

Metaphorical Perceptions of Secondary School Students and Teachers about Learning and Teaching Concepts¹

Ortaokul Öğrencilerinin ve Öğretmenlerinin Öğrenme ve Öğretmeye İlişkin Metaforik Algıları

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Özlem Ural², İbrahim Aydemir³, Asiye Toker-Gökçe⁴ and Zehra Öztoprak-Kavak⁵

Abstract

The purpose of this paper is to explore perceptions of students and teachers about learning, and teaching concepts. Therefore, metaphorical perceptions of students about being a student and learning, and metaphorical perceptions of teachers about being a teacher and teaching were examined. The phenomenology approach was chosen as a research model. The study group consists of 8th grade students and their teachers (8 branch teachers of those classes) from a secondary school in Kocaeli in the 2014-2015 educational year. Research data was collected through semi-structured forms developed by the researchers. The data were analyzed through content analysis. The results indicated that students' perceptions of being a student are categorized as 'effort and struggle', 'improvement and growth', 'achieving a goal', 'versatility', and 'being forced'. Nine categories related to the metaphors about learning in their classroom were revealed. Teachers developed metaphors categorized as 'effort and struggle', 'improvement', and 'leading'.

Key Words: Secondary school, teacher, student, teaching metaphors, learning metaphors

Öz

Bu araştırmanın amacı ortaokul öğrenci ve öğretmenlerinin, öğretme ve öğrenme kavramlarına ilişkin metaforik algılarını araştırmaktır. Bu yüzden, öğrencilerin öğrenme ve öğretmeye ilişkin metaforik algıları ve öğretmenlerin öğretmen olmaya ve öğretmeye ilişkin metaforik algılarını araştırmıştır. Araştırma modeli olarak fenomenolojik yaklaşım benimsenmiştir. Çalışma grubunu 2014-2015 eğitim öğretim yılında Kocaeli ilindeki bir ortaokuldan 8. Sınıftaki 48 öğrenci ve onların öğretmenleri (8 branş öğretmeni) oluşturmuştur. Araştırmanın verileri, araştırmacılar tarafından geliştirilmiş olan yarı yapılandırılmış görüşme formu aracılığı ile toplanmıştır. Veriler içerik analizi yöntemi incelenmiştir. Araştırmanın bulguları öğrencilerin öğrenci olmayı 'çaba ve gayret, gelişme ve büyüme, değişkenlik, zorlanma, bir amaca ulaşma' olarak algıladıklarını göstermiştir. Sınıfta öğrenmeye ilişkin olarak elde edilen metaforlar dokuz kategoride sınıflandırılmıştır. Sekiz branş öğretmeninden elde edilen metaforlardan öğretmen olmaya ve öğretmeye ilişkin 'çaba ve gayret, gelişme ve yönlendirme' kategorileri ortaya çıkmıştır.

Anahtar sözcükler: Ortaokul öğrencileri, öğretmen, öğrenci, öğretme metaforları, öğrenme metaforları

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²English Teacher of Körfez Fen Lisesi (Science High School) Kocaeli/Turkey odonmez0097@yahoo.com, ozlemural1981@gmail.com, corresponding author

³İstanbul Medeniyet University-İstanbul/Turkey aydemibr@gmail.com

⁴Assist. Prof. in Kocaeli University-Kocaeli/Turkey yasitoker@gmail.com

⁵School Principal of İzmit Şehit Öğretmen Erkan Aydın İlkokulu (Primary School) Kocaeli/Turkey ezhr41@gmail.com

Introduction

Learning is a change in students' behavior throughout the process of communication. Being able to teach something to students is related to the communication between two sides: teachers and students. The purpose of this study is to explore perceptions of secondary school students' and teachers' about learning and teaching concepts at schools. In this context, metaphorical perceptions of students about being a student and learning and metaphorical perceptions of teachers about being a teacher and teaching were examined. Morgan (1998), claims that metaphor is a style of seeing and thinking over the world.

Metaphor means that different things are compared as a result of different reasons. If a metaphor is sufficient enough, it not only helps to emerge ideas, but it also makes them more understandable and clears the meaning (Çelikten, 2006). Lakoff and Johnson (1980) define metaphors in three dimensions. One of them is that metaphor is not only a matter of words, but also a matter of the relation between thought and action. The second dimension of what a conceptual system of our thought and action is fundamental in nature. In defining our everyday realities, the function of our conceptual system is important in terms of structuring these realities between our perceptions and other peoples' perceptions.

Metaphors are used either as a tool or as a purpose to define and understand a content better. They have been used in many research related to education, teachers, school, classrooms, school principals and the concepts in a subject matter (Saban, 2008). In order to guide research, in an explicit or in an implicit way, metaphors are used as it implies a theory about an object/event to be examined. When they are used as a research tool, they affect all the components of that research and exclusively highlight and organize our experience (Lakoff and Johnson in Marshall, 1988).

There have been several metaphor studies examining educators' and students' perceptions in Turkey. For example, Balcı (1999) studied students' perceptions of teachers and school principals. Saban (2008) examined primary school students' metaphors of school, and found that they defined metaphors into three groups named, place of affection and sharing; obtaining information; a place of spending nice time. Toker-Gökçe and Bülbül (2014) investigated vocational school students' metaphors related to school components by using a different method. They asked the students to draw a human body on a paper and demanded to explain their pictures. They found that the students perceived school principal as the head of a body because of his management features; vocational subject teachers as the body because of their teaching the main subjects of the school. They put themselves on the whole body while they see the school staff as foot because they are seen as unimportant; the security staff as the head. Besides, there are research on school principals, teachers, teaching and classroom as an instructional place. For example, McMillan and Cheney (1996) studied on consumer metaphor regarding the students. They have traced the rise of this metaphor, explored about its limitations and suggest alternatives to its use. Instead of using the 'consumer metaphor' for the students, the suggestion was 'critical engagement' for the

learning process as it can be more benefitted by the literal usage and as it does not permit an incorrect perception of students and their learning processes.

Alger (2009) identified teacher beliefs over their career span. She asked teachers to choose a metaphor for each of the career period of their teaching through an online survey instrument. The research revealed that the teachers grouped the metaphors into six parts as guiding (teacher-centered), nurturing, molding, transmitting, providing tools (student centered), and engaging in community (student centered). Dönmez (2008) examined school principals' metaphors about how they perceive themselves as school principal. She categorized their perceptions as leading and being a leader, being hardworkers and providing unity at school, being leaded and carrying a burden.

There is no study examining how students' perceive learning and how their teachers' perceive the teaching process. However, knowing the perceptions of the teachers and students is important in order to build a healthy learning environment. The metaphorical perceptions of students and their teachers are investigated in this study. In this context, it is thought that this study will contribute to the literature.

