



“Academic Turkish Is Like...”: International Students' Perceptions
About Academic Turkish Concept *

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ABSTRACT

Metaphors are a tool that can be used in academic life and wherever there is discourse to draw attention to the current situation and its reasons. This study reveals international students' perceptions of Academic Turkish through metaphors. The study participants international students who studied Academic Turkish at Erciyes University Continuing Education Center. The research data were obtained by filling the gaps in the expression "Academic Turkish, in my opinion, is like... Because..." by international students. This research was carried out using a phenomenological research design and the data obtained were analyzed by content analysis. The study's findings show more positive and valid metaphors formed by international students towards the concept of Academic Turkish. The participants' metaphors are classified as background, guidance, need, improvement in the positive category, and a waste of time under the negative category. It is seen that metaphors are mainly clustered in the background sub-category of positive metaphors. It is seen that Academic Turkish mainly creates positive perceptions. Still, this course should be further enriched in terms of the course book, the level of education, and the department of students.

Acknowledgments

Statement of Publication Ethics

Authors' Contribution Rate

Conflict of Interest

Erciyes University Social and Human Sciences Research and Publication Ethics Board stated in its document numbered 124 and dated March 30, 2021 that ethical standards were followed in this research.

First author conducted the intervention and drafted the manuscript. Both authors conducted the coding procedure, and wrote and proofread the manuscript. Percentage contributions are as follows: First Author = 70%, Second Author = 30%.

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Introduction

The metaphor is one of the linguistic elements individuals use in their daily language. The word comes from the Greek *metapherein*: ‘meta’ ‘beyond’ and ‘*phrein*’ ‘to bring’ (Koro-Ljungberg, 2001; Levine, 2005). Metaphors have a long history going back to Plato and Aristotle. In ancient Greece, metaphors were seen as an element of discourse, part of rhetoric. The metaphor, which is limited to discourse in an oral culture, became a subject of discussion in many areas such as linguistics, cognitive linguistics, psychology, and education in the 20th century. Thus, metaphor is no longer just a part of rhetoric; it is considered a representation of perception and thought. Jensen (2006) states that metaphor is a common way of expressing complex concepts in this direction. For this reason, people have frequently benefited from metaphors in both making sense of and transferring their experiences in their daily lives (Punch, 2005).

Metaphor transforms meaning from a symbol into another symbol with equivalence (İmer, Kocaman, & Özsoy, 2011; Morey, 2011). In other words, metaphors become meaningful when a symbol is associated with another symbol (Koro-Ljungberg, 2001). As Lakoff and Johnson (2015, p. 30) stated, “the essence of metaphor is to understand and experience one kind of thing according to another kind of thing”. Low (1988) points out that metaphor is a reclassification; According to him, the metaphor is “to treat X as if it were Y in some way” (p. 126). For example, considering the words “language” and “world.” Language is like the world: various world features are transferred to language in its expression. In this way, language is explained with multiple features of the world. Creating a new mental scheme by establishing a relationship between two different phenomena makes the metaphor powerful (Saban, 2008).

Metaphors are among the elements that enrich the use of language. However, metaphors cannot be limited to embellishing the language in daily life (Saban, 2008). Therefore, it is insufficient to evaluate the importance of metaphors only in language. Metaphors are also remarkable in that they reflect the unique thinking models of individuals that form the background of linguistic appearance. Metaphors are evaluated as “way of thinking” and “way of seeing” (Yazar, Özekinci, & Lala, 2017). The matching of the two concepts “highlights a common quality and thus a perceptual abstraction occurs without giving up the contexts in which the highlighted quality comes to life” (Arnheim, 2007, p. 79). Metaphors can shape both our thoughts and actions (Saban, 2010; Sfar, 2009; Lakoff & Johnson, 2015). For this reason, it is stated that metaphor is a powerful mental tool that helps an individual understand and explain a high-level abstract, complex, or theoretical phenomenon (Güneş & Tezcan, 2017).

