

Full Length Research Paper

Metaphors of Turkish preservice teachers about the concept of “Literature”

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This research has been done for the purpose of searching out the perceptions of the Turkish preservice teachers related to the term of “Literature” by the help of the concept of metaphors. 230 students have been participated to the study who have studied at Mehmet Akif Ersoy University(Turkey),Faculty of Education, Department of Turkish Teaching. Answers to the following questions were sought in the study: (1) Which metaphors are use to explain Turkish Teacher Candidates perceptions of the concept “Literature”? (2) Under what categories are these metaphors gathered according to their common traits? The datas of research have been obtained by the Turkish preservice teachers completing the sentence of “*Literature is like...; “because...”*. Phenomenological design was used in the study and the obtained data were analyzed with content analysis. The Turkish preservice teachers whose opinions has been taken, has produced totally 108 valid metaphor related to the term of “Literature”. As a result of the concent analysis these metaphors are grouped under 7 conceptual categories in terms of common features. These are; (1) *Reflectivite and transmittivit*, (2) *Importance, value and sensitivity*, (3) *Difference and diversity*, (4) *Infinity and depth*, (5) *Feeling*, (6) *Lifestyle*, (7) *Happiness and love*. The research is concluded that the metaphors are an effective research tool of determining, uncovering and interpretation of the perceptions that the Turkish preservice teachers have the term of “Literature”.

Key words: Metaphor, Literature, Turkish preservice teachers.

INTRODUCTION

“Metaphor”, which has been described as “simile” in the current dictionary of “Turkish Language Society”, has matched up with the words of “analogy”, “simulation”, “resembling” according to Sonmez (1993). These simulations or connotations depends on the biological experiences of the person as well as his creativity.vBecause while the person was expressing the external world, involuntarily,he reflects that he saw in his iner world. Lakoff and Johnson (2005) also have expressed that metaphorical thinking is inescapable,is always available and mostly has been realized unconscious.

Similarities between the objects involved in a metaphor constitute the ground, while dissimilarities constitute the

tension. For instance, the ground of the metaphor “metaphor is a window” includes the aspect that both objects allow one to observe phenomena that might otherwise remain unseen. The tension of the metaphor includes the aspect that a window is a physical object, while a metaphor is not. The reader can likely identify various other similarities and dissimilarities between “windows” and “metaphors.” (Groth and Bergner, 2005).

Metaphor supplies us conceptualization again the object or the fact that we want to understand by connecting to the terms network which belongs to another meaning area; to see from different sides and to illuminate some situations that didn't be noticed before (Taylor,1984:3)

Metaphor is an important tool to encourage the students speaking about what they learnt (Aubusson et al., 2006:191). It has been referenced to the metaphors in the field of teaching, to encourage learning and to develop the creative thinking. In teacher education, metaphors is a tool guiding teaching practises and determining the places on the modern education understanding of the teachers (Vadeboncoeur ve Torres, 2003:88). A substantial part of our cognitive system is structured metaphorically. This is because we understand most concepts through other concepts.

The concepts we have previously attributed cognitive meanings to help us in learning new concepts. Metaphors are strong mental tools an individual can use to comprehend and explain abstract concepts. A proper metaphor explanation requires seeing objects solely as things related with our interaction with the world, seeing qualities as interaction qualities, and seeing notional categories as experiential gestalts defined through prototypes (Lakoff and Johnson, 1980).

When an existence, event or situation was explained by being likened to another thing that a relation has been established each other emphasized on certain features, the subject can be understood better (Şişman, 2002). In the learning-teaching process, the metaphors which has supplied the active participation in the highest level with creativeness; has helped basically to the teacher, on supplying transfer by reducing to the level of student on the expression of a subject, gaining new mental formation students by the terms that the students have got and have known the meanings of them (Kılıç, 2010: 25).

