

*Full Length Research Paper*

# Metaphorical perceptions of pre service social studies teachers towards the concept of “Social Studies Teacher”

Salih USLU

Social Studies Teaching Programme, Department of Primary Education, Niğde University, 51240 Niğde, Turkey.

Received 04 February, 2015; Accepted 16 March, 2015

**The purpose of this study is to find out Social Studies teachers' perception of pre service Social Studies teachers using metaphors. The study group in this research includes 83 pre service teachers at the department of Social Studies, the faculty of education in a state university in Turkey. The research was conducted during 2014–2015 academic year. Related opinions of the pre service teachers participating in the study were collected through an open ended interview form. In this form the pre service teachers were asked to fill in the blanks as follows: “A Social Studies teacher is like ..... As .....” Opinions of the pre service teachers regarding the concept of Social Studies teacher were analyzed by content analysis technique. At the end of the study, 60 metaphors were collected from the pre service teachers and nine categories were set using these metaphors: Teacher as Illuminator/Source of Knowledge, Teacher as Protector/Administrator, Teacher as Guide/Instructor, Teacher as Source of Life, Teacher as Master, Teacher as Source of Merits, Hardworking Teacher, Teacher as Shaper and Teacher as Source of Diversity.**

**Key words:** Social studies, Social Studies teacher, teacher candidate, metaphor.

## INTRODUCTION

People and societies are in constant transformation and they encounter complicated problems within this process. Therefore, social studies hold great importance for both people and societies. Social studies undertake important duties in establishing balance between the needs of individuals in a society with the expectations of that particular society and in providing the individuals with the required knowledge and attitudes. As the studies of both transformation and continuity, social studies gain an efficient ground within education which aims to socialize

the individual and the fact that education has transformed into both one of the branches and the application field of the social studies led to emergence of the concept of the social studies (Dönmez, 2003, p. 32). Persons educated to teach social studies courses with a BA degree from the universities make up the concept of the social studies teacher.

The word metaphor derives from Greek meta and pherein (Levine, 2005, p. 172). There are various interpretations of the concept of metaphor. Metaphor is

E-mail: [salihuslu@nigde.edu.tr](mailto:salihuslu@nigde.edu.tr).

Authors agree that this article remain permanently open access under the terms of the [Creative Commons Attribution License 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

an allegoric structure formed by establishing a relation between the objects through comparing similarities and differences and transferring the experience of one to the other (Palmquist, 2001, p. 24). The core of metaphor is to understand and experience one kind of thing in relation to the other kind (Lakoff and Johnson, 2005, p. 27). Metaphors are regarded as a means that people use to express how they see their lives, surroundings, happenings and objects using different analogies (Cerit, 2008, p. 694). Since most concepts which are important for people are either abstract by quality or they are not distinct enough in our experience (emotions, thoughts, time, etc.) we need to comprehend them with the help of other concepts which we understand more clearly (time-space orientations, objects, etc.). This necessity causes metaphorical definitions in our system (Lakoff and Johnson, 2005, p. 145). Metaphors build relations between our former and current knowledge by revealing their similarities, thus help express the new information in concrete terms (Senemoğlu, 2007, p. 564).

Metaphors can be assessed under three categories:

1. An abstract phenomenon that we want to express or attribute meaning to,
2. A concrete phenomenon and its linguistic expression that we use to express the said abstract phenomenon,
3. Special equations set between these two phenomena (Sezer, 2003, p. 89-90).

Metaphors build relations between former and new knowledge by finding out their similarities, thus help express the new information in concrete terms (Senemoğlu, 2007, p. 564). Metaphors also play an important role as the tools that people use to understand their environment and the nature, draw meaning out of seemingly meaningless reality through various interpretations and bring meaning to experience and knowing (Yıldırım and Şimşek, 2008, p. 207-208).