Metaphors are not limited to daily life, language and literature, but are discussed in different fields, and interdisciplinary studies have become widespread. The Conceptual Metaphor Theory, which is based on the studies of cognitive linguists such as Lakoff and Johnson (2015) and Kövecses (2011), has become so widespread because metaphor is not only seen as an essential element of literature and oratory (Gomez, 2015). Besides, unlike traditional metaphor studies, this theory considers the mapping process between the source domain and the target domain, the cognitive abilities, background information, and cultural differences of the producer and the receiver (Deignan, 2003). On the other hand,

metaphors as means of investigation act as a bridge for examining personal experiences, habits, and perceptions in education. As mentioned above, it is stated that although the place of metaphors in daily life draws attention from many aspects, they also play an essential role in the field of education (Botha, 2009). Therefore, metaphors have been studied in different contexts as the subject of many scientific studies on education. In this direction, the effects of learning metaphors on cognitive abilities such as memory, attention, and remembering were discussed in education (Whitney, Budd, & Mio, 1996; Cameron, 2003). Metaphors in linguistics are generally the subject of semantics, pragmatic and discourse studies. For some time, metaphor has been used both as a data collection tool and as a method in educational research (Cameron & Maslen, 2010). This study discussed metaphorical perceptions in Academic Turkish in teaching Turkish as a second language. As stated by Akkaya (2013), individuals' perceptions of language in the learning process are essential; as a matter of fact, "positive metaphorical perceptions affect foreign language learning positively, while negative metaphorical perceptions can also give the opposite result" (Gömlüksiz, 2013, p.652).

Literature review

Studies on metaphors in teaching Turkish as a second language are limited. The studies on this subject were carried out by Akkaya (2013), Ariogul and Uzun (2011), Boylu and Işık (2017), Göçen (2019) and Kalenderoğlu and Armut (2019). In the study conducted by Ariogul and Uzun (2011), metaphors reflected the positive aspects of Arabic students' Turkish learning experiences. Akkaya (2013), in his research examining the perceptions of Syrian refugees towards Turkish, states that the most of the participants have developed positive metaphors and have positive perceptions. Boylu and Işık (2017) determined the perceptions of 81 students who learn Turkish as a foreign language towards Turkish through metaphor; 31 students see Turkish as a need, 21 students find it difficult, and 9 of them associate it with their own language or another language they know. Finally, 30 students have a positive feeling for Turkish. Similarly, Kalenderoğlu and Armut (2019) also researched the metaphor of Turkish learners in Turkey about Turkish Teachers, Turkish, TOMER, and Turkey; They found that participants primarily compared Turkish to their mother tongue or other languages. Göçen (2019), uses metaphors to determine the grammatical perceptions of Turkish learners as a foreign language. As can be seen, studies in the literature focus on metaphorical perceptions of Turkish; studies on Academic Turkish are minimal.

Academic Turkish education is a new phenomenon for international students due to its unique characteristics. Academic Turkish education focuses on developing communicative skills necessary for academic studies in the target language. As a sub-branch of special-purpose language teaching, foreign language teaching for academic purposes is about teaching and developing communicative and academic skills that will help in the academic context. (Kocaman, Gürata & Durmuş, 2020). In this respect, the Academic Turkish course is not limited to academic writing. It includes making presentations, using note-taking techniques for listening skills, preparing handouts, and

topics such as official e-mail, abstract, and essay writing. In short, Academic Turkish education aims to gain academic discourse's grammar and word structure features along with reading, listening, speaking, and writing language skills. When students who are used to general Turkish education systematics from A1 to C1 encounter Academic Turkish, a new dimension related to Turkish is formed in their minds. Each individual attributes meanings to this dimension. As a result of their experience, a unique academic Turkish scheme is formed in their mental world. Describing perceptions by revealing these schemas is a prerequisite for answering how Academic Turkish is interpreted. However, no study examines the Academic Turkish perceptions of international students in teaching Turkish as a second language. The study aims to reveal and interpret international students' perceptions of Academic Turkish through metaphors. For this purpose, answers to the following questions were sought:

1. With which metaphors do international students reveal their perceptions of academic Turkish?
2. Under which conceptual categories are the created metaphors gathered in terms of their common features?

