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Candidate teachers' tour in campus with their metaphoric images

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Abstract

In this study the experiences of candidate teachers and their metaphoric images about the components of the campus such as “faculty member, student, administration, counselor, assistant, lectures, registration office and library” are analyzed. The work group of this study consists of candidate teachers studying in Hacettepe University, The Faculty of Education, OFMA (Secondary Education Science and Mathematics Education Programme). Different from other studies the data of this research are prepared by lotus blossom technique and collected by using worksheets. In the light of the data acquired by this research, comments are made about metamorphic images of the candidate teachers which reflect their ideas in regard of the components of the campus.

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Keywords: Metaphor;, candidate teacher, universty, campus, lotus blossom technique.

1. Introduction

Education is an active process that comes and proceeds in the depth of time and need to develop faster parallel to the speed of time. So, in order to respond to the requirements of age the need for discovering, configuring and researching education environment is growing by the day. Moreover, so as to set up future on a sound basis, individuals should be educated who have critical attitudes and excellent cognitive and mental strategies? At this point especially higher education institutions have important roles in this issue. Higher education institutions which mean “the combination of objects and people regarded as one association” in denotation take part in the literature of history under the name of “Universitas” and after many decades take really different form with the name of “University” are exposed to heavy criticism in several ways. Sometimes administration sometimes academic personnel and sometimes inefficient social facilities are at the heart of this criticism. How do candidate teachers concrete in their minds whatever they experience in each education year behind the walls of faculty? In other words, what are the hidden opinions of candidate teachers about university? To learn hidden opinions and abstract facts as they are is a really hard and complicated process. Therefore, proper methods and strategies should be carefully used for it. According to Lakoff and Johnson (1980), abstract facts can be concreted and become more understandable thanks to the metaphors.

Metaphor means catching the essence of experience and is an active process which helps us to understand our own world and the others. Metaphors are personal symbols for an indefinable attitudes and don't need to limit verbal expressions. In fact metaphor is a presentation of an individual's own output depends on his imagination as a part of

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the environment. In other words, metaphor is an individual expression of what he says, sees, hears, feels and does as imagined (Lawley & Tompkins, 2000). Metaphors reflect any mental scheme on another by making corresponding between two different facts. In this regard, metaphors provide individual's mind move from one comprehension form to another and make individuals see this fact as an another fact (Saban, 2008). According to Lakoff and Johnson (1980) who break new ground in this field, for many people metaphor is a poetic instrument that becomes more beautiful with imagination. Rather than using ordinary language metaphor is an extraordinary expression of a matter. In brief, metaphors explain abstract information and abbreviations. However, metaphors are learned as time passes and they are descriptive because regarding to this feature, explanation process inevitably urges to express actions and perceptions through the medium of metaphorical judgment (Lawley & Tompkins, 2000). From these points of views, the perceptions of candidate teachers about the components of campus such as member of the university, student, administration, faculty counsellor, assistant, lessons, student affairs and library are analyzed with metaphorical images. The aim of this study is to reveal candidate teachers own perceptions and attitudes growing by their observations in their education years about the components of campus such as member of university, student, administration, faculty counsellor, assistant, lessons, student affairs and library by using metaphors.

2. Method

The sample of the study consists of 127 candidate teachers study in four different programme of Hacettepe University Faculty of Education, The Department of Secondary School Science and Mathematics in fall 2010-2011. Both qualitative and quantitative research techniques are used in this study. Quantitative data collection by figure of speech is actively used in social sciences. While quantitative data is collected by the way of figure of speech, substantial metaphors can be acquired from the individuals with one or few open-ended questions. As metaphors consist of various words, discrimination and analyze aren't become a matter for the researchers. Besides the convenience and simplicity of collecting quantitative data by metaphors, it also presents substantial picture and provides visual images about the subject, event and situation of the research (Yıldırım, Şimşek; 2005). Regarding this point of view, candidate teachers are asked to fill in the leaves of the lotus prepared for determining the imaginary comprehensions of candidate teachers about member of the university, student, administration, student counsellor, assistant, lessons, student affairs and library. The lotus blossom technique developed by Yasuo Matsumura helps to figure out technique, schematic and essential topics. In the research, the main theme campus is placed at the middle of the diagrammed which consists of 72 boxes and the boxes of student, member of the university, administration, student counsellor, assistant, lessons, student affairs and library are placed at the leaves of the lotus. There is no demographic information taken from candidate teachers that give evidence about themselves (name, surname, number, class etc.). They can surely and freely express their opinions by this way. 3711 metaphors written on the lotus leaves and used for collecting data are analyzed and then they are grouped in common categories according to the similarities. After these categories are completed, the most suitable name for the category is chosen considering the metaphorical images collected within these categories. Following the completion of 3711 metaphors and developing the imaginary categories consist of these metaphors, they are presented to take expert ideas for the reliability and validity study for the categories. These categories are completed by taking expert ideas and after 15 days the affirmation meeting about their metaphorical images is held with 30 individuals selected from the participants. Categories, metaphorical images collected under these categories, meanings and interpretations determined in the research are shared with the participants. These two questions whether the information providing the data of the categories are provisional or periodic and whether metaphorical images are correctly understood and collected under the right categories by the participants are addressed to the participants.

