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AN INVESTIGATION OF METAPHORS ON THE CONCEPT OF TEACHER AMONG PRESERVICE TURKISH TEACHERS

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An Investigation of Metaphors on the Concept of Teacher among Preservice Turkish Teachers

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Abstract

The purpose of this study is to investigate the perception of preservice Turkish teachers with respect to the concept of teacher through metaphors. The research has the research pattern adopted the *phenomenology pattern*, a qualitative research approach which prioritizes examining and understanding social phenomena within the context they belong to. The participants consist of freshman students studying at the departments of Turkish Language Teaching at Yildiz Technical University (46), Sabahattin Zaim University (36) and Aydin University (32) during 2013-2014 academic year. The present study is of a particular importance since the sample includes preservice students from private universities. The questions pursued in the study are which metaphors preservice Turkish teachers produce for the concept of teacher and which conceptual categories those metaphors are sorted out based on their common features. To that end, the participants are asked to complete the sentence "*A teacher is like ..... , because ......*". Content analysis, a qualitative data analysis method, is employed during the data analysis process. According to the findings, the preservice Turkish teachers have produced 42 valid metaphors. The results obtained in the research yield that preservice Turkish teachers consider the concept of teacher as source of information, mentor and guide, example of love and sacrifice, molder.

Keywords: preservice Turkish teachers, concept of teacher, metaphors, education, student, teacher.

Introduction

The most essential element of educational activities is the teacher. It is defined as a special profession obtained with a training on general knowledge, a field of expertise, education and pedagogy by Article 43 of the Fundamental Law of National Education No. 1739 (MEB, 1973). The teacher is responsible for

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organizing the teaching environment, carrying out the activities, as well as selecting teaching methods and putting them into practice (Ekiz, 2011; Sisman, 2000; Yilman, 2006). The advances in science and technology, the studies conducted in the philosophy of education, the new attitude towards individuals as a result of the changing world have forced adoption of a new role definition for the functions of teaching. The teacher is no longer the only source of information but is a mentor positioned at the access points to ever increasing source of information. That approach, also named as student-centered education, underlies the building block of modern education paradigm.

Metaphor is carrying meaning across with serious changes in the original meaning of that word (Levine, 2005). The basis of metaphors is understanding and experiencing one thing through the perspective of another thing (Lakoff & Johnson, 2005, p. 27). Taylor (1984, as cited in Arslan & Bayrakci, 2006) argues that metaphors enable us to reconceptualize, to see things from different perspectives and to realize the matters that we previously miss by establishing connections from the object or phenomenon we try to understand to the conceptual network of a different semantic domain. Metaphors allow people to see a phenomenon as another one by moving their particular mode of understanding to another mode (Saban, 2008). Metaphors, meaning analogy, can be defined as expressing an entity in terms of another one (Sonmez, 1993). They enable making connections by delineating the similarities between new information and pre-existing information; hence, help explaining new information concretely (Senemoglu, 2005: 564). Metaphors can essentially be employed to shape individuals' emotions, cognition, perception and thoughts, which is of importance as they all influence everyday behavior (Collins & Green, 1990). Richardson (2003) also discusses that metaphors are of significance since they directly reflect personal values. In addition, metaphors are known to reveal pre-experience (Zhao, Coombs & Zhou, 2010) and to get affected by the culture (Adler, 2008). What is meant by metaphor is, essentially, expressing a concept or a phenomenon by likening it to another concept or phenomenon (Oxford, Tomlinson, Barcelos, Harrington, Lavine, Saleh, & Longhini, 1998). From that aspect, metaphor is powerful mental tool that an individual can adopt while understanding and explaining highly abstract, sophisticated or conceptual phenomenon. As Shuell (1990, p. 102) states if a picture is worth 1000 words, a metaphor is worth 1000 pictures.

As Yob (2003, p. 134) underlines, a metaphor is basically a symbol of the phenomenon in question, not the phenomenon itself. Metaphor is a cognitive action aiming to conceptualize one experience in terms of other experience (Morgan, 1998; Kalnicka, 2006; Cojocaru, Bragaru & Ciuchi, 2012). Metaphors are also the language for experience as they ascribe meaning to individuals' personal experience (Miller, 1987). Metaphor was problematized and tackled for investigation in the fields of language and thought in the 18th century (McGlone, 2007:

110). Similarly, Modell (2009: 6-11) puts forward the relationship between metaphor and thought, and he also highlights that metaphors lay a bridge between knowledge and emotion. People resort to metaphorical expressions either depicting their own emotions and ideas or characterizing the emotions or ideas they encounter (Gecit & Gencer, 2011). In other words, metaphor is the attempt to explain the target conceptual domain with what is carried from the source conceptual (Dobric, 2010). As the match between source conceptual domain and target conceptual domain increases, the amount of information regarding the target domain expands (Sajaniemi & Stutzle, 2007).

