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Dil ve kültür, çok boyutlu ve karmaşık bir yapıya sahiptir. Disiplinlerarası çalışmalar, farklı dilleri ve kültürleri inceleyerek küresel çeşitliliği anlamamıza yardımcı olur. Disiplinlerarası dil ve kültür çalışmaları, dilin ve kültürün karmaşıklığını ve önemini anlamak için çok değerli bir araçtır. Bu çalışmalar, insanların birbirleriyle etkileşimini ve küresel toplumların gelişimini anlamamıza yardımcı olurken, aynı zamanda farklı disiplinlerin birbirleriyle iş birliği yapmasını teşvik eder. Disiplinlerarası dil ve kültür çalışmaları, dilbilim, antropoloji, sosyoloji, tarih, edebiyat, iletişim, sanat ve diğer disiplinler arasında iş birliği yaparak dil ve kültürün anlaşılması ve analiz edilmesi için birçok fayda sağlar.

Bu bağlamda, dergimize gönderilen disiplinlerarası dil ve kültür çalışmalarının önemini vurgulayan, bu alana katkı sağlayacak kıymetli çalışmalar öncelikle alan editörlerinin kontrolünden geçmekte, değerlendirmeye uygun bulunanlar ise alanında uzman hakemlere yönlendirilmektedir. Hakemlerimizin ve yayın kurulumuzun titiz incelemelerinden ve olumlu hakemlik raporlarından sonra çalışmalar kabul sırasına göre yayın aşamasına alınmaktadır.

2023 Aralık sayımızda da bu süreçleri tamamlayan “*Diamond or Jewel: Punishment or Reward?*”, “*Profil d’apprenant requis pour l’apprentissage d’une seconde langue étrangère basé sur le constructivisme cognitif*”, “*Power Of Language: Poetry in English Language Teaching*”, “*English Language Learning Through Gamification: High School Students’ Perception*”, “*An Analysis of Epistemic Modality in Turkish: The Case of –Dir*”, “*Tanrı’nın Öfkesi Orta çağ Avrupası’nda Doğal Afetler ve Büyük Felaketler*”, başlıklı birbirinden değerli 6 makaleyi ilginize sunuyoruz.

Bu çalışmaların Dil ve Kültür’e ilişkin önemli noktaların altını çizdiğini ve inceledikleri konularda okuyucularına yeni birer pencere açacak nitelikte olduğunu düşünüyoruz. Bu sayının ortaya çıkmasında emeği geçen yazarlarımıza, hakemlerimize, yayın kurulumuza ve alan editörlerimize teşekkür ediyor, dergimize gösterdiğiniz ilgi ve kattığınız değer için şükranlarımızı sunuyoruz.

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**EDITOR'S NOTE:**

We are pleased to introduce the Journal of Interdisciplinary Language and Culture Studies, an international e-journal that embarked on its publication journey in 2023. Our journal adopts an interdisciplinary approach, aiming to foster knowledge sharing by bringing together researchers from diverse disciplines, while also catering to a broad readership.

Language and culture are characterized by a multidimensional and intricate structure. Through interdisciplinary studies, we gain a deeper understanding of global diversity by examining various languages and cultures. Interdisciplinary language and culture studies serve as invaluable tools for comprehending the complexity and significance of language and culture. These studies facilitate our understanding of interpersonal interactions and the development of global societies, while also fostering collaboration among different disciplines. By fostering collaboration among linguistics, anthropology, sociology, history, literature, communication, art, and other fields, interdisciplinary language and culture studies offer numerous benefits for comprehending and analysing language and culture.

In light of this, the Journal of Interdisciplinary Language and Culture Studies welcomes valuable studies that underscore the importance of interdisciplinary approaches in language and cultural studies. Submissions are initially assessed by our field editors, who ensure their relevance to the field before forwarding them to expert referees for evaluation. Following meticulous reviews by our referees and editorial board, accompanied by positive refereeing reports, accepted studies proceed to the publication stage in the order of acceptance.

In our December 2023 issue, we present to your attention 6 articles called “*Diamond or Jewel: Punishment or Reward?*”, “*Profil d'apprenant requis pour l'apprentissage d'une seconde langue étrangère basé sur le constructivisme cognitif*”, “*Power Of Language: Poetry in English Language Teaching*”, “*English Language Learning Through Gamification: High School Students' Perception*”, “*An Analysis of Epistemic Modality in Turkish: The Case of –Dir*”, “*Tanrı'nın Öfkesi Orta çağ Avrupası'nda Doğal Afetler ve Büyük Felaketler*”,

As journal editors, we firmly believe that these studies effectively emphasize the crucial aspects concerning Language and Culture, providing readers with fresh insights into the subjects under examination. We extend our sincere appreciation to the authors, referees, editorial board, and field editors for their valuable contributions to the successful publication of this issue. Your unwavering dedication and expertise greatly enhance the quality and impact of our journal, and we express our heartfelt gratitude for the interest you have shown and the immense value you bring to our scholarly community.

**Editors**

Asst. Prof. Ahmet AYCAN

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## Diamond or Jewel: Punishment or Reward?

Gizem KAPTAN<sup>1</sup>

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### ÖZET

Fransız feminist Luce Irigaray'ın kuramsal perspektifinden "Maltalı Yahudi" ve "İyilikle Öldürülen Bir Kadın" romanlarında iki farklı kadın tipinin temsiline odaklanan bu makale, toplumsal dinamiklerin Rönesans dönemi edebiyatına etkisini incelemektedir. Drama türüne özellikle odaklanarak, "Maltalı Yahudi"deki Abigail ve "İyilikle Öldürülen Bir Kadın"daki Susan karakterlerini, homososyal bir dünyada kadınların nesneleştirilmesi ve değiş tokuş edilmesine vurgu yaparak analiz ediyor. Çalışma, erkek karakterler Barabas ve Charles için önemli bir değere sahip olan takaslarıyla, bu kadın karakterlere nasıl bir meta gibi davranıldığını araştırıyor. Analiz, Irigaray tarafından keşfedildiği şekliyle kadınların metalaştırılmasını derinlemesine inceliyor ve "This Sex which is not One" adlı eserinde bakire kadının rolünü inceliyor. Makale, bu edebi eserlerin karşılaştırmalı bir incelemesi aracılığıyla, kadınların homososyal ekonomi içinde konumlandırılma ve değiş tokuşa konu olma yollarını aydınlatmayı ve seçilen metinlerdeki temsillerine ışık tutmayı amaçlamaktadır.

**Anahtar Sözcükler:** Metalaştırma, homososyal ekonomi, "Maltalı Yahudi", "İyilikle Öldürülen Bir Kadın", feminizm.

### ABSTRACT

Focusing on the representation of two different types of women in "The Jew of Malta" and "A Woman Killed with Kindness" from the theoretical perspective of the French feminist, Luce Irigaray, this paper explores the impact of societal dynamics on literature in the Renaissance period, with a particular focus on the genre of drama. It analyzes the characters of Abigail in "The Jew of Malta" and Susan in "A Woman Killed with Kindness" with an emphasis on the objectification and exchange of women in a homosocial world. The study explores how these female characters are treated as commodities, with their exchange holding significant value for the male characters, Barabas and Charles. The analysis delves into the commodification of women as explored by Irigaray and scrutinizes the role of the virgin woman in her work "This Sex which is not one". Through a comparative exploration of these literary works, the paper aims to illuminate the ways in which women are positioned and traded within the homosocial economy, shedding light on the complexities of their representation in the selected texts.

**Keywords:** Commodification, homosocial economy, "The Jew of Malta", "A Woman Killed with Kindness", feminism.

## INTRODUCTION

Renaissance was a time when a different kind of lifestyle and understanding of life than the Middle Ages were introduced to the people of the age. Starting in Europe, it was a cultural and intellectual movement which depended on ancient texts and thoughts of Greece and Rome. It affected social, political and economic life across the world together with the discovery of ancient texts and brought about a new kind of perspective and thinking. These ideas regarded humans as the most prominent thing in life and emphasized the power of curiosity, the importance of the individual, and amazement of creating new ideas. When English government workers visited Italy in the fifteenth century, they experienced these new perspectives and thoughts. Some philosophers and many artists gave way for this new thinking such as Pico Della Mirandola, Leonardo Da Vinci, Michelangelo, and Donatello. They underlined that all must appreciate man and create works to praise the human being and its features. Therefore, humanism flourished, and these new thoughts replaced the ideas of the Middle Ages. (Greenblatt 2006: 488).

Nevertheless, the effects of Renaissance were observed later in England than it did in Europe after Henry VII provided political stability and power and it spread in the reign of Henry VIII who made radical changes in religious life of England. Henry VIII wanted to divorce Catherine of Aragon and marry Anne Boleyn. Religion was changed into Protestantism in Henry VIII's reign and he got the title of the supreme head of the church of England to be able to get married to Anne Boleyn. After Henry VIII, his children Edward and Mary reigned England consecutively for a short period of time and Elizabeth I, who was his daughter from Anne Boleyn came to the throne in 1558. In her long-lasting reign, England became powerful especially after they defeated the Spanish Armada at sea. Thus, people respected and appreciated Queen Elizabeth's actions (Greenblatt 2006: 492). After Elizabeth I, James I came to the throne in 1601 and it was called the Jacobean age. The Crown had a huge debt when Elizabeth I died, and James had to use tax system to pay this debt. He had quarrels with the Parliament and could not rule as well as the Tudors. These problems with the Parliament continued in the reign of Charles I. Later, when Queen Anne died, the Stuart monarchy was not as powerful as the Tudor monarchy (McDowall 1989: 87).

In addition to its political power, the Tudor court had vigorous cultural activity and it supported the development of literature and art. The court was a prominent place in which masques, plays, and elaborate speeches were performed. The court costumes, paintings, poetry, and music affected the English society and their taste of art, so the literature in England was supported by the court and had a vigorous effect on the cultural life in the country. To make it clear, the attitude of the Renaissance court especially in Elizabeth I's time towards art and literature influenced the behavior of English society towards art and this aroused interest in these fields (Greenblatt 2006: 493).

Although England was powerful at that time and supported cultural activities, social condition of women was not promising. Renaissance was a patriarchal era, and many women could not own a property, enter university or defend themselves at court. Women had to obey their fathers, husbands, and brothers so they had to adhere to the patriarchal power (Robin, Larsen and Levin 2007: 298). Nobody was called a feminist at that time, but some women rejected the inferiority of women and their rights. Christine de Pisan, for instance, presented the revision of Boccaccio's *On Famous Women* in her work *The Book of the City of Ladies*. According to Pisan's book, the perspective of women in Renaissance was the result of their lack of education and it was not related to their sex (Robin, Larsen and Levin 2007: 298). In Boccaccio's *On Famous Women*, there were 106 biographies of women that were successful, and he introduced them as they were more successful than the inferior women. He presents Zenobia of Palmyra as monstrous and Semiramis of Assyria as exotic, yet Pisan introduces them as scholars and builders of towns in her work. In addition, some male writers also supported women's equality in the Renaissance. Writers such as Sir Thomas Elyot and Heinrich Cornelius Agrippa

wrote some works to criticize Juan Luis Vives' *On the Education of Christian Woman* which offered an educational program for women because of their oppressed nature. Agrippa's *Declamation* defended women and this work represented women's difference from men in terms of their body parts and claimed that they were not inferior to men (Robin, Larsen and Levin 2007: 141-142).

Although there were objections to women's inferiority, these notions did not have a considerable effect on the thinking of that era, and this was observed in one of the most famous genres of this period which was drama. In the medieval times, there were morality plays which were concerned with the struggle between good and evil, mystery plays which included the life of Christ and the Bible and miracle plays which displayed the aspects of saints and miracles. In Renaissance, however, there was a different type of drama. Being one of the most prominent one, tragedy had an enormous effect on literature of this time (Grendler 2004: 16). Playwrights used ancient times and their values, but they were later affected by Machiavelli and Seneca (Grendler 2004: 12). Since there was the impact of Seneca, the tragedies were concerned with revenge and bloodshed (Watson 302). Roman Stoic philosopher Seneca wrote plays, and he influenced Renaissance drama with its use of extensive verse, observation of psychology, its reflection on the plays and efficient staging, themes of revenge, evil within a family, the strong belief in destiny and the right of kingship (Boyle 1997: 15). In addition, they wrote domestic tragedies which centered on the issues and problems within a house (Watson 304). As they presented the society of Renaissance, they were concerned with the problem of female oppression and their being a victim in society (Grendler 2004: 18). Women were expected to behave as the patriarchal system wanted them to behave and if they did not, they were not seen virtuous and they were victimized. Men were regarded as powerful and women as weak, so men had power over women. They were the object in the hands of men so that men decided women's actions and perspectives. This paper ventures to study the commodification of Renaissance women. It analyses how women are objects of exchange in the homosocial economy. In this respect Christopher Marlowe's *The Jew of Malta* and Thomas Heywood's *A Woman Killed with Kindness* will be studied in respect of French feminist Luce Irigaray's notion of homosocial economy, commodification of women and the role of virgin woman in *This Sex Which is not One*.

## LITERATURE REVIEW

Being a French feminist, Irigaray in her work *This Sex Which is not One*, reconsiders Freud's notions of penis envy and his general views on women. She also refers to Marx's notion of value and then reconnects it with women and their status in society. According to her, commodification of women is experienced through the transaction between the father and the husband or the brother and the husband. This homosocial economy uses a woman as a tool for exchange:

What makes such an order possible, what assures its foundation, is thus the exchange of women.

The circulation of women among men is what establishes the operations of society, at least of patriarchal society. Whose presuppositions include the following: the appropriation of nature by man; the transformation of nature according to "human" criteria, defined by men alone; the submission of nature to labor and technology; the reduction of its material, corporeal, perceptible qualities to man's practical concrete activity; the equality of women among themselves, but in terms of laws of equivalence that remain external to them; the constitution of women as "objects" that emblemize the materialization of relations among men, and so on. (Irigaray 1985: 185)

In the light of the words above it is seen that Irigaray puts emphasis on the exchange of women and how it cements bonds between men. Therefore, it is the males who exchange women, and this makes women objects in the hands of men. She also underlines that society establishes women's social status with circulation of women. Thus, their social status is defined by the patriarchy in society. Irigaray underlines Karl Marx's suggestion of a commodity's use value and exchange value. While use value is the physical qualities of a commodity, exchange value is the value that results from the possibility of exchanging the

commodity (1985: 178). Irigaray applies this notion of Marx to women and states that there are three types of women as a result of homosocial exchange: virgin, mother and prostitute. From these, virgin is the most prominent one since it has an exchange value:

The virginal woman, on the other hand, is pure exchange value. She is nothing but the possibility, the place, the sign of relations among men. In and of herself, she does not exist: she is a simple envelope veiling what is really at stake in social exchange. In this sense, her natural body disappears into its representative function. (Irigaray 1985: 186)

Accordingly, the virgin woman has an exchange value since she can be exchanged at any time, so her body represents her exchange value. Hence, women function as a commodity and besides virgin woman is more valuable than other women. As it is stated before, this function of women is observed in Renaissance too and it is identified in Renaissance playwrights.

## DISCUSSION

Being one of these playwrights, Christopher Marlowe was born in Canterbury in 1564. His father was a shoemaker, and he won a scholarship at King's School in Cambridge at the age of 15. He learned Latin there and won another scholarship at Cambridge University. Although he died young, he had a long-lasting effect throughout the world (Grendler 2004: 49). His one of the most well-known plays, *The Jew of Malta* tells the story of Barabas and how he takes revenge of Christians in Malta for their taking his wealth to pay the tribute to Turkish governors. Being a revenge tragedy, it was first performed in 1592 by Lord Strange's Men and has both tragic and comic elements (Grendler 2004: 51). T.S. Eliot calls this play a tragic farce (Hattaway 1990: 105). According to Hattaway, Barabas has Machiavellian aspects in his character as he is very cruel and murderous (106). He also states that he looks like vices in medieval drama (105). At the beginning of the play, it is seen that Abigail and Barabas have a close relationship:

Enter Abigail, the Jew's daughter.  
What, woman! Moan not for a little loss.  
Thy father has enough in store for thee  
ABIGAIL. Not for myself, but aged Barabas,  
Father, for thee lamenteth Abigail.  
But I will learn to leave these fruitless tears,  
And urged thereto with my afflictions,  
With fierce exclams run to the senate-house,  
And in the senate reprehend them all,  
And rend their hearts with tearing of my hair,  
'Til they reduce the wrongs done to my father (I. II. 36)

It is observed in the lines of Abigail above that she and her father have a firm bond. When Barabas rejects to pay money for Ferneze's debt, Ferneze orders to turn Barabas' house into nunnery. Since Barabas takes revenge after this and feels sorrowful, Abigail also feels sorry for Barabas. She thinks that what Ferneze did to Barabas is not right and she utters that she will help Barabas. Since Barabas knows that she will help him, he says he needs the help of Abigail to get back his fortune which he hid in his converted house:

BARABAS. Be ruled by me, for in extremity  
We ought to make bar of no policy  
ABIGAIL. Father, whatever it be, to injure them  
That have so manifestly wronged us,  
What will not Abigail attempt?  
...  
BARABAS. This shall follow then:  
There have I hid, close underneath the plank

That runs along the upper chamber floor,  
The gold and jewels which I kept for thee.

But here they come. Be cunning Abigail. (I. II. 38)

Therefore, it is observed that Barabas uses Abigail to regain his fortune. Since Abigail is a virgin woman and can enter nunnery, he wants her to enter in order to take back his wealth. Although it is a dangerous mission to do, Abigail accepts it to help her father. Thus, this is the first action which shows that Barabas uses Abigail for his own matters. Reigle puts forward the view that Abigail's virginity helps Barabas in her entering into the convent (2012: 500). Hence, as Irigaray states being a virgin is the most prominent role of a woman in homosocial economy (1985: 186). Besides, Barabas is aware of the commodity function of Abigail and her virgin richness of her. This is observed later when Abigail brings the fortune of Barabas, and he exclaims as such:

BARABAS. O my girl,  
My gold, my fortune, my felicity,  
Strength to my soul, death to mine enemy.  
Welcome the first beginner of my bliss.  
Oh Abigail, Abigail, that I had thee here too,  
Then my desires were fully satisfied.  
But I will practice thy enlargement thence.  
Oh girl, oh gold, oh beauty, oh my bliss! (II.I. 46)

After Abigail brings him the jewels and gold, Barabas becomes joyful and thanks Abigail. Cocoris Whitehouse suggests that he uses Abigail as a tool to get what he desires. In addition, his words "Oh girl, oh gold" highlights how he sees Abigail as a commodity just as his gold and jewels. It is true that Barabas is very fond of his wealth and his daughter. Nevertheless, it is obvious that his love of her daughter results from the capacity of Abigail to help him in matters of money. When he takes his bags of gold, it is observed that he considers Abigail as an object like his gold. Reigle underlines that the words of Barabas display the equal function of Abigail to gold and jewels (2012: 502). His use of Abigail for his own ends and her being an object are also seen when he uses Abigail as a tool to set Lodowick against Don Mathias:

LODOWICK. Well, Barabas, canst help me to a diamond?

BARABAS. Oh sir, your father had my diamonds;

Yet have I one left that will serve your turn.

*[Aside]* I mean my daughter, but erehe shall have her,

I'll sacrifice her on a pile of wood.

I ha' the poison of the city for him,

And the white leprosy.

...

LODOWICK. How shows it by night?

BARABAS. Outshines Cynthia's rays.

*[Aside]* You'll like it better far a-nights than days.

LODOWICK. And what is the price?

Your life, if you have it. Oh my lord,

we will not jar about the price.

Come to my house and I will give't your honour *[Aside]* with a vengeance) (II.III. 51)

Accordingly, it is understood from the conversation between Barabas and Lodowick that Barabas does not have an affection for his own daughter, yet he uses her like a pawn. Lodowick asks him a diamond and he says that all of his wealth is in the hands of Lodowick's father, Ferneze. However, he has only one diamond which is Abigail. Despite Lodowick's serious tone, Barabas means that the mentioned

diamond is Abigail. On these grounds, Abigail is a commodity to be exchanged between Lodowick and Barabas. As Irigaray suggests father and husband exchange the virgin woman in homosocial economy (1985: 186). In Abigail's situation Barabas is aware of Abigail's value as a virgin and he is treated like a jewel to be exchanged between Barabas and Lodowick (Chedgzoy 1990: 254). Nevertheless, Barabas desires to take revenge of Ferneze by setting Lodowick against Don Mathias. To this end, he uses Abigail as an object to carry out his plan. When Lodowick visits Barabas to see the diamond, Barabas wants Abigail to please Lodowick:

LODOWICK. Oh, Barabas, well met;  
Where is the diamond you told me of?  
BARABAS. I have it for you, sir. Please you walk in with me.  
What, ho, Abigail! Open the door, I say.  
*Enter Abigail*  
ABIGAIL. In good time, father. Here are letters come  
From Ormus, and the post stays here within.  
BARABAS. Give me the letters. Daughter, do you hear?  
Entertain Lodowick, the Governor's son,  
With all the courtesy you can afford,  
Provided that you keep your maidenhead.  
Use him as if he were (Aside) a Philistine.  
Dissemble, swear, protest, vow love to him;  
He is not of the seed of Abraham. –  
I am a little busy, sir; pray, pardon me.  
Abigail, bid him welcome for my sake.  
ABIGAIL. For your sake and his own he's welcome hither.  
BARABAS. Daughter, a word more. Kiss him, speak him fair,  
And like a cunning Jew so cast about  
That ye be both made sure ere you come out.  
ABIGAIL. Oh, father, Don Mathias is my love.  
BARABAS. I know it. Yet I say make love to him. (II. III. 53)

The quotation above aims to illuminate the commodity function of Abigail who loves Don Mathias. Even though Barabas is aware of Abigail's love for Don Mathias, he sees Abigail as a commodity to be used for his own revenge plans. Because Barabas desires to take revenge of Ferneze, he intends to benefit from Abigail for this mission. The underlying meaning of Barabas suggests that Abigail is the tool to satisfy Lodowick. In spite of Abigail's intentions, her father makes her act as he wants. In the light of Irigaray's notion of women's commodification, it is observed that Abigail is a commodity to be exchanged in the hands of Barabas (1985: 177). He does not acknowledge Abigail's own will because of his revenge for Ferneze. Therefore, this conversation above shows how Barabas acts to take revenge of Ferneze by controlling Abigail. Similarly, he carries out the same plan for Don Mathias too:

BARABAS. Well, but for me, as you went in at doors  
You had been stabbed: but not a word on't now.  
Here must no speeches pass, nor swords be drawn.  
MATHIAS. Suffer me, Barabas, but to follow him.  
BARABAS. No; so shall I, if any hurt be done,  
Be made an accessory of your deeds.  
Revenge it on him when you meet him next.  
MATHIAS. For this I'll have his heart.  
BARABAS. Do so. Lo, here I give thee Abigail.  
MATHIAS. What greater gift can poor Mathias have?