The aim of this study is to explore perceptions of secondary school students and teachers about learning and teaching concepts. In this context, metaphorical perceptions of students about being a student and learning, and metaphorical perceptions of teachers about being a teacher and teaching were examined. The research questions are as below:

1. What are the metaphorical perceptions of the 8th grade students about 'being a student in general'?
2. What are the metaphorical perceptions of the 8th grade students about 'being a student / learning in their classroom'?
3. What are the metaphorical perceptions of the teachers of 8th grade students about 'being a teacher in general'?
4. What are the metaphorical perceptions of the teachers of 8th grade students about 'teaching in the two different classrooms'?

Method

Research Model

This study aims to explicate the perceptions of the students and their teachers about themselves and learning/teaching concepts deeply. Therefore, the phenomenology approach of descriptive research models was taken up as a research model. Yıldırım and Şimşek (2008) claim that the phenomenology approach aims to define experiences, perceptions, the meanings and the attributions towards these concepts. Resources are the individuals or groups who experience the concepts under research. Thus, we can discover the experiences and the meanings through data analysis.

Research Group

The purposive sampling method was used in this research. According to Yıldırım and Şimşek (2008), purposive sampling allows situations which are thought to have affluent information to be explored deeply. In this context, the purposive sampling method is very useful in exploring and explaining the events and phenomena in most

of the situations. The research group consists of 558th grade students (25 from 8/A, 30 from 8/B; 25 female, 23 male) and their teachers (8 branch teachers of those classes) from a secondary school in the İzmit district in Kocaeli in Turkey in the 2014-2015 educational year. The data taken from 7 students were excluded from the analysis because of the unrelated explanations of the metaphors. Thus, research group involved 48 students and eight branch teachers.

All of the teachers are female, and their branches are social sciences, religion, English, science, Turkish, music, physical education and math. In terms of age, one of the teachers is in the range of 25-30, and the others are in the range of 31-45. In terms of the work experience, one of the teachers has been working for one to five years, 3 of teachers works for six to ten years, 3 teachers for 11-15years and one teacher for 16-20 years.

Data Collection and Tools

Research data was collected through semi-structured forms developed by the researchers. Two forms were developed to get information from teachers and students. In the first form, two sentences [(1) Being a student is like ...Because, (2) Learning in this classroom is like Because ...] were asked to the students to complete. Similarly, two sentences in the second form [(1) Being a teacher is like ..., because ..., and (2), Teaching in this classroom is like...] were asked to the teachers to complete. Before handing out the forms, information about metaphor, and how to work on it were given in both classes and the students made some samples using metaphors.

Data Analysis

The data were analyzed through content analysis in order to define the metaphors produced by students and their teachers. Afterwards, those metaphors were categorized in terms of their content and their meanings. Frequency and percentages of the generated categories and the metaphors under those categories were defined, and these metaphors were interpreted comparatively according to the literature.

Reliability of the research was calculated through the formula of Miles and Huberman (1994) (Reliability = consensus: consensus + divergence x 100). In descriptive research consistency among the experts and researchers, evaluations over 90 is enough for the desired level of reliability. In particular, study of the reliability of this research, four educators gave their opinions. The reliability of students' metaphors = $48/48+3 \times 100 = 94$, and the reliability of teachers' metaphors = $8/8+0 \times 100 = 100$. Thus, the analysis in this research can be considered reliable.

Findings

The Students' Metaphorical Perceptions about being a student in general

Table 1 displays the metaphors resulted in the students' answers on the sentence 'being a student in general is like ...'.

Table 1.Categories of metaphors related to being a student in general

Category	Metaphors	Number of Metaphors	F	%
Effort and struggle	Ant(7), bird(2), being a carrier(2), responsible human being(3), bee(1), obstacle race(1), athlete(1), living in an enormous family(1), responsible human being(1), carrying burdens(1)	10	20	43
Improvement and growth	Carpet knitted by teachers(1),solid fed by sun(1), oak sapling (1), fruit garden (1), tree (1), building a structure (1), professor (1),book(1)	8	8	17
Achieving a goal	Bird (1), lion (1), rabbit and tortoise (1), book (1), bridge (1), washing machine (1), dream (1)	7	7	15
Versatility	Bird (1), modified car (1), taking risks (1), boring or enjoyable (1), play (1), rabbit (1)	6	6	13
Being forced	Building worker(1),dough (1),donkey (1), mandatory job (1), hard road(1), being a carrier(1)	6	6	13
Total		37	47	100

The students produced 34 metaphors about the concept of being a student in general. While 29 students used different metaphors for being a student, 7 students used ant, 4 students said bird, and 3 students explained it as a responsible human being, 2 students felt as being a carrier and the last two told that being a student is like a book.

As it is seen in Table 1, 37 metaphors were involved in the five categories named *effortandstruggle*, *improvementandgrowth*, *achievingagoal*, *versatility*, *beingforced*. The results revealed that, 20 students perceive being a student as effort and struggle, while 8 students perceive it as an improvement and growth, 7 studentssee it as achieving a goal, and 6 see it as versatile and as being forced.Some of the metaphors represented by the participants are as below:

Category 1: Effort and Struggle

S3: According to me being a student is like an **ant** since ants are hardworking animals,students should be so.

S11: According to me being a student is like an **antas** they should make effort for themselves aim."

S5: According to me being a student is like **anobstacle race**,because examinations arehurdles and we should jump to pass over those hurdles.

Category 2: Improvement and Growth

S24: According to me being a student is like *a carpet knitted by teachers* because carpets get bigger and completed while being knitted, like carpet students improve by learning.

S47: According to me being a student is like a *professor* as you learn, your knowledge gets bigger.

S38: According to me being a student is like *abuilding a structure* as the flats come up with the building, the structure gets higher, students improve by learning.

Category 3: Achieving a Goal

S2: According to me being a student is like a *bird*, because, like birds sometimes you fly in the air, sometimes you walk on the ground.

S41: According to me being a student is like *bridge*, because without a bridge you cannot reach the right place you want.

S49: According to me being a student is like a *washing machine*, because we overcome the duties given to us clearly.

Category 4: Versatility

S4: According to me being a student is like a *bird*, because the birds can go anywhere if they want. Students can do so. If he wants, he can achieve his goal.

S28: According to me being a student is like a *play*. You can win if you obey the play rules, if you don't, you lose.

S44: According to me being a student is like a *rabbit*, because it seems as if it's silent and but it's naughty indeed.

Category 5: Being Forced

S20: According to me being a student is like a *building worker* because you work as if a building worker.

S48: According to me being a student is like *amandatory work*, because you go to school every morning unwillingly.

S15: According to me being a student is like *hard road*, because it is a road with a lot of curves like lessons and their examinations.

