How the lines are discoursed in the poem?

Conclusion

In this study, the poem is examined in terms of the seven standards of textuality. The article tries to analyze grammatical and lexical cohesive devices and coherence in "Holy Thursday" in *Songs of Experience*. We examine the poem according to grammatical cohesion such as reference, substitution, conjunctions and ellipsis and lexical cohesion is also examined such as repetition, synonyms and collocations. Reference items and lexical items are seen in this poem, by means of lexical items the poet creates and constructs meaning. In "Holy Thursday" in *Songs of Experience* the poet uses many pessimistic words and negative lexical items and by means of lexical items poets creates depressing tone because he narrates harsh realities of the world, his cognitions, emotions and perceptions are reflected in the poem. As we stated before, the choice of vocabulary and lexical cohesion are very important factors for constructing the meaning because these elements reveal and reflect the poet's inner world (Haynes, 1995).

The standards of textuality are important principles of textual communication and these factors determine the textual characters of texts (Beaugrande & Dressler, 1981). In this sense, this study indicates that the poem meets seven standards of textuality. When we read between lines, we can construct the meaning in the poem. In conclusion, if readers can realize the terms of the seven standards of textuality and function of language in the texts, readers can construct the unity and they perceive the whole intended meaning of the work of art. This study analyzes the Blake's poem in terms of seven standard of textuality in this sense the further studies can focus on Critical Discourse Analysis (CDA) in terms of Fairclough three dimensional CDA model (Fairclough, 1989). In this way, the hidden power relations, ideologies, dominant discourse type are textually revealed by means of CDA.

Keywords: Poem, text, textuality, standards of textuality

WILLIAM BLAKE'İN TECRÜBE ŞARKILARINDAN KUTSAL PERŞEMBE'NİN METİN ANALİZİ

ÖZ

Bu makale, William Blake'in Tecrübeyle ilgili şarkılarından gelen "Kutsal Perşembe" şiirini seçilen sözcüksel öğeler ve dilsel özellikler bağlamında şiirdeki gizli anlamı ve gizli mesajları ortaya çıkarmak için analiz edilecektir. Seçilen şiirin, dil bilgisi yapısını ve sözcük seçim özelliklerini çözümlemek önemlidir; çünkü seçilen şiir gizli ideolojik ve politik anlam ve iletileri taşıyabilir. Yöntem olarak nitel araştırma, çalışmada kullanılan şiirin dilbilgisi ve kelime yapısında gizli mesaj ve

anlamları ortaya çıkarmak ve keşfetmek için bu çalışmada kullanılmıştır. Bu çalışma, William Blake'in Deneyim Şarkıları'ndan "Kutsal Perşembe"deki metinselliğin ilkelerini, standartlarını incelemektedir. Metin, iletişimsel bir olaydır, bu nedenle metin, yedi metinlik uyumu, tutarlılık, kasıtlılık, kabul edilebilirlik, bilgilendirme, durumsallık, metinlerarasılık gibi ilkeler içerir (Beaugrande ve Dressler, 1981; Kılıç, 2002). Metinde bu metinsel ilkeler gerçekleştirilemezse, metin iletişimsel amaçlara ulaşamaz (Widdowson, 2007:4-5). Bu bağlamda, Tecrübe Şarkıları'ndan "Kutsal Perşembe"deki metinsellik ilkeleri seçilen şiirde anlamı oluşturmak, gerçekleştirmek ve ilişkilendirmek için analiz edilecektir. Bununla ilgili olarak, bu makale şiirde daha derin anlamları ortaya çıkarmak için şiirde kullanılan dilin işlevlerine odaklanmaktadır. Çalışmanın sonucu göstermiştir ki, seçilen şiirin dilbilgisi ve sözcük ideolojik ve gizli mesajlara sahiptir. Gizli ve ideolojik mesajlar, seçilen sözcüksel öğeler ve dilsel özellikler aracılığıyla oluşturulmuştur. Politik ve ideolojik iletiler, seçilen şiirin dili tarafından metinsel ilkeler bağlamında oluşturulmuştur.