Methodology

Research design and publication ethics

This research is a phenomenological study conducted within the framework of the qualitative research approach. The main reason for choosing this model is that perceptions are also considered as a phenomenon (Yıldırım & Şimşek, 2013). Although international students take the same Academic Turkish course and have common experiences, they attribute their own meanings to the concept of academic Turkish in line with variables such as needs, interests, goals, etc. Each has a different academic Turkish perception. In this context, the phenomenon examined within the scope of the research is how the academic Turkish perceptions of international students in the world of thought are transformed into a concept through metaphors. Because, examining metaphors in qualitative research allows the phenomenon to be reflected in an original way (Carpenter, 2008). The ethical approval for the study was obtained from the Erciyes University Social and Human Sciences Research and Publication Ethics Board, in its document numbered 124 and dated March 30, 2021.

Participants

The study participants consisted of 70 international students studying Academic Turkish at a state university. Forty-three of the students were men and 27 of them were women. The students came to Turkey from different countries to get undergraduate, and graduate degrees, complete C1 Turkish language education, take compulsory Turkish academic education, and obtain a "Turkish Scholarship". The present researcher was one of the teachers who taught this group. The fact that the participants consisted of students in science and social groups reflects the maximum diversity of the research. For this reason, the participants were determined according to the easy-reachable

and maximum diversity sampling methods (Yıldırım & Şimşek, 2013). The purpose of choosing the easy-reachable sampling method is that the researcher can directly reach the participants, take their lessons and be effective in process management.

Data collection and analysis

To determine international students' perceptions of academic Turkish concept, students were asked to fill in the form containing personal information and expression "In my opinion, academic Turkish is like... Because...". In metaphor studies, the expression "like" is used to reflect the connection between the subject of the metaphor and its source, and the conjunction "because" is used to justify the created metaphor (Saban, 2009). This written expression pattern is preferred because it is used very often in the literature and is suitable for the nature of the research. The form is in Turkish, and students were asked to fill it in Turkish. Since this article is written in English, the authors have translated the collected data into English.

Research forms were handed out to the participants by the researcher. The participants were informed verbally that the research form was divided into three parts. The first part is the instruction part that includes introductory information about the research. In this section, besides some information introducing the research, there are ethical explanations that the personal information of the participants will not be shared. This section ends with the participants' options to declare whether they voluntarily participated in the study or not. In the second part, personal information includes variables such as country, faculty, and department to be studied, education level, and gender. In the last part, an expression pattern will form the metaphor. Besides, a metaphor example has been added to this section despite the possibility that students will do a metaphor study for the first time. In this way, the students can understand what to do more quickly.

Procedure

The data were analyzed using the content analysis technique. Content analysis was carried out by following the (1) labeling and sorting stage, (2) sample metaphor image compilation stage, (3) categorization stage, (4) inter-rater reliability rate that Saban, Koçbeker & Saban (2006) included and implemented in their study.

1. Labeling and sorting stage: This first stage examined whether international students could convey their Academic Turkish perceptions by forming a metaphor. First, all forms available are numbered by gender and department EKF1, EKF2; EKS1, EKS2... for men; KKF1, KKF2; KKS1; KKS2... for women. Then, the metaphors in the forms and the reasons were examined. If the metaphor was not specified or if the justification for the metaphor was not presented despite the specified metaphor, or if only an explanation were made instead of the metaphor, such forms were excluded from the research. Forms belonging to five participants (four men and one woman) were sorted out within the scope of the research for the reasons stated.

2. Sample metaphor image compilation stage: In this step, the metaphor expressions and explanations in the remaining valid forms are numbered alphabetically by gender-based ordering. In this way, a list indicating valid metaphors of 65 participants and

their justifications was obtained. This list makes it easy to reach categories from metaphors and positively affects the data analysis process (Saban, 2008; 2009). The list consists of three columns. The first column contains numbers based on gender, the second column contains metaphors, and the third column contains the reasons for creating metaphors. The participants' reasons were reflected no expression was shortened. The researcher corrected the language errors in the written expressions of the participants

3. The categorization stage: At this stage, as Saban, Koçbeker and Saban (2006) also applied, firstly, metaphors are categorized to reflect positive and negative perceptions. Later, it was classified under various conceptual categories in common features. The positive category includes four sub-categories: background, guidance, need, improvement; the negative category includes two sub-categories as a waste of time and useless. The subjects, sources, and relationships between the metaphors whose reasons were specified in the part "because ..." were considered (Saban, 2008).

