



Examining the Violence Elements in the Children's Books of Roald Dahl*

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ABSTRACT

Purpose: The words and expressions are as important as the handled subject for the children in children's literature works. In this study, the works of Roald Dahl, who is one of the children's literature writers, have been examined to identify the violence elements, usage frequency and the situations in which violence elements are used in the works.

Research Methods: The works were examined with the document analysis method, which is one of the qualitative research methods and content analysis was applied to the works within "Physical violence, Emotional violence, Negligence and Sexual Violence" codes. Six works of Roald Dahl were analyzed within these codes. Numerical values of the determined codes were found and discussed.

Findings: According to the analysis; , it was observed that Bay ve Bayan Kıl (The Twits) had (f.126, emotional violence), (f.44 physical violence) elements, Charlie'nin Büyük Cam Asansörü(Charlie and The Great Elevator) had (f.284 emotional violence), (f.120 physical violence). elements; and Charlie'nin Çikolata Fabrikası (Charlie and The Chocolate Factory) had (f.284 emotional violence), (f.102 physical violence) elements. Furthermore, it was detected that Dev Şeftali (James and The Giant Peach) had (f.294 emotional violence), (f.53 negligence), (f.100 physical violence) elements; Matilda (Mathilda) had (f.203 emotional violence), (f.60 negligence), (f.68 physical violence) elements; and lastly Yaman Tilki (Fantastic Mr.Fox) had (f.96 emotional violence), (f.47 physical violence) elements.

Implications for Research and Practice: The works within the study field are intense in violence elements. A total of 1871 violence elements were found in the six works. The works do not contain any sexual violence elements. When the intensity of the emotional violence elements was examined, it was seen that this condition stems from the language of the writer. Hence, the writer created a tense environment with his style.

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Introduction

It is the period that young people go through from the moment they begin to perceive the outside world to maturity. Literature should not only be for adults but also for children. From this point of view, it can be seen that there are many opinions when the definitions of children's literature are examined. "It appears at the beginning of the 17th century after accepting that childhood could be a special period and children might have unique needs. Increasing scientific studies on childhood period and children played an important role in separating children's literature from general literature and developing as a separate branch" (Tufekci Can, 2014, p. 4). Literature is the most important field of art in a human's life to make it more meaningful.

Sever states that "literature provides us a life fictionalized with the artist sentimentality. It gives new meanings to our lives. It enables us to understand the reality of humans and life with an artistic sentimentality and to look at this reality from the perspective of the artist. Each new perspective enriches our experiences regarding life and humans; , as well as deepening them. It includes us to the experiences of others with the most competent language usage examples" (2017, p. 11). Children's literature is a type of literature that is formed with beautiful and effective products with certain techniques and principles which cause literate enjoyment in children by contributing to their education (Goksen, 1980). According to Kavcar (1999), literature is the most impressive way to produce anything that humanity has heard, thought and done over the years. Another definition of children's literature is that the art of effectively discussing the thoughts, emotions, dreams of the human baby during the childhood period in verbal or in written form (Tuncer & Yardımcı, 2000). Literature aims to raise individuals that can question, research and think critically and constructively with interesting and proper works for children. Quality and properties of children's literature products should change in accordance with the changing interests and needs of children as they grow. In this regard, products of children's literature should consider several factors, such as changing interest, need, and perspective in accordance with the children's age periods (Yigit, 2005). Another definition regarding children's literature is: the general name given to products that enrich the emotional and thought worlds of children with linguistic and visual messages and elevate their admiration levels in accordance with their language development and understanding levels in a period between early childhood and adolescence period." (Sever, 2003). Finally, children's literature is: All clear and understandable literary works that do not differentiate the literature between children and adults, including all literature types without neglecting the literary enjoyment, appeal to the emotional, thought and imaginary worlds of children.

Violence and Types of Violence

Violence is all of hurtful, offensive words and behaviours that we do or are exposed to intentionally or unintentionally, physically or emotionally at every moment of life. Violence is a direct or indirect intervention by one or more of the parties in an environment of mutual relations. (Michaud, 1991). "We face violence phenomenon, which is almost as old as the history of humanity and has not been considered as a

serious problem while experiencing in our everyday lives at an increasing rate, at different extents from collective violence to individual violence. Violence is experienced in different forms, such as child abuse and negligence, violence against women and sexual abuse, using force against children at schools or employees at workplaces, elderly abuse and negligence, suicide, collective violence and wars” (Guner, Yoyen, 2017, pp. 35-50). Violence can be faced at any time in our lives because it is a phenomenon that will exist with humanity. The less the children are exposed to violence phenomenon today, the more likely it will decrease in the next generations. Violence is not only a physical action. When it is mentioned, beating, breaking and hitting come to mind; however, it can be done with words, behaviours, and way of addressing, humiliation and negligence. Violence can be examined in different dimensions, such as physical and emotional violence. (Colins, 2013). Violence is a concept of multiple types. These varieties vary depending on the way they are made or the effect. At this point, it can be considered physical, emotional, neglect and sexual violence. (Bridge, 2003; Olweus, 2003). When violence against children, which is in the examination field of violence types, is examined, we see this type of violence more frequently in four groups according to Bulut (2010).

