



## Teachers of Turkish grammar in the eyes of high school students<sup>1</sup>

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### Abstract

This study sought to understand how students in Turkish grammar classes at three state high schools in Turkey perceive their teachers and the classroom interaction. A total of 142 students were asked to form metaphorical expressions to describe their teachers. A total of 124 metaphors were produced, an examination of which revealed that almost half of the students had fairly negative perceptions of their teachers. Teachers were also described to render roles of a teacher centred/fronted position. With metaphors mostly denoting passive roles for students and control oriented classroom management strategies for teachers, this study concludes that it may be conducive if teachers could revise their classroom management strategies.

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## 1. Introduction

Teachers are often reported to hold a number of different roles within the classroom (Harmer, 2007). Such roles often reflect their approach to in-class teacher-student interaction as well as classroom and learning management (Richards & Rodgers, 2001). Further, teachers' dominant role and their interaction with students are likely to impact the classroom climate (Mainhard, Brekelmans, Wubbels, 2011), contributing to the nature of student-student interaction as well as students' psychological development (Farmer, McAuliffe-Lines, & Hamm, 2011).

Teachers can take a number of different roles. Harmer (2007, pp. 107-118), for example, summarizes these as teacher as (1) *controller*; (2) *prompter*; (3) *participant*; (4) *resource*; and (5) *tutor*. He asserts that effective teachers need to be able to switch from one role to another depending on the requirements of the context and activities being done in the classroom. *Controller* teacher is someone who prefers to take control of everything that goes on in the classroom. Such a teacher prefers a teacher-fronted class where most of speaking and thus interaction takes place in a teacher-student manner. Transmission of knowledge is of paramount importance. *Prompter* teacher does not take the full charge but prefers to encourage students to take initiative and control. Student-teacher, student-student interactions are encouraged. *Participant* teacher is fully involved in the learning process and acts as a natural member of the group who gives up the authority for greater student involvement. *Resource* teacher often acts as a provider as such a teacher tends to give away all the information needed for successful completion of

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educational tasks or activities. *Tutor* teacher is one who combines the roles of prompter and resource to provide students with guidance and establish some kind of learner autonomy.

Roles preferred by teachers naturally reflect their philosophy of teaching and their approach to classroom and learning management (Richards & Rodgers, 2001). An understanding of such an attitude can shed light at least upon some parts of teacher cognition. One way of learning how one perceives certain concepts is resorting to metaphors, which are often defined as imaginative expressions of a perspective to elucidate and explain an abstract or complex concept (Boost Rom, 1998). Metaphors are especially helpful to verbalize one's mental representations in an indirect manner as one may not always be equipped with "the language" to express their feelings or may feel unwilling to do so directly (Visser-Wijnveena, Van Driela, Van der Rijsta, Verloopa & Visserb, 2009). To this end, metaphors are especially versatile as they assist to express something in the form of another (Lakoff & Johnson 1980). Therefore, metaphors can be helpful tools to elicit one's ideas on matters that are difficult to measure directly. Saban (2004, pp. 317-618) puts this very clearly when he asserts "if we (teacher educators) examine metaphors of teaching, we might be able to gain a good understanding of how teachers see themselves, their teachers, and their work..."

A number of studies have so far been conducted on teacher metaphors (e.g. Mahlios & Maxson, 1998; Gurney, 1995; Saban, 2004). As rich as they can be, metaphors as qualitative tools can present rich findings that may not be readily comparable across different studies. Alger (2009), to do the service, summarizes categories of teacher roles as identified in some teacher metaphor studies. She groups teacher metaphors under the headings of *guiding*, *nurturing*, *moulding*, *transmitting*, *providing tools*, and *engaging in the community*.

