

## **The Comparison of the Children Metaphors of Female Students in Preschool Teaching and Various Branches**

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**ABSTRACT:** *This research aims at scrutinizing the metaphors of teacher candidates and students in various branches regarding the concept of child comparatively. The research has employed phenomenology design of qualitative research designs. The workgroup of the study is consisted of female students at 1<sup>st</sup> and 2<sup>nd</sup> year of the departments of Preschool Teaching (n1= 53), English Teaching (n2= 51) and Industrial Engineering (n3= 50) at Fatih University in 2013-2014 academic year. General metaphors (sapling, dough, flower and chocolate) of the teacher candidates of Education Faculty was seen to develop differently from those (hindrance, headache and unfrozen concrete) of the students of Industrial Engineering.*

**KEYWORDS:** *child, metaphor, perception, preschool teaching.*

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### **I. INTRODUCTION**

According to the definition provided by Turkish Language Institute (TDK), metaphor is described as mecaz (metaphor) and it was defined as using a word or concept in a way to obtain other meanings outside the acceptable uses. Plain language leads us to already existing one, but metaphor transcends the standardized patterns and meanings of the plain language and guides our way to innovation by expanding the meaning through metaphorical language. The word metaphor originates from the ancient Greek words meta which means 'beyond' and pherein which means to move and carries the meaning of moving from one place to another [1]. In a word, metaphor is an art of something through something else. In other words, it is the use of concept, word, term or phenomenon with another word in different meaning in order to explain it beautifully and better by establishing a relationship through an analogy [2]. The source of metaphor, in any metaphorical relationship, serves the function of a filter in understanding and explaining the subject of metaphor with a different perspective. They do not only have the quality of being in the forefront, but also have qualities of eliminating or covering other ideas. In addition, metaphors' function of spreading ideas is also important [3].

Metaphors expand our imagination by letting us to develop powerful perceptions, to encourage us to think and to behave differently, to gain insight and to lead to new possibilities. They are used when attempting to grasp an experience from a perspective of another experience. It invites us to see the similarities, but at the same time not to ignore the differences. For example, the metaphor of man is a lion attracts attention to the lion-like bravery, strength or ferocity just as it covers the case of the same person being possibly a demon, a saint or a hermit. With this aspect, metaphors hold the danger of distorting within themselves [4,5]. The correctly-used metaphor adds charm, clarity and distinguishability to the statement by associating the known with the unknown [6].

Metaphors, at the same time, are also defined as the language of experience in terms of giving meaning to the individuals' personal experiences [7]. They give direction to our practice, shed light and provide guidance when considering them from this perspective. Indeed, the statement of "If a picture is worth 1000 words, then a metaphor is worth 1000 pictures; because while a picture only presents a static image, a metaphor provides a mental framework for thinking about a phenomenon" [7] reveals the importance of metaphors in human life in general and especially educators' power to understand and explain their practices effectively.

Metaphors are good for expressing the thing desired in a more emphatic way through less number of words. In other words, it is possible to seize the chance of expressing a power expression with a less number of words through metaphors. For example, meanings, such as the limitation of provisions and light, experience of hardship, unhygienic setting, and the existence of limited living spaces and many various meanings can be inferred from the sentence of dormitory was like a prison for me. Therefore, metaphors guide individuals to think creatively, to imagine and to make sense of it in their lives. In this regard, it is inevitable for individuals to make sure of metaphors when defining their thoughts, feelings and lives [8].

According to Forceville, there should be at least three basic elements in any metaphor relationship [9]. These include: (1) the subject of metaphors (for example, the word school in school is a treatment facility or the word student in student is a plant), (2) the source of the metaphor (for example, the concept treatment facility in

school is a treatment facility or the word plant in student is a plant) and (3)properties intended to be attributed from the source of the metaphor to the subject of the metaphor (for example, School is a treatment facility. Because students, who come from every culture and sect of life, are educated at school and they are sent back to the society as a citizen desired by the society or Student is a plant. Because he/she is in need of care and has yet to take a shape).

