Full Length Research Paper

An examination of pre-service history teachers' metaphors regarding the concept of "freedom"

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The purpose of this research study is to examine the metaphors generated by pre-service history teachers regarding the concept of freedom. Qualitative method is used in the research study and phenomenology is utilized as a research design. Semi-structured forms are used as a data collection tool in the study. Each pre-service history teacher is asked to complete the sentence in the forms beginning as "Freedom is like/ freedom is compared to …… because …….." in order to examine their metaphors regarding the concept of freedom. The study group is composed of 34 students studying in History Teaching Department in Kazım Karabekir Education Faculty in Ataturk University during the spring term of 2013-2014 academic year and taking the course "Human Rights and Democracy II". There is no sampling in the study as a result of being in contact with all of the students. Thirty four forms obtained from the pre-service history teachers are examined carefully and four students' forms are not considered for evaluation because of lack of necessary requirements. It is revealed that out of 30 forms, pre-service teachers use 26 metaphors in total regarding the concept of freedom. When the metaphors developed are examined, it is understood that pre-service teachers mostly resemble the concept of freedom to a bird, a kite, and a life. Considering the common features of these metaphors, they are grouped under 7 categories. These categories include equality, struggle, changing according to circumstance, respect to others, balance factor, life space and richness. An expert's opinion from the field is taken regarding the metaphors' representation of the categories. Three metaphors do not overlap the coding carried out by the researcher and the expert. Using Miles and Huberman's formula, reliability is found as 90. Out of the categories formed, "respect to others" and "life space" are the categories which are represented by the major metaphors.

Key words: History, history teacher, metaphor, freedom, pre-service history teachers, education faculty.

INTRODUCTION

The first example and practice of democracy is seen in a city-state of Athens in Ancient Greek world nearly 2500 years ago and democracy appears as a system of government which most of the countries have adopted.

Although it is practised as a direct democracy at first, today it has turned into a representative democracy and most of the people in today's societies perceive democracy as an ideal and attained perfection (Kılıçbay,

1989,8). Kılıçbay, who likens democracy to a delicate and rare flower which needs to be protected and developed, states that democracy will reach perfection at infinity and draws the attention to the contribution of common efforts of the entire society for democracy to grow to maturity (1997,167). If democracy is adopted as a set of values and ideals by the society, it can become a lifestyle (Erdoğan, 2001,100). The values of equality, freedom, and justice, are essential principles of democracy (Yılmaz, 2000,176). Out of these values, freedom, which is the first element and the common value of it, is the most important value (Selçuk, 1999,23; Yılmaz, 2000,176).

According to Hayek (2013,38), *"one person's freedom is therefore always another person's restriction"*. Ringen defines freedom as *one's freedom to behave as he wishes* (2009,271). Dağı (2004,37) states that *freedom is a condition which occurs when there are no external interventions, pressures and constraints on human will*. According to Dedeoğlu (2014,5888) *"freedom is to realize what mankind wants to do. Freedom is to talk, to work, to rest and to have fun. It is one's ability to shape his life. Getting some fresh air, smelling the sea closing his eyes, hugging a tree turning his face toward the sun, greeting a bird, sometimes laughter, and sometimes a whistle is freedom…"*.

Freedom of mankind, which is a unique part for the protection and development of democracy, is very important because freedom is expressed as the basis of being a human (Yılmaz, 2000,176). Expression and behaviour that a person introduces gain value when he is free because behaviours and acts exhibited under pressure, coercion, and imposition are insignificant as they do not reflect the individual's real world. Beginning with the Sophists and Stoics of the ancient Greek world in the ancient times and till today, a person's freedom as a being has been expressed by many philosophers. This condition receives attention in various declarations, manifestos, and international documents during the process of history in the world.