Of teacher roles, some may be more popular than others. Saban (2004), for example, in the Turkish context found that most frequently produced metaphors portrayed teachers as active shapers/producers/moulders. He reports that the most frequently articulated metaphors were *gardener*, *water*, *sun*, *sculptor*, and *farmer*, all reflecting a dominant and resourceful disposition of the teacher. He then groups teacher metaphors as teacher as a *source of information* (e.g. sun, book, seed, etc.); *shaper* (e.g. baker, cook, sculptor, architect, etc.); *healer/remedy* (e.g. doctor, psychologist); *entertainer* (e.g. theatre player); *supporter of development* (e.g. farmer, gardener, soil, parent, harbour, etc.); and *guide* (e.g. compass, bridge, coach, etc.). Of these, metaphors relating to teacher as a source of information, shaper, and supporter of development took up an impressive 85% of all metaphors produced. Similar results were also reported in a following study by Saban and his associates (Saban et al. 2006) with a larger sample of pre-service teachers, only refining existing ones and adding new categories. These were teacher as *super authority* (e.g. brain, captain, shepherd, etc.); *agent of change* (e.g. designer, script writer); *role model* (e.g. dedicated spirit, parent etc.); and *co-operator/leader* (e.g. conductor, coach, guide, etc.).

Ideal they may be, perceived teacher roles by teachers themselves may not always match what actually happens in the classroom. This is because teachers' perception of their roles may change overtime or they may not always teach as they would like to (Alger, 2009). This is of significance as the teacher's degree of engagement can exert a substantial influence on what happens during classroom activities as well as on student-student and student-teacher relations (Farmer et al., 2011). Therefore, data from real classroom could be informative to see what actually happens and how *teacher*, being one of the key actors in the classroom, is actually perceived by students. This is especially important as studies into teacher metaphors generally explored the phenomenon mostly from teachers' perspective. Metaphors are often referred to understand a developing (e.g. Saban, 2004), persisting, or changing teacher identity (see Alger, 2009 for a summary).

Teacher as a significant figure in the classroom is very likely to influence classroom climate (Mainhard, Brekelmans, & Wubbels, 2011) and very well be perceived and described by learners as something teachers themselves believe they are not. However, studies into students' conceptions of teachers are very limited ((Nikitina & Fruoka, 2008). It is highly probable that such studies may reveal contradicting metaphors (Oxford, Barcelos, Harrington, Lavine, Saleh, & Longhini, 1998) to those produced in teachers' self-conceptions of themselves (e.g. Mahlios & Maxson, 1998; Gurney, 1995; Saban, 2004; 2006).

Oxford and her associates (1998) report that, in one of their categories (e.g. moulding), for example, teacher is likened to a social engineer whereby he/she can be seen as a *hanging judge* or *mind and behaviour controller*. In a similar vein, Oktay and Vancı-Osam (2013) report that teachers and students preferred different metaphors as their primary metaphors for the concept of teacher. Supporting Oxford et al.'s contention, their data also revealed that no teachers chose the metaphors of teacher as a *judge* or teacher as a *puppeteer* to avoid any authority connotation while these were favoured by some students. Further and even worse, students' metaphors may portray teachers as radically negative figures. Karadağ and Gültekin (2012), for example in the Turkish context, found that, although majority of metaphors represented a positive image of teachers (e.g. teacher as mother/father), primary students also produced some extremely unfavourable teacher metaphors (e.g. *angel of death*, *bug*, and *beating machine*), implying that undesired teacher-student interactions and negative perceptions of teachers could take place. Therefore studies of students' metaphors concerning the concept of teacher within or beyond the classroom can generate useful information as to how students perceive what happens in the classroom. With scarce studies (Nikitina & Fruoka, 1998) of students' perspectives, this is especially important for the teacher who is the leader of classroom interaction and climate (Harmer, 2007). There is room for further research into how the teacher is perceived by the learner. As Oxford et al. (1998, p. 5) quite rightly maintain "[i]dentifying and fully understanding these contrasting views can heighten "perspective-consciousness", increase tolerance and understanding, and make the ... classroom a more welcoming environment for students and teachers alike."