Metaphors give opportunities for comparing two things, drawing attention to the similarities between two things and explaining one thing in terms of another. In any metaphoric relation, three main factors should exist. They are (1) subject of the metaphor (2) source of the metaphor (3) features of references from the source of metaphor (Saban, 2004). Recently "metaphors" that drew the attention of educators have become the subject of both national and international literature. Camadan and Kahveci (2013), Yazıcı (2013), Sarıtaş and Çelik (2013), Sağıdıç (2013), Pilav and Elkatmış (2013), Aksoy (2013), Kalyoncu (2013), Gültekin (2013), Aydın (2010, 2011) and Saban (2004, 2008, 2009), are some of the related researches. The researches put forth how the concepts or phenomena of "environment", "geography", "knowledge", "Classroom concept", "Biology", "Turkish", "earthquake" or "Art Education Lesson" were expressed using metaphors in general. This study has been searched an answer to these questions:

1. Through which metaphors do the Turkish preservice teachers explain the perceptions that they have related to the term of "Literature".
2. Under which categories do the metaphors that have been suggested by Turkish preservice teachers related to the term of "Literature" grouped in terms of common features.

METHOD

The design of research

In this research "phenomenologic" from qualitative designs has been used. Phenomenologic design has focused on the facts that we are aware of but we don't have an understanding in detailed and profoundly. Phenomenologic, forms a suitable research basis for the studies which are not a stranger to us completely, at the same time aims the facts that we could not understand the complete meaning of them (Yıldırım and Şimşek, 2006:72).

Population and sample

The Turkish preservice teachers in Turkey have been formed the population of the research, 230 students that have studied at Mehmet Akif Ersoy University Faculty of Education Turkish Teaching programme have been formed the sample of the research. The practice has been done according to voluntariness basis at the 2011 to 2012 education period.

Collection of data

The researches (Camadan ve Kahveci, 2013; Pilav and Elkatmış, 2013; Aydın 2010, 2011; Yazıcı, 2013; Sağıdıç, 2013; Gültekin, 2013; Aksoy, 2013) have been searched which have been used of the metaphors as one of each tool for preparing of data collection and for revealing the perceptions of the participants. In these researches it has been requested generally from the participants to fill the blanks that has been in the expressions (*environment is like as..., because..., or biology is like to..., because...*) that were given to them. In this study, by taking the researches above mentioned into consideration, in order to reveal the perceptions related to the term of "literature" of them, an empty paper on which only was written the sentence of "*Literature is like as..., because...*" has been given to the Turkish preservice teachers who have participated to the research.

A paper on which "*Literature is like...*"; "*because...*" is written and some part of it is empty, has been given to the Turkish preservice teachers. It has been requested from the teachers to put into words their thoughts by using the blanks and by concentrating on one metaphor. It has been emphasized that the word of "like as" has usually been used to remind the relation between "the subject of metaphor" and "the source of metaphor" more clearly at the studies that the metaphors has been taken as a research tool.

With the word of "because" written on the paper, it has been requested from the Turkish preservice teachers to submit a "reason" for their metaphors. The compositions that the Turkish preservice teachers wrote, have been basic to data source of this research as a document.

The analysis and interpreting data

The "content analysis" technique has been used for the evaluation of the data that was obtained in this study. The main aim in the content analysis is; to reach to the terms and relations that will explain the data was collected. The main process that has done mainly in this analysis, to bring the data which are similar together as part of certain terms and themes and to interpret by organizing in the form of the reader can understand (Yıldırım and Şimşek, 2006:27). These process has been realized in five stages. These stages are: (1) Naming Stage, (2) Classification Stage (elimination and sublimation), (3) Developing Category Stage, (4) Supplying Currency and Solidity Stage and (5) Computerize the Data.

Firstly provisional list of the metaphors that were developed by

the Turkish preservice teachers participated to the study has been done. All metaphors that were presented by the participants have been coded. Each of metaphor of which the Turkish preservice teachers wrote has been analyzed in terms of 1) *the subject of metaphor*, 2) *the source of metaphor* and 3) *the relation between the subject of metaphor and the source of metaphor*.

