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Investigation of the Middle School Students' Perceptions About Textbooks Through Metaphors*

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ABSTRACT

This study aims to determine the perceptions of middle-school students about textbooks through metaphors. Of the qualitative research designs, phenomenology was used in the research. The participants of the research consist of 464 middle-school students from Akyazı district of Sakarya province in the 2017-2018 academic year. 235 of the participants in the research are boys and 226 are girls. Data were obtained with semi-structured forms. In order to reveal the metaphors about the textbooks from the students participating in the research, students were asked to complete the sentence of "Textbooks are similar to..... Because". The metaphors produced by the students regarding the textbooks were analyzed. As a result of the research, it has been determined that middle-school students classified textbooks as the categories of 'information source', 'supplementary resource', 'uplifting material', 'different world' in a positive sense; and they classified them as 'source of problems', 'unnecessary materials', and 'load' as a negative sense and 'other' that includes positive and negative features together. The metaphors of the students regarding the textbooks as positive themes are mostly concentrated in the category of 'source of information,' and the metaphor produced the most in this category is the metaphor of 'teacher'. The metaphors of the students about the textbooks as negative themes were mostly concentrated in the category of 'unnecessary materials', and an example of 'something unnecessary' was given in this category. As a result of the research, it is suggested to add entertaining texts and images in order to eliminate the boringness of the textbooks and recommended to make reasonable mitigating arrangements in the book sizes in order not to be perceived as a load.

Keywords: textbooks, metaphors, middle-school students

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Introduction

Today, countries must be good enough in many fields such as economy, trade, agriculture, and tourism in order to have a say in the world. However, manifesting themselves in these fields depends on good education systems. Countries with a sufficiently developed education system can achieve success in other fields through the educated manpower they have obtained. Curricula, textbooks, students, and teachers constitute the main elements in the application process of education systems which are the source of this success.

In the learning process, textbooks maintain their central role and are indispensable tools despite the effective developments in information, production, and communication technologies in education-teaching activities, (Aslan, 2010). Textbooks are comprehensive, educational, and instructive tools designed to present the course content in the most comprehensive way. These tools play a key role to reach the achievements included in the curriculum and provide that the efficiency to be obtained from the learning process can be carried to higher levels (Bekdemir, Tagrikulu, & Çobanoğlu, 2021).

From past to present, books keep their permanence and undertake important tasks in meeting the learning needs of people while conveying information and sharing it (Yalınkılıç, 2011:1). In world history, curricula and other central practices took place in the education and training system a short time ago. In the periods when states and education systems were not fully mature, textbooks became the only tool of the education process. The programming of the courses, and the conveying of information were provided by the textbooks. Today, textbooks are a very important resource to be used for reaching the goals in the teaching process. Textbooks are also a basic tool that reviews and explains the information on the subjects in the curriculum in a planned and regular way, and guides and trains the students in line with the objectives of the course as a source of information (MoNE, 2008). As textbooks show the students what subjects and how much they will learn, they are one of the most important educational materials (Tay, 2005). In other words, textbooks are the most important tangible material that reaches students in the educational process of the curriculum.

This study aimed to investigate the metaphors for the textbooks the students use throughout their educational lives. The concept of metaphor, which has been translated into Turkish from different languages, has more than one meaning. The word metaphor comes from the Greek word “phérō”, which means to carry a concept, a phenomenon beyond itself, to take on more than it already is (Dur, 2016: 123). The concept of metaphor, which is a word of French origin, has the meaning of trope according to TDK (sozluk.gov.tr). It has been seen that the concept of metaphor in Western languages is related to the concepts of “to take, to send”, and it has grown around different concepts over time. In Turkish, it is generally used as a “figurative expression” in the field of literature, which does not fully meet the meaning of the word, and even narrows its meaning (Demir & Karakaş Yıldırım, 2019). With a different definition, “Metaphor is a form in which a concept or term is applied to different content in order to express a certain similarity” (as cited in Sacmann, Yıldırım, and Şimşek, 2005: 207). “Metaphors have an important role in providing meaning to knowing” (Yıldırım and Şimşek, 2005:207-208) as the means of understanding nature and its environment, making meanings through certain interpretations from objective reality that seems meaningless, and giving meaning to life and experience.

Metaphors are used as narrative and teaching elements in disciplines such as linguistics, philosophy, semiotics, anatomy, pedagogy, text linguistics, in addition to daily speech, and as

a narrative material that adds aesthetic value to the word and facilitates understanding in rhetoric. The phenomenon of metaphor has now embedded in our daily life and has become a communication element that is kept ready in our minds and in our language, like a tool that makes us think (Demir & Karakaş Yıldırım, 2019). According to Saban (2004), metaphors, similes, tropes are mental tools that structure, direct, and control our thoughts about the emergence and functioning of events. Metaphors that push people to imagine and be creative enable people to make their knowledge more meaningful, in this way, they express their feelings, thoughts, and experiences more easily by developing new thoughts (Kantekin, 2018). Because metaphors are images that evoke or express a concept instead of directly explaining a concept, and provide clarification of the subject with similes (Bekdemir, Tagrikulu, & Çobanoğlu. 2021).