Metaphor is conveying meaning from one thing to another (Nikitina&Furuoka, 2008, p. 194). Metaphor is considered as a symbolic language construction that two different ideas or concepts are connected to switch from one experiential domain to another or make a comparison (Palmquist, 2001, p. 1). Metaphors can also be defined as expressing one concept of situation with another concept or situation depending on the linguistic use with symbolic purpose (Abrams, 1999: 155). The meaning of metaphors in the conceptual domain is establishing relationship among words and conceptual domains as well as fields of knowledge (Heywood, Elena & Mick, 2002). Metaphors enrich and vary the language (Wulf & Dudis 2005: 330).

Literature Review

Metaphors in teacher training can be used as a means to direct teaching applications and to determine the orientation of preservice teachers with respect to the educational approach (Vadeboncoeur & Torres, 2003: 88). Researchers remark that metaphors prove fruitful in understanding individuals' concept of teaching and teacher as well as understanding their roles in education (Bullough, 1991: 43-51). The conclusion that numerous researches (MacCormac, 1990: 9; Belth, 1993, p. 36; Bowman, 1996-1997: 1-2; Bozlk, 2002: 142-151) achieve is that metaphors reflect people's mentality. The investigation of the perception, attitudes and beliefs of preservice teachers through metaphorical analysis constitute one of the main aims of teacher training studies (Noyes, 2004). Moreover, metaphors help teachers and preservice teachers to know more about themselves (Ben-Peretz, Mendelson & Kron, 2003: 285-286; Leavy, McSorley & Bote, 2007: 1217-1233), to change their opinions about education, to attract the preservice teacher to the expected educational approach (Greves, 2005: 95-109), and to remove the gap between theory and practice in teacher training (Leavy et al., 2007: 1217-1233). Martinez, Sauleda and Huber (2001: 965-977) argue that the metaphors on learning and teaching can be classified based on three perspectives: behavioral/experimental perspective, cognitive perspective and situational or socio-historical perspective. Another study (Alger, 2009: 743-751) has examined

the metaphor categories of metaphors produced by teachers according to two perspectives: student-centered and teacher-centered. Metaphors are adopted in several studies in order to identify the opinions of employed and preservice teachers regarding education, teacher, student, learning and other subjects:

Table 1. *Examples for the Researches Carried Out With Metaphors in the Education Body of Literature*

Researcher / Year of Research	Concept of Interest	Participants
Inbar (1996)	Student-School-Principal-Teacher	4-12 grade students, preservice teachers, Elementary and Secondary Education teachers, administrators, members of the faculty of education
Mahlios and Maxon (1998)	School	Preservice Elementary and Secondary Education teachers
Guzel Stichert (2005)	Student-School-Teacher	Preservice Science, Biology, Physics and Chemistry teachers
Saban (2006)	Information	Primary school students and teachers
Saban, A., Kocbeker and Saban, N. (2006)	Teacher	Preservice Primary School, English, Computer Education and Educational Technology teachers
Shaw, Massengil and Mahlios (2008)	Literacy	Elementary and secondary school foreign language teachers
Saban (2009)	Student	Preservice Primary School, Social Studies, Science, Elementary School Mathematics, English, Computer Education and Educational Technology teachers
Boyaci (2009)	Educational planning process	Elementary education teachers
Cephe (2009)	Learning	Preservice English Students
Toremen and Dos (2009)	Inspector	Elementary education teachers
Alger (2009)	Learning-teaching	Secondary education teachers
Capan (2010)	Gifted students	Preservice Primary School, Social Studies, Preschool, Special Education, Elementary School Mathematics, English, German, French, Art and Craft teachers
Unaland Unal (2010)	School counselor	High school students and teachers
Saban and Kelesoglu (2011)	School, computer science teachers	Preservice Computer Education and Educational Technology teachers
Tatar and Murat (2011)	Assessment	Students at the department of Elementary School Education, Mathematics Education, Science Education, Preschool Education
Ozbas(2012)	Professional identities of Social Studiesteachers	Social Studiesteachers
Kunt and Tortop(2013)	Science Art Centers	Gifted students