The 50 paper that were got in the study has been left out of the scope by eliminating because of they are discordant in terms of the relation between the subject of metaphor and the source of metaphor. After the elimination of the weak metaphors that were developed by the Turkish preservice teachers, 108 valid metaphors (180 students) have been obtained. Then, the metaphors have been examined in terms of the common specifications related to the term of "Literature". During this process by considering the

"*metaphor list*" that has been formed about 108 metaphors, it has been looked how each metaphor conceptualized the term of "Literature" and by correlating each metaphor with a certain theme according to a perspective that it has, totally 7 *different cognitive category* has been formed. In order to confirm if the metaphors represented in question a cognitive category or not, it has been asked to expert's opinion. In accordance with this purpose, two different list have been given to the expert people: These are; (a) a list on which the 108 sample metaphors has been arranged in an alphabetical order, (b) a list which included the names and specifications of 7 *different cognitive category*.

It has been requested from the expert to match the sample metaphor images that were in the first list with the 7 cognitive category (as none of the metaphor will not be left out) that were in second list. Then, the matchings that the expert did, has been compared with the categories of the researcher. In the comparisons, by determining the numbers of agreement and dissensus and by using the formula of Miles and Huberman (1994:64) ($Solidity = \frac{agreement}{agreement + dissensus}$) the solidity of the research has been calculated. On the qualitative studies, when the concord among the evaluations of expert and researcher has been 90% and above, a solidity has been supplied satisfactory (Saban, 2009). In the solidity study of this research, it has been supplied 92% solidity.

FINDINGS

The metaphors of the Turkish preservice teachers related to the term of "Literature"

The valid metaphors that the Turkish preservice teachers have developed related to the term of "Literature" has been given on Table 1.

The Turkish preservice teachers have produced totally **108 valid metaphors** related to the term of "Literature".

Only 77 of them have been represented by 1 Turkish teacher. The number of the preservice teacher that represented the remained 30 metaphors has been changed among 2 and 11. The metaphors in the top three are: 1. *Mirror* (11 students), 2. *Life* (8 students), 3. *Life* (7 students).

The categories metaphors formed of which the Turkish preservice teachers have had related to the term of "Literature".

The Categories metaphors formed of which the Turkish preservice teachers have had related to the term of

"Literature" have been grouped in 7 categories and metaphor categories have been showed in Table 2.

Cognitive categories

Category 1: As the expression of "reflectivity and transmittivity" of literature.

In this category that the most metaphor has been asserted (17 metaphors and 41 people) the Turkish preservice teachers, have emphasized the reflectivity specification of literature and expressed their these thoughts with the metaphors of mirror, sun and history. At the following it has been given placed to the expressions of some Turkish preservice teachers in this category:

"Literature is like as sculpture. Because the person reflects his mood to the sculpture. Because the people have expressed the literature with their mood."

"Literature is like as mass communication. Because the poets and the writers that wrote literary work not only transfer their thoughts to others but also transfer the way of living conditions, the events that effects the society, the economic conditions of the term to the society."

"Literature is like as mirror. Because the life style, culture, social lifes, the time that they have been in of the nations reflects to the literary Works that they formed. Because of literature we can have possibility to reach this kind of different informations."

"Literature is like as sun. Because when the value that have to be, has been given to the literature which is one of the highest branches, it lights up the lands on which it has been. How sun is the main source, absolute need, literature is also a must need which lights the human, heats spirit of human, lights up today and future."

Category 2: Literature as expression of "importance, value and sensibility"

This category which has presented the sensitive way of literature has been formed by 21 metaphors (*like as family, accessory, mother, antique, baby, chocolate sauce*) and 31 Turkish preservice teachers (17.2%). At the following some expressions of the some Turkish preservice teachers has been given:

"Literature is like as to breathe. Because; how the human needy breathing for living beginning from the time the human borned, literature is obligation for the spirit of the human. For the immortality of spirit, literature is necessary."

"Literature is like as the heart of the human. Because as heart, it beats in the human. Like as heart it is the center of the feelings. It is frail and recondite. Literature is curvet of the words and being checkmated of the life. Literature isto make livable to dream world."

"Literature is like as solid. Because solid reserve alot of

Table 1. The valid metaphors that the Turkish preservice teachers have developed related to the term of "Literature".