It is significant how students, who are the primary users of textbooks, perceive the textbooks and with which metaphors they express them. The reason why providing students to express their perceptions of textbooks through metaphors is that metaphors contain a wide range of mental processes and one concept is more easily expressed with another concept. “If a picture is worth a thousand words, a metaphor is worth a thousand pictures; Because a picture presents only a static image, while a metaphor provides a mental framework for thinking about a phenomenon.” (Shuell, 1990:102, cited in Saban, 2004). Because metaphors are the explanation of perceptions through analogies of concepts and elements (Aydın, 2011).

When the literature is examined, there are some studies found at the middle-school level on the metaphorical perceptions about textbooks, These studies are about the concepts of books and reading by Akbulut, Özdemir and Çıvğın (2017); on the concepts of book and library by Özden (2017); on the concept of textbooks at the 4th and 8th-grade levels by Bektaş, Okur, and Karadağ (2014); and about the 8th-grade Turkish textbook by Coşkun, H. (2018). At the undergraduate level, there are also studies regarding the Turkish coursebooks of pre-service Turkish teachers by Ceran (2015); and on the concept of books by Güneyli and Akıntuğ (2012). It has been observed that there is no metaphor-oriented study covering all grades at the secondary school level. At this point, the aim of the study is to determine the metaphorical perceptions of middle-school students towards textbooks. The sub-aims of the reseach are to seek answer to the questions below;

1. What are the metaphors that middle-school students have produced for textbooks?
2. What are the conceptual categories under which these developed metaphors are grouped?

Method

Study Design

The research was conducted with phenomenology, which is one of the qualitative research designs, as it was aimed to reveal the metaphors of middle-school students about textbooks. Phenomenological studies define the common meaning of a group’s experiences about a concept or phenomenon (Creswell, 2017). The phenomenological research design includes concepts such as event, phenomenon, experience, understanding, and attitude that we constantly encounter in our daily lives but have not been fully clarified (Kıncal, 2013). In phenomenological studies, the researcher tries to illuminate how one or more people experience a phenomenon (Johnson & Christensen, 2014). In this study, the phenomenological design was used to determine the experiences and thoughts of the students about the textbooks.

Study Group

Of the non-probability sampling methods, the convenience sampling method was used in the study. Researchers use the convenience sampling method when they include people who are available or volunteer and willing to participate in the research. In short, the researcher selects convenient individuals for research (Johnson & Christensen, 2014). In this study, since the study group consisted of students studying in the region where the researchers were working, it was chosen by the convenience sampling method. The participants of the research were included a total of 464 middle-school students in Akyazı district of Sakarya province in the 2017-2018 academic year. Of the students participating in the study, 226 were girls and 235 were boys.

Data Collection Tool and Data Collection

Research data were collected with a form developed by the researchers. In order to determine the metaphors the students participating in the research about the textbooks, participants were asked to complete the statement “Textbooks are similar to..... Because.....”. During the data collection process, the researcher took part in the research field in person and stated that the data to be obtained in the research would not be shared with third parties for any reason. Students were asked to produce metaphors about the textbooks through the distributed forms and given ten minutes by the researcher for this process.

Data Analysis

The metaphors obtained from the participants in the study were analyzed with the descriptive analysis method. Descriptive analysis is generally used to analyze questions, themes, or topics in data sources such as documents, observations, and interviews used in qualitative research (Ekiz, 2009). The purpose of descriptive analysis is to summarize and interpret the data obtained in the research under the themes (Yıldırım & Şimşek, 2013). The processes of qualitative data analysis were listed by Creswell (2013) as “a. Preparation and organization of data b. Reading the data, c. Coding d. Theme formation e. Creating links in themes f. Interpretation of themes”. The data obtained from the participants in the study were analyzed in accordance with the qualitative research analysis process. In order to ensure reliability in the research, the data were coded by different researchers at two different times and expert opinion was sought in the formation of the themes. Then, the obtained themes were interpreted.

Findings

As a result of the analysis of the data obtained from the students, the findings were presented under three themes in the study, which aimed to determine the perceptions of middle-school students about textbooks through metaphors. These themes are grouped as positive, negative, and other in metaphors related to textbooks.

Textbooks as Positive Materials

The positive theme of middle-school students regarding textbooks has been formed of the categories of “*information source, supplementary resource, uplifting material, and a different world*”.

Textbooks as an Information Source

The metaphors developed for the category that middle-school students perceive textbooks as an Information Source are presented in Table 1.

