

# **DİL-DUYGU-BEYİN BİLEŞKESİNDE İKİDİLLİLİK**

Filiz MERGEN



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# ÖN SÖZ

*'Stop doing that, ia komu skazala! (Pavlenko, 2004)\**

“İkinci dilini ana dili gibi konuşur”. Bu sözü hepimiz bilir, bu özelliğe sahip olduğunu düşündüğümüz kişilere gıptayla bakarız. Ancak, pek çoğumuz ikinci bir dilde “ana dili konuşucusu” düzeyine erişmek için birçok koşulun aynı anda bir arada olmasıyla gerçekleşebileceğinin farkında değilizdir. Bazı bireyler dil seslerini çıkarmaya yatkındır, bu bireylerin bir dilin aksanını çok iyi bir şekilde taklit ederek ana dili konuşucusuymuş gibi algılanması mümkündür. Ancak burada sorulması gereken soru, o bireyin diğer tüm dil özelliklerini de aynı başarıyla kullanıp kullanmadığıdır. Örneğin, aynı birey, bir olayı anlatmak için kullandığı dilbilgisi yapıları, sözcük çeşitliliği, günlük yaşantımızda çok sık kullandığımız deyim ve atasözlerinin sıklığı açısından bir ana dili konuşucusun düzeyine ulaşabilir mi ? Ya da çok iyi kelime dağarcığı olan, ancak bildikleri sözcükleri bir ana dili konuşucusu gibi sesletemeyen ya da uygun bağlamlarda kullanamayan bireylerin ikinci dilini ana dili gibi konuştuğu söylenebilir mi ?

Ana dili ediniminden farklı olarak, çoğu durumda ikinci dilimizi mevcut bir dil sisteminden yararlanarak öğreniriz. Bebekler için ilk defa deneyimledikleri çevre ve ona ait tüm kavramlar birbiriyle entegre olarak yerleşir. Biberonunu yere düşürdüğü için annesinden azar işiten bir bebek hem o olayı, hem de annesinin tepkisini gösterdiği dilsel uyararla ilk kez karşılaşmıştır. Bu ikisini harmanlayarak içselleştirir. İkinci dil ediniminde ise yeni öğrendiğimiz dil yapılarını ve o kültüre özgü yeni kavramları mevcut olan kavram sistemimizle karşılaştırıp yorumlama eğilimi içindeyizdir. Yeni öğrenilen bilgilerin kalıcı olmasını sağlama çabasıyla, hali hazırda benzer bilgilerimiz varsa bunları benzeştirmek ya da zıtlıklar oluşturmak isteriz. Bunu yaparken ana dilimizin yörüngesinden çıkamayız. Bu durum dil seslerinin çıkarılmasından sözcük anlamlarının yorumlanmasına, dilbilgisel çözülemeye kadar uzanır. Örneğin, yaşamın ilk yılında yerleşmiş ana diline ait ses çeşitliliği yeni bir dilin seslerini algılamada etkin bir rol oynar. Mevcut ses örüntüsünü bir şablon olarak kullanır, yeni duyduğumuz sesleri bu şablonla kıyaslayarak yorumlamaya çalışırız. İki dil arasındaki seslerin benzerliği,

\* “*Yapma şunu, kime diyorum !*” Çocuğunun yaptığı yaramazlığa sinirlenen bir annenin ikinci dili İngilizcede uyarı yapmak isterken ana dili Rusçaya da başvurma zorunluluğunu hissetmesi

