

## Intercultural Investigation of Prospective Preschool Teachers' Perceptions of Metaphors for Child and Preschool Teacher

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**Abstract:** The present research study was carried out to examine Turkish and Spanish prospective preschool teachers' perceptions of the metaphors for the concept of child and preschool teacher, and to determine the cultural differences within this framework.

In the present study, the data were collected from the prospective preschool teacher studying at different grade levels at two different universities, namely Sakarya University and University of Valladolid. An open-ended questionnaire including two statements that seek their perceptions on the concepts of preschool teacher and child through generating metaphors. The data were translated by a bilingual Spanish teacher working at a high school. The obtained qualitative data were coded and categorized, and each category was given a suitable theme. The Frequencies of each metaphor under each theme were calculated and in this sense the qualitative data was quantified. Metaphors stated by Spanish prospective preschool teachers on child were gathered under six categories as learning child, formed child, child as a source of knowledge, child with potential, growing and developing child, child as a source of joy. However, their perceptions on metaphors for preschool teacher centred around following five categories; informant teacher, teacher learning with child, caring and protecting teacher, guiding teacher and core teacher. Metaphors formulated by Turkish prospective preschool teachers on child comprised of six categories as learning child, formed child, exploring and explored child, raised child, child to be protected, child as a source of joy, whereas their perceptions of metaphors for preschool teacher were composed of six categories as informant teacher, teacher learning with child, caring and protecting teacher, forming teacher, gifted teacher and considerate teacher

**Key Words:** metaphors, professionalism, preschool, prospective teachers, preschool teachers, child, cultural differences

## Okul Öncesi Öğretmen Adaylarının Çocuk ve Öğretmen ile İlgili Metafor algılarının Kültürlerarası İncelenmesi

Öz: Bu araştırma, Türk ve İspanyol okul öncesi öğretmen adaylarının çocuk ve okul öncesi öğretmeni kavramına ilişkin sahip oldukları metaforları incelemek ve kültürel farklılıkları belirlemek amacıyla yapılmıştır. Bu çalışmada, veriler Sakarya Üniversitesi ve Valladolid Üniversitesi olmak üzere iki farklı üniversitede farklı sınıflarda eğitim gören okul öncesi öğretmen adaylarından toplanmıştır. Okul öncesi öğretmen adaylarının metaforlar yoluyla öğretmen ve çocuk kavramları üzerine algılarını sorgulayan iki açık uçlu ifade içeren bir anket uygulanmıştır. Veriler, lisede çalışan iki dilli bir İspanyol öğretmen tarafından tercüme edilmiştir. Elde edilen nitel veriler kodlanmış ve kategoriler oluşturulmuş ve her kategoriye uygun tema verilmiştir. Her bir tema altında yer alan metaforlar için frekanslar hesaplandı ve bu anlamda nitel veriler de nicelleştirildi. İspanyol öğretmen adaylarının çocuk metaforlarından öğrenen çocuk, şekillendirilen çocuk, birlikte öğrenilen çocuk, potansiyeli olan çocuk, büyüyen gelişen çocuk ve neşe veren çocuk olmak üzere 6, öğretmen metaforlarından ise bilgi veren öğreten öğretmen, birlikte öğrenen öğretmen, bakım veren koruyan kollayan öğretmen, rehber olan öğretmen, temel olan yüklenen öğretmen olmak üzere 5 kategori oluşmuştur.

Türk öğretmen adaylarının çocuk metaforlarından öğrenen çocuk, şekillendirilen çocuk, keşfedilen keşfeden çocuk, yetiştirilen çocuk, korunması gereken çocuk, neşe veren çocuk olmak üzere 6, öğretmen metaforlarından ise bilgi veren öğreten öğretmen, birlikte öğrenen öğretmen, bakım veren koruyan kollayan öğretmen, şekil veren öğretmen, üstün özellikleri olan öğretmen, sevecen öğretmen olmak üzere 6 farklı kavramsal kategori oluşmuştur.

**Anahtar Kelimeler:** metaforlar, profesyonellik, okul öncesi, öğretmen adayları, okulöncesi öğretmenleri, çocuk, kültürel farklılıklar.

## 1. INTRODUCTION

Metaphors are effective linguistic tools used to organize information, explain ideas, and demonstrate an understanding. Lakoff and Johnson (1980) emphasize that metaphors configure people's thinking processes and conceptual systems. Metaphors are considered as symbolic linguistic structures which link two objects or concepts to each other and which are used as a transition from one context of life to another or to compare two different concepts or ideas (Palmquist, 2001). Metaphors enable us to re-conceptualize the objects and concepts that we try to express by connecting them to a web of meaning that belongs to a different field of semantics, and they also enable us to view them from a different perspective and to elucidate the previously unnoticed areas (Taylor, 1984). In addition, metaphors are capable of ascertaining the correct knowledge. With the help of a metaphor, individuals consciously or unconsciously tend to express the truth or reality by building a link between the metaphorical concept and their life and experiences (Lakoff and Johnson, 2003).

Since the function of metaphors is "to understand", in education they are used as a way of experiencing and understanding so as to express the ideas related to teaching and learning practices (Woon and Ho, 2005). Saban (2006) indicates that metaphors, in teaching and teacher training, are used as a way of professional thinking and developing a professional identity or as a means of reconnoitring and as a pedagogical tool utilized for the purposes of assessment, research, and expression, and additionally a program theory or a cognitive model as a means of transformation in teaching.

Utilization of metaphors is gaining importance during teacher training, one of the first steps of this restructuring process. Munby (1986) states that to understand the way teachers think, it is important to pay attention to the metaphors used by teachers when they express themselves. Teachers, students and institutions provide academics and policy-makers with insight into planning the process and the creation of the program through metaphors related to education.

Research that emphasizes Conceptual Metaphor (CMT) Theory in the L2 classroom indicating that the universality of conceptual metaphor can contribute to the process of language learning. In other words making use of CMT can attract learners' attention to the metaphorization processes of language by means of facilitating the comprehension of unfamiliar figurative language Hoang, (2014). As cited in Erten and Bayraktar-Erten (2015, p. 92) "Metaphors are especially helpful to verbalize one's mental representations in an indirect manner as one may not always be equipped with "the language" to express their feelings or may feel unwilling to do so directly (Visser-Wijnveena, Van Driela, Van der Rijsta, Verloopa and Visserb, 2009). To this end, metaphors are especially versatile as they assist to express something in the form of another (Lakoff and Johnson 1980)".

Furthermore, metaphors enable practitioners to understand not only the facts they perceive but also what teachers think about their own profession and their attitudes and practices. Metaphors provide us with an insight into the complex concepts related to school, teaching and learning and open a window for us to understand teachers' personal experiences. From this perspective; understanding, perusing and explaining the prospective teachers' perception of the concepts of "preschool teacher" and "child" through metaphors reveal that metaphors provide a basis for the activities to improve the content and the structure of teacher training.