Table 1. Textbooks as an Information Source

| Metaphor Categories | Grades | | | | | | Gender | Grades | | | | | | Gender | Total |
|---------------------|------------------|---|---|---|----|----|--------|--------|---|---|---|----|----|--------|-------|
| | Metaphors | 5 | 6 | 7 | 8 | n | | E | 5 | 6 | 7 | 8 | n | | |
| Information Source | Teacher | 3 | 4 | 2 | 15 | 24 | 24 | 5 | 3 | 4 | | 1 | 11 | 35 | |
| | Info box | 3 | 3 | 2 | | 8 | 8 | 5 | | 1 | 9 | 15 | 15 | 23 | |
| | Computer | 7 | 1 | 2 | 8 | 18 | 18 | | 2 | 2 | | | 4 | 4 | 22 |
| | Internet | 5 | 2 | 1 | 7 | 15 | 15 | 2 | 1 | 1 | | | 4 | 4 | 19 |
| | Brain | 8 | | | 1 | 9 | 9 | 2 | 2 | | 3 | 7 | 7 | 7 | 16 |
| | Library | 4 | | | 4 | 8 | 8 | 2 | 1 | 1 | 2 | 6 | 6 | 6 | 14 |
| | Info source | | | 1 | 1 | 2 | 2 | 3 | 6 | | 1 | 10 | 10 | 10 | 13 |
| | Scholar | | | 1 | 3 | 4 | 4 | 2 | 1 | | 2 | 5 | 5 | 5 | 9 |
| | Tree | 1 | 1 | | 3 | 5 | 5 | 2 | | | 1 | 3 | 3 | 3 | 8 |
| | Treasure | | | 4 | 2 | 6 | 6 | | | 1 | 1 | 2 | 2 | 2 | 8 |
| | Info cube | 3 | | | | 3 | 3 | 2 | 2 | | | | 4 | 4 | 7 |
| | Phone | | | 2 | 2 | 4 | 4 | | | | 2 | 2 | 2 | 2 | 6 |
| | Wise man | | | 2 | | 2 | 2 | 1 | 2 | | | 3 | 3 | 3 | 5 |
| | Encyclopedia | | | | 1 | 1 | 1 | | 1 | 2 | | 3 | 3 | 3 | 4 |
| | Mind | 2 | | 1 | | 3 | 3 | | 1 | | | 1 | 1 | 1 | 4 |
| | Brainbox | 2 | | 1 | | 3 | 3 | 1 | | | | 1 | 1 | 1 | 4 |
| | Magazine | | | | | | | 1 | | 2 | | 3 | 3 | 3 | 3 |
| | Tablet | 2 | | | | 2 | 2 | | | 1 | | 1 | 1 | 1 | 3 |
| | The Holy Quran | 1 | 1 | | | 2 | 2 | | | | | | | | 2 |
| | Info gate | | | | | | | | 1 | | | 1 | 2 | 2 | 2 |
| | Info chest | | | | | | | | | | 2 | 2 | 2 | 2 | 2 |
| | Info machine | 1 | 1 | | | 2 | 2 | | | | | | | | 2 |
| | Info chest | 1 | 1 | | | 2 | 2 | | | | | | | | 2 |
| | Scientist | 2 | | | | 2 | 2 | | | | | | | | 2 |
| | Life | | | 2 | | 2 | 2 | | | | | | | | 2 |
| | Forest | | | | | | | 2 | | | | 2 | 2 | 2 | 2 |
| | Info gate | 1 | | | | 1 | 1 | | | | | | | | 1 |
| | Smart trouble | | 1 | | | 1 | 1 | | | | | | | | 1 |
| | Walking wiseman | | 1 | | | 1 | 1 | | | | | | | | 1 |
| | Persistent mind | | | 1 | | 1 | 1 | | | | | | | | 1 |
| | Info monster | | | | | | | | 1 | | | 1 | 1 | 1 | 1 |
| | Useful info | | | | | | | | 1 | | | 1 | 1 | 1 | 1 |
| | Missing encyc. | | | | | | | | | | 1 | 1 | 1 | 1 | 1 |
| | Informative item | | | | | | | | 1 | | | 1 | 1 | 1 | 1 |
| | Info treasure | | | | | | | | | 1 | | 1 | 1 | 1 | 1 |
| | Info key | | | | | | | | 1 | | | 1 | 1 | 1 | 1 |
| | Info tree | | | 1 | | 1 | 1 | | | | | | | | 1 |
| | Braintreasure | 1 | | | | 1 | 1 | | | | | | | | 1 |
| | Brainstorming | | | | 1 | 1 | 1 | | | | | | | | 1 |

| | | | | | | | |
|-----------------|---|---|---|---|---|---|---|
| Autumn | | | | 1 | 1 | 1 | 1 |
| Letter | | | | 1 | 1 | 1 | 1 |
| Tecaher of life | 1 | 1 | 1 | | | | 1 |
| Diamond | 1 | 1 | 1 | | | | 1 |

