An Investigation of Prospective Teachers' Views Regarding Teacher Identity via Metaphors[1]

Aysegul KARABAY[2*]

Abstract

Problem Statement: Teacher identity refers to the construct of the professional personality that is formed during career advancement. The teaching identity has cognitive, social and professional elements. By using metaphors enable analysis in an organizational sense and open up a new perspective that can clarify a complex event. When teachers` and prospective teacher candidates` professional identities is analyzed, it is noteable that how often metaphors are employed. With this perspective, to investigate teachers' or prospective teachers' views about their teaching identities metaphore is very suitable tool. For these reasons, a metaphor study can be an appropriate tool to investigate teachers' or prospective teachers' views about their teaching identities. Moreover, raising awareness about teacher identity may help improve teacher training programs.

Purpose of the Study: The purpose of this study was to analyze the views of prospective teacher candidates, all students in the Department of Turkish Language, regarding their professional identities via metaphor analysis.

Method: This paper discusses a phenomenological study used to determine how prospective Turkish language teachers construct the meaning of being a Turkish language teacher through their use of metaphors. The participants in this study comprised 123 prospective teachers who had studied in the Faculty of Education at a state university on Turkey's southern coast. Among the participating prospective teachers, 55% were

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female (n=68) and 45% were male (n=55); 26% (n=32) were first-year students, 24% (n=30) were second-year students, 28% (n=34) were third-year students, and 22% (n=27) were fourth-year students. A total of 123 participants were asked to complete the expression a Turkish language teacher is like …… because ……… by using metaphors. The metaphors produced by the participants were analyzed using the five stages Which are "coding and elimination stage", "sample metaphor compilation stage", "sorting and categorization stage", "establishing the inter-rater reliability rate" and "analyzing data quantitatively". The data were analyzed by a chi-square test to detect dominant groups.

Findings and Results: As a result of the research, prospective teachers were found to develop 41 valid metaphors, which were then thematically coded into six main categories. It is concluded that the participating prospective Turkish language teachers generally regard the profession as a source of information and their metaphors did not differ across academic class levels.

Conclusion and Recommendations: In sum, based on the results that more than half of the prospective teachers defined a teacher according to traditional roles. The most important traditional role was presenting information to the student. The results illustrate that pre-license experiences, teacher training and professional experiences affect the formation of a teacher's identity. In this paper, candidates' values, beliefs, and so on are not included. Another study could be conducted to evaluate metaphors based on those points.

Keywords: Teacher training, language teacher, mental images of teacher, qualitative research.

Introduction

Teacher identity refers to the construct of the professional personality that is formed during career advancement. It is related to how teachers introduce themselves (Lasky, 2005). A teacher's identity is achieved at the end of a process. The main sources of teachers' beliefs about themselves as teachers generally include pre-undergraduate experiences, teacher training, and professional experiences (Franzak, 2002). People that have just started teacher training already have some knowledge of the meaning of being a teacher (Lortie, 1975). Research studies also argue that prospective teachers come to educational faculties with some established belief systems. It is also acknowledged that student teachers begin their undergraduate education with considerable positive and negative views stemming from their years of experience as students as well as the numerous good and bad models they have observed. Teacher candidates who begin their undergraduate education are not only equipped with theoretical knowledge and practice but also they form their own teaching repertoire through experiences and a judgment process developed as they acquire knowledge and practices throughout their undergraduate education.

Teachers' perceptions of their professional identity affect their professional career. Such as their competencies, career development, abilities and motivation about the practice of new methods, changes in education, and their own teaching training (Beijaard, Meijer, & Vermunt, 2000). Bullough (1997, cited in Beijaard, Meijer, & Verloop, 2004) proposes that a teacher's identity has vital importance for teacher education and that it provides a basis for decision-making and commenting on experiences. In this light, raising awareness about teacher identity may help improve teacher training programs. Recent research in the teacher training field emphasizes the importance of the identification concept for the professional improvement of teachers (Beauchamp & Thomas, 2009). Therefore, the concept of teaching identity has drawn increasing attention and it has begun to become a research field in itself (White, 2009). However, this field needs considerable development (Beijaard et al., 2004). The construct of teaching identity is composed of cognitive, social and professional elements. This construction can be understood by investigating the status that the teaching holds in teachers' and teacher candidates' beliefs and point of views, emotions and opinions, and how teachers and potential teachers view themselves and cognitively understand their job (Krzywacki, 2009). Considering that prospective teachers' life stories and their beliefs formed at the end of these stories are the most important factors in the formation of their teaching identity, further research needs to be conducted with prospective teachers.

