*Full Length Research Paper*

# Metaphorical perceptions of class teacher candidates in relation to "music course" concept[i]

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The purpose of this research is to determine the perceptions of the class teacher candidates in relation to "Music Course" concept via metaphors. The study was conducted at "Primary School Teaching Department" with 56 undergraduate students studying in Dicle University Ziya Gökalp Faculty of Education in 2014-2015 academic year. The study was carried out with phenomenology design, one of the research designs in line with qualitative research methodology. Metaphors were used as data collection technique; a form including "Music course is like … because …" has been used as data collection tool. With the help of this form, an attempt was made to figure out the metaphors developed by class teacher candidates in relation to "Music Course" concept together with the common features of these metaphors. Collected qualitative data was analyzed via content analysis technique and its reliability was found to be 0.93%. The main purpose for content analysis is to reach the concepts and relations which can explain collected data. At the end of the study it found that the metaphorical perceptions in relation to music course concept were placed mostly in the category of "music course as the expression of love" and at least in the category of "music course as an educator-instructor-guide". Besides, negative metaphorical perceptions such as drudgery, empty word, imposed, nightmare, drug and kill time have also been identified. In the light of the results of the study, in order to raise the knowledge of class teacher candidates in relation to the importance of music education and teaching, organization of various seminars, workshops and symposiums on primary school music course, the availability of taking different courses on music education-teaching for class teacher candidates in the academic institutions they study and increasing the quality of the music courses they take become even more important.

**Key words:** Music, music course, class teacher, class teacher candidates, metaphor.

## INTRODUCTION

At the present time metaphors are often used for determining what an individual knows and thinks about a concept, event and phenomenon. Metaphors, which are considered as the tools used by individuals for explaining events, objects and especially abstract concepts with various analogies, are the expression of objects/actions

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with the help of word/words by drawing an analogy with a situation; are the making sense of and experiencing a thing in relation to another thing (Cerit, 2008; Palmer and Lundberg, 1995; Lakoff and Johnson 2010).

Individuals use metaphors, which is a way of thinking and seeing and which facilitates the learning of new information, as a tool for understanding and explaining the concepts with respect to a phenomenon they do not know/they have inadequate knowledge (Morgan, 1998). For this reason, metaphors are used in education as a supportive element for teaching because it facilitates explaining-embracing of abstract concepts, phenomena and events and it is not only a good technique for teaching new information but it is also a proven tool for maintaining the knowledge and its durability (Derman, 2014). According to Sanchez et al. (2000), metaphors have been used by teachers as a teaching tool for a long time, sometimes unintentionally but most of the time for explaining ideas, concepts and abstract things. Because, metaphoric thinking is the skill of establishing correlation between two different things by taking similarities into account and teaching purpose metaphors set up a conceptual field in between another conceptual field for connection and play a key role for various problem solving situations (as cited in, Arslan and Bayrakçı, 2006). According to Girmen (2007), cognitive process developed with metaphors creates affective influences on individuals. These influences cause individuals to benefit from metaphors while identifying their own emotions-ideas/other individuals' emotions-ideas. In this context, metaphors indicate the way individuals perceive themselves and the world (as cited in, Mertol et al., 2013).

Metaphors are of vital importance for especially teachers to successfully carry out the teaching practices in relation to what they know about the course/courses they teach, how they perceive these course/courses and the quality of teaching and they are one of the strongest cognitive tools/models to be used for determining all of these (Özdemir, 2011). This cognitive tool, according to Sun (1969), should also be used in primary school music education in the context of educational music teaching which positively or negatively shapes the music future of a society. Since, music courses in primary education underpin the formal music education and positive/negative behaviours, tendencies and habits persist throughout the entire lives of the children (Arapgirlioğlu and Karagöz, 2010). Particularly in primary school music education, children are taught the minimum fundamentals of music culture; they are given the opportunity to meet and play various musical instruments and to test themselves in specific behavioural dimensions of music; teaching practices in accordance with the anatomy, character and tendencies of the students are carried out and as a result of these practices musical knowledge, experience, interest, desire and skills of the students are developed (Uçan, 1997). Consequently, in order to indicate the educational needs of the class teachers, who are to be assigned teaching music courses in these institutions, it is important to identify the things they draw analogy with the education programme and the images in their mind in relation to educational programme.