4. Establishing the inter-rater reliability rate: This stage includes the control-coding applied to ensure reliability. Control coding refers to the consensus of coders on the size of the data block, code generation, and use for definitional clarity and reliability control (Miles & Huberman, 2019). The list formed by the coders includes five conceptual categories under two upper categories, positive and negative. Then, the list was presented to an expert who has previously conducted metaphorical perception research. The coding agreement between the coding made by the expert and the researchers' coding was calculated using the $\text{reliability} = \frac{\text{agreement}}{\text{agreement} + \text{disagreement}}$ formula of Miles and Huberman (2019). As a result, it was found that the coding agreement between experts and researchers was 91%.

Results

The findings obtained within the scope of this research are presented below under various headings.

Findings Regarding Conceptual Categories

International students who participated in the study were able to create various metaphors regarding the concept of Academic Turkish. These metaphors revealed both positive and negative perceptions of students about the concept of Academic Turkish. Descriptive information about these metaphors and the categories derived from them are presented in the table below.

Table 1. Distribution of Participants' Metaphors Regarding the Concept of Academic Turkish by Categories

Categories	Conceptual Category	<i>f</i>	Metaphors [Participant Code]	<i>n</i>
positive	background	18	Encyclopedia (ansiklopedi) [KKS10], key (anahtar) [EKF3, EKF15, EKS1, EKS11, EKS17], tool (araç) [EKF10], research article (araştırma makalesi) [KKS1], sea (deniz) [EKS10, KKS12], introduction of the truth of the world (dünyanın gerçeğinin tanıtımı) [KKF9], benefit (fayda) [EKF16], long-term school (geniş dönemli okul) [KKF6], life (hayat) [EKF18, KKS2, KKS3], eye (göz)	26

			[EKF14], clue (ipucu) [EKS3], reference (kaynak) [EKF6], fruit (meyve) [EKS4], music (müzik) [EKS2] guide (rehber) [EKS9], basic (temel) [EKF12, EKF20], database (very Tabanı) [EKF1], writing course (yazma kursu) [EKF17]	
	guidance	14	Family support (aile desteği) [KKS5], key (anahtar) [KKS12], tool (araç) [KKS8], father's advice (baba tavsiyesi) [KKS6], light (ışık) [EKF2, EKF7, KKF10], future (gelecek) [EKF13], ship (gemi) [KKS13], sun (güneş) [KKF1], navigation (navigasyon) [EKF22], guide (rehber) [EKS8, EKS16, KKF13], dictionary (sözlük) [KKF2], way (yol) [KKF3], manager (yönetici) [EKF11], summary (özet) [KKS9]	18
	need	5	Flag (bayrak) [EKS14], paper (kağıt) [KKS7], breathing (nefes almak) [EKS13], salt (tuz) [KKF4], water (su) [EKF9, KKF11]	6
	improvement	3	doctor (doctor) [EKS12], light (ışık) [EKS5], medicine (ilaç) [EKF19, KKS4, KKF12]	5
negative	A waste of time	9	Punishment (ceza) [EKS6, EKS7], social media(sosyal medya) [EKF4], temporal time (geçici zaman)[KKF8], heaven (cennet) [KKF7], trouble (dert) [EKF21], extra clothes (fazla kıyafetler) [KKF5], burnt out lamp (yanmış lamba) [EKF8], Jordan's parliament (Ürdün'ün parlamentosu) [EKF5], documentary movies (belgesel filmler) [EKS11]	10

Sixty-five international students participating in the study produced 49 valid metaphors. Forty of these metaphors are under the positive category, and nine are under the negative category. Considered as a percentage, 81.6% of the data is positive, and 18.4% is negative. Considering the categories in terms of students, 84.4% of 65 students produced positive metaphors, while 15.4% formed negative metaphors. Positive metaphors are more numerous than negative ones; this reveals that international students have positive perceptions of Academic Turkish.