Anahtar Kelimeler: Şiir, metin, metinsellik, metni oluşturan ilkeler

1.Introduction

This study looks for seven standards of textuality in "Holy Thursday" from Songs of Experience by William Blake (Beaugrande & Dressler, 1981). The article focuses on linguistic analysis of the selected poem. An actual use of language is called a text (Widdowson, 2007:7). Communicative purpose is an important factor for a text; by means of actual use of language there is a connection between reader and the text. (Widdowson, 2007: 11). A text includes the above mentioned standard, if these seven standards of textuality cannot be realized in a text, it means that the text is not communicative; texts which are not communicative are called nontexts. (Beaugrande & Dressler, 1981). Seven standards of textuality are important factors for perceiving and understanding the written text because they reveal meaning in a text. (Celce-Murcia and Olshtain, 2000). Accordingly, written text is an important element of conveying message. By means of written texts, writers and poets can express their ideas, opinions and share knowledge and values (Crowhurst, 1990). In order to achieve a well written text, writers or poets construct organic unity and reader can understand writer's or poet's ideas and intended messages easily (Celce-Murcia and Olshtain, 2000). From this perspective, this study focuses on linguistic analysis. The poem is an important part of work of art. Poem is one of the written text types. It conveys meaning like other text types. Poetry carries ambiguous sentences (Trask, 2007). It means that it is difficult to understand the poems because they can have many meanings and interpretations, that's why this study focuses on seven standards of textuality in "Holy Thursday" from Songs of Experience by William Blake, in order to construct meaning. Halliday and Hasan's theory (1976) will be referred in this analysis for interpretation of the poem also the research paper focuses on De Beaugrand and Dressler's hypothesis (1981) "Seven Standards of Textuality" (cohesion, coherence, intentionality, acceptability, informativity, situationality, intertextuality). De Beaugrand and Dressler (1981) suggest that if any of them is not realized in the text, the text will not be communicative text. Based on this assumption, functions of language used in the poem will be examined according to Roman Jakobson's model (Jakobson, 1960). According to Jakobson, the functions of language are divided into six categories, and they are different functions of language. Referential function, emotive function, conative function, phatic function, metalingual function, poetic function are important for a word, a text or an image (Jakobson, 1968). Because the characteristics of language is identified according to the functions of language (Jakobson, 1968).

2. Literature Review

The cohesion and coherence are very important factors for notion of text (Celce-Murcia and Olshtain, 2000). Different researches define coherence and cohesion and they focus on importance of cohesive and coherence in spoken and written discourse (Chafe, 1982). According to systemic and functional linguistics Halliday and Hasan (1976) claim coherence and cohesive chains are two important textual features and they are important qualities of a text. According to Halliday and Hasan (1976) cohesion is not related to content of the text. This means that it is related to semantic feature. Halliday and Hasan (1976) divide cohesion ties into two categories. The grammatical cohesion ties refers to structural content and lexical cohesion refers to language content. According to them, cohesion is perceived linguistic element, but coherence can be perceived as discourse structure and meaning (Halliday and Hassan, 1976). Halliday and Hasan (1976) focus on cohesive ties such as referencing, ellipsis, conjunction, substitution, and lexical coherence, these cohesive devices indicate the cohesiveness in a text (Halliday and Hasan, 1976). Reference is a semantic factor, it is used in the grammatical level and it is also related to semantic properties (Halliday and Hasan, 1976). Substitution is a replacement of the one item in the text (Halliday and Hasan, 1976). There are different kinds of substitutions, they are related with grammatical level. (Halliday and Hasan, 1976). Reference is based on meaning in other words it is related with semantic level but substitution and ellipsis are related to words, clauses they are related with lexico grammatical level, in ellipsis something is left unsaid (Halliday and Hasan, 1976). Conjunctions are also cohesive devices. Conjunctions are related to semantic relation but they are not cohesive in themselves, they convey and construct meaning by means of other components in the discourse (Halliday and Hasan, 1976). Lexical cohesion is related with lexical issue it is not related to grammatical level. Lexical cohesion construct the cohesion by means of vocabulary selection (Haynes, 1995). Haynes stated that choice of vocabulary in written text is very important feature for conveying meaning because words or phrases which are used by the writer reflects the writer's internal world (Haynes, 1995). These linguistic features in a text indicate the intended meaning and reader perceive the text by means of cohesive devices (Radford, et al, 2009).