### **Theories Related to Metaphors**

Metaphors have been perceived as the words used outside of their actual meaning since Aristotle and seen as a rhetorical and poetic tool. Therefore, they are said to be the subject of the language, but not of thought in classical theories of language [10]. But, in the work called *Metaphors We Live By* written in 1980 by George Lakoff and Mark Johnson, two cognitive scientists, metaphors is stressed as a reflection of our thought system, not only a linguistic matter. According to this theory, metaphoric concepts structure the manner we perceive things, our way of finding our way in the world and the way we communicate with other people [1].Lakoff and Johnson stated that metaphor should not only be dealt with in the context of language, because the frame of mind was formed before it and it proves to be important in revealing the structure of human mind. Lakoff named the scientific field in which he researched what the human mind was, how we made sense of what experienced, what the conceptual systems were and how they were organized as cognitive science. According to Lakoff and Johnson, the human mind performs the process of creating a metaphor with categorical thinking. This is the case of highlighting some features of the experienced situation that we mentioned earlier and withholding some of them by pushing them back. Metaphors are also a reflection of the culture and an indicator of how people make sense of their experiences in the society they evolved [6].

Language's ability to make and use metaphor is possible by means of human mind's ability to develop conceptual thinking based on metaphor. Reaching the underlying metaphorical concept is likely to occur by analyzing the metaphorical structure. Metaphors are discussed on the basis of sentence and discourse and are mostly directed to the construction of human mind rather than a feature of the language[6].

From the perspective of the theory of psychoanalysis, Freud indicated that raw emotions and thoughts in the subconscious leaks into the field of consciousness over preconscious. He stated that this was carried out through metaphors [6]. The unconscious can only be represented by the metaphorical way.

Metaphors (similes, figures of speech, borrowings, figurative expressions) are one of the most powerful mental tools that structure, direct and control our thoughts about the occurrence and functions of events [7]. Kilicand Arkan [11] agreed with this opinion of Saban [7] and stated that metaphors are used for showing how the truth and life were interpreted in addition to managing our daily thoughts and actions in a conscious or unconscious way. Metaphors gain importance due to their role in structuring our thought system. All those that were made in the world and all thoughts are controlled by them. A person's thought system is revealed when analyzed metaphors used by him/her [12].

Metaphorical analyses are quite frequently used in the field of education. Topics, such as culture and teacher [13], curriculum development[14], school[9], principal[15]teacher [15, 16], student[16, 17], education planning process, [18], organizational culture[19], geography[20, 21]school culture [22], school principal[23], mathematics[24], geographic information system [25], training programs[26],Turkish[27], class[28], and the relationship between culture and language [29] were seen to be examined metaphorically when analyzing the relevant literature.

It is quite important to determine the concept of children in the minds of teachers who guide the educational life. Among the studies conducted so far, the concept of children in the minds of Preschool Teachers was metaphorically determined by Kuyucu, Sahin and Kapicioglu [30]. A total of 72 metaphors were produced as a result of the study conducted with 100 participants. These metaphors were collected in ten different categories in terms of their common features. The category with the most number of metaphors in terms of produced metaphors was revealed to be children as a moldable raw material. It was then followed by children as a passive recipient and children as a creature in need of care.Kildan, Ahi, and Uluman [31] studied the viewpoints of 104 teacher candidates to the concept of children through metaphors. The most common one among 86 metaphors determined in the study included plant, dough and flower. It was also found out that the students of Preschool Teaching produced 30 metaphors.

In this study, not only the children perceptions of Preschool Teaching candidates were compared, but also those of English Language Teaching candidates and the Industrial Engineering students. It was thought that the comparison of teacher candidates with the candidates of another profession would be effective in shaping the outlook against the teaching role and profession. Based on these thoughts, the study was conducted on the basis of the opinions of female students regarding the perception of children studying in different disciplines through metaphors. For this purpose, answers to the following questions were sought:i.which metaphors did female students in different departments produce related to the perception of children? ii. Under which conceptual

categories were the metaphors produced collected in terms of their common features? iii. Do conceptual categories differ in terms of the departments of the candidates?