Table 2.Categories of metaphors developed by students of 8/A and 8/B related to being a student

Category	8/A classroom				8/B classroom				8/A and 8/B classrooms					
	G	B	T	%	G	B	T	%	G	%	B	%	T	%
Effort and struggle	6	6	12	55	4	4	8	32	10	21	10	21	20	43
Improvement and growth	-	1	1	5	1	6	7	28	1	2	7	15	8	17
Achieving a goal	3	1	4	18	2	1	3	12	5	11	2	4	7	15
Versatility	2	1	3	14	2	1	3	12	4	9	2	4	6	13
Being forced	2	-	2	9	3	1	4	16	5	11	1	2	6	13
Total	13	9	22	100	12	13	25	100	25	53	22	46	47	100

As seen in Table 2, the classroom 8/A is higher in the percentage of the categories named 'Effort and struggle' and 'Achieving a goal' than the classroom 8/B. However, in the categories named 'Improvement and growth' and 'Being Forced', the classroom 8/A has got a lower percentage than the 8/B. Both classrooms have almost the same percentage in the category of 'Versatility'. In terms of gender, the girls have a higher percentage of the categories of 'Achieving a goal', 'Versatility'. However, the girls have a lower percentage in the categories of 'Being Forced' and 'Improvement and growth' than the boys. Both the girls and the boys have the same percentage in the category of 'Effort and struggle'.

The Students' Metaphorical Perceptions about 'Being a student in their classroom'

The students' metaphorical perceptions related to 'being a student in their classroom' concept are displayed in Table 3.

Table 3.Categories of metaphors developed by students related to being a student in their classroom

Category	Metaphors	Number Of Meta-phors	f	%
Effort and Struggle	Listening to music hoarsely in a very noisy place(1), struggle (1), The girls trying to study without the permission of their fathers in the east of Turkey (1), being in a junkyard (1),	4	4	8
Rhythm	Family circle (3), ant nest (2), koala (1), getting along well (1),	4	6	13
Advice	Our mothers' giving advice (1), Taking advice (1)	2	2	4
Being forced	Very hard(1), torture(1), being a slave(1), being alone (1), doing same things all the time (1), being alone in a forest with animals (1),	6	6	13
Improvement	Family circle (1), going into an information cube (1), information exchange(1), bird nest(1), Learning of a society which knows nothing altogether (1), giving importance to education (1), Building up Lego (1), stairs (1)	8	8	17
An enjoyable Job	Enjoyable(1), enjoying in a fair(1),playing game(1), theatre (1), lion waiting for his prey (1)	5	5	11
Versatility	Sea (1), ocean (1), exam (1), enjoyable and unhappy (1), half enjoyable half boring (1)	5	5	11
Tranquility and comfort	Home (2), family circle (1), sleep (1), frankness (1), being kitten of a cat (1),	6	7	15
Complicity	Construction area (1), Going home in the traffic jam of Istanbul (1), disco (1), a crowded place (1), being very patient (1)	5	5	10
Total		45	4	100

Students developed 42 different metaphors on the concept of being a student in their own classroom or learning in their classroom. The percentages of the produced metaphors by the students are as follows: Family circle is (14%), ant nest is (4%), house is (4%), and the last 39 metaphors are (2%) each. As it is seen in Table 3, the categories of 8th grade students' metaphors related to "being a student in this classroom/ learning in this classroom" concepts are seen in Table 4.

Table 4. Comparison of metaphor categories developed by students of 8/A and 8/B related to being a student in this classroom

Category	8/A Classroom				8/B Classroom			
	Girls	Boys	Total	%	Girls	Boys	Total	%
Effort and struggle	2	-	2	9	2	-	2	8
Rhythm	5	2	7	30	-	-	-	0
Advice	1	1	2	9	-	-	-	0
Being forced	1	-	1	4	3	2	5	20
Improvement	-	5	5	22	1	2	3	12
An enjoyable job	2	-	2	9	2	1	3	12
Versatility	1	-	1	4	2	2	4	16
Tranquility and comfort	2	1	3	13	1	2	3	12
Complicity	-	-	-	0	1	4	5	20
Total	14	9	23	100	12	13	25	100

48 metaphors were distributed in 9 categories named: Effort and struggle, rhythm, advice, being forced, improvement, an enjoyable job, versatility, tranquility and comfort, complicity. Most of the answers of the students (17%) are in the improvement category, and other percentages are as follows: (15%) tranquility and comfort, (13%) rhythm, (3%) being forced, (11%) an enjoyable job, (11%) versatility, (10%) complicity, (8%) effort and (4%) struggle. Comparison of the two classrooms is shown in Table 4.

As it is seen in Table 6, categories indicated that metaphors of 8/A classroom are accumulated on the categories of 'rhythm', 'advice' and 'improvement' while metaphors of 8/B classroom are accumulated on the categories of 'being forced', 'versatility', 'complicity' and 'an enjoyable job'. The percentages of both of the classrooms' metaphors are almost the same in the other categories of the 'effort and struggle' and the 'tranquility and comfort'.

Some of the metaphors represented by the participants are as below:

Category 1: Effort and Struggle

*S5: Learning something in this classroom is like **listening to music hoarsely in a very noisy place**, because, I can hardly hear the teacher because of the noisy atmosphere of the classroom.*

*S27: Learning something in this classroom is like **the girls trying to study without the permission of their fathers in the east of Turkey**. I am being exhausted listening to the teacher because of the noise.*

*S29: Learning something in this classroom is like **being in a junk yard**. Learning is like a useful material among other older ones in that junk.*

Category 2: Rhythm

*S3: Learning something in this classroom is like **an ant nest**, because all of the things have got the same function and they are regular.*

*S2: Learning something in this classroom is like **family circle**, because everyone knows what they should do.*

*S19: Learning something in this classroom is like **getting along well**. Because when you share something with your friends, you get closer.*

Category 3: Advice

*S4: Learning something in this classroom is like **our mothers' giving advice**, because my teachers give us advices like my mother.*

*S9: Learning something in this classroom is like **taking advice**. I am taking the same advices from my teachers as my family give.*

Category 4: Being Forced

*S48: Learning something in this classroom is like **doing the same things all the time**, because lessons are boring in the same place and the same style everytime with no activities.*

*S30: Learning something in this classroom is like **being a slave**, because you read, write and listen during 40 minutes with another many rules.*

*S8: Learning something in this classroom is like **a very hard thing**, because the students in the classroom do not have any motivation or aim. They do not care the lessons so they are tiring the teachers.*

Category 5: Improvement

*S12: Learning something in this classroom is like **going into an information cube**. Because there are many things in it and you learn a lot of things.*

*S54: Learning something in this classroom is like **stairs**. Because when you learn something, you go up like going up the stairs.*

*S45: Learning something in this classroom is like **building up lego**, because I learn new things and build up my knowledge.*

Category 6: Enjoyable job

*S22: Learning something in this classroom is like **enjoying a fair**, because we play games and we make jokes.*

*S35: Learning something in this classroom is like **theatre**. Because when we learn something, we enjoy it.*

*S32: Learning something in this classroom is like **playing a game**. Because when I learn something, I get happy as if I play a game.*

Category 7: Versatility

*S46: Learning something in this classroom is like **enjoyable and unhappy**. Because sometimes I understand, the lesson sometimes doesn't.*

S36: Learning something in this classroom is like **anocean**. Because how an ocean makes a ship sink or let it float, this classroom makes it so.