## METHOD

Phenomenology design in the framework of qualitative research approach has been used in this study. Phenomenology design focuses on the phenomena, which we are aware of but do not have thorough and detailed understanding and which appear before us in the world we live in various forms such as events, experiences, perceptions, concepts and situations. Phenomenology provides an appropriate framework for studies aimed to research the phenomena we face in various forms in our daily life, which are not totally strange but we cannot comprehend completely. Even though phenomenology researches may not produce exact-generalizable results in accordance with the nature of qualitative research, they can reveal examples, explanations and experiences that provide results facilitating a better recognition and understanding for a phenomenon; believe the importance of subjective knowledge and acknowledge its fundamental role (Yıldırım and Şimşek, 2011; Balcı, 2011).

### Participants

Purposeful sampling method has been used for this research. The reason behind selecting this sampling method is to determine the perceptions of the class teacher candidates in relation to "music course" concept, the things they draw analogy with the education programme and the images in their mind in relation to educational programme. According to Patton (1987), this sampling method is beneficial for making universal generalization and enables in-depth study of situations about which sound information is thought to be known. Hence, it is beneficial for exploring and explaining phenomena and events in many cases (as cited in, Yıldırım and Şimşek, 2011). The study was conducted with 56 undergraduate students of "Primary School Teaching Department" that are studying in Dicle University Ziya Gökalp Faculty of Education in 2014-2015 academic year. They receive music-music teaching courses. 66.1% of the participants are females (n=37) and 33.9% of them are males (n=19).

### Data collection tool

In addition to being a language form implemented to a different content for expressing an analogy of a concept and term, metaphor transfers phenomena for an area to another, filters the fact and defines it in a simple form (Sackmann, 1989; Sterman, 1985; as cited in, Yıldırım and Şimşek, 2011). Because metaphors come into being depending on the social, cultural and personal experiences, they constitute not only the thinking process but also the actions of individuals (Lakoff and Johnson, 2005). Therefore, metaphors have been chosen as the data collection tool for the research and a form prepared by researcher has been used for data collection. Over the course of implementation no comment has been given in order not to impair the reliability of the study. With the intent to uncover the perceptions of the research group in relation to "music course", they are asked to complete the sentence which was formed as "Music course is like … because …". For this purpose, research data has been collected by giving the forms including this sentence to the participants and asking them to complete this sentence by composing a single metaphor in line with their views on the

concept. In this method, which is frequently applied in metaphor studies, with the help of the phrase "is like" it was aimed to unfold an analogy while the purpose of the phrase "because it is" was to attribute this analogy to a rational ground.

### Data analysis

Collected qualitative data was analyzed via content analysis technique and its reliability was found to be 0.93%. The main purpose for content analysis is to reach the concepts and relations which can explain collected data. For this reason, as a first step collected data should be conceptualized, then they should be rationally organized in accordance with the concepts that emerged and themes explaining the data should be determined consequently. Hence, collected data is tried to be defined and the facts could be found in the data are tried to be unfolded through content analysis. Congregating similar data within the frame of certain concepts and themes and interpreting them via organizing comprehensibly underlie the content analysis. In order to increase the reliability of the study, to decrease its biasness, to make comparisons among the themes/categories came up with the analysis of the data and to re-check the results by reaching a larger sample group via other tools such as questionnaires, collected qualitative data was digitalized by frequency analysis, which is also another type of content analysis (Yıldırım and Şimşek, 2011).

**Naming phase:** Produced metaphors were listed, metaphors and sentences were examined with regard to whether they are meaningful or not, and then established metaphors were codified.