Source: *Taken from Tatar and Murat (2011) expanding on details.*

The metaphorical studies carried out in the field of teaching Turkish language should be mentioned here. In the study by Karadag, Kolac and Ulas (2012), investigating the perception of culture and popular culture of preservice Turkish teachers through metaphoric analysis, the participants are found to understand the concept of "culture" as "moral and material values produced by the society", "accumulation of information and conventions that are passed from one generation to the other" and "way of living of a society".

A close inspection of the findings by Sevim *et al*. (2012) studying the perception of the Turkish language concept puts forward that preservice teachers consider Turkish as a rich language dating back to ancient times, as the mere tool of thinking properly and systematically, as a symbol of being a nation, and as a value of a vital importance instilling confidence to the society by transferring cultural values from past to the present. Pilav and Elkatmis (2013) have asked 142 preservice Turkish and primary school teachers to produce metaphors on the concept of Turkish language. The elicited metaphors are grouped under four main category of "Turkish as binding element that makes the society a nation", "Turkish as a means of communication", "Turkish as rule-based, impressive and richly structured language" and "Turkish as one shaping our lives and a means of cultural transfer".

The study by Lule Mert (2013) on the four basic language skills of 120 students, 100 students are reported to characterize four basic language skills as "a valuable action", 86 as "necessity", 83 as "element of communication", 63 as "a thrilling action", 50 as "an action from the life itself", 31 as "difficult and boring task", 18 as "source of life", 16 as " domain of life", 12 as "a complicated action", 6 as "an action with obscurity" and 4 as "an animate species". Bagci (2013) has determined that the concepts of "reflectivity and transitivity, importance, value and sensitivity, difference and diversity, infinity and depth, feeling, lifestyle, happiness and love" are most frequently mentioned among the metaphors of preservice teachers on the concept of "literature".

Method

Research Design

The current study has adopted *phenomenology pattern*, a qualitative research pattern, in order to determine the perception of the concept of teacher by preservice Turkish teachers. The phenomenology research pattern aims to reveal individuals' experience, perception and the meanings they attribute to both regarding a phenomenon. In a content analysis conducted with that aim, it is attempted to conceptualize the data and identify the categories that can define the phenomenon. The results are presented with a descriptive account and quotations are frequently

included. Besides that the findings are explained and interpreted within the framework obtained through revealed categories and patterns (Yildirim & Simsek, 2011).

Participants

The participants consist of freshman students during 2013-2014 academic yearat the departments of Turkish Language Teaching (preservice teachers) at Yildiz Technical University, a state university in Istanbul, Sabahattin Zaim University and Aydin University, private universities in Istanbul. Further information about the participants is provided in the tables below:

Table 2. *Distribution of PreserviceTeachers Participated in the Study by Universities*

University	Number of participants
Yildiz Technical University	46
Istanbul Sabahattin ZaimUniversity	36
Istanbul Aydin University	32
Total	114

Table 3. *Distribution of Preservice Teachers Participated in the Study by Gender*

Gender	f	%
Female	64	56.14
Male	50	43.86
Total	114	100

Data Collection

Each preservice Turkish teacher participated in the study is asked to complete a sentence "*A teacher is like ..... , because ......"* in order to reveal the metaphors about the concept of teacher. The participants are given the sentence printed on a sheet and requested to express their opinions by completing the sentence. Preservice teachers are given a brief presentation on what metaphor is.

Data Analysis

Content analysis method is adopted for the analyses of the metaphors produced by the preservice teachers (Yildirim & Simsek, 2011, p. 227). In the analyses, six-stage evaluation process employed by Saban A. and et al. (2006), Aydin and Unaldi (2010), Aslan (2013) is taken into consideration:

(a) *Naming/Labeling Stage*: In this stage, a temporary list is created with the metaphors produced by the preservice teachers. Following it, the metaphors are alphabetically sorted. The forms filled by the participants are assigned a number and coded;

(b) *Sorting (Clarification and Elimination) Stage*: In this stage, each metaphor is decomposed using the content analysis method and analyzed for similarities and common features shared with the other metaphors. For this purpose, the metaphors written by the teachers are read and reviewed one by one;