S39: Learning something in this classroom is like **an examination**. Because sometimes it is easy, sometimes it is very hard.

Category 8: Tranquility and comfort

S21: Learning something in this classroom is like **frankness**, because we can speak without hesitation easily and comfortably.

S33: Learning something in this classroom is like **home**. Because students feel at peace and they feel comfortable as they are at home.

S44: Learning something in this classroom is like **being kitten of a cat**. Because my teachers make me comfortable and secure, it gives me tranquility.

Category 9: Complicity

S31: Learning something in this classroom is like **aconstruction area**, because it is very messy and noisy as if we are in a construction field.

S34: Learning something in this classroom is like **going home in the traffic jam of Istanbul**, because everyone tries to have a chat.

S40: Learning something in this classroom is like **disco** because it's very disturbing, noisy, messy and shouting.

Findings Related to the Teachers' Metaphorical Perceptions about 'Being teacher in general'

With the purpose of finding answers to the third research question, metaphorical perceptions of the teachers about 'being a teacher in general' and categories are shown in Table 5.

Table 5. Categories of metaphors developed by teachers related to "being a teacher"

Category	Metaphors	Numbers of Metaphors	f	%
Effort and struggle	Farmer (1), Living in a mental hospital (1), being mother without bearing (1)	3	3	38
Improvement	Wine (1), artist(1), music(1)	3	3	38
Leading	Being Sun (1), being actress of a theatre (1)	2	2	25
Total		8	8	100

As it is seen in Table 5, the teachers' metaphors are separated into 3 categories: 'Effort and struggle' (38%), 'improvement' (38%) and 'leading' (25%). Some of the metaphors represented by the participants are as below:

Category1: Effort and struggle

T1: According to me, being a teacher is like being a **farmer**, because, if you want to have good crops you should water and fertilize your farm.

*T2: Being a teacher is like **living in a mental hospital**. Because you try to live with people of ages in their childhood or their adulthood, so it is sometimes enjoyable, sometimes boring, you should be patient and try to live with that.*

*T4: Being a teacher is like **being a mother without giving birth** because we grow and prepare children for life without discrimination.*

Category 2: Improvement

*T3: Being a teacher is like **being a wine** as time passes, you become mature both personally and professionally*

*T5: Being a teacher is like **being an artist**, because you paint a big empty canvas and by doing so you direct their future.*

*T6: Being a teacher is like **music**. Because it feeds your soul by its musical notes reflecting joy, sorrow, enthusiasm and excitement.*

Category 3: Leading

*T7: Being a teacher is like **being the sun**, because, it makes the darks lightly. Teachers lead students, lighten their way by their affection.*

*T8: Being a teacher is like **being an actress of a theatre**, because you use the text (curriculum) given to you by the National Education Ministry to put a play by the scene with your students.*

Findings of the Teachers' Metaphorical Perceptions Related to the Concepts of "Teaching in This Classroom (8/A, 8/B)"

Teachers' metaphorical perceptions about 'teaching in the 8/A-8/B classroom' concept and related categories are displayed in Table 6.

Table 6. Comparison of categories related to metaphors developed by teachers about "teaching in 8/A and 8/B classrooms"

Category	8/A Classroom		Category	8/B Classroom	
	f	%		f	%
Effort and struggle	3	38	Effort and struggle	4	50
Working in vain	2	25	Working in vain	2	25
Discovering the essence	1	13	Discovering the essence	1	13
An enjoyable job	2	25	Diverseness	1	13
	Total	100		Total	100

Table 6 indicates that eight metaphors developed by teachers divided into 4 categories named: 'effort and struggle' (38%), 'working in vain' (25%), 'discovering the essence' (13%), 'an enjoyable job' 13%. 8 metaphors developed by teachers divided into 4 categories. The categories and their percentages are 'effort and struggle' (50%), 'working in vain' (25%), 'discovering the essence' (13%), 'diverseness' (13%). Some of the metaphors represented by the participants are as below:

Category 1: Effort and Struggle

T1: According to me, teaching in 8/A is like **a young bird trying to fly**, because when you try to teach something to this classroom, you should find new methods to manage it, to find new questions, to find new techniques to take the attention of this classroom as if you are a new teacher.

T2: Teaching in 8/A is like **unrequited love**. You give effort to teach something, you struggle for it, you do every way to teach but you cannot have the response.

T8: Teaching in 8/A is like **being a student again**, because you have the same examination anxiety, to go with the curriculum. You try to make the subject more understandable by instructing again and again. You have the same anxiety with the students.

Category 2: Working in vain

T3: Teaching in 8/A is like being **Don Quixote** because you spend your energy in vain.

T7: Teaching in 8/A is like **Trying to make a camel hop over a trench**, because they don't have interest anything, they don't have any wish about the future. So it makes teaching difficult.

Category 3: Discovering the essence

T4: Teaching in 8/A is like **Waking up a sleeping giant**, because, you discover the secret and precious jewels in this classroom.

Category 4: Enjoyable job

T5: Teaching in 8/A is like **Playing theatre**, because, it's very enjoyable to witness students' amusement and their applauds.

T6: Teaching in 8/A is like **Playing the Piano**, because, it is both calm and exciting and joyous. You complete a masterpiece at the end of a lesson with all its nuances.

Category 1: Effort and struggle

T2: According to me, teaching in 8/B is like **feeling sorry for an undeserved son**, because parents want their sons and daughters to be, perfect and do the right things every time.

T3: Teaching in 8/B is like **a war of nerves**, because in a noisy place I'm trying to teach something persistently to the people who have no purpose of life.

T4: Teaching in 8/B is like **taking the patience**, because, patience is the best way to have ultimate success.

T8: Teaching in 8/B is like **being a lifebuoy in the sea**, because you fight, to live and survive in the sea in spite of the students who violates the lesson instruction and you try to be a lifebuoy for the others with you.