**Classification phase:** Metaphors were analyzed with a view to their similarities/common features. Acquired 56 valid metaphors were alphabetically listed and a sample metaphor list was composed.

**Category development phase:** 7 different conceptual categories were carved out thanks to the examination of the common features of the metaphors in relation to "music course" concept and each metaphor was grouped into central themes.

**Reliability of validity phase:** Expert opinion was approached for the issue of whether metaphors belong to a conceptual category or not, the list including 56 metaphors and 7 conceptual categories was presented to the expert and the expert was asked to match these two lists and to compare them with the matching of the researcher. Hence, the reliability of the research was calculated via using the formula of reliability = agreement / agreement + disagreement (Miles and Huberman, 1994). If the conformity among the assessments of the expert and the researcher is 90% or more, the reliability of the study is ensured (Saban, 2099).

Phase of Interpretation with view to Generated Metaphors: Data was assessed via using the definitive statistical methods, number of participants (f) and their percentage (%) representing the metaphors and categories were calculated.

### FINDINGS

In this section, the findings, which were acquired concerning the metaphors developed in relation to the "music course" concept by the class teacher candidates, were shown in the tables and interpreted by analyzing under sub-titles with a view to the research questions.

### Metaphorical findings in relation to the "music course" concept

Participants produced 55 valid metaphors in relation to the "music course" concept. Each metaphor was produced by a single participant. These are; pain killer, drudgery, catharsis day, romance, falling in love, mirror, empty word, spirit, flower, chocolate, child, imposed, detergent, nature, 4 primary materials of the nature, friend, emotion, bread, marriage, philosophy, sky, laughing, sun, dream, life, light, medication, nightmare, fate, heart, heart specialist, pose of a girl, bird, timeout, happiness, good news, breath, teacher, psychologist, soul, soul mate, enlightenment of the soul, affection, hot tea, shelter, respiration, chicken with soy sauce, water, candy, cure, therapy, soil, drug, kill time and food (Table 1).

### Categorical findings composed by metaphors in relation to the "music course" concept

Metaphorical perceptions of the participants in relation to the "music course" concept were put in seven categories. These are; music course as an expression of love, music course as a part of life, music course as an educator-instructor-guide, music course as an expression of diversity, music course as a curing, music course as a reflection of life and music course as an expression of desperation (Table 2).

### Conceptual categories

***Music course as an expression of love:*** 16 metaphors composed by 17 participants (30.1%) are placed under this category which is considered as the expression of love. Catharsis (1), love (2), falling in love (1), flower (1), child (1), friend (1), emotion (1), bread (1), marriage (1), laughing (1), heart (1), happiness (1), good news (1), enlightenment of the soul (1), soul mate (1) and affection (1) fall into this category respectively. The statements of the participants, who composed this category, are as follows: *"Music course is like catharsis day, because it refreshes individuals and best reflects emotions". "Music course is like love, because it steals me away and takes far away". "Music course is like a woman falling in love with a man, because it refreshes individuals, satisfies emotions, spreads happiness. At the same time, it a course which is not cared about at all, it is always mauled and despised but when things are let flow it steals you away". "Music course is like a blossoming flower, because it embellishes its surrounding. It revives emotions, breathes life into nature and humans. It satisfies the needs of the soul, expresses the things that are intended to be told in most beautiful way possible". "Music course is like a child, because children are free and makes you*