This view led researchers (Simon, 2013; Lin, Shein and Yang, 2012; Chung and Miller, 2011; Shaw and Mahlios, 2011) to use metaphors in teacher training as a method. In addition, in order to determine teachers' and prospective teachers' perception of different dimensions of teaching as a profession during the professionalisation process, researchers conducted

studies using metaphors on the concepts of teacher (Clarcken, 1997; Saban, 2004; Çelikten, 2006; Cerit, 2008; Michael, 2009; Pektaş and Kilan, 2009); teaching and learning (Levine, 2005; Massengill, Mahlios and Barry, 2005; Saban, Kocbeker and Saban, 2007; Font, Bolite and Acevedo, 2010) education (Carter and Pitcher, 2010; Taşdemir and Taşdemir 2011; Taşdemir and Taşdemir, 2011a) school (Saban, 2008; Engin-Demir, 2007; Inbar, 1996); learning (Elmholdt, 2003); program development (Semerci, 2007); educational program (Gültekin, 2013; Özdemir, 2012; Taşdemir and Taşdemir, 2011b). Boostrom (1998) states that using metaphors about teaching does not mean that we should perform education as it is proposed by the metaphor but it should be considered as a discussion of education. Therefore, metaphors enable us to realize how prospective preschool teachers perceive their professional roles in their early stage of teaching, and they also help us in planning processes of teaching and learning, developing teaching techniques, identifying points. As a result, they help us develop an insight through individualizing and internalizing training.

The relationship between metaphor and vocabulary learning has been dug well enough in the research area. In the light of the research, Metaphor is considered to be playing an important role in vocabulary acquisition in terms of extending lexical relations (Sweetser, 1990; Lewis, 1993; MacLennan, 1994;).

Starting from this point of view, the current study aims to analyse prospective preschool teachers' perceptions of "child" and "preschool teacher" through metaphors by specifying any cultural differences aiming to provide an insight for teacher trainers and policy makers into planning and configuring teacher training process. In this sense, the following research questions guide the present study:

1. Are there any differences between Turkish and Spanish prospective preschool teachers' perceptions of the metaphorical views regarding the concepts of "preschool teacher" and "child"?
2. Do Spanish and Turkish prospective preschool teachers' perceptions of the concepts of "preschool teacher" and "child" affect their views of education?

## 2. METHODOLOGY

This is a descriptive study which focuses on the perceptions of prospective teachers of preschool education. Qualitative in nature, this study was conducted through a survey instrument which included complete the sentence questions. The methodology which contains information about participants, setting, data collection methods of the study and how the data were analysed are presented below in detail.

### 2.1. Participants

This study was conducted with the participation of 234 prospective Spanish and Turkish preschool teachers selected through purposeful sampling method, 86 of whom are studying at the University of Valladolid, on Palencia Campus/Spain and 184 of whom are studying at Sakarya University, on Hendek Campus/Turkey in 2015/2016 academic year. The demographic data is displayed in Table 1.

**Table 1**  
*Demographic Characteristics of the Participants*

Features	Sakarya/Turkey	Palencia/Spain	Total
Female	138	78	216
Male	10	8	18
Grade 1.	31	31	62
Grade 2.	29	25	54

Grade	Grade 3.	58	16	74
	Grade 4.	30	14	44
Total		148	86	234

## 2.2. Data collection

In this study, to determine the prospective pre-school s' perception of the concepts of "child" and "pre-school teacher", the following two semi-structured form.

"A child is (a/n) ..... because ....." and

"A preschool teacher is (a/n) ..... because ....." "

## 2.3. Data analysis

The data obtained were analysed by using content analysis. The main aim of the content analysis is to reach the concepts and relationships that can explain the collected data. Concepts and themes which cannot be noticed by a descriptive approach and which can only be outlined by descriptive analysis can be explored by content analysis (Yıldırım and Şimşek, 2008, p. 227).

Turkish and Spanish prospective pre-school teachers used metaphors relevant to "child" and "pre-school teacher", and each metaphor used by them was analysed in 4 stages.

- Coding and sorting
- Category development
- Validity and reliability
- Structural analysis

**Coding and sorting:** Metaphors the participants used to complete the semi-structured forms on the numbered question paper were assessed one by one by Spanish and Turkish experts. Some forms were eliminated for several reasons; no metaphors generated, metaphors without a justification, metaphors mismatching with the justification, and forms including multiple metaphors. Metaphors used by Spanish participants have been translated into English by the same expert with the C1 level of English. After the elimination process, 14 of the metaphors related to "child" and 12 of the metaphors related to "pre-school teacher" used by Spanish participants were eliminated; 20 of the metaphors related to "child" and 46 of the metaphors related to "pre-school teacher" used by Turkish participants were eliminated. Analyses were conducted on a total of 376 metaphors; 72 related to "child" and 74 related to "pre-school teacher" were produced by the Spanish participants; 128 related to "child" and 102 related to "pre-school teacher" were produced by the Turkish participants.

**Table 2**

*The Number of Analysed Metaphors*

Features	Sakarya/Turkey	Palencia/Spain	Total
Child	128	72	200
Preschool teacher	102	74	176
Total	230	146	376

**Category development:** At this stage, effectual metaphors related to the concepts of "child" and "pre-school teacher" used by Spanish and Turkish participants were examined by the common features they have and how each metaphor conceptualizes "child" and "pre-school teacher". Each metaphor image generated was analysed according to (1) subject of the metaphor, (2) source of the metaphor and (3) the relationship between the subject and the source of the metaphor. By identifying the theme that reveals the perspective of the child and pre-school teacher, categories were created. These categories related to the metaphors used

by Spanish and Turkish participants were presented in the findings section of the study together with the relevant justifications.

**The Process of Ensuring Validity and Reliability:** Validity and reliability are the two most important criteria used to ensure (or to increase) the credibility of the research results. "Among the important criteria of validity in qualitative research are reporting the collected data in detail and explaining how the results were obtained by the researchers." (Yıldırım and Şimşek, 2005, p. 257). In this study, the validity of research results is maintained in two stages. (1) The data analysis describes how the conceptual categories were formed. (2) A total of 376 metaphors used by Turkish and Spanish participants related to "child" and "pre-school teacher" are presented in the findings of the study. To ensure the reliability of the study, an expert was consulted to confirm whether the image of each metaphor, which was itemized under the aforementioned conceptual categories, represents the conceptual category created during the research. For this purpose, the lists of the names of the conceptual categories and 376 metaphors used by Turkish and Spanish participants related to "child" and "pre-school teacher" were separately given to an expert in the field of early childhood education teacher training. The expert view was requested to match the metaphorical images with the conceptual categories (in a way no metaphor is excluded). Then, the matching made by the experts was compared with the matching made by the researchers. By this comparison, numbers of "consensus" and "dissensus" were determined and the reliability of research was calculated by using the Miles and Huberman (1994, p.64) formula (Reliability = consensus / consensus + dissensus x 100).

In qualitative studies, if consistency between the expert and the researchers' assessments is 90% or over, it means that desired level of reliability is reached. In this study, reliability of the metaphors used by Spanish participants related to "pre-school teacher" is  $R = 71/71 + 3 \times 100 = 96\%$ ; reliability of the metaphors used by Spanish participants related to "child" is  $R = 70/70 + 2 \times 100 = 97\%$ . Reliability of the metaphors used by Turkish participants related to "pre-school teacher" is  $R = 95 / 95 + 7 \times 100 = 93\%$ ; reliability of the metaphors used by Turkish participants related to "child" is  $R = 127/127 + 1 \times 100 = 99\%$ .

