

Metaphors Asserted by Teachers and Students at High School Level with Respect to **The Notion of “Teacher”**

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Abstract

Problem Statement: Teachers’ construction of their knowledge and their world view is important in the change process. Teachers often feel discomfort when they find themselves operating according to metaphors that are not complementary to their personal world view and epistemology. By changing one or the other they may find a greater congruence and satisfaction with their teaching. Finding a practice and belief that are not only consistent with one another, but that are effective, is an important task of the teacher. In the past few years, the metaphor has been considered by individuals as a vehicle in understanding abstract, complex or institutional facts and a powerful intellectual vehicle in employing disclosure. From this perspective, examining, understanding and explaining the “teacher” concept from the perception of the teachers and students gives us an important clue that metaphors can be used not only as a discussion vehicle in how teaching should be, but also as a research vehicle.

Purpose of Study: The general purpose of this study is to reveal the perceptions of high school students as well as their teachers at the very same schools with regard to the concept of “teacher” by means of metaphors.

Methods: This study has been conducted within the qualitative research paradigm. The work group is composed of high school students (tenth grade 117) of Atatürk Vocational School located in Nicosia, the capital of the Turkish Republic of Northern Cyprus, and all the teachers (72) at the same school.

Findings and Results: In this section, the metaphors that were obtained from the research were gathered under eight themes, presented in tables and interpreted for this purpose, initially, the “logical rationale” (reasons or the causes put forward that are related to why it happened in that way) put forward by the teachers and students related to each metaphor was care-

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fully analyzed. At first glance, some metaphors (for example, computer, book, library, etc. or cook, sculptor, carpenter, etc.) were easily gathered into themes while other (for example, flower, child, hope, etc.) themes determined by field specialists required more careful analysis and discussions.

Conclusion and Recommendations: As a result, around two thirds of the students that are included in this study describe the teacher with traditional aspects such as knowledge transfer, shape acquirer, instructor whereas more than half of the teachers argue that they have an approach that shows personal attention to and meets the needs of students in assisting their personal development, that entertains during teaching, that is therapeutic and also formative in the obtainment of information.

Keywords: Metaphors, education, roles of teachers, teacher-student relationship.

Introduction

Aristotle used the term metaphor in two senses. The first sense refers to all figures of speech that use association, comparison and resemblance. In the second sense, the comparison is implied by an identification of the two things compared. **The broader meaning of metaphor is used in this paper, as in Aristotle's first sense** above and by Simpson below; metaphor is a process of comparing and identifying one thing with another. Then, as we see what things have in common, we see the general meaning they have. Now, the ability to see the relation between one thing and another is almost a definition of intelligence. Thinking in metaphors. . . is a tool of intelligence. Perhaps it is the most important tool (Hatcher, 1987, p. 80). A metaphor about teaching compares the processes and concepts related to instruction to something more familiar or more clearly understood. Duit (1991) noted that metaphors about teaching may allow us to see the familiar in a new light, thereby stimulating the construction of analytic relationships and facilitating conceptual change. Two basic principles of instruction are to go from the known to the unknown and to go from the concrete to the abstract. Metaphors do that by using concrete examples to explain abstract principles. A known, visible, or physical reality will be used to help describe an unknown, invisible, or spiritual reality. Often a limited vocabulary and comprehension require the use of comparisons to move a person from an understanding of one concept to an understanding of another. For this purpose **teacher tells students " I will treat you like a young tree which will grow and produce fruit"**. **In this context** teacher sees students as a young tree to strengthen the intension of given message. Radical constructivism views knowledge as a personal construct, an interpretive process to make sense in terms of prior knowledge. Teachers make sense of experiences based on what is known and what is believed. Teachers construct images and models of teaching based upon their prior knowledge and experiences (Johnson, 1987).

Most new teachers have spent years as students observing and participating in activities with teachers. Through these experiences they have developed images, ideals and models of what teachers are. As students become teachers, they begin to reconstruct this knowledge based upon their new experiences from the perspective

of teachers. This may result in conflict, discrepancies and, hopefully, new and improved knowledge and practice. Often new teachers are operating from generalized beliefs, images or metaphors that may negatively affect their teaching. Two such common metaphors are “teacher as friend” and “teacher as strict authoritarian.” Many new teachers must learn through painful experience that these approaches generally do not work (Tobin, 1990, p. 5).

The teacher as authoritarian boss model is an extension of the school as a work place metaphor. If a teacher were to use the school as learning place metaphor as opposed to the school as work place metaphor, one would expect the classroom and teaching to be arranged to facilitate learning as opposed to facilitating order and production. The organizational design and allocation of resources in the school would be different as would the relationship between the teacher and learner in these two metaphors. Some teachers see their role as a manager, dictator or drill sergeant which puts the teacher in the active role and the students in the passive role as with the teacher as a dispenser of knowledge. Sometimes the language used to describe our belief and behaviour is what we wish for or the ideal we hope to achieve, not of the real experience. The teacher may describe herself as a facilitator or a guide but may act as a director or dispenser. The teacher operating under the metaphor of entertainer will behave differently than the teacher operating under the metaphor of captain of the ship. A teacher may for one day or period operate using one metaphor and for another day or period use another. When the classes are uncooperative or unresponsive and must be directed and controlled, teachers often take the role of demanding captain, leader, disciplinarian and task master. When the classes are more ideal, teachers can operate under more ideal metaphors. It is more useful for teachers using metaphors like gardener, baker, compass, theatre actor as examples of a more ideal metaphors (Clarken, 1997, p. 5). Teaching is such a complex activity; teachers may find themselves operating under several metaphors at once (Tobin, 1990).