Text production is based on cohesion and cohesive devices and a writer produces the text according to his/her purpose, so readers can understand and interpret and construct meaning (Mubenga, 2010). There is difference between coherence and cohesion. Coherence is related to semantic feature of the text and but cohesion is related with textual elements and cohesion in a text is created by the writer by means of devices such as pronouns *I, he, she, it* and deictic words *here, there* (Olaniyan, 2011). By means of cohesion the reader makes connection between ideas in the text, cohesion is linking structure of the text, reader's understanding from the text is related to coherence (Cornbleet and Carter, 2001). Lovejoy and Lance (1991) focused on written discourse, they claim that cohesion can occur with theme and rheme. According to Lovejoy and Lance (1991) theme is old information and conveys message, it is the starting point of sentence and background information in each statement, rheme is new information and it clarifies the information in the theme. Hoey (1991) focuses on text organization and Hoey states that in order to achieve text organization lexical cohesive devices should be used by the writer. One can claim that all utterances in spoken discourse and sentences in written discourse want to convey message and communication takes place between two or more parties and if a message has no cohesion and coherence one cannot interpret the discourse (Trask, 2007). Cohesion and coherence are important features and they are meaning making elements of discourse (Trask, 2007). The cohesion and coherent are not the same, a text might be grammatically cohesive but it might be incoherent for perceiving and understanding. As a result, cohesion focuses on sentences but coherence is related to context (Crossly and MacNamara, 2010).

As it has been mentioned above, syntactic elements are related to cohesion. Conceptual relations in the text can be called coherence. The attitudes of the writer and reader to the text i.e. intentionality and acceptability, intentionally can be defined user centered factor for the text, writer or poet wants to

achieve purpose or aim (persuasion, instruction, request, information) so the notion of intentionally is related to intentions of writers.

The intentionality is related to writer's, in other words text producer's, attitude. Coherence and cohesive are important elements for achieving intentions in texts. If intended goal and intended message and meaning are not achieved by the text producer there is a breakdown in communication between text producer and reader (Trask,2007). Acceptability is related to social activity in the text (Crossly and MacNamara,2010). Acceptability is shaped by reader's social and cultural background in this sense acceptability is related to text reader's attitude, so text should include useful and relevant details and information and reader can accept the text properly and efficiently. Text types, goals, political and sociocultural background and setting, coherence and cohesion play important role for acceptability of a text (Cornbleet and Carter,2001). Transfer of the information in the text is called informativity. The texts should contain some new information, if the text transfers new information one can state that a text is informative in this sense informativity is delivered by the text (Beaugrande & Dressler,1981). The informativity is related to contents of a text. Contents of a text can include already known information, or unknown or unexpected information. Text contents include expected or predictable content but a text should be informative at least to a certain degree (Beaugrande & Dressler,1981). If the text is highly informative reader should use his/her cognitive abilities so it is an interesting and challenging text. But if the level of informativity is beyond of reader's capacity the text becomes complicated and sophisticated for the reader. Because of this reason, the reader cannot communicate with the text. As we mentioned before, reading is an active, interactive process. There should be communication between reader and text producer. If the level of information is low, the text may be boring and reader can reject the text.

Situationality is related to particular social and pragmatic context also it focuses on real time and place. For example, scientific texts share a common situationality but ideological texts have different situationality. Because of different languages and cultures, text should be relevant because situation determines the sense and use of the text (Fowler,1991). On the other hand, for textuality, there is no original meaning, accumulation and generation of meaning is called intertextuality, a text is related to other texts. (Beaugrande & Dressler,1981). It refers to the relationship between a certain text and other texts. They share the same characteristics elements. (Fowler,1991). In this sense if a text receiver does not have background knowledge he /she cannot construct meaning in text. We can state that formation and understanding the text is influenced by prior knowledge and structure of other texts. Reliance of other texts, familiar text types, typical patterns of characteristics with other text play important role for intertextuality (Fowler,1991). As we stated before cohesion and coherence are text centered units the other standards of textuality user centered notions, they focus on textual communication between the writer and reader of texts (Beaugrande & Dressler,1981). Based on this discussion a text can be defined communicative purpose and in order to achieve communicative purpose a text contains seven standards of textuality (Beaugrande & Dressler,1981). Based on this assumption, functions of language play an important role for text. According to functions of language by Roman Jakobson's referential function of language is related to communicative of information, when we show things or facts we use referential in other words informative function. Expressive in other words emotive function is related to feelings and attitudes of the writer, this function evokes feelings in the reader. Mostly, emotive function is used in poetry and literature, conative function is related with grammatical expression and mostly it is used in imperative sentences. This function is found in commands and requests. Phatic function is used for creating contact. We refer to this function in order to establishing the contact. "Hello" "Are you listening?" are examples of the phatic function (Johnstone,2002:255). Metalingual function is related with language itself. Metalingual function is widely used in the process of language learning. When the language is used we check the code and language in order to construct meaning. It can be noted here, when we analyze metalingual function in the texts, we speak about language. For example, "What do you