**Table 1.** Metaphors developed in relation to the music course concept.

| Order of the Metaphor | Name of the metaphor | Frequency (F) | Percentage (%) |
| --- | --- | --- | --- |
| 1 | Pain killer | 1 | 1.8 |
| 2 | Drudgery | 1 | 1.8 |
| 3 | Catharsis day | 1 | 1.8 |
| 4 | Love | 2 | 3.6 |
| 5 | Falling in love | 1 | 1.8 |
| 6 | Mirror | 1 | 1.8 |
| 7 | Empty word | 1 | 1.8 |
| 8 | Spirit | 1 | 1.8 |
| 9 | Flower | 1 | 1.8 |
| 10 | Chocolate | 1 | 1.8 |
| 11 | Child | 1 | 1.8 |
| 12 | Imposed | 1 | 1.8 |
| 13 | Detergent | 1 | 1.8 |
| 14 | Nature | 1 | 1.8 |
| 15 | 4 primary materials of the nature | 1 | 1.8 |
| 16 | Friend | 1 | 1.8 |
| 17 | Emotion | 1 | 1.8 |
| 18 | Bread | 1 | 1.8 |
| 19 | Marriage | 1 | 1.8 |
| 20 | Philosophy | 1 | 1.8 |
| 21 | Sky | 1 | 1.8 |
| 22 | Laughing | 1 | 1.8 |
| 23 | Sun | 1 | 1.8 |
| 24 | Dream | 1 | 1.8 |
| 25 | Life | 1 | 1.8 |
| 26 | Light | 1 | 1.8 |
| 27 | Medication | 1 | 1.8 |
| 28 | Nightmare | 1 | 1.8 |
| 29 | Fate | 1 | 1.8 |
| 30 | Heart | 1 | 1.8 |
| 31 | Heart specialist | 1 | 1.8 |
| 32 | Pose of a girl | 1 | 1.8 |

feel free". "Music course is like a friend, because it shares your emotions". "Music course is like emotions, because it saddens and makes you think". "Music course is like bread, because it feeds my soul". "Music course is like marriage, because it is beyond endurance but it is pleasant". "Music course is like laughing, because it makes you happy, relieves and eases". "Music course is like heart, because I breathe in life". "Music course is like happiness, because it gives peace". "Music course is like good news when we feel depresses, because it enables us pours out our feelings, makes us happy when we are unhappy". "Music course is like the enlightenment of the soul, because it voices emotions in most beautiful way possible". "Music course is like a soul mate, because it reflects my opinions with its melody". "Music course is like affection, because it warms my inside".

**Music course as a part of life:** 11 metaphors composed by 11 participants (19.6%) are placed under this category which is considered as a part of life. Spirit (1), philosophy (1), life (1), fate (1), breath (1), soul (1), respiration (1), water (1), candy (1), soil (1) and food (1) fall into this category respectively. Some of the statements of the participants, who composed this category, are given below: "Music course is like spirit, because it brings life to individual". "Music course is like philosophy, because we associate the events we live with it. It determines our mood, political views, view of life and character". "Music course is like life, because it garnishes our life with colourful themes. It is the direction between the past and future of the individual". "Music course is like fate, because it always comes across with us". "Music course is like breath, because for me music is being entranced

**Table 2.** Categories composed by metaphorical perceptions in relation to music course concept.

| Categories | Metaphors | Frequency of the metaphor | Number of Metaphor |
|---|---|---|---|
| 1. Music course as an expression of love | Catharsis (1), Love (2), Falling in love (1), Flower (1), Child (1), Friend (1), Emotion (1), Bread (1), Marriage (1), Laughing (1), Heart (1), Happiness (1), Good news (1), Enlightenment of the soul (1), Soul mate (1), Affection (1) | 17 | 16 |
| 2. Music course as a part of life | Spirit (1), Philosophy (1), Life (1), Fate (1), Breath (1), Soul (1), Respiration (1), Water (1), Candy (1), Soil (1), Food (1) | 11 | 11 |
| 3. Music course as an educator-instructor-guide | Sun (1), Light (1), Teacher (1) | 3 | 3 |
| 4. Music course as an expression of diversity | Chocolate (1), Detergent (1), Dream (1), Pose of a girl (1), Timeout (1), Hot tea (1), Shelter (1), Chicken with soy sauce (1) | 8 | 8 |
| 5. Music course as a curing | Pain killer (1), Medication (1), Heart specialist (1), Cure (1), Therapy (1), Psychologist (1) | 6 | 6 |
| 6. Music course as a reflection of life | Mirror (1), Nature (1), 4 Primary materials of the nature (1), Sky (1), Bird (1) | 5 | 5 |
| 7. Music course as an expression of desperation | Drudgery (1), Empty word (1), Imposition (1), Nightmare (1), Drug (1), Killing time (1) | 6 | 6 |
| | Total | 56 | 55 |