1. Physical violence
2. Sexual violence
3. Emotional violence
4. Negligence (Bulut, 2010, p. 26).

The most frequently observed violence action against children is physical violence. Physical violence: is considered as physical violence in the violence used in educating an individual for a situation. (Unicef, 2013). “An individual’s engagement in violence against a child to ensure obedience and discipline, to punish or to relieve anger. This can be manifested in ways of beating, burning, and biting. Not only beating but also any action that hurts and leaves a mark on the body of the child, except for accidents, is considered as physical violence” (Cubukcu & Donmez, 2012, p. 32). Violence is the use of power or physical force for another, for itself, for a group, whether or not it is a threat (Geneva, 2002). Physical violence is the deliberate use of physical power to injure or kill. (Heise et al., 2002). Physical violence is a physical action that is performed towards a person or a living being and causes pain. Sexual violence. is any sexual action that is committed without the consent of the individuals. Sexual violence can be a physical intervention as well as verbal with swearing, defamation or words containing sexual content. “Sexual violence is a violence crime that is committed by way of extortive and destructive sexual behaviours. The purpose of the offender is not only abusing the sexuality of the victim but also controlling, humiliating, forcing, hurting and subjugating the victim” (Polat, 2014, p. 20). Emotional violence. is one of the most prominent behaviours that show verbal violence is to shake confidence about the subjects that the individual values, and to say heavy insults and offensive words to hurt women. (Coker, Smith, McKeown, & King, 2000). Emotional violence causes getting exhausted in the individual who is exposed and subjected to destructive criticism, shouting, ridicule, blame and nicknaming. (Cohen, 2004). “All kinds of

actions or inactions that damage emotions and psychology of the child. Rejection, isolation, overprotection, overindulgence, oppression, divestment from love and stimulus, constant criticism, humiliation, threatening, frightening, intimidation, turning into crime, accusation, expectations that are not compatible with the age and characteristics of the child, forcing the child to pick a side in parental discords and making the child witness the domestic abuse are accounts of emotional violence” (Cubukcu & Donmez, 2012, p. 43). Emotional violence is all kinds of behaviour that cause moral depression in the individual. (Maiuro, 2000).

Negligence is the failure of individuals to carry out behaviours that require responsibility towards the dependents. It is a deficiency that is caused by failing to meet the needs of the child or the dependent, such as nourishment, housing, clothing, cleaning, playing, education, safety and, being loved (Alkan, 2007, p. 57). Negligence, in a general definition, is the failure of individuals to carry out responsibilities towards all people in their lives. These responsibilities differ in a wide range from meeting the needs to loving and not isolating.

Children’s books that take place among media factors which have a feature that directing children to violence may negative effects on children. (Yavuzer, 2009). As in the Convention on the Rights of the Child signed on 14 September 1990, also in Basic Law of National Education have been emphasized for the value of children books and children can develop poisedly and salubriously that self-minds, self-morals, self-spirits and self-emotions.

When literature is analysed, generally information that related to peer victimisation, aggression, symbolic violence, violence based to author, violence components in specific period be seen. (Esch, 2008; Leach, 2014; Blatt, 1972; Flanagan, et al., 2013). Generally studying that aim to child reader to understand self-life and develop self-character via violence element in children books and based on western also aim to can develop them self-reliance, empathy and feature of struggling violence. According to Daglıoğlu and Camlibel Cakmak (2009), in children books, even the smallest feature that may negatively affect to children is evaluated by risk factoring. Accordingly, one of the most function that preparing children to be spiritually and socially healthy individuals in children books is not possible with contain violence and horror factor. Therefore, topic that contain violence and horror must not available in children books. Enunciator that horror factor should not be present in children books also be anxious about the child reader may identify with characters who are at the center of violence and child reader might behave negatively. (Sever, 2002). In this context, according to another expression, unless spiritual health of children is not negatively be affected, remarked that in children books, every type topic is handled, it would not be right to assume violence against children in all aspects of life. (Firat & Ceker, 2016). In this centre of idea so a factor of children books is prepare to life that child who will confront with many problems, its in mental and emotion world is prevent to fraction that may occur. (Yılmaz, 2016). According to this, those who express a positive opinion about the use of violent elements in children's books focus more on how to give violence than whether or not violence should be given and defend that it should be given for heroic purposes rather than as a way to solve problems.

At the same time, given that children's books are among the most important tools for children's education, it is an inevitable that it is an issue that should be emphasized in particular. Knowing that the contents of children's books are important for the child's spiritual development is of great importance especially for parents who will make book selection. Although it is known by no person or institution that violence is unacceptable, it can be said that, especially in children's books, these elements will negatively affect the child. Therefore, decreasing of violence factors in children's books and watching of suitable way to this is important in terms of both developing of the child and the spiritual health of child. Children's books that important concerning child health and spiritual development are properly selected according to children's years, interests and requirements, especially their contents must be controlled by parents. In this paper, examination concerning violence factors that children's books are very important for both reader and parents because children's books have most important at children's life's and require that be particular about books selecting. Therefore, writers that be found on the active position at the writing of children books should properly behave to development of the children, understand to child spirit and make an inference in the topic which they will like.