When Table 1 is examined, it can be seen that the students most frequently used the metaphors of teacher, information box, computer, internet, brain, library, information source under the metaphor category of Textbooks as Information Source. The following statements can be given: regarding the metaphor of the teacher: MS43 “It is like a teacher because it teaches us information like a teacher”, regarding the metaphor of information box: FS64 “It is like a box that conveys information about life”, regarding the metaphor of computer: MS13 “It is like a computer because it contains a lot of information”, regarding the metaphor of internet: FS89 “It is similar to the internet that contains information”, regarding the metaphor of brain: MS114 “It is similar to our brain because the information is written in it like the brain”, regarding the metaphor of library: FS93 “It is like a library, it gives information on separate topics”, and regarding the metaphor of information source: FS221 “It is similar to a source which contains information”.

When Table 1 is examined, it is seen that male students more frequently used the metaphors of teacher (M: 24, F: 11) and technology-based metaphors (Computer M: 18, F: 4, internet M: 15, F: 4); and female students come into prominence in knowledge-based metaphors (Info Box; F:15, M:8, Info Source; F:10, M:3).

Textbooks as Supplementary Resources

The metaphors developed by middle-school students regarding the category of their perceiving textbooks as Supplementary Resources are presented in Table 2.

Table 2. Textbooks as Supplementary Resources

| Metaphor Categories | Metaphors | Grades | | | | | Gender | | Grades | | | | | Gender | | Total |
|-------------------------------|------------------|---------------|----------|----------|----------|----------|---------------|----------|---------------|----------|----------|----------|----------|---------------|---|--------------|
| | | 5 | 6 | 7 | 8 | n | M | F | 5 | 6 | 7 | 8 | n | F | | |
| Supplementary Resource | Navigation | | 3 | 1 | 2 | 6 | 6 | | | 1 | 1 | 2 | 2 | 8 | | |
| | Reading Book | | | | | | | | 4 | 2 | | | 6 | 6 | 6 | |
| | Test Book | | | | | | | 3 | 2 | 1 | | | 6 | 6 | 6 | |
| | The Sun | 2 | | | 1 | 3 | 3 | | | | | | | | 3 | |
| | Guide | | | | | | | | 1 | 1 | 1 | 3 | 3 | 3 | | |
| | Flashlight | | | | 2 | 2 | 2 | | | | | | | | 2 | |
| | Reminder | | | | | | | | | | 1 | 1 | 1 | 1 | 1 | |
| | Notebook | | | | | | | | | 1 | | | 1 | 1 | 1 | |
| | Charger | | | | | | | | | | | 1 | 1 | 1 | 1 | |
| | Brief Summary | | | | | | | | | | 1 | | 1 | 1 | 1 | |
| | Study | | | | | | | | 1 | | | | 1 | 1 | 1 | |

| | | | | | | | | | | | | | |
|------------------|--|---|---|---|---|---|---|---|---|---|---|---|---|
| Shoe Sole | | | | | | | | | 1 | 1 | 1 | 1 | |
| Lifeguard | | 1 | | 1 | 1 | | | | | | | 1 | |
| Bridge | | 1 | | | 1 | 1 | | | | | | 1 | |
| Running Sets | | | | | 1 | 1 | 1 | | | | | 1 | |
| Smart Board | | 1 | | | | 1 | 1 | | | | | 1 | |
| Gasoline | | | | | | 1 | 1 | 1 | | | | 1 | |
| Executive | | | 1 | | | | 1 | 1 | | | | 1 | |
| First-aid Kit | | | | | | 1 | 1 | 1 | | | | 1 | |
| Steps to Success | | | | | | 1 | 1 | 1 | | | | 1 | |
| Aksemseddin | | | | | | 1 | 1 | 1 | | | | 1 | |
| Path | | | | | | | | | | 1 | 1 | 1 | 1 |
| Lifebook | | | | | | | | | 1 | | 1 | 1 | 1 |
| Light | | | | | | | | | | 1 | 1 | 1 | 1 |
| Map | | | | | | | | | 1 | | | 1 | 1 |
| Lamp | | | | | | | 1 | 1 | 1 | | | | 1 |
| Liberation Path | | | | | | 1 | | 1 | 1 | | | | 1 |

When Table 2 is examined, it can be seen that the students most frequently emphasize the metaphors of navigation, a reading book, a test book, the Sun, and a guide under the metaphor category of Textbooks as Supplementary Resources. These statements below can be given as examples: regarding the metaphor of navigation: MS21 “It is like a navigation helping us in our lessons”, regarding the metaphor of a reading book: FS231 “It is similar to a reading book because it contains the information we can read”, about the metaphor of the test book: MS183 “It is like a test book because there are questions in it”, about the metaphor of the Sun: FS54 “It is like the sun that lightens our lives because it guides us in our lessons”, and for the metaphor of a guide: FS38 “It is like a person who guides us”.