Shall Lodowick rob me of so fair a love?

My life is not so dear as Abigail. (II. III. 64)

The conversation between Barabas and Don Mathias displays that Barabas promises Abigail to him. Nonetheless, he also promised her to Lodowick earlier. He, therefore, tries to set Lodowick against Don Mathias and he will get rid of both of them. In this respect, Abigail's commodity function is on the foreground. Her being a commodity in the hands of Barabas signifies Irigaray's notion. Although she loves Don Mathias, she acts as if she also loves Lodowick for the sake of her father. In the homosocial economy, the father or the brother have the right to perform the transaction, so Barabas actively does this mission and Abigail confides her own body to Barabas. Nevertheless, Abigail revolts against her father's wishes when she learns that he planned the death of Don Mathias and Lodowick. When she enters the convent for the second time with her own will, Barabas vows to take revenge of her:

BARABAS. Very well, Ithamore, Then now be secret,

And for thy sake, whom I so dearly love,

Now shalt thou see the death of Abigail,

That thou mayst freely live to be my heir.

ITHAMORE. Why, master, will you poison her with a mess of

Rice porridge? That will preserve life, make her

Round and plump, and batten more than you are aware.

BARABAS. Ay, but Ithamore, seest thou this?

It is a precious powder that I bought

Of an Italian in Ancona once,

Whose operation is to bind, infect,

And poison deeply, yet not appear

In forty hours after it is ta'en. (III. IV. 74)

A close look at the quotation above suggests that Barabas arranges to kill Abigail because of the fact that she became a Christian. Her entering into the convent after learning that Barabas is the main reason of Don Mathias' and Lodowick's death brings about Barabas' plan of killing Abigail. Since he does not need her commodity function and she revolts against Barabas by becoming a Christian, he decides to poison her. Beskin highlights that Abigail chooses to act as she wants for the first time in the play, and this angers Barabas (2007: 28). As a result of this decision, thus, she is killed by her own father.

In other words, the play *The Jew of Malta* exemplifies Irigaray's notion of women's commodification which is argued in her *This Sex Which is not One*. In addition to its theme of revenge, this play illustrates how Abigail functions as a commodity in the homosocial economy. The fact that Barabas makes use of her for his own ends brings about Abigail's commodification in society. Since she is a virgin, she serves as a diamond for Barabas who is fond of money and wealth. Nevertheless, the revolt of Abigail against Barabas by being a Christian prepares her end since she does not conform to the rules of homosocial economy and does not obey the patriarchy.

Being a different kind of tragedy, Thomas Heywood's *A Woman Killed with Kindness* also employs the commodification of a woman. Born in 1575 Lincolnshire, Thomas Heywood was a translator, playwright, literary critic, and writer of many works. *Oenone and Paris* was the first literary work he published. Although he started with poetry, he was well-known with his dramatic works too. *A Woman Killed with Kindness* which was published in 1607 and produced in 1603 is known as his masterpiece (Cook 2006: 258). Since it is a domestic tragedy, it is not concerned with noble characters and realms but employs the circumstances within a household together with ordinary characters. Bennet propounds the view that this play has two plots. While the first plot centers on Mrs. Anne Frankford and Mr. John Frankford's marriage and Mrs. Anne Frankford's adulterous relationship with Mr. Wendoll, the second plot is concerned with Sir Charles Mountford's arrest, his sister Susan's efforts to get him

out of prison and Sir Charles Mountford's intention to use Susan to pay his debt to Mr. Shafton. In the second plot it is observed that Susan has a commodity function in the homosocial economy. To portray it in Irigaray's terms, Susan acts as a commodity to strengthen the bonds of this economy. (1985: 181) When Charles and Susan are first introduced in the play, they are presented as siblings who are strongly attached to each other. Charles, for instance, attempts to flee after the hawking match he played with Sir Francis Acton but he cannot because he does not want to leave his sister:

SIR CHARLES. Call me a surgeon, sister, for my soul;  
The sin of murder it hath pierced my heart,  
And made a wide wound there, but for these scratches,  
They are nothing, nothing.

SUSAN. Charles, what have you done?  
Sir Francis hath great friends, and will pursue you  
Unto the utmost danger of the law.

SIR CHARLES. My conscience is become my enemy,  
And will pursue me more than Acton can.

SUSAN O fly, sweet brother.

SIR CHARLES. Shall I fly from thee?  
What, Sue, art weary of my company?

SUSAN. Fly from your foe.

SIR CHARLES. You, sister, are my friend,  
And flying you, I shall pursue my end.

SUSAN. Your company is as my eyeball dear;  
Being far from you, no comfort can be near. (12-13)

Charles attempts to flee, yet he cannot leave his sister Susan on her own and he is arrested. Like the beginning of *The Jew of Malta*, these lines from *A Woman Killed with Kindness* above underlines the love between two relatives. Although it is a father and a daughter in the former, the latter employs a brother and a sister. When Sir Acton and Charles went to a hawking match, Acton claims that Charles cheated and that is why Charles won. The fact that Charles kills both of Acton's men alarms Charles and Susan pities him. Even though he wants to escape, he cannot go in order not to leave his sister alone. Therefore, it is observed that Charles and Susan have a firm bond between each other. He succeeds to do away with prison by paying money for his punishment, yet he loses all his wealth as a result. Thus, he borrows money from Shafton and he cannot pay it back later on. Despite Susan's efforts to borrow money from their relatives, they do not intend to lend money to Susan. Bennet puts forward the view that Susan fails in the homosocial economy inasmuch as this role is not appropriate for women (2000: 43). However, Acton pays Charles' debt to be able to win Susan's favor. The time when Charles learns that it is Acton's money, he at first refuses it but then he ponders on and decides to use Susan as a commodity to pay back Acton's money:

SUSAN. Brother, why have you tricked me like a bride?  
Bought me this gay attire, these ornaments?  
Forget you our estate, our poverty?

...

SIR CHARLES. Dost love me, sister? Wouldst thou see me live  
A bankrupt beggar in the world's disgrace  
And die indebted to my enemies?  
Wouldst thou behold me stand like a huge beam  
In the world's eye, a byword and a scorn?  
It lies in thee of these to acquit me free,  
And all my debt I may outstrip by thee.



SUSAN. By me? Why, I have nothing, nothing left;  
I owe even for the clothes upon my back;  
I am not worthy –  
SIR CHARLES. O sister, say not so.  
It lies in you my downcast state to raise,  
To make me stand on even points with the world.  
Come sister, you are rich! Indeed you are,  
And in your power you have without delay  
Acton's five hundred pound back to repay. (V.I 72-73)

The conversation between Charles and Susan underlines the notion of Susan's commodity function. As Irigaray suggests a woman is circulated among men and this is the most prominent function of a woman in homosocial economy inasmuch as it establishes and strengthens the patriarchal notions in society (1985: 184). Bennet utters that Charles realizes he does not have to pay back to Acton since he will use Susan to repay his debt (2000: 43). The quotation above also highlights how valuable Susan is in the eyes of Charles on account of her virginity. He states that she is rich because she is a virgin. To illustrate it in Irigaray's terms, the social role of a woman indicates her value and Susan's virginity represents her pure exchange value (1985: 186). Similar to Abigail in *The Jew of Malta*, Susan is also used by the patriarchy for its own ends. Like Barabas in *The Jew of Malta*, Charles represents the patriarchal role of men in society:

SIR CHARLES. I know thou pleasest me a thousand times  
More in that resolution than thy grant.  
[*Aside*] Observe her love: to soothe them in my suit  
Her honour she will hazard, though not lose;  
To bring me out of debt, her rigorous hand  
Will pierce her heart. O, wonder, that will choose,  
Rather than stain her blood, her life to lose.  
[*Aloud*] Come you sad sister, to a woeful brother.  
[*He takes her hand*]  
This is the gate; I'll bear him such a present,  
Such an acquittance for the knight to seal,  
As will amaze his sense and surprise  
With admiration all his fantasies. (V.I 75-76)

Accordingly, Charles intends to use Susan as a pawn to get the attention of Acton. Although Charles is aware of Susan's love for himself, he acts in a selfish manner to do away with his debt. The use of the word "present" for Susan suggests that Susan will be exchanged like a present between Charles and Acton. With this in mind, it is observed that Susan is a sacrifice for the sake of patriarchal exchange in society. According to Findlay, this exchange is useful for the homosocial bonding in the patriarchal society, however Susan is sacrificed within this act (507). As it is mentioned before, Irigaray's notions of the establishment of society with the circulation of women among men strengthens the order in society (1985: 184). Therefore, Susan's circulation will be beneficial both for Charles and patriarchal society. It is seen that Charles judges Susan in terms of a commodity:

SIR CHARLES. Stand not amazed to see me thus attended.  
Acton, I owe thee money, and being unable  
To bring thee the full sum in ready coin,  
Lo, for thy more assurance, here's a pawn:  
My sister, my dear sister, whose chaste honour  
I prize above a million. Here. Nay, take her:

She's worth your money, man; do not forsake her (V. I. 76)

At the beginning, Charles was affectionate towards Susan and it is recognized that he cared about her. However, it is observed that Charles is not a virtuous character as Susan and this results in Susan's being a "pawn" even if she does not want to. Bennet propounds the view that this play underlines how heterosexual relationships are shaped by the male homosocial society (2000: 36). As Barabas forsakes her own daughter for his own ends, Charles also controls her own sister for his own interests. He even tells Acton to behave Susan however he wants:

SIR CHARLES. Acton, she is too poor to be thy bride,  
And I too much opposed to be thy brother.  
There, take her to thee. If thou hast the heart  
To seize her as a rape, or lustful prey;  
To blur our house that never yet was stain'd,  
To murder her that never meant thee harm,  
To kill me now whom once thou sav'dst from death,  
Do them at once; on her all these rely  
And perish with her spotted chastity. (V. I. 77)

The lines of Charles above suggest that Acton can behave however he pleases towards Susan. He utters that he can rape her or murder her, yet he should do them all at once. Even though this implies a contradictory meaning in it, Charles underlines the commodity function of Susan in these lines inasmuch as it is him who gives her to Acton. In the light of Irigaray's notions, the homosocial economy identifies women's social values and the practice of exchange between men labels them as commodities (1985: 181). In Susan's case, she is exchanged between her brother and her future husband Acton. The fact that she is a virgin situates her in the most prominent place on the market. Since she does not rebel against her brother and conforms his notions, she is rewarded with her life:

SIR FRANCIS. I cannot be so cruel to a lady  
I love so dearly. Since you have not spared  
To engage your reputation to the world,  
Your sister's honor which you prize so dear,  
Nay, all the comforts which you hold on earth,  
To grow out of my debt, being your foe,  
Your honoured thoughts, lo, thus I recompense:  
Your metamorphosed foe receives your gift  
In satisfaction of all former wrongs.  
This jewel I will wear here in my heart,  
And where before I thought her for her wants  
Too base to be my bride, to end all strife  
I seal you my dear brother, her my wife.  
SUSAN. You still exceed us. I will yield to fate  
And learn to love where till now did hate. (V.I 77-78)

Francis accepts Charles' gift for repaying his debt for he was in love with Susan in the first place. Despite Susan's reluctance to be with Acton, she accepts it for the sake of her brother. Acton uses the word "jewel" for her as Barabas uses the word "diamond" for Abigail. Therefore, both women have a commodity function in the homosocial act of exchange. Because of the fact that Susan confirms Acton's marriage proposal, she survives in the patriarchal world unlike Abigail who revolted against the patriarchy.

To put it in another way, Heywood's *A Woman Killed with Kindness* exemplifies Irigaray's notions of commodification of women in the patriarchal society. The exchange of Susan between Charles and Acton illuminates the idea of a woman's function as a commodity within this transaction.

The use of Susan by Charles to repay his debt displays the foundations of patriarchal exchange and the prominence of a virgin woman in society. For she obeys her brother's instructions and intentions, she is not killed like Abigail.

## CONCLUSION

As a result, Renaissance was a time when new ideas spread around the world from Italy to other countries in Europe. It came to England later than some of the countries, yet England flourished with novel concepts and notions. Although new ideas and concepts flourished in Renaissance, the condition of women did not change. With some writers supporting the equality of women and men such as Christine de Pisan, Sir Thomas Elyot and Heinrich Cornelius Agrippa, Renaissance did not witness an extensive change in women condition. All of these had its impact on literature and art too. Being one of the most prominent genres of the era, drama also prospered with well-known playwrights of the era. Christopher Marlowe's *The Jew of Malta* and Thomas Heywood's *A Woman Killed with Kindness* were two of the most well-known plays of the era. While the former exemplifies the revenge tragedy, the latter demonstrates a domestic tragedy. However, they both employ woman characters that function as a commodity in society. In the light of French feminist Luce Irigaray's notions of exchange of woman and their being a commodity in homosocial world, the character Abigail in *The Jew Of Malta* and Susan in *A Woman Killed with Kindness* present a valuable illustration. Both female characters are controlled by their male relatives, and they obey their instructions to be able to help them. In addition, both male characters use them as a commodity to achieve their ends. In Barabas' case, it is his wealth and in Charles' case it is repaying his debt. Both female characters are virgins, thus as Irigaray believes this heightens their value on the market. The fact that Barabas refers to Abigail as "diamond" and Charles signifies Susan as "jewel" brings about their commodification by the homosocial economy. Therefore, both female characters are treated as a commodity and their exchange is valuable for Barabas and Charles. While Abigail cannot survive in the patriarchal world because of her revolt against her father, Susan is rewarded with marriage because of her adopting the patriarchal norms. Hence, this elucidates that Renaissance playwrights also illustrate the place of women who behave according to norms and who do not conform to the norms. In Abigail's case it is punishment and in Susan's case it is rewarding.

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## Profil d'apprenant requis pour l'apprentissage d'une seconde langue étrangère basé sur le constructivisme cognitif

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### RÉSUMÉ

*L'enseignement efficace et réussi des langues étrangères est un sujet de débat depuis de nombreuses années. Dans le monde d'aujourd'hui, où les individus multilingues sont de plus en plus nombreux et prennent le devant de la scène, le processus d'apprentissage de la deuxième langue étrangère et des langues tertiaires, ainsi que celui de la langue maternelle et de la première langue étrangère ont été inclus dans ces discussions. Grâce au travail intense de chercheurs et d'éducateurs, une littérature très riche a été créée dans ce domaine. La mise en œuvre de certaines stratégies d'apprentissage qui peuvent être appliquées avant, pendant et après l'activité d'apprentissage, peut rendre le processus beaucoup plus facile. Le but de cette étude est de contribuer à la sensibilisation et à la motivation pour mettre en pratique ces connaissances théoriques en soulignant quelques stratégies qui peuvent faciliter le processus d'apprentissage d'une deuxième langue étrangère pour les apprenants adultes maîtrisant au moins une langue étrangère et participant à un programme d'apprentissage formel. Les études qui fournissent des informations sur la manière dont se déroule le processus d'apprentissage à la fois d'une deuxième langue étrangère et des langues étrangères suivantes désignent l'apprenant lui-même comme l'exécuteur du processus. Pourquoi l'apprentissage se déroule de manière saine et permanente, on attend de l'individu un bon degré de disponibilité et une personnalité autonome, deux conditions qui jouent un rôle décisif dans la façon dont le processus d'apprentissage commencera, se poursuivra et aboutira. La plus grande contribution de cette personnalité autonome au processus d'apprentissage passe sans aucun doute par l'utilisation appropriée et efficace de stratégies cognitives mais aussi métacognitives et socio-affectives.*

**Mots-clés** : Apprentissage constructiviste cognitif, deuxième langue étrangère, stratégies d'apprentissage métacognitives et socio-affectives, apprentissage autonome.

## Profile of Learner Required for Learning a Second Foreign Language Based on Cognitive Constructivism

### ABSTRACT

*The effective and successful teaching of foreign languages has been a subject of debate for many years. In today's world, where multilingual individuals are increasingly prevalent and taking center stage, the learning process of not only the second foreign language but also tertiary languages, as well as that of the native language and the first foreign language, has been included in these discussions. Thanks to the intensive work of researchers and educators, a rich literature has been created in this field. The implementation of certain learning strategies that can be applied before, during, and after the learning activity can make the process much easier. The purpose of this study is to contribute to awareness and motivation to put these theoretical knowledge into practice by highlighting some strategies that can facilitate the learning process of a second foreign language for adult learners who already master at least one foreign language and are participating in a formal learning program. Studies providing information on how the learning process unfolds for both a second foreign language and subsequent foreign languages designate the learner as the executor of the process. For learning*

to take place in a healthy and permanent manner, individuals are expected to have a good degree of readiness and an autonomous personality—two conditions that play a decisive role in how the learning process will begin, continue, and conclude. The greatest contribution of this autonomous personality to the learning process undoubtedly lies in the appropriate and effective use of cognitive as well as metacognitive and socio-affective strategies.

**Keywords:** Cognitive Constructivist Learning, Second Foreign Language, Metacognitive and Socio-Affective Learning Strategies, Autonomous Learning

## **Bilişsel Yapılandırmacı İkelere Göre İkinci (ve Sonraki) Yabancı Dil Öğrenimi İçin Öngörülen Öğrenci Profili<sup>1</sup>**

### **ÖZET**

Etkili ve başarılı yabancı dil öğretimi uzun yıllardır tartışma konusu olmuştur. Çok dilli bireylerin sayısının giderek arttığı ve ön plana çıktığı günümüz dünyasında, ana dil ve birinci yabancı dilin yanı sıra ikinci ve sonraki yabancı dilleri öğrenme süreci de bu tartışmalara dahil edilmiştir. Araştırmacıların ve eğitimcilerin yoğun çalışmaları sayesinde bu alanda oldukça zengin bir literatür oluşmuştur. Yabancı dil öğrenme sürecinde karşılaşılan zorlukları hafifletmenin yolları kimi zaman öğrenenin kimi zaman da öğretmenin üstleneceği birtakım sorumluluklarla mümkün olabilmektedir. Öğrenen açısından ele aldığımızda, istenen hazır bulunuşluk seviyesine sahip olma, disiplinli bir çalışma planı izleme gibi ön koşulları yerine getirmenin yanı sıra öğrenme etkinliği öncesinde, esnasında ve sonrasında uygulayabileceği bazı öğrenme stratejilerini hayata geçirmenin süreci oldukça kolaylaştırabileceğine dair birçok araştırma sonucu mevcuttur. Bu çalışmanın amacı, örgün bir öğrenim programına katılan yetişkin yaş grubuna dahil ve en az bir yabancı dil bilen öğrenenlerin ikinci yabancı dil öğrenme sürecini kolaylaştırabilecek bazı stratejilere işaret edilerek, bu teorik bilgilerin uygulamaya dökülmesine yönelik bir farkındalık ve motivasyonun oluşturulmasına katkıda bulunmaktadır. Hem ikinci bir yabancı dili hem de daha sonraki yabancı dilleri öğrenme sürecinin nasıl gerçekleştiğine dair bilgi veren çalışmalar, sürecin yürütücüsü olarak öğrenenin kendisini işaret etmektedir. Öğrenenin sağlıklı ve kalıcı bir şekilde gerçekleşebilmesi için bireyin iyi derecede hazırlıklı olması ve öğrenme sürecinin nasıl başlayacağı, nasıl devam edeceği ve nasıl sonuçlanacağı konusunda belirleyici rol oynayan özerk bir kişiliğe sahip olması beklenir. Bu özerk kişiliğin öğrenme sürecine en büyük katkısı şüphesiz bilişsel, aynı zamanda üstbilişsel ve sosyo-duyuşsal stratejilerin uygun ve etkili kullanılmasıyla sağlanır.

**Anahtar Sözcükler:** Bilişsel yapılandırmacı öğrenme, ikinci yabancı dil, üstbilişsel ve sosyo-duyuşsal öğrenme stratejileri, özerk öğrenme.

### **INTRODUCTION**

Aujourd'hui, nous constatons que la théorie constructiviste de l'apprentissage, en tant que théorie de l'apprentissage basée sur de nombreux domaines, a été incluse dans les programmes éducatifs sous la forme de plusieurs modèles différents en raison de ses différentes perspectives. Les deux fondateurs de cette théorie, que nous pouvons classer sous deux rubriques principales (la compréhension constructiviste individuelle et la compréhension constructiviste sociale) sont Jean William Fritz Piaget, le biologiste et psychologue scolaire suisse et Lev Semionovitch Vygotsky, le psychologue scolaire et philosophe du langage russe (Koç, 2004:174-180).

L'approche constructiviste cognitive, qui est le type de théorie de l'apprentissage que nous rencontrons le plus dans la pratique, et acceptée comme théorie ou une approche ou un modèle par certains experts, constitue une sous-rubrique de la compréhension constructiviste individuelle.

Le modèle d'apprentissage constructiviste cognitif, mentionné par de nombreux chercheurs et psychologues de l'apprentissage, est un modèle d'apprentissage le plus souvent associé au biologiste et épistémologue génétique suisse Jean Piaget, qui l'a formulé et nommé. Ce modèle, basé sur les résultats

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de l'évolution biologique, désigne «l'apprenant» comme l'acteur le plus efficace de l'activité d'apprentissage. Selon cette conception, qui admet que l'apprentissage est un processus de structuration en trois étapes dans l'esprit de l'individu: «assimilation», «adaptation» et «équilibre», c'est à l'apprenant de fournir le plus d'effort et à être le plus performant possible. L'approche constructiviste cognitive, qui accepte «l'apprenant» comme un individu absolument distinct des autres individus, ne voit pas l'activité d'apprentissage comme «une réception passive d'informations par l'apprenant par l'intermédiaire d'un enseignant»; mais considère qu'il est acquis/créé/construit à la suite du traitement mental-psychologique de l'individu (Fosnot, 2007: 15-18). Si cette acceptation fait de l'apprenant l'acteur actif de l'activité d'apprentissage, elle place l'enseignant dans la position d'«apprenant expert qui soutient et oriente l'autonomie de l'apprenant». Ce positionnement orientera toutes les composantes du processus éducatif.