Category 2: Working in vain

*T6: Teaching in 8/B is like **Wavy sea**, because when you swim and in every stroke, you get exhausted, you cannot progress as you want because of the waves. They pull you to the shore.*

*T7: Teaching in 8/B is like **Counting the sands of seashore one by one**, because generally sea sand is not useful. They have a small life in their street and they don't have aim for a better life. They don't care about the future.*

Category 3: Discovering the essence

*T5: Teaching in 8/B is like an **orchestra conductor**, because every instrument has got different voice and everyone wants to be on the scene, but you make them in a harmonious and you try to make them a good symphony.*

Category 4: Diverseness

*T1: Teaching in 8/B is like **having a tree**, because how we got our fingers different from each other, the fruits on a tree are different from each other. They grow differently. Some are ripe enough, some are not. Effort is the same, but the result is not like fruits on a tree.*

Teachers make the effort and struggle for teaching, but this is in higher percentages in class 8/B than in class 8/A. 'Working in vain' and 'discovering the essence' have same percentages, but two teachers think that teaching in 8/A is an enjoyable job while none of the teachers thinks the same for class 8/B. Instead, diverse category occurs in terms of the class 8/B.

Findings Related to the Students' and Teachers' Metaphors related to "being a student" and "being a teacher"

Table 7 displays students' metaphorical perceptions about 'being a student' and teachers' 'being a teacher'.

Table 7. Comparison of categories related to metaphors of the participants: "being a student" and "being a teacher"

Category	Being a student				Being a teacher			
	G	B	T	%	G	B	T	%
Effort and struggle	10	10	20	43	3	-	3	38
Improvement and growth	1	7	8	17	3	-	3	38
Achieving a goal	5	2	7	15				
Versatility	4	2	6	13				
Being forced	5	1	6	13				
Leading					2	-	2	25
Total	25	21	47	100	8		8	100

(G= Girls, B= Boys, T= Total)

As it is seen in Table 7 when we compare the categories of metaphors suggested by teachers and students; students metaphors gathered in the 'Effort and struggle' category with a percentage of 42.5. Teachers perceive being a teacher as *improvement and growth* with a higher percentage (38) than the students' perceptions of being a student (17). The categories defined from the students' metaphorical perceptions 'achieving a goal', 'Versatility', 'being forced' were not emphasized by the teachers' while the category 'leading' was not mentioned students'.

Table 8 indicates the comparison of the categories related to the metaphorical perceptions of the students' 'learning in 8/A' and teachers' 'teaching in 8/A'.

Table 8. Comparison of categories related to teachers' and students' metaphors: "learning in 8/A" and "teaching in 8/A"

Category	Learning in 8/A				Teaching in 8/A			
	G	B	T	%	G	B	T	%
Effort and struggle	2	-	2	9	3	-	3	38
Rhythm	5	2	7	30				
Advice	1	1	2	9				
Being forced	1		1	4				
Improvement	-	5	5	22				
Enjoyable job	2	-	2	9	2	-	2	25
Versatility	1	-	1	4				
Tranquility and comfort	2	1	3	13				
Working in vain					2	-	2	25
Discovering the essence					1	-	1	13
Total	13	9	22	100	8	-	8	100

(G= Girls, B= Boys, T= Total)

As it is seen in Table 8, both the students (learning perception) and the teachers (teaching perception) used metaphors in the category of 'effort and struggle' and 'an enjoyable job'. While teachers perceived teaching as effort and struggle with the percentage of 38% and students perceive learning with the percentage of 9%. Students' perception of learning as an enjoyable job with the percentage of 9% has been lesser than teachers as they have it with the percentage of 25%. Students' metaphor categories of 'rhythm', 'advice', 'being forced', 'versatility', and 'tranquility and comfort' do not exist among the teachers' metaphors. Teachers' metaphor categories of 'working in vain' and 'discovering the essence' do not exist in the students' metaphor categories.

Table 9 indicates the comparison of the categories related to the metaphorical perceptions of the students' 'learning in 8/B' and teachers' 'teaching in 8/B'.

Table 9. Comparison of categories related to teachers' and students' metaphors: "learning in 8/B" and "teaching in 8/B"

Category	Learning in 8/B				Teaching in 8/B			
	G	B	T	%	G	B	T	%
Effort and struggle	2	-	2	8	4	-	4	50
Rhythm	-	-	-	0				
Advice	-	-	-	0				
Being forced	3	2	5	20				
Improvement	1	2	3	12				
Enjoyable job	2	1	3	12				
Versatility	2	2	4	16				
Tranquility and comfort	1	2	3	12				
Complicity	1	4	5	20				
Working in vain					2	-	2	25
Discovering the essence					1	-	1	13
Diverseness					1	-	1	13
Total	12	13	25	100	8	-	8	100

(G= Girls, B= Boys, T= Total)

'Effort and struggle' category exist in both of the student and the teachers metaphorical perceptions. Students' metaphors in this category have the percentage of %8; teachers' metaphors have the percentage of %50. While the students' categories named 'Rhythm', 'Advice', 'Being forced', 'Improvement', 'Enjoyable job', 'Versatility', 'Tranquility and comfort', 'Complicity' donot occur from the teachers', categories named 'Working in vain', 'Discovering the essence', 'Diverseness' donot occur from the metaphors of students.

Conclusion

The aim of this paper is to explore the students' metaphorical perceptions about themselves and learning and teachers' metaphorical perceptions about themselves and teaching by using metaphors. The results indicated that students perceptions of being a student as effort and struggle, improvement and growth, achieving a goal, versatility, and being forced. In this context, most of the metaphors developed in the category of effort and struggle. 20 of 47 students' perceptions take place in this category, effort and struggle. In addition, there are six students in the category of 'being forced'. When we accept the category of 'being forced' as negatively and the others positively, students generally perceive being a student positively, although it has negative sides. However, this finding of classrooms differs from each other. While 'Effort and struggle' and 'achieving a goal' categories have got a higher percentage in 8/A than in 8/B, the percentage of 'improvement and growth' and 'being forced' categories are higher in 8/B. 'Versatility' category percentages are almost the same for the two classrooms. The differences between the classrooms can be based on the ground that they have different kinds of atmospheres. In terms of gender, there are significant differ-

ences between the boys and the girls, except 'the effort and struggle' category. Girls report that they feel forced more than the boys, however their perception of being a student is rather positive, it is necessary to achieve a goal and this has a higher percentage than the boys.

According to the second research question, there are nine categories related to the metaphors about learning in their classroom. Perception about classroom atmosphere differs in classes 8/A and 8/B. Except 'effort and struggle' and 'tranquility and comfort' categories, other categories indicated significant differences. One third of the students' metaphors in 8/A classroom takes place in 'rhythm', while a few of them placed under the category of 'advice', but the students' metaphors in 8/B do not take place in these categories. Since there is a similarity between the findings of the first and second research questions, it can be concluded that 'being a student' concept is evaluated by the students according to the atmosphere they have in their classroom. There is no significant difference in perceptions in terms of genders.

