Language and Literature Studies V

Editors

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PREFACE

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Chapter 1

THE DISCURSIVE CONSTRUCTION OF MASCULINE IDENTITY IN LITERATURE: TOWARD A THEORETICAL AND METHODOLOGICAL FRAMEWORK

Beren ŞİMŞEK[1]

Introduction

Masculinity in literature has often been approached through the study of male characters, patriarchal themes, paternal figures, heroic narratives, or representations of violence, desire, authority, and social power. Such approaches remain necessary, since literary texts have historically provided some of the most persistent images of masculine authority: the father, the warrior, the lover, the intellectual, the hero, the rebel, the master, the husband, the son, the rival, or the defeated man. Yet, when masculinity is examined only as a thematic or psychological category, literary analysis risks reducing male identity to a set of character traits or social roles. Masculinity then appears as something that the text merely reflects, as if literature were a passive mirror of social structures. Against this limitation, this chapter argues that masculine identity in literature should be analysed as a discursive, narrative, and symbolic formation. Masculinity is not only represented in literary texts; it is produced by them. It is narrated, voiced, performed, positioned, legitimised, contested, and sometimes dismantled through the specific operations of literary discourse.

The central hypothesis of this chapter is that masculine identity emerges in literature through the interaction of several textual and discursive levels. A male character does not become "masculine" simply because he is biologically male or socially identified as a man. His masculinity is constructed through the words associated with him, the narrative functions assigned to him, the forms of authority through which he speaks or is spoken about, the symbolic structures

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The discursive construction of masculine identity is therefore not a secondary question within literary studies. It concerns the very way in which literature produces subjects, distributes authority, organises bodies, and gives meaning to social power. By reading masculinity as a discursive-narrative formation, critics can move beyond descriptive accounts of male characters and toward a more precise analysis of the textual mechanisms that make masculinity appear natural, desirable, dominant, fragile, excessive, or obsolete. Such an approach can contribute to masculinity studies, discourse analysis, narratology, gender studies, and comparative literary criticism.

Ultimately, the aim of this chapter has been to offer a theoretical and methodological framework that can be adapted to different literary corpora. The model proposed here invites critics to ask not simply who the male characters are, but how masculinity is produced around them: through what words, from what voices, within what narrative roles, under what symbolic authorities, and through what moments of crisis or transformation. Masculinity in literature is never merely there. It is constructed, repeated, legitimised, challenged, and sometimes reimagined. To analyse it is to uncover one of the central ways in which literary discourse participates in the cultural production of gendered identity.

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Chapter 2

AUTHORITY UNDONE: THE FRAGILITY OF PATRIARCHAL MASCULINITY AND EMOTIONAL POWER IN ELIZABETH INCHBALD'S A SIMPLE STORY

Ömer ÖĞÜNÇ[1]

Introduction

This article argues that Elizabeth Inchbald's *A Simple Story* (1791) unsettles the well-established assumption about patriarchal masculinity that is regarded to be synonymous with authority, emotional stability, and unquestioned power. Critical scholarship has predominantly examined the novel through the lenses of female sensibility, bourgeois virtue, and women's limited capacity. Yet, this study moves critical attention to the construction and vulnerability of masculine identity by focusing primarily on Dorriforth's transformation into Lord Elmwood. The article demonstrates that, far from being innate and secure, patriarchal authority continuously produces itself through emotional restraint, social performance, and the regulation of intimate relationships. Rather than portraying masculine power as self-sufficient, the study exposes its dependence on suppressing desire, maintaining public reputation, and enforcing distance from those who threaten its stability. The novel reveals that moments of love, jealousy, grief, and paternal attachment indeed serve to destabilise the masculine ideal the protagonist attempts to embody. Accordingly, Dorriforth's transition into Lord Elmwood whose silence, emotional distance, and strict control over his domestic sphere appear not as signs of confidence but as strategies for protecting an increasingly fragile identity offers a new perspective on the representation of masculinities. By treating masculinity as a contested cultural performance rather than a fixed social privilege, this article contributes to eighteenth-century gender studies by demonstrating that *A Simple Story* questions the psychological and emotional costs of sustaining patriarchal authority for men.

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existence. The novel's second half compensates for such masculine existence through Lord Elmwood's recently developing relationship with Matilda. His refusal to acknowledge his daughter reveals the final consequence of a masculine identity organised around institutional discipline rather than reciprocity. After he has failed to reconcile authority with intimacy in marriage, he reproduces the same logic in fatherhood. Although his household remains governed, it is unable to function as a family. Lord Elmwood succeeds in occupying the social position of the father while repeatedly failing in performing the emotional work of fatherhood, which sheds light on the distinction between appearance and reality respectively.