Researchs on how teachers and prospective teacher candidates comment on their professional identity or teaching has been analyzed. It is notable how often metaphors are employed by teachers and prospective teacher candidates. (Aydin & Pehlivan 2010; Cerit, 2008; Eker & Sicak, 2016; Gatti & Catalano 2015; Gunay, 2015; Hunt, 2006; Koc, 2014; Nartgun & Ozen, 2015; Oxford et al., 1998; Saban, Kocbekar, & Saban, 2006; Saban, 2011; Thomas & Beauchamp 2011; Uslu, 2015). Therefore, previous studies where metaphors were used have been analyzed and evaluated for this study. According to a perspective known as the "Cognitive Theory of Metaphor," which was developed through the studies of Lakoff and Johnson (1980), if our concept system is substantially metaphoric, it follows that our way of thinking, each phenomenon we experience and everything we routinely do are also metaphoric. According to this theory, we employ metaphor to understand and experience a phenomenon through another phenomenon (Lakoff & Johnson, 1980). Hence, a metaphor forms by indicating clearly and implicitly that X phenomenon is like Y phenomenon. This is what makes metaphor strong as an intellectual model. In other words, metaphor provides the opportunity to project a precise intellectual scheme upon another intellectual scheme by connecting two different phenomena (Saban, 2009). Briefly, it can be said that metaphors are intellectual images, tools that enable people to comprehend their environment and clarify complex constructions. Moreover, they are intellectual tools that control, direct and construct our ideas about the occurence and processing of events. Metaphors are also defined as the language of meanings and practices in the point of meaning personal experiences (Schon, 1993). Research has shown that metaphors are functional for understanding the roles of individuals in teaching concepts and education (Bullough, 1991; Cerit, 2008). Thomas and Beauchamp's (2011) findings show that great attention is needed to raise

awareness about the process of professional identity development during teacher education programs. Hunt (2006), and Thomas and Beauchamp (2011) have found that inviting participants to come up with metaphors enables them to conceive their professional identities in more profound ways.

To sum up, metaphors used in understanding and experiencing events, phenomena or concepts. Metaphors, in comparision with another concept or expression (Lakoff & Johnson, 1980) serve as intellectual tools. These tools play an important role in individuals' understanding of behaviors and ideas about definite events and phenomenon, in expressing their ideas about complex and theoretical phenomenon, and in transforming abstract concepts to concrete ones. Using metaphors can be an interpretive tool because metaphors enable analysis in an organizational sense and open up a new perspective that can clarify a complex event. Metaphors are creative results of theoretical thinking that are consulted to enrich our perceptions about educational phenomenon (Inbar, 1996). For these reasons, a metaphor study can be an appropriate tool to investigate teachers' or prospective teachers' views about their teaching identities.

Purpose

The aim of this research is to analyze the intellectual images of prospective Turkish language teachers about being a Turkish language teacher via metaphors. Pursuant to this general aim, the following questions were asked:

1. What metaphors did prospective Turkish language teachers provide to describe the meaning of being a Turkish language teacher?

2. Under which categories can the metaphors that were used by prospective teachers for the concept of "Turkish language teacher" be assembled?

3. Do the categories differ according to the class level of the prospective Turkish language teachers?

Method

Research Design

In this research, phenomenology method, is used. This method is known as a qualitative research approach. This method is suitable to determine the metaphoric thinking states of Turkish language teacher candidates regarding to concept of Turkish language teacher.

Participants

The participants in this study comprised 123 prospective teachers who had studied in the Faculty of Education at a state university on Turkey's southern coast. Among the participating prospective teachers, 55% were female (n=68) and 45% were male (n=55). And 26% (n=32) were first-year students, 24% (n=30) were second-year students, 28% (n=34) were third-year students, and 22% (n=27) were fourth-year students.

Research Instrument and Procedure

First, participants were given an explanation about of the meaning of a metaphor through examples. They were then asked to complete the sentence: "A Turkish language teacher is like………. because…….". A personal information form was also completed by the participants. Participants were given 40–45 minutes to fill in the form.