Textbooks as Uplifting Materials

The metaphors developed by middle-school students regarding the category of their perceiving textbooks as Uplifting Materials are presented in Table 3.

Table 3. Textbooks as Uplifting Materials

| Metaphor Categories | Metaphors | Grades | | | | | Gender | | Grades | | | | | Gender | | Total |
|---------------------|--------------|--------|---|---|---|---|--------|---|--------|---|---|---|---|--------|---|-------|
| | | 5 | 6 | 7 | 8 | n | M | F | 5 | 6 | 7 | 8 | n | F | | |
| Uplifting Materials | Friend | 1 | 2 | 7 | 1 | 1 | 1 | 1 | 1 | 7 | 3 | 3 | 1 | 1 | 2 | |
| | Game | 2 | | | | 2 | 2 | 1 | 3 | | 1 | 5 | 5 | 7 | | |
| | Storybook | | | | | | | 2 | 1 | 1 | 1 | 5 | 5 | 5 | | |
| | Love | | | 1 | | | 1 | 1 | | 1 | | | 1 | 1 | 2 | |
| | Travel | | | | 1 | | | 1 | | | | 1 | 1 | 1 | 2 | |
| | Bicycle | | 1 | | | 1 | 2 | 2 | | | | | | | 2 | |
| | Gamebook | | | | | | | | | 1 | | | | 1 | 1 | 1 |
| | Peaceful Sea | | | | | | | | | | 1 | | | 1 | 1 | 1 |
| | Football | | | | | 1 | 1 | 1 | | | | | | | | 1 |
| | Father | | | | | 1 | 1 | 1 | | | | | | | | 1 |

| | | | | | | |
|---------------|---|---|---|---|---|---|
| Family | | | 1 | 1 | 1 | 1 |
| Novel | | 1 | | 1 | 1 | 1 |
| Chocolate | | 1 | | 1 | 1 | 1 |
| Entertainment | 1 | | | 1 | 1 | 1 |
| Coloring book | | | 1 | 1 | 1 | 1 |

When Table 3 is examined, the most common metaphors can be seen as the metaphors of friend, game and storybook under the metaphor category of Textbooks as Uplifting Materials. These examples can be given: about the metaphor of friend: FS18 “It is like a friend who is with us”, regarding the metaphor of game: MS94 “It is like a game that gives us happiness”, and on the metaphor of storybook: FS42 “It is like the story books we read because it makes us happy”.

Textbooks as a Different World

The metaphors developed by middle-school students regarding the category of their perceiving textbooks as a Different World are presented in Table 4.

Table 4. Textbooks as a Different World

| Metaphors Categories | Grades | | | | | Gender M | Grades | | | | | Gender F | Total | |
|--------------------------------|--------|---|---|---|---|-------------|--------|---|---|---|---|-------------|-------|---|
| | 5 | 6 | 7 | 8 | n | | 5 | 6 | 7 | 8 | n | | | |
| Another World | 1 | | | | 1 | 1 | 2 | | | | 2 | 4 | 4 | 5 |
| Gate | 2 | | | 2 | 4 | 4 | | | | | | | | 4 |
| Key | | | | 2 | 2 | 2 | 1 | | 1 | | | 2 | 2 | 4 |
| Life | | | | | | | 1 | 1 | | | 1 | 3 | 3 | 3 |
| Future | | 1 | | | 1 | 1 | 2 | | | | | 2 | 2 | 3 |
| Window | 1 | | | | 1 | 1 | | | | | 1 | 1 | 1 | 2 |
| Treasure Chest | | | | | | | | | | | 1 | 1 | 1 | 1 |
| Space | | | | 1 | 1 | 1 | | | | | | | | 1 |
| Stairs | | | | | | | | | 1 | | | 1 | 1 | 1 |
| Ocean | | 1 | | | 1 | 1 | | | | | | | | 1 |
| Flying Skateboard | | 1 | | | 1 | 1 | | | | | | | | 1 |
| Renewing Life | | 1 | | | 1 | 1 | | | | | | | | 1 |
| Tale | | | | | | | 1 | | | | | 1 | 1 | 1 |
| Track | | | | 1 | 1 | 1 | | | | | | | | 1 |
| Camera | | | | | | | | | 1 | | | 1 | 1 | 1 |
| Information World | | | | | | | | 1 | | | | 1 | 1 | 1 |
| Person of a Different Religion | | | | | | | | | | | 1 | 1 | 1 | 1 |

When Table 4 is examined, it is seen that the metaphors of another world, gate, key, life, and future are frequently emphasized under the metaphor category of the students' textbooks as a different world. Some sample statements of students are given below: regarding the metaphor

of a different world: MS176 “It is like another world that leads us to new lives”, regarding the metaphor of door: FS156 “It is like a door opening to our lives”, regarding the metaphor of key: MS69 “It is similar to the key that opens the door to new worlds for us”, regarding the metaphor of life MS44 “It is similar to life because it contains different information like life”, and about the metaphor of future FS27 “It is similar to the future because it gives us an idea about the future.”