## II. METHODOLOGY

### Research Design

Phenomenology, a qualitative research design, was used in this study. Phenomenology study design focuses on the cases that we are aware of but do not have an in-depth and detailed understanding. Phenomenology provides a suitable environment for the examination of cases that we are already aware of but could not fully understand [32].

### Research Group

A total of 154 female students, studying in the 1st and 2nd years of Preschool Teaching (n1=53), English Language Teaching (n2=51) and Industrial Engineering (n3=50) in 2013-2014 academic year at Fatih University, constituted the research group of this study.

### Data Collection Tools

The participants were asked to complete the portions left blank in a semi-structured sentence that contains children ..... like; because ..... in line with the purpose of the study. In this way, it was intended to reveal the perception of children in the minds of the participants and to justify the description of the metaphors (reasons) in a more comprehensive manner.

### Data Analysis

The data obtained in the study were analyzed in accordance with the content analysis method. The main goal in content analysis is to reach concepts and relationships that could explain the data collected [32]. The analysis phases, which were used by Saban [9, 33] and were given below, were followed while conducting content analysis: i. naming phase, ii. elimination and purification phase, iii. compilation and category development phase and iv. ensuring validity and reliability phase.

**Phase 1: Naming Phase:** Metaphors, produced by students, were defined as concepts (for example, dough, tree, flower etc.).

**Phase 2: Classification (Elimination and Purification) Phase:** In this phase, metaphors, produced by students, were grouped in terms of their common features using content analysis technique [32]. Categories were created by taking recurring metaphors into consideration. In this way, metaphors, whose reasons were not written even though metaphors were created or which were not connected with the source of the metaphor and which contained features that belong to more than one category, were eliminated and excluded from the scope of the study when examining the metaphors produced by the students.

**Phase 3: Re-organization and Compilation Phase:** Invalid metaphors were excluded from the assessment. The same metaphor list was created in order to constitute a source to metaphor classifications.

**Phase 4: Category Development Phase:**Metaphors, produced by students, were examined in terms of their common features. Logical explanations related to metaphors produced by the participants were looked at and the conceptual categories were created on the basis of sample metaphor list prepared. For example, Children as a mysterious creature, children as a creature in need of care, and children as a developing creature. In addition, the produced metaphors were grouped in qualification categories such as active/passive, barriers/opportunities, dead / living and potential/barren

## III. RESULTS AND DISCUSSION

Within the framework of the findings of the study, frequency distribution of metaphors produced by Preschool Teaching candidates, English Language Teaching candidates and Industrial Engineering students related to the perception of children was given in Table 1.

**Table 1. Frequencies (f) of produced metaphors by department**

Department	Metaphor	Metaphor	Metaphor
Preschool Teaching(PRESC)	Flower	Computer	Cassette
	Dough	Blank board	Clay
	Sugar	Mud	Book
	Seed	Chocolate	Mineral
	Mirror	Grass	Angel
	Plant	Mountain	Magnet

	Camera		Newspaper		Inventor	
	Tree		Rainbow		Play dough	
	Tree branch		Sun		Representative of love	
	Tentacles of Octopus		Swimming pool		Stress ball	
	Gold		Life		Water	
	Honey		Sculpture		Rain	
	White cloud		Medicine		Bow	
					Egg	
Industrial Engineering(ENGR)	Tree		Chip		Butterfly	
	Flower		Iron		Book	
	Dough		Circuit		Angel	
	Plant		Unhardened cement		Magnet	
	Center		Source of pleasure		Joy	
	Toy		Dough of bread		Cotton	
	Hindrance		Vacuum cleaner		Color	
	Mirror		Charged		Food that I dislike	
	Headache		Sun		Water	
	An empty pool		Light of life		Seed	
	Blank paper		Peace		Coarse stone	
	Cloud		Pen			
	Monster		Cat			
English Language Teaching(ELT)	Flower		Coloring Pencil		Kitten	
	Tree		Cloud		Limon candy	
	Chocolate		Steak tartar		Angel	
	Plant		Iron		Fruit	
	Happiness		Domestic Pet		Play dough	
	Love		Paralyzed		Toy	
	Mirror		Silver necklace		Water	
	Balloon		Sun		Sugar	
	White paper		Taste of life		Technology	
	Empty glass		Stuffed meatballs		Soil	
	A blank page		Closed Box			
	An empty plate		Cat			