No	The name of metaphor	The teacher candidate that represented the metaphor (f)
1	Tree	3
2	Family	1
3	River	3
4	Accessory	1
5	Mother	1
6	Antique	1
7	Love	2
8	Mirror	11
9	Baby	2
10	Garden	1
11	Honey	1
12	Sore spot	1
13	Avalanche	1
14	Plane tree	1
15	Flower	3
16	Chocolate	1
17	Chocolate Sauce	1
18	Child	3
19	Experiment	1
20	Sea	3
21	Navy-blue	1
22	Reflect of tongue	1
23	A bottomless pit	1
24	Nature	1
25	Expression of feelings	2
26	Feeler	1
27	Earth	1
28	Thought	1
29	The open sea	2
30	The best friend	1
31	Home	1
32	Baker	1
33	Rainbow	2
34	Sun	5
35	A beautiful girl	1
36	A beautiful painting	1
37	Dream	2
38	Life	7
39	Sculptor	1
40	Life vessel	1
41	The living sharing the life	1
42	Treasure	2
43	Prepared water	1
44	Sculpture	1
45	Outpouring	1
46	Pulpit	1
47	Human	4
48	Human brain	1
49	Construction foreman	1
50	River	1

Table 1. Contd.

No	The name of metaphor	The teacher candidate that represented the metaphor (f)
51	Heart	1
52	Blood	1
53	Play on words	1
54	Classic	1
55	Book	1
56	Mass Communication	1
57	Culture memory	1
58	Stairs	1
59	Seasons	1
60	The memory of nation	1
61	Jewel	1
62	Museum	1
63	Music	1
64	Breathe	2
65	River	2
66	Missing	1
67	School	1
68	Ocean	5
69	Orchestra	1
70	Forest	4
71	Game	2
72	Psychological counselor	1
73	Draw a picture	1
74	Novel	1
75	Spirit	2
76	Clock	1
77	The galaxy	1
78	Ivy	1
79	Cypreas	1
80	Love	1
81	Love	1
82	Darling	1
83	Love ball	1
84	Cigarette	1
85	Infinite	1
86	Water	5
87	Carotid artery	1
88	Song	1
89	Painting	1
90	History	5
91	History book	1
92	Carrier	1
93	Sweet	2
94	Society	1
95	The mirror of the society	2
96	Soil	3
97	Train	2
98	Salt	1
99	Salty water	1
100	Turkey	1
101	Production tool	1

Table 1. Contd.

No	The name of metaphor	The teacher candidate that represented the metaphor (f)
102	Life	8
103	The mirror of life	2
104	An old man	1
105	Jigsaw	1
106	Food&beverage	1
107	The taste of meal	1
108	Food	1
51	Heart	1
52	Blood	1
53	Play on words	1
54	Classic	1
55	Book	1
56	Mass Communication	1
57	Culture memory	1
58	Stairs	1
59	Seasons	1
60	The memory of nation	1
61	Jewel	1
62	Museum	1
63	Music	1
64	Breathe	2
65	River	2
66	Missing	1
67	School	1
68	Ocean	5
69	Orchestra	1
70	Forest	4
71	Game	2
72	Psychological counselor	1
73	Draw a picture	1
74	Novel	1
75	Spirit	2
76	Clock	1
77	The galaxy	1
78	Ivy	1
79	Cypreas	1
80	Love	1
81	Love	1
82	Darling	1
83	Love ball	1
84	Cigarette	1
85	Infinite	1
86	Water	5
87	Carotid artery	1
88	Song	1
89	Painting	1
90	History	5
91	History book	1
92	Carrier	1
93	Sweet	2
94	Society	1

Table 1. Contd.

No	The name of metaphor	The teacher candidate that represented the metaphor (f)
95	The mirror of the society	2
96	Soil	3
97	Train	2
98	Salt	1
99	Salty water	1
100	Turkey	1
101	Production tool	1
102	Life	8
103	The mirror of life	2
104	An old man	1
105	Jigsaw	1
106	Food&beverage	1
107	The taste of meal	1
108	Food	1

things like thousands of mineral, bacteria, microorganism. Literature is also full with such content that by this way we can liken literature to solid.

Category 3: Literature that is the expression of “difference and variety”

The metaphors that have been in this category has been emphasized to the variety of Literature. It has been formed totally 21 metaphor (*like as tree, garden, flower, experiment, earth, home, rainbow, prepared water, human*) and 30 Turkish preservice teacher (16.7%). At the following, it has been placed some expressions that has been in this category.