Bienentendu, un processus d'apprentissage autonome dessine un cadre qui s'articule autour de la performance de l'apprenant et lui délègue le fardeau et la responsabilité. Pour répondre à cette performance intensément attendue et surmonter cette tâche difficile, l'individu doit en être conscient et se donner les moyens d'y arriver. Si l'apprenant autonome a le profil attendu qui se manifeste notamment dans le processus d'apprentissage d'une langue seconde et des langues étrangères ultérieures, et s'il est conscient de certaines réactions et attitudes cognitives, métacognitives et socio-affectives qui se produisent au cours de l'activité d'apprentissage, alors il sera possible d'évoluer, maintenir et conclure ce processus dans un sens positif.

## **ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES ÉTRANGÈRES BASÉS SUR L'APPROCHE CONSTRUCTIVISTE COGNITIVE**

Jusqu'à récemment, les chercheurs et les praticiens travaillant dans le domaine de l'enseignement des langues supposaient que les processus mentaux que nous traversons lors de l'apprentissage d'une langue étrangère étaient très similaires aux processus que nous traversons lors de l'apprentissage de notre langue maternelle. Ainsi, les programmes, méthodes, techniques et les matériels proposés dans l'enseignement des langues étrangères ont toujours été élaborés sur la base de cette hypothèse. Cependant, après un certain temps (lorsque les frontières ont été supprimées partout dans le monde, mais particulièrement en Occident, et que les gens ont commencé à se mélanger et à vivre dans d'autres pays ou à voyager fréquemment en raison du mariage, des exigences professionnelles ou de l'éducation et, par conséquent, la structure sociale a été transformée en une forme multilingue, multiculturelle et mixte) le phénomène de la « langue étrangère » a commencé à être redéfini avec des dynamiques différentes.

Selon cette nouvelle perspective, le processus d'apprentissage d'une langue maternelle, que nous acquérons dès le plus jeune âge, et celui d'une langue étrangère que nous apprenons à l'adolescence ou à l'âge adulte, sont très différents l'un de l'autre sur les aspects suivants:

-L'apprentissage de la langue maternelle se fait dès l'enfance. Cependant, une langue étrangère s'apprend «généralement» plus tard après l'apprentissage de la langue maternelle.

-Il y a «acquisition» pour la langue maternelle et «apprentissage» pour la langue étrangère. Les composants et le processus mental de ces deux concepts diffèrent.

-Pour apprendre une langue étrangère, il n'est généralement pas possible de disposer d'autant de temps que pour apprendre une langue maternelle; le temps disponible est beaucoup plus limité.

-Lors de l'apprentissage d'une langue maternelle, un apprentissage plus automatique et plus réactif se produit. Cependant, il existe une conscience cognitive lors de l'apprentissage d'une langue étrangère; la causalité est recherchée et la perspective personnelle est souvent en jeu.

-Il y a une remise en question, la conscience est en vigueur. On essaie de recevoir de nouvelles informations en les analysant à travers des modèles existants dans l'esprit; il n'existe pas de comportement automatique consistant à prendre ce qui est donné sans réfléchir.

-Puisque l'apprenant a déjà appris une langue (sa langue maternelle), il se fera une idée de la nouvelle langue qu'il apprendra à travers sa perception et ses expériences linguistiques passées.

-Comme il a déjà appris une langue (sa langue maternelle), il créera son point de vue sur la nouvelle langue qu'il apprendra à travers sa perception et ses expériences linguistiques passées. Il sera conscient qu'il a déjà utilisé ses capacités linguistiques (lors de l'apprentissage de sa langue maternelle) et le mécanisme du langage en général.

-Comme il connaît déjà une langue (sa langue maternelle), il comprendra facilement les explications théoriques sur la nouvelle langue -même si elle n'a pas encore été mise en pratique; c'est-à-dire qu'un langage médiateur existe déjà.

-L'habitude de s'exprimer dans la première langue est prise; il essaiera de transférer cela dans la langue seconde et d'évaluer ses insuffisances, limites et nécessités actuelles en les comparant avec ses apprentissages antérieurs et tentera de s'améliorer dans l'expression. Brièvement; il est conscient de «ce qu'il a besoin de savoir» et de «ce dont il a besoin».

-Il a une expérience de vie sociale et une connaissance du monde avec sa langue maternelle, c'est-à-dire qu'il est conscient des fonctions, du rôle et de la dimension communicationnelle de la langue (Field, 2005).

La perspective cognitive n'aborde pas uniquement le phénomène du langage et l'apprentissage; on reconnaît que cela fait partie du concept général de cognition. Sur cette base, il soutient que le processus d'apprentissage d'une langue seconde est similaire au processus permettant de devenir un expert dans n'importe quel autre sujet. Les cognitivistes affirment que l'apprentissage d'une langue seconde implique deux domaines: l'apprentissage et l'utilisation. Comment l'apprenant crée-t-il une conception mentale sur la langue seconde et utilise-t-il les informations contenues dans cette conception dans le domaine de la communication? Il faut ici attirer l'attention sur la relation entre deux éléments du langage: la connaissance explicite et la connaissance implicite. Ce que l'on entend par connaissance explicite, ce sont les informations systématiques et descriptives apprises sur la structure de base de la langue. La connaissance implicite est transmise implicitement; il s'agit d'une connaissance qui n'est pas parlée et qui s'acquiert uniquement grâce à des déductions tirées de l'environnement social dans lequel cette langue est parlée. Alors que les connaissances explicites ont une structure qui nécessite une performance analytique dans l'esprit pour acquérir la grammaire, les connaissances implicites ont une structure qui s'acquiert par l'expérience et s'obtient automatiquement sans avoir besoin d'analyse. Une autre réalité révélée par ces études intensives sur l'apprentissage des langues secondes est la nécessité d'accepter que l'apprenant soit un participant actif et directement impliqué dans le processus d'apprentissage. Car, lorsque l'apprenant sera confronté à une nouvelle structure, son premier objectif sera bien sûr d'encomprendre le sens, mais il s'intéressera également à l'ordre syntaxique de cette structure, c'est-à-dire la structure formelle, afin de l'utiliser dans sa propre communication désormais. L'apprenant est l'observateur de son propre mécanisme cognitif, de ses activités cognitives et des résultats qui en découlent, c'est-à-dire qu'il a été observé que des activités métacognitives intenses, que l'on ne rencontre pas souvent dans l'apprentissage d'une langue maternelle, sont également actives dans l'apprentissage d'une langue seconde (Field, 2005).



### **L'apprentissage d'une langue seconde comme effort de transfert**

Il existe une compréhension qui définit le processus d'acquisition/apprentissage d'une langue seconde comme un effort de transfert. Selon cette compréhension, l'apprenant a tendance, tout au long du processus, à effectuer des transferts fréquents de sa langue maternelle vers la langue seconde qu'il est en train d'apprendre. Les premiers à exprimer le concept de transfert furent les behavioristes, qui supposaient que le langage était un comportement habituel. Ils trouvaient normal que les comportements linguistiques acquis dans la langue première se reflètent dans leurs apprentissages ultérieurs. Plus tard, les psychologues de l'apprentissage cognitif ont suggéré que le problème en termes de relations cognitives résidait dans le fait que la langue seconde avait des exigences différentes de celles de la langue première. Il y a ici une attitude mentale visant à révéler des traits grammaticaux qui existent dans une langue mais pas dans l'autre. La situation est considérée comme le reflet des différences linguistiques dans le processus d'apprentissage, telles que la syntaxe entre deux langues, le groupe structurel auquel appartient la langue (agglutinante, flexionnelle, etc.) et la valeur linguistique (comme pronoms) qu'elle attribuent aux entités vivantes et inanimées.

### **L'apprentissage d'une langue seconde comme hypothèse de l'interlangue**

Une autre approche du processus d'apprentissage d'une langue seconde se concentre sur l'hypothèse interlangue (ou la langue intermédiaire). Selon cette hypothèse, une personne essayant d'apprendre une langue seconde développe une langue hybride entre sa langue maternelle et la langue cible. Ce langage hybride est une forme intermédiaire créée par le cerveau pour communiquer, et il est censé s'améliorer avec le temps et se concentrer sur la langue cible, mais dans certains cas, cette utilisation peut se transformer en habitude et devenir permanente (Lado, 1957). De nombreux chercheurs affirment que l'apprentissage d'une langue seconde est un processus cognitif continu qui consiste à réorganiser constamment les informations dans l'esprit et à acquérir ainsi de nouvelles connaissances linguistiques. Dans le modèle multidimensionnel, l'un des modèles offrant ces perspectives, cet effort de restructuration fait partie du processus de développement, et deux facteurs cognitifs affectent la performance de l'apprenant. Le premier d'entre eux est le stade de développement dans lequel se trouve l'apprenant. Le développement est progressif; à mesure que l'apprenant réussit à créer chaque nouvelle structure linguistique, la limitation linguistique disparaît progressivement. Et le second c'est la dimension de la simplification et de la généralisation excessive. L'apprenant aura recours à la simplification et à la généralisation excessive afin d'éliminer les problèmes qu'il rencontre dans l'utilisation de la nouvelle langue et d'en acquérir la maîtrise.

### **DIFFÉRENCES DU PROCESSUS D'APPRENTISSAGE D'UNE DEUXIÈME LANGUE ÉTRANGÈRE PAR RAPPORT À CELUI DE LA PREMIÈRE LANGUE ÉTRANGÈRE**

Depuis les années 1940, alors que le monde est devenu un lieu où différents groupes ethniques cohabitent intensément avec les conditions en développement, la tendance à reconnaître différentes langues et cultures à travers «l'autre» a commencé à augmenter. D'autant plus que le nombre d'Européens et d'Asiatiques migrant vers les États-Unis augmente, l'enseignement des langues a pris sa place au sommet des problèmes éducatifs de la nouvelle génération d'immigrés. L'idée selon laquelle le rôle dominant de la langue maternelle de ces apprenants perturbe leur intégration culturelle et leur processus éducatif a conduit à s'intéresser à l'effet de la langue maternelle dans l'acquisition ou l'apprentissage d'une nouvelle langue dans les domaines scientifique et éducatif. De plus, avec l'augmentation des mariages multiculturels, le phénomène du bilinguisme chez les enfants de la prochaine génération a commencé à attirer l'attention. À la suite de tout ce processus, une série d'études académiques successives ont vu le jour dans le domaine de la linguistique, dont celle que nous avons observée dont la première aux États-Unis, sur le phénomène du bilinguisme et son fonctionnement. Cette série

d'études, menée par des linguistes tels que Bloomfield, Freis, Lado et Long, a conduit à l'émergence d'une terminologie et d'une méthodologie dans le domaine. Tandis que le terme « bilingue » désignait initialement tout individu de culture hybride qui utilise les deux langues comme langue maternelle, il a ensuite commencé à être utilisé pour tous les individus ayant acquis ou appris une langue autre que leur langue maternelle, appelée ALS (acquisition d'une langue seconde) ou RAS (Recherche en acquisition des Langues Secondes) ; depuis environ 80 ans, des connaissances et une expérience scientifiques considérables ont été accumulées dans ce domaine d'études, considéré comme une sous-unité de la linguistique appliquée et inclus également dans le domaine de l'enseignement des langues étrangères. La théorie de l'acquisition d'une langue seconde tente d'expliquer l'acquisition et la perte simultanées ou séquentielles d'une langue seconde ou d'une ou plusieurs langues/dialectes étrangers chez les enfants et les adultes, soit spontanément, c'est-à-dire par acquisition dans un environnement naturel, soit par formation individuelle ou en groupe dans une institution (Long, 1983). En avançant cette définition, Long montre qu'il tend en réalité à considérer toutes les langues autres que la langue première dans le cadre de la langue seconde.

Cependant, dans les études menées dans le domaine de ALS, une certaine confusion est apparue dans la définition du profil de l'apprenant faisant l'objet de la recherche. Lorsqu'il s'agit de langue seconde, on voit qu'elle fait référence à deux situations différentes:

1. Un individu qui grandit dans un environnement naturellement bilingue utilise fréquemment les deux langues (même si le degré de maîtrise n'est pas exactement le même). Dans ce cas, deux conditions différentes peuvent être évoquées: le bilinguisme individuel et le bilinguisme social. Dans le premier cas, il y a une exposition individuelle à un environnement de communication bilingue en raison de la situation familiale ou des conditions de vie (comme grandir avec des parents-tuteurs issus de différents groupes ethniques ou grandir dans un pays différent de son pays d'origine), tandis que dans le second, il existe une société dans laquelle les deux langues sont utilisées de manière intensive et l'individu acquiert ainsi deux langues et est censé grandir à l'intérieur.

2. Il est possible pour un individu monolingue d'apprendre consciemment une langue autre que sa langue maternelle au sein d'un système scolaire ou dans le cadre d'un cours, conformément à sa propre demande et préférence.

Alors que la communication multilingue est devenue de plus en plus une expérience normale dans les sociétés d'aujourd'hui, les études dans le domaine de l'acquisition d'une langue seconde ont cédé la place à des recherches sur l'acquisition/l'apprentissage d'une troisième langue. Ce sujet conserve encore aujourd'hui sa nouveauté. Les études actuelles tentent de mettre fin à la confusion conceptuelle actuelle et de compléter le processus de création d'une théorie/approche concernant le processus.

Outre le fait que la neurolinguistique a créé un champ interdisciplinaire dans l'étude du langage, avec l'accumulation de découvertes sur la structure et le fonctionnement de la cognition dans les domaines de la psycholinguistique et de la psychologie de l'apprentissage, les linguistes se concentrant sur le fonctionnement linguistique et les procédures d'apprentissage dans le cerveau ont transmis leurs découvertes sur l'acquisition/l'apprentissage d'une langue tierce aux didacticiens, créant un nouvel esprit de l'époque dans l'enseignement des langues étrangères, ils ont créé un espace de travail passionnant avec leurs caractéristiques de réflexion. À tel point que cette expérience multilingue a conduit les chercheurs à se concentrer sur le processus d'acquisition d'une quatrième langue et d'une cinquième langue. À mesure que les limites de ce contexte se sont élargies, des insuffisances sont apparues dans la terminologie utilisée dans le domaine. Avec les appels lancés dans les études de littérature de ces dernières années, on tente de parvenir à un accord sur le fait que le concept de troisième langue se réfère à « toutes les langues acquises/apprises après la deuxième », afin de mettre fin à cette confusion conceptuelle et de créer un jargon standard. Ces « langues ultérieures », symbolisées par L3 et

maintenant Ln, et conceptuellement appelées RAL (Recherche en Acquisition des Langues) dans les sources françaises, sont devenues aujourd'hui un domaine de grand intérêt parmi les enseignants/chercheurs de nombreuses langues différentes.

Même si ce domaine, en train de créer sa propre méthodologie et sa terminologie, est parfois utilisé comme synonyme du phénomène du multilinguisme, il n'y a ici aucune équivalence ; car le concept de multilinguisme fait référence à un domaine d'étude bien plus complet qu'un contenu défini comme le processus d'acquisition d'une langue. Cependant, l'acquisition d'une troisième langue peut être considérée comme une sous-rubrique des études sur le multilinguisme. Ce sous-domaine suscite un intérêt intense pour des sujets tels que l'influence interlinguistique (interaction entre les langues), l'influence du bilinguisme (effet du bilinguisme) et l'influence des connaissances linguistiques antérieures (influence des langues antérieures) dans l'acquisition d'une langue tierce (Cenoz, 2013).

Les études menées dans le domaine de l'acquisition d'une langue tierce nous indiquent qu'il existe deux types de commodités dans ce processus :

-Lorsque la nouvelle langue est structurellement similaire aux langues apprises précédemment, des contributions positives sont observées dans le processus d'acquisition de la langue.

-Les approches, habitudes et expériences de l'individu qui a déjà appris une autre langue étrangère dans ce nouveau processus d'apprentissage ont un effet facilitateur sur le processus.

En bref, les expériences de l'individu qui apprend une deuxième langue étrangère par rapport à son apprentissage linguistique antérieur sont visiblement mises en avant. Cette situation place l'apprenant comme l'acteur principal du processus.

## **PROFIL D'APPRENANT RÉQUIS PAR L'APPROCHE CONSTRUCTIVISTE COGNITIVE**

Cette perspective, qui affirme qu'il n'existe pas de monde extérieur indépendant de l'apprenant et que, selon les mots du philosophe allemand Emmanuel Kant, le monde est construit par l'apprenant, accepte la connaissance comme le produit de l'apprenant. Ainsi, l'apprenant qui produit personnellement des connaissances sera l'acteur principal de l'action d'apprentissage. Avec ce point de départ, il serait approprié de considérer la disponibilité et une personnalité autonome comme deux qualités importantes que l'apprenant doit posséder.

*La disponibilité* : Cette condition préalable fait référence aux processus cognitifs et affectifs qui se produisent avant même le début de l'activité d'apprentissage.

Il est extrêmement important à ce stade que la motivation de l'apprenant, c'est-à-dire son désir et son besoin d'apprendre et sa croyance dans la nécessité d'apprendre soient au plus haut (ou atteints), et que son âge, ses niveaux de développement physique et psychologique soient appropriés pour ce nouvel apprentissage, enfin, qu'il ait acquis l'apprentissage préalable nécessaire.

*Personnalité autonome* : Dans ce modèle d'apprentissage, qui accepte que les connaissances soient créées et construites à la suite d'un traitement mental et psychologique de l'individu plutôt que d'être reçues passivement par l'apprenant par l'intermédiaire d'un enseignant, il est extrêmement important que l'apprenant possède une personnalité autonome. Les individus autonomes, en tant qu'individus capables d'établir leur propre autorité sans avoir besoin de l'autorité des autres et d'assumer la responsabilité de leurs propres attitudes et comportements, ont la capacité de planifier, suivre et évaluer leur propre apprentissage. Ces individus, supposés avoir appris spontanément la langue maternelle, porteront les attitudes, les comportements, les méthodes et les techniques qu'ils ont expérimentés lors de l'apprentissage de la première langue étrangère, ainsi que les habitudes qu'ils ont acquises, dans le processus d'apprentissage de la deuxième langue étrangère. L'apprenant, qui produit

personnellement des connaissances, doit assumer l'entière responsabilité de son propre processus d'apprentissage dans ce processus de production.

Les capacités et compétences que l'on entend par personnalité autonome font référence aux stratégies d'apprentissage métacognitives et socio-affectives que l'apprenant utilisera.

### **Stratégies métacognitives**

Après avoir abordé les stratégies cognitives que les apprenants peuvent utiliser dans un cours de langue étrangère préparé selon les principes de l'approche cognitive constructiviste, il conviendrait de parler des stratégies métacognitives qui serviront de tour de contrôle aux apprenants pour reconnaître, utiliser et gérer ces stratégies.

La métacognition, également décrite comme « penser à la pensée » ou « cognition de la cognition », a été développée par la psychologue scolaire britannique Ann Brown (1943-1999), considérée comme une théoricienne puissante en raison de ses études intenses sur les processus et les stratégies d'apprentissage tout au long de son parcours universitaire en Angleterre et aux USA. Selon la définition de Brown, il s'agit d'un phénomène bidimensionnel constitué d'une connaissance cognitive, qui caractérise notre connaissance de notre propre mémoire et de son fonctionnement, et d'une « régulation cognitive », qui indique notre contrôle sur notre cognition et notre capacité à l'organiser. Brown distingue trois types de connaissances en matière de connaissances cognitives :

-*Connaissance déclarative* : Reconnaître la mémoire comme l'outil d'apprentissage de base dans l'esprit, être conscient de ce qu'elle comprend, de ce qu'elle peut prendre et de ses limites.

-*Connaissance procédurale* : reconnaître et appliquer des stratégies d'apprentissage cognitif qui peuvent être utilisées pour essayer d'apprendre de nouvelles informations.

-*Connaissance situationnelle* : Être conscient de quelles stratégies peuvent être utilisées dans quelles conditions d'apprentissage ; Savoir utiliser des stratégies de manière appropriée et efficace en fonction de leurs expériences.

Brown suggère que les connaissances cognitives peuvent se produire dans des groupes d'apprenants adultes plutôt que chez les jeunes apprenants.

Jacobs et Paris (1987) mentionnent également trois étapes en matière de régulation cognitive :

*Planification* : Analyser et transférer des informations préliminaires en mémoire dans une nouvelle situation d'apprentissage, décider quelles stratégies utiliser et comment mettre les ressources à profit.

*Régulation* : autosurveillance lors de l'utilisation des stratégies, intervention et contrôle si nécessaire.

*Évaluation* : Examiner et évaluer les processus d'autorégulation qui se produisent pendant l'action d'apprentissage et le produit résultant de l'activité d'apprentissage.

Les études sur le développement de la métacognition chez les individus mettent l'accent sur plusieurs points importants :

-La métacognition se développe avec l'âge ; alors que les enfants et les adolescents manquent largement de conscience des connaissances et de la régulation cognitives, l'activation de la métacognition dans des groupes d'adultes a été observée parfois sous supervision et parfois spontanément.

-Des tâches de mémoire sont également constatées en fonction de l'âge ; alors que les enfants ignorent souvent qu'ils ont besoin de mémoriser des informations et que les adolescents ne savent pas

de quoi et comment ils doivent se souvenir, les adultes distinguent les informations qui peuvent être nécessaires à leur apprentissage futur grâce à une sélection automatique et utilisent des stratégies cognitives et métacognitives pour les sauvegarder. Bien sûr, il serait faux de dire que la conscience et l'utilisation de la métacognition par tout adulte sont efficaces et suffisantes. Cependant, il a été observé que les apprenants supérieurs en termes de capacités mais moins compétents en matière de conscience métacognitive affichent des niveaux de réussite inférieurs à ceux des apprenants moins talentueux mais possédant une conscience métacognitive élevée. L'une des plus grandes contributions des résultats de cette recherche à la vie scolaire est qu'il a été démontré que la sensibilisation à la métacognition au sein du programme et l'amélioration de l'utilisation de la métacognition créent des changements prometteurs pour les apprenants qui ne peuvent pas réussir leurs études en raison de faibles capacités ou des connaissances insuffisantes. Ces résultats ont permis d'inclure le sujet de la conscience métacognitive dans le contenu des programmes de formation (Swanson, 1990; cité dans Ülker et Ersöz, 2014). Un autre résultat de la recherche sur les stratégies d'apprentissage est la prise de conscience que l'apprenant utilise en réalité trois types de stratégies. L'apprentissage, qui est le produit d'un processus, est obtenu en employant différentes stratégies à différentes étapes du processus (Pressley et W. McDonald, 1997).