**Structural analysis:** In this study, metaphors used by Turkish and Spanish participants related to "child" and "pre-school teacher" were analysed using structural analysis technique. Structural analysis is a technique that is often used for the study of literature and theatre plays. The Structuralist Approach is a method which was auspicated by Levi-Strauss (1986, p. 21) when it was defined as "study of invariable or invariant elements between superficial discrepancies". Structuralism, as an approach, in which the implementation of the concept of the structure of the object being studied; is the search of a system made up of the rules or laws lying in deep under the surface of a set of events and facts (Moran, 1981, p. 176).

Starting from a non-linguistic mass of events which, at first glance, seem messy or lack forms, uncorrelated events are studied not as separate integrity but as relative items which create a generic string between each other (Yüksel, 1995). Therefore, establishing a relationship between metaphors gathered by the study, this study attempted to derive an in-depth and holistic meaning by using structural analysis.

### 3. RESULTS

In this section, metaphors used by Turkish and Spanish prospective pre-school teachers related to "child" and "pre-school teacher" and categories were presented in tables, categories and themes were presented under titles with excerpts from prospective preschool teachers' descriptions. Metaphors gathered in the study were illustrated in Table 3.

**Table 3**

*Turkish and Spanish Prospective Teachers' Metaphors on Child and Preschool teacher*

	Turkish	Spanish
<b>CHILD</b>	flower (20), dough (15), seed (10), rainbow (4), butterfly (4), sun (3), blank paper (3), liquid (3), saddling (3), bird (3), mirror (2), gold (2), sugar (2), cute cat (2), angel (2), plant (2) closed box (2), universe (2), kite (2), computer, camera, box, notebook, vegetable soup, sponge, untouched garden, unprocessed mineral, mulberry tree, gum, mud, bike, wind rose, soil, land, bud, rose, leaf, comedy movie, kitten, balloon, snow, snowball, clear water, cloud, fruit, world, caterpillar, mine, musical instrument, brain, book, secret, surprise egg, star, orchestra, nature, spring, ocean, curious cat.	Sponges (18), a blank page (3), seed (3), empty notebook (2), unprocessed diamond (2), book (2), surprise box (2), giant (2), creative (2), treasury (2) world (2), chest, empty box, learning process, source of learning, reflection, main material, clay, plasticine, water, unopened shells, flower, plant, tree, stuffed doll, sunshine, authentic teacher, future, explosion of imagination, school, innocence, light, egg, project, gin, magic, unique, free, intelligent, surprise, envelope, gift box, butterfly, sweet.
<b>TOTAL</b>	60 different metaphors	43 different metaphors
<b>PRESCHOOL TEACHER</b>	Gardener (16), sun (9), water (5), tree (4), sculptor (4), rainbow (3), rain (2), kangaroo (2), farmer (2), soil (2), mother (2), superhero (2), wind (2), carpenter (2), cook, baker, life water, chameleon, sage, image, flower, florist, ant, branches of tree, sky, no-aging tree, pillow, blank notebook, newly blossomed flower, bee, mine processing designer, potter, saz manufacturer, artist, web, embroidery machine, orchestra leader, painter, guide, water nymph, robot, non-invented machine, clown, bird, magic wand, player, butterfly, white, observer, explorer, life, angel, cotton candy, spring, hormone of happiness, wax, stone, cake, summer breeze.	Guide (6), parents (6), basic (4), book (3), magician (3), educative (2) encyclopaedia (2), mirror (2), friend (2), example (2) pillar (2), scientific, fisherman, education tool, conductive material, necessary, diamond, sage, shepherd, caring, teaching, generous, puzzle, tree, fountain pen, ballpoint pen, professional, changing, larva, love, gardener, family part, home, observer, mother, flower, towel, plant, air, water, rain, handrails, magician, hand, sled dog, light, important, river, orchestra leader, model, mountain.
<b>TOTAL</b>	59 different metaphors	51 different metaphors

As it can be beholden from Table 3, the Turkish participants used 60 metaphors regarding the “child” and 59 different metaphors regarding the “preschool teacher”. Spanish participants, on the other hand, used 43 metaphors concerning the “child” and 51 different metaphors regarding the “preschool teacher”.

**Table 4**  
 Frequency of Use of Metaphor “Child” and Categories Created

Spanish			Turkish		
Category	Metaphor Images	f %	Category	Metaphor Images	f %
Learner	sponge (18), blank notebook, (2) blank page (1), empty box 1, learning process 1, Learning Resource 1, Reflection 1	25 34,7	Learner	blank paper 3, mirror 2, computer 1, camera 1, notebook 1, vegetable soup 1, box 1, sponge 1	11 8,6
Formed	rough diamond 2, main material 1, clay 1, plasticine 1, water 1 unopened mussels in the shell 1	7 9,7	Formed	dough 15, liquid 3, gold 2, untouched garden 1, unprocessed mineral 1, mulberry tree 1, gum 1, mud 1, bicycle 1, 1 wind mill 1	27 21,1
Raised	seed 3, flower 3, plant 1, tree 1	6 8,3	Raised	flower 17, seed 10, seedling 3, tree 3, plant 2, soil 1, field 1 bud, 1, rose 1, leaf 1	40 31,3
Source of joy	tuffed doll 2, sunshine 1	3 4,2	Source of joy	sun 3, sugar 2, cute cat 2, flower 2, 1 comedy film 1, rainbow 1	11 8,6
Source of learning	book 2, authentic teacher 1, future 1, explosion of imagination 1, school, innocence 1, light 1	8 11,1	Protected	butterfly 4, bird 2, angel 2, kitten 1, flower 1, balloon 1, snow 1, kite 1, clear water 1	14 10,9
With potential	surprise box 2, giant 2, creative 2, treasure 2, World 2, chest 1, egg 1, project 1, genie 1, magic 1, unique, 1, 1 free, 1 smart, surprise envelope 1, gift box, 1 butterfly, 1 sweet, 1 empty page 1	23 32,0	Discovered	rainbow 3, universe 2, closed box 2, cloud 1, fruit 1, World 1, caterpillars 1, musical instruments 1, brain 1, book 1, secret 1, bird 1, star 1, surprise eggs 1, the kite 1, orchestra 1, ocean 1, mine 1, nature in spring 1, snowball 1, curious cat 1	25 19,5
Total		72 100	Total		128 100

The Table 4 shows that the metaphor images of Turkish and Spanish participants regarding the “child” are categorized under six different conceptual categories on an individual basis. These conceptual categories among Turkish participants are formed as follows: “being raised” (31,3%), “being formed” (21,1%), “discovered” (19,5%), “need to be protected” (10,9%), “learner” (8,6%) and “source of joy” (8,6%). The conceptual categories of Spanish participants, on the other hand, are formed as: “learner” (34,7%), “having a potential” (32,0%), “source of learning” (11,1%), “being formed” (9,7%), “being raised” (8,3%), and “source of joy” (4,2%).



Even if the categories - "learner", "being formed", "being raised", and "source of joy"- of these above-mentioned conceptual categories are the same among Turkish and Spanish participants, they differ proportionally. Whereas the Spanish participants also perceive a child as a being who has potential and a source of knowledge, Turkish participants perceive a child as a being who is to be explored and who needs to be protected. Moreover, it can be observed that the same metaphor is placed in different categories due to the expressions stated in the justifications part. One of the "blank page/ tabula rasa" metaphors, generated by two of the Spanish participants, falls within the "child as a learner" category whereas the other is also placed in the "child having a potential" category because of the reasons stated as part of their justifications. A similar situation is seen in the "flower" metaphor used by Turkish participants.