Metaphors can also be used in the field of education in incomprehensible or difficult subjects or to express some concepts, perceptions and attitudes more clearly (Döş, 2010, p. 609). In education, metaphors can be useful for planning education, developing education program, encouraging learning and improving creative thinking. In addition, metaphors are also used to determine the perceptions of teachers and pre service teachers. Metaphor is an appropriate tool to research perceptions of teachers and pre service teachers, role of these perceptions in classroom and underlying elements of the beliefs and assumptions of teachers and students regarding education (Aydın and Pehlivan, 2010, p. 818, p. 835). Many studies carried out on students and teachers about metaphors were found out while related literature was browsed (Kaya, 2014; Yılmaz et al., 2013; Ekiz and Koçyiğit, 2013; Gür, 2012; Szukala, 2011; Aydın and Pehlivan, 2010; Michael, 2009; Pektaş and Kıldan, 2009; Alger, 2009; Shaw et al., 2008; Cerit, 2008; Öztürk,

2007; Saban, 2004, 2009; Ben-Peretz et al., 2003; Martinez et al., 2001; Mahlios and Maxson, 1998; Inbar, 1996). It can be said that a study which is aimed at teachers of social studies is necessary since there are different disciplines in teaching profession. However no study which aims to examine the perceptions of the pre service social studies teachers toward the concept of social studies teacher through metaphors was encountered. Therefore, this study aims to examine the perception of pre service teachers toward the concept of "teacher of social studies" using metaphors.

Implementation of social studies, which is an important course where individuals gain necessary knowledge for adapting to the society and for their daily lives, is as important as its content. In this context, it is crucial to study how social studies teachers who teach these studies to students perceive their profession; in other words, to reveal what meaning is attributed by social studies teachers to their profession. Therefore, the perception of pre service social studies teachers regarding the concept of social studies teacher come to the forefront. In determining the perceptions, metaphor analysis which is used frequently in the literature was used.

Metaphors were used as a research tool to reveal the perceptions of pre service teachers regarding the profession of teaching. Based on the fact that it is possible to improve the emotions, thoughts and skills of the individuals with the help of metaphors, in this study it is aimed to examine the perception of the pre service teachers regarding the concept of "teacher of social studies" using metaphors. Answers to the following questions were searched in accordance with this general objective:

1. Which metaphors do the pre service teachers of social studies use to express the concept of the teacher of social studies?
2. Under which conceptual categories can the metaphors introduced by the pre service teachers of social studies be placed in terms of their common characteristic?

## METHOD

### Research pattern

This study was carried out using the pattern of phenomenology within the framework of qualitative research approach. The pattern of phenomenology focuses on the phenomena of which we are aware but which we cannot comprehend in a profound and detailed way. Phenomenology constitutes an appropriate ground for the studies which aim to deal with the phenomena to which we are not fully unfamiliar but at the same time we cannot fully comprehend either. We encounter phenomena in the world we live as incidents, experience, perceptions, orientations, concepts and situations. The purpose of the phenomenology research pattern is to unfold the individual's experiences, perceptions and the meanings he attributes to these (Yıldırım and Şimşek, 2008, p. 72).

### Study group

Determining the study group, accessible case sampling method, one of the sampling methods of qualitative research is preferred. In an accessible case sampling method, the researcher chooses close and easy-to-access case (Yıldırım and Şimşek, 2008, p. 113). The researcher enables in-depth collection of rich data as regards case/cases about purposeful sampling (Yıldırım and Şimşek, 2008, p. 107). In this direction, the study group in this research includes 83 pre service teachers at the department of social studies, the faculty of education in a state university in Turkey. The processes of application and data collection of this research have been conducted during 2014–2015 academic year. 47 out of 83 participants are females and the rest of participants are males.

### Collection of data

In this study, the pre service teachers were asked to fill in the blanks in the statement: "A teacher of social studies is like ..... as ....." in order to reveal the perceptions of the pre service teachers regarding the concept of the social studies teacher. To this end, a blank paper was distributed to the students on which the statement "A social studies teacher is like ..... As ....." was written. The pre service teachers were asked to express their thoughts using this statement and focusing only on one metaphor. They were given 15 min for this practice. These compositions written by the students are the data collection tool for this study.

### Analysis of data

The data obtained through the data collection tool was analyzed by content analysis technique. Content analysis is, at first, the conceptualization of data and then logical regulation of data in accordance with emerging concepts and, finally, the determination of themes explaining data. The main purpose of the content analysis is to reach concepts and relations that can explain collected data. Data acquired from the content analysis are subjected to deep process and concepts and themes which are not noticed via descriptive approach are explored as a result of this analysis. In this sense, the researcher endeavors to describe data with a content analysis and also to uncover the realities that can be hidden within the data. In content analysis, similar data are collected within the framework of certain concepts and themes and these data are regulated and assessed in a way a reader can comprehend (Yıldırım and Şimşek, 2008, p. 227). Analysis and interpretation of the metaphors developed by the pre service teachers were done at five stages listed below.