Method

Research Design

This study was designed as a case study which is one of the qualitative methods; document and content analysis were employed as a data analysis method. Content analysis is the name given to careful, detailed and systematic examination and interpretation of a material to detect the patterns, themes, prejudices and meanings (Berg & Lune, 2015, p. 380). This study, which aims to examine Roald Dahl's children's books concerning elements of violence, is a survey study because it aims to describe the situation as it is. In document analysis, classification and analysis of all records and documents regarding the study were systematically carried out. Therefore, this method is employed in historical and qualitative studies (Yıldırım & Simsek, 2006, p. 187).

Research Sample

The population this study was made up of all translated children's literature works of Roald Dahl. The reason for choosing Roald Dahl is that he is a worldwide known writer with his work Charlie'nin Cokolata Fabrikası loved by all children. Six works of Roald Dahl were included in this study as the population. These works were determined by using the random sampling method. The determined works are as follows: "The Twits, Charlie and The Great Glass Elevator, Charlie and The Chocolate Factory, James and The Giant Peach, Matilda, Fantastic Mr. Fox.

Research Instruments and Procedures

The data of this study were obtained from the six works of Roald Dahl, which were within our examination field. Then, literature was scanned and violence codes were

determined. Six works were examined using the content analysis method within the determined violence codes, and then the data were interpreted after digitized. The purpose here was to find the frequency of the obtained data and to conduct content analysis by quoting from the works belonging to each code after creating graphics of the violence codes. The works were individually evaluated while conducting content analysis.

Data Analysis

This study that aimed to detect the violence elements in works of Roald Dahl, one of the writers of the children's literature, was analyzed with the "document analysis" method that is one of the qualitative research methods. Document analysis is defined as follows: "A research approach that aims to describe a past or current situation (e.g., work, and source) as it is." (Karasar, 2007, p. 77). Taking this approach into consideration, the works (documents) in the study area were examined with the content analysis method. Researchers and experts of the field examined the works in accordance with the document analysis and presented their analysis while carrying out the data analysis.

The purpose of the content analysis is to achieve helpful concepts and relations in explaining the obtained data. The basic process done in the content analysis is to gather similar data within certain concepts and themes and interpret them by arranging them in a way that the reader can understand. The works in this study were examined with "Physical violence, Emotional violence, Sexual violence and Negligence" codes. The data in the works were matched with codes. In the study, children's books that used primarily within the scope of the research were encoded according to their names during the coding phase of the data. Afterwards, the violent elements among the children's books were determined and these elements were encoded in a certain pattern. Violence elements in children books that were examined within the scope of the research were coded as physical violence, emotional violence and neglect factors. We benefited from elements that constitute violent elements make encoding which was related to violent elements made in previous studies more reliable. Physical violence elements that took place within the scope of this paper were coded elements as to kill, gun, to cut, to boil, to eat, to shot and to fight. In emotional violence which is another element of violence, elements are to shout, offensive statement, frightening statement to use bad language, to scream, to hate, to shout out and offensive behaviours. Finally, when looking at the coding made according to the negligence elements, these are coded: to leave someone alone, not to care about someone, lovelessness to behave badly, nutrition and harbouring, to leave someone uneducated, to not take care of somebody and violence in family. In this study, all of these books were presented as tables via digitising according to the element that to place in themselves after codes to be defined.

Results

The elements of violence in the six selected works were examined under four main titles as physical, sexual, emotional violence and negligence. Sexual violence was not found in any of the works. Concerning the physical violence content of the works, there is a total of (f.1871) elements of violence, while (f.462) of these are physical violence. Frequency values of the physical violence elements in the selected works are given in Table 1.

Table 1

Frequency Values of Physical Violence Elements

Books	Frequency Values
The Twits	45
Fantastic Mr. Fox	47
Matilda	68
James and The Giant Peach	100
Charlie and The Great Elevator	100
Charlie and The Chocolate Factory	102

The work with the highest physical violence elements was Charlie and The Chocolate Factory with (f.102), while the work with the lowest physical violence elements was The Twits with (f.45). A total of 462 physical violence elements were found and all the elements in the works were explained. Six physical violence elements were used (f.45) times in total in The Twits. "Killing" was the most frequently used physical violence element. The least frequently used physical violence element was "Hitting, Fighting". Usage of violence elements and their frequency values were explained.

The Twits are an ugly couple that damage the environment, animals and even trees and whose face reflect their bad thoughts. This couple engages in physical violence both against each other and to their environment. The circus monkeys in their garden are the ones that are exposed to physical violence the most. "The monkeys were now doing everything upside-down and this was like death to them" (p. 53). The writer preferred to convey the message of physical violence through monkeys.

Fantastic Mr. Fox is a work which tells the story of evildoing against a fox family and the frequency value of physical violence in this work is (f.47). In this study, 47 violence elements were grouped under seven titles. "Killing" was the most frequently used violence element with a frequency value of (f.23) and "Guns, edged, pointy weapons" follow this element with a frequency value of (f.15). For example: "Bean, Boggis and Bunce set out with rifles in their hands. They were going to kill the fox family" (p. 22). The violence in this work was directed from humans to animals and nature. However, animals did not respond in a violent manner after being exposed to these actions of violence directed towards them.

In the work titled *Matilda*, the frequency value of the physical violence was (f.68). The work tells the hardships in the school and family life of a clever girl named Matilda and attracting the interest of her teacher with her potential. These explanations could be made about the physical violence elements in *Matilda*. The physical violence elements were the violence of the principle towards the students in the school that Matilda attends to. The principle had had a behavior that punishes the mischievous students and commits violence against them. For example, "Julies did not behave himself just for a second. However, Trunchbull got to him and what do you think you are doing, she barked. Then she threw him out of the window like a put by pulling his hair." (p. 116).