Accordingly, *A Simple Story* is not just a novel about the implications of patriarchal authority. In fact, it is a novel about the instability of masculine identities produced by competing roles and institutions. Priesthood and aristocracy are not successive stages of a coherent masculine development but alternative systems of discipline that require incompatible understandings of authority, desire, and emotional conduct. Dorriforth's inheritance challenges the mode of the masculine identity formed through clerical life. It leaves him attempting to govern the domestic sphere with masculine habits acquired for another social role. The ensuing conflict shapes every significant relationship in the novel and ultimately exposes the limits of patriarchal authority while confronting the controversial formation of masculinity. By foregrounding this masculinity discussion, the study restores *A Simple Story* within the eighteenth-century studies. Rather than seeing masculinity as the typical counterpart to femininity, this study reveals it to be historically contingent, performative, and internally divided. Inchbald's most striking contribution is demonstrating that masculine authority is never naturally possessed. It must be learned, performed, recognised, and continually renegotiated. Such a reading of *A Simple Story* ultimately reveals that the greatest instability within patriarchy lies not at its margins but at its very centre that is deemed to be fully comprehended with the man expected to embody its authority.

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Chapter 3

ARTIFICIAL INTELLIGENCE LITERACY IN TURKISH EDUCATION: LANGUAGE SKILLS AND APPLICATIONS

Cabbar AYDIN [1]
Tuğrul Gökmen ŞAHİN [2]
Naci GILIÇ[3]

Introduction

In today's digital age, the interaction between technology and society has deepened like never before, and artificial intelligence (AI) technologies, in particular, have led to radical transformations in many areas of life. The education sector is one of the areas affected by this transformation. The incorporation of AI technologies in the education sector is driving major changes in teaching and learning activities (Wang & Lester, 2023). The blending of traditional learning methods with digital tools makes it necessary for individuals to acquire 21st century competencies. In this context, considering AI as a new type of literacy beyond just a tool requires a redesign of educational processes.

AI literacy is defined as the ability of individuals to use these technologies ethically and consciously, and it is becoming increasingly important, especially in the field of language education (Çelebi, Demir & Karakuş, 2023). AI is causing a radical transformation in societies and business life, and it is predicted that certain aspects of existing professions will be realized by AI and robotic systems (Akbaş, 2024). This transformation has made AI literacy—the ability of individuals to understand, utilize, and critically interpret these AI technologies—a core competency of the 21st century (Ng & Chu, 2021). The ability of the education system to adapt to this transformation and equip students with competencies

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to the classroom environment. AI literacy enables us to question the meaning, ethical rules and creativity of Turkish. This perspective, in which AI is adopted as a collaborator, will contribute to raising a new generation that deeply understands Turkish, uses it creatively and bears digital ethical responsibility.

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Chapter 4

NEUROCOGNITIVE FOUNDATIONS OF PROSOCIAL LANGUAGE: EMPATHY, PROSODY, AND PRAGMATIC COMMUNICATION IN AUTISM SPECTRUM DISORDER

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INTRODUCTION

Prosocial language encompasses communicative actions aimed at benefiting others: offering help, comforting, sharing, collaborating, and providing support. These actions are shaped not only by what is said but also by how it is said. Prosodic cues (intonation, emphasis, rhythm), pragmatic appropriateness (language use relative to context), and empathic foundations (emotional and cognitive empathy) are integral components of prosocial language.

Autism spectrum disorder (ASD) is a neurodevelopmental condition characterized by differences in social communication and interaction. In the context of ASD, prosocial language has long been viewed through the lens of "deficit." However, over the past two decades, the neurodiversity movement and growing empirical research have brought this framework under serious scrutiny. Current evidence indicates that individuals with ASD do not exhibit a global deficit in prosocial behaviors; rather, these behaviors display a pattern that is context-sensitive and relational (Eisenberg et al., 2024; Crompton, 2025). The aim of this chapter is to systematically and critically examine the neurocognitive foundations of prosocial language in ASD. The review is structured around three key research questions: (1) What patterns do the components of prosocial language (empathy, prosody, pragmatic communication) exhibit in ASD? (2) What framework do the relationships between these components offer for a holistic understanding of prosocial language? (3) What are the limitations of the existing literature and

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of support, favoring hybrid use rather than replacement of human interaction (Ekşi et al., 2026). Whether this complementarity extends to prosocial-language interventions in ASD remains to be established.