#### *The stage of naming*

At this stage a tentative list of the metaphors produced by the participants were made in alphabetical order. In line with this aim, attention was paid to whether the participants expressed one metaphor in a clear way in their statements and metaphors presented by each participant was coded (i.e. technical director, father, etc.) Moreover, forms which do not include any metaphor or left blank were singled out. Some participants shared their personal thoughts on the profession of teaching in general instead of presenting a metaphor while others did not justify the metaphors they presented. Due to these reasons 8 forms were ruled out of the study.

#### *Classification (elimination and clarification) stage*

At this stage, using metaphor and content analysis techniques each metaphor was disintegrated and analyzed in terms of its similarities or commonalities with other metaphors. For this purpose each metaphor given by the students was read carefully and analyzed in terms of (1) the subject of the metaphor (2) the source of the metaphor and (3) the relationship between the subject and source of the metaphor.

Not all the students presented valid metaphors. These kinds of invalid, useless, incoherent metaphors which do not contribute to better understanding of the concept of the social studies teacher were eliminated. The number of such is 8.

#### *Category development stage*

At this stage, the metaphors presented by the students were assessed in terms of their common points. During this process taking 60 metaphors into consideration, they were connected to a theme in terms of their characteristics and 9 different conceptual categories were set.

#### *Ensuring validity and credibility stage*

Detailed information regarding the collection and analysis of the data within the scope of the study was given above. The validity of the study was ensured at two stages. (1) Data analysis process was described in detail. (2) The metaphors written by the pre service social studies teachers were used as primary source of data while processing and interpreting the findings. For ensuring the credibility of the study, in order to confirm that the metaphors given under the nine conceptual categories represent the related conceptual category; opinions of three different experts were taken. Quotations from the participants were made unanimously. The experts were asked to match a list of the names of the 9 conceptual categories and their characteristics with a list of the 60 metaphors in alphabetical order. The matchings made by the experts were compared to the matchings of the researcher. To calculate the reliability of the result of the comparison, Miles and Huberman's (1994, p. 64) formula ( $\text{reliability} = \frac{\text{consensus}}{\text{consensus} + \text{dissensus}}$ ) was used. The experts consulted for his/her opinion misplaced only 4 metaphors. In this case, by the said formula, reliability/credibility was found as  $(\frac{56}{56+4}) \times 100 = 93\%$ . In qualitative studies, in the cases where the consistence between the assessments of experts and researcher is 90% or more a desired level of credibility is achieved; when this fact is taken into consideration, that the consistence in the study was found 93% shows that the desired credibility level was reached. The metaphors which were the subjects of dissensus were pencil, danseuse, rose garden and national lottery ticket.

#### *The stage of computerizing the data*

Following determination of 60 metaphors and developing 9 conceptual categories consisting of these metaphors, all the data were computerized. After this process, the number of the participants representing 60 metaphors and 9 categories (f) and the percentage (%) were calculated.

## FINDINGS

As seen in Table 1, the pre service social studies teachers

**Table 1.** Metaphors developed regarding the concept of social studies teacher.

No	Metaphors	f	%	No	Metaphors	f	%	No	Metaphors	f	%
1	octopus	1	1.33	21	state administrator	1	1.33	41	national lottery ticket	1	1.33
2	herbalist	1	1.33	22	sky	1	1.33	42	mini scientist	1	1.33
3	gold	1	1.33	23	glasses	1	1.33	43	Candle	1	1.33
4	mother	1	1.33	24	rose garden	1	1.33	44	Chaldean	1	1.33
5	mother and father	1	1.33	25	sun	1	1.33	45	Navigation	1	1.33
6	bee	1	1.33	26	map	1	1.33	46	Noah's Ark	1	1.33
7	friend	1	1.33	27	remindful	1	1.33	47	Grass	1	1.33
8	fire	1	1.33	28	weather condition	1	1.33	48	Compass	2	2.67
9	mirror	3	4.00	29	life	3	4.00	49	Guide	1	1.33
10	father	3	4.00	30	man of life	1	1.33	50	street lamp	1	1.33
11	step	1	1.33	31	construction foreman	1	1.33	51	Water	3	4.00
12	mayor	1	1.33	32	worker	1	1.33	52	technical director/trainer	5	6.67
13	documentary	1	1.33	33	goalkeeper	1	1.33	53	Technology	1	1.33
14	brain	1	1.33	34	pencil	1	1.33	54	Seed	1	1.33
15	pal	1	1.33	35	captain	2	2.67	55	Society	1	1.33
16	chameleon	1	1.33	36	ant	1	1.33	56	Soil	2	2.67
17	mobile phone	1	1.33	37	bridge	1	1.33	57	mixed vegetable pot	1	1.33
18	plane tree	1	1.33	38	peasant	1	1.33	58	Veterinary	1	1.33
19	farmer	1	1.33	39	lamp	1	1.33	59	Road	1	1.33
20	danseuse	1	1.33	40	locomotive	1	1.33	60	Director	1	1.33