*with the music notes and the beats of the tambourine. Losing yourself with beats. Falling in love with soft tones". "Music course is like soul, because it expresses the inner world of individual". "Music course is like respiration, because humans need to refresh their bodies and soul. It brings life to us, gives breath and liveliness". "Music course is like water, because humans cannot live without music just like they cannot live without water. If there is no music, then there is no emotion". "Music course is like candy, because it flavours your heart". "Music course is like soil, because it feeds me with its melodies. I can find melodies matching my feelings. But, sometimes ridiculous music may give a sour taste just like soil". "Music course is like food, because it feeds my soul".*

***Music course as an educator-instructor-guide:*** *3 metaphors composed by 3 participants (5.4%) are placed under this category which is considered as an educator-instructor-guide. Sun (1), light (1) and teacher (1) fall into this category respectively. The statements of the participants, who composed this category, are as follows: "Music course is like sun, because if it is available my soul is enlightened and if it there is no music then my soul is darkened". "Music course is like light, because it enlightens my inner world and gives me positive energy in my most difficult days". "Music course is like a teacher,*

*because it relieves and entertains students when they are bored".*

***Music course as an expression of diversity:*** *8 metaphors composed by 8 participants (14.3%) are placed under this category which is considered as an expression of diversity. Chocolate (1), detergent (1), dream (1), pose of a girl (1), timeout (1), hot tea (1), shelter (1) and chicken with soy sauce (1) fall into this category respectively. The statements of the participants, who composed this category, are as follows: "Music course is like a chocolate, because it flavours and relieves the soul of the individuals. It is omnipresent. At school, work, home, travel... Sometimes it uncovers the skills of individuals and develops their personality". "Music course is like a detergent, because it cleans my soul". "Music course is like a dream, because it takes us to the fantasy world and sets us free from anxieties. But, I wish this course be an applied one". "Music course is like the pose of a girl, because it is the pose that makes a girl to seem pretty". "Music course is like timeout, because melodies make us muse. Just like listening to a fairy tale, it drags us to the fantasy world". "Music course is like hot tea, because it warms me inside and makes me relieved". "Music course is like a shelter, because when I feel sorry, unhappy and sad, I resort to it". "Music course is like*

chicken with soy sauce, because it tastes very good and you will want it no matter how much you eat. There is no one who is get bored by music, because it does not tire you, it relieves you. It is like eating chicken with joy when you are hungry".

**Music course as a curing**: 6 metaphors composed by 6 participants (10.8%) are placed under this category which is considered as a curing. Pain killer (1), medication (1), heart specialist (1), cure (1), therapy (1) and psychologist (1) fall into this category respectively. The statements of the participants, who composed this category, are as follows: *"Music course is like pain killer, because it eases the pain of my soul". "Music course is like a medication which relieves the tiredness of life to some extent, because while teaching this course one adds his/her own feeling and thoughts to the work and thus puts out the problems". "Music course is like a heart specialist, because it eases depression". "Music course is like a cure, because it heals my soul, uncovers my skills. One is grey, pale and incomplete without music". "Music course is like a therapy after boring courses, because it relieves tiredness of a whole week and is always fun". "Music course is like a psychologist, because it enables turning to inner world. It decreases our stress, makes life more bearable and reduces difficulties".*