Teachers’ construction of their knowledge and their world view is important in the change process. Teachers often feel discomfort when they find themselves operating according to metaphors that are not complementary to their personal world view and epistemology. By changing one or the other they may find a greater congruence and satisfaction with their teaching. Finding a practice and belief that are not only consistent with one another, but that are effective, is an important task of the teacher.

Research indicates three cognitive requisites for teacher change: “The construction and personalization of a commitment to change; the creation of a vision of what teaching and learning environments could be like and the personalization of that vision; and reflection.” (Tobin, 1990, p. 24). Tobin goes on to state: The value of the metaphor as a teaching device can be further described as; in addition to exercising our faculty of discernment, we are also extracting the meaning for ourselves instead of having the meaning imposed on us. Therefore, the metaphorical process is indirect and objective in that the teacher who employs it is a step removed from the analogical teaching device. In effect, if we as students are to obtain meaning, we must exercise our volition and examine the tenor and the vehicle for ourselves.

In the past few years, the metaphor has been considered by individuals as a vehicle in understanding abstract, complex or institutional facts and a powerful intellectual vehicle in employing disclosure (Yob, 2003). From this perspective, **examining, understanding and explaining the “teacher” concept from the perception of the teachers and students** gives us an important clue that metaphors can be used not only as a discussion vehicle in how teaching should be, but also as a research vehicle. Especially, every single metaphor related to education can be studied and the results obtained can be used to develop education. Thus, recently, research in relation to the attitudes towards the concepts of **“learning” and “teaching” amongst teachers and students** with the use of metaphors is becoming widespread in the literature (Inbar, 1996; Carlson, 2001; Guerrero and Villamil, 2002).

The results of this study may help policy-makers to have an insight into the educational system in Turkey, its functional and dysfunctional dimensions (Balı 2011). In addition, the results may provide information for teacher, principal and supervisor training programs. Demirtaş (2011) suggested that the school managers who develop secure relationships with the teachers play the role of school leaders. Where the leaders motivate others and have a broad vision about education, these can become effective schools. An effective leader exhibits strong leadership in education issues, clearly describes his expectations of the students and the teachers, and involves the teachers in decision-making about their classes. According to Şimşek & Seashore (2008) study four topics emerge: Unions are **“returning to their roots”**; there is ambivalence about admitting unions to the playing field of change agents; reluctance to view unions as forces for positive change is most pronounced at the political level and least at the local level and unions need to consider multiple strategies for evolving as leaders for change. Resolving the results have contributed to the field of education concerning the use of metaphors.

Purpose

Turkish education system is a vast system consisting approximately 17.5 million students (excluding higher education) and 635 thousand of teachers. This system consists of two sub-systems. These are elementary education and secondary education. Elementary education consists of preschool education (for 5-6 years old) and primary school education (starting at age 6-7 to 14-15). Minimum mandatory education is for nine years. Secondary education (starting at age 14-15 to 18) covers a four year period. Each grade has two semesters and each day is half day long starting in the morning, for five days a week (MEB, 2007).

In this education system, students mostly spend their time in classrooms concentrating on learning by heart rather than practicing. This system also lacks social activities and researches and limits educational activities such as library visits (Bahar, 2005). Because of this reason overall goal of this study is to provide support to the efforts of constructivism approach meanwhile putting forward the perceptions of **high school students and teachers at the same school with regard to the “teacher”** concept by using metaphors has been aimed to obtain. Answers to the following questions were sought within the framework of this general purpose:

1. Which characteristic of the *teacher* do the metaphors developed by the teacher and students is mostly employed?

2. With regard to the “teacher” concept, under which themes can the metaphors used by the teachers and students be collected in terms of their common features and differences?

Methods

Working Group

This study has been conducted within the qualitative research paradigm. The work group is composed of high school students (total of 117 at age of 16 years old in tenth grade) and all the teachers (total of 72) at Atatürk Vocational School located in Nicosia, the capital of the Turkish Republic of Northern Cyprus. This subject school has been chosen to be observed and studied because major portion of the daily studies are conducted in classrooms concentrating on memorizing theoretic knowledge's with lack of practical exercises and other useful methods such as researching and library visits. In addition to that, the subject school attracts students from every corner of the island from different backgrounds, so it makes up an ideal sample for the study.

Research Instrument and Procedure

In the research, a partially structured discussion form used in Saban's (2004) research titled “Metaphors put forward related to the “teacher” concept by entry level teacher candidates” was used. This form has been chosen because it provides the opportunity of examining high numbers of metaphors.