**Child as a Learner:** This conceptual category is the group demonstrating that the child is perceived as a learning being. In this category in which Spanish participants used 7 various metaphors, Turkish participants used 8 different metaphors. This group where Spanish participants generated the highest number of metaphor images (37,4%) is a group in which a lower percentage of metaphors was generated among Turkish participants (8,6%). It can also be observed that among Spanish participants the most frequently used metaphor was the one "sponge" which means that the child absorbs the knowledge.

- *"Absorbs anything that s/he listens to, sees and learns, never forgets."*
- *"They learn so quickly and keep the most important information."*
- *"They absorb the facts that they go through."*
- *"They absorb all the information pretty quickly."*

Only one of the Turkish participants used the "sponge" metaphor and delineated the child as the one receiving the knowledge.

- *"S/he takes in whatever you provide."*

Similar differences are also observed among the "notebook" and "blank page" metaphors used commonly by Turkish and Spanish participants. With these metaphors, Turkish participants bring the "preschool teacher" into the forefront while Spanish participants lay emphasis on the "child" as a being who needs to be acquainted with.

*- "Whatever the teacher cultivates on the child is imprinted on her/him; even if it is wiped, its mark stays there." (Turkish)*

- *"What is written on a blank page is covered with it. If s/he learns good things, s/he applies them, and if s/he learns bad things, s/he then applies them. Covering is in the environment's power." (Turkish)*
- *"The pages should be covered with experience and knowledge." (Spanish)*
- *"When s/he is young, s/he needs the support to acquire the rules in the community and s/he needs to be painted over it for her/him to form her/his character." (Spanish)*

**Child as a Raised Being:** The metaphors constituting this conceptual category delineate that the prospective preschool teachers consider the child as a being that is cultivated, cared and on whom great effort and attention are paid. Furthermore, the child is generally perceived as a being that needs another person's care. Metaphors related to plants fall within this category in which the Turkish participants used the highest percentage of metaphor image (31,3%). The "flower" metaphor was repeated 17 times whereas the "seed" term was repeated 10 times. It has been observed that the Spanish prospective teachers used a lower percentage of these metaphors (8,3%) and the flower, seed, sapling, tree and plant were the generally used metaphors in this category. Similar metaphors used by Turkish and Spanish participants also bear a resemblance regarding their justifications, as well.

- *"Always grows and changes." (Spanish)*



- *“Just as a seed turning into a flower, the child cultivates herself/himself by being affected by the environment.” (Turkish)*
- *“If cared, the child cultivates like a seed, and becomes strong and independent.” (Spanish)*
- *“The child is dependent on nourishment and affection. The more interest is shown, the more s/he cultivates in that direction.” (Turkish)*
- *“S/he needs to be coddled, cultivated and preserved.” (Spanish)*
- *“The child is delicate, fragile; thus, how we need to be careful towards how s/he is going to be treated. If not, s/he might grow pale, or s/he might be removed from its branch.” (Turkish)*
- *“Needs to be watered for her/him to grow strong.” (Spanish)*
- *“Once watered, receive sunlight, and has fertile soil, it turns into a sapling, grows, becomes a tree and yields fruit.” (Turkish)*

**Child as a Formed Being:** The metaphors building up this category demonstrate that the child is perceived as a being that is formed by someone else. In this category where the child is seen as a being formed especially by the adults, the Turkish participants (21,1%) generated a higher percentage of metaphors than Spanish participants (9,7%) did. Spanish participants used metaphors, such as “a rough diamond”, “clay”, “plasticine”, and “water” whereas Turkish participants used metaphors like “dough”, “liquid”, “gold”, “a rough mine”, “chewing gum”, and “mud” for the child.

- *“The child is kneaded to become a human for a long time in her/his life.” (Spanish)*
- *“The child takes her/his form from how we knead her/him and what we put in it.” (Turkish)*
- *“The child can be moulded.” (Spanish)*
- *“The child is conducive to be moulded.” (Turkish)*
- *“The child has to be kneaded until her/his development is complete for her/him to be a magnificent object as well as to be talented and independent.” (Spanish)*
- *“As long as the family, school and the adults in the child’s environment take care of her/him consciously and effectively, raise her/him in a loving environment, the child is moulded, and her/his personality is identified accordingly.” (Turkish)*
- *“The child blooms and becomes one of a kind as much as s/he is processed and flourished.” (Turkish)*

Generally speaking, the child is formed in the direction of the form given by her/his environment among the metaphors for which the Turkish and Spanish participants stated similar justifications.

**Child as a source of joy:** The child, in this category, is perceived as a being that brings joy by Turkish and Spanish participants. The lowest percentage of metaphors generated in both groups is found in the current category in which Turkish and Spanish participants used the “sun” metaphor in common.

- *“Children act warmly just like the sun, sincerely and without malicious intentions. They are all natural, and corrupting them and letting them harm are up to you.” (Spanish)*
- *“The sun sparkingly rises every single day with new hopes; the child is also cheerful every single morning.” (Turkish)*
- *“The child is the first happiness when the day starts and puts some heart into people whom s/he meets.” (Spanish)*
- *“Whereas her/his presence colours the life, her/his absence causes the life to lose its brightness and left in the dark.” (Turkish)*

Turkish participants, moreover, used the metaphors, such as “sweet”, “lovely kitten”, “flower” and “comedy movie” in this category with similar justifications.

- *“Eating and child are vital. One keeps you alive; the other brightens your life.”*

- *"Flowers give happiness to the person. Even though flowers have a variety of types, all of them emit beautiful odour. The child, similarly, always makes faces smile whatever her/his religion, language, race is."*

**Child as a Being with Potential:** Spanish participants in this category generated the second highest percentage of metaphors (32.0%) with 19 different metaphors. The metaphors in this category indicate that the child is perceived as a being which contains great power in itself. Everything that is needed for the child's development is present in her/him. The metaphors, such as "jack-in-the-box", "chest", "surprise envelope", "gift box", "egg", "treasure", "giant" and "world" also seem to support this perception.

- *"They have a great imagination."*
- *"Because they keep their knowledge inside."*
- *"a child grows up and build his/her future like an egg"*
- *"The child carries endless values."*
- *"You cannot know what is inside, yet you imagine what it is."*
- *"The child has fresh ideas."*
- *"It is the small young people who will be big people with a big advance in the future."*

**Child as a Source of Learning:** This category consists of metaphors in which Spanish participants perceive the child as a source of learning and accept the child as someone from whom one learns as well. "Book", "school", "authentic learning", "future", "explosion of imagination", "innocence", "light" are among the metaphors being used, and the preschool teacher and the child are perceived as the entities learning together.

- *"The child reflects what s/he sees."*
- *"The teacher learns by teaching her/him."*
- *"The child transfers what s/he learned to us as soon as s/he learns them."*
- *"There are a lot of things that people will learn from her/him as well as the things that s/he will learn from them."*
- *"The child teaches."*
- *"Learning occurs with her/him."*
- *"There are various things to be learned from her/him."*
- *"The child illuminates."*

**Child as a Discovered Being:** In this category where Turkish participants used 21 different metaphor images, the child is perceived as a being to be discovered. "Rainbow", "the Universe", "cloud", "the Earth", "ocean", "mine", "nature in the spring", "star", "a closed book", "fruit", "caterpillar", "an instrument", "brain", "a book", "secret", "bird", "kite", "an orchestra", "snowball" and "curious cat" are among several different metaphors used in this category and the child is thought as a being whose characteristics need to be explored by others.