An individual in the society involves in interaction with living things and non-living things that exist in his environment from his birth to death. From his babyhood a person begins to understand and recognize the events in his environment with his senses and then he begins to appear in social environment in which other people live. Moreover, these settings enable an individual to understand himself as a valuable and a special human being and also help him to witness that there are other people who think and act differently from him. A man who lives with other species of him in a structure called society must learn that freedom and rights, which he has, do not only belong to him because the others also have the same rights and freedom. The commonly used understanding "my freedom ends where another's freedom begins" is expected to be adopted by all individuals living in a democratic society because democracy is a lifestyle in which there are differences existing and living together and these differences are regarded as richness. It is so natural that people think about the same things differently. Democracy is the best system which regulates people's right to convey their opinions to others without insulting them, opposing the laws and considering freedom of expression by showing the necessary respect. Individuals have the right to express their opinions not only when they agree with others but when they disagree in democracies (Yılmaz, 2000,25). If we suppress opinions, we can lose the case of "reality clashing with the injustice" as stated by John Stuart Mill (2000,30).

Adoption of principles and values of democracy by individuals is a desired case. What should be noticed here is that individuals cannot only gain awareness through learning their rights but also they should know that these rights can be realized only when they are used concretely in life (Gülmez, 2001,30). Schools are the best places where a person can learn his rights by learning through experience. As stated by Kayabaşı (2011,527), "the principles of democracy will be rooted when they merge with school culture"

Students must be offered environments in educational institutions where they can learn the principles and values of democracy by learning through experience. Students must grab the chance to be involved in methods and activities such as critical thinking, conveying their opinions to the others by justifying them, asking questions, questioning, and by discussion. Students, involved in such learning-teaching activities can learn to express their opinions easily, to recognize the existence of different opinions and respect them, and to be tolerant of others. Teachers are the most important elements of these environments mentioned. Teachers, themselves, must have adopted these principles and values at first. The teachers who have gained these values and principles can design suitable environments for their students and also encourage them to use their rights in lessons, make discussions, ask questions, consider events critically, respect others and their opinions, and be tolerant

History is regarded as one of the courses in the schools which can enable students gain these skills. Students can learn mankind's struggles for freedom, rights and knowledge related to these sufferings for this cause and the events experienced in a chronological order. Events such as slave trade, the life of slaves, colonial practices and tragic events experienced, minority rights, women's right and labours' rights, the rights of people living under different regimes (democracy, authoritarianism, totalitarianism, monarchy, and constitutional monarchy), what the rulers do, people's struggles for the sake of freedom and democracy are among the subjects which can be given as examples in history courses. Students can learn the importance of freedom and rights which they have now and also understand that they have not gained it easily in courses. Due to its discipline, history consists of

some views and sources which look at events from a different aspect. Past experiences must not be imposed on students in line with a single view. Students must be offered opportunities to consider different sources and views about the topics, to express their views about them freely, to have discussions, and gain a critical point of view while evaluating the events. The methods which history teachers are going to employ are also very important. As stated by Kaya (2010, 351) considering that the course requires memorization, implementing lecturing method continuously causes discussions to digress from teaching history.

Human beings encounter various events in social life. They have troubles while understanding and explaining some of them. They express the events which they encounter and think through associating them with other factors. This condition results from an individual's concern for concretizing several complicated events. This concern necessitates the relationship between the phenomena. The concept of metaphor which steps in at this point identifies something as being the same as some unrelated thing (Aydın and Pehlivan, 2010,820).

Metaphor is derived from the Greek word "metaphora", meaning carrying over or transfer (Lakoff and Johnson, 2005,13). Metaphors are regarded as tools used in a study which intends to explain how people see their environment, events, and objects by using different expressions (Cerit, 2008,694). Metaphor enables individuals to make comparisons between two events, concepts and subjects and to present similarities, and thus it enables to draw attention to similarities or expressing an entity in terms of another one (Coşkun, 2010,921). The basic learning principles are to move from the known to unknown and the concrete to abstract. Metaphors can be utilized herein because metaphors use concrete examples while explaining abstract principles. Considering that people have limited perceptions and vocabulary, they are in the position of making comparisons with other concepts to understand a concept (Clarken, 1997, as cited in İbret and Aydınözü, 2011,86). A need is felt for carrying out this research study because pre-service history teachers will have an important place in their students' learning experiences throughout their teaching profession and the condition of determining the metaphors developed regarding freedom by the pre-service history teachers will be very important for their students to adopt freedom.