This study, then, with limited studies of students' metaphors of teachers available in the literature and the possibility of contradiction between students' and teachers' conception of the concept of the teacher, aims to contribute to our understanding of how teachers are portrayed within the classroom by students from a Turkish context. To do this, the following research question was formulated:

*How are teachers perceived by their students in Turkish grammar classes?*

## 2. Method

This study aimed to understand classroom interaction and teacher roles as perceived by a group of high school students in Turkish grammar classes. The study also intended to explore the nature of classroom climate and interaction with reference to students' metaphors of the concept of teacher. Qualitative in nature, this study was conducted through a survey instrument which included open ended questions. What follows is a description of the research methodology pursued in the study.

### 2.1. Participants and Setting

This study was conducted in three state high schools in a North-western costal city in Turkey. 142 students responded to a survey instrument with some open ended questions. Of these students, 29 were English preparatory year students, 34 were in Grade 9, 68 were in Grade 10 and 11 were in their final year at high school.

Teaching of Turkish grammar, according to the curriculum for Turkish courses (MEB, 2006; 2009), is mostly done during the first eight grades, which continues into Turkish language and Turkish literature

courses (MEB, 2011). In these later classes, mostly previously learned topics are reinforced within limited number of hours, usually two hours weekly. Of primary concern for this study are these later classes. As these do not primarily aim at teaching new topics but strengthen previously learned subjects, how teaching is done and how what happens in the classroom is perceived by students constitute the main focus of the study.

## 2.2. Instrument

A survey instrument was designed for this study. Four open ended questions sought how students perceive themselves, their teachers, their class and materials used for the class. The participants were asked to complete the following prompter sentences:

*Please try to find something that you, your Turkish teacher, your Turkish class, and the materials used in your Turkish bear a resemblance to:*

*In the Turkish grammar class, I am like a.....*

*In the Turkish grammar class, my teacher is like a.....*

*The Turkish grammar class itself is like a.....*

*The material used in the Turkish grammar class is like a.....*

## 2.3. Data Analysis

Students' metaphors were examined in relation to one another to better understand the underlying message. For the research purposes in this study, only teacher metaphors were examined. To verify the underlying construct in teacher metaphors, metaphors generated for other components were also referred to. For example, a combination of student (flower), teacher (gardener), class (garden), and the course book (water) can be interpreted as teacher being perceived as somebody who is giving care, nurturing, and possibly helping the growth of students. At an adverse angle, a combination of student (sheep), teacher (shepherd), class (sheep herding), and the class (pasture) clearly denotes an authoritarian teacher, teacher fronted class and more of classroom control rather than learning management and thus pointing to a teacher as a model of super power.

Those metaphors without clear reference to other components were excluded from the corpus data as they were not possible to make any sense of. Such meaningful combinations, then, represent the nature of classroom interaction by referring to similar interactions among different components of a scenario (Lakoff & Johnson, 1980) and thus remedying possible lack of necessary language or hesitations about expressing feelings and opinions overtly (Visser-Wijnveena, 2009).

Qualitative and subjective in nature, analysis of metaphors was undertaken through a constant comparative method (Glaser & Strauss, 2009), initially identifying anchors followed by forming concepts and categories. After various cycles of constant comparison of thematic units (sets of class, teacher, student and course-book metaphors) and instances of metaphors in each set, common concepts were identified, which were then clustered into broader categories. Further, each metaphor was assessed as to whether it bears a negative or positive connotation.

Inter-coder reliability was conducted by getting the thematic metaphor units recoded by an independent expert. A 90% agreement was established between the two coders as to the nature of interaction depicted in the metaphor combinations and whether this relationship denotes a positive or negative teacher-student interaction and/or teacher role.

### 3. Results

Of 142 participants, 124 students generated a form of teacher metaphor that can be interpreted within a meaningful unit. These metaphors were later categorized into different thematic categories which appeared to assign different roles to the teacher and describing various scenarios in the classroom climate. These categories were teacher as a 1) *source of fear and anxiety*; 2) *source and transmitter of knowledge*; 3) *super authority*; 4) *co-operator, leader and guide*; 5) *care giver, shaper, and moulder*; 6) *figure of despise*; 7) *role model and engaging in the society*; and 8) *entertainer*. Some of these metaphor categories clearly revealed a negative perception of the teacher while, of course, there were also some positive metaphor groups. Table 1 below presents frequency counts in a descending order for clarity.