These expressions in the work that are encountered often emphasizes that students must behave themselves. In the books of the Roald Dahl, mischief, naughtiness, and being curious were not allowed to make the child free and the child was restricted. In this example, the mischievous child was immediately exposed to violence and the children that were punished even for the things going in their mind by the principal. Thus, the movement area of the children was restricted.

When the *James and The Giant Peach* was examined, the frequency value of the physical violence was (f.77). A rhino eats the parents of a boy called James. From that day on, James started living with his aunts (Aunt Sponge and Aunt Spiker). The story tells the story of James who is exposed to physical violence by his aunts. Another violence element in the work is gun. The frequency value of this violence element can be seen in the table. It can be said that this is not suitable for children's literature works.

When the work was examined, aunts of James inflicted violence upon him. "They started beating James for no reason ever since he started living with them" (p. 13). James, being beaten without a reason, cannot run away from a beating even for a smallest mistake. Aunt Sponge, "Beat him!" (p. 14). Aunt Spiker, "Of course I will, what did you expect?" (p. 14). James is working at the same time while expecting a beating. Aunt Spiker, looked at James and "It is too hot now, I will beat you around the evening" she said (p. 25). James is a boy who is exposed to violence from his aunts. The smart child in this book would get away from violence eventually, just like in any other works of Roald Dahl.

The first book that comes to mind when Ronald Dahl is mentioned is *Charlie and The Chocolate Factory*, and this book has the highest frequency value of the physical violence elements with (f.102). A total of 102 violence elements were found and these were examined under 13 titles. It is worth questioning the suitability of this work for children since containing a frequency value of (f.102) and 13 titles that contained these elements.

Charlie and The Chocolate Factory is the work that has the highest physical violence elements among the books within the study field. The reason for this is that the mischievous children are punished in the book and Dahl never accepts mischievous and naughty children. The work starts with the declaration of Mr. Wonka, the owner of the chocolate factory, that whoever finds the hidden ticket in the chocolates will be accepted into the factory. Charlie and four other children that are

with him find the ticket, they get into the factory and the events that they go through in the factory are described.

Dahl depicts everything about Charlie as perfect even from the beginning of the book. As in all other works, the child that behaves and does not anything do wrong, in this case Charlie is awarded at the end of the work. However, children that are curious and mess with many things are punished. Eating too much, watching television, chewing gum are enough reasons for them to be punished. All the children in the work except Charlie are exposed to physical violence. The said violence is not beating to death or killing but even a small flick is violence against children. The situation in the book is similar to other books; the child that does not object to anything always wins.

The last book examined with the Physical Violence code is *Charlie and The Great Glass Elevator* with the frequency value of physical violence of (f.100). These physical violence elements were detected under 13 titles. It can be seen in this work that physical violence elements, such as "Hitting and Throwing", were in higher numbers than the other elements. In this work, the sequel to the *Charlie and The Chocolate Factory*, the number of physical violence elements was high.

Charlie and The Great Glass Elevator, tells the adventure of Charlie's family and Mr. Wonka. Charlie leaves the factory as the heir and gives the good news to his family, he takes them to travel with the glass elevator of Mr. Wonka and they get onto the elevator. The elevator moves in the orbit of the Earth. At the same time, the capsule belonging to USA, which heads towards the Space Hotel of USA, moves in the same orbit. The astronauts that see the glass elevator think that the people in it will pose a danger to them. "We must blow up those people in that elevator." (p. 42)., As soon as Charlie and others get into the space hotel, the USA intervenes. This work is the sequel to the *Charlie and the Chocolate Factory*. The physical violence in this work is was towards monsters, the beings that wanted to harm. There was no intentional violence intent or behavior towards an individual or a harmless creature. Only the kinds were killed to protect the Space Hotel the capsule of USA. In this regard, the actions and expressions, such as death, gun, hitting, and throwing, were prevalent in the work.

Emotional violence that caused moral depression in the person by all behaviors, words or actions. Emotional violence code was more often used compared to physical violence, sexual violence and negligence with a frequency value of (f. 1297). Emotional violence elements in the six works within our study field are given below. Distribution of the frequency values of emotional violence are shown in Table 2. in detail.

Table 2

Frequency Values of Emotional Violence

Books	Frequency Values
Fantastic Mr. Fox	96
The Twits	126
Matilda	203
Charlie and the Chocolate Factory	284
Charlie and The Great Glass Elevator	294
James and the Giant Peach	294

All books contain Emotional Violence elements when examined. It is seen that emotional violence elements are intense. Even work with the lowest emotional violence elements has 96 frequency value. six works have a total of (f. 1297) frequency value of emotional violence. This number is too high for children's literature.

Fantastic Mr. Fox has the lowest emotional violence elements. Because this work tells the story of three evil farmers trying to kill a fox family and it contains more physical violence.