presented 60 metaphors in total. These are as follows: "ant", "bee", "brain", "bridge", "candle", "captain", "Chaldean", "chameleon", "compass", "construction foreman", "danseuse", "director", "documentary", "farmer", "father", "fire", "friend", "glasses", "goalkeeper", "gold", "grass", "guide", "herbalist", "lamp", "life", "locomotive", "man of life", "map", "mayor", "mini scientist", "mirror", "mixed vegetable pot", "mobile phone", "mother and father", "mother", "national lottery ticket", "navigation", "Noah's Ark", "octopus", "pal", "peasant", "pencil", "plane tree", "remindful", "road", "rose garden", "seed", "sky", "society", "soil", "state administrator", "step", "street lamp", "sun", "technical director/trainer", "technology", "veterinary", "water", "weather condition", "worker."

After these metaphors presented by the pre service social studies teachers regarding the concept of the social studies teacher were analyzed, they were placed into subcategories. The categories set in light of the metaphors of the participants are as follows:

"Teacher as Illuminator/Source of Knowledge", "Teacher as Protector/Administrator", "Teacher as Guide/Instructor", "Teacher as Source of Life", "Teacher as Master", "Teacher as Source of Merits", "Hardworking

Teacher", "Teacher as Shaper" and "Teacher as Source of Diversity."

In Table 2, the distribution of the metaphors regarding the concept of the social studies teachers across the categories along with their frequencies and percentages is shown.

According to Table 2, it is understood that most of the pre service social studies teachers regard the concept of the social studies teacher as Illuminator/Source of Knowledge (22.66%). These categories were followed respectively by Teacher as Protector/Administrator (20.00%), Teacher as Guide/Instructor (18.67%), Teacher as Source of Life (14.66%), Teacher as Master (8.00%), Teacher as Source of Merits (6.67%), Hardworking Teacher (4.00%), and Teacher as Shaper (2.67%) and Teacher as Source of Diversity (2.67%).

Under the category "Teacher as Illuminator/Source of Knowledge" (22.66%), the pre service teachers described the social studies teacher using following metaphors: "fire" (1), "mirror" (3), "documentary" (1), "brains" (1), "mobile phone" (1), "plane tree" (1), "sky" (1), "sun" (1), "remindful" (1), "weather condition" (1), "pencil" (1), "lamp" (1), "candle" (1), "street lamp" (1) and "technology"

**Table 2.** The distribution of the metaphors regarding the social studies teacher across the categories.

Categories	f	%	Metaphors
Teacher as Illuminator/Source of Knowledge	17	22.66	"fire" (1), "mirror" (3), "documentary" (1), "brains" (1), "mobile phone" (1), "plane tree" (1), "sky" (1), "sun" (1), "remindful" (1), "weather condition" (1), "pencil" (1), "lamp" (1), "candle" (1), "street lamp" (1), "technology" (1)
Teacher as Protector/Administrator	15	20.00	"mother" (1), "mother and father" (1), "father" (3), "mayor" (1), "state administrator" (1), "goalkeeper" (1), "Noah's Ark" (1), "technical director/trainer" (5), "director" (1)
Teacher as Guide/Instructor	14	18.67	"step" (1), "glasses" (1), "map" (1), "captain" (2), "bridge" (1), "locomotive" (1), "chaldean" (1), "navigation" (1), "compass" (2), "guide" (1), "society" (1), "road" (1)
Teacher as Source of Life	11	14.66	"life" (3), "man of life" (1), "grass" (1), "water" (3), "seed" (1), "soil" (2)
Teacher as Master	6	8.00	"octopus" (1), "chameleon" (1), "danseuse" (1), "construction foreman" (1), "mini scientist" (1), "veterinary" (1)
Teacher as Source of Merits	5	6.67	"gold" (1), "a friend" (1) "a pal" (1), "rose garden" (1), "a national lottery ticket" (1)
Hardworking Teacher	3	4.00	"bee" (1), "worker" (1), "ant" (1)
Teacher as Shaper	2	2.67	"farmer" (1), "peasant" (1)
Teacher as Source of Diversity	2	2.67	"herbalist" (1), "mixed vegetable pot" (1)