Textbooks as Negative Materials

The negative theme of middle-school students regarding the textbooks is the categories of “*a source of problems, unnecessary and load*”. The categories related to the negativity theme related to the textbooks are presented below.

Textbooks as a Source of Problems

The metaphors developed by middle-school students regarding the category of their perceiving textbooks as a source of problems are presented in table 5.

Table 5. Textbooks as a Source of Problems

| Metaphor Categories | Metaphors | Grades | | | | | Gender | Grades | | | | | Gender | Total |
|---------------------|---------------------|--------|---|---|---|---|--------|--------|---|---|---|---|--------|-------|
| | | 5 | 6 | 7 | 8 | n | | 5 | 6 | 7 | 8 | n | | |
| Source of Problems | Boring Book | | | | | | | 2 | 2 | 2 | 6 | 6 | 6 | |
| | Torture | | | | 3 | 3 | 3 | | | | | | | 3 |
| | Nightmare and Death | | | | | | | | 2 | 2 | 2 | 2 | 2 | |
| | Messy Wardrobe | | | | | | | | 1 | 1 | 1 | 1 | 1 | |
| | Handcuff | | | | 1 | 1 | 1 | | | | | | | 1 |
| | Boring Object | | | | | | | | | 1 | 1 | 1 | 1 | 1 |
| | Snake | 1 | | | | | 1 | 1 | | | | | | 1 |

When Table 5 is examined, the metaphors of boring books, torture, nightmares and death were emphasized under the category of textbooks as the source of students' problems. These examples can be given below: Regarding the metaphor of boring books: FS11 “I think it is like a boring book that is not read”, regarding the metaphor of torture: MS29 “It is similar to torture that harms people”, and for the metaphor of nightmare and death: FS59 “It is like a nightmare and death because it feels like so”.

Textbooks as Unnecessary Materias

The metaphors developed by middle-school students regarding the category of their perceiving textbooks as unnecessary materials are presented in Table 6.

Table 6. Textbooks as Unnecessary Materias

| Categories | Metaphor | Grades | | | | | Gender | Grades | | | | | Gender | Total |
|----------------|----------|-----------------------|-----------------------|---|---|---|--------|--------|---|---|---|---|--------|-------|
| | | 5 | 6 | 7 | 8 | n | M | 5 | 6 | 7 | 8 | n | F | |
| | | Unnecessary Materials | Something unnecessary | | | 1 | 2 | 3 | 3 | | 3 | 4 | 7 | |
| Empty box | | | | 1 | 1 | 2 | 2 | | | 1 | 1 | 1 | 3 | |
| Stack of Paper | | | | | | | | | 1 | 1 | 2 | 2 | 2 | |
| Boring Teacher | | | | | 1 | | 1 | | | | | | 1 | |
| Empty page | | | 1 | | | | 1 | | | | | | 1 | |
| Empty Boat | | | | | | 1 | 1 | | | | | | 1 | |
| Dump | | | | | | 1 | 1 | | | | | | 1 | |

When Table 6 is examined, the metaphors of something unnecessary, an empty box and a stack of paper were emphasized under the metaphor category of textbooks as unnecessary materials. These statements can be given as an example: Regarding the metaphor of something unnecessary: FS102 “I think it is like something unnecessary because it is useless”, regarding the metaphor of empty box: MS8 “It looks like an empty box”, and regarding the metaphor of stack of paper: FS77 “I think it looks like a stack of empty paper”.

Textbooks as a Load

The metaphors developed by middle-school students regarding the category of their perceiving textbooks as a load are presented in table 7.

Table 7. Textbooks as a Load

| Metaphor Categories | Metaphors | Grades | | | | | Gender | Grades | | | | | Gender | Total | |
|---------------------|-----------|--------|------|---|---|---|--------|--------|---|---|---|---|--------|-------|---|
| | | 5 | 6 | 7 | 8 | n | M | 5 | 6 | 7 | 8 | n | F | | |
| | | Load | Load | | | | | | | 1 | | | | | |
| Empty Trailer | | | | | 1 | 1 | 1 | | | | | | | | 1 |
| Truck Bed | | | | | 1 | 1 | 1 | | | | | | | | 1 |
| Mountain | | | | | 1 | 1 | 1 | | | | | | | | 1 |
| Lorry | | | 1 | | | | 1 | 1 | | | | | | | 1 |
| Pawnbroker | | | | | 1 | 1 | 1 | | | | | | | | 1 |
| Neck Pain | | | 1 | | | | 1 | 1 | | | | | | | 1 |
| Bag | 1 | | | | | | 1 | 1 | | | | | | | 1 |
| Hell Book | | | | | 1 | 1 | 1 | | | | | | | | 1 |