The usage of them was evaluated under eight titles. The most frequent title was "Shouting". No "Offensive Behavior" was found in the work. When the emotional violence elements were examined in Fantastic Mr. Fox: "Shouting with (f.44), "Offensive Word" with (f.23) are the most used elements. It was seen that "Shouting" was the most used element as in other works and almost half of the emotional violence extend stems from the shouting word. "Bean shouted, take this." (p. 33), "My dear child, shouted Mrs. Fox" (p. 59), "Dear Fox, shouted Badger" (p. 62). "But our father is right, isn't he? shouted the little fox." (p. 64). "You are telling the truth, right? He shouted" (p. 65), "Get out of here, shouted the rat" (p. 80), "My love, she shouted" (p. 94). When the usage of the shouting word was examined, it was used in joyful, sad or dangerous moments, in other words, almost in every moment. The treatment of the emotional violence in The Twits was similar to that of the Fantastic Mr. Fox. It is a work that has emotional violence expressions of "Shouting and Offensive Word". Shouting had a frequency value of (f.60), while Offensive Word had a frequency value of (f.33).

A total of (f. 126) violence elements were found in the work. "Offensive Behavior" was not found in the work, but findings of the other seven titles were encountered. Three titles are intense in findings. Those titles are as following: "Shouting, Offensive Word, Swearing. "The work tells the story of a couple's life and their harm against the animals and the nature. As soon as the work starts, the couple, in other words, The Twits were discredited by the writer and offensive words are used." "He had hair coming out of his nose and ears. Mr. Twit did not wash his face ever." (p. 12). "Lice and bugs lived in his dirty beard. He was an evil man with a foul smell" (p. 16). When

the offensive words were examined, it was seen that the writer used these words for the characters. It can be easily said that the writer used this situation to make the characters look worse. The writer sends a message with the word "the face reflects the bad thoughts". He attributed the ugliness of *The Twits* to their bad thoughts and implied to the reader that the people with bad thoughts look bad on the outside.

Matilda tells the hardships of a smart girl and her school life. Emotional violence usage was found as (f. 203). Matilda was notable in terms of having quite intense emotional violence elements with a frequency value of (f.203). It was seen that in the work named Matilda, all the titles were found out of eight titles except one of them. "Shouting", "Offensive Word" and "Exclaiming" are the most used violence elements. Matilda's father shouted "You are a little stupid girl." (p. 24). "The of Matilda's father resembled a rat." (p. 25).

When the offensive words and hate words were examined, the parent depiction of the writer was notable. The parents wanted to earn money in the easiest way possible and ignore their children. The father was compared to a rat and he is a trickster. The mother wanted only to watch television and dye her hair. The offensive words of Matilda's father can be interpreted like this: He tried to hide his own deficiency while trying to humiliate Matilda since he knew that she was smart and he was a trickster. However, the writer did not allow this and depicted the father as a stupid and unworthy person while depicting Matilda as a smart and hardworking one. In this regard, the writer shows showed that he was always on the side of the good people.

Charlie and the Chocolate factory had a high frequency value of emotional violence with (f.284) and emotional violence was examined under eight titles in Table12. These eight titles were: "Shouting, Swearing, Hating, Intimidating Word, Exclaiming, Screaming, Offensive Word, Offensive Behaviour". All eight titles were found in the work.

As in other works, "Shouting" and "Offensive Word" were the most used violence elements in this work. However, this work is different from the other works because the good characters use shouting as well as the evil ones. For example: "His grandfather shouted, more than a master" (p. 21). "You are totally right, shouted his grandmother." (p. 26). "She shouted, okay mother, please leave it be." (p. 50). It can be said that the manner of the writer is like this. In other words, the writers do not only use the word "Shouting" for evil characters but also the good ones. In this sense, it can be concluded that Charlie and his family suffer from poverty. The writer might an appeal or a rising up because all members of the family talk to each other like that.

Charlie and The Great Glass Elevator is one of the two most intense works of emotional violence with the frequency value of (f.294). It can be said that the words used in the context of emotional violence are due to the environment in which the characters present. However, the writer also used the " Exclaimed" expression in a normal conversation. For example: "Stop, shouted grandmother. (p. 14). "Mr. Wonka, we have risen up enough, shouted Charlie." (p. 17). "That is not a bed you fool, shouted President" (p. 30). "What is going on, shouted grandfather" (p. 33). "You big

Knid, you disgusting creature, shouted Mr. Wonka” (p. 79). “Shanks! Shut up, shouted the President” (p. 98).

When the expressions above were examined, the words, such as "Exclaimed, Shouted, Stupid man" could be seen more than once. The writer used the word "Shouted" as he did in his other works. He did not directly criticize anyone in his book named Charlie and The Great Glass Elevator. There was an expression towards monsters. In this regard, although emotional violence was not inflicted upon a person, it was not inflicted upon a person, it was a huge deficiency because the work included words that could be regarded as emotional violence and that the children would read these words.

James and The Giant Peach is one of the works that has the most intense emotional violence with the frequency value of (f.294). "Shouting" has a high frequency value with (f. 135). James and The Giant Peach, which was the last work that was examined concerning emotional violence code, also contains the most emotional violence elements. It is an important work in this regard. The work had a high amount of "Emotional Violence" elements. The main reason for this was that the "Shouted" word was used a lot. Furthermore, the "Offensive Behaviour" title was relatively used less in this work. It was found that eight titles of the violence elements were not used proportionately.