mean" is the example of mealingual expression (Johnstone,2002:255). Poetic function focuses on message. This function is not limited with the poetry. This means that the actual look, sound and structure of discourse are related with poetic function (Jakobson,1960).

3. Research Questions

The researcher uses William Blake as the subject of the study. This study will focus on these research questions;

1. What kind of cohesive devices are used in the poem?
2. What are the functions of cohesive devices and how the cohesion works in the poem?
3. Do seven standards of textuality exist in the poem?
4. Which functions of language used in the poem?
5. How the lines are discoursed in the poem?

3.1 Method of Research

Forms of words, phrases and sentences in the poem will be examined in this sense descriptive qualitative method will be used in this study.

3.2 Objective of the Research

In this paper I will try to describe how the meaning in the poem is constructed by means of seven standards of textuality (Beaugrande & Dressler,1981).

4. Analysis on Seven Standards of Textuality

4.1 In terms Cohesion

William Blake wrote *Songs of Innocence and Songs of Experience* in the 1790s. Blake focused on concept of "innocence" in *Songs of Innocence* and he focused on poverty, disease, war in *Songs of Experience*. "Holy Thursday" in *Songs of Innocence* reflects joy and innocence of children. "Holy Thursday" in *Songs of Experience* he focuses on depressing language and he does not naive innocence in this poem. (Makdisi, 2007). In this study I will analyze "Holy Thursday" in *Songs of Experience*. "It" in "Can it be a song of joy?" refers to "that trembling cry" and it constructs cohesion in the text but "It" in "It is a land of poverty" refers to a land of poverty and it does not form the cohesion of the text. "Their" in "their sun","their fields" and "their ways" is determiner and modifier and it is related to poor children. The demonstrative reference items are textually seen in this poem. "This and that" are examples of demonstrative reference items. "This" in "Is this a holy thing to see" refers to hunger and misery of poor children but "That" in "Is that trembling cry a song" does not form cohesive device it focuses on distance from the speaker. "The" in "the sun","the rain" and "the mind" can be analyzed in a linguistic way. The "the" in "the sun" and the "rain" related to member of class of objects but "the" in "the mind" refers whole class of the human being mind and perception. In this poem substitution and ellipsis are not common but there are some conjunctions. We can see "And" is an additive conjunction in "And so many children poor ?", "And their sun does never shine / "And where-e'er the rain does fall. It covers and combines sentences in a meaningful way. Similarly, "Nor" in "Nor poverty the mind appall" is an additive conjunction. We can state that "nor" combines the sentence to the previous one "Babe can never hunger there" so we can construct meaning. In this poem we can also see "For". "For" in "For where-e'er the sun does shine is related with causal relation so we can say that it gives a reason. In this poem reiteration is observed. "Babes" "babe" repetition, "poverty" "poverty" repetition "babes" "children" near synonymy "field" "land" near synonymy. In this poem we can see examples of collocations, "rich" "fruitful" "trembling" "cold" "winter" "sun" "shine" "joy" "misery" "rain" "fall" are the examples of collocations.