Purpose of the study

The aim of the study is to reveal the metaphors developed by pre-service history teachers about the concept of freedom. For that purpose, answers are evaluated with the following questions:

1. What are the metaphors developed by pre-service history teachers regarding the concept of freedom?
2. Under which conceptual categories the metaphors,

developed by pre-service history teachers regarding the concept of freedom, are grouped considering their common features?

THE RESEARCH MODEL

Qualitative method is used in the research study which aims to determine the pre-service history teachers' metaphors about freedom and phenomenology is utilized as a research design. Phenomenology forms a research basis appropriate for the studies which aim to explore phenomena or a particular situation which we are not familiar and also which we fail to understand its exact meaning (Yıldırım and Şimşek, 2013,78).

The study group and sample

The study group consists of 34 students studying in History Teaching Department in Kazım Karabekir Education Faculty in Ataturk University during the spring term of 2013-2014 academic year and taking the course "Human Rights and Democracy II". There is no sampling in the study as a result of being in contact with all of the students. The aims of the study were explained to students and their consent was asked. In this manner, they participated in the study voluntarily by signing the interview form.

Data collection tool

Semi-structured form is used in the study to identify pre-service history teachers' metaphors regarding freedom. Each pre-service teacher participating in the study is asked to fill the form which includes the following statement: "Freedom is like ……../ freedom is compared to …….. because …………… . Data were collected through desk research and participants stated their perceptions by writing them in the form.

Data collection

Thirty four forms are obtained from the pre-service history teachers in the study. After these forms are read and examined carefully, four students' forms are not considered in evaluation because of developing more than one metaphor and not offering justifications and logical basis for the metaphor (Saban, 2008,464). After this process, 22 metaphors are obtained from the remaining 30 forms. Bird, water, life, and lion metaphors are the common metaphors stated by the students and students offered different justifications for them. Considering the common features of the metaphors developed by the students, they are grouped under seven categories. An expert's opinion from the field is taken about the metaphors' representation of the categories. Three metaphors do not overlap the coding carried out by the researcher and the expert. Miles and Huberman's formula (1994 as cited in Sadık and Sarı, 2012,50) is used for reliability and the reliability is found as 90.

Content analysis is used for the analysis of data gathered from the forms. *Content analysis is to gather the similar data under specific themes and concepts and to organize and interpret them so that the reader can understand them* (Yıldırım and Şimşek, 2013, 259).

FINDINGS

In this section, the metaphors developed by the pre-service teachers, the categories, and the student

Table 1. Metaphors developed by the students.

Metaphor	f	Metaphor	f	Metaphor	f	Metaphor	f
Bird	3	Breathing	1	Mirror	1	Coffee	1
Life	3	House	1	Driving a car	1		
Kite	3	God	1	Opinion	1		
Lion	2	Balloon	1	Fearlessness	1		
Water	2	Horizon	1	Fist	1		
Universe	1	Speeding I in traffic	1	Sheep	1		
Internet	1	Tree	1	Colours	1		

Table 2. Categories Related to the Metaphors about Freedom.

Category	Student (f)	Student (%)	Metaphor (f)	Metaphor (%)
Equality	1	3.3	1	3.9
Struggle	2	6.8	2	7.6
Changing according to circumstance	2	6.8	2	7.6
Respect to Others	13	43	10	38.4
Balance Factor	2	6.8	2	7.6
Life Space	9	30	8	30.7
Richness	1	3.3	1	3.9
Total	30	100	26	100

statements related to the metaphors are presented. To behave ethically, students' names are coded as S1, S2, S3 and so on.

It is understood from Table 1 that students most frequently use the metaphors of bird (10%), life (10%) and kite (10%). The categories related to the metaphors developed by the students are presented in Table 2.

Category of equality

The category of equality consists of bird metaphor (f:1). A pre-service teacher explains the concept of freedom with equality. The student's statement related to the category is given as an example:

"Freedom is like a bird because birds fly inherently. There is no discrimination between these species because all of them can fly and they fly when all mature enough in the same way. In other words, we can say that all of them have equal rights…" (S.1)

Category of struggle

The category consists of water (f:1) and horizon (f:1) metaphors. In this category pre-service teachers try to say that the concept of freedom is a product of struggles.