**Table 1.** Students' metaphors concerning the concept of teacher of their Turkish grammar class and their connotations

Metaphor category	# of metaphors	% of the total	-a	+b
A source of fear and anxiety	29	23.4	29	0
Source of knowledge	21	16.9	1	20
Super authority	20	16.1	17	3
Co-operator, leader, and guide	15	12.1	0	15
Care giver, shaper, and moulder	14	11.3	0	14
A figure of despise	13	10.5	13	0
Role model	7	5.65	0	7
Entertainer	5	4.03	0	5
TOTAL	124	100	48.4%	52.6%

a: number of metaphors with **negative** connotation

b: number of metaphors with **positive** connotation

A closer examination of these metaphor categories highlights that some categories were quintessentially negative in nature. Typically, teacher as a source of fear and anxiety, a super authority, and a figure of despise constituted characteristically negative clusters of metaphors. Categories with negative connotations will be examined first as the largest group of metaphors in this study they appear to attach an explicit negative connotation to the concept of teacher.

Firstly, the largest group of metaphors concerned the perception of *teacher as a source of fear and anxiety*. A total of 29/124 different teacher metaphors were placed in this group taking up almost a quarter of all teacher metaphors (23.4%). Expectedly, all metaphors were negative in nature and conveyed some degree of dismay and apprehension sourcing from the teacher. Students interestingly described their teachers as something/somebody they are afraid of or feel anxious about, highlighting a negative perception of their Turkish teacher. Most frequently generated metaphors in this group included *monster* (4), *witch* (3), and *judge* (3). others were *chilli pepper* (1), *fisherman* (1), *big white shark* (1), *executioner/hangman* (1), *jackal* (1), *big shout* (1), *sea* (1), *submarine* (1), *Gargamel, an antagonist character in the Smurfs cartoon* (1), *torturer of the chamber* (1), *biter* (1), *foreign language speaker* (1), *murderer* (1), *punisher* (1), *fighter* (1), *pistol* (1), *vampire* (1), *cat* (1), *prison warden* (1). In almost all these representations, teacher was portrayed as somebody with a power he/she is prepared to use to punish students. Of these metaphors, executioner (hangman) was the harshest of all.

Many of the metaphors in this group are self-explaining in nature and disclose the negative meaning they are loaded with while some are not as such explicit. Teacher metaphors, for example, such as teacher as a *judge*, a *fisherman*, and a *foreign language speaker* do not, at first, sound at all negative. However, when coupled with and interpreted with reference to their accompanying metaphors of the

student in Turkish grammar classes, their negative denotation reveals itself clearly. This is because teacher as a judge metaphor is often associated with and accompanied by student as an innocent convict awaiting his/her verdict; or the fisherman catches the naive fish, and the foreign language speaker speaks a language that students do not understand.

Another negative set of metaphors denoted a sense of disrespect for the teacher as the teacher in this set is often construed as a figure of despise, constituting a negative perception. There were 13/124 such teacher metaphors in this group making up a 10.5% of all metaphors generated by students. These representations highlighted that students do not always recognize their teachers to be of some value and therefore do not respect them. Such metaphors signifying lack of respect included *nothing* (1), *office stock* (1), *politician* (1), *badger* (1), *bath attendant* (1), *ingenious* (1), and *flying elephant* (1) while the teacher was described as somebody/something that they dislike as expressed in *alien* (1), *detonator* (1), *pompous* (1), and *(someone) who has a thin, pointed moustache* (1), as well as vulnerable objects as in *lamb* (1) and *kid (goat)* (1). Of these, lamb and kid, at first, may sound positive as their initial connotation involves innocence of young animals. However, their accompanying student metaphors (i.e. *fox* and *jackal* respectively) depict the teacher as defenceless against possible menace from the student, denoting a possible hostile and undesired relationship between the two parties within the classroom.