(c) *Reorganization Stage*: In this stage, the metaphors that are not properly or relevantly produced are removed and 42 valid metaphors are identified. Those metaphors are listed again and the sheets submitted by the preservice teachers are examined again;

(d) *Category Improvement Stage*: In this stage, the metaphors written by the preserviceteachers are grouped under four categories according to their common features. During the category formation process, the researches investigating the concept of teacher are taken into account (Saban, 2004; Saban, A. et al., 2006; Aydin & Pehlivan, 2010; Aslan, 2013): the categories of *teacher as example of love and sacrifice, teacher as source of information, teacher as mentor and guide* and *teacher as molder* are formed considering the metaphors produced by the preservice Turkish teachers for the concept of teacher;

(e) *Establishment of Validity and Reliability Stage*: Validity and reliability analyses are of importance in the establishment of credibility of scientific researches. In this regard, detailed reporting of the obtained data and explanation by researchers for how they reach conclusions are among the essential criteria of validity in a qualitative research (Yildirim & Simsek, 2011: 257). In the current study, data analysis process is examined in detail in order to ensure the validity of the results. Furthermore, the metaphors and their justifications produced by the preservice teachers are included with direct quotations while reporting the study's results. To specify quotations, the preservice teachers are assigned a number between 1 to 114 and letters indicating gender are written next to the number [T: 1 F (Teacher: 1 Female), T: 2 M (Teacher: 2 Male)]. Four categories and three lists of those categories are presented to coders by the researcher. The coders are asked to match the metaphors with the categories, using the lists. Following the matching, the coders agree on 42 metaphors. The reliability of the study is assessed using the formula [Reliability: Agreement/(Agreement+Disagreement)] by Milles and Huberman (2002). The reliability of the research is calculated .92. According to Milles and Huberman (2002), a satisfactory level of reliability is attained when the agreement between the coders and the researcher reach or exceed .90;

(f) *Data Organization for Qualitative Data Analysis Stage*: Following the identification of total 42 metaphors and 4 conceptual categories those

metaphors form, obtained data are computerized, frequencies (*f*) and percentages (%) are calculated.

Results

The metaphors produced by the preservice Turkish teachers are listed in the table below, the number of the teachers submitting each metaphor is provided with its frequency and percentage. As it can be seen in Table 4, the preservice Turkish teachers produce a total of 42 metaphors on the concept of teacher. The first three metaphors are as follows: 1. Candle (9.30) 2. Mother (8.14) 3.Mirror, Gardener, Sculpturer (5.81).In 16 metaphors, the teachers liken the concept to animate beings, in 26 metaphors they do so to inanimate beings. Fourteen of 16 metaphors that are identified with animate beings consist of humans (gardener, mother, actor/actress etc). In 9 of 14 metaphors that are identified with human beings, the profession of teaching is compared to other professions (sculpturer, carpenter, cook etc.) consist of humans.

Table 4. *Metaphors Created for the Concept of Teacher and the Numbers and Percentages of Teachers Representing Them*

Name of Metaphors	F	%
Candle	8	9,30
Mother	7	8,14
Mirror	5	5,81
Gardener	5	5,81
Sculpturer	5	5,81
Light	4	4,65
Book	4	4,65
Compass	4	4,65
Sun	3	3,49
Family	3	3,49
Wise Person	2	2,33
Tree	2	2,33
Love	2	2,33
Sap	2	2,33
Pen	1	1,16
Library	1	1,16
Shopping Mall	1	1,16
Moon	1	1,16
Soil	1	1,16
Wise Old Man	1	1,16

Name of Metaphors	F	%
Breath	1	1,16
Encyclopedia	1	1,16
Papa Smurf	1	1,16
Olympic Torch	1	1,16
Koran	1	1,16
War Master	1	1,16
Life Coach	1	1,16
Book of Fairy Tale	1	1,16
Judgeship	1	1,16
Car	1	1,16
Prophethood	1	1,16
Ship	1	1,16
Television	1	1,16
Glass Blower	1	1,16
Actor/Actress	1	1,16
Carpenter	1	1,16
River	1	1,16
Adze	1	1,16
Crafting Dough	1	1,16
Construction Foreman	1	1,16
Eraser	1	1,16
Cook	1	1,16
Total	86	100