*Stratégies utilisées avant l'apprentissage* : Déterminer l'objectif d'apprentissage, planifier comment connecter et organiser entre les anciennes et les nouvelles informations, et déterminer comment les nouvelles informations seront utilisées.

*Stratégies utilisées lors de l'apprentissage* : Les processus d'identification, de prévision, de surveillance, d'analyse et d'interprétation sont ce que nous appelons des stratégies cognitives.

*Stratégies utilisées après l'apprentissage* : Révision, édition et réflexion.

À travers cette classification, il est possible de constater que les stratégies de pré-apprentissage et de post-apprentissage correspondent à une intervention métacognitive. L'utilisation fréquente par l'apprenant de stratégies adaptées à ses besoins dans ces trois étapes d'apprentissage lui permettra de devenir au fil du temps un expert en stratégie. Pressley et al. (1987) ont fait certaines constatations concernant l'utilisation stratégique des apprenants experts :

-Planifier les stratégies à utiliser correctement facilite l'apprentissage.

-L'utilisation de stratégies cognitives à elle seule ne peut pas conduire à des résultats positifs sans disposer d'une connaissance situationnelle qui fournit une aide sur quelle stratégie utiliser dans quelles conditions d'apprentissage et comment.

-Les connaissances antérieures stockées en mémoire facilitent les nouveaux apprentissages et compensent certains manques de stratégies pour un apprentissage efficace.

-Partant du fait que le développement dépend du travail et non du talent et de l'intelligence, les apprenants qui activent leur motivation personnelle et leurs capacités de concentration sont de bons utilisateurs de stratégie.

-Les apprenants qui effectuent automatiquement toutes ces opérations en les transformant en habitudes et allouent ainsi leurs ressources mentales - économiquement avec moins de charge mentale - à des opérations cognitives visant un apprentissage permanent, sont de bons utilisateurs de stratégie.

*Variables individuelles* : Le niveau de développement mental d'un individu affecte directement le développement et l'utilisation de la métacognition. Il a été déterminé que les apprenants des groupes plus âgés ont une plus grande conscience métacognitive et recourent à plus de stratégies métacognitives que les apprenants plus jeunes.

*Variables de tâche* : Tous les apprentissages ne se déroulent pas de la même manière. La matière et les connaissances contenues dans l'apprentissage ciblé ne sont pas du même niveau de difficulté pour chaque style d'apprentissage. L'individu fait automatiquement le lien entre le style d'apprentissage et le degré de difficulté et fait preuve d'une attention sélective dans la distinction des informations en question.

*Variables stratégiques* : Dans la ligne du développement mental qui progresse de l'extérieur vers l'intérieur, du concret à l'abstrait, à mesure que l'individu vieillit, il commence à appliquer des stratégies intellectuelles tournées vers l'intérieur ainsi que des stratégies basées sur des actions observées. Il connaît les groupes stratégiques et où ils sont utilisés, et peut développer des initiatives pour décider quelles stratégies appliquer dans quelles conditions d'apprentissage (Schunk, 2008 ; éditeur de traduction : M. Şahin, 2011).

Le mécanisme mentionné comme contrôle exécutif / cognition exécutive (métacognition) dans la théorie du traitement de l'information correspond en fait au concept de métacognition en général. Tel que défini par Senemoğlu (2013 :335), le système de contrôle exécutif, est un système qui produit et met en œuvre des instructions qui exécutent tous les processus de traitement de l'information, y compris le contrôle des processus de motivation de l'individu, jusqu'à ce que l'information soit reçue de l'extérieur et produite sous forme de performance. La cognition exécutive, comme les stratégies métacognitives, nécessite des compétences dans deux domaines généraux : la connaissance de la cognition et le suivi de la cognition. Il existe quatre éléments principaux inclus dans le système pour organiser les activités d'apprentissage que l'individu réalisera en créant ces deux compétences : les connaissances cognitives exécutives, l'expérience cognitive exécutive, l'unité d'apprentissage (objectifs), les stratégies d'apprentissage (actions). Trois classes de connaissances sont actives au sein de ce système : les connaissances de l'individu sur ses propres caractéristiques d'apprentissage, les connaissances sur l'unité d'apprentissage et les connaissances sur les stratégies cognitives (Senemoğlu, 2013 :338).

Une autre classification des stratégies métacognitives peut être faite comme suit:

- Prévision ou planification à l'avance
- Attention générale-attention sélective
- Autogestion
- Maîtrise de soi
- Identifier un problème
- Auto-évaluation (Saydı, 2007).

Selon Tardif (1992), la métacognition signifie que l'individu possède une connaissance et un contrôle à la fois sur lui-même et sur les stratégies cognitives qu'il utilisera.

Au cours de l'activité d'apprentissage, l'apprenant doit savoir quelle est sa tâche en termes d'éléments cognitifs, avec quelles stratégies il peut réaliser cette tâche et quel type de connaissances (déclaratives, procédurales ou situationnelles) il doit activer en fonction de l'étape de l'apprentissage dans lequel il se trouve.

Être capable de réaliser des opérations exécutives cognitives ou métacognitives nécessite que l'individu soit compétent pour exercer sa volonté et opérer des changements ; le concept d'autonomie exprime cette compétence dans son acception la plus générale. Il est cependant nécessaire de mentionner quelques concepts qui décrivent le mécanisme métacognitif.

## **Autogestion/autonomie**

*Autonomie/autogestion* : Selon la définition du CNRTL (Centre National de Ressources Textuelles et Lexicales), ce concept, formé de la combinaison des mots grecs “auto” (soi-même) et “nomos” (règle), est d'avoir autorité sur ses propres règles ; être autonome dans le choix, la décision et l'action, c'est assurer l'autogestion.

Si l'on regarde son équivalent dans le domaine de l'éducation, selon la définition de Holec (1988) ; cela signifie “assumer la responsabilité de son propre processus d'apprentissage et s'engager à prendre des décisions différentes à chaque étape et dimension du processus d'apprentissage”. Cela est possible en fixant des objectifs, en définissant le contenu et le processus, en choisissant les méthodes et techniques à appliquer, en contrôlant le processus d'acquisition des connaissances et en évaluant l'apprentissage qui a eu lieu. Si un individu au cours de son parcours d'apprentissage a atteint un niveau de maturité mentale suffisant, il a la capacité de s'autocontrôler et de surveiller sa relation avec les objets d'apprentissage, ses modèles de comportement et les situations et domaines dans lesquels il éprouve des difficultés et de l'aisance tout au long de ce processus. Ce suivi lui donne un retour d'information sur le type d'arrangements qu'il doit prendre dans quels domaines, et conformément à ce retour d'information, l'individu prend les précautions nécessaires, modifie les choses qu'il doit changer et essaie de combler les lacunes, le cas échéant. Il a été observé que l'apprentissage autonome (apprentissage auto-dirigé) est activé chez les apprenants plus âgés et à un niveau plus avancé en termes de traitement mental.

Les individus possédant des compétences métacognitives développées sont des individus qui peuvent atteindre l'autonomie dans leur apprentissage. Ils sont experts dans l'identification et la résolution des problèmes liés à leurs recherches et apprentissages et dans l'élaboration de stratégies de solutions.

Dans ce modèle d'apprentissage, où la compétence d'autogestion qui peut être brièvement définie comme assumer la responsabilité de son propre processus d'apprentissage, devient extrêmement importante. L'apprenant est censé se trouver au milieu de l'activité d'apprentissage et assumer la responsabilité de son propre processus d'apprentissage.

Dans ce modèle, l'apprenant ‘passif’, qui se contente de ce qui lui est donné et accomplit ce qu'on attend de lui, est remplacé par l'apprenant ‘actif’ qui contribue au développement de son propre programme d'apprentissage et qui a le pouvoir d'exprimer son opinion et de prendre des décisions en coordination avec son des enseignants ou des amis du groupe sur les enjeux et les processus de son propre processus d'apprentissage., et qui contribue au développement de son propre programme d'apprentissage assume ce rôle. Ici, pour ainsi dire, ce n'est pas l'indépendance du consommateur qui est en cause, mais aussi l'indépendance du producteur/producteur filiale, qui est l'utilisateur de sa propre production (Holec, 1988 :8).

L'apprenant qui est censé avoir des compétences d'autogestion et être efficace doit être absolument disposé à faire ces choses. Afin de fournir cette motivation, l'enseignant doit expliquer de manière appropriée et efficace pourquoi il a reçu le pouvoir de prendre des décisions. Si l'apprenant sait quoi faire de cette autorité donnée, cela ne l'intimide pas, au contraire, cela l'encourage à intervenir dans son propre processus d'apprentissage et augmente également sa confiance en lui pour surmonter les incertitudes.

L'expression selon laquelle l'apprenant gère son propre processus d'apprentissage signifie :

- Sélection du contenu
- Détermination des buts et des objectifs

- Déterminer le matériel pouvant être inclus dans l'environnement de cours
- Capacité de faire des choix concernant les activités du cours
- Observer et s'auto-évaluer tout au long du processus d'apprentissage

Sans aucun doute, la conscience métacognitive et le degré de compétence de l'apprenant sont extrêmement importants pour réaliser ces actions, car ici, il est censé faire des observations et intervenir sur le type d'apprenant qu'il est. De reconnaître plus efficacement quand, comment et où son propre apprentissage se déroule ; de découvrir ses forces et ses faiblesses ainsi que les facteurs qui affectent positivement son apprentissage dans ses études seul ou en groupe ; de voir les étapes par lesquelles on doit passer au cours du processus d'apprentissage; d'appliquer un certain nombre de stratégies pour atteindre son objectif ; l'individu, qui assume des responsabilités telles que prendre des décisions sur quelle activité sera bénéfique pour quelle réalisation, est censé activer efficacement ses stratégies métacognitives afin de faire tout cela (Lang, 2010:52-54).

### **Maîtrise de soi (auto-contrôle)**

L'apprenant autonome, qui développe un mécanisme conscient d'observation et de contrôle de son propre état cognitif et de ses activités cognitives à chaque étape du processus d'apprentissage, est conscient du type d'intervention requis dans telle situation. Dans la maîtrise de soi, souvent évoquée en même temps que l'autorégulation, l'individu fait preuve d'une approche volontaire dans la réalisation des instructions, des missions, des activités et des activités de développement des attitudes et des comportements qui lui sont confiés.

### **Auto-évaluation**

Les évaluations portant sur l'acquisition des connaissances tout au long du processus d'apprentissage renseignent sur la situation de l'apprenant. Ces évaluations ne doivent pas être faites uniquement par l'enseignant ; l'apprenant doit également être capable de faire des évaluations sur sa propre cognition. L'auto-évaluation rappelle à l'apprenant la responsabilité de son propre apprentissage, et ainsi l'apprenant prend conscience que sa réussite ou son échec ne dépend pas de l'effort et de la discrétion de l'enseignant. Cet état de conscience éveille chez l'apprenant le désir de diriger son propre développement et d'améliorer sa situation. Selon Doyon et Legris-Juneau (1991), l'auto-évaluation se déroule en quatre étapes :

- Phase de planification
- Phase de candidature
- Phase de revue des résultats
- Phase de prise de décision

Dans ces quatre étapes, l'apprenant passe en revue tous les facteurs qui affectent son apprentissage au sein du cycle d'évaluation : enseignants, famille, amis, etc. Il s'agit d'un processus en boucle constante ; les résultats de l'évaluation ramènent l'apprenant au début du processus afin d'améliorer la situation.

### **Stratégies socio-affectives**

Réussir les étapes cognitives rencontrées dans l'apprentissage est possible en étant un bon gestionnaire cognitif. La tâche de la cognition est également étroitement liée aux conditions psychologiques et sociales de l'individu. À cet égard, il est nécessaire d'aborder certains concepts concernant les stratégies affectives d'apprentissage.



## **Autorégulation**

Une autre attente importante dans le processus constructiviste d'apprentissage d'une langue seconde étrangère est que l'apprenant possède des compétences d'autorégulation. Cette compétence est supposée jouer un rôle dans les trois étapes suivantes : conscience métacognitive, utilisation de la stratégie et contrôle de la motivation. Ces trois compétences fournissent à l'apprenant l'équipement nécessaire lors des applications de stratégie métacognitive. Si nous partons de là plus fondamentalement, la maturité cognitive de l'apprenant est très importante (Bruning ; Schraw ; Norby, 2014 : 107-133).

Parmi les processus métacognitifs cités, les compétences d'autodétermination et de contrôle, qui se développent parallèlement aux compétences d'autorégulation, sont également mentionnées. Ce concept décrit brièvement la situation dans laquelle la motivation interne de l'individu (motivation) plutôt que des facteurs externes est efficace pour afficher son comportement. Ici, au lieu de récompenses et de punitions dans les activités d'apprentissage/enseignement où le conditionnement est appliqué comme méthode, il existe une manière de développer un comportement basé sur les valeurs et les croyances de l'individu. Dans le cadre de l'autodétermination, trois besoins psychologiques fondamentaux entrent en jeu: l'autonomie, la compétence et l'appartenance / rapprochement.

Ces concepts, appelés besoins psychologiques universels, sont brièvement définis comme suit:

*Autonomie* ; C'est le rôle de premier plan que joue l'individu pour initier des actions, faire des choix et être capable d'agir de manière indépendante.

*Suffisance* ; C'est le sentiment de compétence de l'individu à communiquer avec son environnement social.

*Parenté* ; L'individu a un sentiment de connexion et d'appartenance avec les autres.

La capacité d'un individu à répondre à ces besoins psychologiques fondamentaux affecte grandement sa motivation et ses performances en matière d'apprentissage (Çankaya, 2009 : 23-31).

Si l'on considère toutes ces attentes d'un point de vue général, dans le profil de l'apprenant prédit par l'approche constructiviste, tant le niveau de conscience de l'individu que ses attitudes psychologiques sont intensément impliqués dans le processus d'apprentissage.

Bien que le concept d'autorégulation, qui est souvent évoqué avec la capacité de maîtrise de soi, soit fréquemment évoqué dans le contexte de la théorie comportementale, de la théorie socio-cognitive, de la théorie du développement cognitif et de la théorie du traitement de l'information, il s'agit peut-être d'une des prédictions fondamentales de l'approche constructiviste. Alors que Vygotsky, dans son approche socio-constructiviste, met l'accent sur l'autorégulation influencée par l'environnement, Piaget, dans sa théorie constructivisme cognitive de la connaissance, considère cela dans le contexte de l'évolution cognitive de l'individu. Ce mécanisme métacognitif, qu'il souligne comme l'une des étapes suivies par l'individu dans la structuration des connaissances, décrit la conscience de soi et l'auto-intervention de l'individu tentant d'apprendre.

Il est possible d'expliquer les hypothèses sur le fonctionnement du mécanisme d'autorégulation dans le cadre constructiviste comme suit :

- Il existe une motivation intrinsèque à rechercher des connaissances.
- La compréhension va au-delà des informations données.
- Les représentations mentales changent avec le développement.
- Il y a des ajustements progressifs dans les niveaux de compréhension.

-Il existe des obstacles développementaux à l'apprentissage.

-La réflexion et la restructuration affectent l'apprentissage (Schunk, 2008 ; éditeur de traduction : M. Şahin, 2011).

Le mécanisme d'autorégulation, qui tient une place très importante dans l'apprentissage, consiste en une intervention en trois étapes de l'individu dans son propre apprentissage.

Autosurveillance /Introspection / Auto-tutorat : L'autosurveillance, c'est-à-dire que l'individu observe son propre état cognitif et son comportement d'un point de vue extérieur, nécessite de prêter attention à lui-même. Selon Bandura (1986), il existe deux critères d'autocontrôle : la "régularité" et la "proximité". L'individu doit observer son comportement régulièrement, dans un certain laps de temps et peu de temps après que le comportement s'est produit, afin d'éliminer les risques d'oubli et de distorsion.

La théorie de moniteur de Krashen: Dans le modèle d'apprentissage assisté par moniteur/apprentissage et supervisé par le moniteur/tutorat évoqué dans la théorie de la supervision/correction, les productions et les comportements de l'apprenant sont sous la supervision d'un enseignant/guide. Dans l'autocontrôle, l'individu lui-même prend la place de ce conseiller d'orientation qui surveille et régule individuellement le processus de développement ; en d'autres termes, la responsabilité d'observer et de modifier son comportement incombe à l'individu. Il a été constaté que les apprenants observés à la fois par un moniteur et par eux-mêmes réussissent mieux que les autres apprenants (Schunk, 2012).

Autoformation / Auto-apprentissage / Autodidaxie : La notion d'auto-apprentissage, qui peut être définie comme travail d'auto-éducation, fait référence à cinq situations différentes selon Portelli et Carré (1993). Pour le concept d'auto-apprentissage dont nous parlons ici, ils ont fait une distinction entre l'auto-apprentissage cognitif avec une définition autre que l'éducation formelle à l'école, et l'auto-éducation à partir de matériels, de guides et d'enseignants. L'essentiel ici est de « savoir apprendre », de maîtriser l'art d'apprendre. Ce concept, de plus en plus mentionné et inclus dans les politiques éducatives de jour en jour, est devenu l'un des objectifs de l'éducation, avec le changement dans la perception de l'enseignant qui sait et enseigne tout, et basé sur l'acceptation que l'enseignant ne peut que guider et que le véritable apprentissage peut être réalisé par l'individu avec ses propres efforts, développant la capacité des apprenants à réguler leur propre cognition et à élaborer un programme d'apprentissage. « Apprendre à apprendre », plutôt qu'une connaissance, un fait ou un événement, est devenu essentiel.

Auto-renforcement : L'apprenant, qui recueille des résultats sur son propre apprentissage au cours du processus d'auto-évaluation, doit bénéficier de renforcements indispensables en éducation afin de se motiver en regardant les résultats positifs ou négatifs. Une personne habituée au renforcement externe, c'est-à-dire par un guide/enseignant qui fait l'évaluation, ne doit pas sauter cette étape de la formation lors de la création et du fonctionnement du mécanisme d'autorégulation. Utiliser des renforçateurs qui renforceront ses faiblesses et récompenseront ses productions qu'il juge suffisantes crée un dynamisme constant dans l'auto-motivation/motivation intrinsèque de l'individu qui le portera vers le but. Il a été observé que les individus qui pratiquent le renforcement de soi réussissent à s'autoréguler et à se maîtriser ; parce que redémarrer le processus peut être fastidieux et parfois intimidant. C'est pourquoi la motivation est extrêmement importante pour l'apprentissage autonome.

## **Motivation**

La motivation, qui est l'état de motivation qui pousse un individu à adopter une attitude et un comportement, est l'une des raisons internes et l'un des déterminants les plus importants de la réussite de l'apprentissage. L'apprentissage, en particulier l'apprentissage autoguidé, est une entreprise qui

présente de nombreuses difficultés. Les interventions et efforts personnels tels que choisir un objectif, se concentrer sur l'objectif, décider, continuer, essayer d'éliminer les difficultés, faire une évaluation et les efforts d'amélioration, qui se manifestent dans un apprentissage autonome, ne sont possibles que s'il existe une motivation efficace. Sinon, même si le processus commence, il restera incomplet et il n'y aura pas d'apprentissage efficace. Le modèle d'apprentissage motivé, conçu par certains psychologues de l'apprentissage et basé sur des fondements cognitifs, parle d'une motivation en trois étapes dans l'apprentissage : la motivation avant la tâche, la motivation pendant la tâche et la motivation après la tâche. Comme on peut le constater, initier, exécuter, évaluer et améliorer l'activité d'apprentissage ne peut être efficace que si une motivation suffisante est fournie. La motivation ne doit pas être considérée uniquement comme un élément de soutien ; dans des études récentes dans le domaine de la psychologie, les phénomènes implicites qui constituent la motivation ont commencé à être exprimés en détail. Ici, il conviendrait de se concentrer sur certains concepts qui affectent le processus d'apprentissage d'une personne :

*Motivation à la réussite* : Les études sur cette motivation, qui motive l'individu à obtenir des résultats réussis tout en effectuant l'activité d'apprentissage, sont au centre de l'éducation et de l'apprentissage. La motivation des individus à réussir est un sujet largement étudié depuis l'époque où la psychologie a commencé à émerger en tant que branche de la science. Les théories enrichissantes et diversifiées avancées dans ce cadre nous renseignent chaque jour plus en détail sur les facteurs qui motivent l'individu. *La théorie de la valeur attendue* de John Atkinson (1957) stipule que l'individu remplit deux conditions lorsqu'il affiche un comportement :

1. L'individu doit avoir une attente positive de pouvoir accomplir la tâche donnée et atteindre l'objectif.
2. L'individu doit trouver que l'objectif déclaré mérite d'être déployé.

En l'absence de l'une ou des deux de ces deux conditions, la motivation à réussir est altérée. En général, l'individu éprouve la contradiction approche-évitement lorsqu'il est confronté à une tâche. Alors que l'envie de réussir et l'envie d'obtenir une satisfaction émotionnelle pour son ego le poussent à passer à l'action, la peur de l'échec l'empêche de passer à l'action. Le niveau de motivation à l'accomplissement dépend du niveau de difficulté de la tâche choisie par l'individu. Alors qu'un niveau élevé de motivation à réussir motive l'individu à choisir des tâches suffisamment difficiles pour minimiser les risques d'échec mais aussi satisfaire le sentiment de réussite, un faible niveau de motivation à réussir pousse l'individu à choisir des tâches suffisamment faciles à lui confier un sentiment de réussite ou suffisamment difficile pour qu'il ne puisse pas réussir et fournit ainsi une excuse pour son échec (Atkinson, 1957).

À la suite d'Atkinson, la théorie de la motivation à la réussite a été reconstruite telle que développée par Wigfield et Eccles (2002). En conséquence, nous pouvons énumérer les facteurs affectant la motivation à réussir comme suit :

*-Concept de soi lié à la tâche* : il décrit la conviction de l'individu qu'il est plus talentueux et donc plus performant dans certains domaines. La perception de l'efficacité personnelle est décisive pour initier et exécuter la tâche, et est un facteur qui active la motivation intrinsèque, dont nous parlerons plus tard.

*-Perception de la difficulté de la tâche* : La perception de la difficulté de la tâche et de sa capacité à l'accomplir affecte la motivation à réussir.

*-Valeur-attente* : La conviction que la tâche vaut la peine d'être déployée est efficace dans la formation de la motivation pour réussir. Cette croyance comprend la valeur de réussite qui découle du

désir de satisfaction du sentiment de réussite, la valeur intrinsèque qui découle du plaisir de l'individu à l'égard du travail qu'il accomplit, la valeur d'utilité qui découle de la conviction que ce qui est appris à la fin de l'exécution de la tâche sera utile dans l'apprentissage ultérieur, et les faits et événements qui seront privés ou négligés pendant le temps consacré à l'accomplissement de la tâche. Il inclut les facteurs de croyance dans le coût découlant des actions. De plus, l'attente fait référence à la possibilité que l'accomplissement d'une tâche soit efficace pour réaliser des tâches ultérieures.