The third research question is about the teachers' perceptions of being a teacher. They all suggest different metaphors for themselves. These metaphors are categorized by the researchers into three categories: 'effort and struggle', 'improvement', and 'leading'. These metaphors are teacher centered and they are about the concept of being a teacher.

According to the metaphors given which are related to the concept of teaching in classes 8/A, and 8/B, the teachers have different perceptions of teaching in these classrooms. These metaphors have four categories. Except the categories labeled 'discovering the essence', and 'working in vain', half of the teachers of 8/B and more than one-third (38%) of the teachers of 8/A, are in the category of 'effort and struggle'. Two teachers perceived teaching in class 8/A as an enjoyable job. On the other hand, none of the teachers perceived teaching in 8/B as 'an enjoyable job'. Explanations about the metaphors given by teachers are similar to the explanations given by the students. Class 8/B appeared to have a more exhausting atmosphere for both the teachers and the students than class 8/A.

Comparison between the students' metaphorical perceptions about being student and teachers about being teacher, it can be concluded that 'effort and struggle' and 'improvement and growth' categories display that their position was hard in both groups.

Discussion

Teacher metaphor categories 'effort and struggle', 'improvement', and 'leading' reveals that teachers' teaching approach is mainly teacher centered, and they have a positive side towards being a teacher concept. The 8th grade students perceive being a student as: effort, struggle, achieving goals, being forced concepts. Regarding school metaphors, as it can be seen teaching learning environment, Saban (2008) found similar categories. Leading, struggle and efforts are the main cores of schools.

Concurrent with our study that exploring metaphors of teaching and learning in a classroom, has made both the teachers and the students be aware of what is going on while teaching or learning in a specific classroom. Thomas and Beauchamp (2011)

assert that pre-service teachers should be engaged in a variety of dialogues in which there are metaphors about the professional development. Also Goldstein (2005) agrees on the issue that using metaphors in some way in teaching environment makes the audience be aware of the position to take and to be taken.

Teachers stated that they do not discriminate their students in their management approach, but they reported they have a different mood when teaching. They mention that teaching is enjoyable in 8/A, but in 8/B it is not enjoyable. Since students have got differences in terms of physical and academic differences, teachers are affected accordingly. Teachers are not contended with their current practice and how they would like to teach is not within their control. A similar issue was faced by Alger (2009), who claimed that teachers who experienced obstacles in ideal practice, wanted to teach in ability grouped classrooms. The data of the study suggested indirectly that teachers don't want to teach low-ability and underprepared students. The present study can be in the same view in that, teachers of the low ability classroom (8/B) perceived teaching as hard work, not an enjoyable job.

Alger (2009, 751) asserts "given the realities of accountability, large class sizes, and amount of curriculum to be covered it is understandable; the conditions under which these teachers teach are not fertile ground for the success for either the teachers or the students". Therefore, it could be advised that lesson plans can be revised, the activities, which may be interesting for the students, can be added to the lesson plans. The construction of the classes (the number of students, the line they are in the success percentage) might evolve different perceptions in view of the students. So when comprising classes, it could be advised the school management for more success in the learning environment that the ultimate attention can be given to be more homogeneous classes about age, gender and students' academic level. In terms of gender, there are differences, thus the equal number of girls and boys can be helpful about classes comfortable and tranquil atmosphere.

Özet

Giriş

Öğrenme, öğrenci davranışlarını iletişim yoluyla değiştirme sürecidir. Öğretmen ve öğrenci arasındaki çift taraflı iletişim sayesinde öğrenme süreci başarılı olabilir. Bu çalışmada ortaokul öğrencilerinin öğrenci olmaya ve buldukları sınıfta öğrenmeye yönelik metaforik algıları ile öğretmenlerin öğretmen olmaya ve buldukları sınıfta öğretmenlik yapmaya ilişkin metaforik algıları araştırılmıştır. Bu bağlamda metaforlardan ve metaforların kullanıldığı bazı araştırmalara değinilecektir.

Morgan (1998) metaforların dünyayı anlama biçimi olduğunu iddia etmektedir. Çelikten'e göre (2006) metaforlar, farklı şeyleri farklı sebeplerle karşılaştırılması demektir. Eğer metafor iyi tasarlanmışsa hem yeni fikirlerin ortaya çıkmasına hem de onların daha anlaşılır ve açık hale gelmesine yardımcı olur. Lakoff and Johnson (1980) ise metaforların sadece bir kelime sorunu olmadığını düşünce ve hareket arasında bir ilişki kurmaya yaradığını iddia ederken, düşünce ve hareketlerimizin kavramsal sistemlerin arasındaki ilişkiyi tanımlar. Günlük gerçeklerimizi ifade ederken

kavramsal sistemlerimizin rolü algılarımız ve diğer insanlar arasındaki gerçekleri yapılandırması bakımından önem taşır. Saban (2008) metaforların öğretmen, okul, sınıf ve okul müdürleri kavramlarını konu edinerek çoğu eğitim araştırmalarında kullanıldığını belirtmiştir. Lakoff and Johnson (Akt. Marshall, 1988) araştırmalarda açık ve gizli manada metaforların araştırılması arzulanan bir nesne veya olay hakkında bir teoriyi ima ettiği için kullanıldığını belirtmiştir. Araştırma aracı olarak kullanıldığında araştırmanın bütün bileşenlerini etkileyerek deneyimlerimizi düzenler ve özelliklerini ortaya koyar.

Türkiye’de eğitimci ve öğrencilerin algılarını araştıran çeşitli metafor araştırmaları yapılmıştır. Örneğin, Balcı (1999) öğrencilerin, öğretmenler ve okul müdürleri hakkındaki algılarını araştırmış, Dönmez (2008) okul müdürlerinin kendilerini bir müdür olarak nasıl algıladıklarını metaforlar ile araştırmıştır. Saban (2008) ise ilkökul öğrencilerinin okul hakkındaki algılarını araştırmışlardır. Toker-Gökçe and Bülbül (2014) mesleki okullardaki öğrencilerin okulun bileşenleri hakkındaki metaforik algılarını farklı bir metot ile araştırmışlardır. Vücut resmi üzerinde öğrenciler metaforik algılarını belirtmişlerdir. Bulgularında; okul müdürünün yönetim görevlerinden dolayı vücutta baş bölümü olduğunu, meslek dersi öğretmenlerinin ise vücudun gövde bölümü olduğunu, bütün vücutta ise öğrencilerin tamamının olduğu belirlenmiştir. Türkiye’deki çalışmalara ek olarak yurt dışında da eğitim alanında metafor çalışmaları yapılmaktadır. Örneğin, McMillan & Cheney (1996) tüketici olarak öğrenci metaforunu araştırmıştır. Öğrenme sürecinde ‘tüketici’ ifadesinden ziyade ‘kritik buluşma’ ifadesinin uygun olacağını belirtmişlerdir. Alger (2009) ise metaforları öğretmenlerin kariyerleri boyunca nasıl değiştiğini araştırmıştır. Öğretmenlere öğretmenlik kariyerleri boyunca kendilerini nasıl algıladıklarını çevrimiçi araştırma aracı ile araştırmıştır. Öğretmen ve öğrenci merkezli 6 kategorik bulgu elde etmiştir.