(1). Of these, the most recurrent metaphor is "mirror" which is explained by the students as:

A social studies teacher is like a "mirror." As a teacher wants to raise a generation who possess his characteristics/a teacher is best reflected in his students. In turn, a teacher reflects his thoughts through his students/He recounts and teaches us our history. He familiarizes us with our surroundings. He helps us understand how we should be as individuals. For these reasons a social studies teacher is like a mirror.

Under the category, "Teacher as Protector/Administrator" (20.00%), the pre service teachers described the social studies teacher using following metaphors: "mother" (1), "mother and father" (1), "father" (3), "mayor" (1), "state administrator" (1), "goalkeeper" (1), "Noah's Ark" (1), "technical director/trainer" (5) and "director" (1). Explanations of the two most used metaphors under this category, which are "technical director/trainer" and "father" respectively are as follows:

A social studies teacher is like a "technical director/trainer." As s/he prepares us for each field of life. - S/he has the capacity to prepare us for each situation. - S/he gives tactics/and the students take these tips/tactics and applies these tips/tactics in the match called life. - S/he trains the students, teaches the students what to do, how to do and take the right position and tries to receive the rewards oh his/her efforts. - S/he analyzes the material in his/her hands very well and knows what s/he can make out of that material. - S/he is the most important factor in shaping and orienting the future behaviors of the children and raising efficient citizens.

A social studies teacher is like a "father." As fathers are

determined and they guide us. A social studies teacher also guides us - s/he is a helper, a protector. - A child learn everything from his father. Likewise, a student learns his history, his past from the social studies teacher. That's why a social studies teacher is like a mother and a father.

Under the category, "Teacher as Guide/Instructor" (18.67%), the pre service teachers described the social studies teacher using following metaphors: "step" (1), "glasses" (1), "map" (1), "captain" (2), "bridge" (1), "locomotive" (1), "Chaldean" (1), "navigation" (1), "compass" (2), "guide" (1), "society" (1) and "road" (1).

A social studies teacher is like a "captain." As the social studies teacher integrates the individual to the society and s/he teaches us how we should be to fit in the society. - A captain does everything he can do to bring the ship and the passengers towards the right target and the right port.

A social studies teacher is like a "compass." As s/he is guiding. - S/he shows the people which path to take.

Under the category, "Teacher as Source of Life" (14.66%), the pre service teachers described the social studies teacher using the following metaphors: "life" (3), "man of life" (1), "grass" (1), "water" (3), "seed" (1) and "soil" (2). Explanations of the three most used metaphors under this category, which are life, water and soil respectively are as follows:

A social studies teacher is like "the life itself." As you transfer what you see, hear feel, in short everything you live, to your students. - S/he teaches us what to and where to do it. - S/he teaches all kinds of knowledge

*pertaining to life.*

A social studies teacher is like “*water.*” As *s/he instills the knowledge of the source of life, like the water, to his/her students.* - *S/he prepares his/her students to life by watering them with knowledge.* - *S/he is essential to live, to survive.*

A social studies teacher is like “*the soil.*” As *s/he returns what s/he took in a more improves/developed manner.* - *S/he gives life to every seed planted on it, s/he raises his/her students and prepares them for life. As the soil prepares the fruits for the harvest.*

## DISCUSSION AND RECOMMENDATIONS

The following results were obtained from this study which aims to examine the perceptions of the social studies pre service teachers: 60 metaphorical images were obtained from the metaphor analysis. It was observed that the pre service teachers highlighted various characteristics of the concept of the social studies with the metaphors that developed nine categories were set based on the metaphors developed by the pre service teachers regarding the concept of the social studies teacher. Most metaphors developed by the pre service teachers fall under the category of “Teacher as Illuminator/Source of Knowledge” followed respectively by the categories: Teacher as Protector/Administrator, Teacher as Guide/Instructor, Teacher as Source of Life, Teacher as Master, Teacher as Source of Merits, Hardworking Teacher, Teacher as Shaper and Teacher as Source of Diversity.