Academic Turkish in Terms of Background

International students stated that they have the perception that Academic Turkish provides a background by using these metaphors; encyclopedia [KKS10], key [EKF3, EKF15, EKS1, EKS11, EKS17], tool [EKF10], research article [KKS1], sea [EKS10, KKS12], introduction of the truth of the world [KKF9], benefit [EKF16], long-term school [KKF6], life [EKF18, KKS2, KKS3], eye [EKF14], clue [EKS3], reference [EKF6], fruit [EKS4], music [EKS2] guide [EKS9], basic [EKF12, EKF20], database [EKF1], writing course [EKF17]. To objectify this perception, some of the participants' reasons were presented as an example: EKF1 "... is very important for graduate students. There is a lot of information in the Academic Turkish course to do research, to write an abstract and handout. Students can understand quickly and in a short time", EKF20 "... exposes me to some of the words used in my course and also teaches me how to present and write academic articles in Turkish", KKF6 "... I learned fundamental academic concepts during this semester, I am sure it will be useful for me in my department." In this conceptual category, key (n = 5), life (n = 3), sea (n = 2) and basic (n = 2) metaphors draw attention as

the same metaphors created by different students. In addition, the conceptual background category stands out with the highest frequency among other categories in terms of the number of students. Most of the participants stated that they gained various prior knowledge by gaining various knowledge and skills in Academic Turkish. They stated that thanks to this knowledge and skills, they formed a background for their department and had various advantages when they started in their departments. Besides, metaphors created by the participants such as basic, reference, key, database, and writing course are considered strong metaphors in terms of their potential to highlight mental associations regarding creating a background.

Academic Turkish in Terms of Guidance

International students stated that they have the perception of guiding Academic Turkish by using these metaphors; family support [KKS5], key [KKS12], tool [KKS8], father's advice [KKS6], light [EKF2, EKF7, KKF10], future [EKF13], ship [KKS13], sun [KKF1], navigation [EKF22], guide [EKS8, EKS16, KKF13], dictionary [KKF2], way [KKF3], manager [EKF11], summary [KKS9]. To reflect this perception, some of the participants' reasons were presented as an example: EKS8 "...gives clues about the research and investigations I will do in my department and describes the way I will go", EKF22 "... provides a guide, information and leads the way on how to conduct research for graduate and doctoral students Guide (n = 3) and light (n = 3) metaphors were identified as the same metaphors created by different students in this conceptual category. Besides, metaphors created by the participants such as guide, light, and way came to the fore as powerful metaphors in terms of their potential to highlight mental associations regarding guidance. When the created metaphors and their reasons were examined, 27.7% of the participants stated that Academic Turkish shed light on their own departments. Academic Turkish provided students with pre-experiences about what situations they will encounter in their departments by creating awareness about their departments and predictions about what they should do in the future due to these experiences. Academic Turkish, with its guidance function, also enabled students to learn how to follow a path.

Academic Turkish in terms of Needs

International students highlighted the need dimension of Academic Turkish by using the metaphors of flag [EKS14], paper [KKS7], breathing [EKS13], salt [KKF4] and water [EKF9, KKF11]. When the metaphors and their reasons are examined, 9.2% of the participants perceive that Academic Turkish is an indispensable need for their education at the university. For example, to reflect this perception, some of the participants' reasons were presented as follows: EKF9 "... water is necessary and beneficial for us, we will not live without water. At the same time, Academic Turkish is a science that we need ...", EKS13 "... just as breathing is indispensable in my life, academic Turkish is indispensable for being successful in university" and EKS14 "... just as a flag is indispensable for a state, academic Turkish is so for a university". In this conceptual category, it was seen that the metaphors of water (n = 2) and light (n = 3) were preferred by different students. At the same time, when the reasons for the metaphors of salt, water, flag, paper, and breathing as an action were examined, it was determined that they were stated as essential needs in the

context of their use. Among these metaphors, especially the water and breathing metaphors attract attention as powerful metaphors in terms of their potential to highlight mental associations of need.