In order to reveal the teachers' and students' perceptions with respect to the concept of “teacher”, each of them has been asked to complete the sentence of “The teacher is like a, because (reason)” . This work was completed in the third week of the spring semester of the 2011-2012 academic year where students were asked to complete the form as a kind of in-class activity and the teachers were asked to complete the form at home. The students and teachers were asked to express their thoughts on paper by concentrating these thoughts on one metaphor. In order to activate the students' thoughts for this activity the meaning of metaphor, what it can be used for and the metaphors being discussed for the concept of “teacher” in the literature were explained. In addition to this, it was suggested to the teachers and students that they could use living or non-living things if they wished to do so. The teachers and students submitted their half or one page hand written reports to the researcher. The reports were the fundamental source of the data used in this research. The replies given to the discussion forms by the participants were subjected to detailed analysis.

Data Analysis

The data gathered from the study was analyzed using the content analysis method. From the qualitative research analysis, it is emphasized that concepts and themes that are not noticeable using the descriptive approach may be seen by using the content analysis (Yıldırım and Şimşek, 2005). The category in which the data for this research was collected was determined beforehand (teacher) and the metaphors obtained from the participants were collected as thematic complements in the

meaning of content resemblance under this category for interpretation and reporting. Additionally, the qualitative numerical data analysis method was used. This system is created by passing the written data, which was gathered through conversation, observation or the examining of documents, through certain processes to create numbers or digits. Even though numbers and digits are known to be quantitative research types, it is possible to reduce the qualitative data to numbers to a certain extent. The purpose of reducing the qualitative data to numbers is not to resort to statistical methods in order to make generalizations or to look for connections between specific variables. The nature and structure of the qualitative data does not allow for this anyway. There are several basic purposes in digitizing the qualitative data which are: digitization increases reliability, reduces bias and allows for us to compare themes and categories that arise from the analysis of the data (Yıldırım and Şimşek, 2005, p.242-249).

Initially, 117 students and 72 teachers were asked to write a metaphor. Only 102 of the students' and 69 of the teachers' metaphors were evaluated in the research. The remaining 15 students and 3 teachers came up with metaphors that either dealt with more than one idea or made more than one comparison so their metaphors were excluded from the scope of the research. After this, the metaphors that were included within the scope of the research were alphabetically arranged and the number (f) and percentage (%) of the teachers and students that represented each metaphor were calculated.

Data Organization

The analysis and interpretation of the metaphors developed by the students and teachers were conducted through the stages listed below: First of all, the data gathered by the researcher has been read by four different field specialists to evaluate the accurateness. Each field specialists determined agreed and disagreed subjects based on their evaluation. Disagreed subjects had been discussed, reorganised and collected under specific themes. Secondly, it was checked to see whether or not the metaphors developed by the teachers and students helped in understanding the "teacher" concept, if they were believed to contribute to the cause, they were included in the scope of the research for data analysis. For example, a metaphor that was excluded from the scope of the research was "teacher like a fish" in which the student who put forward the metaphor claimed that it is "Because fish teach humans how to swim. If fish did not exist humans would not know how to swim". If attention is paid, it can be seen that the "fish" metaphor does not contribute in our understanding of the "teacher" concept. Since the fish inherently know how to swim, they don't need any learning and teaching ability and besides this, they don't have any responsibility with regards to it. Contrary to this, the teachers don't inherently have the ability to teach, but rather acquire it through education and they have a responsibility to teach.

Third, metaphors that had certain common characteristics were collected under a certain theme. For example, all of the metaphors under the theme of "teacher as shaper" consider students as raw material (for example, the ingredients of a cook, the iron of a blacksmith, the flour or dough of a baker, the mud in the workshop of a sculpture, rock, piece of rock or plaster or an empty canvas of a painter).

Results

In this research, the aim was to reveal the perceptions of teachers and students on the “teacher” concept with the use of metaphors. In the research, the findings through the metaphors that were developed in relation to the “teacher” concept by the teachers and students were interpreted by creating table and analyzing them in sub headings with respect to the research questions.

Table 1, by arranging the metaphors developed by the teachers and students in alphabetical order, it gives the percentage determined themes and the number of teachers and students representing each metaphor.

Table 1
List of Metaphors in Alphabetical Order Which are Devised by the Teachers and Students for the Notion of “Teacher” Metaphor and Theme List.

Theme	Meta- phor No	Meta- phor	Number of Students Represent- ing the Metaphor (<i>f</i>)	%	Number of Teachers Represent- ing the Metaphor (<i>f</i>)	%
One Who Gives Shape	1	Architect	2	1,96	-	-
	2	Artist	3	2,95	-	-
	3	Baker	1	0,98	5	7,25
	4	Blacksmith	2	1,96	-	-
	5	Carpenter	2	1,96	4	5,80
	6	Cook	2	1,96	2	2,90
	7	Painter	2	1,96	-	-
	8	Sculptor	2	1,96	1	1,45
TOTAL			16	15,69	12	17,40
One Who Assists Personal Develop- ment	9	Day Care	1	0,98	-	-
	10	Farmer	1	0,98	3	4,35
	11	Gardener	2	1,96	3	4,35
	12	Mother- Father	23	22,55	8	11,60
	13	Soil	1	0,98	9	13,05
TOTAL			28	27,45	23	33,35
One Who Informs	14	Bank	3	2,95	-	-
	15	Book	5	4,90	2	2,90

Table 1 Continue...