The student's statement related to this category is given as an example:

"Freedom is like water. There are similarities between

freedom and water regarding their features. Water's resistance to any restriction and barrier and proceeding its way is likened to the struggles in which freedom fights against the constraints". (S.2)

Category of changing according to circumstance

Changing according to the circumstance category includes water (f:1) and mirror (f:1) metaphors. The students state in this category that the concept of freedom can be used in various ways regarding the circumstances. Students' statements related to this category are given as examples:

"Freedom is like water because if you use it well and cleanly, its name is clean, but if you use dirty water, its name is bad"(S.3)
"Freedom is like a mirror because with whatever or however you look at a mirror, you can see that image". (S.20)

Category of respect to others

This category consists of the following metaphors: driving a car (f:1), universe (f:1), God (f:1), Internet (f:1), kite (f:3), balloon (f:1), speeding in traffic (f:1), tree(f:1), lion (f:1), opinion (f:1) and fist (f:1). Students try to explain the freedom concept with the existence of others. The students' statements related to this category are given as examples:

"Freedom is like driving a car because we are on a journey throughout our life and we have to maintain it without having an accident or giving damage to others". (S.4)

"Freedom is like the Internet because when you are free, you can reach anything like surfing on the net. Of course there are things on the Internet which we cannot reach like the governments' confidential information. I mean our freedom is not infinite". (S.9)

"Freedom is like a tree because trees grow in soil. They grow in soil as they desire. However, they grow in the area where the other trees let them grow. They can grow in their own area as long as they wish". (S18)

Category of balance factor

The category includes life (f:1) and coffee (f:1) metaphors. The students' statements related to this category are given as examples:

"Freedom is like a life because an individual does sport, eats regularly and shapes his life to live a healthy life. Freedom is like that. Both insufficient freedom and too much freedom are dangerous. We have to reach a common point". (S.6)

"Freedom is like coffee because sometimes it is bitter, sometimes strong and sometimes medium". (S.29)

Category of life space

Life space category consists of the following metaphors: life (f:2), breathing (f:1), bird (f:2), house (f:1), lion (f:1), fearlessness (f:1) and sheep (f:1). The students present the features of the concept of freedom attributed to subjectively experienced aspect. The students' statements related to this category are given as examples:

"Freedom is like breathing because breathing is an indispensable need for human beings. The more a person feels himself free, the more he comprehends that he is a human being". (S.10)

"Freedom is like a bird because a bird moves as it wills without any barriers". (S.22)

"Freedom is like a lion because it lives in a forest, in its habitat, without depending on anyone". (S.23)

Category of richness

This category involves metaphor of colours (f:1). The student's statement related to this category is given as an example:

"Freedom is like colours because each individual experiences and defines freedom differently. Understanding freedom is different. Freedom is a concept which includes all colours within itself". (S.28)

DISCUSSION

Out of 34 forms, 22 metaphors are developed by the pre-service teachers about the concept of freedom. The metaphors developed are grouped under seven categories considering their features. These categories involves equality, struggle, changing according to circumstance, respect to others, balance factor, life space and richness.

Among the categories, which are about the metaphors related to the concept of freedom developed by the pre-service history teachers, "respect to others" (%43) and "life space" (30%) take first place. With the category of "respect to others" the students explain freedom as something which should be evaluated with other people's freedom. It is observed that about the category of life space the students regard freedom as "a state of doing what you wish without depending on others and facing any obstacles." In this study the pre-service history teachers try to explain the concept of freedom mainly with bird, life and kite. The following recommendations are made regarding the results of the research study:

1. The courses such as colonialism, gender mainstreaming, and human rights can be integrated into the faculty programs which students study and the current course hours can be increased.
2. Pre-service history teachers can be exposed to methods (particularly discussion method) and activities with which they can freely express their opinions in the courses.

Conflict of Interests

The author has not declared any conflict of interests.

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