ikinci dildeki sesleri çıkarmadaki başarımızı arttırır, farklılıklar ise sorun yaratır. Zira, beynimizde bu sesleri üretmemizi sağlayacak nöroanatomik yapı olgunlaşmasını erken yaşta tamamlamış ve ana dili seslerini çıkartma konusunda uzmanlaşmıştır. Bir başka deyişle, yeni öğrendiğimiz dilin seslerini çıkartmamız için gerekli altyapı (nöroprogram) mevcut değildir. Bireylerin kişisel çabaları, uzun süreli çalışmaları, yetenekleri vb. unsurlar nispeten bu durumu iyileştirse de, sayıca fazla örnek bulmak mümkün görünmemektedir. Ayrıca, dil sesleri cümle içinde her dile özgü bir ahenkle oluşurlar. Dilin bürünsel özellikleri olarak bilinen bu durumda bireyler tek tek dil sesleri üzerinde gayretle çalışsa da, bunu dilin bütününe yayararak o dilin ezgisine benzer bir dil çıktısı üretemeyebilirler. Benzer şekilde, bir dili, özellikle formal eğitim ortamında öğrenen bireylerin yaptıkları dilbilgisel hatalar da mevcut dil sisteminden yararlandığımızı destekleyen bir durumdur. Ana dili ve ikinci dil arasındaki benzerlikler sorunsuz öğrenilip başarıyla kullanılırken, farklı dil yapıları öğrenenler için zorluk teşkil etmekte, onların yerine ana dilindeki benzer yapılar kullanılmaktadır. Eşdeğer yapıların olmaması durumunda ise ikinci dili öğrenen bireylerin zorluk yaşadıkları bilinmektedir. Buradan da anlaşılacağı üzere, ana dilinden sonra öğrenilen dilde mevcut dil seslerinin ve yapılarının varlığı, o dilin öğrenme sürecini farklı şekillerde etkilemektedir. Her ne kadar sözcük bilgisinin sesbilgisi ve dilbilgisine nispeten daha kolay edinildiğine dair güçlü kanıtlar olsa da, bir dildeki sözcüklerin edinimi sadece sesletim, yazım, anlam ya da isim, sıfat, fiil gibi dilbilgisel kategorilerden ibaret değildir. Sözcükler, o dilin konuşucularının ait olduğu kültürün en önemli yansımalarıdır. Dilin tarihçesidir. Tüm duygu yükünü taşıyan öğelerdir. Bu noktada hem kültürel arka plan, hem de bir dilin, onu konuşan birey için ne ölçüde duygusal ifade ettiği önem kazanmaktadır. Sinirbilim alanında yapılan çalışmalar, mantıklı düşünme, karar verme, problem çözme süreçlerinde duyguların hayatımızın merkezinde olduğunu ortaya çıkarmıştır. Dilin de insan yaşamında bir o kadar önemli olduğu bilindiğine göre, dil ve duygu ilişkisi iki dil bilen bireyler açısından en az diğer dil öğelerinin edinimi kadar önemlidir. Bu kitapta, ikidilli bireylerin bildikleri dillerin zihinsel işleyişi ve duygu yükü 60'lı yıllardan sonra ortaya çıkan psikodilbilim (ruhdilbilim) ve onu teknolojik gelişmelerle hız kazanan sinirdilbilim (nörodilbilim) açısından irdelenmiştir. Sözü edilen bu disiplinlerde birçok dil üzerinde sayısız yayın yapılmasına rağmen, Türk dili ya da Türkçe ve diğer dilleri bilen ikidilli / çokdilli bireyleri araştıran çalışmalar nispeten azdır. Literatürde Türkçe yayın sayısının azlığı da bu durumun bir yansımasıdır. Bu kitap, bu alandaki boşluğu doldurmayı hedeflemektedir. Kitabın hedef kitlesi, öncelikle psikodilbilim ve nörodilbilim

alanlarda akademik çalışma yapmak isteyen okuyuculardır. Dilin zihin temsilleri ve bunu gerçekleştiren beyin alanları ile ilgili çalışmalar ile ikidillilik ve iki dilin duygu yükü kapsamında sıklıkla araştırılan konu başlıkları derlenmiştir. Bu sayede hem yapılan çalışmalar hakkında bilgi vermek, hem de gelecekte yapılacak çalışmalara ışık tutmak amaçlanmıştır. İki veya daha fazla dil bilmenin adeta bir gereklilik halini aldığı günümüzde, hedef kitlenin yanı sıra, bu alana ilgi duyan herkesin karşılaşabileceği durumlar ile ilgili bir fikir sahibi olması umulmaktadır.

Filiz MERGEN



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