Metaphors, produced in relation to the concept of children, were listed in Table 1 according to their frequency. Preschool Teaching female teacher candidates produced 40, Industrial Engineering female teacher candidates 37 and English Language Teaching female teacher candidates 34 metaphors. When produced metaphors were examined, while a more loving, understanding and sincere approach could be seen in the metaphors produced by Preschool Teaching candidates, it attracted attention that Industrial Engineering students used words related to their own fields such as chip and circuit while describing children. English Language Teaching candidates were observed both to display an approach similar to that of Preschool Teaching candidates and to assess children mostly as creature in need of care. Metaphors, such as paralyzed and domestic pet, attracted attention. In the study of Kuyucu, Sahin and Kapicioglu [30], conducted with 100 Preschool Teaching candidates and called The Perception of Children in the Minds of Preschool Teaching Candidates, 45 different metaphors were produced and the number of recurring metaphors was observed to be 19. In the study of Kildan, Ahi, and Uluman [31], the most frequently produced metaphors by teacher candidates were discovered to be flower, dough and plant. Metaphors produced in both the studies and the most frequent metaphors between them showed significant parallelism with the results of our study.

### Source Categories in the Classification of Metaphors

Based on the findings obtained in the study, metaphors were collected under a total of 14 categories including reflective creature, active creature, moldable creature, restricting creature, needy creature, developing creature, affirming creature, precious creature, pure creature, principle creature, dynamic creature, mysterious creature, creature of source and passive recipient.

In the study of Kuyucu, Sahin and Kapicioglu [30], metaphors were examined in 10 conceptual category including children as reflection, children as receivers, children as developing creatures, children as precious creature, children as moldable raw materials, children as source of happiness, children as source of purity and love, children as the foundation of society and future, children as mysterious creature, and child as creature in need of attention and care. Metaphors produced in this study were classified into 14 different categories as seen below (See. Table 2).

**Table2. Frequencies (f) and percentages (%) of metaphors produced on the basis of metaphoric categories in terms of department**

PRESCHOOL			ENG			ELT		
Category	Number of Metaphors		Category	Number of Metaphors		Category	Number of Metaphors	
	f	%		f	%		f	%
Active Creature	9	16,98	Reflective Creature	13	26,00	Needy Creature	11	21,57
Needy Creature	8	15,09	Active Creature	7	14,00	Active Creature	8	15,69
Moldable	8	15,09	Moldable	6	12,00	Moldable	8	15,69
Passive Recipient	5	9,43	Barrier Creature	4	8,00	Reflective Creature	7	13,73
Developing Creature	4	7,55	Needy Creature	4	8,00	Developing Creature	5	9,80
Pure Creature	4	7,55	Developing Creature	3	6,00	Affirming	3	5,88
Reflective Creature	4	7,55	Affirming	3	6,00	Pure Creature	3	5,88
Dynamic Creature	2	3,77	Precious Creature	2	4,00	Mysterious Creature	2	3,92
Mysterious Creature	2	3,77	Pure Creature	2	4,00	Creature of Foundation	2	3,92
Raw Material	2	3,77	Creature of Foundation	2	4,00	Changeable Creature	1	1,96
Affirming	2	3,77	Dynamic Creature	1	2,00	Dynamic Creature	1	1,96
Creature of Foundation	2	3,77	Mysterious Creature	1	2,00			
Productive Creature	1	1,89	Creature of Source	1	2,00			
			Passive Recipient	1	2,00			

When examined on the basis of category, while Preschool Teaching candidates saw the child as a creature who affect our lives the most, Industrial Engineering students as a reflective creature, and English Language Teaching candidates as a needy creature. While 8% of Industrial Engineering students considered the child as a barrier in their lives, Preschool Teaching and English Language Teaching candidates never saw them as barriers. This difference was thought to have generated from the fact that the students of both the departments are the students of the Faculty of Education and therefore the already existing positive mental infrastructure they have toward to the child.