Validity and Reliability

Reporting all phases of a research study clearly and in detail is one of the precautions that increases the reliability and validity of the study. Another is the reporting of direct quotations without ruining originality (Daymon & Holloway, 2003; Roberts & Priest, 2006). In this research, the process of determining metaphors was described in detail and quotations from participants' expressions were presented in the findings. In addition, data were coded twice by the same researchers to test the reliability of the research. Agreement on the two occasions of coding was calculated using the consensus/consensus+ dissensus formula (Miles & Huberman, 1994), which yielded 95% consistency. Also, the resulting categories were evaluated by an independent auditor. The expert was given the alphabetically organized metaphors and detected categories and then asked to place metaphors in appropriate categories. Consensus between the two coders was reached.

Data Analysis

The metaphors produced by the participants were analyzed using the following five stages (Saban, 2009):

1. Coding and Elimination Stage: In this phase, papers were numbered starting from 1 and then coded in terms of gender (F for female and M for male). In terms of class level, codes included 1st, 2nd, 3rd, and 4th level. A temporary list was prepared by transferring all metaphors produced by the teacher candidates to a list in alphabetic order. Thus, it was checked whether the prospective teachers produced a clear metaphor or not. A total of 15 forms were discarded because they contained no metaphoric descriptions.

2. Sample Metaphor Compilation Stage: After metaphors were analyzed and papers including poor metaphor images were discarded, it was understood that only 41 valid metaphors were developed by the participants. Next, raw data were revised by ordering the metaphors alphabetically. The main metaphors were formed using repeating common points in the metaphors. While determining the samples that represent the main metaphors, a sample metaphor expression was selected from each student compositions. Thus a sample metaphor list was prepared.

3. Sorting and Categorization Stage: Based on the "sample metaphor list", how each metaphor image conceptualizes the Turkish language teacher was checked. For this aim, each metaphor image produced by the participants was analyzed in terms of the (1) subject of the metaphor (2) source of the metaphor and (3) relation between subject and source of the metaphor. Then, after it was analyzed in terms of its

perspective on Turkish language teachers and definite themes, each metaphor image was set into one of six cognitive categories. In determining these categories, the researchers drew on several foreign studies that analyzed the metaphors developed by teachers and prospective teachers about teachers and school managers (Alger, 2009; Demirtas, 2011; Guerrero & Villamil, 2002; Mahlios & Maxson, 1998; Oxford et al. 1998; Saban et al. 2006; Saban, 2011).

4. Establishing the Inter-rater Reliability Rate: This topic is explained in *Validity and Reliability.*

5. Analyzing Data Quantitatively: Firstly, number (f) and percentage (%) of participants that represents 41 metaphors and six categories were calculated. Chi-square test was used to compare class levels and dominant categories were analyzed quotations.

Table 1.

Metaphors, Frequency and Percentage of Student

Metaphor code	Metahor name	Students						Category number
		According to class level f				Tot.	%	
		1.	2.	3.	4.			
1	book	2	3	3	1	**9**	7.3	1
2	light	3	1		2	**6**	4.9	1
3	dictionary	1	2	1		**4**	3.3	1
4	sun	1	1	1	1	**4**	3.3	1
5	bookcase		1	2		**3**	2.4	1
6	library	2	1			**3**	2.4	1
7	candle				1	**1**	0.8	1
8	culture treasury	1				**1**	0.8	1
9	meal	1				**1**	0.8	1
10	newspaper			1		**1**	0.8	1
11	river				1	**1**	0.8	1
12	river valley				1	**1**	0.8	1
13	soil			1		**1**	0.8	1
14	source	1				**1**	0.8	1
15	tree			1		**1**	0.8	1
16	vocabulary			1		**1**	0.8	1
17	mother	4	3	3	3	**13**	10.6	2
18	family	4	2		1	**7**	5.7	2
19	gardener	1	1	2	1	**5**	4.1	2
20	chameleon	1				**1**	0.8	2
21	rescuer			1		**1**	0.8	2
22	guide	3	3	4	3	**13**	10.6	3
23	compass		2		1	**3**	2.4	3