Academic Turkish in Terms of Improvement

International students drew attention to the improvement dimension of Academic Turkish by using the metaphors of doctor [EKS12], light [EKS5] and medicine [EKF19, KKS4, KKF12]. To reflect this perception, some of the participants' reasons were presented as an example: "... as medicine heals patients, it corrects my mistakes and enables me to write my articles in a better way" [KKS4], "... Academic Turkish education improves the deficiencies in our lives" [EKS12] "... becomes very useful as time goes on" [EKF19] and "I understand better in Turkish lessons, when reading texts in the classroom." [KKF12]. 7.7% of the participants produced metaphors in this conceptual category; it was determined that different students created and repeated the medicine metaphor ($n = 3$). In addition, the doctor and medicine metaphors created by the participants came to the fore as powerful metaphors in terms of their potential to highlight mental associations for improvement. When the created metaphors and their reasons were examined, it was found that students corrected their mistakes and made up for their deficiencies thanks to academic Turkish. Students highlighted the healing aspect of Academic Turkish in terms of current problems such as writing and reading.

Academic Turkish as a Waste of Time

15.4% of international students expressed their negative perceptions of Academic Turkish using these metaphors; punishment [EKS6, EKS7], social media [EKF4], temporary time [KKF8], heaven [KKF7], trouble [EKF21], extra clothes [KKF5], burned out lamp [EKF8], Jordan's Parliament [EKF5] and documentary movies [EKS11]. These metaphors have been determined that Academic Turkish is perceived as a waste of time. In order to reflect this perception, some of the participants' reasons were presented as an example: "... It was unnecessary. Academic Turkish lessons take long..." [EKS6], "... We have to do dozens of homework but we don't understand at all. It takes our time like social media on the phone." [EKF4] and "... it's really hard to come every day. They seem useless when you've been doing the same things for a long time. When you finally arrive, you will be as happy as in heaven." [KKF7]. In this conceptual category, the metaphor of punishment ($n = 2$) was identified as a repetitive metaphor created by different students. The metaphors of punishment, temporary time, and trouble created by the participants came to the fore as powerful metaphors in terms of their potential to highlight mental associations about wasting time. Also, the word heaven, which has a positive connotation, has been used to reflect a negative perception. When the created metaphors and their reasons were examined, it was found that Academic Turkish did not benefit students even though it took their time.

Discussion

In this study, international students' perceptions of the concept of Academic Turkish were determined through metaphors. Sixty-five of the participants were able to

produce valid metaphors for the concept of Academic Turkish, while five of the participants failed to express this concept with metaphor. It was observed that almost all the participants reflected their perceptions of Academic Turkish through valid metaphors. This finding is considered to be meaningful because it is thought that students who receive Academic Turkish education should be qualified to form a metaphor. Studies in the literature show similar results that support this finding. In studies conducted by Ariogul and Uzun (2011), Akkaya (2013), Boylu and Işık (2017), most of the participants who learned Turkish as a foreign language produced valid metaphors for Turkish. However, in Göçen's (2019) study, it was also determined that one-fourth of the participants could not produce valid metaphors.

A total of 49 valid and different metaphors were identified in the study. The high number of metaphors is thought to be because each participant uploads his own meaning to the metaphor. As Akkaya (2011) stated, metaphors are an individual phenomenon, and there can be many metaphors and explanations as to the number of participants. Therefore, it seems meaningful and normal that the number of metaphors is high and the creation is different. The data obtained in this study were collected from 65 different participants. However, 49 of them are different from each other.

This study, it was concluded that most of the participants had positive perceptions about the studied concept. Fifty-five participants had positive perceptions, and 10 participants had negative perceptions about Academic Turkish. Some results from the studies in the literature have been shared to support this finding. Boylu and Işık (2017) stated that the perceptions of those who learn Turkish as a foreign language are generally positive toward Turkish. Uçak (2017) revealed that students who learn Turkish as a foreign language in Iraq also create positive perceptions of Turkish. Aylin (2018), in her study with international students at the Turkish Teaching Research and Application Center, concluded that students' perceptions of Turkish are generally positive. Akkaya (2013) also found that most Syrian refugees express their perceptions of Turkish with positive metaphors. Studies in the literature show that students or foreign nationals positively perceive Turkish during their general Turkish learning. According to the results obtained in this study, it is possible to say that this positive perception continues at the Turkish academic level.