	16	Candle	2	1,96	-	-
	17	Computer	2	1,96	5	7,25
	18	Encyclo- paedia	4	3,92	-	-
	19	Flower	2	1,96	-	-
	20	Library	1	0,98	2	2,90
	21	Shopping Centre	3	2,95	1	1,45
	22	Sun	2	1,96	-	-
	23	Treasure- Chest	1	0,98	1	1,45
	24	Tree	2	1,96	-	-
		TOTAL	27	26,47	11	15,95
One Who Heals	25	Doctor	3	2,95	-	-
	26	Psychiatrist	1	0,98	1	1,45
		TOTAL	28	27,45	23	33,35
One Who Plays	27	Actor	3	2,95	8	11,60
	28	Child	1	0,98	2	2,90
		TOTAL	28	27,45	23	33,35
	29	Bridge	4	3,92	1	1,45
	30	Compass	10	9,80	4	5,80
One Who Directs	31	North Star	1	0,98	-	-
	32	Tourist Guide	1	0,98	-	-
	33	Traffic Sign	3	2,95	4	5,80
		TOTAL	19	18,63	9	13,05
One Who Manages	34	Army Com- mander	1	0,98	-	-
	35	Coach	1	0,98	1	1,45
		TOTAL	2	1,96	1	1,45
One Who Gives Hope	36	Hope	2	1,96	2	2,90
		TOTAL	102	100	69	100

In Table 1 eight different themes on concept of teachers, devised by students and teachers, have been compared in terms of similarities and differences. In this section, the metaphors that were obtained from the research were gathered under eight themes, presented in tables and interpreted for this purpose, initially, the “logical rationale” (reasons or the causes put forward that are related to why it happened in that way) put forward by the teachers and students related to each metaphor was carefully analyzed. At first glance, some metaphors (for example, computer, book, library, etc. or cook, sculptor, carpenter, etc.) were easily gathered into themes while other (for example, flower, child, hope, etc.) themes determined by field specialists required more careful analysis and discussions.

One Who Gives Shape

Table 1 gives the number and percentage of the students and teachers who created each metaphor and the metaphors created in the context of the theme “One Who Gives Shape”. When Table-1 is inspected, it can be seen that under the “One Who Gives Shape” theme 8 different metaphors are represented by 16 students (%15.69) and 12 teachers (%17.40). For students the most important metaphors under this theme are Artist(3 students, %2.95), Painter(2 students, %1.96), Sculptor (2 students, %1.96), Architect(2 students, %1.96), while the most important metaphors for the teachers are Baker(5 teachers, %7.25), Carpenter(4 teachers, %5.80), Cook(2 teachers, %2.90). When the teacher and student roles for each metaphor are analyzed under the “One Who Gives Shape” theme, it is possible to summarize their common features (suppositions) as such; since teachers shape their students into useful products in societal terms as a baker, cook, sculptor, carpenter, blacksmith shapes his/her raw material, the metaphors presented in Table-2 are taken into the scope of “One Who Gives Shape”.

When we inspect the metaphors put forward by the teachers, it can be seen and concluded that teachers use students as raw material for shaping into desired products (for example, “*a teacher is like a baker because a teacher moulds his/her students in the same manner a baker moulds dough, adds the necessary ingredients and shapes the students as he/she wishes.*”) as does a baker (5 teachers, %7.25) and carpenter (4 teachers, %5.80), but on the other hand, when we inspect the metaphors put forward by the students which suggests that students are not shaped by their teachers as do the teachers suggest. (Baker (1 student, %0.98), carpenter (2 students, %1.96)).

One Who Assists Personal Development

Table 1 presents the number and percentage of the students and teachers who developed each metaphor and the metaphors that form the “One Who Assists Personal Development” theme. When Table 1 is inspected, it can be seen that under the “One Who Assists Personal Development” theme 5 different metaphors are represented by 28 students (%27.45) and 23 teachers (%33.35). For students the most important metaphors under this theme are Mother-Father (23 students, %22.55), Gardener (2 students, %1.96), while the most important metaphors for the teachers are Soil (9 teachers, %13.05), Mother-Father (8 teachers, %11.60), Gardener (3 teachers, %4.35) and Farmer (3 teachers, %4.35). It is possible to summarize the common features (suppositions) of the roles of teachers and students for the metaphors in the scope of the “One Who Assists Personal Development” theme; the responsibilities of the mother-father or day care (feeding of the child, obeying rules,

helping in the resolution of his/her problems, etc.) in the development of a child or the roles (watering, fertilizing, giving vitamins, etc.) played by a gardener, farmer or soil in the development of a plant are listed in Table 1 with their reasons and the metaphors are taken into scope under the “One Who Assists Personal Development” theme.

Even though the percentages of the metaphors put forward by the students and the teachers in the scope of the “One Who Assists Personal Development” theme are similar, it can be said that they are not parallel in terms of a logical basis. It can be said that students see their teachers as their parents such that they assist more in their problems than they do in their personal development, and they spend an important part of the day with their teachers. On the other hand, in the context of the mother-father metaphor, the teachers assist in the personal development of the students differently such that they assist in the understanding of right and wrong, give discipline and good manners, teach rules and obtain good nourishment (for example, *“Teachers are like mothers-fathers because they are involved with everything that has to do with the students development. Teachers see everything students do, from the food they consume to the manner in which they talk, basically everything they do during the day, so they can correct what the students do incorrectly.”*).