Category 1: Teacher as example of love and sacrifice

Table 5 displays the metaphors forming the category of teacher as example of love and sacrifice as well asthe number and percentage of the teachers producing each metaphor. According to the table, the current category consists of 19 pre-service teachers and 8 different metaphors. The metaphors included in the category are as follows: mother, family, tree, sap, pen, breath and soil. The metaphors belonging to the category portray teacher as an instance of love and sacrifice. As far as the public perception is concerned, teachers are seen as the most self-sacrificing member of the society. The attribution of love and sacrifice by the preservice Turkish teachers is a manifestation of that common acknowledgement. The metaphors and justifications of the preservice teachers regarding this category are illustrated below:

Mother: *"A teacher is like a mother, because his/her job is to teach with love."* (T: M 17), *"A teacher is like a mother, because he/she teaches everything with love."* (T: F 21), *"A teacher is like a mother, because he/she is ready tosacrifice anything."* (T: M 1), *"A teacher is like a mother, because he/she provides information by blending it with love."* (T: F 36).

Family: *"A teacher is like a family, because he/she is everything you have after your family."* (T: F26), *"A teacher is like a family, because he/she constantly makes effort for children and teenagers to get a good education."* (T: M 40), *"A teacher is like a family, because he/she never gets tired of telling us what we do not know."* (T: F 10).

Tree: *"A teacher is like a tree, because he/she strives to produce fruit."* (T: M 8), *"A teacher is like a tree; because the student he/she trains is a piece, a fruit of him/her."* (T: F 20).

Table 5. *Frequency and Percentage of Teacher as Example of Love and Sacrifice Metaphors*

Metaphors	F	%
Mother	7	36,84
Family	3	15,79
Love	2	10,53
Tree	2	10,53
Sap	2	10,53
Pen	1	5,26
Breath	1	5,26
Soil	1	5,26
Total	19	100

Category 2: Teacher as source of information

Table 6 displays the metaphors forming the category of teacher as source of information as well as the number and percentage of the teachers producing each metaphor. According to the table, the current category consists of 25 preservice teachers and 10 different metaphors. The metaphors included in the category are as follows: candle, book, light, sun, encyclopedia, moon, television, shopping mall. The metaphors belonging to the category portray teacher as the source of information. The teacher transfers information, as the traditional approach prescribes. The preservice Turkish teachers producing those metaphors consider the teacher as the active agent and the student as the passive subject in the learning process. The access to information is enabled only through teachers. The metaphors and justifications of the preservice teachers regarding this category are illustrated below:

Candle: *"A teacher is like a candle, because he/she enlightens the students in line with his/her knowledge."* (T: F 77), *"A teacher is like a candle, because he/she enlightens the future generations."* (T: M 60), (T: F 51).

Book: *"A teacher is like a book, because he/she feeds the people craving for knowledge."* (T: M 80), *"A teacher is like a book, because he/she provides information to the student."* (T: F 46).

Light: *"A teacher is like a light, because he/she enlightens the individual with knowledge."* (T: F 9), *"A teacher is like a light, because he/she enlightens students with new information."* (T: F 16), *"A teacher is like a light, because he/she enlightens."* (T: M 7).

Table 6. *Frequency and Percentage of Teacher as Source of Information Metaphors*

Metaphors	F	%
Candle	8	29,63
Book	4	14,81
Light	4	14,81
Sun	3	11,11
Encyclopedia	1	3,70
Moon	1	3,70
Television	1	3,70
River	1	3,70
Library	1	3,70
Shopping Mall	1	3,70

Category 3: Teacher as mentor and guide

Table 7 displays the metaphors forming the category of teacher as mentor and guide as well as the number and percentage of the teachers producing each metaphor. According to the table, the current category consists of 22 preservice teachers and 14 different metaphors. The metaphors included in the category are as follows: mirror, compass, wise man, wise old man, Papa Smurf, Olympic torch, Koran, war master, life coach, book of fairy tale, judgeship, car, prophethood, ship. The metaphors belonging to this category suggest that the teacher makes effort to guide the student and facilitate everything. The teacher guides his/her student when it is necessary and contributes to the academic success. It is known that modern educational approaches acknowledge teachers as a mentor and they take a guidance role guiding in academic activities. In this respect, it can be said that the category of teacher as source of information represents traditional approach, whereas the category of teacher as mentor and guide reflects modern approach. The metaphors and justifications of the preservice teachers regarding this category are illustrated below:

Mirror: *"A teacher is like a mirror, because he/she prepares the students for the life."* (T: M 102), *"A teacher is like a mirror, because he/she shows the right way to orient the student."* (T: F 94), *"A teacher is like a mirror, because he/she reflects the society he/she belongs to."* (T: F 30).