When Table 7 is examined, metaphors such as load, empty trailer, truck bed, mountain were emphasized under the metaphor category of the students' perceiving textbooks as a load. These examples can be given: For the metaphor of the load: FS87 “It looks like a heavy load”,

for the metaphor of the empty trailer: MS166 “It is like an empty trailer because there are no good things in it”, regarding the metaphor of the truck bed: MS147 “It is like a truck bed because it creates a load on our backs”. As seen in Table 7, mostly male students take place in the category of load.

Theme of Other Related to Textbooks

The metaphors developed for the middle-school students’ other theme related to textbooks are presented in Table 8.

Table 8. Theme of Other Related to Textbooks

| Metaphor Categories | Grades | | | | | Gender | Grades | | | | | Gender | Total |
|-----------------------|--------|---|---|---|---|--------|--------|---|---|---|---|--------|-------|
| | 5 | 6 | 7 | 8 | n | | 5 | 6 | 7 | 8 | n | | |
| Human | | | | | | | | | 3 | | 3 | 3 | 3 |
| Living being | 2 | | 1 | | 3 | 3 | | | | | | | 3 |
| Photo Album | | | | | | | | | | 2 | 2 | 2 | 2 |
| Water | | | | | | | | 1 | | | 1 | 1 | 1 |
| Home Ornament | | | | | | | | 1 | | | 1 | 1 | 1 |
| Spinach | | | | | | | | 1 | | | 1 | 1 | 1 |
| Science Fiction Books | | | | | | | | | 1 | | | 1 | 1 |
| Day and Night | | | | | | | | | | 1 | 1 | 1 | 1 |
| Bottle of Water | | | | | | | | | | 1 | 1 | 1 | 1 |
| Flexible Tire | | | | | | | | | | 1 | 1 | 1 | 1 |
| Writing | | | | | | | | | | 1 | 1 | 1 | 1 |
| Tree Leaves | | | | 1 | 1 | 1 | | | | | | | 1 |
| Wall | | | | 1 | 1 | 1 | | | | | | | 1 |
| Dress | | | 1 | | 1 | 1 | | | | | | | 1 |
| Word Game | | 1 | | | 1 | 1 | | | | | | | 1 |
| Someone Running | 1 | | | | 1 | 1 | | | | | | | 1 |
| Bird | | | 1 | | 1 | 1 | | | | | | | 1 |
| Drawing Book | | | | 1 | 1 | 1 | | | | | | | 1 |
| Limited Mouth | | 1 | | | 1 | 1 | | | | | | | 1 |
| Sport Equipment | | | | 1 | 1 | 1 | | | | | | | 1 |
| Hat | | | | 1 | 1 | 1 | | | | | | | 1 |
| Dusty Book | | | | 1 | 1 | 1 | | | | | | | 1 |
| Glue | | | 1 | | 1 | 1 | | | | | | | 1 |
| Memory Card | | | | | | | | | | 1 | 1 | 1 | 1 |
| Warehouse | | | | | | | | | | 1 | 1 | 1 | 1 |
| Child | | | | | | | | 1 | | | 1 | 1 | 1 |
| Pencil | | | | | | | | | 1 | | 1 | 1 | 1 |
| Soldier (Martyr) | | | | | | | | 1 | | | 1 | 1 | 1 |
| Apartment | | | | | | | | 1 | | | 1 | 1 | 1 |
| Rainbow | | | | | | | | 1 | | | 1 | 1 | 1 |

When Table 8 is examined, it is seen that metaphors such as human, living being, photo album, food are emphasized under the theme of other on the students' perceiving textbooks. These statements can be given as examples: regarding the metaphor of the human: FS98 "It is like a human because it contains information about people", about the metaphor of the living being: MS74 "I think it is similar to living beings because it tells the life of living things", and for the metaphor of a photo album: FS119 "It is like a photo album because there are pictures in it".

Conclusion and Discussion

In this study, which aimed to reveal the metaphorical perceptions of middle-school students about textbooks, students produced 154 different metaphors. The metaphors most emphasized by the students are teacher, friend, information box, computer, internet, brain, library, and source of information. The metaphors produced by the students are presented under 7 categories. These categories are; source of information, uplifting, a different world, a source of problems, unnecessary material, a load and other categories.