Table 1 Continue

Metaphor code Metahor name		Students						Category number
		According to class level f				Tot.	%	
		1.	2.	3.	4.			
24	lantern		1	1	1	**3**	2.4	3
25	lighthouse		1		2	**3**	2.4	3
26	captain				2	**2**	1.6	3
27	glowworm				1	**1**	0.8	3
28	rainbow			1		**1**	0.8	3
29	artist	2	2	3	1	**8**	6.5	4
30	carpenter	1	2		2	**5**	4.1	4
31	master	1	1	1	2	**5**	4.1	4
32	pastry cook	1				**1**	0.8	4
33	wave			1		**1**	0.8	4
34	pillar		1	2		**3**	2.4	5
35	soldier	2				**2**	1.6	5
36	brain			1		**1**	0.8	5
37	head of the family			1		**1**	0.8	5
38	skeleton			1		**1**	0.8	5
39	antidote			1		**1**	0.8	6
40	doctor		1			**1**	0.8	6
41	vaccine		1			**1**	0.8	6
Total		32	30	34	27	123	100	

Results

Research Question 1: What Metaphors Did Prospective Turkish Language Teachers Provide to Describe The Meaning of Being a Turkish Language Teacher?

Prospective teachers produced 41 metaphors about Turkish language teachers (see Table 1). Almost half of these metaphors (f=22) were produced by only one student. The number of students who produced the remaining 19 metaphors ranged between 2 and 13. The five most common metaphors were as follows: (1) guide (13 students, 10.6%), (2) mother (13 students, 10.6%), (3) book (9 students, 7.3%), (4) artist (8 students, 6.5%), and (5) family (7 students, 5.7%).

Research Question 2: Under Which Categories Can the Metaphors That Were Used By Prospective Teachers for the Concept of "Turkish Language Teacher" Be Assembled?

Metaphors produced by prospective teachers were grouped into six categories and then commented upon by presenting them in the form of lists. For this purpose, "logical foundations" (asserted justifications or reasons for using the metaphor) produced by prospective teachers about each metaphor were analyzed carefully.

As it is seen in Table 2, 57% of the participating prospective teachers associated "teacher" with traditional aspects, including "knowledge provider" (39 prospective teachers, 32%), "instructive and formative to students"(20 prospective teachers, 16%), "authority figure"(8 prospective teachers, 7%) and "healer of students" (3 prospective teachers, 2%). In other words, more than half of the teachers (70 prospective teachers, 57%) defined "teacher" according to his/her traditional roles (for example, "presenting information to students", "shaping students" and "authority figure"). The rest of the prospective teachers (53 prospective teachers, 45%) claimed that a teacher needed to "meet the individual needs and interests of students" (27 prospective teachers, 22%) and "guide students in the learning-teaching process" (26 prospective teachers, 21%).

Table 2.

Distribution of Metaphors Developed About "Turkish Language Teacher" According to Categories, Number and Percentage of Teachers Who Represent Them

Category number	Category name	Representative of category		
		Metaphor number	Teacher candidate number	Teacher candidate %
1	Knowledge provider	16	39	32
2	Nurturer	5	27	22
3	Instructive and directive	7	26	21
4	Molder and former	5	20	16
5	Power indicator	5	8	7
6	Curer	3	3	2
Total		41	123	100

Category 1: Knowledge Provider

As Table 2 summarizes, this category is represented by 16 metaphors (see Table 1) produced by 39 prospective teachers (32%). Book (9 prospective teachers), light (mentioned by six prospective teachers), sun (four prospective teachers) and dictionary (four prospective teachers) were the most common metaphors in this category. When analyzed in terms of teacher and student roles, it appears that prospective teachers perceive "teacher" as the provider of knowledge. While a teacher is a resource of correct information, a student is the person who uses this source directly. Information is what teacher is a resource for. For example, information is perceived as similar to the sun emitting light. A student is also a passive receiver of information. The most important duty of a teacher is to transfer information to students.

The following is an example of the definitions made by prospective teachers about the book metaphor representing this category.

Book: "I think a Turkish language teacher is like a book that is full of information. This is because a Turkish language teacher has information that we need and s/he transfers it to students, just as we take information we need from a book." (F, 1st level).

Category 2: Nurturer

This category is represented with five metaphors (see Table 1) produced by 27 prospective teachers (22%). Mother (mentioned by 13 prospective teachers), parents-family (seven prospective teachers) and gardener (five prospective teachers) are the most important metaphors constituting this category (see Table 2). When the metaphors in this category are analyzed, they emphasize that teachers should consider the individual differences of their students and meet the individual needs and interests of students. The most important duty of a teacher is perceived to be helping students learn and supporting them in this process. It can be said that a teacher needs to organize the learning-teaching setting in a way that eases students' learning process.