3. Findings

In this study data are collected with a worksheet prepared by the lotus blossom technique different from usual data collection techniques. Interpretations are presented dealing with candidate teachers' metaphoric images reflecting their opinions and ideas about campus components in the light of data acquired in the study.

Table 1. Percentage and frequency rates of metaphorical categories regarding student concept of candidate teachers

Metaphor Group	Reactive	Proactive	Total
%	94,9	5,1	100
f	600	32	632

When Table 1 is analyzed, its seen that candidate teachers' student perceptions dealing with the student concept is categorized under the topics of Reactive (baby, clay, wanton child, empty box ...) and Proactive (energy, free, information...). According to the data, % 94.9 of 632 metaphors associate the student concept with reactive attitude and define student as passive, % 5.1 of these metaphors define active and proactive student attitudes. In other words, student is a reactive individual and passive attitudes are dominant.

Table 2. Percentage and frequency rates of metaphorical categories regarding member of university concept of candidate teachers

Metaphor Group	Proactive	Reactive	Total
%	98,6	1,4	100
f	505	7	512

As it's seen in Table 2, candidate teachers produced 512 metaphors regarding the member of university concept. % 98,6 of these metaphors define proactive behavior models (queen bee, lighthouse, coach...), % 1.4 of them consist of reactive behavior models (zero, porter, problem...). In other words most of the candidate teachers comprehend the concept of member of university as an individual adopts proactive behavior models.

Table 3. Percentage and frequency rates of metaphorical categories regarding assistant concept of candidate teachers.

Metaphor Group	Auxiliary	Career	Researcher	Bag Seller	Total
%	42,2	22,8	20,2	14,8	100
f	165	89	79	58	391

When Table 3 is analyzed, its seen that candidate teachers' metaphorical perceptions regarding assistant concept are grouped in the categories of Auxiliary items (compass, map...), Career (success, KPDS (public personnel language exam), UDS (Higher Education Institutions Board Language Proficiency Test), ALES (Academic Staff and Graduate Examination...), Researcher (computer, survey taker ...) and Bag Seller (Forvet bumper, labor, worker ...). % 42,2 of 391 metaphors collected for this concept are under the category of assistant, % 22,8 of them career, % 20,2 of the researcher and % 14,8 of them collected under the category of bag seller. In other words, the concept of assistant in candidate teachers' minds is rather a staff member help for education and training.

Table 4. Percentage and frequency rates of metaphorical categories regarding counselor concept of candidate teachers

Metaphor Group	Name Implies	Registration	SOS	Assistant	Total
%	47,1	25,2	22,4	5,3	100
f	196	105	93	22	416

According to Table 4, candidate teachers define the concept of counselor with these metaphorical images; as the Name Implies (reception, information desk, support...), Registration (abstract account, ratification, optional studies ...), SOS (akut (search and rescue association), ambulance, doctor...) and Assistant (assistant, support, way...). In this group 416 metaphors are acquired and % 47,1 of them "as the name implies", % 25,2 of them registry, % 22,4 of them SOS and % 5,3 of these metaphors are the elements of assistant categories. According to these results, candidate teachers regard counselors as an individual to whom they can ask for advice.

Table 5. Percentage and frequency rates of candidate teachers' metaphors about lesson concept

Metaphor Group	Obligation	Mark-Exam	Stress	Homework	Success	Total
%	37,7	29,2	21,6	9,3	2,2	100
f	187	145	107	46	11	496

When Table 5 is analyzed, metaphorical categories of candidate teachers' lesson concept are grouped in 5 categories as Obligation (obligation, compulsion, roll call...), Mark-Exam (term examination, finals, F3...), Stress (acne, hole, hindrance...), Homework (presentation, report) and Success (A1, first grade, highest mark...). From

496 metaphors taken from candidate teachers, %37.7 of them is Obligation, % 29,2 is mark-exam, % 21,6 is Stress, % 9,3 is homework and % 2,2 of these metaphors is Success. In other words candidate teachers comprehend lesson concept as an obligation.

Table 6. Percentage and frequency rates of candidate teachers' metaphors about student staff concept

Metaphor Group	Document	Officialism	Non-Answering Questions	Preoccupation	Money	Delaying Tactics	Total
%	28,2	21,9	16,3	13,4	11,4	8,8	100
f	116	90	67	55	47	36	411

When Table 6 is analyzed, it's seen that metaphorical categories of candidate teachers' student staff concept are grouped in 6 categories as Document (student certificate document, transcript, graduate certificate ...), Officialism (law, regulations, committee, ...), Non-Answering Questions (non operating clock, blank page ...), Preoccupation (cue, factory, bee hive ...), Money (bank, automated teller machine ...) and Delaying Tactics (tomorrow, week...). From the 411 metaphors about the student staff concept, % 28,2 of them is grouped in the category of Document, % 21,9 is in Officialism, % 16,3 is in Non-answering questions, % 13,4 is in Preoccupation, % 11,4 is in Money and % 8,8 is grouped in Delaying tactics. According to this result, most of the candidate teachers comprehend student staff as a document resource.