When the categories is briefly considered, it is seen that the students most frequently used the metaphors of teacher, information box, computer, internet, brain, library, source of information as positive themes under the category of information source. Another remarkable point under this category is that male students used teacher and technology-based metaphors more frequently, while female students became prominent in knowledge-based metaphors. Under the supplementary resource category, it is seen that the most frequent metaphors were navigation, reading book, test book, the sun, and guide. Under the category of uplifting, the most frequent metaphors of friends, games and storybooks were emphasized. Under a different world category, the metaphors of another world, door, key, life and future were emphasized most frequently. As negative themes, the most emphasized metaphors were boring books, torture, nightmares and death under the source of problems category. Under the unnecessary materials category, the metaphors of something unnecessary, empty box and stack of paper were emphasized. Under the load category, metaphors such as load, empty trailer, truck bed, mountain were come to the fore. Under the other theme of textbooks, metaphors such as human, living being, photo album, and food were emphasized.

The category of source of information obtained as a result of the research is similar to the studies in the literature (Coşkun, 2018; Akbulut, Özdemir, & Çıvğın, 2017; Özden, 2017; Bektaş, Okur, & Karadağ, 2014; Güneyli & Akıntuğ, 2012) since they have the same category. The metaphors of computer, internet, brain and library, which are among the most frequently emphasized metaphors in the information source category, are similar to the study conducted by Coşkun (2018) on the metaphorical perceptions of middle-school students about Turkish textbooks. The metaphor of the teacher, which is included in the category of information source, is similar to the study conducted on the metaphor of books and library with middle-school students in terms of category and emphasis. The different results in the category of information source depending on the gender factor may be due to the general tendencies of the students based on their genders. Studies have shown that male students are more active in the use of internet than female students in this period (Eyimaya, Uğur, Sezer, & Tezel, 2020; Beyatlı, 2012). In this study, unlike other studies, it was concluded that the

gender factor in the category of information source affects the perceptions and metaphors of the textbook.

Except the information source category, when the other categories obtained in the research are considered within the framework of the literature, in the metaphor study conducted by Coşkun (2018) on Turkish textbooks, the categories of “unnecessary-sloppy”, “life-experience”, “educator-assistant”, “tool reaching to the target”, “richness-diversity”, “mystery”, “infinity”, “enlightenment”, “innovation-productivity” and “happiness-purity” were reached. The categories obtained in this study, which are supplementary resource, uplifting, different world under the positive themes, and unnecessary material under the negative themes, are similar with the research. In the study conducted with secondary school students by Özden (2017), the students produced the metaphors of “guiding light-guide”, “relaxing-entertaining”, “supporting individual development”, “an original and different element”, “valuable and vital” and “pressure-creator”. The study shows similarities with the our research categories of supplementary resource, uplifting material, and a different world as the positive themes, and the categories of source of problems and load as the negative themes. In the study conducted by Akbulut, Özdemir, and Çıvğın (2017) with secondary school students, the themes related to the textbooks are “a learning tool, a fun tool, a door to other worlds, a friend, a boring tool”. This study is similar with our categories of supplementary resource, uplifting material, and a different world as the positive themes, and the category of source of problems as the negative theme. In the study conducted by Güneylü and Akıntuğ (2012) on pre-service psychological counseling and guidance teachers, it was found that apart from the category of information source about the textbooks, the metaphor categories of “guiding light-guide”, “relaxing-entertaining”, “supporting individual development”, “an original and different element”, “valuable and vital”, and “pressure-creator” were reached. The study shows similarities with the our research categories of supplementary resource, uplifting material, and a different world as the positive themes, and the load as the negative theme. In the study conducted by Ceran (2015) on Turkish textbooks with pre-service Turkish teachers, the categories of “importance-necessity, richness-diversity, guidance, instructiveness and gaining perspective” as positive themes, and “failure to meet expectations, deficiency, wrongness, inadequacy, ineffectiveness and complexity/incomprehensibility” were reached as negative themes. The study shows similarities with the our research the category of supplementary resource as the positive theme, and the source of problems, unnecessary material and load as the negative themes. In this study, different from other studies in the literature, more clear and negative categories were formed under the negative theme.

Apart from the category of information source related to the textbook, the research was conducted by Bektaş, Okur, and Karadağ (2014) with 4th and 8th grade students and included the categories of “book as an object, book as a description, book as the nature, book as a person, book as a place, book as an action, and book as a cartoon character” do not coincide with the results of our research.

In the results of the research, although the students generally have a positive perception towards the textbooks, the negative metaphors are also intense enough to draw attention. In the process of preparing the book, what the students expressed as positive themes should be kept and the categories of a source of problems, unnecessary materials, and load that the students expressed as negative themes should be taken into account. In order to eliminate the boringness of the textbooks, which is among the negative categories, it is suggested to add

entertaining texts and images and in order textbooks not to be perceived as a load, reasonable mitigating arrangements may be made in the book sizes.

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