- *"The child is endless and eternal. You cannot stereotype her/him and you cannot know her/his borders."*
- *"The child is both a treasure and a miracle. As you know her/him and open her/him up, new things are discovered."*
- *"It is not enough to see the outlook; s/he makes you surprised with her/his ideas and talents."*
- *"Each of them has a unique glitter and energy. Even though they are not seen anytime and anywhere, they glitter there."*
- *"It is pretty difficult to bare their soul, yet when you do it is not certain what will get out of them."*
- *"They are understood as you read them and once you read, they open up."*

- *“The child expects to be explored and cared. The child opens up herself/himself as much as the teacher willingly makes an effort to open up.”*
- *“The child shows her/his value once you reach him at the right time and the right place. A mine that cannot be reached is useless.”*
- *“The child is innocent, fun and needs to be explored.”*
- *“Just as we cannot play a musical instrument without knowing its features, we cannot do anything without knowing the characteristics and needs of a child.”*
- *“You only know the exposed face of what kind of thoughts the child inholds; nevertheless, there are a million of things that are unexplored regarding them.”*
- *“There are true life experiences that are worth to be known under each of her/his behaviour.”*

**Child as a Protected Being:** Within this category in which Turkish participants perceive the child as a being that needs to be protected, a total of 9 different metaphors were used as: “butterfly”, “bird,” “angel”, “kitten”, “flower”, “balloon”, “snow”, “kite”, and “pure water”. The justifications of the metaphors show that the child is a being of whom great care needs to be taken.

- *“The child always needs to be protected; s/he expects nourishment from her/his mother and is always cute.”*
- *“S/he is delicate and fragile; thus, great attention should be paid to how s/he is going to be treated. If not, s/he might grow pale, or s/he might be removed from its branch.”*
- *“S/he is pretty delicate and fragile. We should be careful about our behaviours towards them.”*
- *“It is a vulnerable living. It is very beautiful. If you allow, it will fly away, but if you hold too tight, it will die.”*
- *“The child is defenceless; s/he needs to learn how to fly.”*
- *“If you tighten the child too much, s/he explodes.”*
- *“They would like to be free, we need to be able to provide them with this freedom. However, they also need to feel secure like that rope”.*

In this section of the study, the cognitive categories consisting of the Turkish and Spanish participants’ metaphor images regarding the “preschool teacher” are presented.

**Table 5**

*Frequency and Percentages of the Use of Metaphors Regarding the Concept of Teacher*

Palencia			Sakarya		
Category	Image of metaphor	f %	Category	Image of metaphor	f %
Informer and teacher	Book 3, magician 3, trainer 2, encyclopaedia 2, Scientific 1, mirror 1, fishing 1, education tool 1, conductive material 1, necessary 1, diamond 1, sage 1, shepherd 1, caring 1, teacher 1, generous 1, puzzle 1, tree 1, fountain pen 1, ballpoint pen 1, professional 1, changer 1, larvae 1, parents 1	30 40,5	Informer and teacher	Sun 9, water 2, cook 1, baker 1, tree 1, water of life 1, rain 1, chameleon 1, kangaroo 1, sage 1, image 1	20 19,6

Caring and protecting	Parents 5, 1 love 1, gardener 1, part of the family 1, home 1, observer 1, mother 1	11 14,8	Caring and protecting	Gardener 15, tree 2, water 2, farmer 2, flower 1, florist 1, soil 1, ant 1, branches of tree 1, sky 1, mother 1, mother kangaroo 1, no-aging tree 1, pillow 1	31 30,4
Learning together	Friend 2, flower 1, 1 towel 1, plant 1	5 6,8	Learning together	Blank notebook 1, newly blossomed flower 1, rain 1, bee 1	4 3,9
Guiding	Book 6, example 2, air 1, water 1, rain 1, handrails 1, wizard 1, hand 1, sledge dog 1, light 1, major 1, mirror 1, river 1, orchestra leader 1, model 1	21 28,4	Forming	Sculptor 4, carpenter 2, wind 2, soil 1, mineral processing designer 1, potter 1, saz manufacturer 1 artist 1, Internet 1, embroidery machine 1, orchestra leader 1, painter 1, guide 1, water 1 gardener 1	20 19,6
core	Basic 4, pillar 2, mountain 1	7 9,5	Gifted	Rainbow 3, superhero 2, nymph 1, the robot 1, uninvented machine 1, clown 1, bird 1, a magic wand 1, player 1, butterfly 1, white 1, observer 1, explorers 1, life 1	17 16,7
			Lovely	Angel of goodness 1, cotton candy 1, spring 1, hormone of happiness 1, angel 1, candle 1, stone 1, wood 1, cake 1, summer breeze 1.	10 9,8
	Total	74 100		Total	102 100

When we look at the metaphors found in this study, it is possible to see some similarities between the current study and the study conducted Erten and Bayraktar-Erten (2015).

In the light of the metaphors created by the Spanish participants regarding the preschool teacher were summed under 5 cognitive categories in terms of the justifications as "informant teaching, 40,5%", "guiding 28,4%", "caretaker or protector 14,8%", "being core, 9,5%", "learning together 6,8%". These cognitive categories were formed under 6 topics for

the Turkish participants; “caretaker or protector 30,4%”, “informant teaching 19,6%”, “guiding and forming 19,6%”, “gifted 16,7%”, “affectionate 9,8%”, “learning together 3,9%”.

The “informant teaching”, “caretaker or protector” and “learning together” categories are among these cognitive categories, while being the same for the Spanish and Turkish participants, still showed proportional differences from each other. Also, while the Spanish participants perceived the teacher to be “guiding” and “being core”, the Turkish participants perceived the preschool teachers to be “gifted” and “affectionate”.

**Teacher as Informant:** It is understood from the metaphors of the Turkish and Spanish participants forming this cognitive category that they perceive the preschool teacher to be an individual who transfers his/her existing knowledge to the children. The Spanish participants used 24 different metaphor images for the preschool teacher under this title; Book, encyclopaedia, magician, mirror, fisherman, education tool, educator, scientific, conductor, necessary, diamond, wise, shepherd, envier, edifier, generous, crossword, tree, fountain pen, ballpoint pen, professional, changer, larva and parents. On the other hand, the Turkish participants used 11 different metaphor images under this category; Sun, water, cook, baker, tree, sap, rain, chameleon, kangaroo, wise and image. While the other metaphors except “wise” -which was created by the Spanish participants (40,5%) and Turkish participants (19,6%)- showed no similarities, their justifications were of a similar nature.