*Théorie de l'estime de soi* : En plus de la conviction de l'individu que la tâche sera accomplie et que l'effort en vaut la peine, sa perception de ses propres capacités joue également un rôle dans sa réussite. Une personne veut croire qu'elle a du talent et veut le faire croire aux autres, car elle pense que réussir en utilisant ses talents lui donnera de la valeur à la fois à ses propres yeux et aux yeux des autres. Par conséquent, afin de protéger ou d'augmenter sa valeur personnelle, soit il prend des risques pour obtenir un plus grand succès, soit il évite les risques pour éviter l'échec.

*Théorie de l'attribution* : Fritz Heider, un psychologue austro-américain, soutient l'idée que l'un des facteurs déterminants du comportement humain réside dans certaines attributions qu'il utilise pour essayer de donner un sens aux événements (Heider, 1958). Les attributions affectent directement la motivation de l'individu à réussir, ses efforts pour réussir et ses attentes en matière de réussite. Weiner (1973) dit que les tendances d'attribution d'un individu devraient être examinées en deux groupes : les attributions internes et externes. Ainsi, des références à des facteurs internes tels que l'effort, la capacité et l'état émotionnel, et des références à des facteurs externes tels que l'influence de l'enseignant, la difficulté de la tâche, la chance et l'aide d'autrui ont été observées. Dans certains cas, ces attributions créent un état de paralysie cognitive/émotionnelle et empêchent même l'individu de faire un effort pour réussir.

*Motivation intrinsèque* : La motivation interne, que nous pouvons expliquer comme la volonté de l'individu de lancer et de poursuivre la tâche sans aucune crainte de punition ni d'attente de récompense de l'extérieur, est étroitement liée au concept d'autorégulation. Selon Zimmerman (1990), la motivation entre en jeu à chaque étape du début à la fin de l'objectif : le bon sens (auto-efficacité, attentes de résultats, intérêt, valeur, orientations vers les objectifs), le contrôle de la performance (l'attention concentrée, l'auto-évaluation, l'auto-surveillance et l'autoréflexion). Il est possible de lister les variables liées à la motivation interne comme suit : volonté, valeurs, schémas de soi et recherche d'aide. Parmi ces variables, c'est la variable des schémas de soi qui affecte le fonctionnement du processus cognitif et métacognitif et, à cet égard, est davantage incluse dans les frontières de l'apprentissage cognitif constructiviste. Cette structure, définie par Markus et Nurius (1986, p. 954) comme « l'expression cognitive des objectifs, des désirs, des motivations, des préoccupations et des peurs qui persistent dans l'esprit de l'individu », comprend des évaluations cognitives et affectives des compétences, de la volonté et des capacités personnelles. On pense qu'il existe un lien étroit entre les schémas de soi (perception de soi), la motivation et l'utilisation de stratégies.

Les concepts de stratégies affectives que nous avons mentionnés jusqu'à présent sont inclus dans la terminologie des différents mouvements psychologiques tout au long du processus historique. Il faut envisager les stratégies affectives dans un cadre large en organisant ces concepts acquis par les behavioristes, les socio-cognitivistes, les cognitivistes et les constructivistes.

## CONCLUSION

L'apprentissage cognitif et constructiviste d'une deuxième langue étrangère est un processus qui présente des qualités différentes de l'acquisition de la langue maternelle et de l'apprentissage de la première langue étrangère, tant en termes de processus d'apprentissage que d'apprenant de langue qui réalisera ces processus. Tout d'abord, il est extrêmement important que l'apprenant soit prêt à ce nouvel

apprentissage et qu'il ait une personnalité autonome. L'individu, qui partageait la responsabilité avec sa famille, son école et ses enseignants lors de processus d'apprentissage antérieurs, est cette fois exposé à des attentes différentes - en raison de la nature du nouvel apprentissage. La disponibilité, qui occupe la première place parmi ces attentes, fait référence aux processus cognitifs et affectifs qui se produisent avant l'activité d'apprentissage. Ce prérequis fait référence au désir et au besoin d'apprendre de l'apprenant, ainsi qu'à sa croyance en la nécessité d'apprendre. Cependant, cela signifie que l'âge, le niveau de développement physique et psychologique de l'individu sont adaptés à ce nouvel apprentissage et qu'il dispose des apprentissages préalables nécessaires au nouvel apprentissage. Ce que l'on entend par la deuxième condition préalable, une personnalité autonome, est que l'apprenant est un individu capable d'assumer la responsabilité de ses propres attitudes et comportements dans le processus d'apprentissage, de l'ensemble de l'activité d'apprentissage, ainsi que de ses observations, décisions et évaluations concernant le processus. L'apprenant est censé utiliser de manière appropriée et efficace des stratégies d'apprentissage métacognitives et socio-affectives, en plus des stratégies cognitives qu'il utilisera déjà consciemment ou inconsciemment au cours du processus. Alors que les stratégies métacognitives, que l'on peut regrouper sous les rubriques d'autogestion, de contrôle de soi et d'auto-évaluation, contribuent à réaliser la fonction de régulation cognitive chez l'apprenant, les stratégies affectives, que l'on peut classer comme autorégulation (auto-surveillance, auto-apprentissage, auto-renforcement) et la motivation, servent également à apporter un soutien psychologique à ce processus.

Lorsqu'il utilise ces stratégies, l'individu ignore souvent que bon nombre des activités mentales et affectives du processus sont des stratégies d'apprentissage, et peut même ne pas avoir connaissance du contenu indiqué par ces concepts. Cependant, de par la nature de l'apprentissage, l'esprit aura tendance à utiliser des raccourcis, des comparaisons, des analogies et des transferts qui lui seront utiles tout en tentant d'acquérir de nouvelles connaissances, ce qui poussera l'apprenant à recourir à des stratégies d'apprentissage à la fois cognitives, métacognitives et affectives. Un individu qui a appris une première langue étrangère après avoir acquis sa langue maternelle aura tendance, consciemment ou inconsciemment, à appliquer ses connaissances, son expérience et ses habitudes antérieures au nouveau processus d'apprentissage au cours de la phase d'apprentissage de la deuxième langue étrangère. Cette initiative offre l'opportunité d'éliminer les difficultés rencontrées dans l'acquisition de la langue maternelle et l'apprentissage de la première langue étrangère.

Informé l'apprenant sur les stratégies d'apprentissage qui facilitent son travail rend l'apprentissage permanent et lui permet d'utiliser le temps de manière efficace. L'encourager à utiliser la stratégie, qui est déjà assez exigeante et souvent stressante en termes de performances mentales et émotionnelles qu'elle nécessite, créera des avantages à la fois pour l'apprenant et pour l'instructeur. À cet égard, l'enseignement stratégique apportera une contribution significative à l'apprentissage des langues étrangères et en particulier au processus d'apprentissage d'une deuxième langue étrangère, qui nécessite des individus autonomes et suffisamment disponibles.

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## Power Of Language: Poetry in English Language Teaching

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### ÖZET

İngilizce dil öğretimi, dünyadaki dil öğretmenleri ve dil öğrenenlerinin en önemli kaygısı olarak kabul edilmektedir. Bu mesleğin temel amacı etkili bir mesleki uygulama geliştirmek ve bir dil öğrenme sürecinde karşılaşılan sorunlara çözümler bulmaktır. Bu nedenle İngilizce dil öğretmenleri, özellikle şiir gibi edebi eserleri, dil sınıflarında öğretirken kullanırlar, çünkü edebiyat, özellikle de şiir, yazarın kültüründe görülen düşünceleri, duyguları ve eylemleri yansıtarak dil öğretiminde değerli bir materyal olarak işlev görür. Aslında, şiir, öğrencilerin eleştirel düşüncelerini zenginleştirir ve bu da 21. yüzyıl becerileri çerçevesini büyük ölçüde destekler. Bu nedenle, bu çalışma, İngilizce öğretiminde edebiyatın bir parçası olarak şiirin kullanımını tanımlamayı, edebiyatın kısa tarihsel bir genel bakışını sunmayı, neden edebiyatın bir parçası olarak şiirin dil becerilerini geliştirmek için önemli bir kaynak olduğunu vurgulamayı, şiirin eğitimsel faydalarını sorgulamayı ve özellikle İngilizce dil öğretmenlerinin sınıflarında şiiri etkili bir şekilde nasıl kullanabileceklerini belirtmeyi amaçlamaktadır. Son olarak, şiir, birçok bağlam ve kültürle etkileşim kurmanın doğru bir yoludur ve bu, tüm dil öğretmenleri ve öğrencileri için güçlü bir araç olabilir. Bu çalışmada öğretmenlere yönelik bazı önerilerde bulunulmuştur. Daha ileri çalışmalar için, öğrencilerin edebi unsurlarla ilgili bakış açılarına dair daha sistemli çalışmalara ihtiyaç vardır.

**Anahtar Sözcükler:** Edebiyat, Şiir, İngilizce Dil Öğretimi, Kültür, Eleştirel Düşünme

### ABSTRACT

English language teaching is the most important concern of language teachers as well as language learners in the world. The main goal of this profession is to build effective professional practice and to find out the answers to the problems that the learners meet through learning a language. Therefore, English language teachers use literature when teaching English, since literature, particularly poetry, reflects thoughts, feelings, and actions seen in the writer's culture as a great teaching material in the language classes. In fact, poetry enriches the students' critical thinking, which highly promotes the framework of 21<sup>st</sup> century skills. Therefore, this study aims to define the use of poetry as a part of literature in ELT, to present a brief historical overview of literature, to emphasize why poetry as a part of literature is an important source of developing language skills, to question in what ways poetry offers educational benefits, and to point out how poetry can be used through learning process especially for English language teachers to effectively use poetry in their classes. Finally, poetry is a great way of interaction with numerous contexts and cultures which could be a powerful tool for all language teachers and learners. Some suggestions for teachers have also been made in this study. For further studies, more systematic studies on the students' perspectives regarding literary components are required.

**Keywords:** Literature, Poetry, English Language Teaching, Culture, Critical Thinking

## INTRODUCTION

English, known as *the world's lingua franca* or a *global language*, plays a significant role all over the world as a way of global communication for the human beings that desire to connect to each other. As Held, McGrew, Goldblatt and Perraton (1999) state, the basic definition of globalization is the way of spreading, intensifying, and acceleration of global interconnectivity in all spheres of modern social life.

Crystal (2003) explains that in more than 100 nations, including China, Russia, Germany, Spain, Egypt, and Brazil, English is now the language that is most frequently taught as a foreign language. In most of these nations, English is also replacing other languages as the most common foreign language to be encountered in schools.

English is a notable language that has spread throughout the world, which is always in the first rank in world affairs and known as an international language. Therefore, English language teaching (ELT) has become vital to help the learners gain the ability to use both spoken and written English effectively and manage to communicate with other people in various settings and situations, since the ultimate objective for ELT is to promote learners to associate with other people from different groups or communities.

In ELT classes, there are various activities that encompass a spectrum of possibilities to be able to communicate in the target language presented by language teachers. The use of literature in language instruction is highlighted by the instructors as the most effective and genuine usage of the target language, and they suggest that it is an intriguing and worthwhile topic to address (Sage, 1987). Among many other genres of literature used in ELT, poetry is the main way for teaching and learning of language skills.

### ***Research Questions***

Specifically, this study has addressed to find out the answer to the following research question:  
How can poetry be used through English language teaching process?

## LITERATURE REVIEW

### ***The Brief History of English Literature***

ELT has experienced a progression of verifiable periods, so language teachers have been trying to implement different principles promoted by linguists, researchers and teachers as well as material designers.

From the 1950s to mid-1980s, English language education was ruled by discourses that developed realistic ways to deal with language, where explicit useful and functional purposes were great interests. Linguistics was the main focus of the language programs (Widdowson, 1982). Lack of creativity and literature in a linguistic setting was a problem with the proposed curricula. The Grammar Translation Method made extensive use of literature, and only grammar and vocabulary were taught using literary texts via this method to illustrate the grammatical rules (Duff & Maley, 1990).

English literature was first introduced to the Sri Lankan context during colonial period by the British. Particularly elite people or the royal family members had the chance to get English education and were able to read the masterpieces of English literature. When the Grammar Translation Method lost its popularity and was regarded as inefficient in teaching languages, the use of literature in the language classroom to understand the translation of Classic texts eliminated. In fact, literature was eliminated from the language-learning curricula (Carter, 2007).



However, at the end of 1980s, the basic content knowledge and skills became important and language students agreed on the lack of these premises (Stern, 1985). In addition, the students were then willing to practice language skills through a genre of literature, poetry. Literature began to be considered as a good source for language development (Hall, 2005), and literary texts were applied to reach language learning aims. Language teachers were always skeptical about the reason why such a rich source of language input was disregarded (Lima, 2005). Maley (1987) points out that the literature is written in a language that is currently in use, it may be used to practice that language. Nowadays, further research is being done to find out the positive outcomes of the use of literature in various ELT teaching areas. The effectiveness of the interaction between language learners and the literature of the target languages is therefore the subject of much research (Kramsch, 2014).

### ***The Importance of Literature in Foreign Language Learning***

ELT makes extensive use of literature to teach fundamental language skills. Lazar (1993) strongly supports the use of literature and claims that it helps students grasp concepts and improve their linguistic and cognitive abilities. Also, Collie and Slater (2007) claim the need for using literature and expresses that literature may offset the more fragmented effect of many collections of texts used in the classroom by providing material with some emotional color that can make greater touch with the learner's personal life. As Brumfit (2001) points out, the teaching of literature offers various benefits and the most valuable is to let the students define themselves “through contact with others’ experience”.

Kramsch (2000) highlights the place of literature and states that literature is an opportunity to develop vocabulary acquisition, the development of reading strategies, and the training of critical thinking. As asserted by Maley (1989), literature offers various language types and different subject matters. The students are therefore exposed to genuine language, which increases their familiarity with the target linguistic forms and communicative functions and broadens their language awareness of a variety of styles, text kinds, and genres. Additionally, literature might be considered an appropriate source for a variety of exercises to improve four skills (Belcher & Hirvela, 1999; Erkaya, 2005; Nasr, 2001). Working with literary texts, the learners are actively involved in finding out the uncertain implications and assumptions in the text, which also encourages the students to infer the meaning, and to develop their interpretative abilities. As a result of being inspired, the students start interacting with the text, their classmates, and the teacher (Widdowson, 1982). According to authentic and meaningful circumstances, which authentic and meaningful contexts supply, the literary texts' suitability to the learners' exploring wills is connected to the motivating criteria (Van, 2009; Ghosn, 2002).

The culture and customs of the target language are accessible to students through literary materials including novels, plays, short stories, poetry, and other works of literary texts. These written or oral materials are also valuable in that they serve as conduits for the conveyance of emotions, thoughts, and, most significantly, the cultural nuances inherent in the language from which they originate (Delibaş & Delibaş, 2017). Therefore, the students may develop a deep understanding of the social, political, historical, or cultural events occurring in a particular society (Floris, 2004).

Literature, according to Langer (1997), opens up possibilities for students, enabling them to inquire, understand, relate, and discover. It also encourages learners to reflect on their own lives and the world around them. Ghosn (2002) asserts that literature has the power to alter people's perspectives on the world.

In a nutshell, literature is a spectacular way for teaching students how to use the linguistic knowledge of sociolinguistics and pragmatics appropriately, as well as how to acquire communicative competence (McKay, 2001). Literature has been a great concern in language instruction thanks to all the benefits mentioned above.

### ***Poetry in English Language Teaching***

Poets, authors, and philosophers have all explored the topic of what poetry is through the centuries. Several poets have provided a few definitions of poetry. Here are some of these:

“Poetry: the best words in the best order.” (Samuel Taylor Coleridge)

“Poetry is not a turning loose of emotion, but an escape from emotion; it is not the expression of personality, but an escape from personality.” (T.S. Eliot)

As seen from these different definitions, there are quite different points of view what actually poetry is. Most poetry is written with the aim of being read by other people, and so it conveys “a public voice”. As the work of poetry is a personal way, it is possible that each person will have a different response to a particular poem. Poetry elicits a unique response from each reader because various people's minds may be activated in different ways by the same words and imagery.

There are certain features of poetry, and these are the important components that create the whole effect of a poem: Form, tone, mood, imagery, rhythm, rhyme, voice and content. These aspects of poem present the answers to the basic questions below while working on the poems:

- i) What is this poem about?
- ii) How is it written?
- iii) Why has the poet selected this way of writing the poem?

When these questions are answered, the different meanings might be interpreted by the readers. Poetry is a way of representing feelings and ideas aesthetically. According to Melin (2010), teaching poetry is a reading-aesthetic endeavor where sound is the primary means of meaning communication. Poetry helps students discover sounds, phonetics, and phonology of a target language and draws their attention to certain features of a language, such as sounds, as well as functions and patterns. As Maley & Moulding (1985) stated, small parts could be remembered. For instance, so many people could have learnt a few verses by heart from William Shakespeare:

“To be or not to be  
That is the question”.

However, poetry is regarded as the most difficult genre of literary texts and the use of poetry in foreign language teaching with old writing and expressions is difficult to defend. One of these poems “Apsolom & Achitophel” from the poet, Dryden, might be this:

A fiery soul, which, working out its way,  
Fretted the pigmy body to decay;  
And o'er-informed the tenement of clay.

As the poet, Dryden, did not write this poem regarding the language readers, Lazar (1989) claims that students can identify linguistic deviations in the poem, reinforce the grammatical rules of the target language by reflecting on the author's word choices, and improve their language abilities by talking about the reasons behind the author's word choices. Poems have historically been used as a teaching tool to avoid monotony in lessons because of this.

### ***Educational Benefits of Poetry***

The most obvious connection to learning may be achieved through poetry. For language learners, poetry has numerous educational benefits. These are as follows:

- i) Poetry is often short, so it provides different opportunities and creative activities to use in a class hour as seen in Larkin's poem:

Days

What are days for?

Days are where we live

They come, they wake us

Time and time over.

They are to be happy in:

Where can we live but days?

Ah, solving that question

Brings the priest and the doctor

In their long coats

Running over the fields.

As shown from this poem, poetry develops imaginative thinking and encourages students to employ certain interpretive skills while reading, such as guessing on the symbolic significance of certain words rather than concentrating on their literal meaning.

Love, death and other universal themes and experiences could be presented via poetry as presented by Maley:

When I am old

When I am old and gray

And full of death,

Caress me still,

And with your breath

Assure me that I live . . .

- ii) Poetry proves that language is not as rigidly governed by rules as it is thought.

The Octopus

Tell me o Octopus, I begs

Is those things arms or is they legs.

Rhyming and rhythm are two aspects of poetry that make it interesting to read. From the poem below, it can be concluded that studying poetry helps students get familiar with vocalic elements like stress, pitch, and intonation in the target language. Reading poetry exercises lets students become more conscious of phonetic and linguistic elements. Additionally, it demonstrates how to pronounce the words:

The Pronunciation Poem

Here is some pronunciation.

Ration never rhymes with nation,

Say prefer, but preferable,  
Comfortable and vegetable.  
B must not be heard in doubt,  
Debt and dumb both leave it out.  
In the words psychology,  
Psychic, and psychiatry,  
You must never sound the p.  
Psychiatrist you call the man  
Who cures the complex, if he can.  
In architect, chi is k.  
In arch it is the other way.

- ii) Poetry develops sensitivity for words and discoveries that may enhance a deeper concern and greater analytical ability.

40-Love

middle	aged
couple	playing
ten	nis
when	the
game	ends
and	they
go	home
the	net
will	still
be	be
tween	them

This poem represents emotional gap between a middle-aged couple and seems like a tennis match between them. The number in tennis is counted as 15, 30, 40 and the like and called as “love”.

- iv) Poetry introduces pupils to literary devices that are used often in everyday language, such as personification, metaphor, and simile.

The snow fell softly all the night  
It made a blanket soft and white...

- v) Poetry develops oral and written language skills presenting sentence patterns as exemplified in Holmes and Moulton’s work (2001). For instance, in their work, imaginary sound is stated with the line " I hear the voices of characters talking as I read” or two special characteristics are shown with the line “I am studious girl who loves to read”.

vi) Poetry may provide students access to the culture of the speakers of the target language they are learning. An example is in John Donne's poem emphasizing Seven Sleepers with the lines:

“Or snorted we in the Seven Sleepers’ den?  
'Twas so; but this, all pleasures fancies be”

### ***The Use of Poetry Through Learning Process***

Maley and Duff (1989), Lazar (1993), and Collie and Slater (1987) suggest various activities to motivate the learners using poetry in learning process. Additionally, Collie and Slater (1987) emphasize the importance of ‘warm-up activities’ to draw attention of the learners to poetry. There are different models that might be implemented in a learning process:

- i) Cultural Model,
- ii) Language Model,
- iii) Personal Growth Model,
- iv) Mixed Model.

When these models have been used integratively depending on the students, poetry becomes one of the most effective literary texts. There are many suggestions for the teachers when working with poetry:

- i) The verses in the poem could be changed and asked the students to put them into the correct line.
- ii) The poem could be turned into a prose, a dialogue or daily language structures.
- iii) The words used in the poem could be discussed as a whole class.
- iv) The last verse of the poem could be changed.
- v) Alternative titles could be thought and suggested.
- vi) The theme of the poem could be related to personal experience.
- vii) The cultural effects or motives could be discussed, and they could be compared to the readers’ own cultures.
- viii) The forms, structures, phonological aspects of the poem could be worked on.
- ix) The words in the poem could be matched with the meanings, pictures, or figures.

### **CONCLUSION AND FUTURE STUDY**

The current study has centered on the examination of literature and poetry's role in teaching foreign languages mainly in ELT and has emphasized how much importance literature and poetry play in language teaching. Not just in many non-English speaking nations, but also in the motherland of English, literature is a significant component of English curricula. According to Obediat (1997), literature aids students in acquiring proficiency in English, effectively expressing their ideas, learning the nuances of modern English, gaining an understanding of how English is used in communication, speaking clearly, precisely, and concisely, as well as developing their analytical, creative, and critical thinking skills. Literature is not only advantageous for developing the written and spoken language proficiency of the students in the target language but also understanding the culture of the target language, which enhances the cultural competence levels of students as “a crucial part of language learning lies in making it meaningful experience for learners” (Delibaş, 2023, p. 53). Therefore, through poetry, students may develop their English language skills and utilize the language more eloquently.