Gardener: "I think a Turkish language teacher resembles a gardener because a gardener cares for every plant individually. He provides the essential conditions for the plants to grow up and stand alone in the future." (M, 4th level).

Category 3: Instructive and Directive

When Table 2 is analyzed, it is seen that this category is represented with seven metaphors (see Table 1) produced by 26 prospective teachers (21%). Among them guide (13 prospective teachers) is the most important metaphor. When the metaphors in this category are analyzed in terms of teachers' and students' roles, a teacher's characteristic of being directive comes into prominence. A teacher plays the role of guiding students along the way; students follow or obtain instructions towards their aim. In the learning-teaching process, a teacher is either a guide or a leader, and the

student is active. In this view, a teacher is regarded as a medium on the way to knowledge rather than a source of information.

Guide: "I think a Turkish language teacher is a guide speaks nicely and effectively, and at the same time teach to his/her students to speak nicely and effectively. Teachers are leaders who can develop methods and techniques that are alternatives to those in the curriculum for students that cannot understand. They can evaluate students' progress and levels of knowledge, and teach accordingly. They are guides who help students solve their problems inside and outside school." (F, 3rd level).

Category 4: Molder and Former

This category is represented by five metaphors (see Table 1) produced by 20 prospective teachers (16%). Artist (eight prospective teachers), expert (five prospective teachers), and carpenter (five prospective teachers) were placed within the most important metaphors in this category (see Table 2). When the metaphors in this category are analyzed in terms of teacher and student roles, it appears that prospective teachers perceive the teacher as a molder and former of students. A student is raw material and a teacher is an expert who remolds and shapes the students. The most important duty of a teacher is perceived as raising students to become productive members of society.

Wave: "I think a Turkish language teacher is like a wave because just as waves shape the rocks by hitting and make the shapeless rocks smooth, teachers also shape students by polishing their roughness." (M, 3rd level).

Category 5: Authority Figure

When Table 2 is analyzed, it is seen that this category is represented by five metaphors (see Table 1) produced by eight prospective teachers (7%). Pillar (three prospective teachers) and soldier (two prospective teachers) are the most important metaphors in this category. When metaphors in this category are analyzed, it is seen that teacher's soundness and effectiveness in terms of specialization and command on language are emphasized.

Pole: "I think Turkish language teachers are like pillar that support a building because they are the most important teachers in a school. They are the first people asked about correct spelling and pronunciation of words, incoherency and a lot of other subjects by students and colleagues alike." (F, 3rd level).

Category 6: Healer

It is seen that this category is represented just with three metaphors (see Table 1) produced by three students only (2%). These metaphors include doctor (one student), vaccine (one student) and antidote (one student). When the metaphors in this category are analyzed in terms of teacher and student roles, a teacher is regarded as a healer and students are similar to his or her patients. A Turkish language teacher is perceived as a doctor who treats students' illnesses, mistakes or deficiencies.

Doctor: "I think a Turkish language teacher is like a doctor because, just as a doctor tries to cure a patient, a teacher tries to correct the language mistakes of students acquired in their families or from their environment."(M, 2nd level).

Research question 3: Do the Categories Differ According to the Class Level of the Prospective Turkish Language Teachers?

In Table 3, the distribution of metaphors developed about "Turkish language teacher" according to class level is summarized. As seen in Table 3, a statistically significant difference in choice of metaphors was not encountered according to participants' class level (Chi-square=7.194, sd=9, p=.617).

Table 3.

Using Turkish Language Teacher Metaphor of Turkish Language Teacher Candidates According to Class Level

Class level		Knowledge provider	Molder/ Former	Nurturer	Instructive and directive	Total
1.	N	12	5	10	3	30
	%	40	16.7	33.3	10	100
2.	N	9	5	6	7	27
	%	33.3	18.5	22.2	25.9	100
3.	N	11	5	6	6	28
	%	39.3	17.9	21.4	21.4	100
4.	N	7	5	5	10	27
	%	25.9	18.5	18.5	37	100
Total	N	39	20	27		112
	%	34.8	17.9	24.1	23.2	100

Chi-square (X^2)=7.194, sd=9, p=.617

Discussion and Conclusion

In this paper, metaphors that students of Turkish language department produce about their professional identity, namely "Turkish language teacher", were analyzed. The researchers then checked whether these metaphors differed according to class levels of the participants.