- *“They know everything.”* (Spanish)
- *“In the eyes of the children, they are someone who knows everything and teaches them the world.”* (Turkish)
- *“They take the responsibility of the basic elements regarding the child in terms of their future development, learning and socializing.”* (Spanish)
- *“They give the future generations the first warmth, light and enlightenment after the family. Thanks to them, the future of the children gets formed, and they sparkle in the future.”* (Turkish)
- *“They transfer their knowledge to the children.”* (Spanish)
- *“They feed every student with their knowledge and behaviour.”* (Turkish)
- *“The minds of the children are like empty canvases. The teacher attempts to fill this picture with appropriate activities.”* (Turkish)
- *“The person who helps the child with painting their page. A good teacher knows which colour a child should use in their life.”* (Spanish)
- *“The role model here is the teacher and his/her opinion. Therefore, the child’s brain develops with the guidance of the teacher.”* (Turkish)
- *“They open the mussel and begin to create the information in the child’s brain.”* (Spanish)

**Preschool teacher as caretaker or protector:** Under this topic for which the Turkish participants used metaphors at the highest rate (30,4%), the justifications for the metaphors show that the Turkish and Spanish participants perceive the teacher to be someone who takes care of a child, is attentive, makes a great effort for the child and protects the child while ensuring the growth and development. In this category, the Spanish participants used a small number of metaphors which included parents, a piece of the family, mother, home, love, gardener, observer, while the Turkish participants created 14 different metaphors and the metaphor “gardener” was repeated a total of 15 times. The Turkish participants also used the metaphors tree, water, farmer, flower, florist, land, ant, tree branches, sky, mother, kangaroo, unageing tree and pillow.

- *“In every leaf, they cultivate their students and help the leaves become sparkled with light.”* (Turkish)
- *“They educate and pay attention.”* (Spanish)

- *"They help the development of the products while growing themselves. The teachers protect their fruits with their branches. They look after them."* (Turkish)
- *"They have flowers which are dutiful, and they need to grow, protect, take care of and show love."* (Turkish)
- *"A teacher is like a gardener. Pays attention to the children, understands them and knows their needs."* (Turkish)
- *"Waters the crop and transforms it to what it needs to become."* (Spanish)
- *"Takes precautions to ensure the child's protection and proper development while also preventing them from troubles."* (Spanish)
- *"In addition to teaching, S/he also takes care of the child while helping them, showing them love, embracing them and providing them with the sense of trust."* (Spanish)
- *"Grows the flowers (students) and contributes to their lives."* (Turkish)
- *"They spend all of their energy for their students' (children) development and future and attempt to prepare them for life".* (Turkish)
- *"Grows and develops the crops in his/her farm/garden with effort."* (Turkish)
- *"Protects and feeds the vulnerable bird, teaches it to fly rather than keeping it in their hands, and lets it out to the sky."* (Turkish)
- *"Takes care of every need of the children and doesn't leave the children unattended."* (Turkish)

**Teacher who Learns with Child:** In this category which the Turkish and Spanish participants created the least number of metaphors, preschool teacher is perceived as someone who merely exists for his/her students and who gains experience while educating. The Spanish participants used the friend, flower, towel and herb metaphors for this category while the Turkish participants used empty notebook, newly blooming flower, rain and bee metaphors.

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- *"Walks with them."* (Spanish)
- *"Some students see their teacher as their friends, at the same time S/he teaches them and spends a good time with them."* (Spanish)
- *"The towel gets wet while drying and the teacher learns while teaching."* (Spanish)
- *"Gains new experiences with the students every day S/he goes to school and fills and completes him/herself while relearning with them."* (Turkish)
- *"Feeds on the knowledge and grows."* (Spanish)
- *"Collects the pollen (information) from every child like a flower and makes useful honey for the children with what they collected."* (Turkish)
- *"Fills up on what s/he takes from nature and brings it to the awaiting flowers."* (Turkish)
- *"Learns while teaching his/her students."* (Spanish)
- *"Blooms like a flower with self-improvement and experience gain."* (Turkish)

**Teacher as a Guide:** In this category, the Spanish participants used a total of 15 metaphors consisting of guide, sample, air, water, rain, rail, magician, hand, sledge dog, light, important, mirror, river, maestro and model, while the teacher is perceived as a guide who shows the way. This category, in which the metaphor "guide" is repeated 6 times, represents the second highest group with a rating of 28,4%.

- *"Leads them in the first period of their lives along with their parents."*
- *"Wafts the people with the things S/he shows and teaches them."*
- *"Helps the student with deciding what to become while showing them new things."*
- *"Helps and guides the others."*
- *"Helps, guides and teaches, and an orchestra without a maestro is nothing."*
- *"Supports the student in being able to claim the stairs without help later on."*
- *"Leads the student in their own way."*
- *"Shows the student the way which they should follow."*



- *“Enlightens the students and shows them the right path.”*

**Core Teacher:** In this category where the Spanish participants used 3 different metaphors; base, pillar and mountain. The teacher is perceived as the basis of education. These metaphors also demonstrate that the preschool teacher is perceived as a strong being *“The teacher is the base of the student’s education.”*

- *“Takes on the education.”*
- *“Without the teacher, the education of the students will be ruined, and the school and the family take on the development of the child together.”*
- *“The teacher’s existence in the education of the child plays an important role for the rest of the child’s life.”*

**Forming teacher:** In this category which consists of the metaphors used by the Turkish participants, the teacher is perceived as someone who forms the child. In this group which includes 15 metaphors of sculptor, carpenter, wind, land, mine processing designer, ceramist, bağlama (saz) manufacturer, artist, the internet, sewing machine, maestro, painter, guide, water and gardener, the teacher’s craftsmanship is emphasized. The reasoning behind the metaphors shows that they perceive the teacher as someone who forms the child like some raw material. The metaphor “gardener” takes place in this category due to the reasoning behind it.

- *“S/he can take the students who come to him/her as uncultivated and pure materials and process them in the proper way, making them into a piece of art.”*
- *“However you process the mineral in your hand, that is what it is going to become. The teacher is who gives it life. The teacher is who processes the child.”*
- *“Forms the child and helps them take form while forming the future.”*
- *“However S/he kneads the children, that is how they will be formed. It is in their hands to create a doctor or a psychopath from the child they raise.”*
- *“They are the ones who give form to the touchstones of the society and who blend the material in the right container.”*
- *“They can form the child however they like with the knowledge and education they possess.”*
- *“Form the child and transform them into a perfect piece of art.”*
- *“They educate the children and form them like a ceramist regarding their personality development by kneading them.”*
- *“Embellishes the human soul, forming it.”*

**Gifted Teacher:** This category which consists of the metaphors used by the Turkish participants, includes the metaphors of the rainbow, super hero, water sprite, robot, uninvented machine, clown, bird, magic wand, actor, butterfly, white, observer, explorer and life. The difficulties of the teaching profession are emphasized, and in line with this, it was noted that preschool teachers must be gifted to be able to mould the character of a child.

- *“They can cause miracles in every child they touch. Adds beauties to every child.”*
- *“Just as the rainbow has many colours, so does the pre-school teacher. If all colours coming together forms perfection, then the pre-school teacher is also perfect.”*
- *“They have the power of being able to help you in many subjects whenever you need.”*
- *“Knows everything about children and is hard to reach.”*
- *“Requires being knowledgeable under every condition.”*
- *“Never gets tired”.*
- *“Can take care of many young children at the same time and can answer all of them one by one.”*
- *“Changes his/her character to teach something to the students.”*



- *"Learning for the children can only be ensured by moving fast like a bird and being smart and looking as beautiful as birds."*
- *"Teaches the most important years of the individual. It is beneficial that a magical wand touches the magical years of life."*
- *"Regardless of the mood, they are required to forget all of their problems when they arrive at the school. The classroom is their stage, and they perform without losing their professionalism and push aside their problems."*

**Affectionate teacher:** This group consists of the metaphors of the Turkish participants and indicates that they have a perception of the preschool teachers who deal with the children to be affectionate. The reasoning of the metaphors of guardian angel, cotton candy, spring, happiness hormone, angel, candle, rock, tree, and pie and summer breeze emphasizes the personality traits the preschool teachers need to possess. The participants perceive the preschool teacher as an individual who is full of love, patience and tolerance.