Teacher as Illuminator/Source of Knowledge, the first category among the nine conceptual categories determined in accordance with findings of the study, the pre service teachers used such metaphors as fire, mirror, documentary, brains, mobile phone, plane tree, sky, sun, remindful, weather condition, pencil, lamp, candle, street lamp, technology. These analogies may be because they strongly felt that the social studies teachers instill knowledge to their students and illuminate/enlighten them.

Teacher as Protector/Administrator, the second category among the nine conceptual categories determined in accordance with findings of the study; the pre service teachers used such metaphors as mother, mother and father, father, mayor, state administrator, goalkeeper, Noah’s Ark, technical director/trainer, director. That the social studies teachers used these analogies can be because they strongly felt the protective and administrative power of the social studies teachers on their students.

Teacher as Guide/Instructor, the third category among the nine conceptual categories determined in accordance with findings of the study, the pre service teachers used

such metaphors as step, glasses, map, captain, bridge, locomotive, Chaldean, navigation, compass, guide, society, road. The pre service social studies teachers may have used these analogies since they strongly felt the guiding characteristics of the social studies teachers.

Teacher as Source of Life, the fourth category among the nine conceptual categories determined in accordance with findings of the study, the pre service teachers used such metaphors as life, man of life, grass, water, seed and soil. The pre service social studies teachers may have used these analogies since they strongly felt the role of the social studies teachers in instilling the students the knowledge which the students need to possess in their lives.

Teacher as Master, the fifth category among the nine conceptual categories determined in accordance with findings of the study, the pre service teachers used such metaphors as octopus, chameleon, danseuse, construction foreman, and mini scientist, veterinary. The pre service social studies teachers may have used these analogies since they strongly felt that the social studies teacher is an expert at his/her job.

Teacher as Source of Merits, the sixth category among the nine conceptual categories determined in accordance with findings of the study, the pre service teachers used such metaphors as gold, a friend, a pal, rose garden, a national lottery ticket. The pre service social studies teachers may have used these analogies since they regard the social studies teacher as a source of values.

Hardworking Teacher, the seventh category among the nine conceptual categories determined in accordance with findings of the study, the pre service teachers used such metaphors as ant, bee and worker. The pre service social studies teachers may have used these analogies since they regard the social studies teacher as hardworking.

Teacher as Shaper, the eighth category among the nine conceptual categories determined in accordance with findings of the study, the pre service teachers used such metaphors as farmer and peasant. The pre service social studies teachers may have used these analogies since they describe the social studies teacher as the ones who shape their students’ lives.

Teacher as Source of Diversity, the ninth category among the nine conceptual categories determined in accordance with findings of the study, the pre service teachers used such metaphors as herbalist and mixed vegetable pot. The pre service social studies teachers may have used these analogies since they describe the social studies teacher as a melting pot who possesses various functions.

## Conclusion

In this study, the perception of the social studies teacher of the pre service social studies teachers was studied. The same study can be carried out on the teachers as well. Thus, the perceptions of the pre service teachers regarding the roles of a social studies teacher undertake after graduation may be revealed and a comparison through the metaphors to be produced by them can be made between their thoughts before and after they took up the position of social studies teacher. The awareness of the pre service teachers of their beliefs and the reasons for their beliefs should be raised by carrying out different studies which use metaphors on different samples and make analysis of the presented metaphors.

## Conflict of Interests

The author has not declared any conflict of interest.