When compared in terms of the number of categories, the students of English Language Teaching department were seen to create lesser number of metaphorical categories in comparison with the students of other departments. The least recurring metaphor was seen in Preschool Teaching candidates when paying attention to the number of metaphors produced in categories on the basis of departments, Industrial Engineering students and English Language Teaching candidates repeated more metaphors on categorical basis. The concept of children was seen to be active, needy and moldable in all three of them when looking at the first 5 most recurring categories in all branches. These three categories can be said to reflect children's nature and the viewpoint of the culture in which we socially live. The children's neediness in our culture and their need for protection were emphasized in a symposium organized by Istanbul Security Directorate (IEM)[34] on child abuse. The research findings were consistent with this finding.

The findings in each category were given separately for a detailed assessment. The sample metaphors, given in each category, were shown with the information of by which teacher candidate it was produced.

**Children as Mysterious Creatures:** Metaphors, which describe children as indefinable, closed and different in the inside and outside, were collected in this category. In this category, while only Preschool Teaching candidates produced two different metaphors including eggs and mountain, no metaphors were produced in other branches. The metaphor samples, produced in this category, were included below.

Children are like mountains, because they are large enough to be discovered (PRESC31)

Children are like eggs, because they are closed outside but changeable inside (PRESC23)

**Children as Needy Creatures:** Metaphors, which describe children as a weak, dependent and unpredictable, were collected in this group. In this category, while Preschool Teaching candidates produced plant, dough, seed and flower metaphors, Industrial Engineering students produced flower and custodial. English Language Teaching candidates, unlike others, used metaphors such as sun, paralyzed and domestic pet. Metaphor examples, produced in this category, were given below.

Children are like plants, because they grow and blossom if you look after them (PRESC27)

Children are like dough, because they are in need of education and should be kneaded nicely (PRESC43)

Children are like flowers, because they blossom when shown interest (ENGR46)

Children are like domestic pets, because you feed and look after them (ELT21)

Children are like paralyzed people, because they can't tell their needs like eating, sitting and toilet (ELT9)

Even though Preschool Teaching candidates defined children much as needy in the metaphors they produced, it can be thought that they could have felt themselves more responsible towards children and defined this situation as neediness. However, it was noteworthy that English Language Teaching candidates preferred to use paralyzed and domestic pet in metaphors they produced in order to express neediness because they could have seen children in need of help as much as a paralyzed person.

**Children as Moldable Creatures:** Metaphors, which define children as a creature altering by an external factor and changing shape, form and nature, were collected in this category. In this category, while Preschool Teaching candidates used metaphors such as tree, mud, sculpture and clay, Industrial Engineering students produced metaphors such as iron, blank paper and toy. English Language Teaching candidates produced metaphors like white paper, steak tartar, and empty glass. When examining the metaphors produced especially by Preschool Teaching candidates, it was noteworthy that they were thought more artistically than other groups. Metaphor examples, produced in this category, were given below.

Children are like clay, because you give a shape to them (PRESC2)

Children are like play dough, because they are shaped (PRESC43)

Children are like iron, because you can pull them any way you like and give them a shape (ENGR45)

Children are like blank papers, because we fill them ourselves (ENGR40)

Children are like steak tartar, because they get better as you knead and take a shape (ELT44)

Children are like empty glasses, because they take whatever you put inside (ELT28)

**Children as Barrier Creatures:** Metaphors, which define children as impediment hindering movement and restricting freedom, were collected in this category. In this category, while Preschool Teaching and English Language Teaching candidates did not produce any metaphors, Industrial Engineering students produced metaphors of monster, impediment, food I dislike and headache. No production of metaphors in this category by both Preschool and English Language Teaching candidates might have something to do with them having no negative thoughts against children. The metaphors, produced by Industrial Engineering students, also strengthened this finding. Metaphor examples, produced in this category, were given below.