Prospective Turkish language teachers developed 41 metaphors as a result of reflecting about their professional identity and these metaphors were collected under six categories including "knowledge provider", "nurturer", "instructive and directive", "molder and former", "authority figure", and "healer". When research on metaphors about being a teacher produced by prospective teachers were analyzed, it was observed that there were different (Alger, 2009; Kalyoncu, 2012; Koc, 2014; Saban et al., 2006; Uslu, 2015) or similar (Aydin & Pehlivan, 2010; Saban, 2011) categorizations. The reason for the difference of metaphors and categories can be producing different metaphors according to prospective teachers' beliefs relating to teaching and learning (Guerrero & Villamil, 2002; Saban et al., 2006).

It was determined that more than half of the prospective teachers (70 prospective teachers) define the teacher in terms of traditional roles (for example, "presenting information to students", "shaping the student"). The most important traditional role was "presenting information to the student" (39 prospective teachers). The other prospective teachers (53 prospective teachers) expressed that teachers should "meet the individual needs and interests of students" and "be guides for students in the learning-teaching process". A contemporary teacher is not only expected to be an information transferor but also to be a director to sources of information. In other words, he or she must teach students the means to access information they need and then encourage them to think about the information they obtain. In several research studies (Aydin & Pehlivan, 2010; Cerit, 2008; Koc, 2014; Saban et al., 2006; Uslu, 2015) done in Turkey with both teachers and prospective teachers as participants, it has been seen that the teacher is perceived to bear the role of information transferor. Metaphors of the teacher as a guide have been reached in just two accessible studies (Kalyoncu, 2012; Seferoglu, Korkmazgil, & Olcu, 2009). An international literature review revealed that the metaphor of guide was also reported widely as a characteristic of teachers (Farrell, 2011; Fenwick, 2000; Thomas & Beauchamp, 2011).

The present study found that metaphors produced about the concept of teacher didn't vary according to class level. This finding is in consistent with the results of other research on this subject (Aydin & Pehlivan, 2010). In other words, even if the class level of prospective teachers rises, the teachers' perspective didn't change. Teaching identity has a construction that includes cognitive, social and professional dimensions. While analyzing the formation of teacher identity, personal identification with teaching job, effects of social environment and general point of view about the teaching profession should be considered besides cognitive approach (Krzywacki, 2009). Early childhood experiences, beliefs and manners that teachers develop before they start teaching training, followed by teacher training and especially, teacher experiences, all play an active role in forming teaching identity (Beijaard et al., 2004). Knowles (1992, as cited in Franzak, 2002) emphasizes four elements that form how individual see themselves as teachers. These are: childhood experiences, teacher role models, teaching experiences, important people and early experiences. This model collects the personal and professional experiences that form identity. According to this model, biographic experiences of individuals affect identity development of teachers. In other word, personal history, social interacts,

psychological and cultural elements affect the formation of identity (Cooper & Olson, 1996, as cited in Lamote & Engels, 2010). Richardson (1996) also says that experiences in school years can strongly affect teacher beliefs than teacher training.

Metaphor analysis can be used by teacher educators to examine prospective teachers' values, beliefs, and teaching and learning philosophies. The results of this paper and those of Thomas and Beauchamp (2011), and Hunt (2006) show that having dialogues with prospective teachers that include the use of metaphors can improve their professional teaching identities. Therefore, during undergraduate education dialogues with prospective teachers about being a teacher can improve their perceptions of teacher identity.

The results of this paper show that prospective Turkish language teachers developed 41 metaphors after reflecting upon their professional identity. These metaphors were collected under six categories. It is clear from the results that more than half of the prospective teachers defined a teacher according to traditional roles. The most important traditional role was presenting information to the student. Another result showed that, even as the class level of Turkish language teachers advanced, particpants' perspectives about their roles as teachers didn't change. Finally, results illustrate that pre-license experiences, teacher training and professional experiences affect the formation of a teacher's identity.