James is exposed to physical and emotional violence by his aunts. Dahl depicts the aunts as evil to make the reader feel what James goes through, who works like a slave. When the usage of emotional violence is examined in this work: “She shouted, you dirty rat, get out of here or I will beat you.” (p. 17). “I will not let that rat wander around, shouted Aunt Spiker (p. 38). The expressions above are emotional violence expressions directed to James by his aunts. However, everyone has the expression of "Shouted" at the end of their sentences, such as in the other works.

Negligence, occurs when a liable person does not carry out the responsibilities against the dependent. It is the situation when we do not or cannot carry out responsibilities against dependents. The negligence code is a violence code that was seen in two works out of six in our study field. The total of negligence elements is (f.113), as (f.53) in James and The Giant Peach and as (f.60) in Matilda. The negligence element is used the most in the work named Matilda as shown in Table 3.

Table 3

Frequency Values of Negligence Elements

Books	Frequency Values
Matilda	60
James and The Giant Peach	53

"Not appreciating" was the most used element in the work with the frequency value of (f.15). Furthermore, the work tells the story of clever and smart Matilda who

is neglected and not loved by her family. Moreover, she learns that Ms. Honey, her teacher, has been neglected as a child, and the two gets closer thanks to this.

Matilda is a child that waits for her mom to go to play Bingo to read and walks to the library alone. She has a family that puts on importance to her education and development. "Matilda would wait for her mother to go to play Bingo after every afternoon. She would walk to the library alone after her mother left. because she wanted books from her father and he did not buy any for her." (p. 14-15). It can be seen from the expressions above that Matilda is clearly neglected. It is concluded from these actions that Matilda is not appreciated, is isolated and she is never cared for.

James and The Giant Peach is the second work that has negligence elements. In this work, the child character stays with his aunts due to his parents passing away and he has been exposed to any type of violence, such as physical, emotional and negligence for three years. In the work, eight negligence titles were found with the frequency value of (f.46). When these titles are examined, the "Isolating" was used the most with the frequency value of (f.13) and other titles, such as "Not Appreciating and Domestic Violence" were respectively used as much as isolating. The writer describes the aunts as evil and monsters. "Can I eat something? asked James Aunt Sponge shouted, no, get out. James said, but it is dark outside. The aunts did not care Aunt Spiker exclaimed, get out." (p. 39). The sub-sections of the negligence element were given above. It is seen in this work that James suffered isolation, he was not appreciated and he suffered domestic violence more than any other character of the other books. The writer makes James escape with the help of a giant peach. Dahl punished evil people and eventually made good people happy in this work as well.

Discussion, Conclusion and Recommendations

The intensity of the violence elements is striking when the six works included in the study field are examined. The works were examined in accordance with physical, emotional and negligence codes and no sexual violence element were found. No negligence code was found in *The Twits* while evaluating it under the physical and emotional violence code. It is seen that the physical violence is inflicted upon animals and children by *The Twits*. The writer describes *The Twits* as evil. Naturally, the emotional violence code was used while making this definition. Yılmaz and Destegül (2019), in their studies on the element of violence reflected in children's books, have found that the characters subjected to violence in literary children's books are generally children and women and the characters inclined to violence in literary children's books are mostly male. On the other hand, it has been determined that figures representing authority are depicted as the focus of violence, and relations based on status and the desire to establish an authority underlie the phenomenon of violence in the study.

The Fantastic Mr. Fox tells a similar story that of *The Twits*; the violence against animals is inflicted by farmers to the fox family, while emotional violence is in the language used by the writer while describing the farmers. The writer depicts the

farmers as stingy, stupid and untalented. On the contrary, he depicts Mr. Fox and his family as smart, behaving well and talented.

Charlie and The Chocolate Factory is a book popular among children and they even see Charlie as a role model. In this novel, physical and emotional violence codes were found while negligence code was not present. The physical violence is inflicted towards children that gained access to the factory. These children who are hit by squirrels and watch gangster movies do not behave in the factory and are punished in differently. The physical violence here is inflicted as hitting, eating, throwing. They are curious and mischievous children. The emotional violence code is once again used in describing these children. They have a repulsive image in the reader's eyes after being described as "useless, untalented, dirty, dumb, stupid". Therefore, all the readers feel sympathy for Charlie and want him to take the factory. Charlie, who has no skills, does not object to anything, is content with whatever he has, and even can be described as fainthearted, has an image in the eyes of the readers due to other children being depicted as evil. In short, the writer wants people like Charlie to win because he feels pity for them. Ulaş (2009) found that violence is at the forefront in some points of Charlie's *Chocolate Factory* to be analysed in their study. Especially they expressed that children who deserved entering the factory are still inclined to use physical and emotional violence based upon TV series movies and cartoons they watched and Atari games they played in past times. It is observed that Willy Wonka, who is one of the characters of this book, is a character who does not like children; he was inclined to use violence due to his past problems and approached those who stand opposite him, with a feeling of general inferiority.

Charlie and The Great Glass Elevator, the sequel to *Charlie and The Chocolate Factory*, is almost written as a way to revitalize the character that was in the background in the previous book because Charlie started operating the factory with no talent or success. *Charlie and The Great Glass Elevator* is written with the motivation to help this character achieve something and Charlie fights against monsters while travelling with the elevator, saves the space hotel belonging to the USA and the President of the USA invites him, his family and Mr. Wonka to the White House. Charlie is accompanied by his family and Mr. Wonka during these adventures. However, the writer uses expressions, such as "Charlie; you did it, you saved it, what would we do if you were not here" to show Charlie's success. The writer used this in all of his works. For example, instead of saying "I am going home, said Charlie", he used "I am going home, shouted and exclaimed Charlie." This usage causes tension in the reader.