A third group of teacher metaphors denoted teacher as possessing *super authority* and assigned teachers to a role of control and discipline. Most metaphors in this category, too, carried a negative meaning. This group was one of the largest groups of metaphors and held 20/124, almost one sixth of all metaphors (16.1%). Indeed, *Shepherd* (9) was one of the most frequently generated metaphors (cf. gardener in the teacher as a caregiver, shaper and moulder category) and was always accompanied by a student metaphor of a sheep in a herd, clearly signifying a very passive role of students and placing all the power on the teacher. Other metaphors in this category, too, symbolized the explicit power granted to teachers to discipline the class. Metaphors *Apartment block administrator* (4), *Elevator operator* (1), *Brain* (1), *Referee* (1), *Director* (1), *Commander* (1), *Police* (1), *Boss* (1) all had to do with teachers' efforts and/or power to control the class and discipline students into desired behaviours. However, positive exceptions to these metaphors could be teacher metaphors such as *elevator operator* to assist students in their ascendance to higher levels of knowledge, a *brain* for the body (students), and a *referee* for the game (class) and players (students).

Teacher, in another set of metaphors, was portrayed as a *source and transmitter of knowledge*. Source metaphors clearly displayed close resemblance to entities that are vital for those who are dependent on them, many of which assign a positive role to the teacher and indicate a caring relationship between the two parties. For example, teacher was thought to be *water* (4) and thus a source of life and a *battery* (1) as a supply of energy, signalling an indispensable need for the teacher. There also seemed to be a part/whole or cause and effect relationship between teacher and student metaphors in which the teacher was seen as the whole where he/she was depicted as a *tree* (3) that bears fruits (student), forest (1) that harbours young saplings (students) until they are fully grown trees, and a *rose tree* (1) which blossoms (students). Teacher was also shown in this group as a *walking library* (2), an *articulate book* (1), and a *computer* (1) that stores knowledge. Apart from being a source, the teacher was also cited as a supplier of knowledge in that he/she was thought to be a *narrator* (4), a *panellist* (1), and a *transmitter* who passes knowledge onto their audience (students) as well as a *salesperson* (1), who tries to market the knowledge. Of these, only the salesperson metaphor seemed to convey a negative denotation as, distant from the whole concept of education, it portrayed the teacher as a cunning marketing figure.

Another category of metaphors noted the teacher as a *co-operator* whom the students work together and seek guidance from. All metaphors in this group were noted to be positive. As such, the teacher in this group was portrayed to be a *lighthouse* (2), a *moon* (2), and a *tourist guide* (1) that helps us navigate our way effectively. The teacher also takes the responsibility for students' development like a *pilot* (1),

a *driver* (1), and a *naval captain* (1). Further, he/she helps us perform more effectively by showing us how to and organizing the whole conduct in that the teacher is a *trainer* (3), a *director* (1), a *mouse* (computer) (1), a *conductor* (1), and a *craftsman* (1).

The teacher is responsible for who the students are and their well-fare for he/she also takes up a role of *care giving and shaping and moulding* students for their future. Such a perception of the teacher was evident in yet another positive category of metaphors where the teacher was often presented as a *gardener* (9), which was one of the most frequently produced teacher metaphors (cf. *shepherd* in the teacher as a super authority). The gardener was most often associated with flowers, fruits, and saplings that need to be taken care of. Apart from being a gardener, the teacher can save lives in that he/she is a *lifeguard* (1), also implying a sacred role assigned to teachers. A second concept in this category identified the teacher as shaper and moulder of students. To this score, the teacher is a *pedagogue* (1), who educates kids, a *cook* (1) who turns raw materials into delicious dishes, a *chisel* (1) that carves the stones, and a *panel beater* (1) who reshapes and repairs dented panels of vehicles.