“Literature is like as flower. Because it can not been taken one subject in literature. Every poet or writer takes the same subject or a different subject with different thoughts. How a flower seems different to our eyes when it came into flower, also literature creates different impression on every reader. Because of this, literature produces different opinions on us likes a flower raises thoughts.”

“Literature is like as museum. Because; how the people from every generation do honors to this museum and contribute, literature also includes various products in it similarly, same as museum various generations conduce to this.”

“Literature is like as Turkey. Because; it harbors all beauties of language. It claims to all different kinds, includes. It supplies opportunity to show beauties.”

“Literature is like as orchestra. Because; in the orchestra there are sazpercussion instruments, classical musical instruments, everything related to music that you name it. This orchestra is Turkish culture. Literature is reflection

of Turkish culture with the items that reminds music.”
“Literature is like as garden. A garden which has great many colour, has various resources. If we tend to that garden we can get efficiency that we want. Literature includes great many feelings in it, love, missing, sadness, hurt, excitement, death...etc. We must tend better to our garden, we must try to develop more in order to benefit from the garden.”

“Literature is like as earth. Because different cultures live on the earth. The earth which harbor different ethnic groups, is very colorful. According to me literature is also harboring the air of every time, every date.”

“Literature is like as home. Because; how there are materials from different colours, materials with different functions in the home, literature is also art home which harbors the all of different colours, appeals to different pleasures. As the people that have different opinion and suggestions in the home, have different pleasures, also in literature the structures that presents variety are discussed.”

Category 4: Literature as the expression of “infinity and depth”

On the metaphors that have been in this category the Turkish preservice teachers have attracted attention to the depth of literature as of the meaning of literature. This category has been formed 15 metaphors (*like as river, avalanche, plane tree, sea, bottomless pit, an open sea, dream, river, ocean*) and 26 Turkish preservice teachers (14.5%). At the following there are the thoughts of some preservice teachers that have been in this category:

“Literature is like as ocean. Because it has very large information area. How the oceans are big water mass, literature is also large information ball. We have got

Table 2. The metaphor categories that the Turkish preservice teachers have had, the number of metaphors, the total number of metaphors and per

	The nu Categories	Metaphors	of metap
1. Epression of Reflectivity and transmittivity	Mirror (11), refelecting of the tongue (1), sun (5), sculpture (1), pulpit (1), book (1), mass medium (1), stairs (1), the memory of nation (1), novel (1), clock (1), water (5), history (5), history book (1), carrier (1the mirror of the society (2), the mirror of life (2)		17
2. Expression of importance, Value and Sensitivity	family (1), accessory (1), mother (1), antique (1), baby (2), chocolate sauce (1), child (3), life vessel (1), treasure (2), heart (1), blood (1), classic (1), culture memory (1), jewel (1), carotid artery(1), song (1), breathe (3), soil (5), jigsaw (1), food&beverage (1), the taste of meal (1)		21
3. Expression of difference and variety ifadesi	tree (3), garden(1), flower (1), experiment(1), earth (1) , home (1), rainbow(2), prepared water(1), human(4), human brain (1), construction foreman (1), play on words (1), season (1), museum (1), school (1), orchestra (1), forest (4), draw a picture (1), ivy (1), society (1), Turkey (1)		21
4. Expression of infinity and depth	river (3), avalanche (1), plane tree (1), sea (3), bottomless pit (1), an open sea(2), dream (2), river (1), ocean (5), the galaxy (1), cypreas (1), infinity (1), train (2), salt water (1), production tool(1)		15
5. Expression of feelings	love (1), sore spot (1), navy blue (1), expression of feelings (2), feeler human (1), thought (1), the best friend (1), baker (1), a beautiful girl (1), a beautiful painting (1), sculptor (1), come into the open (1), missing (1), game (2), psychological counselor (1), cigarette(1), painting (1), salt (1), an old man (1), food (1)		20
6. Expression Life	Life (7), The living sharing the life (1), sprit (2), life (8)		4
7. Expression of hapiness and love	honey (1), chocolate (1), nature (1), music (1), river(2), love (1), love (1), darling (1), the ball of love (1), sweet (2)		10
Total			10

around only on the side of ocean with the literature knowledges that we got until now. Literature forms by joining of all feeling, thought and dreams. When we fall into that ocean, we see ourselves as energized in that blueness. How much the ocean habor much living, the literature habor various knowledges, literary genres and

poems of which each of them are beautiful from each other as much as ocean.”
“Literature is like as open seas. It is endless. So that, literature is very rich and beautiful. How the waves on the open seas brings different and beautiful things to mind, according to me literature is bottomless pit in the life. Mysterious and waiting

to be discovere

Category 5: of “Feelings”