Overall, it is obvious that literature contributes to English language development of the learners since a variety of methods regarding the promotion of the educational process, and poetry encompasses different methods, providing significant positive impact on the advancement of English proficiency of the students.

For future studies, more systematic studies on the students' perspectives and the evaluation of various language courses based on literary components are required as it is undeniable that literature has a lot to offer language learners as a stimulating drive for language learning and instruction.

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## English Language Learning Through Gamification: High School Students' Perception

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### ÖZET

2022 yılı itibarıyla insanlar oyun oynamayı gündelik bir eğlence olarak görmeye başlamışlardır. Eğitsel oyunların hayatın birçok alanına girmeye başlamasıyla lise öğrencileri artık sadece bilgisayar ve akıllı telefon oyunlarından daha fazla alternatifte sahiptirler. Oyunlar, insanların eğitim hayatlarının yanı sıra sosyal hayatlarını da etkilemektedirler. Bu nedenle, insanların sürekli oyunlarla çevrili olduğu bir ortamda, eğitimciler oyunlaştırma stratejisini sınıf etkinliklerine dahil etmekten kendilerini alamazlar. Çalışmanın amacı, dil öğrenen öğrencilerinin oyunlaştırmanın dil edinimi üzerindeki etkilerini nasıl algıladıklarını belirlemektir. Çalışmadaki 197 katılımcıya, oyunlaştırma yöntemi hakkındaki düşüncelerini bildirmeleri istenen 29 maddelik bir anket verilmiştir. En az bir yıllık oyunlaştırma deneyimi olan lise öğrencileri çalışmanın hedef grubunu oluşturmuştur. Bu çalışma için veriler Google Docs kullanılarak toplanmıştır. Tüm veriler SPSS programı kullanılarak analiz edilmiş ve sonuçlar, bir sonuç ve önerilerle birlikte takip eden bölümlerde sunulmuştur. Bu çalışmada toplanan veriler, lise öğrencilerinin oyunlaştırma yöntemine yönelik duygusal, kişisel ve eğitsel algılarını vurgulamıştır.

**Anahtar Sözcükler:** Oyunlaştırma metodu, Eğitici oyunlar, Dil öğrenme, Dil öğrencileri

### ABSTRACT

As of 2022, people have started to see gaming as a daily entertainment. With the introduction of educational games into many areas of life, high school students now have more alternatives than just computer and smartphone games. Games affect people's social lives as well as their educational lives. Therefore, in an environment where people are constantly surrounded by games, educators cannot help but incorporate gamification strategy into classroom activities. The aim of the study was to determine how language learners perceive the effects of gamification on language acquisition. The 197 participants in the study were given a 29-item questionnaire in which they were asked to report their thoughts about the gamification method. High school students with at least one year of gamification experience constituted the target group of the study. Data for this study were collected using Google Docs. All data were analyzed using SPSS software and the results are presented in the following sections along with a conclusion and recommendations. The data collected in this study highlighted the emotional, personal, and educational perceptions of high school students towards the gamification method.

**Keywords:** Gamification method, Educational games, Language learning, Language learners

\*This article is extracted from Muhammed Emin BAYTEKİN's master thesis entitled "A Cross-Sectional Inquiry Into EFL Students' Perceptions on Gamification", supervised by Assist. Prof. Dr. Hayriye AVARA. (Amasya University, Institute of Social Sciences, 2022).



## **INTRODUCTION**

In recent years, the proliferation of internet access and the utilization of Web 2.0 tools have transformed the landscape of education, resulting in a notable surge in the relevance of gamification within the realm of English language learning. This shift is particularly evident in the context of high school education. The objective of this research endeavor is to undertake a comprehensive exploration of the perceptions held by high school students regarding the integration of gamification methods into their English as a Foreign Language (EFL) classes.

The participants in this study are high school students well acquainted with the concept of gamified learning environments. A significant contributing factor to this familiarity has been the global outbreak of the COVID-19 pandemic, which necessitated the widespread adoption of remote learning for extended periods. As a result, a substantial portion of the student population, spanning various geographic regions, has had the opportunity to immerse themselves in the gamification method as part of their EFL education over the course of two years. This phenomenon serves as a significant backdrop to the present study, as it underscores the importance of investigating students' reactions to the incorporation of gamification strategies within their educational experience.

The emergence of a new generation of students, often referred to as "digital natives," has further catalyzed the need for transformative changes in educational practices. Born and raised in the digital age, these students represent a unique cohort of learners who demand instructional approaches that resonate with their technological fluency and digital literacy. Indeed, the year 2022 marked a watershed moment when these digital natives assumed the role of learners within the educational system. Consequently, the educational environment must adapt to align with their distinctive learning preferences and requirements.

Extensive research in the field has elucidated that gamification is not solely confined to the digital natives; it extends its appeal to learners from other generational cohorts as well. Thus, it becomes increasingly evident that gamification holds the potential to transcend generational boundaries and offer a pedagogical approach that can engage and motivate a broad spectrum of students. This research, therefore, seeks to delve into the attitudes, perspectives, and experiences of high school students who have been exposed to gamification as a method for EFL instruction, shedding light on the broader implications of this innovative pedagogical approach for the field of education.

## **LITERATURE REVIEW**

Gamification is a technique that involves integrating game elements to help students accomplish a specific goal. For instance, someone who successfully logs into a computer program receives a badge. Gamification is a method for incorporating game elements into non-gaming learning environments. According to Korkealahto and Siklander, it serves as a "trigger" for participation, enjoyment, and learning (2018). Gamification, according to Caponetto and Ott (2014), is taking off in a number of sectors, including business, organizational management, in-service training, health, social policy, and education. Gamification has been blended with e-learning thanks to technological advancements. Gamified classes have been produced utilizing e-learning systems, especially since the Covid-19 pandemic. In e-learning, the metaphor of engagement is stressed. In the learning process, it emphasizes the significance of cooperation and communication (Amriani et al., 2013). According to Çeker and Özdamlı (2017, p.223) there are several significant reasons to integrate gamification in the language teaching and learning process. To them, gamification is able to:

- help less attractive materials become more entertaining ones.
- turn the tasks that require a lot of effort into easier ones.
- assist students in concentrating more quickly.
- boost participation.
- provide inspiration and satisfaction.
- assist individuals in increasing their use of media resources to achieve their goals.

Glover (2013) raised some important issues with gamification in his work. The gamification strategy should support educational goals on its own. Learners with high intrinsic motivation may get demotivated by extrinsic rewards. Therefore, educators should carefully consider their students' preferences while designing game-based aspects. Glover (2013) asserts that gamification techniques can divert less competitive learners and result in a loss of instructional time. According to Dominguez (2013), gamified learning makes students better writers and speakers, however their writing points are not as high as their oral producing skills. Burke (2016) also made the point that if a gamification technique is not effectively integrated, results might not be favorable.

The research question and supporting sub-questions are formulated as follows:

- What are the perceptions of EFL learners towards the gamification method?
  - *Are there significant differences in terms of learners' perceptions related to their gender and grade?*
  - *What are the motivational perceptions of EFL learners towards the gamification method?*
  - *What are the educational perceptions of EFL learners about the gamification method?*
  - *What are the EFL learners' personal perceptions of the gamification method?*

#### Most Common Gamification Applications (Mobile) for Motivating Second Language Learners

There are many different sorts of gamification, particularly ones that are useful for education. Mobile applications are the best option. Gamification requires the use of mobile applications. On the Play Store and App Store, it is simple to find the most downloaded applications. These are a few instances:

##### ***Duolingo***

It's a gamified language learning program where students progress through several stages. They go to the next segment when they finish each stage. Duolingo may be used on mobile devices, tablets, and PCs. It is expected to be one of the most popular foreign language learning apps in 2020.

##### ***Class Dojo***

It's an online platform for instructors to arrange their classes. Following the creation of a classroom, each student enters the classroom using a unique code provided by their teachers. A teacher may manage his or her classroom from anywhere at any time by transmitting images, videos, or assignments.

##### ***Edmodo***

Another online classroom platform is Edmodo. The first step for a teacher to take is to sign up and create a classroom. Then, shared passwords assist students in entering the classroom. Teachers have complete control over their classes, regardless of where they are or what time it is.

### ***Kahoot***

Kahoot is one of the most popular programs in 2020, whether in or out of the classroom. Before moving on to the next level, Kahoot's major goal is to analyze the learners' outcomes and govern the learning process. Mobile phones, tablets, and laptops may all be used to play it.

### ***VoScreen***

VoScreen is a video-based learning tool that exposes students to hundreds of short videos with or without subtitles. The videos range in length from 4 to 10 seconds, and learners are expected to attentively observe and listen to them before guessing the subtitle as they hear it. It is recognized as one of the most effective apps for improving learners' listening abilities.

### ***Actionbound***

In addition to other learning platforms and applications, Actionbound requires learners to move their bodies. To begin, a teacher sets a task list for students to accomplish. A program generates a QR code for each job. Learners must locate these QR codes across the classroom environment.

### ***Busuu***

Busuu is an online learning application available for cell phones or tablets. Not only English, but also several languages such as Arabic, French, German, etc. are among the list that can be learnt with it.

Gamification has a lot more benefits than just motivating and engaging people. Aside from the concepts given above, gamification is the application of digital game elements to non-game settings to stimulate users' actions (Deterding et al., 2011). Gamification was shown to be effective in encouraging students, enhancing the learning environment, and providing a fun teaching environment for instructors, according to professionals and studies. Both students and teachers may benefit from gamification. It can assist students in remaining interested and motivated to learn, particularly through competitive games in which students work hard to demonstrate their abilities. Students obtain higher results when they are motivated to study. Gamification may also assist teachers in improving contact with students and providing a safety net inside the classroom (Kotob. M., & Ibrahim. A., 2019). According to Brand (2011), computer game technology advanced rapidly over the last several decades, with an estimated 95 percent of families with children under the age of 18 possessing at least one computer gaming device. Because learners are so accustomed to using video games and other electronic gadgets, gamification of their learning processes is unavoidable.

## **METHOD**

### ***Research Design***

This study employed a survey model which employed the quantitative research approach. Researchers are motivated to continue their research since they can assess the results before drawing conclusions. An empiricist viewpoint is maintained through the quantitative research approach (Creswell, 2003). This type of research is conducted without involvement from the researcher. To quantify reality in an impartial manner, data is employed. For design, the cross-sectional survey was chosen. As Lavrakas (2008) points out, cross-sectional survey design gathers information to draw conclusions from a group of interests at a particular period. So, an adopted questionnaire from Bicen (2018) was used to collect data.

### **Participants**

977 high school students from 32 cities across Türkiye (Adana, Adıyaman, Afyonkarahisar, Antalya, Bartın, Bingöl, Bitlis, Burdur, Bursa, Çanakkale, Çorum, Denizli, Erzincan, Erzurum, Hatay, Isparta, İstanbul, Kars, Kastamonu, Kırıkkale, Kocaeli, Konya, Kütahya, Mersin, Muş, Sinop, Şanlıurfa, Tekirdağ, Trabzon, Uşak and Zonguldak) participated in the research. The participants had lessons that incorporate gamification for several years. The participants were selected according to the principle of convenient sampling, where participants were chosen based on their accessibility and willingness to participate.

Table 1. *Gender Of the Participants*

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Female</b>	626	64.1	64.1	64.1
	<b>Male</b>	351	35.9	35.9	100
	<b>Total</b>	977	100	100	

977 (100%) students from Türkiye participated in the survey. 626 (64.1%) of them are female, while 351 (35.9%) are male students. Majority of the participants are female students when compared to male students. Details related this table is given in more detail in the discussion part.

Table 2. *Grades Of the Participants*

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>9th Grade</b>	483	49.4	49.4	49.4
	<b>10th Grade</b>	218	22.3	22.3	71.8
	<b>11th Grade</b>	182	18.6	18.6	90.4
	<b>12th Grade</b>	94	9.6	9.6	100
	<b>Total</b>	977	100	100	

977 (100%) students participated in the questionnaire. 483 (49.4%) of them are 9<sup>th</sup> graders. 218 (22.3%) are 10<sup>th</sup> grader students. 182 (18.6%) of them are 11<sup>th</sup> graders. And 94 (9.6%) students are 12<sup>th</sup> graders. The data suggest a higher willingness to participate in the survey among 9<sup>th</sup> and 10<sup>th</sup> graders compared to 11<sup>th</sup> and 12<sup>th</sup> graders.

### **Data Collection Instruments**

For the study, a questionnaire consisting of 29 statements were applied to 977 high school students all around Türkiye. The questionnaire was adopted from the article named “Perceptions of Students for Gamification Approach: Kahoot as a Case Study” (Bicen, 2018) (see Appendix 2).

Participants chose a suitable statement from Likert Scale based on their perception such as agree, strongly agree, disagree, and strongly disagree.. Also, an e-mail request was issued to the author, asking for permission to assess the questionnaire form for the study.

#### *Data Collection Procedure*

For the data collection procedure, online platforms were used with volunteered participants. Before conducting the research, ethical permissions were taken from Amasya University Social Sciences Ethical Commission (2021, E-30640013-108.01-719), and the permissions from the Ministry of Education were obtained (2021, E-49614598-605.01-22986446). The questionnaire part of the study was conducted using Google Docs. The link to the questionnaire was delivered to the students through WhatsApp or e-mail. Their responses were entered into a Google Docs system.

The SPSS software was used to calculate the reliability statistic. Cronbach's Alpha for the 26 items is 0,936. Validity of the questionnaire was programmed in SPSS program. Kaiser-Meyer-Olkin Measure of Sampling score is 0,962 and significance of the questionnaire is 0 meaning it is quite significant.

#### *Data Analysis*

The current study followed a quantitative inquiry. The data were collected through a questionnaire involving 29 items. The results were compiled in an excel document and then transferred into SPSS 26 program. The data were analyzed by the help of this computer software. Means and percentages were used to describe the data. The results were further described by the help of tables.

## **FINDINGS**

All 29 statements in the questionnaire are related to the gamification method and its effects on English language learning. First two questions are related to demographic information such as “What is your gender?” or “Which city do you live in?”. The rest of the statements are about students’ personal, educational, and motivational perceptions on the implementation of the gamification method into their foreign language learning processes. Each of the findings is listed below with explanations and detailed SPSS based figures.

*Table 2.1. SPSS-Calculated Results of the Questionnaire*

<b>Items</b>	<b>Options</b>		<b>f</b>	<b>%</b>
<b>1. A gamification method increases my interest in the lesson.</b>	Strongly Agree	394	40.3	
	Agree	497	50.9	
	Disagree	67	6.9	
	Strongly Disagree	19	1.9	
<b>2. I study more to become more successful via gamification methods.</b>	Strongly Agree	285	29.2	
	Agree	565	57.8	
	Disagree	111	11.4	
	Strongly Disagree	16	1.6	
	Strongly Agree	343	35.1	

<b>3. Being placed in competition with other students in the classroom via a gamification method increases my motivation.</b>	Agree	424	43.4
	Disagree	159	16.3
	Strongly Disagree	51	5.2
<b>4. I communicate more with my friends to become more successful via gamification method.</b>	Strongly Agree	260	26.6
	Agree	508	52.0
	Disagree	184	18.8
	Strongly Disagree	25	2.6
<b>5. I want gamification methods to be used in other lessons as well.</b>	Strongly Agree	418	42.8
	Agree	426	43.6
	Disagree	99	10.1
	Strongly Disagree	34	3.5
<b>6. Using a gamification method through my smartphone makes me feel better.</b>	Strongly Agree	269	27.5
	Agree	440	45
	Disagree	208	21.3
	Strongly Disagree	60	6.1
<b>7. Rewards associated with gamification motivate me</b>	Strongly Agree	447	45.8
	Agree	418	42.8
	Disagree	89	9.1
	Strongly Disagree	23	2.4
<b>8. The gamification method allows me to see my achievement status and improve myself in the areas that I am weak in.</b>		379	38.8
	Strongly Agree		
	Agree	483	49.4
	Disagree	92	9.4
<b>9. Use of a learning method blended with a gamification method helps me to understand the lesson better.</b>	Strongly Disagree	23	2.4
	Strongly Agree	398	40.7
	Agree	486	49.7
	Disagree	70	7.2
	Strongly Disagree	23	2.4
	Strongly Agree	461	47.2

<b>10. Gamification methods are fun.</b>	Agree	446	45.6
	Disagree	52	5.3
	Strongly Disagree	18	1.8
<b>11. Performing group work with a gamification method illustrates how achievement can be obtained through collaboration.</b>	Strongly Agree	340	34.8
	Agree	518	53
	Disagree	87	8.9
	Strongly Disagree	32	3.3
<b>12. Winning badges through a gamification method makes me feel important.</b>	Strongly Agree	339	34.7
	Agree	445	45.5
	Disagree	152	15.6
	Strongly Disagree	41	4.2
<b>13. Gamification methods contribute to information exchange among friends.</b>	Strongly Agree	374	38.3
	Agree	501	51.3
	Disagree	83	8.5
	Strongly Disagree	19	1.9
<b>14. Information can be recalled more easily thanks to gamification method.</b>	Strongly Agree	455	46.6
	Agree	432	44.2
	Disagree	69	7.1
	Strongly Disagree	21	2.1
<b>15. I feel bad if I am unsuccessful when a gamification method is applied.</b>	Strongly Agree	164	16.8
	Agree	353	36.1
	Disagree	345	35.3
	Strongly Disagree	115	11.8
<b>16. I think my reputation in the classroom improves with the badges I win through gamification.</b>	Strongly Agree	215	22
	Agree	401	41
	Disagree	259	26.5
	Strongly Disagree	102	10.4
<b>17. Each question I correctly answer improves my self-confidence.</b>	Strongly Agree	505	51.7
	Agree	409	41.9
	Disagree	43	4.4
	Strongly Disagree	20	2

<b>18. Gamification methods help me to become more ambitious for success.</b>	Strongly Agree	411	42.1
	Agree	472	48.3
	Disagree	71	7.3
	Strongly Disagree	23	2.4
<b>19. Gamification methods increase classroom competition.</b>	Strongly Agree	376	38.5
	Agree	465	47.6
	Disagree	112	11.5
	Strongly Disagree	24	2.5
<b>20. Racing against time increases my speed in answering questions in the gamification method.</b>	Strongly Agree	409	41.9
	Agree	459	47
	Disagree	87	8.9
	Strongly Disagree	22	2.3
<b>21. Gamification methods make me take on more responsibilities to become more successful in the lesson.</b>	Strongly Agree	290	29.7
	Agree	497	50.9
	Disagree	166	17
	Strongly Disagree	24	2.5
<b>22. Applications used in gamification allow me to practice time-management skills.</b>	Strongly Agree	332	34
	Agree	531	54.4
	Disagree	96	9.8
	Strongly Disagree	18	1.8
<b>23. Gamification methods enable me to learn difficult topics while having fun.</b>	Strongly Agree	424	43.4
	Agree	452	46.3
	Disagree	72	7.4
	Strongly Disagree	29	3.0
<b>24. I force myself to learn when using gamification methods to improve group achievement.</b>	Strongly Agree	289	29.6
	Agree	498	51
	Disagree	162	16.6
	Strongly Disagree	28	2.9
<b>25. Creating a competitive environment</b>	Strongly Agree	319	32.7
	Agree	424	43.4
	Disagree	163	16.7



<b>increases my interest in the lesson.</b>	Strongly Disagree	71	7.3
<b>26. Gamification methods increase interest in the lesson in crowded classes.</b>	Strongly Agree	315	32.2
	Agree	486	49.7
	Disagree	134	13.7
	Strongly Disagree	42	4.3

When students are addressed with the statement of “the gamification method increases my interest in the lesson”, 394 (40.3%) and 497 (50.9%) of them chose to say, “strongly agree” and “agree”. Total number of positive attitudes is 891 (91.2%). Students who would rather to go with “strongly disagree” are 19 (1.9%) and “disagree” are 67 (6.9%). Gamification method provides students with a competitive atmosphere in class and this statement show how students feel. 343 (35.1%) of them strongly agrees and 424 (43.4%) agrees with the statement that is about being in competition helps them to develop motivation. 159 (16.3%) disagrees and 51 (5.2%) of them strongly disagrees with the statement. 767 (78.5%) of the students indicates that their motivation increases with a competition thanks to gamification method. In terms of communication, 260 (26.6%) of the students chose “strongly agree” and 508 (52%) chose “agree”. That means; 768 (78.6%) of the participants wish to have gamified based lessons to be able to communicate with other participants. On the other hand, 184 (18.8%) of them clicked on “disagree” and 25 (2.6%) of them chose to click on “strongly disagree”.

In this chapter of the study, some basic elements related to the gamification method, definitions of terms, importance of the gamification method, theories supporting the ideas, design elements, applications to be used in gamified lessons, historical foundation, and criticism of the gamification method were analyzed. Gamification method is not something to be applied only in language learning classrooms. It can be conducted in any classroom types. And 418 (42.8%) students strongly agree to have this method in other lessons as well. 426 (43.6%) of them agree to have gamified lessons in other subjects also. 844 (86.4%) of students wish to experience the gamification method in other school subjects also.

However, 99 (10.1%) students chose “disagree” and 34 (3.5%) chose “strongly disagree” and expressed their ideas about using gamification method in other fields also. Smartphones are essential in gamification method as they provide users with any place and any time. In this statement 269 (27.5%) of the users strongly agree and 440 (45%) of them agree with the fact that they feel better when using smartphones in gamified lessons. 709 (72.6%) of the participants felt free to express their positive thoughts towards using smartphones in gamified lessons. But 208 (21.3%) of students goes with “disagree” and 60 (6.1%) of them with “strongly disagree”.

Gamified lesson includes online or real rewards. This statement indicates how students fell about rewards in gamified lessons. 447 (45.8%) of them strongly agree with increasing their motivation thanks to rewards and 418 (42.8%) agree. 89 (9.1%) of them disagrees and 23 (2.4%) of them strongly disagrees with this statement. 865 (88.5%) of the participants expressed their positive thoughts rewards in gamified lesson, that means, nearly all the students’ motivation is up to a reward. Thanks to the badges and reports provided by gamification method, 379 (38.8%) of the students goes with “strongly agree” and 483 (49.4%) of them with “agree” option to express their thoughts towards the usage of gamification method in their lessons. 92 (9.4%) of them says “disagree” and 23 (2.4%) of them “strongly disagree” for this option. 862 (88.2%) students feel positive attitudes for the gamification method and its effect in their improvements and achievements. Badges are concrete indexes for learners to measure their

development during a gamified lesson. 339 (34.7%) students strongly agreed about badges and their effects. 445 (45.5%) students agreed badges are important for them to feel important. 152 (15.6%) students chose “disagree” and 41 (4.2%) students chose “strongly disagree”.