It was determined that Academic Turkish predominantly formed a background for students. The metaphors show that Academic Turkish provides students preliminary information about their departments. In this way, the students have gained outcomes in various technical subjects such as term knowledge of their departments, writing reports, making presentations, and taking notes. This basic structure provided to students allows them to have some advantages in their department courses. The study conducted by Demir (2017) revealed that international students consider academic reading, taking notes during the lesson, asking questions about the lesson, and listening to the lesson as the most critical activities. However, Yahşi Cevher and Güngör (2015) revealed that international students have difficulty understanding basic concepts and terms in their department courses and their background is inadequate because they did not take an Academic Turkish course. Dilek (2016), because of his interviews with international students, stated that the general

Turkish given in preparatory courses was insufficient in taking the notes required by academic education, reading, and understanding the textbook, giving written answers in exams, listening, and understanding the course.

In the justification of the metaphors we have obtained, students "write a handout" [EKF1], "write academically" [EKF10], "I learned how to write an academic writing" [EKF17], "teaches me how to present and write academic articles" [EKF20], "I know how to start writing my thesis" [KKF9], "I learned the aspects of Turkish academic writing" [EKS3], "It is helpful for me to write academic texts" [EKS4], "writing a reference," [EKS9], "I can write both theses, article, and summary well" [KKS10] confirms that Academic Turkish contributes to writing skills. Demir (2017) states in his study that international students have the most difficulty in writing, therefore, they mostly need Academic Turkish in this field. The metaphors and reasons stated by the students show that they perceive the contribution of Academic Turkish to writing skills positively. On the other hand, in the literature (Yahşi Cevher & Güngör, 2015; Dilek, 2016; Demir, 2017; Hasırcı Aksoy, 2021), it is known that students have difficulties in listening and understanding during reading due to a lack of basic concepts and terms in their department courses. The following explanations about metaphors: "I understand my department and also know the basic terms" [EKS15], "Academic terms are scarce in general Turkish lessons. Therefore, as academic Turkish is a ship, it will take from basic Turkish to university Turkish" [KKS13], "we learned new concepts" [EKF16], "I learned academic concepts" [KKF6] and "we learn the concepts in our department" [EKS17], that Academic Turkish provides background in acquiring terms; Therefore, it reveals that it creates a positive perception. In addition, participants with codes EKS9, KKF12, EKS17 and KKS1 show that Academic Turkish contributes positively to reading articles, books, and notes.

This study, it was revealed that students perceive Academic Turkish as a requirement in the conceptual category of need. Studies in the literature support the findings of this study. For example, Boylu and Işık (2017) determined that those who learn Turkish as a foreign language need academic Turkish especially for university education; Demir (2017) revealed the Academic Turkish needs of international students in his thesis. According to this study, reading and writing skills should be concentrated, and teaching academic terms and department-specific vocabulary should be emphasized (Demir, 2017). Biçer and Alan (2017) also found a similar result in their needs analysis study and stated that Syrian students need Turkish to receive an education. Another study conducted by Çalışkan and Çangal (2013), it was stated that foreign nationals need Turkish to receive an education.

In this study, the reasons for the negative perceptions of 10 participants were that the academic Turkish lessons were too long (EKS11, EKS6), their motivation was low (EKS7, EKS6), they were not graduate students (KKF8, EKF21), the lessons were difficult (KKF7), Academic Turkish lessons are not related to the courses of their departments (KKF5) and it does not contribute them (EKF4, EKF5, EKF8). Demir (2017) suggests that students who complete the Turkish preparatory classes should be given an Academic Turkish course. Hasırcı Aksoy (2021) also states that the problems experienced by international students in Academic Turkish negatively affect their academic self-efficacy

perceptions. Therefore, although some participants have a negative perception because they are not graduate students, the importance of Academic Turkish lessons is emphasized in the literature. Accordingly, it is recommended that academic Turkish lessons be divided into classes according to the students' educational status. As stated by Demir (2017), the scientific studies in the textbooks to be taught and the materials to be used in the academic Turkish course should be prepared by considering the student profile, needs, and perceptions specified in this context. Associatively, two participants referred to the book taught in the academic Turkish course as follows: "Our faculty should make a more original book instead of academic Turkish" [EKS15], "I got bored sometimes because the book is a bit difficult" [KKS1]. Although the student group for which the data is collected is divided into science and social departments, it is seen that the students need a textbook for their level and department courses.