**Music course as a reflection of life:** 5 metaphors composed by 5 participants (8.9%) are placed under this category which is considered as a reflection of life. Mirror (1), nature (1), 4 primary materials of the life (1), sky (1) and bird (1) fall into this category respectively. Some of the statements of the participants, who composed this category, are given below: *"Music course is like a mirror, because it makes me see myself. I wish this lesson was an applied one and included instrument training". "Music course is like nature, because it accommodates all sounds in the universe". "Music course is like 4 primary materials of the nature, because you cannot live without it. You do not realize it but it necessary for life". "Music course is like sky, because it is both fun and gloomy. It is like day being blue and night being black". "Music course is like a bird, because it is chirping and cheerful".*

**Music course as an expression of desperation:** 6 metaphors composed by 6 participants (10.8%) are placed under this category which is considered as an expression of desperation. Drudgery (1), empty word (1), imposition (1), nightmare (1), drug (1) and killing time (1) fall into this category respectively. Statements of the composing this category are listed as follows: *"Music course is like drudgery, because the purpose is to fill our mind with something temporarily in the course. There is no intention for teaching, it is just information transfer. The teacher transfers and evades just like student pretends to learn and evades. All courses are waste of time". "Music course is like empty word, because it is an idle class and is disregarded". "Music course is like*

*imposition, because I do not like its rules. This course should be given to a competent not to unrelated persons". "Music course is like nightmare, because I hate this course since I do not have any musical skill and infrastructure". "Music course is like drug, because it hinders my thinking" "Music course is like killing time, because I do not like this course, I am in bad with music".*

## DISCUSSION AND CONCLUSION

A great deal of metaphors is needed for explaining music course concept as a whole. In this research, sample group produced 55 different metaphors in relation to "Music Course" concept. According to Yob (2003) "In principle, metaphor is not the thing it mentions, it is just a symbol of it. If it was to be that phenomenon itself, there would be no need for metaphor. For this reason, metaphor is different than the phenomenon it mentions and although it presents a very powerful perspective in relation to this phenomenon, most of the time it is less than that. In order to compensate this situation, multiple metaphors should be used" (as cited in, Kalyoncu, 2012).

Class teacher candidates used different metaphors such as pain killer, drudgery, catharsis day, empty word, chocolate, imposition, detergent, philosophy, nightmare, fate, pose of a girl, timeout, shelter, chicken with soy sauce and drug. This situation is an indicator of the inadequacy of a single metaphor to explain an abstract-complicated concept as a whole and the need for various metaphors for explanation, because, metaphors are eclectic and represent only a single part of the phenomenon they try to explain (Wade and Ernst, 1990).

Metaphorical perceptions of the participants in relation to music course concept are placed mostly under the category of "music course as an expression of love" and least under the category of "music course as an educator-instructor-guide". This result shows that class teacher candidates do not have adequate knowledge about the functions of music. In fact, music has three key roles as an educational tool, education way-methodology and field of education qualities and through music education the communication-interaction between individual and his/her environment becomes healthier, steadier, more effective and more productive; through music education the changes in the behaviours of the individual can influence society (Uçan, 1997).

There is a significant lack of information and awareness and inadequacy of insightful and deliberate approach in relation to the quality of music, its role in people's life, its importance and functions; from time to time music education are deflected from its purposes and rendered to serve other purposes. Yet, because of the place-importance of its functions in human life, music has been a beneficial-useful educational tool, a highly effective educational method and a key educational area since the ancient times of human history (Uçan, 1997). Research also included metaphorical perceptions such as drudgery,

empty word, imposition, nightmare, drug and killing time. This situation involves a negative result in terms of the music course practices of class teacher candidates. It should be kept in mind that the music, musical understanding and taste, which is taught to a student in the school, will increasingly take root in the family and society and will become to be experienced by all members of the society. Because of this, pedagogic music education underlies the music life and music future of a society (Sun, 1969).

In the light of the results of the study, in order to raise the knowledge of class teacher candidates in relation to the importance of music education and teaching, organization of various seminars, workshops and symposiums on primary school music course, the availability of taking different courses on music education-teaching for class teacher candidates in the academic institutions they study and increasing the quality of the music courses they take become even more important.

## Conflict of Interests

The author has not declared any conflicts of interest.

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