Compass: *"A teacher is like a compass, because he/she guides the student."* (T: F 23), *"A teacher is like a compass, because he/she shows the right direction."* (T: M 11), *"A teacher is like a compass, because he/she guides people."* (T: F 78).

Papa Smurf: *"A teacher is like Papa Smurf, because he/she guides his/her Smurfs (students)."* (T: E 56).

Wise Man: *"A teacher is like a wise man, because he/she shows what is right and wrong."* (T: F 25), *"A teacher is like a wise man, because they are the people enlightening the society."* (T: F 49).

Table 7. *Frequency and Percentage of Teacher as Mentor and Guide Metaphors*

Metaphors	F	%
Mirror	5	22.73
Compass	4	18.18
Wise Person	2	9.09
Wise Old Man	1	4.55
Papa Smurf	1	4.55
Olympic Torch	1	4.55
Koran	1	4.55
War Master	1	4.55
Life Coach	1	4.55
Book of Fairy Tale	1	4.55
Judgeship	1	4.55
Car	1	4.55
Prophethood	1	4.55
Ship	1	4.55
Total	22	100

Category 4: Teacher as molder

Table 8 displays the metaphors forming the category of teacher as molder as well as the number and percentage of the teachers producing each metaphor. According to the table, the current category consists of 18 preservice teachers and 10 different metaphors. The metaphors included in the category are as follows: sculpturer, gardener, actor/actress, carpenter, glass blower, adze, crafting dough,

construction foreman, eraser, and cook. The common feature of those metaphors is that teacher molds the student, trains the student to be a useful member for the society by giving a shape. Moreover, the student is considered as a product. It is seen as a product to which the teacher's knowledge and skills are transferred. This category shares the viewpoint of taking the student as a passive subject with the category of teacher as source of information. The effects of the traditional approach, seeing students as "an empty box" that needs to be filled, can be traced in the metaphors under the current category. The metaphors and justifications of the preservice teachers regarding this category are illustrated below:

Sculpturer: *"A teacher is like a sculpturer, because he/she gives a good shape based on his/her ability."* (T: F 7), *"A teacher is like a sculpturer, because he/she molds the student."* (T: M 108), (T: F 110), *"A teacher is like a sculpturer, because they are the ones molding us."* (T: F 91).

Gardener: *"A teacher is like a gardener, because he/she displays his/her skills to the ones who need them."* (T: M 19), *"A teacher is like a gardener, because he/she grows his/her flowers with devotion."* (T: F 13), *"A teacher is like a gardener, because teachers reinforce the depth of our souls with information."* (T: F 39).

Cook: *"A teacher is like a cook, because he/she puts in the casserole and cooks. (T: F 66).*

Table 9. *Frequency and Percentage of Teacher as Molder Metaphors*

Metaphors	f	%
Sculpturer	5	27.78
Gardener	5	27.78
Actor/Actress	1	5.56
Carpenter	1	5.56
Glass Blower	1	5.56
Adze	1	5.56
Crafting Dough	1	5.56
Construction Foreman	1	5.56
Eraser	1	5.56
Cook	1	5.56
Total	18	100

Discussion and Conclusion

The word metaphor, derived from Greek, is a combination of meta(beyond, across) and pherein (carry, transfer), meaning "carrying it over". As a term, metaphor can be defined as attributing a semantic world to a word that it does not bear a resemblance relation with that world before. People often resort to metaphors in poetry, philosophy and religious texts as they expand semantic horizons. Being beyond pure grammatical items, metaphors are fundamental elements of reasoning and reaching an opinion. The life in the world is expressed with "an inn with two doors" by AsikVeysel, communism with "ghost" by Marx, femininity with "soil" in the Koran metaphorically. Metaphors are powerful tools for stimulating the imagination and establishing new connections (Hanson, 1993, p. 273).