Another clear and positive role that appeared to be assigned to the teacher was that of an *entertainer*. The teacher was believed to keep the students entertained in the classroom through his/her effective performance. Teacher metaphors in this category included concepts of quality of voice and possibly of compliment and admiration as illustrated in metaphors of *nightingale* (1) and *singer* (1), and ability to express oneself efficiently as illustrated in metaphors of teacher as an *eloquent speaker* (1), a *presenter* (1), and a *showman* (1).

Finally, the teacher was portrayed to be a role model with a duty of *engaging in the society*. Students thought their teacher was a *close friend* (2) with whom they can share their problems, an *idealist* (2), a *role model* (1), a *gentleperson* (1), whom they can follow, and a *lawyer* (1) whom they can trust. As is clear from the metaphors in this category, this group, too, consisted of positive metaphors.

#### 4. Discussion

This study sought to understand roles attributed to teachers of Turkish grammar and explore the nature of classroom interaction and climate in these classes through students' metaphors. Findings of the study point to several significant issues in student's perception of their teachers. Firstly, frequency analysis of metaphors shows that almost half of teacher metaphors generated by students were negative. Although the other half of metaphors were positive, observing such high proportions of unfavourable metaphors is of some pedagogic concern.

There were three such negative groups of metaphors, in order of frequency, teacher as a source of fear and anxiety, as a super authority, and as a figure of despise. The second largest group of such metaphors correspond to what Oxford et al. (1998) describe as social order metaphors. Such metaphors highlight a degree of external reinforcement employed by the teacher to shape students into desired forms and represent a form of a teacher-centred approach to classroom and learning management (Alger, 2009), relegating students to a less active role (Harmer, 2007). Further, external force over students in the classroom may contradict with adolescents' preference for autonomy (Emmer & Gerwels, 2006), possibly resulting in characteristically negative interactions and thus unfavourable metaphors.

What is of more serious concern are categories where the teacher was portrayed as a source of fear and anxiety or as a figure of despise. The picture is even more pessimistic when considered that one-third (33.9%) of metaphors described teachers to be frightening or valueless entities. As much as undesirable they might be, such findings are in keeping with what has been reported in the literature where the teacher is sometimes depicted as a hanging judge (Oxford et. al., 1998); a puppeteer (Oktay & Vancı-Osam, 2013) and even an angel of death (Karadağ & Gültekin, 2012).

Teachers' behaviours are very likely to influence the classroom climate as well as students' perception of what is happening in the classroom (Emmer & Grewels, 2006; Mainhard, Brekelmans, & Wubbels, 2011). Teachers sometimes prefer to take on a role of controlling the classroom (Harmer, 2001). Further, the class size can be a factor on perception of students' of what is happening in the classroom (Shamim, 1996). Teachers' frustration for control of discipline can aggravate when the class size increases, which is often the case in Turkish high school system with a mean number of 31 students inclusive of all types of schools, with classes at state schools accommodating more students than classes at private schools (MEB, 2012). It is therefore possible that teachers, concerned with maintaining classroom control, may be resorting to strict acts of coercive management behaviours, which may transform into efforts of pure classroom management, establishment of discipline and punishment of misbehaviours in the classroom (Lewis, 2001). This may have reflected in negative metaphorical illustrations of the teacher of participants of this study.