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Chapter 5

DATA PRIVACY IN AI ASSISTED LANGUAGE LEARNING PLATFORMS: WHO OWNS THE LEARNER'S VOICE

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1. Introduction: The Intersection of EdTech, AI, and Privacy

The Rise of AI in Language Learning

AI-assisted language learning has moved from a specialised branch of computer-assisted language learning into a mainstream platform model. Contemporary systems combine automatic speech recognition (ASR), neural text generation, recommender systems, learner modelling, and automated assessment in interfaces that promise constant availability and individualised progression. Systematic reviews describe chatbots as interlocutors, tutors, simulations, help systems, and recommendation engines, while recent meta-analytic evidence reports a moderate positive overall effect of chatbot use on language-learning performance (Kuhail et al., 2023; Wang et al., 2025). These findings help explain why educational institutions and individual learners increasingly treat AI-mediated practice as ordinary rather than experimental. Speaking exercises, pronunciation scoring, conversational rehearsal, vocabulary review, and writing support are now assembled into a single data-intensive environment.

The pedagogical appeal is substantial. Language acquisition requires repeated production, feedback, noticing, and opportunities to test hypotheses about form and meaning. A conversational system can respond immediately, vary task difficulty, and provide a low-stakes setting in which a learner may be less anxious about error. Reviews of AI-driven chatbots in second-language education identify potential benefits for productive skills, especially speaking and writing,

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meaningful refusal, and vulnerable learners face unequal power. Commodification adds a question of distribution: the material supplied by learners can increase the value of models and products while leaving them little control over secondary use. Accent profiling and uneven ASR performance also show why privacy cannot be separated from discrimination. A voice may be identified, but it may also be misheard, classified, and used to shape opportunity.

Existing law offers important protections. The GDPR sets principles, accountability duties, and data-subject rights; COPPA explicitly treats children's voice recordings as personal information; and the EU AI Act restricts specified biometric practices and regulates certain educational systems. Significant gaps remain, however, around derived data, cross-border infrastructures, fragmented coverage, and institutional capacity. Compliance is a starting point. Ethical legitimacy also depends on tighter purpose limits, technical minimisation, fair evaluation, transparent procurement, and remedies that learners can use.

Several practical priorities emerge. Local processing can reduce unnecessary transfer, and raw recordings can be short-lived by default. Model-training contributions need a genuinely optional route; anonymisation claims need realistic testing; and learners need workable access, contestation, export, and deletion controls. Automated scoring also requires evaluation across linguistic diversity and a route to human appeal. For children, age-appropriate design must be paired with firm limits on advertising and unnecessary affective or biometric profiling.

The question of who owns the learner's voice cannot be settled by a single property rule. A defensible arrangement gives learners decisive authority over secondary uses and enduring identity-related traces, requires educational institutions to act as accountable stewards, and confines platforms to permissions tied to demonstrated pedagogical purposes. Access to feedback should not cost learners the freedom to speak without creating an irrevocable asset for the system listening to them. The legitimacy of AI-assisted language education will depend on protecting that space for development.

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Chapter 6

A UNIFIED ACCOUNT OF SEMANTIC AMBIGUITY QUANTIFIER USING FIRST- AND SECOND-ORDER LOGIC (AYBAK - LANGUAGE AND LITERATURE)

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Introduction

The relationship between logical form and linguistic meaning has long occupied a central position in formal semantics and the philosophy of language. Among the various phenomena that illuminate this relationship, quantifier scope ambiguity remains one of the most persistent and theoretically significant challenges. Scope ambiguity arises when a single syntactic expression permits multiple semantic interpretations due to alternative hierarchical relations among quantificational expressions. Sentences such as Every student read a book illustrate the problem clearly, as they may be interpreted either distributively, where each student potentially read a different book, or collectively, where a single book was read by all students. The existence of such alternative readings demonstrates that semantic interpretation cannot be derived solely from surface syntactic structure and requires formal mechanisms capable of representing multiple logical possibilities.

Contemporary research in formal semantics has increasingly emphasized the need for precise logical representations of scope relations in natural language. Although traditional first-order predicate logic has provided a powerful framework for representing quantification and inference, linguistic data frequently reveal complexities that challenge purely first-order analyses (Blackburn and Bos, 2005; Chierchia and McConnell-Ginet, 2000). Quantifier interactions, nested dependencies, generalized quantifiers, and context-sensitive interpretations often require more sophisticated representational resources than those available within standard first-order systems. As a result, formal semanticists have continued to investigate alternative logical frameworks capable of capturing the richness of

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the article has sought to contribute to a more comprehensive understanding of semantic representation and to clarify the role of logical expressiveness in the interpretation of natural language. In doing so, it highlights the continuing importance of formal logic as a tool for investigating one of the most fundamental questions in linguistic theory: how language generates meaning through structured systems of interpretation.

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