During a gamified lesson, learners exchange information among themselves and this is one of the most essential aspects of gamified lesson. 374 (38.3%) students clicked on “strongly agree” and 501 (51.3%) clicked on “agree” about information exchanging with gamified lesson. 83 (8.5%) students chose to disagree, and 19 (1.9%) students chose “strongly disagree”. Students’ success and its connection with their responsibilities with gamified lesson are displayed in this table. 290 (29.7%) of the learners strongly agree and 497 (50.95) of them agree with that statement. 166 (17%) of them disagree and 24 (2.5%) of them strongly disagree. 787 (80.6%) of the learners say that their chance of having responsibilities increases with the help of gamified lessons.

Time-management skills and gamified lesson’s relationships are displayed in this table. 332 (34%) of the learners strongly agree that applications used in gamification methods allow them to practice time-management skills. 531 (54.4%) of the learners agree in this situation. 96 (9.8%) of the learners disagree in the relations between gamification and time-management skills. 18 (1.8%) of the participants strongly disagree. Sometimes, students may find some topics difficult to cover. This table shows how gamified lessons help learners to overcome this issue. 424 (43.4%) of the students strongly agree and 452 (46.3%) of them agree in this. 72 (7.4%) of participants disagree and 29 (3%) of them strongly disagree.

Students force themselves to become successful for the sake of the group and this table indicates this situation. 289 (29.6%) of the learners strongly agree in forcing themselves to learn when using gamification methods to improve group achievement. For this aspect, 498 (51%) of the participants agree with this statement. However, 162 (16.6%) of them disagree and 28 (2.9%) of them strongly disagree with forcing themselves to learn with group. Gamification method not only has impact on learners’ motivation but also on their interest towards the lesson. According to this table, 319 (32.7%) of the learners strongly agree and 424 (43.4%) of them agree with the fact that their interest increases with the help of gamified lessons. However, 163 (16.7%) of participants disagree and 71 (7.3%) of them strongly disagree with this aspect.

## **RESULT AND DISCUSSION**

Approximately, 91% of the students express that the gamification method might increase their interest. According to Simões et al., (2012), the gamification method offers great potential for learners to increase their motivation during the classes. Also, Kapp (2012) points out that it is possible to increase the learners’ motivation with the help of a gamified environment. The main goal of education, regardless of its location, is to promote learning and growth (Delbanco, 2012). But the main issue here is to find out how today’s learners prefer to learn, what kind of learning environment they’d rather to have. Seemiller et al., (2021), in their study, explains Gen Z’s desires and understanding of the learning environment.

The results of his study are mostly about “fun”. In his paper, Verhoeff (1997) claims the origins of education are rooted in an unknown past, while the origins of competitiveness are even more elusive. Even babies and children, naturally, seek partners to play with. From the early ages of childhood, babies start to searching someone to play with such as in hide & seek or wrestling. Verhoeff (1997) also claims that competition in education was also formed long ago in human history.

According to Deterding (2012), teachers interested in gamification methods find that the area has a wealth of tools, a critical awareness, and insight into the design and dynamics of collaborative, reputation, and reward system. Teaching & learning environment involves teachers as facilitators and learners as participants. For learners to participate they need to be ambitious for the very specific subject.

Glazewski and Hmelo-Silver (2018) listed some topics for ambitious learning. Problem-based learning (PBL) is one of the forms of ambitious learning. Being in a competition is one of the ways learners enjoy very much. In Table 22, 86.1% of the students also indicates their competition desires might increase with the help of gamification methods. Ediger (1996) claims, students benefit most from a well-balanced approach supporting learners experiencing that combines collaboration and competitiveness. In a learning environment, students need to have responsibilities to foster their educational outcomes also there is a connection between autonomous learning and having responsibilities of learners (Egel, 2009). As Ekiz and Kulmetov (2016) stated in their study that learners' motivation is influenced by their surroundings, including being in a crowded classroom. However, being physically in a good condition for learners is vital. Embodied learning theory was proposed by Barsalou (1999) claiming that learners use their senses, bodily states, and situated actions to have a meaningful learning environment. Abrahamson et al., (2020) connected this theory to learners' surroundings which is called by Zohar and Levy (2021) perspective of embodied learning theory.

Group work is used as a means of learning at all levels of school. It was scientifically shown that having students' study and work in groups has benefits. In 20<sup>th</sup> century, according to previous research, there was an increase in research on students' collaboration during a class. (Lou et al., 1996; Gillies, 2010; Boyle 2011). Personal ambition to suppress others motivates competitive behaviors (Franken & Brown, 1995; Franken et al., 1994). Students can be motivated by competitions to set higher personal goals and put-up greater effort (Hauston et al., 2005; Tjosvold et al., 2006). In Table 6 results, most of the learners in this study (78.5%) indicate their ambitious placed in gamified environment can increase their motivation. According to Dolgova et al., (2019), student information interchange ensures their self-development in terms of self-realization. The usage of digital gadgets has a direct impact on information literacy, children's developments and interacting with others. In the context of an educational institute setting, readiness for information exchange refers to an integrated collection of psychological and operational qualities of educational process subjects that are necessary for the successful transmission of instructional and motivating information via technological technology. Without the gamification methods, traditional ways were adapted into the education and students' extrinsic motivation is only to pass the test (Shute & Wentura, 2013). However, with this method, learners may have difficulty in recalling the information as their only goal is to pass the test (Werbach & Hunter, 2012). Self-efficiency is vital skill for students as it provides them with seeing their weak points and have the courage to carry on their studies on their own. As Bandura (1977) mentioned self-efficacy has impact on choice of activities. Students have a stronger intrinsic drive to learn when lecturers make education personally more meaningful and relevant to their lives, as well as more entertaining, engaging, and difficult (Brophy, 1987; Çimer, 2007; & McCombs, 2015). Teamwork skills and learners' desire to carry themselves further are becoming important in learning environments. Avry et al., (2020) defined teamwork as an effective way to overcome a difficult topic while learning. In recent years, instead of individual works, group works played an essential role in classrooms. The popularity of gamification increased in the last decade, and there are several examples of corporations, web designers, and educators using it to engage and encourage a target group with positive results (Chou, 2014). Dunlosky et al., (2013) claims that gamified lessons enhance the learning outcomes faster than traditional ways. Regardless of their age, learners tend to be motivated when he/she gets a prize. Alfie (1999) claimed in his research, rewards have only positive effect on learners. Later, Costică (2014) listed the types of rewards by teacher himself/herself and their impact on students.

According to Chang and Millett (2017), students' speeds can increase if they are exposed to related context. A study was carried out with a group of students by Chang and Millett (2017) and results support the idea that learners need motivating and relatable context to be able to answer in shorter time. Braojos et al., (2019) conducted a study with students to analyze the impact of competitive learning environment.

And their result supports the idea that competitive group conditions have higher level of positive outcomes. According to Braojos et al., (2019) students from competitive environments are easily address epistemic uncertainty, exhibit stronger positive interdependence, and make cognitively deeper contributions.

## **CONCLUSION**

The gamification method offers instructors and students a variety of games and applications that promote engagement, motivation, and learning outcomes that are crucial components of any educational process. Maybe it was difficult to gamify the teaching atmosphere in the past, but today, with the development of smart phones, tablets, and personal computers, it became more practical and easier to integrate gamification into language classes. Today's high school students are digital natives who were raised in technologically advanced surroundings since they were little children. They were on a technological device when they learnt to walk, read or even when they were just sitting. That is why any learning environment without gamifying elements cannot be considered as effective or authentic for them. In 2022, high school pupils started using a gamified environment to learn their native tongue. A learning process without gamified elements is not organic for them. Nearly all the students who participated in this study expressed their wish to be able to use gamification methods in their learning practices. Students that were involved in this study claimed that their motivation, success, self-confidence, skills in group work, and the time management were developed with the help of gamified lessons. According to the data obtained in the study, students show positive attitudes towards the gamification methods to be utilized in their English lessons and other lessons as well. Participating in competitions, being in an online environment, practicing time management, and working as a group all positively affected their learning experience. When gamification is used, the cognitive load factor must be considered as well as other certain factors. Considering all the options and possibilities that gamification offers, developing game-based lessons for any topic becomes extremely practical and beneficial. This study established the efficacy of the gamification method in terms of learners' motivation, sense of belonging, wants, and desired learning results.

### ***Pedagogical Implications***

On the basis of the findings and conclusions of this study, some significant recommendations to researchers in the field of English language education can be highlighted. Firstly, the gamification methods and gamified elements utilized in learning environments have positive outcomes for foreign language learning; for reading, speaking, writing, and listening. In their research, Li and Chu (2021) focused especially on learners' reading skills development with a gamified learning environment. Li and Chu (2021) agreed to say that based on a longitudinal design, their study, which consists of three sub-studies, investigates the impact of a gamification pedagogy on children's reading. The three sub-studies were intertwined, requiring triangulation of data from several angles. Secondly, deep involvement in the gamified e-learning platform improved students' reading interests, motivation, habits, and abilities, notably in second language reading, according to their findings. Nikmah (2020) also pointed out that it is evident that gamification in English learning is both necessary and desirable in all educational settings. Gamification is superior to other learning techniques as a new learning strategy. Gooch (2016) stated in his research that gamification can help students stay motivated thanks to a combination of a highly customizable design and pedagogically customized appropriation by teachers. Gooch (2016) also pointed out that the gamification strategy contributes in two ways. He created several interim opportunities for the application of gamification in the classroom. These techniques have the potential to improve how instructors employ gamification in the classroom as well as the influence it has on students' learning outcomes. Finally, in this thesis, it is evident that the gamification method contributed

to the development learners' foreign language skills and, in some respects, helped them overcome related problems while learning a second language. Learners expressed their thoughts on being motivated, feeling valuable, feeling related, loving the subject, seeing themselves as successful, enjoying the learning environment, etc.

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### CONFLICT OF INTEREST

There is no personal or financial conflict of interest between the authors of the article within the scope of the study.

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## An Analysis of Epistemic Modality in Turkish: The Case of –Dir

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### ÖZET

*Bu çalışmada Türkçedeki epistemik kipler anlatılmaktadır. Epistemik kiplik belirteçleri; morfolojik belirteçler, sözcüksel belirteçler ve sözdizimsel belirteçler olarak kategorize edilebilir (Kerimoğlu, 2010). Bu makale -Dir morfolojik işareti üzerinde yoğunlaşmakta ve onun modern versiyonunu Eski Anadolu Türkçesiyle karşılaştırmaktadır. Bu karşılaştırmadan hareketle -Dir işaretleyicisinin zaman içindeki değişiminin olası sebepleri sunulmuştur. Bu nedenlerin telaffuz zorluğu veya ünlü düzleşmesi olabileceği öne sürülmüştür. Ayrıca, bu çalışma, morfolojik belirteçlerin incelenmesindeki mevcut eğilimleri göstermek amacıyla dilin gerçek zamanlı işlenmesini sunduğundan, Türkçede -Dir belirteciyle ilgili daha önce yapılan teorik araştırmalara ve ampirik araştırmalara, özellikle de cümle işleme çalışmalarına atıfta bulunmaktadır. -Dir işaretleyicisinin işlenmesinin nasıl gerçekleştiğini ve bu işaretleyiciyi öğrenmede gelişimsel bir model olup olmadığını gösteren daha fazla çalışmanın olması gerektiği sonucuna varılmıştır.*

**Anahtar Sözcükler:** Epistemik kip, -Dir eki, Türkçe, Morfoloji, Dil işleme.

### ABSTRACT

*This study describes the epistemic modality in Turkish. Epistemic modality markers can be categorized as morphologic markers, lexical markers, and syntactic markers (Kerimoğlu, 2010). This paper focuses on the morphological marker -Dir and compares its modern version with the Old Anatolian Turkish. With reference to this comparison, the possible reasons for the change of the -Dir marker in time are presented. These reasons are suggested to be pronunciation difficulty or vowel flatterer. Furthermore, this study refers to the previous theoretical research and empirical research on -Dir marker in Turkish, especially sentence processing studies, as they present real-time processing of language in order to show current tendencies in studying morphological markers. It concludes that there should be more studies to indicate how processing -Dir marker occurs and whether there is a developmental pattern in learning this marker.*

**Keywords:** Epistemic modality, -Dir marker, Turkish, Morphology, Language processing.

## INTRODUCTION

This paper introduces epistemic modality in general and continues with the epistemic modality in Turkish. It only focuses on the epistemic morphologic marker *-Dir*. After mentioning the historical development of this marker since Old Anatolian Turkish, it explains why it has changed. The article also covers the previous literature to show how the use of *-Dir* marker has changed over time.

Epistemic modality is a cross-linguistics phenomenon that expresses the probability/possibility or necessity of a pre-existing proposition according to the provided information or evidence (Brogaard & Gatzia, 2017). Epistemic is defined as the “degree of commitment by the speaker to what he says” (Palmer, 1986). Palmer (1986) categorizes the functions of epistemic modality into three: a) speculative that presents uncertainty (may), b) deductive that expresses inference from a piece of observable evidence (must), and c) assumption that reveals an inference from a generally known situation (will). Epistemic modality meaning is expressed via auxiliaries such as may, can, might, and must or adverbials such as perhaps or maybe in English. To define the role of epistemic markers, there should be a context to infer the meaning of the sentence as the related markers have other functions. To illustrate, as in (1a), ‘may’ is an epistemic marker with the meaning of possibility, but there is no specific reference to the evidence or any audience. On the other hand, (1b) refers to an assumption based on some evidence, such as the fact that ‘Jane is not in her office’ may lead to the deductive judgment that she must be at home. In both cases, the speakers should provide the listener with a context to decide the truth value of the proposition.

(1) a) Jane may be at home.

b) Jane must be at home.

While talking about epistemic modality, probability and possibility will be referred interchangeably. However, Kreidler (1998) presents the difference between possibility and probability on a scale in Table 1.

Table 1. Comparison of Possibility and Probability

		POSSIBLE			IMPOSSIBLE			
Apparently True	→	Highly Probable	→	Fairly Probable	→	Slightly Probable	→	Improbable

(Kreidler, 1998, pp. 242)

The difference between the two is that while the possibility factor is a dichotomous term (possible and impossible), probability expresses quantity with various degrees, such as highly probable or slightly probable. The probability includes possibility semantically, and the term probability is used when strong evidence about the event is presented. In Table 2, the classification of the modal verbs based on this scale is presented (Celce-Murcia et al., 1983).

Table 2. Classification of Modal Verbs

Sentences	Degree of Probability
She might/could come tomorrow.	Low
She may come tomorrow.	↕
She should come tomorrow.	High
She will come tomorrow.	

Table 2 illustrates a clear picture of what has been meant in Table 1. As no difference between probability and possibility exists except how they grade the possibility, I will be using possibility in the rest of this article.

The epistemic modality can be expressed in different ways in various languages. This paper focuses on the epistemic modality in Turkish. The following chapter introduces the research questions and the method of the study.

### Research Questions

- 1) What is the historical development of epistemic modality marker *-Dir* in Turkish language and how has its usage evolved in time?
- 2) What have previous studies indicated about the acquisition and the use of this specific marker by L1 speakers of Turkish?

## METHOD

To conduct a comprehensive review related to the epistemic modality marker *-Dir* in Turkish, I utilized a systematic analysis method on previous literature. Data from various research articles are analyzed in order to define common themes. The following part of the article is organized according to the research questions. It starts with the definition of the suffix and its historical evolvment in time. Later, I present some representative papers from the literature. Lastly, I suggest some ideas for further research.

## Epistemic Modality in Turkish

The epistemic modality in Turkish can be expressed through syntactic markers, morphologic markers, and lexical markers (Kerimoğlu, 2010). To begin with, syntactic markers are the phrases such as *sanırım* ‘I think,’ *yanılmıyorsam* ‘If I am not wrong,’ *bana kalırsa* ‘for my part’, *ola ki* ‘suppose that’, *bakmışsın* ‘let us say’ etc. They generally refer to the whole sentence as in (2) and (3).

- |     |  |      |          |                 |
|-----|--|------|----------|-----------------|
| (2) | Sanırım                                    | Jane | yarın    | koş-acak-Ø.     |
|     | I suppose                                  | Jane | tomorrow | run-FUTURE.3SNG |
|     | I suppose Jane will run tomorrow.          |      |          |                 |
|     |  |      |          |                 |
| (3) | Yanılmıyorsam                              | Jane | yarın    | koş-acak-Ø.     |
|     | If I am not wrong                          | Jane | tomorrow | run-FUTURE.3SNG |
|     | If I am not wrong, Jane will run tomorrow. |      |          |                 |

In addition to syntactic markers, there are also lexical markers of epistemic modality (Kerimoğlu, 2010). These markers are *belki* ‘maybe’, *galiba* ‘presumably’, *herhalde* ‘probably’, *sanki* ‘supposedly,’ etc. The sample sentences are in (4) and (5).

- |     |                                  |          |          |                 |
|-----|----------------------------------|----------|----------|-----------------|
| (4) | Jane                             | belki    | yarın    | koş-acak-Ø.     |
|     | Jane                             | maybe    | tomorrow | run-FUTURE.3SNG |
|     | Jane will maybe run tomorrow.    |          |          |                 |
|     |                                  |          |          |                 |
| (5) | Jane                             | herhalde | yarın    | koş-acak-Ø.     |
|     | Jane                             | probably | tomorrow | run-FUTURE.3SNG |
|     | Jane will probably run tomorrow. |          |          |                 |

As in (4) and (5), the lexical marker functions as an adverb in the sentence and expresses uncertainty or ambiguity. In other words, it decreases the certainty provided by the future tense.

Lastly, I mention the morphological markers for epistemic morphology in Turkish. The markers such as *-Abil*, *-sA*, *-mA-sIn*, and *-sA* are used at the end of the verbs as a suffix, and they give the meaning of possibility as illustrated in (6) and (7) (Göksel & Kerslake, 2004; Kornfilt, 1997).

- (6) Jane yarın koş-abilir.Ø.  
Jane tomorrow run-POSSIBILITY.3SNG  
Jane may run tomorrow.
- (7) Ya Jane yarın koş-ar-sa!  
What if Jane tomorrow run-PRESENT-EPISTEMIC  
What if Jane runs tomorrow!

In (7), the speaker is unsure whether Ahmet will run or not, so they express the possibility of the event. Therefore, -sA marker functions as uncertainty or possibility.

To decide the meaning of uncertainty or possibility, the test of “definitely” can be applied to the sentences. When *kesinlikle* “definitely” is added to the sentence, if it is grammatical, it means that the sentence has a probability meaning. To exemplify, the sentence in (6) is not grammatical when *kesinlikle* “definitely” is added, which is in line with the idea of uncertainty.

#### a) -Dir as a Morphologic Epistemic Marker

In this paper, I focus on the morphologic marker *-Dir*. It can be used as a copula with a noun, a suffix following tense-aspect in a verb, or as a formal level marker to present empathic certainty. To talk about copula one, it offers the present tense in third person singular. The sentence in (8) conveys the message of certainty (case of ‘definitely’) or uncertainty (case of ‘probably’).

- (8) Jane ev-de-dir.Ø.  
Jane home-LOC-COP/POSSIBILITY. 3SNG  
Jane is definitely/probably at home

The case in (8) may create ambiguity in the sentence (Kornfilt, 1997). To remove the ambiguity, it is used with an adverb in the sentence (9) and (10).

- (9) Jane kesinlikle ev-de-dir.Ø.  
Jane definitely home-LOC-COP. 3SNG  
Jane is definitely at home
- (10) Jane herhalde ev-de-dir.Ø.  
Jane probably home-LOC-COP. 3SNG  
Jane is probably at home

However, *-Dir* is optional as a copula and can be used as unmarked. When it is used unmarked, it loses its possibility meaning because the copula is obligatory in possibility meaning.

- (11) Jane ev-de.Ø.  
Jane home-LOC. 3SNG  
Jane is at home.

Secondly, *-Dir* marker expresses the possibility at all levels. It is used with all person markers, including 1<sup>st</sup> and 2<sup>nd</sup> person predicates, as opposed to the one utilized in the nominal sentences used with only 3<sup>rd</sup> person (Göksel & Kerslake, 2004). The sentence in (12) looks like a formal statement referring to Ali’s being a teacher. However, it

also refers to the possibility of Ali's being a teacher if someone sees Ali in the doctor's office. It is ambiguous between two usages, which will be defined through the context.

- (12) Jane doktor ol-muş-tur.Ø.  
 Jane doctor become-EVIDENTIAL-EP.COP. 3SNG  
 Jane has become a doctor.

*-Dir* is also used with two types of tenses: future tense and continuous tense. In this respect, it still gives the meaning of assumption, as shown in (13).

- (13) Jane doktora gid-iyor-dur.Ø./gid-ecek-tir.Ø.  
 Jane doctor-DAT go-CONT.-EP.COP/ go-FUTURE-EP.COP. 3SNG  
 Probably Jane is going/is going to see the doctor.

On the other hand, the copula *-Dir* functions as ungrammatical when it is used with present tense (*-Er*) or past tense (*-DI*) (gel-ir-dir, gel-di-dir) (Kornfilt, 1997). The possible reason for that may be the use of past marker *-DI* signals that the event happened and finished in the past, and there is no place for the possibility (Ergin, 2004).

### Historical Development of *-Dir* Marker: The Vowel Change

Regarding the historical development of this marker, Üzüm (2017) examined the use of epistemic morphology in a sample text named *Kisas-i Enbiya* written in old Anatolian Turkish in the 14<sup>th</sup> century. In (14), there is a sample text from *Kisas-i Enbiya* taken from Üzüm (2017).

- (14) “*Mu ‘āviye ol müşğ ve za ‘ferān pınuđkların alup yıyladı hiç yıyı bulmadı ol er eyitdi çok zamān geçmekden sayalanmışdur.*”

(Yılmaz, et al., 2013, pp. 298/10-12)

As we can see in (14), *-Dir* appears in the form of “*-DUr*, which is an indication that it changed its form in time. It may be about the vowel harmony and its change in time. In this short text, the author means that *Mu ‘āviye* smells the musk and saffron stones and says, *sayalanmışdur*, as there is no scent left. He uses the evidence – no scene – and makes inferences based on the information he obtained indirectly. In other words, its function is to give the meaning of uncertainty or possibility.