4.2 In terms of Coherence

Coherence is the main part of textual study because if a text is not perceived reader cannot make sense and cannot construct meaning (Fowler,1991). In terms of coherence, the poem has a logical structure. The poem does not contain jumble of sentences and there is an organization unity when we read the lines and between the lines we can make sense. The poem focuses on social and moral injustice and the reader can construct meaning according to these concepts in poem. Blake compares “Rich and fruitful land” with “cold and usurous hand”; by means of these lines we can understand that he criticizes virtue of society and misery conditions of poor children. “Holy Thursday” of the “Songs of Experience” focuses on hypocrisy of religion and charity. In the second stanza “trembling cry” represents innocent poor children and children suffer in “eternal winter”. In order to construct meaning in the poem, the reader should know period of time which the poem was written (Trask,2007). Blake wrote this poem during the industrial revolution. The poet states that England is land of barren winter because production is not distributed equally one can state that when we stick the lines together we can understand that Blake focuses on society he does not focus on holy ceremony.

4.3 In terms of Intentionality

As we stated before, intentionality refers to writer’s persuasion, instruction, request and information (Radford, et al, 2009). Blake uses rhetorical questions for persuading the reader. By means of rhetorical questions he wants to focus on unequal distribution of power in the 18th century. Blake’s choice of vocabulary and lexical cohesion are very important factors for conveying the intended meaning to the reader. In this sense, he uses the word of “Holy” so he wants to convey the hypocrisy of religion, he focuses on exploitation of the children who are orphaned or abandoned by their parents. The stanzas reveal the reality of the children. The religion promises a perfect world if the children accept their suffering and inferior status. In this sense, if the reader is able to read between the lines he/she perceives the intended message of the poet. In “Holy Thursday” Blake expresses his feelings about religion and poor conditions of England in the 18th century for criticizing the system of country and notion of religion.

4.4 In terms of Acceptability

In this poem, Blake focuses on emotional, spiritual and moral poverty in England in the 18 th century, he especially criticizes the hypocrisy of religion, so in this sense if the reader has some dogmatic views about religion. May be, this poem is not acceptable for his or her cultural or social background. In stanza one, Blake describes the land “*In a rich and fruitful land*” he uses adjective rich because he wants to describe material things of the countries; “fruitful” is used for expressing the agricultural and productive place on the other hand it may present corruption of the country. In this sense, if the reader has some materialistic view and accepts notions of materialistic and capitalistic world this poem cannot be accepted and perceived by the reader, so terms of acceptability changes from person to person it depends on reader’s background knowledge, in other words, reader’s schematic perspective plays an important role for acceptance of the text.

4.5 In terms of Informativity

When the readers read the poem, the readers can perceive that England is a rich country but children are living in poor conditions. In this case, Blake expresses his feelings about the society. Blake writes about disadvantaged children are “*fed with a cold and usurous hand*”. Blake informs about poor children of England. He uses “cold” means unloving and the use of the word “usurous” might mean people give money or feed the children and they want something in return. The poet wants to explain with these stanzas hypocrisy of people in the society. By means of these stanzas, we can learn poet’s feelings and emotions about England, about disadvantages children, and religion.

4.6 In terms of Situationality

This poem can be read as an ideological poem if the reader shares Blake's opinions about religion, materialistic world. This poem can be situational to the reader, so one can state that it is based on culture and background knowledge of the reader. People can conclude different meanings from the same text (Fowler,1991). As we reported before, this concept related to real time and place in this sense the poem is about England and time 18th century. The poet narrates poor conditions of children in 18 th century. The children are expected to sing songs of joy but the poet hears the cries of the children and asks the reader if it can be a song of joy because there are so many children crying because of misery conditions. Hence, children live in poor conditions but people want to hear their songs of joy so he wants to set the particular situations he says that the land is poor the children are poor so therefore it must be called "land of poverty".

4.7 In terms of Intertextuality

While the readers are reading the texts, the knowledge and experience play important role in reading process. For example, by means of intertextuality the readers can build meaning (Radford, et al, 2009). From this perspective, the poem includes religious terms.

The title of the poem is "Holy Thursday" and it refers religious terminology from the Bible. In this sense, the poem constructs the meaning by means of religious terms are associated with the Bible. Accordingly, The "Holy Thursday" refers to church of England and other parts of Anglican communities. Holy Thursday is applied by some Christians. Holy Thursday is a traditional day of celebration in the Christian calendar (Keene,2000). In this sense, we can see biblical connotation and rhetorical statements in the poem.