It can be said that teachers explain themselves especially with the soil metaphor in order to stress how important the soil is in the development of a plant. When we look at Table 1, it can be said that teachers are not sufficiently effective over the students in the context of the “One who Assists Personal Development” theme. So it can be said that there is a need of progress to improve teacher’s knowledge on student’s psychology to be more helpful to help student’s personal development in Turkish education system.

One Who Informs

Table 1 presents the number and percentage of the students and teachers who developed each metaphor and the metaphors that form the “One Who Informs” theme. When Table 1 is inspected, it can be seen that under the “One Who Informs” theme 11 different metaphors are represented by 27 students (%26.47) and 11 teachers (%15.95). For students the most important metaphors under this theme are Book(5 students, %4.90), Encyclopaedia (4 students, %3.92), Shopping Centre (3 students, %2.95), Bank(3 students, %2.95), while the most important metaphors for the teachers are Computer(5 teachers, %7.25), Book(2 teachers, %2.90) and Library(2 teachers, %2.90). It is possible to summarize the common features (suppositions) of the roles of teachers and students for the metaphors in the scope of the “One Who Informs” theme; the metaphors of encyclopaedia, book, shopping centre, bank, treasure chest, tree, computer, and library were easily collected under the “One Who Informs” theme for the teacher. At first glance the flower, sun and candle metaphors were seen to have no correlation but a more detailed analysis showed that they were in the scope of the “One Who Informs” theme. (for example, *the honey inside a flower is collected by bees and formed into a honeycomb. Likewise, students form their future with the information they gather from their teachers. The sun and candle metaphors spread light around them. The teacher on the other hand spreads information around his/herself.*)

It can be seen from the students’ metaphors and disclosures (for example, *“A teacher is like an encyclopaedia because we can open an encyclopaedia and learn what we are*

interested in. We can learn what we want from our teachers in a similar manner.”) that they desire to have the teachers in line with their habits and in the scope of the “One Who Informs” theme. But from the metaphors mediated by the answers (for example, “A teacher is like a library because it allows students to access the information that they want. The tables and arrows inside a library give people direction to the information they want, teachers also direct students in the right direction to find information when they do research.”) given by the teachers, it can be seen that teachers prefer directing students, rather than being an “One Who Informs”, in how to access information, rather than having the student as a passive receiver of information, to have them absorb the information like a sponge and to get the students not to rely on old habits. Especially the metaphor of computer where one button is pressed to access information, whereas a teacher guides and directs a student to the correct information shows from the metaphors which are put forth by the teachers that a computer(teacher) is a medium.

One Who Heals

Table 1 presents the number and percentage of the students and teachers who developed each metaphor and the metaphors that form the “One Who Heals” theme. When Table 1 is inspected, it can be seen that under the “One Who Heals” theme 2 different metaphors are represented by 4 students (%3.92) and 1 teacher (%1.45). For students the most important metaphors under this theme are Doctor (3 students, %2.95), Psychiatrist (1 student, %0.98), while the most important metaphors for the teachers is Doctor (1 teacher, %1.45).

When the percentages and the metaphors put forward by the students are examined in Table 1, it can be seen that the students see their teachers as doctors who find cures for all of their problems (for example, “The teacher is like a doctor because whenever we are sick they take interest in us and help us get a treatment.”). However it cannot be said that teachers are healers like doctors because the percentage given to the metaphors “One Who Heals” theme is so low.

Teacher as One Who Plays

Table 1 presents the number and percentage of the students and teachers who developed each metaphor and the metaphors that form the “Teacher as One Who Plays” theme. When Table-1 is inspected, it can be seen that under the “Teacher as One Who Plays” theme 2 different metaphors are represented by 4 students (%3.92) and 10 teachers (%14.50). For students the most important metaphors under this theme are Player (3 students, %2.95), Child (1 student, %0.98), while the most important metaphors for the teachers are Actor (3 teachers, %2.95) and Child (2 teachers, %2.90).

When the percentages in Table 1 are examined, it can be seen that the students do not see their teachers as actors as much as their teachers see themselves as actors. However, when the statements of the teachers are examined it can be seen that the teachers do not sufficiently get the students attention in the class room by acting in different roles (for example, “A teacher is like an actor because the teacher acts in different roles in order to be more useful in the classroom.”).

One Who Directs

Table 1 presents the number and percentage of the students and teachers who developed each metaphor and the metaphors that form the “One Who Directs” theme. When Table 1 is inspected, it can be seen that under the “One Who Directs” theme 5 different metaphors are represented by 19 students (%18.63) and 9 teachers (%13.05). The most significant metaphors within this theme are Compass (10 students, % 9,80), Bridge (4 students, % 3,92) and Traffic Sign (3 students, % 2,95) for the students and Compass (4 teachers, % 5,80), Traffic Sign (4 teachers, % 5,80), and Bridge (1 teacher, % 1,45) for the teachers respectively.