James and The Giant Peach is a book that contains negligence, physical violence and emotional violence codes. In this book, the story of James, who is exposed to violence by his aunts, is depicted. James is a child that is not properly fed, works in difficult jobs and grows without love. Having high numbers of violence code is due to the emphasis on the evil characters of the aunts. However, some ambivalent situations are faced when the work is examined. For example, James' parents were eaten by an herbivore animal and James has no objection to this or mentions about it. His aunts torture him, neglect him, but he does not rise against them. The writer did not build

the male protagonist strong, just like in the Charlie series. The reason for readers to pity James and Charlie is the depiction of other people in their lives as evil. Because James lives with his aunts for three years, he is exposed to physical and emotional violence but never thinks of running away, not even once. The writer saves him with divine power. The same goes for the other five works of the writer in our study field. Furthermore, it is worth to think why the writer creates the male protagonist like this. On the contrary, it is not like this in Matilda.

Matilda is a smart child that has trouble getting along with her family. She has not been exposed to violence by her family or someone else. However, the work contains emotional violence and negligence towards Matilda at an intense rate. Her parents accuse her being stupid while she is smart enough to think that they are the stupid ones. Matilda is not affected by emotional violence but being neglected makes her sad. Tunc (2018) examined the psychologies and behaviours of the heroes of the novel in detail. In his study, he examined the elements of Roald Dahl's novel Matilda. As a result of the study, the conflict between Matilda, who is among the characters, and her mother and father has been kept at the forefront. Especially Matilda's mind games to be played against her family and her plans to give them a black eye set an example for domestic violence and emotional violence. Different games, such as the father's putting adhesive on his hat, mixing shampoo and hair dye were seen as negative examples for children because they have a punishing qualification. Characters, such as strict teacher and scary aunt are also not considered appropriate, as they may cause children to have mental problems in the same study.

Matilda has a different structure compared to other works. Protagonist is a female and she is gifted with a lot of things, from special powers to intelligence. Readers do not show pity; on the contrary, they admire her, which is different from the other works as well. She has struggled for her education and has not surrendered to her family. It would not be wrong to say that the reason for other protagonists not to be like this is that the writer made positive discrimination for girls.

In conclusion, the writer included emotional violence in six of the works. The most important point in the works the usage of words, such as "Shouted, exclaimed, barked". He used the word "Shouted" instead of "Said" even in a normal conversation. This causes tension in all the works. "Shouted, Exclaimed" words were used 778 times in total in 6 six works. These are used by both good and evil characters. Thus, it has a tense language in general. Dahl presented the violence in the six works with humor. The hidden violence is seen subtext when the works are read superficially. It is enough for a child to read "Shouted and Exclaimed" words 778 times in six works to learn these words subconsciously.

In line with the findings, the following suggestions can be made:

- Conveying more educational principles instead of violence elements in books which are important concerning children's literature,
- Examining the elements of violence in children's books written by different authors,

- Giving place to qualified texts explaining that violence is not a necessity for the solution of problems,
- Emphasizing that it is not right for the heroes to use violence to achieve their goals,
- Including functional features that will support emotional and mental development of children more in children's books,
- Giving place to texts which will contribute to the development of themselves more in children's books,
- Including discourses that will develop love in children's books and adopt them as a basic principle,
- Including texts in children's books that give them a sense of responsibility in the process of raising individuals who are balanced concerning emotions and thoughts, who have internalized democratic culture.

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Roald Dahl'ın Telif Çocuk Kitaplarındaki Şiddet Öğelerinin İncelenmesi

Atıf:

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Özet

Problem Durumu: Çocuk edebiyatının gün geçtikçe gelişmektedir. Bu gelişime paralel olarak çocukların okudukları eserler artmaktadır. Nitelikli eserlerin varlığı ve bu eserlerin neye göre belirlendiği göz önüne alınmalıdır. Bu açıdan bakıldığında araştırmanın problem durumu şu sorularla ifade edilebilir. Çocuk edebiyatında tanınmış yazarların başında gelen Roald Dahl'ın eserlerinde işlenen konularda şiddet öğesi var mıdır? Şiddet öğelerinin kullanımı hangi düzeyde ve sıklıktadır? Çocuk edebiyatında şiddet olmalı mıdır? Söz konusu sorular ışığında yapılan çalışmada tespit edilen problemlere çözümler üretilmeye çalışılmıştır. Araştırma doküman taraması şeklinde yapılacağı için nitel çalışma yapılmıştır.

Araştırmanın Amacı: Çocuk edebiyatında yer alan metinlerin içeriklerinin çocuklara uygun olup olmadığı tartışılmaktadır. Yapılan bu çalışmada da şiddet öğelerinin çocuk edebiyatı eserlerinde kullanım durumunu ve sıklığını tespit etmek amaçlanmıştır. Çocuk edebiyatı metinlerinde işlenen konunun çocuğa uygun olduğu kadar metinde geçen sözlerin ve ifadelerin de çocuğa uygun olması gerekmektedir. Bu açıdan çocuk edebiyatı yazarlarından Roald Dahl'ın eserleri incelenmiştir. İncelemede amaç; eserlerdeki şiddet öğelerinin tespiti, kullanım sıklığı ve kullanılan şiddet öğelerinin kullanım durumlarını tespit etmektir.