The same case is valid for the example sentence in (15). In old Anatolian Turkish, *-Dir* is used in the assumption meaning, but it does not appear with *-i* sound, but *-u* sound.<sup>1</sup>

- (15) “*şimdi cānlarda pes ol od yanadur.*”  
 “(probably) only that fire is burning in the souls now” (Adamovič, 1985, p: 69)

<sup>1</sup> Ergin (2004) claims that *-dIr* also exists in old Turkish to strengthen the meaning and to give possibility meaning while *-dUr* is used for continuous tense, strengthening the meaning and possibility. I think it is still interesting to find out why it is not used in *-dUr* form anymore.

Another sample sentence takes place in (16). The same pattern about the vowel continues in this sentence too.

(16) “*mâlcugazını getirince nice zahmet çekmişsizdir.*” (Gülsevin, 2007)

When the possible reasons for this change are investigated, I have seen a term called ‘labial harmony’, which decides whether the first vowels should be followed by a rounded and an unrounded vowel (Tosun, 2016). It is a phenomenon in which if Turkish words start with an unrounded vowel, they must continue with an unrounded vowel and if they start with a rounded vowel, they must continue with an unrounded-wide vowel or a narrow-rounded vowel (Efendioğlu & İşcan, 2010). To illustrate, in the example in (15) the word ‘*yanadur*’, the last vowel of the root word is ‘a’, which is an unrounded vowel and ‘u’ is a rounded vowel. Therefore, it does not obey the labial harmony rule, indicating that Old Anatolian Turkish lacks labial harmony (Tosun, 2016). Due to the lack of labial harmony in Old Turkish, unrounded and rounded vowels were not found next to one another. Because of the difficulty, it creates for pronunciation, the pronunciation of some words has become more harmonious via *ünlî düzleşmesi* ‘vowel flattering’. The examples for it can be *altın* >> *altın* “gold” or *ilerü* >> *ileri* “forward” (Gabain, 1988; Korkmaz, 2021; Savran, 2018).

The same pattern can be seen in the sample texts in Old Anatolian Turkish in (14), (15), and (16). The change of vowel in the morphological marker *-Dir* in time could be because of the vowel flattering. With the rules in the Ottoman Turkish and Modern Turkish, *-DUr* has evolved into *-Dir* in order to decrease pronunciation difficulty in verbs existing in Old Anatolian Turkish. I assume that my claim is in line with the proposal mentioned in the previous paragraph. After this proposal on the reason for the change, in the next chapter, I mention the studies which refer to epistemic modality, especially *-Dir* marker.

### Studies on *-Dir* Morphological Marker

In the previous chapter, I briefly explain the epistemic modality in Turkish and its categories. Later, I summarize an epistemic morphological marker *-Dir* in Turkish and mention its functions and usage in Turkish. I compare morphological marker *-Dir*’s modern version with the old Anatolian Turkish. To make it clear, I will shortly present the previous literature: what and how they investigate and what they find.

Turkish studies on *-Dir* morphological marker can be categorized into three: studies that focus on the theoretical aspects and its descriptive analysis, and the ones testing the acquisition of epistemic modality by children, and those employing psycholinguistic methods, including sentence processing studies.

Studies that focus on the description of the marker and theoretical aspects emphasize the analysis of the morpheme and describe it as a particle (Savran, 2018). Savran (2008) examined *-Dir* as a particle and its use with indefinite nouns. In the first part of her paper, she focused on the formation of the particle and its history in Turkish dialects. She provided a detailed analysis in which she presented Turkish dialects and sample sentences from these dialects. Secondly, she analyzed the particle used with indefinite nouns and the meaning it brought to the sentence. Although she mentioned many samples from different dialects, the usage of *-Dir* marker in (17) has drawn my attention. She proposed that when a *-Dir* marker is added to a question marker or a specific adverb, it causes uncertainty.

(17) *Hanidir* onu görmedim. Seni kaçtı<sup>r</sup> arıyorum. Nicedir görmüyorum onu.  
I haven't seen him for a long time. How long have I been looking for you?  
I don't see him for a long time. (Savran, 2018, p. 175)

Savran (2008) argued that these sentences have uncertainty, which I partially agree with. Using these sentences in an uncertain situation may depend on the context of sentences following and followed by. I believe the real-time processing of these structures may draw a clear picture of the case. In line with this, in his dissertation, Özalan

(2014) mentioned different types of the copula, including the marker *-Dir*. He focused on the grammatical category as different from Savran (2008). I suppose this is also a nice resource to compare the usage of *-Dir* in historical and modern texts as a copula. Nevertheless, he did not mention the function of *-Dir* as a probability marker because he thought that the factor defining its function is the context and not related to his dissertation.

There are also some studies examining children and their acquisition of epistemic construction, *-Dir* marker. The studies demonstrated that the children's systematic use of *-Dir* as an epistemic marker begins at around four or four and a half years old. However, its function as a factive marker or information seeker (*Bu nedir baba? What is this, dad?*) is produced later than the epistemic marker (Aksu-Koç, 1998). Nevertheless, Altan (2009) stated that in her study testing the acquisition of *-Dir* with two different functions (factive and non-factive), she did not reach the result that epistemic marker is acquired before although she collected data via Chiles natural language database and elicited production task from 2 to 5 years old Turkish children. Therefore, this acquisition issue is controversial, and more studies should be conducted to clarify it.

Furthermore, some acquisition studies evaluate the acquisition of epistemic modality in the interface of evidentiality (Aksu-Koç & Alıcı, 2000). Aksu-Koç and Alıcı (2000) collected data from 3-6 years old Turkish children to check the processing of the direct evidential (*-DI*) and epistemic marker (*-Dir*). They tested whether children could distinguish the degree of certainty of the epistemic marker and the direct evidence by direct evidentiality marker. Their findings showed that children could equally judge the fact that when they see a direct evidential marker, it expresses a kind of evidence. When they engage with the epistemic marker, they can comprehend the degree of certainty. These findings may be an indication of the fact that acquisition of epistemic markers and direct evidential markers occur equally similar times in Turkish children.

There are also some studies referring to psycholinguistics methods. However, the number of studies conducted on epistemic modality is scarce (Arslan, 2020; Tosun & Vaid, 2018). The studies have been conducted on the evidentiality-epistemic modality interface. For example, a recent study by Tosun and Vaid (2018) examined the relationship between modality and evidentiality via offline sentence interpretation tasks from Turkish and English speakers. In other words, the authors presented the past events in sentences marked with epistemic modality (categories: possibility, probability, and necessity) and evidentiality (categories: hearsay, conjecture, inference, and assumption). The participants were asked to decide the source judgments of the sentences or stance (confidence) judgments of the sentences. They have found the lowest certainty rate in the sentence with hearsay (*-mİş*) and assumption (*-Dir*). Based on the findings, they suggested that epistemic modality and evidentiality overlap, but their function is not the same for English and Turkish speakers. Another psycholinguistic study on epistemic modality was conducted by Arslan (2020), who examined the extent to which epistemic uncertainty affects the processing of grammatical evidentiality. Although she conducted four different studies, I mention only two of them for the sake of this paper. The last two tasks were a self-paced reading task, at the end of which participants were asked about the acceptability of the experimental sentence and an acceptability judgment task. In the first experiment I mention, the participants saw a contextual sentence in which lexical markers of epistemic modality such as *eminim* 'I am sure' and *sanırım* 'I think' were included. There were two factors: the owner of the information (first person vs. third person) and the epistemic certainty (high 'I am sure', and low 'I think'). There were four conditions in total. The conditions were as follows:

(18) "High/Low epistemic certainty in first person context

a) Ben onun balığı yakaladığımı gördüğüme eminim/gördüğümü sanıyorum.

Hilmi balığı yakaladı piknikten önce.

I am sure/I suppose that I have seen him catching the fish. Hilmi caught the fish before the picnic.

b) High/Low epistemic certainty third person reported context

Merve onun balığı yakaladığını gördüğüne emin/gördüğünü sanıyor.

Hilmi balığı yakalamış piknikten önce.

Merve is sure/Merve supposes that she has seen him catching the fish. Hilmi caught the fish before the picnic.” (Arslan, 2020, pp. 10)

In this self-paced reading task, the findings indicated that first-person and low certainty were the least acceptable because they used direct evidentiality marker *-DI* in context with the first person. The final experiment presented evidence-neutral contexts with the same items on a sentence completion task. They provided three different options for the completions, including direct evidential, indirect evidential, and indirect assumption. The findings showed that when the high probability was given, they chose the direct evidential, and when they were provided low probability, they chose the inferred evidential. In brief, at the end of all experiments, she concluded that the sensitivity of Turkish speakers to uses of evidentiality is affected by the ‘uncertainty of the informant.’ The reaction of the Turkish speakers to the experimental conditions (first-person vs. non-first-person and owner’s uncertainty) mediates the interface between epistemic modality and evidentiality in Turkish.

To summarize this chapter, although there are many descriptive studies on the epistemic morphologic marker *-Dir*, some research is required in child acquisition in the first language and real-time processing of *-Dir*.

## CONCLUSION

This paper discusses the epistemic modality and its different markers. It focuses on the morphological marker *-Dir* and compares its modern version with the old Anatolian Turkish. It concludes that the possible cause of the change of *-DUR* in Old Anatolian Turkish into *-Dir* in Ottoman Turkish and Modern Turkish is to decrease pronunciation difficulty. In order to make the pronunciation easier, the structure has evolved into *-Dir* in time. In other words, the reason for the change emerges from pragmatic factors. Another reason for the change may be about phonological factors. The source of the change is to provide vowel harmony. The vowel harmony contributes to the language's overall regularity, predictability, and efficiency. To achieve these aims, it has changed as *-Dir* in time. In addition to enlightening the evolution of the markers phonologically, the paper refers to the previous theoretical and empirical research on epistemic modality, especially *-Dir* marker. It suggests that more studies should be conducted to show how a speaker can process epistemic modality. To provide the data with real-time-processing, most psycholinguistic methods, such as self-paced-reading tasks, event-related tasks or eye-tracking tasks, should be utilized. Moreover, researchers should focus on the language acquisition of children as they provide evidence about acquisition from very early ages of acquisition.

## CONFLICT OF INTEREST

There is no personal or financial conflict of interest between the authors of the article within the scope of the study.



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## ***Tanrı'nın Öfkesi Orta çağ Avrupası'nda Doğal Afetler ve Büyük Felaketler***

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Dr. Öğretim Üyesi Tolgahan Karaimamoğlu'nun ülkemizde meydana gelen 7.7. ve 7.6 büyüklüğündeki 6 Şubat depremlerinde hayatını kaybedenlerin anısına ithaf ettiği *Tanrı'nın Öfkesi Ortaçağ Avrupası'nda Doğal Afetler ve Büyük Felaketler* başlıklı kitabı önsöz, giriş, sonuç ve on farklı bölümden oluşmaktadır. Kahramanmaraş merkezli bu yıkıcı depremler Avrupa'nın XXI. yüzyılının en büyük felaketi olarak Avrupa tarihinde yerini alırken ülkemizin cumhuriyet döneminde yaşanan en korkunç doğal afettir. Karaimamoğlu doğal afetleri çalıştığı bu kitabı bitirmek üzereyken ülkemizde böyle bir felaketin yaşanması acı bir tesadüf olmakla birlikte *doğal afeti* iliklerimize kadar hissettiğimiz ve tüm sürecini gözlemlene şansı(zlığı)nı yaşadığımız günlerde afetleri, salgın ve felaketleri Ortaçağ insanının gözünden görme imkânı sunması açısından önemlidir. Kitap, hem Covid-19 salgınıyla boğuşmuş hem de doğanın korkunç yüzüyle karşılaşmış XXI. yüzyıl insanının Ortaçağ insanıyla empati kurmasına, tarihte salgın ve depremlere bakış açısını gözlemlenmeye vesile olacak niteliktedir.

Kitap salgın hastalıklar, sel, deprem, tsunami, volkanik patlamalar, fırtınalar, epizootikler, büyük yangınlar, iklimsel değişiklikler ve kıtlıkların Ortaçağ Avrupası'nda yarattığı tahribata odaklanmaktadır. Yazar, kitabı önsözde (9-11) kısaca içerik boyutu ve orijinal yönü açısından tanıttıktan sonra giriş bölümüne geçmiştir. Dört sayfalık giriş bölümü (13-16) tarih bilimi ile uğraşanların savaflara doğal afetler ve salgınlara kıyasla daha ağırlık verdiği bununla birlikte büyük yıkımlara yol açan pandemi ve afetlerin Ortaçağ kroniklerinde sıklıkla yer aldığı bilgisine değinilmiştir. *Tarihsel Süreç ve Oluşan Algı* başlıklı birinci bölüm *Dünya'yı Keşif Süresinde Doğal Afetler: Ortaçağ'a Kadar* ve *Dünya'yı Fetih Sürecinde Doğal Afetler: Aydınlanma Döneminden Günümüze Kadar* başlıklı iki alt bölümden oluşmaktadır. Yazar, Avrupa merkezli tarihsel bir Batı Dünyası afet, felaket incelemesi yaptığı için her iki alt başlıkta da net bir sınırlandırma görülmektedir. Birinci bölümde yazar afetlerin savafla kıyaslanmasına yıkım ve ölüm oranı açısından tekrar değinmiştir. "Ortaçağ Avrupası'nda afetler insanların yaşamını savaflardan daha çok tehdit etmiş ve kırılğan hale getirmiştir" (24). Ortaçağ Avrupası'nda afetler kilisenin halkı kontrol etmek ve istediği doğrultuda yönlendirmek için kullandığı araçlardan biri haline gelmiştir. Yazar eserinde bu durumu geniş bir perspektiften anlatmıştır. Doğal afetlerin Tanrı'nın günaha saplanan insanlara öfkesini gösterme şekli olarak algılanmıştır (26). Bu durum yazarın eserine üst başlık olarak "Tanrının Öfkesi"ni seçmesinin tesadüfi bir seçim olmadığını bizlere duyumsatmaktadır.

*Afet/Felaket Çalışmalarının Başlaması ve Tarihçiler* başlıklı ikinci bölümde (39-46) yazar afetlerin hatırasının kısa ömürlü oluşuna dair gözlemini “geçmişten günümüze doğal afetlerin (etkisinin tersine) hatırası, savaşların hatırasının aksine daha kısa ömürlü olmuştur”(40) şeklinde ifade ederek bizlere büyük yıkımlar karşısındaki unutkanlığımızı hatırlatmaktadır. *Avrupa'nın Felaketlerle Sarsıldığı En Uzun Yüzyıl: Pandora'nın Kutusu 14. Yüzyılda Açıldı* başlıklı üçüncü bölümde (47-50) yazar 14. Yüzyılda meydana gelen bir dizi yıkıcı felaketi sıralamakta ve felaketlerin kapısının bu yüzyılda sonuna kadar açıldığı vurgulamaktadır. Bu bağlamda, başlıktaki Pandora'nın kutusunun açılması metaforu oldukça yerinde bir tanımlamadır. Çalışmada özellikle Ortaçağın başından sonuna kadar özellikle yıkıcı depremlerin Avrupa perspektifinden kronolojik bir sırayla ele alındığı görülmektedir. Günümüzün aksine Ortaçağda Avrupa'nın doğal afetler ve büyük felaketler açısından pek de güvenli bir liman olmadığı bilgisi çalışmada göze çarpan ilginç bir bilgidir. Yazar, Ortaçağdaki doğal afetleri ve büyük felaketleri ana başlıklar halinde sıralamıştır. Volkanik patlamalar *Dünya'da Yaşamak İçin En Kötü Yıllardan Birisi: İnsanları Aylarca Karanlığa Gömen Volkanik Patlamalar ve Etkileri (536-540)* başlıklı dördüncü bölümde (51-59) detaylıca anlatılmıştır. Ardından Tektonik afetler, *Tektonik Afetler: Kıyamet habercisi Olan Büyük Depremler Depremzedeler ve Tsunamiler* başlıklı beşinci bölümde (61-92) ele alınmıştır. Bu bölümde İngiltere'den İtalya'ya kadar yıkıcı depremlerin hiç eksik olmadığı bir Avrupa afet belleği okura genel hatlarıyla açılmıştır. Hristiyanlık açısından iki önemli merkez olan İstanbul ve Antakya'da Ortaçağda meydana gelen depremlere yine çalışmanın bu bölümünde değinilmiştir. Biyolojik felaketler de Avrupa'yı Ortaçağda zorlayan ölümcül felaketler arasında yerini almıştır ve çalışmanın *Biyolojik Felaketler* başlıklı altıncı bölümünde (93-120) sayısal veriler ve diyagramlar aracılığıyla anlatılmıştır. Ortaçağ Avrupası iklimsel değişimlerin de ortaya çıkardığı kıtlık büyük can kayıplarına yol açmıştır. *İklim Tahterevallisi: Değişen İklim Avrupa'yı Değiştirdi* başlıklı yedinci bölümde (121-151) iklimsel değişimlerin hem bölgenin jeolojik yapısında meydana gelen anomalilerin hem de 1309'dan 1374 yılına kadar devam eden süreçte beş büyük kıtlık dönemlerinin yaşanmasına neden olduğu bilgisi çeşitli diyagram ve şemalarla desteklenerek anlatılmaktadır. Kuraklık, kuraklığın tetiklediği yangınlar Avrupa'nın bitmeyen felaketleri listesinde kendilerine yer bulmuşlardır. Bu tehlike *Yağmursuz Günler: Kuraklıklar ve Tetiklenen Yangınlar* başlığıyla sekizinci bölümde (153-163) incelenmektedir. Son iki bölümde seller ve fırtınalara yer verilmiştir. Dokuzuncu bölümde (165-175) *Nuh Tufanı: Seller ve Etkileri* başlığıyla okurun karşısına geçen yazar “Ortaçağ Avrupası'nda yaşamak nasıl bir şeydi” sorgulamasını yapar, yaşama arzusundaki Ortaçağ insanının kıyametten kaçışını bizlere Nuh Tufanı ile resmeder. *İngiltere'yi Yıkan ve Kurtaran İki Büyük Fırtına: 1287-1288/1588* başlığını alan onuncu bölüm (177-185) İngiltere'nin fırtınalarla olan çelişkili ilişkisini ortaya koymaktadır. İnsanlık çelişki dolu onlarca günün gecenin arasında hayatta kalma arzusunu her daim taze tutan sosyal bir varlık olarak hayatın kendi çelişkilerini ya kabullenir ya da bunlara meydan okur. Kaderci Ortaçağ Avrupa insanı, Tanrının öfkesiyle önce yerle bir olan ardından Tanrı'nın affedişiyle İspanya'nın elinden kurtulan İngiltere'yi gözlemleme imkânı bulmuştur. Tanrı her iki durumda da öfkesini de affını da büyük fırtınalarla göstermiştir.

Yazar sonuç bölümünde kısa bir özetleme yapıp eseri bitirmiştir. Bir nevi Ortaçağ Avrupa insanının yaşadığı onca afeti, felaketi *Pandora'nın Kutusuna* geri koymuştur. Bu eseri okumak yaşadığı doğal afetlerden ve büyük felaketlerden sağ çıkmayı başaran Ortaçağ Avrupası'nın doğal afet ve felaketleri üzerine yazılmış bir hatıra defterini karıştırmak gibidir. Yazar, Ortaçağ Avrupa insanını doğa, Tanrı ve öfkesi üçgeninde yaşadıkları açısından anlatırken bizlere afet karşısında verilen insani tepkilerin manzarasını sunmaktadır. Bu manzara günümüz insan tepkisiyle çok benzerdir. Nitekim insan doğa karşısında bugün de hala ve maalesef çok güçsüzdür. Birlikte hareket etme ruhu yardım isteme ve yardıma koşma tepkilerini gözlemleyebiliyoruz. Günümüz insani diplomasi faaliyetlerinin adı konmamış, ilkel formlarını kitapta yakalama fırsatını bulabiliyoruz. Kitap bu yönüyle insani diplomasının Ortaçağ Avrupa'sında nasıl işle(til)diğine dair teorik bilgiler elde etme imkânı da vermektedir. Doğal afetler, büyük felaketler ulusları insani noktada buluşturan, aynı dili konuşuran

karanlık bir atmosferin yansımasıdır. Bu atmosferin aydınlatan ise birbirine yardım etme isteğiyle bir araya gelen farklı ulus insanların aralarında kurdukları iletişim şeklidir. Günümüzde bu iletişim akışını sağlamak afet çevirmenlerinin görevidir. Ülkemizde meydana gelen Kahramanmaraş merkezli korkunç depremler insani diplomasinin işletilme formunun Ortaçağ insanı ile aynı ruhta fakat çok daha ileri teknolojiler kullanılarak çok daha hızlı yapıldığını gözlemleyebildik. Gözlemlenen bir diğer unsur ise; afet çevirmeni eksikliği idi. Çevirmenlik yapmak için gönüllü olan pek çok insan vardı fakat afetin yaralarını daha hızlı, daha kolay sarmayı sağlayacak nicelikte afet çevirmeni bulunamaması yazarın da eserinde belirttiği gibi *doğal afet hafızamızın çok zayıf olmasından* kaynaklanmaktadır. Ülkemizdeki çeviri bölümlerine müfredatlarına *afet çevirmenliği* dersini eklenebilir ve/veya varsa içeriği daha da zenginleştirilebilir. Kitap coğrafya, uluslararası ilişkiler, tarih alanlarında okutulabilecek niteliktedir. Ortaçağ Avrupası'nı doğal afetler ve büyük felaketler açısından panoramik bir manzarasını sunmaktadır.

*Tanrı'nın Öfkesi*'ni insani diplomasi ve afet çevirmenleri aracılığıyla daha kolay yatıştırabilir, bu öfkenin yarattığı enkazdan daha az yarayla daha çabuk kurtulabiliriz. Afet çevirmenleri doğal afetlerin, büyük felaketlerin görünmez kahramanlarıdır. Böylesi kötü anlarda çeviri sadece diller arası bir iletişim şekli olmaktan sıyrılır diller ötesi bir olguya bürünür ve çevirmen de hayat ile ölüm arasında yardım bekleyen ve yardıma koşanı buluşturan rolünü üstlenir. Afet çevirmenliği hayata uzanan elin hayat bekleyene varmasını sağlayandır. Bu nedenle bu alandaki çeviri eğitim teorik ve uygulamalı olarak müfredatlarında kendine yer bulabilmelidir.

## KAYNAKLAR

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