It can be said that the teacher should be a guide in the learning-teaching process within the theme of “One Who Directs”. As seen in Table-1, although the percentages between the students and teachers are different, when the content of the metaphors asserted by students are examined it is revealed that the students may be directed by the teachers (for example, “The teacher is like a compass for he shows us our direction and we know which way to go. Also, he warns us if we head towards the wrong way). The contents of the teachers’ metaphors on the other hand, express that teachers are able to direct their students (“The teacher is like a traffic sign for traffic signs help us get to the point we like, they warn and direct us. Similarly teachers help their students attain their targets, warn and direct them) when analyzed. Therefore, it can be assessed that the ideas of teachers and students on directing are parallel.

One Who Manages

Table 1 presents the metaphors forming the theme “One Who Manages”, the number of students and teachers devising each metaphor and the percentages. When it is examined, it is seen that the theme “One Who Manages” is represented with two different metaphors, 2 students (1,96%) and 1 teacher (1,45 %). Among the most significant metaphors in this scope are the Army Commander (1 student, 0,98%) and Coach (1 student, 0,98%) for the students and the Coach (1 teacher, 1,45%) for the teachers.

When the metaphors within the theme of “One Who Manages” are examined, it can be considered that the students do not want to see their teachers and the teachers do not want to see themselves as managers, which is evident from the numbers of teachers and students and the percentages in Table 1.

One Who Gives Hope

Table 1 presents the metaphors forming the theme “One Who Gives Hope” the number of students and teachers devising each metaphor and the percentages. When it is examined, it is seen that the theme “One Who Gives Hope” is represented with only one metaphor, 2 students (1,96%) and 2 teachers (2,90 %).

When Table 1 is examined and the numbers of students and teachers as well as the percentages are looked at, it can be said that students do not have much of an expectation from their teachers about giving hope and teachers do not exert efforts to give hope to their students.

Discussion and Conclusion

Individuals who are occupied with teaching bring along certain personal attitudes regarding teaching, learning and school, which they develop in connection with the experiences they had as a result of their informal observations pertaining to their years as a student and also of the communication and interaction with their teachers of different characteristics. Bramald, Hardman and Leat (1995) and Saban (2004) put forth that these personal attitudes regarding how effective teaching should be like, which are developed as based on experiences concentrate mostly around the traditional theories of education in comparison to contemporary approaches of education. **The findings of this research support the students' metaphors on the notion of "teacher" as well as discussions in the literature in general. Around two thirds of the students (62 students, 61%) who participated in this research describe the teacher with his traditional aspects ("Providing information to the students, "shaping the students" and "directing the students"). However, this study can provide us, the educators with significant information and perspectives. For example, it can be said that there is a difference between the results obtained with respect to the students' and teachers' notion of a "teacher". Less than half of the teachers (32 teachers, 46%) who participated in the research describe the teacher with his traditional aspects. More than half of the teachers (37 teachers, 54%) argue that they have an approach that shows personal attention to and meets the needs of students in assisting their personal development that entertains during teaching, that is therapeutic and also formative in the obtainment of knowledge. It can be said that studies to be carried out in order to eliminate the students' perceiving their teacher with his traditional aspect despite such aspects are diminishing are of great importance for educators. Providing better education services largely depends on the presence of qualified teachers. Teachers who develop the talents students possess and aid the learning process, who also don't present the information readily, but aim to teach ways of reaching information and the ability to utilize the information, will be able to train the future generations. With this in mind, more attention should be given to training the teachers. Therefore in the process of training the teachers, the courses given to teacher candidates should be rearranged according to the constructivism approach. In the education programs of institutions (MOE-Anadolu Teachers High School along with HEI-Education Faculties, Ataturk Teachers Academy) which train teachers, targets related with new approaches in the education field should be determined and these targets should be reflected in the content. Within the content of these education institutions' targets and education programs, teacher candidates should; be aware of their individual talents, be able to organize cooperation and team works effectively, have learned to learn, have developed their thinking patterns, have transformed their academic talents into real life abilities, have gained effective communication skills, be able to utilize technology effectively, be able to use their time and energy wisely and be raised as teachers who can apply the new approaches required by the student-centered educational application model more efficiently.**

Clarken (1997) states that the teacher should correct mistakes and heal illnesses as a doctor and that the patient-doctor relationship can shed light on the teacher-student relationship. In addition to that, he puts forth that sick people resort to someone who knew more than they do in order to get well and to get well they should take the medicines and the advice the doctor will give. He underlines that

teachers should know how to cure intellectual and characteristic deficiencies and how to teach certain things to their students. Furthermore, he maintains that teachers should have the necessary qualifications with regard to what they are teaching but how it should be taught and that like doctors they should be liable of misuse in their profession if they give harm to their students. Within this context, according to the findings of this research it can be said that the students regard their teacher as a doctor and explain that their teacher treats them by making the right diagnosis for all **their problems. Yet, the content of teachers' metaphors points out that they are far from treating their students sufficiently.** Therefore, we can come to the conclusion that just like a doctor who needs to know human body and the reasons behind illnesses, a teacher should know how human beings learn, how their learning can be promoted and how to cure ignorance and morbid learning.