- *"S/he is sweet, cheerful, patient and tolerant."*
- *"S/he is chirpy. S/he radiates happiness like the happiness the spring contributes to people and likes smiling and living."*
- *"S/he spreads happiness."*
- *"S/he has a heart full of love."*
- *"When the candle is lit, it melts but lightens around. S/he lights the children's candle with his/her blaze."*
- *"S/he knows how to be patient."*
- *"S/he has an enormous heart like a body of a tree."*
- *"It takes everything into account for the child. S/he can manage to draw the child's attention and reach him. S/he is too good to be true."*

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#### 4. DISCUSSION AND CONCLUSION

In this study carried out with the purpose of investigating preschool prospective preschool teachers' perceptions of "child" and "preschool teacher" through metaphors and determining whether there are cultural differences or not, Turkish and Spanish participants' metaphor images regarding "child" are divided into 6 separate conceptual categories. "the one who learns", "the one who is formed", "the one who is taught", and "the one is the source of joy" categories are found to be common for both participant groups, yet Spanish participants perceived child also as a being having potential to learn and source of knowledge while Turkish participants perceived child as a being to be discovered and protected.

While Spanish participants' "preschool teacher" metaphor is divided into 5 conceptual categories in accordance with their justifications, it is categorized into 6 by Turkish participants. The common categories are revealed to be "the one who is informant", "the one who is the protector", and "the one who learns while teaching". It was yielded that while the preschool teacher is perceived as "the one who guides", "the one who is the core" by Spanish participants, it is regarded as "the one who forms", "who is gifted", and "the one who is caring" by Turkish participants.

These results reveal the metaphors related to "child" and "preschool teacher" used by Turkish and Spanish participants, the similar and different conceptual categories created through these metaphors, and the intercultural existence of adopted teaching approach and cultural characteristics.

### **The use of metaphors for teacher and child**

There are a number of studies about the cultural (Saban, 2004; Cerit, 2008; Kalyoncu, 2012) and intercultural (Kilic and Yelken Yanpar, 2013) similarities and differences among the metaphors used by teachers and pre-service teachers. In these studies, gardener, guide, parent, tree, mirror were used as common metaphors. Our intercultural study also revealed the same metaphors in line with the aforementioned studies. In addition, in the study titled as "Five Metaphors for Educators, conducted by Clarken (1997) the most popular teacher metaphors are found to be "the one who is like a parent" and "the one who is like a gardener" supporting the findings of the current study since the Turkish and Spanish participants used gardener and parent metaphors for a preschool teacher. It also showed that professional perception has intercultural characteristics while being even resistant to time.

There is quite a big similarity between the top five metaphors that Turkish prospective teachers used for preschool teachers, such as gardener, the sun, water, tree, and sculpture and the top four metaphors that the prospective preschool teachers used for teachers in Saban's (2004) study, such as gardener, water, sun, sculptor, and farmer. In addition, the findings of this study are similar to the findings of the study conducted by Aydin and Pehlivan (2010) determining Turkish language prospective teachers' top three metaphors including sun, parents, compass and tree for "teacher" and "student" conceptions. Similarly, gardener metaphor was found in the study conducted by Cerit (2008). These results indicate that the metaphor used for teachers largely carry cultural characteristics. Besides, the top five metaphors including guide, parent, basic, book, wizard used by Spanish participants unlike Turkish ones show that there are cultural differences in the use of metaphors for teachers. It is the same for child metaphors as well. For example, it was seen that while the majority of Spanish participants used "the one like a sponge" metaphor, Turkish prospective preschool teachers used "the one like a flower", "the one like dough" and "the one like a seed" metaphors. Alvarez (2015) stated that "the one like a sponge" metaphor is the most commonly used cultural metaphor for children in Spain. "The one like a flower" metaphor used by Turkish participants is thought to be used with the influence of the poem called "all the flowers in the world" and written by Kansu (1950). The poem is written as if it were uttered by a teacher and it is very well-known by students in Turkey. In this poem, while flowers are used as a metaphor for children, gardener is used as a metaphor for preschool teachers.

### **The perception of the role of the teacher and the child**

The grounds stated by the participants for the metaphors they used indicated cultural differences. The categories created in this study revealed that Spanish participants perceived the preschool teacher as "the one who guides", "the one who is basis for learning" while Turkish participants perceived the preschool teacher as "the one who forms", "the one who is gifted", and "the one who is caring", and then the cultural differences were pointed out. In a study conducted by Lin, Shein and Yang (2012), the preschool teacher is perceived as cooperative leader, the provider of knowledge, artist, and provider of tools, challenger, and repairer. The categories, such as nurturer and provider of knowledge are similar to the categories used by Turkish and Spanish participants, such as "the one who is informant" and "the one who is the protector". In addition, farmer, gardener, parent, and clown metaphors, which are sources for categories in both studies, are used as independent of culture.

A similar situation is observed in Turkish and Spanish participants' metaphor use for children. In both groups, child is perceived in a similar way as "the one who learns", "the one who is formed", "the one who is taught", and "the one who provides fun". However, when the rates of the metaphors that make up these categories are examined, it is seen that Spanish participants use metaphor for the "learning" category as 34.7% while Turkish participants use the metaphor at the rate of 8.6%. On the other hand, for "the one who is formed (21.1%" and

“the one who is raised (31.3%) categories, the rate of metaphor used by Turkish participants is observed to be more than doubled when it is compared to the metaphor use by Spanish participants respectively 9.7% and 8.3%. Furthermore, the fact that the majority of Spanish participants perceive child as “the one who has potential” and “source of learning” while Turkish participants perceive child as “the one who is discovered” and “the one who should be protected” reveals cultural differences.

In the same line, the justification for the metaphor “scholar” is stated by a Spanish participant as “the one who knows how to teach, is patient, and enables learners to learn” while it is stated by a Turkish participant as “the one who knows everything and teaches everything to the whole world in the eyes of a child”. On the other hand, the reason for the metaphor “the one like a butterfly” used as a common one by both participant groups for child metaphors is stated by a Turkish participant as “It is a vulnerable living. It is very beautiful. If you allow, it will fly away but if you hold too tight, it will die.” while a Spanish participant explained it as “It is weak and fragile and it flies with its instincts to explore the world.” It reveals the fact that there are cultural differences in Turkish and Spanish participants' perceptions of preschool teacher and child.