Children are like monsters, because they don't obey and are always on the move (ENGR30)

Children are impediments, because they restrict people's freedom (ENGR6)

Children are like food I dislike, because they are unnecessary (ENGR7)

Children are headache, because their requests never end and often whine (ENGR8)

**Children as Pure Creatures:** Metaphors, which define children as innocent, clean, pure and unchanged, were collected in this category. Metaphors, such as angel, rain, cloud and cat, were produced in this category. It was an expected result when considering children as the representative of innocence that the metaphors produced were developed in accordance with this explanatory judgment. Metaphor examples, produced in this category, were given below.

Children are like angels, because they have no sins (PRESC42)

Children are like rain, because they are immaculate (PRESC53)

Children are like clouds, because they are the symbol of purity (ENGR9)

Children are like cats, because they are innocent and cute (ELT23)

Children are like clouds because they are uncontaminated and clean creatures (ELT29)

**Children as Reflective Creatures:** Metaphors, which describe children as mimicking, displaying event, reflective, trying to imitate whatever they see and revealing creature, were collected in this group. In this category, while Preschool Teaching candidates produced mirror and newspaper metaphors, Industrial Engineering students used the metaphors in the sense of reflective such as dough, tree and flower, and English Language Teaching candidates produced metaphors such as love, toy and soil. Metaphor examples, produced in this category, were given below.

Children are like mirrors, because they reflect adults (PRESC45)

Children are like newspapers, because they are uncensored (PRESC50)

Children are like fieldstones, because they develop in accordance with the preference of their family (ENGR36)

Children are like plants, because they are formed in the same way they grow up (ENGR28)

Children are love, because they come into existence as a result of love (ELT50)

Children are like soil, because you can see good things you cultivate good things accordingly (ELT17)

Metaphors, such as mirror and newspaper, were considered to be more related to children pedagogically when examining reflective metaphors such as newspaper and mirror produced by Preschool Teaching candidates and metaphors such as love and love produced by other candidates in terms of directly reflective material feature of metaphor.

**Children as Passive Recipient:** Metaphors, which describe children as creatures who are all-receiving, recording, non-rejecting and feed from the environment, were collected in this group. In this category, while Preschool Teaching candidates produced computer, camera and cassette metaphors, Industrial Engineering students generated magnet metaphor, but English Language Teaching students did not produce any metaphors in this category. Metaphor examples, produced in this category, were given below.

Children are like computers, because they record (PRESC18)

Children are like cameras, because they record everything (PRESC32)

Children are like cassettes, because they record (PRESC51)

Children are like magnets, because they collect everything around them(ENGR27)

When examining metaphors produced especially by Preschool Teaching candidates such as computer, camera and cassette, it can be thought that they were evaluated in that way as if each of them was passively feeding from the environment, but they exude and display in some way. But, it was noteworthy that magnet metaphor, produced by Industrial Engineering students, was only recipient.

**Children as Developing Creatures:**Metaphors, which evaluated children as growing, increasing and progressive creatures, were collected in this category. While Preschool Teaching candidates produced metaphors such as empty plates and pool, Industrial Engineering students generated metaphors of chip and book and English Language Teaching candidates produced metaphors such as blank page and technology. Metaphor examples, produced in this category, were given below.

Children are like empty plates, because it is in our hands to fill them(PRESC14)

Children are like pools, because they grow, become mature and bear fruit (PRESC5)

Children are like chips, because we upload information and develop them(ENGR41)

Children are like books, because we come to learn more and more aspects about them(ENGR29)

Children are like blank pages, because they grow in time, but they are unaware and know nothing in the beginning (ELT43)

Children are like technology, because we learn new things and get to develop as we work on them (ELT45)

**Children as Precious Creatures:** Metaphors, describing children as rare and the one enriching the owner, were included in this category. In this category, while Preschool Teaching and English Language Teaching candidates produced no metaphors, Industrial Engineering students produced the metaphor or central. Metaphor examples, produced in this category, were given below.