Fraser (2000) dwells upon the phenomenon of hope in order to get to know the emotional or spiritual aspects of students or discover their inner world points out that it should be utilized in teaching. In the research, when the numbers of students and teachers as well as the percentages are looked at, it can be said that students do not have much of an expectation from their teachers about giving hope and teachers do not exert efforts to give hope to their students in the light of their expectations. **Thus, it can be said that teachers' concentrating more on the phenomenon of giving hope to the students and assisting them to develop optimistic opinions by getting rid of the pessimism with respect to their future expectations will be beneficial.** In this context, it can be considered that in order for the educators to improve in that sense, case studies that reflect real-life practices should be included in in-service courses as much as possible. Within these in-house training courses, strategies creating a positive environment for learning should be provided to teachers and methods **helping to reshape both the teachers' and the students' negative behaviours and thoughts towards learning should be presented.** Also, information in relation with the intellectual, emotional, physical, social, linguistic and cultural characteristics of students at different development levels along with recognizing the developmental and intellectual differences in the learning ability and evaluating these, should be provided to teachers. In addition to these, within the in-house training courses, information in relation with; how to include the students to the learning process effectively, rearranging the materials and solutions in order to stimulate creative thinking and providing the students with an opportunity to choose with respect to **this issue, should be provided to the teachers. In order to help the teachers' learning process, necessary strategies about how to cooperate with the families should be presented.** Also, the opportunity to come together with the experienced teachers in order to benefit from their experiences should be provided to teachers.

As a result, the findings of this research present significant information on the fact that metaphors can be used as an effective tool to reveal personal perceptions of teachers and students with regard to learning, teacher and school. It can also be said that there is a need for more qualitative and quantitative studies that analyze by means of metaphors on which roles of a teacher opinions about "the teacher" mostly concentrate. Discussing and scrutinizing the results of such studies would be useful in developing, changing or questioning the perspectives related to the roles of a teacher.

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Lise Düzeyindeki Öğretmen ve Öğrencilerin “Öğretmen” Kavramına İlişkin İleri Sürdükleri Mecazlar

Atf:

Dağlı, G. (2012). Metaphors asserted by teachers and students at high school level with respect to the notion of “teacher”. *Eğitim Araştırmaları-Eurasian Journal of Educational Research*, 49/A, 29-46.

Özet

Problem Durumu: Aristo mecaz kelimesini iki anlamda kullanmıştır. Birinci anlam ilgi, kıyaslama ve benzeyişi kullanan bütün söz sanatlarına isnat etmektedir. İkinci anlamda ise kıyaslama kıyaslanan iki şeyin tanımlanması ile ifade edilmektedir. Mecaz bazı olguların aralarında neyin ortak olduğunu gördükçe, bu olguların taşıdığı genel manayı anlarız. İki olgu arasındaki ilişkiyi görebilme kabiliyeti hemen hemen zekanın tanımlarından biridir. Son yıllarda mecaz, bir bireyin yüksek düzeyde soyut, karmaşık veya kurumsal bir olguyu anlamada, açıklamada işe koşabileceği güçlü bir zihinsel araç olarak değerlendirilmektedir. Bu perspektiften bakıldığında, öğretmen ve öğrencilerin “öğretmen” olgusuna ilişkin algılarını mecazlar aracılığıyla incelemek, anlamak ve açıklamak, mecazların sadece öğretimin nasıl olması gerektiğini kavramada birer tartışma aracı olarak değil, aynı zamanda, onların birer araştırma aracı olarak da kullanılabilmesine dair önemli bir ipucu sağlamaktadır. Nitekim, son zamanlarda, öğretmen ve öğrencilerin “öğrenme” ve “öğretme” olgularına ilişkin tutumlarını, mecazlar aracılığıyla irdeleyen araştırmalar literatürde yaygınlaşmaya başlamıştır.

Türk eğitim sisteminde öğrenciler günlük eğitim süresinin çoğunluğunu sınıftaki masalarda, ezberciliğe yönelik, teorik bilgi yükleyen, uygulamadan uzak, öğrencilerden birey yetiştirilmesi yerine sadece not ağırlığına göre eğitim yapılmaktadır. Türk eğitim sisteminde sosyal etkinlikler, araştırma yapma, kütüphaneye gitme gibi faaliyetler çok sınırlı gerçekleştirilebilmektedir.

Araştırmanın Amacı: Alana katkı koymak amacıyla, lise düzeyindeki öğrencilerin ve aynı okuldaki öğretmenlerin “öğretmen” kavramına ilişkin sahip oldukları algıları mecazlar aracılığıyla ortaya çıkarmak amaçlanmıştır. Bu genel amaç çerçevesinde, aşağıdaki sorulara cevap aranmıştır:

1. "Öğretmen" kavramına ilişkin olarak öğretmen ve öğrenciler tarafından ileri sürülen mecazlar, ortak özellikleri ve farklılıkları bakımından, hangi temalar altında toplanabilir?
2. "Öğretmen" kavramına ilişkin olarak öğretmen ve öğrenciler tarafından geliştirilen mecazlar daha çok "öğretmenin" hangi yönü üzerinde yoğunlaşmaktadır?