Araştırmanın Yöntemi: Bu çalışmada veriler nitel araştırma yöntemlerinden biri olan durum çalışması olarak tasarlanmıştır, veri analiz yöntemi olarak da doküman incelemesi ve içerik çözümlemesiyle kullanılmıştır. Bu doğrultuda incelenen eserler 'Fiziksel şiddet, Duygusal şiddet, İhmal ve Cinsel Şiddet' kodları kapsamında içerik analizine tabi tutulup irdelenmiştir. Bu kodlar kapsamında Roald Dahl'ın 6 eseri taranmıştır. Belirlenen kodlara ilişkin sayısal değerler çıkarılmış olup yorumlamalar yapılmıştır.

Araştırmanın Bulguları: Roald Dahl'ın 6 eseri şiddet kodlarına göre incelenmiştir. İnceleme sonucunda ise; Bay ve Bayan Kıl 'da (f.126, duygusal şiddet), (f.44 fiziksel şiddet) ögesinin, Charlie'nin Büyük Cam Asansörün 'de (f.294 duygusal şiddet), (f.100 fiziksel şiddet) ögesinin; Charlie'nin Çikolata Fabrikası'nda (f.284 duygusal şiddet), (f.102 fiziksel şiddet) ögesinin bulunduğu gözlemlenmiştir. Ayrıca Dev Şeftali'de (f.294 duygusal şiddet), (f.53 ihmal), (f.100 fiziksel şiddet) ögesinin; Matilda 'da (f.203 duygusal şiddet), (f.60 ihmal), (f.68 fiziksel şiddet) ögesinin; Yaman Tilki'de ise (f.96, duygusal şiddet), (f.47 fiziksel şiddet) ögesinin bulunduğu tespit edilmiştir. Eserlerde elde edilen bulgular doğrultusunda, şiddet ögesinin frekans değeri bakımından en fazla olduğu eser ise (f. 447) Dev Şeftali adlı eser olduğu görülmüştür. Eserlerin hiçbirinde cinsel şiddet ögesi yer almamaktadır.

Araştırmanın Sonuçları ve Önerileri: İnceleme alanında olan eserler, şiddet ögesi bakımından oldukça yoğundur. İncelenen 6 eserin toplamında 1871 adet şiddet tespit edilmiştir. En çok duygusal şiddetin varlığının göze çarptığı eserlerde cinsel şiddet bulunmamaktadır. Duygusal şiddetin yoğun olması irdelendiğinde bu durumun yazarın dilinden kaynaklandığı görülmüştür. Nitekim yazar, eserlerinde kullandığı dil ile gergin bir ortam yaratmıştır. Tüm eserlerindeki karakterlerin konuşmalarının sonuna 'Bağırdı, Haykırdı, Havladı' tabirlerine yer vermiştir. Ayrıca eserde kötü karakterler var ise bu karakterleri de 'Aptal, Salak, İşe yaramaz, Pis, Çirkin' gibi ifadelerle tanıtmıştır. Bu noktada duygusal şiddetin tanımına bakılacak olursa, manevi bir tahribata neden olacak sözün de şiddet olarak sayıldığı görülebilir. Bu açıdan yazarın dilinin şiddete yakın olduğu sonucu ortaya çıkmaktadır. Çocuk okuyucuların belli bir yaşa kadar birçok şeyi model alarak öğrendikleri bilinmektedir. Bu açıdan çocuk edebiyatı yazarlarının eserlerinde kullandıkları dile dikkat etmeleri gerekir. Çocuğa verilecek olan şiddetin veya olumsuz bir durumun dozajı iyi ayarlanmalı adeta çocuğa 'Aşı' yapılmalıdır. Nitekim aşı, belli bir dozda mikrobun vücuda enjektisi demektir. Çocuk edebiyatı yazarları da bu aşının dozunu iyi ayarlamalıdır.

Sonuç olarak, yazar 6 eserinde de duygusal şiddeti ağırlıklı olarak vermiştir. Bunun en önemli noktası eserlerde 'Bağırdı, haykırdı, havladı' gibi sözleri kullanmasıdır. Konu ne olursa olsun, şiddet içerikli veya değil herhangi bir konuşmada bile 'Dedi' sözü yerine 'Bağırdı' kelimesini kullanmıştır. Bu durum da eserlerin tümünde bir gerginlik yaratmaktadır. 6 eserde toplamda 778 defa 'Bağırdı, Haykırdı' kelimeleri kullanılmıştır. Bu kullanım hem iyi hem de kötü karakterlerin kullanımı olduğu için eserler genel itibarıyla gergin bir dile sahiptir. Dahl, incelemeye dahil edilen 6 eserinde şiddeti mizahla beraber sunmuştur. Eserler üstünkörü okunduğunda görünmeyen şiddet alt metinde kendini göstermektedir. Çocuk yaştaki bir okuyucu için 6 eserde toplam 778 defa 'Bağırmak ve Haykırmak' sözünü okuması onun bilinçaltına işlemesi için yeterlidir.

Anahtar Kelimeler: Çocuk Edebiyatı, Fiziksel ve Duygusal Şiddet, İhmal, Cinsel Şiddet, Roald Dahl.