Table 7. Percentage and frequency rates of candidate teachers' metaphors about library concept

Metaphor Group	Brain	Study	Wireless	Research	Peace	Total
%	45,2	28,1	10,9	10,4	7,2	100
f	204	132	51	49	34	470

According to Table 7, metaphor groups for library are Brain (ocean, brain, treasure...), Study (spectacled, hardworking students...), Wireless (virtual world, internet...), Research (information bank, preliminary study,) and Peace (silence, hot...). It's determined that from 470 metaphor categories taken from library concept, % 45,2 is Brain, % 28,1 is Study, %10,9 is Wireless, % 10,4 is Research and % 7,2 is grouped in Peace.

Table 8. Percentage and frequency rates of candidate teachers' metaphors about Administration concept

Metaphor Group	Rules	Headmaster	Problems	Antipathy	Sympathy	Total
%	37,9	23,8	21,9	13,3	3,1	100
f	145	91	84	51	12	383

When Table 8 is analyzed which gives the percentage and frequency rates of candidate teachers' metaphors about administration concept, it's seen that metaphor categories are grouped in Rules (constitution, law, ...), Headmaster (chancellor, dean...), Problems (dinning hall, dormitory, bus...), Antipathy (overwhelming, destructive ...) and Sympathy (respect, festival...). This category is the least for collecting metaphors and from 383 metaphors % 37,9 of them grouped in Rules, %23,8 is in Headmaster, % 21,9 is in Problems, % 13,3 is in Antipathy and % 3,1 is grouped in the category of Sympathy. Put another words, although candidate teachers express their opinions least than other concepts, most of them think of administration as rules.

4. Conclusion and discussion

In this study, it's aimed to reveal opinions and comprehensions of candidate teachers about university through metaphors formed as a result of their observations. Data derived from 127 candidate teachers are analyzed with both quantitative and qualitative techniques. The aim is to reveal the individual opinions and comprehensions of candidate teachers through metaphors about the components of their university such as student, member of university, assistant, student counselor, lessons, student staff, library and administration. In order to fulfill the purpose metaphors are grouped in imaginary categories and each category is analyzed individually. In the process of grouping data in certain imaginary categories and coding those consisting with these groups, reliability and validity of these groups are affirmed by expert opinions and participants' confirmation. According to Yıldırım and Şimşek (2005), quantitative approach admits that researchers' comprehension and interpretation about events, facts and situations are differentiated. From this point of view, different kind of data collecting technique is used by the researches regarding metaphors. Candidate teachers' metaphors that are the source of this study are collected with

study paper prepared according to the lotus blossom technique. There are 8 boxes on the leaves of this study paper prepared according to Lotus Technique on which participants can write their metaphors about each components of the university. By this way students can write their comprehensions as a whole by seeing the sub components on the given leaves of the lotus and completely all the campus. When collecting data about a system consists of sub components like university and formalize them with metaphors are supposed to be accomplished, then to limit metaphors with just one word can decrease the validity. It's considered that using Lotus that takes university as a whole and analyzing each sub component of this compound can increase the validity of the study. When the studies regarding with metaphors in the literature are analyzed, it's asked for the sampling group to express only one metaphor and explain the reason of using this given metaphor in the same sentence (Berman et.al, 2002; Döş, 2010; Saban, 2009). As it's stipulated to focus only one word in such studies, limited numbers of metaphors are acquired depending on the sampling group. The sampling group of this study consists of 127 candidate teachers. However, 632 metaphors for student, 512 for member of university, 391 for assistant, 416 for student counselor, 496 for lessons, 411 for student staff, 470 for library, 383 for administration and totally 3711 metaphors are acquired by the leaves of the lotus used for this study. According to this result when data are collected by Lotus blossom technique, results multiply the number of sampling group by several times. Also, in the classification process the reliability of the reasons about metaphors that mentioned after review at all should be controlled again. In our study there is no justification asked for candidate teachers about metaphors they mentioned but after all we received approval in meeting for justification about whether the information formed by the data of the categories are temporary or periodic and whether metaphorical images are understood and grouped in proper categories in a right way. Thus, there is no need to make any study on classifying and eliminating these metaphors. In some of the studies on metaphors data are collected by questionnaires (Cerit, 2008; Semerci, 2007). The researcher submits the metaphor determined before and its justification for approval. In this case the participant cannot produce any metaphors other than given metaphors and also cannot mention his opinions about data. In this study wide opportunity is given to the participants for producing metaphors. When the data are analyzed, in their metaphors produced for the member of university candidate teachers identify the member of university with metaphors about someone who adopted proactive behavior model and they produce metaphors regarding with student that identify students adopted reactive behavior model. However, candidate teachers should think of student and member of university as individuals who adopted proactive behavior models. It's considered that individuals adopted proactive point of view which have scientific basis bring a different perspective for education and training (Yücel, Koçak & Cura, 2010). When imaginary comprehensions of candidate teachers dealing with other sub-components of university concept are analyzed, it's found that there are multi-dimensional structures. However, it takes attention that candidate teachers mostly focus on metaphors that emphasized on some sort of dimensions.

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