This category

(like as; love, sorespot, navy blue, expression of feelings, a feeler person, thought, the best friend) and 22 Turkish preservice teachers(12.2).At the following, there are the expressions of some Turkish preservice teachers in this category:

“Literature is like as baker. Because sometimes bakers make the human to eat one’s fill by the bread and baked goods that they did, sometimes they stand by the beauties on their life. Literature also sadden, exhilarate the people by the literary works that it formed or cause itself to be transmitted better to other party, so that it satisfies the human with pleasure and happinesses.”

“Literature is like as baring our heart. Because we transfer our thoughts as poem or prose. Sometimes we put into words our love to our darling. Sometimes we criticise the habits that we do not like of the people. In other words we always bare our heart. But in art way, with a beautiful language...”

“Literature is like as a sculptor. How the people forms a sculpture by giving shape to the solid, by giving shape to the words, attributing a meaning to the words, they transfer the visual beauty that were given to the sculpture to the meaning. The words can be nothing by themselves. They do not express anything. But, when the feelings were felt, meaning was attributed to the words by contribution of the people from themselves, all of them be treasure.”

“Literature is like as game. Because how the painter reflects his own inner world by brush, paint, drawings and bringing it as a game, the man of letters also expresses himself by playing game with the words. This can be sometimes emotional sometimes reflects the reals like as life.”

“Literature is like as sore spot. Delicate hearing and thought develops by literature in the society. The point of view of the people of a society to the events shows parallelism with developing of literature. If literature was developed in the society, the development of the events is in that direction.”

Category 6: Literature is the expression of “Life”

The metaphors in this category have perceived the literature as life. It has been formed totally 4 metaphors (life, a living sharing the life, spirit, life) and 18 Turkish preservice teachers (10%) oluşmaktadır. At the following there are the expressions of some teachers in this category:

“Literature is likes as life. Because; in life there is bad, good, sadness, happiness on everything. There are all feelings in life. Literature also encloses bas, good, sadness, happiness like as life.”

“Literature is like as a living sharing the life. Because every human finds himself in a branch of literature even not in all branches of literature. For example, while we are

reading a novel, we feel ourselves as the legendary character of the novel. We found ourselves in the novel... Sometimes we put down on paper that we could not tell to anybody. We share our troubles, happinesses, sadnesses, literature also put in here. Sometimes it is a poem telling us, sometimes tales that are not real.”

“Literature is like as life. Because; it harbors everything in it. Literature is an art which transfers the feelings and thoughts of the people to other people in black and white. Life includes births, deaths, hurts, happinesses, sadness, crying, laughing and a lot of thing that I can not tell now in it. In other words life is an art which explains people, animals, all livings and nonlivings in quite different ways, mostly while it was telling it makes alive. Like as life “making alive in it!”.

Category 7: Literature is the expression of “happiness and love”

The metaphors in this category have emphasized to the style of expressing happiness and love. It has been formed totally 10 metaphors (like as honey, chocolate, nature, music, river, love) and 12 Turkish preservice teachers (6.7%). At the following there are some expressions that have been in this category:

“Literature is like as love ball. Because we tell our feelings and our thoughts with imageries, beautiful sentences. We put nature love, human love and heroisms on paper with the most beautiful language. The meaning of literature is the the meaning of the reflection of love.”

“Literature is like as chocolate. The people can be happy by literature in their life. Literature has a function of sweet in the life of people. It makes sweet the life of the people. It supplies them to get pleasure from the life.”

“Literature is like as sweet. Because how the sweet make sweet the mouth of human, literature also make sweet the life of human, humanitarian feelings has searched out literature. There are millions of poet who put their love to poem, novel, tales. It is the most beautiful way of transferring the feelings to other part.”