Alan yazına göre, öğrencilerin sınıfta kendi öğrenmelerini ve öğretmenlerin öğretme sürecinde öğretimlerini nasıl algıladığını araştıran bir çalışmaya rastlanmamıştır. Bununla birlikte, öğretmen ve öğrencilerin öğretme ve öğrenmeye ilişkin metaforik algılarını bilmek sağlıklı bir öğrenme ortamı için önemli bulunmaktadır. Bu çalışmada öğretmen ve öğrencilerin metaforik algıları araştırılmıştır ve bunun sonucunda alan yazına katkı sağlayacağı düşünülmüştür

Bu araştırmaya yön veren araştırma soruları şöyle belirlenmiştir:

1. 8. sınıf öğrencilerinin genel olarak öğrenci olmaya ilişkin metaforik algıları nelerdir?
2. 8. sınıf öğrencilerinin kendi sınıflarında öğrenci olmaya/öğrenmeye ilişkin metaforik algıları nelerdir?
3. 8. sınıflarda öğretim yapan öğretmenlerin genel olarak öğretmen olmaya ilişkin metaforik algıları nelerdir?
4. 8. sınıflarda öğretim yapan öğretmenlerin bu sınıflardaki öğretmeye ilişkin metaforik algıları nelerdir?

Yöntem

Bu çalışmada öğrenci ve öğretmenlerin kendileri ve öğretme/öğrenmeye ilişkin algıları ile öğretme ve öğrenme kavramlarının derinlemesine araştırılması amaçlan-

mıştır. Buna bağlı olarak nitel araştırma yöntemlerinden fenomenoloji yaklaşımı araştırma modeli olarak benimsenmiştir. Yıldırım ve Şimşek (2008) kavramlara ilişkin davranışlar, anlamlar, algılar ve deneyimlerin fenomenoloji yaklaşımı ile tanımlanabileceğini belirtmiştir. Araştırılacak kavramları yaşayan kişi veya gruplar kaynakları oluşturmaktadır. Fenomenolojik bir araştırmada içerik analizi aracılığı ile deneyimler ve anlamları keşfedebiliriz. Bu araştırmada amaçlı örneklem yöntemi kullanılmıştır. Bu yöntem araştırılan kavramlarda düşünülen durumların derinlemesine araştırmayı mümkün kılar (Yıldırım ve Şimşek, 2008). Bu bağlamda amaçlı örneklem yöntemi çoğu durumda olgu ve olayların araştırılmasında ve açıklanmasında kullanışlı bir yöntemdir.

Çalışma Grubu

2014-2015 eğitim öğretim yılında Kocaeli'nin İzmit ilçesindeki bir ortaokulun 8. Sınıf kademesindeki 55 öğrenci (25 öğrenci 8/A, 30 öğrenci 8/B) ve onların öğretmenleri çalışma grubunu oluşturmuştur. 7 öğrenciden alınan veri, verdikleri metafora ilişkin yapılan neden açıklaması ilişkisiz bulunduğundan elenmiştir.

Veri Toplama Aracı

Araştırmanın verilerini toplayabilmek için araştırmacılar tarafından yarı yapılandırılmış görüşme formları geliştirilmiştir. Yarı yapılandırılmış öğrenciler için tasarlanangörüşme formunda şu sorular yer almaktadır.

1. (Öğrenci formu) Öğrenci olmakbenzer. Çünkü...
2. (Öğrenci formu) Bu sınıfta öğrenci olmak/öğrenmek.....benzer. Çünkü...
Öğretmenler için tasarlanan yarı yapılandırılmış görüşme formunun soruları ise aşağıdaki gibidir.
1. (Öğretmen formu) Öğretmen olmak.....benzer. Çünkü...
2. (Öğretmen formu) Bu sınıfta öğretmen olmak/ öğretmek.....benzer. Çünkü...

Görüşme formları uygulanmadan önce çalışmanın geçerli verilere sahip olabilmesi için öğrenci ve öğretmenlere örnek bir metafor çalışması yapılarak metafor üretmek için bir ön hazırlık uygulaması yapılmıştır. Daha sonra uygulanan görüşme formlarından elde edilen veriler sınıfların şubelerine göre sınıflandırılıp, öğretmen ve öğrencilerin öğretme ve öğrenme algıları ayrıca kategorilere içerik analizi yöntemi ile ayrılmıştır.

Veri Analizi

Öğrenci ve öğretmenler tarafından üretilen verileri tanımlayabilmek için içerik analizi kullanılmış ve devamında içerikleri ve anlamlarına uygun olarak kategorilere ayrılmıştır. Tanımlanan bu kategoriler frekans ve yüzdeleri hesaplanmıştır ve alan yazına uygun olarak yorumlanmıştır. Araştırmanın güvenilirliği Miles ve Huberman'ın (1994) önerdiği (Güvenilirlik= görüş birliği: görüş birliği + görüş ayrılığı x 100) formülü ile hesaplanmıştır. Nitel araştırmalarda uzmanlar ve araştırmacıların değerlendirmeleri arasındaki tutarlılıkta %90'ın üzeri güvenilirlik için yeterli bir orandır. Bu araştırma için veri analizi %94 güvenilir olarak saptanmıştır.

Bulgular ve Tartışma

Bu araştırmanın amacı, öğrencilerin öğrenci olmaya ve öğrenmeye ilişkin algıları ile öğretmenlerin öğretmen olmaya ve öğretmeye ilişkin metaforik algılarını keşfetmek amaçlanmıştır. Araştırmanın bulguları öğrencilerin öğrenci olmayı çaba ve gayret, gelişme ve büyüme, bir hedefi başarmak, değişkenlik ve zorlanma olarak göstermiştir. Bu bulgular ışığında olumsuz olarak kabul edilen değişkenlik ve zorlanma kategorileri daha çok 8/B sınıflarındaki öğrencilerin metaforlarından üretilmiştir. Olumlu kategoriler ise daha çok 8/A sınıfındaki öğrenciler tarafından üretilmiştir. Sınıflar arasındaki bu algı farklılıkları sınıf ikliminden kaynaklanmış olabilir. Kızlar daha çok olumlu metaforlar üretirken erkekler ise olumsuz metaforlar üretmişlerdir.