Children are like centers, because they are the most important part of parents (ENGR17)

**Children as Creatures of Source:** Metaphors, which define children as life-giving, point of departure and self-energized creatures, were shown in this group. In this category, only Industrial Engineering students produced flower metaphor. Metaphor examples, produced in this category, were given below.

Children are like flowers, because they are indispensable source of life (ENGR20)

**Children as Raw Materials:**Metaphors, which describe children as creatures constituting the basis of an unprocessed product, were included in this category. In this category, only English Language Teaching candidates produced metaphors such as gold and mineral. Metaphor examples, produced in this category, were given below.

Children are like gold, because they need to be processed (ELT44)

Children are like minerals, because their value increase as they are processed(ELT8)

**Children as Active Creatures:** Metaphors, describing children as causing, healing, medicine, key, potion, jimmy, panacea and joker, were collected in this group. In this category, Preschool Teaching candidates produced metaphors such as medicine, stress ball and chocolate, Industrial Engineering students generated metaphors such as vacuum cleaner, color and light of life and English Language Teaching candidates produced metaphors of happiness and taste of life. Metaphor examples, produced in this category, were given below.

Children are like medicine, because they make people happy and make them laugh (PRESC9)

Children are like stress balls, because they make one calm (PRESC26)

Children are like vacuum cleaners because they collect a lot of things like family members (ENGR44)

Children are like colors, because they add meaning to our lives (ENGR47)

Children are like lemon candies, because they sometimes try people's patience and sometimes give pleasure (ELT39)

Children are like chocolates, because they add flavor and gives happiness (ELT24)

All three candidate groups' production of active-natured metaphors related to children shed light were thematic enough to shed light to one important feature of the child. It can be assessed as a perception that the children created an effect, whether positive or negative, in the minds of candidates and were the pioneer of change, movement and development.

**Children as Changing Creatures:** Metaphors, stating children as unpredictable, indecisive, and inconsistent, were included in this category. In this category, only English Language Teaching candidates produced balloon metaphor. Metaphor examples, produced in this category, were given below.

Children are like balloons, because they are all in different colors (ELT37)

Even though children were generally know to be creatures, whose one state does not match with the other state, it can be assessed that the perceptions of candidate groups regarding these characteristics of children were not at level of consciousness.

**Children as Affirming Creatures:**Metaphors, in the nature that children generally changed the environment they remain towards a positive direction, were included in this category. In this category, while Preschool Teaching candidates produced flower metaphor, Industrial Engineering students generated metaphors of source of entertainment and cotton. English Language Teaching candidates produced flower and sugar metaphors. Metaphor examples, produced in this category, were given below.

Children are like flowers, because they are fragrant and colorful (PRESC46)

Children are source of entertainment, because their only concern is their games (ENGR4)

Children are like cottons, because they are sympathetic(ENGR11)

Children are like flowers, because they are colorful and alive and well(ELT35)

Children are sugar, because children are very sweet(ELT25)

It can be assessed when examining the nature and grounds of these metaphors that the perception of children being creatures leaving positive effects was developed vigorously. It was possible to see the traces of child is good perspective of our culture generally in this perception.

**Children as Dynamic Creatures:** Metaphors, which reveal the perception of children as active, dynamic and restless due to their nature, were included in this category. In this category, while Preschool Teaching candidates produced octopus and bow metaphors, Industrial Engineering students generated butterfly metaphor and English Language Teaching candidates produced coloring pen metaphor. Metaphor examples, produced in this category, were given below.

Children are like tentacles of octopus, because they move constantly and do not stay still (PRESC49)

Children are like bows, because they are always on the move (PRESC40)

Children are like butterflies, because they are active, fast and sensitive (ENGR13)

Children are like coloring pens, because they are colorful and active (ELT34)

From these metaphors, it was noteworthy that children were assessed by all three candidate groups with their potential for movement. Especially the metaphor of tentacles of octopus, developed by Preschool Teaching candidates, strengthened the presence of perception that children were not only dynamic, but also this dynamism surrounded its environment. Similarly, bow metaphor suggested an accumulated dynamism and stretching. This perception also suggested dynamism ready to move at any moment.