Conclusion

Metaphors are a tool that can be used in academic life and wherever there is discourse to draw attention to the current situation and its reasons. However, this tool can be effective if the person has language skills and knowledge about the research subject. In this study, it is foreseen that the participants would not have problems in creating metaphors because they had completed the C1 level and had taken an Academic Turkish course. The extraction of five of the 70 data was done for procedural reasons, not related to the students' language level. This increases the acceptability of the metaphors obtained. The metaphors and explanations signified above helped them reflect on how Academic Turkish constructs the academic life of international students. This direction, it enabled them to reveal their positive and negative perceptions. The participants' metaphors are classified as background, guidance, need, improvement in the positive category, and a waste of time under the negative category. It is seen that metaphors are mainly clustered in the background sub-category of positive metaphors. In other words, it is revealed that the students perceived the Academic Turkish course as a background for the department courses. This situation shows that students distinguish academic Turkish from general Turkish and perceive it as a language preparation for department courses. On the other hand, this course is considered a waste of time because it is unrelated to the educational background, difficulty, and department courses.

In previous studies, it was observed that international students' perceptions of Turkish were revealed with positive metaphors. Since their perceptions of Academic Turkish have not been examined in the literature, this study deals with international students' perceptions of Academic Turkish. It was expected that the results obtained in this direction overlap with the results in the literature and positive metaphors are formed predominantly. As mentioned in the findings section, 55 out of 65 valid metaphors meet expectations positively. Since the academic Turkish course is the primary purpose of providing the basis for the academic education of undergraduate and graduate students who will receive Turkish education, metaphors were expected to gain frequency over this purpose; it has been revealed that the metaphors obtained gain weight in the conceptual

background. Although positive metaphors are expected to be high in terms of frequency, negative metaphors are significant as they shed light on the indirect purpose of this study.

Negative metaphors reveal undesirable situations in practice and students' perceptions and the reasons for these situations. Therefore, it provides vital evidence to increase the quality of the education provided. When we look at the metaphors in the waste of time category, it is seen that low motivation, not being a graduate student, the difficulty of the courses, the subjects are not related to the department. One of the reasons for the loss of motivation experienced is that the general Turkish course is more related to daily life than the Academic Turkish course, and therefore, it is fun. However, the loss of motivation may be that the students are forced, and the subjects are not directly related to their fields.

Recommendations for further research and practice

This study is one of the first studies examining international students' perceptions towards Academic Turkish through metaphors. For this reason, it is recommended to fill the gap in the field by increasing the number of studies that reveal these students' perceptions towards Academic Turkish. These studies can obtain new findings by comparing the international students' perceptions of Academic Turkish according to the undergraduate and graduate levels. Since the undergraduate and graduate students' Academic Turkish needs are different, their perceptions of Academic Turkish also differ. It is also recommended to conduct quantitative studies using questionnaires to broadly describe international students' Academic Turkish perceptions. Thus, it is possible to examine Academic Turkish perceptions of different variables.

In further studies, it is recommended to conduct focus group discussions to investigate the causes of the negative perceptions mentioned in this study. Thus, students' negative perceptions towards Academic Turkish can be better understood. Also, it is recommended to organize a mentoring service to eliminate the negative perceptions about the reasons for low motivation, the difficulty of the courses, the fact that the subjects are not suitable for the department. With mentoring, education institutions can follow the students, and the students can develop academically and personally to a more experienced student. In addition, cooperative learning can be developed by giving assignments that the mentor and mentee will do together with the mentoring service.

Academic Turkish courses are generally divided into science and social sciences in practice. Although it is not possible to open Academic Turkish courses directly for the sub-disciplines of these sciences, diversity can be increased in the course books and materials to be used in line with the student profile and needs. In addition, if the mentors can be selected from the student's department, it can be ensured that the topics, readings, and vocabulary learning are directly related to the student's department. In short, it is seen that Academic Turkish mainly creates positive perceptions. Still, this course should be further enriched in terms of the course book, the level of education, and the department of students.

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