The results of the current study indicate that the preservice Turkish teachers have produced 42 valid metaphors. The category of teacher as source of information has the biggest proportion with 31.40%. With the advance of technology, access to information has been facilitated tremendously and teachers have lost their role as the only source of information. In modern educational approaches, teachers are regarded as guides mentoring students according to their interests and skills with respect to the access to information. The results, yielding 31.40% for the category of teacher as source of information, however, indicate that the preservice Turkish teachers approach the concept of teacher from a traditional standpoint. According to the results, 22.09% of the submitted metaphors fall under the category of teacher as example of love and sacrifice. The public perception in Turkey considers teachers as the most self-sacrificing member of the society. The preservice Turkish teachers are observed to be under the influence of that common acknowledgement. According to the results, 20.93% of all produced metaphors are grouped under the category of teacher as molder. The traces of the traditional approach can be traced in this category recognizing student as "a passive product" or "an empty box". On the other hand, 25.58% proportion of the category of teacher as mentor and guide demonstrates that a quarter of the preservice teachers break themselves of the traditional approach. Taking all results into consideration, one observes that a total 74.42% of the preservice Turkish teachers adopt the traditional perspective, 31.40% of metaphors produced for the current study are for teacher as source of information, 22.09% for teacher as example of love and sacrifice, 20.93% for as teacher as molder; that the rest 25.58% are for teacher as mentor and guide shows those preservice teachers adopt a modern perspective.

The results elicited by the researches conducted on the concept of teacher through metaphoric analysis in Turkey point out that there is an emphasis on the role of teacher as source of information and as transferring information. Cerit's (2008, p. 693-712) study on the metaphors developed on the concept of teacher by

teachers, students and administrators constitute an example for those researches. The results of the study reveal that teacher is seen as source and transmitter of information, parent, friend, guide, a person enlightening the people around. In the study carried out by Saban, A. and et al. (2006, p. 514), teacher is considered as someone producing and molding information; the metaphors on teacher such as sun, sculpturer, parent, compass, lighthouse etc. are produced. Celikten (2006, p. 277) discusses the metaphors of friend, parent, and gardener as the positive ones produced on teachers. In the study by Saban (2004, p. 131-155), teacher is regarded as presenting information, molder and healer of students. The research conducted with English teachers and preservice ones by Seferoglu, Korkmazgil and Olcu (2009, p. 323-335) concludes that teacher is mostly seen as a guide. Among those previous studies done in Turkey, it is observed that the role of teacher as information provider is not highlighted in the study with English teachers by Seferoglu, Korkmazgil and Olcu (2009).

The teachers participated in Ekiz and Kocyigit (2013) employ the sun metaphor most. The metaphors expressed on the concept of teacher are categorized to the themes of "teacher as the one raises and improves", "teacher as mentor and guide", and "teacher as caregiver and parent", based on their shared features among the metaphors. The theme for which most metaphors are produced by teachers is "teacher as the one who raises and improves". Another striking point in the findings is that all metaphors elicited under the theme of teacher as source of energy and information is produced by teachers with at least 15 years of professional experience. In other words, the metaphors on the concept of teacher produced by more experienced instructors are more compatible with the behavioral, or traditional, educational approach. In the examination of the metaphors produced by elementary school students for the concept of "*science and technology teacher*" in Soysal and Afacan (2012), teacher is usually defined as the one providing information such as *"scientist, doctor, and book"*. In the study by Culha, Ozbas and Aktekin (2013), the metaphor of teacher as transferring and storing history ranks first among the metaphors produced by preservice History teachers. In Tasdemir, A. and Tasdemir, M. (2011), teacher is evaluated as source and provider of information with the metaphors of *candle, wise man, pencil, computer* and *sun*; as grower with *tree* and *fruit tree*; as mechanical being with *operating machine*; and as protector and assuring with *mother*.

The top three metaphors in the study by Aslan (2013) are gardener, parent and sun. On that sense, teacher is considered as supporter of personal growth and provider of information. Preservice Turkish teachers in Aydin and Pehlivan's (2010) research are found out to see teacher as source of information and student as receiver of information. Another important conclusion is that some of those preservice teachers consider teacher as producer and molder, student as product and molded output. In the research by Tortop (2013) that requires preservice teachers to produce metaphors on university professors, the categories for which

the most frequent metaphors are elicited are professor as one providing and transferring information, professor as one orienting and mentoring, professor as one changing/becoming different, professor as one fending off/intimidating and professor as one with numerous skills.

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