### Recurring Metaphors

More than one recurring metaphor was identified in all three candidate groups(See. Table 3). Even though they differed partially on the basis of branches, metaphors of the same type were generally seen to recur when examining their nature.

**Table 3. Frequency and percentage of recurring metaphors by branches in overall total**

PRESC			ENGR			ELT		
Meta			Metaphor		%	Metaphor		
Flow			Tree		1	Flower		
Dou			Flower		1	Tree		
Suga			Dough		6	Chocolate		
Seed			Plant		4	Plant		
Mirr			Center		4	Happiness		
Plant			Toy		4	Love		
Cam			Impediment		2	Mirror		

Flower metaphor's being in the nature of recurring at the highest level in all three branches located in Table 3 indicated a significant positive perception about the children. Again, these metaphors, recurred in all groups, all being almost positive in nature strengthened the assessment that children generally evoked positive perceptions.

### Qualitative Classification of Metaphors

When examining metaphors in terms of general nature and considering their grounds, 4 different categories emerged including Active / Passive, Alive / Dead, Facility / Barrier and Potential / Barren.



**Table 4. Classification of metaphors by branches in terms of nature**

PRESC			ENGR			ELT		
Category			Category			Category		
Active	1	4,62	Active	8	4,00	Active	0	,80
Passive	2	0,38	Passive	2	1,00	Passive	1	5,20
Barrier	2	,66	Barrier	1	,50	Barrier	0	,80
Facility	1	9,34	Facility	9	9,50	Facility	1	5,20
Alive	7	2,74	Alive	8	4,00	Alive	7	3,24
Dead	6	2,26	Dead	2	1,00	Dead	4	1,76
Potential	7	2,17	Potential	4	2,00	Potential	5	2,06
Barren		,83	Barren		,00	Barren		,94

When looking at Active – Passive classification, English Language Teaching candidates saw children mostly passive. It can be concluded based on this that they did not know the nature of children as much as Preschool Teaching candidates and perceived them not as they are, but creatures that can be intervened and molded.

When considering in terms of Barrier – Facility, children were considered as facility in all branches. Even though English Language Teaching candidates were close to social sciences compared to both Preschool Teaching candidate and Industrial Engineering students (5.50%), they produced metaphor in the nature of barrier at a higher rate (9.80%).

In terms of Alive – Dead, all branches displayed similarities and actually defined children as productive.

In Potential – Barren classification, many metaphors were produced in all branches in the direction of children as potential. This showed that we cared about children as a community and they were at the center of our lives.

#### IV. CONCLUSION AND RECOMMENDATIONS

It is necessary to principally obtain basic concepts of that field accurately and according to scientific facts in order to have information on any field or subject and to be able to develop ideas [25]. Therefore, what kinds of metaphors the female students of Preschool Teaching, English Language Teaching and Industrial Engineering have regarding the concept of children was attempted to be examined by a qualitative research in order to reveal the perception of children in the minds of Preschool Teaching candidates included in the study group and to add quality and effectiveness to the teacher training programs. The following results were obtained in the study conducted:

- The female students of Preschool Teaching department have metaphors more positive in nature related to children compared to the students of other branches;
- When comparing the metaphors developed on the basis of branches, Preschool Teaching students developed metaphors closer to the real nature of the child in a narrow scope, the differentiation in other branches was further increased and they were observed to develop metaphors that would be in distant relationship with the child's problematic area and nature;
- The female students of Preschool Teaching generated metaphors of active, facility and potential in nature related to children compared to the female students of English Language Teaching and Industrial Engineering;
- The female students of Preschool Teaching were determined to have produced children-related metaphors the most in active, needy and moldable categories.

The results obtained from the study provided explanatory data related to the field. There is great faith for conducting a more detailed study related to this field. There is a benefit in the expansion of the study especially in the examination of whether or not Preschool Teaching candidates showed similarities or differences with other departments of the Faculty of Education. Based on the data obtained, it is considered to be beneficial to enrich teacher training programs with contents and activities that would remove negative perceptions related to the field.

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