A second notable observation in this study concerned teacher-centeredness/frontedness highlighted in students' teacher metaphors. Metaphor groups identified in this study resonate with those found in the literature (e.g. Saban, 2004; Alger, 2009). Those negative categories discussed above were illustrations of how teachers were dominant figures in the classroom striving to establish their authority or control the class discipline. Other categories also involved a very teacher-centred teacher outlook and thus teacher-fronted classroom interaction. Roles assigned to the teacher by students in categories teacher as a source and transmitter of knowledge, super authority, and care giver, shaper, and moulder all denoted a very active teacher and passive students. Alger (2009), quite rightly classifies such metaphor categories as teacher-centred metaphors. Concepts of nurturing, moulding, transmission of knowledge, figure of authority all bear overly emphasized status of teachers in the learning context. This may be due to several reasons. Firstly, large class sizes may be entailing an active role for the teacher (Shamim, 1996). This may result in a forced choice of a relatively easily manageable teacher role in the classroom, which lends itself as a teacher-fronted classroom. Secondly and combined with the first reason, traditionally teachers tend to take on an active role while reserving a more receptive role for the learners (Harmer, 2001), thus often preferring a lecture style of teaching. Such a preference may limit teacher-student interaction and may exert a negative impact on the employment of other possible alternatives of classroom interaction. Finally, teachers are highly respected in oriental cultures (Kılınç, Watt, & Richardson, 2012) and are often nominated by the learners themselves as the main cause of their achievement or failure in many attribution studies (e.g. Gobel & Mori, 2007; Peacock, 2010; Mori, Gobel, Thepsiri & Pojanapunya, 2010; Erten & Burden, 2014), placing most of the credit or responsibility for what is happening in the classroom. This may be due to a combination of above reasons for a teacher-centred classroom, which seems to place the teacher on a more central role in the classroom while relegating the student to more peripheral or passive position during the course of Turkish grammar classes.

## **5. Conclusions and implications**

This study sought to understand teacher roles and the nature of classroom interaction through student metaphors of the concept of teacher in Turkish grammar classes at high schools in Turkey. Before making any conclusions, it needs to be noted that this was a small scale study, findings of which cannot readily be generalized to the population. However, findings that are in keeping with the relevant literature allow the researchers to conclude that teachers in Turkish grammar classes are not always, unfortunately, perceived as positive classroom figures. They are likely to get engaged in acts of coercive classroom management in search of better classroom control, which in turn may be perceived as sources of discomfort in the classroom. The researchers also feel at the liberty to conclude that student metaphors point to highly teacher-centred/fronted Turkish grammar classes.



There are several pedagogical implications of this study. Firstly, the study calls for more investment in developing better classroom management strategies on teachers' part. Instead of resorting to acts of coercive discipline, they might want to use more classroom discussion of good behaviour and or take on more student-centred teacher roles. One of the responsibilities of classroom teachers is to help students to develop a comfortable environment and sense of belonging (Williams and Burden, 1997). Therefore strategies that will help them to get engaged more with the classroom community can also be conducive to learning among students. Secondly, the class size may need to be revised as they are likely to negatively affect classroom climate and therefore management of learning and class. Finally, studies into student metaphors of teacher and related concepts can be informative. Larger scale studies linking such metaphorical description to achievement levels of students can help us better understand the relationship between such factors and achievement as well as students' well-being in the classroom.

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## Lise öğrencilerinin gözyle Türkçe dilbilgisi öğretmenleri

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### Öz

Bu çalışma lise öğrencilerinin Türkçe dilbilgisi öğretmenlerine ve sınıf içi etkileşimin doğasına ilişkin algılarını araştırmayı hedeflemektedir. Toplam 142 öğrenciden öğretmenlerini tasvir etmek için metafor üretmeleri istenmiştir. Bu öğrenciler toplamda 124 metafor üretmiştir. Bu metaforların içerik analizi öğrencilerin öğretmenleri ile ilgili olarak oldukça olumsuz algıya sahip olduklarını ortaya koymuştur. Öğretmenlerin ayrıca daha çok öğretmen merkezli roller benimsediği gözlemlenmiştir. Metaforlar yoğun olarak öğrencileri daha edilgen rollerde öğretmenleri de daha kontrol odaklı sınıf yönetimi stratejilerini benimsemiş olarak betimlediğinden bu çalışma öğretmenlerin sınıf yönetim stratejilerini gözden geçirmeleri gerektiği sonucuna varmıştır.

*Anahtar sözcükler:* metafor; sınıf etkileşimi; sınıf yönetimi; öğretmen kavramı; disiplin; Türkçe sınıfları

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