Based on the results of this paper and findings in the relevant literature, it is suggested that regardless of the class level of Turkish language teachers, their perspectives about their roles don't change. Teaching identity includes cognitive, social and professional dimensions. Pre-license experiences, teacher training, and professional experiences affect the formation of teaching identity. In particular, the life stories of teacher candidates and the beliefs produced by these life stories are an important element of their identity formation process, so future research should focus on that field. In this paper, candidates' values, beliefs, and so on are not included. Another study could be conducted to evaluate metaphors based on those points.

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Türkçe Öğretmeni Adaylarının Öğretmenlik Kimliğine İlişkin Görüşlerinin Metafor Analizi Yoluyla İncelenmesi

Özet

Problem Durumu: Öğretmenlik kimliği, kariyer aşamaları sürecinde oluşan profesyonel kişilik yapısıdır (Lasky, 2005). Öğretmen eğitimi alanındaki son araştırmalar, öğretmenin mesleki gelişiminde kimlik kavramının önemine vurgu yapmaktadır (Beauchamp & Thomas, 2009). Öğretmenlik kimliği; bilişsel, sosyal ve mesleki boyutlar içeren bir yapıya sahiptir. Bu yapı, bilişsel anlamda öğretmenlerin ve öğretmen adaylarının kendilerini ve mesleklerini nasıl gördükleri, duygu ve düşünceleri, inançları ve dünya görüşleri içerisinde öğretmenlik mesleğinin yeri incelenerek anlaşılabilir (Krzywacki, 2009). Özellikle öğretmen adaylarının hayat hikayeleri ve hayat hikayelerinin bir sonucu olarak oluşmuş inançları onların mesleki kimlik oluşturma sürecinin önemli unsuru olduğu düşünüldüğünde öğretmen adaylarıyla bu alanda araştırmalar yapılmasına ihtiyaç olduğu söylenebilir.

Türkiye'de öğretmenlerin ve öğretmen adaylarının mesleki kimliklerini veya öğretmenliği nasıl gördüklerini konu alan araştırmalar incelendiğinde ise bu araştırmalarda sıklıkla metaforların kullanıldığı görülmüştür. Lakoff ve Johnson'un (1980) çalışmalarına dayalı olarak gelişen ve "zihinsel metafor teorisi" olarak adlandırılan perspektife göre, kavram sistemimiz büyük ölçüde metaforik ise, o zaman düşünme tarzımız, tecrübe ettiğimiz her olgu ve günlük olarak yaptığımız her şey de bir bakıma metaforiktir. Metaforların zihinsel imgeler olup, bireylerin çevreyi algılamalarına ve karmaşık yapıları açıklığa kavuşturmalarına yarayan bir araç olduğu, aynı zamanda da, metaforların olayların oluşumu ve işleyişi hakkında düşüncelerimizi yapılandıran, yönlendiren ve kontrol eden zihinsel araçlardan da biri olduğu söylenebilir. Metaforlar, bireylerin kişisel deneyimlerine anlam vermeleri bakımından "uygulama ve anlamların dili" olarak da tanımlanmaktadır (Schon, 1993). Bu nedenle araştırmacılar metaforların kişilerin öğretmenlik kavramı ve eğitimdeki rolleri anlamak için işlevsel olduğunu ifade etmektedir (Cerit, 2008; Bullough, 1991). Bu nedenlerle öğretmenlik mesleğini tanımlaya yönelik metafor çalışması, öğretmenlerin mesleki kimliklerine ilişkin tanımlamalarını araştırmak için uygun bir araç olarak görülmüştür.

Araştırmanın Amacı: Bu çalışmanın amacı, Türkçe Bölümünde okumakta olan öğretmen adaylarının mesleki kimliklerine ilişkin görüşlerini metafor analizi yoluyla incelemektir. Bu genel amaç çerçevesinde aşağıdaki sorulara cevap aranmıştır:

1. Türkçe öğretmeni adaylarının Türkçe öğretmenine ilişkin sahip oldukları metaforlar nelerdir?

2. Bu metaforlar ortak özellikleri bakımından hangi kavramsal kategoriler altında toplanabilir?

3. Bu kavramsal kategoriler Türkçe öğretmeni adaylarının sınıf düzeyine göre değişiklik göstermekte midir?

Araştırmanın Yöntemi: Bu araştırmada, Türkçe Öğretmeni adaylarının "Türkçe öğretmeni" kavramına yönelik metaforik düşünme durumlarını belirlemek için nitel araştırma desenlerinden "olgu bilim" kullanılmıştır. Araştırma verileri Çukurova Üniversitesi Eğitim Fakültesi Türkçe Eğitimi Bölümü'nde okuyan 123 öğretmen adayından toplanmıştır. Araştırmada yer alan öğretmen adaylarının %55'ini kadın (n=68), %45'ini de (n=55) erkek öğretmenler oluşturmaktadır. Araştırmaya katılan Türkçe öğretmeni adaylarının %26'sı (n=32) birinci sınıf, %24'ü (n=30) ikinci sınıf, %28'i (n=34) üçüncü sınıf, %22'si (n=27) dördüncü sınıfta okumaktadır. Katılımcılardan "Türkçe öğretmeni... gibidir/benzer; çünkü,..." ifadesini metafor kullanarak doldurmaları istenmiştir. Veriler nitel veri çözümleme teknikleri kullanılarak analiz edilmiş, daha sonra baskın kategoriye sahip gruplara ki-kare testi uygulanmıştır. Katılımcıların geliştirdikleri metaforların analiz edilmesi, beş aşamada gerçekleştirildi: (1) kodlama ve ayıklama aşaması, (2) örnek metafor imgesi derleme aşaması, (3) kategori geliştirme aşaması, (4) geçerlik ve güvenirliği sağlama aşaması ve (5) nicel veri analizi için verileri SPSS paket programına aktarma aşaması (Saban, 2009).

Araştırmanın Bulguları: Araştırma sonucunda öğretmen adayları Türkçe öğretmenine yönelik 41 geçerli metafor geliştirmiş ve bu metaforlar "bilgi sağlayıcı", "bireysel gelişimi destekleyici", "yol gösterici ve yönlendirici", "şekillendirici/biçimlendirici", "güç göstergesi" ve "tedavi edici" olmak üzere altı kategoride toplanmıştır. Araştırma sonucunda, Türkçe öğretmeni adaylarının yarısından çoğunun (70 öğretmen adayı) öğretmeni geleneksel rolleriyle (örneğin, "öğrencilere bilgi sunma" ve "öğrencilere şekil verme") tanımladığı belirlenmiştir. Türkçe öğretmeninin geleneksel rollerden en önemlisini ise, öğretmenlerin "öğrencilere bilgi sunma" (39 öğretmen adayı) rolü oluşturmaktadır. Bu çalışmada ayrıca, Türkçe öğretmeni adaylarının geliştirdiği metaforların sınıf düzeyi değişkenlerine göre farklılaşmadığı tespit edilmiştir.

Araştırmanın Sonuçları ve Önerileri: Bu araştırmada, öğretmen adayları mesleki kimliklerini yani Türkçe öğretmenlerini yansıtmak amacıyla 41 metafor geliştirmişler ve geliştirdikleri bu metaforlar da altı kategoride toplanmıştır. Öğretmen adayları Türkçe öğretmenlerini "öğrencilere bilgi sunma" rolü ile tanımlamışlardır. Bu araştırmada ulaşılan bir diğer sonuç ise Türkçe öğretmeni adaylarının sınıf düzeyine göre öğretmene yönelik bakış açısının değişmediğidir. Öğretmenlik kimliği; bilişsel, sosyal ve mesleki boyutları içeren bir yapıya sahiptir. Öğretmenlik kimliğinin oluşmasında; lisans öncesi deneyimler, öğretmen eğitimi ve mesleki tecrübeler etkili olmaktadır. Ancak bu çalışmada öğretmen adaylarının lisans öncesi deneyimlerinde etkili olan hayat hikayeleri ve bunun sonucu olarak oluşmuş inançları ele alınmamıştır, ileride yapılacak çalışmalar için bu değişkenlerin incelenmesi önerilebilir. Sonuç olarak; nitelikli bir eğitim hizmeti verebilmek, büyük oranda

kaliteli öğretmenlerin varlığına bağlı olduğundan hizmet öncesi eğitimde amaç bireylerin sahip olduğu yetenekleri geliştiren ve öğrencilerin öğrenmelerine yardımcı olan, onlara bilgiyi hazır şekilde veren değil de bilgiye ulaşma yollarını ve bilgiyi kullanma becerisini kazandırmayı amaçlayan öğretmenler yetiştirmek olmalıdır.

Anahtar Kelimeler: Öğretmen yetiştirme, Türkçe öğretmeni, öğretmen zihinsel imajı, nitel araştırma.