Öğrencilerin öğrenmeye yönelik ürettikleri metaforlar dokuz kategoride (uyum, tavsiye, huzur ve rahatlık, gelişme, eğlenceli bir iş, çaba ve gayret, zorlanma, karmaşa) oluşmuştur. Her iki sınıfta da öğrenme ortamı farklı olarak algılanmaktadır. Özellikle 8/A sınıfı öğrencilerinin metaforlarından üretilen çaba ve gayret ile huzur ve rahatlık kategorilerinde 8/B sınıfı öğrencileri yer almamaktadır. Öğrenci olma ve buldukları sınıfta öğrenme/öğrenci olmaya ilişkin metaforlar arasında benzerlikler belirlenmiştir. Buna göre öğrenci olmaya ilişkin algıların eğitim-öğrenim görülen sınıf ortamı ile ilişkili olduğu sonucunu düşündürmektedir.

Okuldaki 8 branş öğretmeninin oluşturduğu öğretmen olmaya ilişkin metaforlardan üç kategori oluşturulmuştur. Bunlar: Çaba ve Gayret, Gelişme ve Yönlendirme. Bu kategorilerde yer alan metaforlardan öğretmenlerin öğretmen olmaya ilişkin olumlu yargılarının yer aldığı belirlenmiştir. Sınıflara göre öğretme kavramına ilişkin metaforlardan ise dört kategori oluşmuştur; Cevheri keşfetme, boşa çalışma, çaba ve gayret, eğlenceli bir iş. Metaforlara verilen açıklamalara dayanarak öğrenci ve öğretmenlerin bulunulan sınıfta öğrenme ve öğretme metaforları benzerlik göstermiştir. Sınıflar karşılaştırıldığında 8/B sınıfının atmosferi hem öğretmenler hem de öğrenciler açısından yorucu bulunmaktadır. Öğrencilerin öğrenci olmaya ilişkin metaforik algıları ile öğretmenlerin öğretmen olmaya ilişkin metaforik algıları daha çok çaba ve gayret ile gelişme ve büyüme kategorilerinde toplanmıştır. Bu veriler ışığında her iki grubunda sınıfta zorluk yaşadığı, durumlarının olumsuz algıya yol açtığı sonucuna varılmıştır.

Öğretmen metaforlarından elde edilen kategorilerden çaba ve gayret, gelişme ve yönlendirme kategorileri benimsenen öğretmenlik ve sınıf yönetimi yaklaşımının temelinde öğretmen merkezli olduğunu ve öğretmenlik kavramına ilişkin algılarının olumlu olduğunu göstermiştir. 8. Sınıf öğrencilerinin öğrenci olmaya ilişkin algıları çaba ve gayret, hedefler ulaşma, zorlanma kategorilerinde toplanmıştır. Öğretme ve öğretme ortamları olarak okul hakkında Saban (2008) de yönlendirme, mücadele ve çaba gibi benzer kategoriler oluşturmuştur.

Sınıftaki öğretme ve öğrenmeye ilişkin metaforların araştırıldığı bu çalışma ile uyumlu olarak, belirli bir sınıfta öğretme ve öğrenme ortamından neler yaşandığının öğretmen ve öğrenciler tarafından farkında olması bilinçlendirilmesi amacıyla metaforlar biraz farklı bir yöntemle kullanılmıştır. Thomas ve Beauchamp (2011) öğretmen adaylarının mesleki gelişime ilişkin metaforların bulunduğu çeşitli diyalogların içinde yer aldığı ortamların yaratılmasının gerekliliğini belirtmiştir. Ayrıca Goldstein (2005) de metaforları öğretme ortamında bir şekilde kullanmanın, kullanıldığı ortamdaki kişi-

lerin sınıftaki durumlarının veya olması gereken durumların ne olduğu konusunda farkındalık sağladığı şeklinde benzer bir görüş ileri sürmektedir. Yapılan bu çalışma da hem öğretmenler hem de öğrencilerin buldukları konum hakkında onlara farkındalık sağlamıştır. Bu farkındalık onlara öğretme ve öğrenme konusunda alınabilecek pozisyon konusunda yönlendirici olabilir.

Öğretmenler öğrencileri arasında sınıf yönetimi yaklaşımı benimserken ayrımcılık yapmadıklarını belirtmişlerdir. Ancak öğretim anında hissedilenler sınıflar arasında farklılık göstermiştir. 8/A da öğretim yaparken öğretmek eğlenceli bir iş olurken, 8/B de aynı duyguyu yaşatmamaktadır. Fiziksel ve akademik farklılıklardan dolayı oluşan heterojenlik bu duygu farklılıklarının bir nedeni gibi düşünülebilir. Öğretmenler hali hazırdaki öğretmenlik uygulamalarından memnun olmazken öğretirken benimsyecekleri yöntem kendi kontrollerinin dışında gerçekleşmektedir. Benzer bir bulgu Alger' in (2009) çalışmasındaki bulgularda yer almıştır. Alger (2009) öğretmenlerin bildikleri ideal öğretim yöntemini hayata geçirirken engellerle karşılaştıklarından seviye sınıfı uygulaması istemektedirler. Araştırmanın bulguları doğrudan olmasa da dolaylı yoldan hazır bulunuşluk düzeyleri ve seviyeleri düşük olan öğrencilere öğretim yapmak istemediklerini göstermiştir. Türkiye'de yapılan bu çalışma da benzer noktaya değinmektedir. Öğretmenler daha çok düşük seviye öğrencilerin yer aldığı 8/B sınıfında öğretim yapmayı eğlenceli bir iş olarak görmedikleri gibi zorlayıcı, boşuna yapılan sonuç elde edilemeyen bir iş olarak görmektedirler.

Alger' in (2009) önerileri bu çalışmada da düşünülebilir. Öneriler arasında hesap verilebilir boyutta, sayıca az öğrencinin bulunduğu müfredatın yoğun olmadığı sınıflar, hem öğrenciler hem de öğretmenler için verimli olabilir. Seviye ve hazır bulunuşlukları benzer öğrencilerin oluşturulduğu sınıflarda uygulanan müfredat seviyeye uygun olacağından hem öğrenciler hem de öğretmenler açısından zorlayıcı olmaktan çok eğlenceli, huzurlu ve rahat bir öğrenme ortamı yaratabilir. Yöneticilerin bu konuda bilgilendirilmesi verimli ve etkin öğrenme ortamları oluşturmada kanun ve yönetmeliklere uygun şekilde cinsiyet, nüfus ve seviye bakımından öğrencilerin ayrıştırılması sağlanabilir.

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