“Literature is like as love. Because it takes us sensually in it. Sometimes it reveals the feelings that could not be showed, sometimes it saddenes. But, as it could be left from love, it can not be left from literature also. As we need to love, we need to literature. We can not put away it, it is always with us, we feel its absence deeply but we know that literature is in us as love.”

RESULT AND CONCLUSION

This study has been prepared in order to search out the metaphors that the Turkish preservice teachers related to the term of “Literature” and to group these metaphors under a certain cognitive categories.

The metaphors that have been listed as data in the

study, reflected the intangible opinions of the Turkish preservice teachers about Literature and their perspective to the term of “*Literature*”. According to the findings that have been taken, the Turkish preservice teacher that have been in study group, have produced 118 different metaphors (*chocolate, mass communication, life, heart, solid, mirror, human, sun, love, sore spot, flower, etc.*) related to the term of “*Literature*”. This result has expressed that the term of “*Literature*” can not be explained by only one metaphor as a complete. Producing very much metaphors of the Turkish preservice teachers related to the term of Literature, results from that, the range of Literature term is large, partly complex and very intangible.

As Yob (2003: 134) states basically, metaphor is not the case it mentions, it is only an image. If it were the case, metaphor would not be required. Therefore, metaphor is different from the case and although it provides a very strong perspective related to the case, it is often less. To compensate for this situation, there must be a lot of metaphors. Starting from this point it is true that students using different metaphors of “environment” concept have a point of compensating for the whole. This result supports the findings of other metaphor studies that had been done for different terms and for various kinds of sample groups. For example; Sevim et al. (2012) 134 pieces, related to the term of “*Turkish*”; Çapan (2010) 128 pieces, related to the term of “*highly gifted student*”; Saban (2009) 166 pieces, related to the term of “*student*”; Aydın (2010) 44 pieces related to “*Geography*”; Eraslan (2011) 76 pieces related to the term of “*sociology*”; Aydın (2011) 92 pieces related to the term of “*environment*”; Guerrero and Villami (2002) 28 pieces related to the term of “*teaching*”; Özder et al. (2012) 44 pieces related to the term of “*tourism*”; Kaya (2010) 55 pieces related to the term of “*earthquake*”; Saban (2008) 106 pieces related to the term of “*knowledge*”; Çiftçi and Tangülü (2012) 190 pieces related to the term of “*Ataturk's Principles*” and Sadık and Sarı (2012) 75 pieces related to the term of “*democracy*”, have been produced different valid metaphors. In the study; the metaphors related to the term of “*Literature*” that have been asserted by the Turkish preservice teachers and have been found valid, have been grouped under 7 different cognitive category by being examined according to their common specifications. 22.7% of the Turkish preservice teacher that have participated to the study imagined Literature as expression of “*Reflectivity and Transmittivity*”, 17.2% as expression of “*importance, value and sensibility*”, 16.7% as expression of “*difference and variety*”, 14.5% as expression of “*infinity and depty*”, 12.2% as expression of “*feelings*”, 10% as expression of “*life*” and 6.7% as expression of “*happiness and love*”. At the result of content analysis that have been done, when the cognitive categories were researched that were taken; the Turkish preservice teachers who participated to the study, especially indicated to the importance of literature for life, reflection specification of literature on

the metaphors of them related to Literature. Also, they have featured the specification of literature including differences and being expression type of feelings.

As a result of research it was understood that teacher candidates can use different knowledge areas and they can think creative in period of metaphor development. As a result, the metaphors can be used on determining and comment the perceptions that the Turkish preservice teachers have had related to the term of “*Literature*” as a effective research tool. Also, in the lesson, it can be given place to the metaphors as a pedagogic tool. The metaphors in the research may be used as sources for education or as metaphor lists or Likert type scale for researchers. In the teaching of complex or abstract concepts, choosing the right metaphors is significant. Semerci (2007) stated that educational metaphors have priority in explaining complex concepts and phenomena. In this study, literature metaphors of the Turkish preservice teachers has been determined. For being searched more detailed it can be performed to the students of Department of Turkish Philology, Turkish and Literature teachers.

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