Araştırmanın Yöntemi: Bu çalışma, nitel araştırma paradigması içinde değerlendirilen "içerik analizi" modeli çerçevesinde yürütülmüştür. Araştırmanın çalışma grubunu, Kuzey Kıbrıs Türk Cumhuriyeti başkenti Lefkoşa'da bulunan Atatürk Meslek Lisesi Lise 1. Sınıf öğrencileri (117 öğrenci) ve aynı okuldaki tüm öğretmenler (72 öğretmen) oluşturmaktadır. Araştırmada veri toplama aracı olarak Saban'ın (2004) "Giriş Düzeyindeki Sınıf Öğretmeni Adaylarının "Öğretmen" Kavramına İlişkin İleri Sürdükleri Mecazlar" konulu araştırmasında kullandığı yarı yapılandırılmış bir görüşme formu kullanılmıştır.

Araştırmaya katılan öğretmen ve öğrencilerin "öğretmen" kavramına ilişkin sahip oldukları algılarını ortaya çıkarmak için onlardan herbirinin "*Öğretmen ... gibidir, çünkü(neden) ...*" veya "*Öğretmen ... benzer; çünkü(neden) ...*" cümlesini tamamlamaları istendi. Bu çalışma, 2011-2012 eğitim ve öğretim yılı ilkbahar döneminin üçüncü haftasında öğrenciler için sınıf içi etkinlik niteliğinde, öğretmenlere ise evlerinde yazıp getirme olarak gerçekleştirildi. Bu proje için öğretmen ve öğrencilerden düşüncelerini tek bir mecaz üzerinde yoğunlaştırarak bir kağıda yazmaları istendi.

Lise öğrencileri "öğretmen" kavramına ilişkin toplam 36 adet mecaz üretirken, öğretmenler ise 21 adet mecaz üretmiştir. Öğretmenlik mesleğini yapan bireyler, öğrencilik yılları süresince gerçekleştirdikleri informal gözlemleri ve farklı yapıdaki öğretmenleriyle olan iletişim ve etkileşimleri sonucunda edindikleri tecrübelerine bağlı olarak öğrenme, öğretme ve okul gibi olgular hakkında geliştirdikleri çeşitli kişisel tutumları da beraberlerinde getirdikleri anlaşılmaktadır. Etkili öğretimin nasıl olması gerektiği hakkında yaşantılara dayalı olarak geliştirilen bu kişisel tutumların genellikle çağdaş eğitim yaklaşımlarına kıyasla daha çok geleneksel eğitim teorileri etrafında yoğunlaştığı Bramald, Hardman ve Leat (1995) ile Saban(2004) tarafından ileri sürülmektedir. Bu çerçeveden ele alındığında bu araştırmanın bulguları öğrencilerin "öğretmen" kavramı hakkında ileri sürdükleri mecazlar ile genel olarak literatürdeki tartışmaları destekler niteliktedir. Bu araştırmaya katılan öğrencilerin yaklaşık üçte ikiye yakın bir kısmı (62 öğrenci, %61) öğretmeni geleneksel yönleriyle ("öğrencilere bilgi sunma", "öğrencilere şekil verme" ve "yön gösterici") tanımlamaktadır. Ancak bu çalışma biz eğitimciler için önemli bilgiler ve perspektifler sunabilir. Çünkü yukarıda öğrencilerin "öğretmen" kavramına ilişkin ortaya çıkan sonuçlar ile öğretmenlerin "öğretmen" kavramına ilişkin ortaya çıkan sonuçlar arasında farklılık olduğu söylenebilir. Araştırmaya katılan öğretmenlerin yarıdan azı (32 öğretmen,%46) öğretmeni geleneksel yönleriyle tanımlamaktadır. Yarıdan çoğu (37 öğretmen,%54) öğretmenleri özellikle öğrencilerin kişisel gelişime yardımcı tema kapsamında bireysel ilgi ve ihtiyaçlarının karşılanması, öğretmenin öğretirken eğlendirmesi, tedavi edici ve bilginin elde edilmesinde oluşturmaya bir yaklaşım sergilediklerini savunmaktadırlar. Bu

bađlamda öğretmenlerin geleneksel yönlerinin azalmasına rağmen hala daha öğrencilerin öğretmenlerini geleneksel yönüyle algılamalarını ortadan kaldırmak için yapılacak çalışmaların biz eğitimciler açısından büyük önem arz etmekte olduđu söylenebilir.

Araştırmanın Sonuçları ve Önerileri: Sonuç olarak, bu araştırmanın bulguları, mecazlar vasıtasıyla öğretmenlerin ve öğrencilerin öğrenme, öğretmen ve okul gibi olgulara ilişkin sahip oldukları kişisel algılarını ortaya çıkarmada etkin bir araç olarak kullanılabileceğine dair önemli bilgiler sunduđu izlenimi uyandırmaktadır. Bu yönden ele alındığında, “öğretmen” hakkındaki düşüncelerin daha çok hangi öğretmen rolleri üzerinde yoğunlaştığını mecazlar aracılığıyla analiz eden daha çok sayıda nitel ve nicel araştırmaya ihtiyaç olduđu, bu tür çalışmaların sonuçlarının ele alınıp irdelenmesi, öğretmen rollerine ilişkin perspektifleri geliştirme, deđiştirme veya sorgulamada büyük yarar sağlayacağı söylenebilir.

Anahtar Sözcükler: Metaforlar, eğitim, öğretmen rolleri, öğretmen-öğrenci ilişkisi.