4.8 Functions of language used in the poem

Emotive in other words expressive function of language is used in this poem. Blake evokes certain feelings and express his feelings and he expresses his emotions and his attitudes in the poem. He uses rhetorical devices in order to evoke strong feelings in reader. In this sense, we can state that he uses rhetorical devices and questions in order to persuade readers. The rhetorical questions are not real questions they evoke emotional responses (Johnstone,2002:244). Blake uses word of "babes" instead of word of "children" because a baby represents helplessness and evokes more sympathy than word of children. The children are twiced termed "babes" in this sense every element of a literary text is designed with strategy in mind (Pratt,1977). According to literary speech act if the same event and word are represented twice in literary text, the repetation is meaningful (Pratt,1977). Based on this discussion, Blake narrates poor children condition in the poem and he uses fiery and dramatic and radical language tone in the poem. The title of the poem "Holy" is ironic. The day is holy but the poem is related with hypocrisy of religion and society. The poet criticizes the hypocrisy of religion and society and he wants to establish the social reality in the poem. It can be noted here, Blake is like a social reformer. He wants to set consciense and moral sense among readers and the lines of the poem are designed for awakening to the readers. He narrates harsh realities of human experience; and the readers can perceive the poet's pain and feelings in these lines. In the lines, he uses "thorn" and "winter" so we can state that these words describe the conditions of the poor children, poor souls and inner world of the children. It can be noted here, he uses imageries and metaphors. Therefore, readers can perceive pain of the poet. The poet does not use the present progressive tense. In this sense, there is no sense of movement in the poem. The omission of progressive tense represents that there is no progress and improvement in the society. He uses simple present tense in the lines. These lines represent general truth of society. It reflect loneliness of poor abandoned children, unnatural world of children. The inclusion of simple present tense reflects stable condition of the harsh realities. These harsh realities never change so this tense reflects the pessimistic tone in the poem. The poet does not use future tense. This means that there is no hope for the future. Based on these statements, Blake tries to raise social awareness in this poem and he wants to

reform the society. He wants to narrate political and religious hypocrisy of his time and he wants to convey moral and socio political messages to the readers. In this sense, poetic function of language is used in this poem.

As we stated before, the poet narrates conditions of poor children and collective conscience of the English society in this sense he sets the social realities and harsh realities of poor children in London, he shows us facts and realities of social institutions and religious authority so in this sense referential function of language is used in this poem.

5. Conclusion

In this study, the poem is examined in terms of the seven standards of textuality. The article tries to analyze grammatical and lexical cohesive devices and coherence in “Holy Thursday” in *Songs of Experience*. We examine the poem according to grammatical cohesion such as reference, substitution, conjunctions and ellipsis and lexical cohesion is also examined such as repetition, synonyms and collocations. Reference items and lexical items are seen in this poem, by means of lexical items the poet creates and constructs meaning. In “Holy Thursday” in *Songs of Experience* the poet uses many pessimistic words and negative lexical items and by means of lexical items poets creates depressing tone because he narrates harsh realities of the world, his cognitions, emotions and perceptions are reflected in the poem. As we stated before, the choice of vocabulary and lexical cohesion are very important factors for constructing the meaning because these elements reveal and reflect the poet’s inner world (Haynes,1995).

The standards of textuality are important principles of textual communication and these factors determine the textual characters of texts (Beaugrande & Dressler,1981). In this sense, this study indicates that the poem meets seven standards of textuality. When we read between lines, we can construct the meaning in the poem. In conclusion, if readers can realize the terms of the seven standards of textuality and function of language in the texts, readers can construct the unity and they perceive the whole intended meaning of the work of art. This study analyzes the Blake’s poem in terms of seven standard of textuality in this sense the further studies can focus on Critical Discourse Analysis (CDA) in terms of Fairclough three dimensional CDA model (Fairclough, 1989). In this way, the hidden power relations, ideologies, dominant discourse type are textually revealed by means of CDA.

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Appendix 1**HOLY THURSDAY (From Songs of Experience)**

Is this a holy thing to see
In a rich and fruitful land,
Babes reduced to misery,
Fed with cold and usurous hand?

Is that trembling cry a song?
Can it be a song of joy?
And so many children poor?
It is a land of poverty!

And their sun does never shine,
And their fields are bleak and bare,
And their ways are filled with thorns:
It is eternal winter there.

For where'er the sun does shine,
And where'er the rain does fall,
Babes should never hunger there,
Nor poverty the mind appall.

William Blake