## REFERENCES

- Alger C (2009). Secondary teachers' conceptual metaphors of teaching and learning: changes over the career span. *Teaching and Teacher Education*. Int. J. Res. Stud. 25(5):743-751.
- Aydın İS, Pehlivan A (2010). Türkçe öğretmen adaylarının "öğretmen" ve "öğrenci" kavramlarına ilişkin kullandıkları metaforlar. *Turkish Stud.* 5(3):818-842.
- Ben-Peretz M, Mendelson N, Kron FW (2003). How teachers in different educational contexts view their roles. *Teach. Teacher Educ.* 19:277-290.
- Cerit Y (2008). Öğretmen kavramı ile ilgili metaforlara ilişkin öğrenci, öğretmen ve yöneticilerin görüşleri. *Türk Eğitim Bilimleri Dergisi.* 6(4):693-712.
- Dönmez C (2003). Sosyal Bilimler ve Sosyal Bilgiler. C. Şahin (Ed.). *Sosyal Bilgiler Konu Alanı Ders Kitabı İnceleme Kılavuzu*. Ankara: Gündüz Eğitim ve Yayıncılık.
- Döş İ (2010). Aday öğretmenlerin müfettişlik kavramına ilişkin metafor algıları. *Gaziantep Üniversitesi Sosyal Bilimler Dergisi.* 9(3):607-629.
- Ekiz D, Koçyiğit Z (2013). Sınıf öğretmenlerinin "öğretmen" kavramına ilişkin metaforlarının tespit edilmesi. *Kastamonu Eğitim Dergisi.* 21(2):439-458.
- Gür H (2012). Öğretmen adaylarının öğretmen ve öğretmenlik mesleği ile ilgili metaforları: Kosova örneği. *NWSA-Education Sciences/e-Journal of New World Sciences Academy.* 7(3):885-897.
- Inbar D (1996). The free educational prison: Metaphors and images. *Educ. Res.* 38(1):77-92.
- Kaya MF (2014). Sosyal bilgiler öğretmen adaylarının çevre sorunlarına ilişkin algıları: Metafor analizi örneği. *Turk. Stud.* 9(2):917-931.
- Lakoff G, Johnson M (2005). *Metaforlar: Hayat, anlam ve dil* (Çev. Demir, G. Y.). İstanbul: Paradigma Yayınları.
- Levine PM (2005). Metaphors and images of classrooms. *Kappa Delta Pi Record.* 41(4):172-175.
- Mahlios M, Maxson M (1998). Metaphors as structures for elementary and secondary preservice teachers' thinking. *Int. J. Educ. Res.* 29:227-240.
- Martinez M, Saulea N, Huber G (2001). metaphors as blueprints of thinking about teaching and learning. *Teach. Teacher Educ.* 17:965-977.
- Michael K (2009). Exploring Greek teachers' beliefs using metaphors. *Aust. J. Teacher Educ.* 34(2):64-83.
- Miles MB, Huberman AM (1994). *An expanded sourcebook qualitative data analysis*. Thousand Oaks, California: Sage Publications.
- Öztürk Ç (2007). Sosyal bilgiler, sınıf ve fen bilgisi öğretmen adaylarının "coğrafya" kavramına yönelik metafor durumları. *Ahi Evran Üniversitesi, Kırşehir Eğitim Fakültesi Dergisi.* 8(2):55-69.
- Palmquist RA (2001). Cognitive style and users' metaphors for the web: an exploratory study. *J. Acad. Libr.* 27(1):24-32.
- Pektaş M, Kıldan AO (2009). Farklı branşlardaki öğretmen adaylarının "öğretmen" kavramı ile ilgili geliştirdikleri metaforların karşılaştırılması. *Erzincan Eğitim Fakültesi Dergisi.* 11(2):271-287.
- Saban A (2004). Giriş düzeyindeki sınıf öğretmeni adaylarının "öğretmen" kavramına ilişkin ileri sürdükleri metaforlar. *Türk Eğitim Bilimleri Dergisi* 2(2):131-155.
- Saban A (2009). Öğretmen adaylarının öğrenci kavramına ilişkin sahip olduğu metaforlar. *Türk Eğitim Bilimleri Dergisi.* 7(2):281-326.
- Senemoğlu N (2007). *Gelişim öğrenme ve öğretim: Kuramdan uygulamaya*. Ankara: Gönül Yayıncılık.
- Sezer E (2003). Dilde ve edebiyatta yol metaforu, *Kitaplık.* (65):88-92.
- Shaw D, Massengill B, Mahlios M (2008). Preservice teachers' metaphors of teaching in relation to literacy beliefs. *Teachers and Teaching: Theory and Practice.* 14(1):35-50.
- Szukala A (2011). Metaphors as a tool for diagnosing beliefs about teaching and learning in social studies teacher education. *J. Soc. Sci. Educ.* 10(3):53-73.
- Yıldırım A, Şimşek H (2008). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayınları.
- Yılmaz F, Göçen S, Yılmaz F (2013). Öğretmen adaylarının öğretmen kavramına ilişkin algıları: bir metaforik çalışma. *Mersin Üniversitesi Eğitim Fakültesi Dergisi.* 9(1):151-164.