### **Metaphors reflecting practices of teaching**

When the justifications for the metaphors used by the participants of this study for “child” and “preschool teacher” are examined, it is seen that the metaphors reflect their instructional approach. The “flower” metaphor used by Turkish participants for child is explained as “it can improve if you inform and train. It is always hungry for learning. It develops if you feed it, and if you do not, it fades away” and the “dough” metaphor is explained as “it is suitable to be formed. You can create soft dough or stiff dough depending on your wish.”, which makes it obvious that they adopt teacher-centred approach. Similarly, the fact that the metaphor used for “preschool teacher” like “a machine which has not been discovered” is explained as “the preschool teacher can take care of many children of the same age at the same time and answer each one of them one by one” and “the one like a clown” metaphor is explained as “the preschool teacher can disguise a lot to teach different things” supports the same approach. On the other hand, the fact that the metaphor “egg” is used by a Spanish participant to mean “a child grows up and build his/her future like an egg” and the metaphor “book” is explained as “you can learn with it” shows that the child is taken into the centre. Similarly, the fact that the metaphor “towel” used for preschool teachers is explained as “it becomes wet while drying something else and preschool teacher also learns while teaching” and the metaphor “mirror” is explained as “the students learn when they look at the mirror” stresses the reflective instruction while taking the students in centre. Nevertheless, it is possible to come across with an opposite situation in both groups of participants. For example, the metaphor “the one who transmits” used by Spanish participants for “preschool teacher” to mean “they transmit the knowledge to children” and the metaphor “wizard” to mean “they know everything” are indications of teacher-centred education. Likewise, the metaphor “the stars in the sky” used by Turkish participants for children to mean “they all have their own sparkle and energy and although they cannot be seen from everywhere and every time, they shine up there” and the metaphor “the one who is fond of stars” used for preschool teachers to mean “they know every star is special and wants to touch each one of them” is a reflection of the fact that children are taken into the centre and individual differences are valued.

On the other hand, a similar situation is seen in categories made up from the metaphors used. The two top categories for “preschool teacher” metaphor used by Spanish participants are “the one who is informant” with 40.5% and “the one who guides” with 28.4% while for Turkish participants “the one who protects” is 30.4% and “the one who forms” is

19.6%. It is possible to say that Spanish participants adopt student-centred approach while Turkish participants adopt teacher-centred approach when the categories for metaphors used for “preschool teacher” by both groups are examined. On the other hand, this situation is seen in the metaphor used for “child” as well. It has been seen that while Spanish participants aim to guide the child in the teaching process and develop their existing potentials to enable them to learn, Turkish participants form their children by prioritizing their children's care and protection and give prominence to themselves.

In the study conducted by Leavy, McSorley and Bote (2007), Irish and American first-year pre-service teachers’ beliefs were examined regarding teaching and learning at the beginning and at the end of the school year. The results showed that at the beginning of the academic year, pre-service teachers used 49% behaviourist, 24% constructivist, 9% socio-cognitive, and 18% self-referential metaphors. At the end of the school year, it has been observed that the use of constructivist metaphors rose to 42%. On the one hand, this situation reveals the significance of metaphor use in teacher education, on the other hand, it shows that the teaching approach transferred by past experiences can be modified and developed.

### **Reflections on teacher training**

The results of this study show that utilization of metaphors can be used both as a research method in the field of education and a tool to create awareness in the field of teacher training. Previous studies have revealed that past experiences and cultural differences are effective in the process of professionalisation of preschool teachers. Therefore, it is important for teacher training to be based on scientific basis considering the cultural characteristics of the society.

Pre-school prospective preschool teachers with different professional beliefs and life experiences should be directed to diverse teacher training programs, such as child care or education after determining their characteristics that should be developed at the beginning of the training process.

Prospective preschool teachers, alongside the current basic courses, should be supported and guided to a rich collection of elective courses within smaller groups where they will gain the skills to facilitate their adaptation to up-to-date educational approaches.

As the informal beliefs and knowledge prospective preschool teachers have through everyday experiences are rigid, in the process of professionalisation prospective preschool teachers should be provided with the opportunity to observe “child” and “educational environment” under the guidance of qualified senior preschool teachers.

Prospective preschool teachers’ prior beliefs resistant to changes should be investigated and by defining the reasons for such resistance, the necessary steps should be studied to be taken in transferring up-to-date information during professionalisation process of the preschool teachers.

Generic pre-school preschool teacher competencies should be determined and in the professionalisation process, prospective preschool teachers should be provided with the opportunity of implementing teaching practices under the supervision of counsellors.

At the end of each school year of preschool teacher training process, how much the target outcomes were achieved should be determined through formative assessment and any shortfalls identified should be accomplished by additional programs.

In addition to all the aforementioned proposals, preschool teacher training programs should be updated in line with changing social structures, social needs and developing technology.

## 5. SUGGESTIONS

By means of cooperating with other countries on metaphor studies, emerging metaphors should be discussed and the source of differences and similarities should be investigated. In addition, the qualitative studies should be supported with interviews. To perceive the view of different stakeholders for preschool teacher and child, the studies should involve parents, administrators and policy makers. Follow up metaphor studies should be replicated to observe the gradual changes of viewpoints of prospective teachers. If there is any negative perception for preschool teacher and child, the curriculum should be designed to rectify such understanding.

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## GENİŞ ÖZET

Metaforlar, bilgiyi organize etmek, fikirleri açıklamak ve bir anlayışı ortaya koymak için kullanılan etkili dil araçlarıdır. Lakoff ve Johnson (1980), insanların metaforlar yoluyla, düşünme süreçlerini ve kavramsal sistemlerini yapılandırdıklarını vurgular. Metaforlar, iki nesneyi veya kavramı birbirine bağlayan ve yaşamın bir bağlamından bir diğerine geçiş olarak kullanılan sembolik dilsel yapılar olduğu kabul edilir. Böylece iki farklı kavram ya da düşünce karşılaştırılmış olur (Palmquist, 2001). Bir metafor yardımıyla, bireyler bilinçli ya da bilinçsiz olarak, mecazi kavram ile yaşamları ve deneyimleri arasında bir bağ kurarak gerçeği ya da gerçekliği ifade etme eğilimindedirler (Lakoff ve Johnson, 2003). Saban (2006), metaforların öğretimde ve öğretmen yetiştirmede mesleki bir düşünce biçimi ve profesyonel bir kimlik geliştirme ya da değerlendirme için bir pedagojik araç olarak kullanıldığını belirtmektedir. Bu bakıştan yola çıkarak, bu çalışma, Türk ve İspanyol okulöncesi öğretmen adaylarının "okul öncesi öğretmeni" ve "çocuk" konusundaki algılarını metafor yoluyla analiz etmeyi amaçlamaktadır.

Bu çalışma, öğretmen adaylarının metaforlarının analiz edildiği nitel bir çalışma olup, 2015/2016 öğretim yılı güz döneminin başında Valladolid Üniversitesi, Palencia Kampüsü /İspanya ve Sakarya Üniversitesi, Hendek Kampüsü/Türkiye Eğitim Fakültesi Okul öncesi Eğitimi Anabilim Dalı'nda öğrenim gören 86 İspanyol ve 184 Türk öğretmen adayının katılımıyla gerçekleştirilmiştir. Veriler, okul öncesi öğretmen adaylarının "çocuk" ve "okul öncesi öğretmeni" kavramına yönelik düşüncelerini belirlemek amacıyla çocuk ..... gibidir, çünkü ..... ve Okul öncesi öğretmeni.....gibidir, çünkü yazılı olan yarı yapılandırılmış formlar verilerek toplanmıştır. Elde edilen veriler içerik analizi yöntemiyle çözümlenmiş ve öğretmen adaylarının "öğretmen" ve "çocuk" ile ilgili metaforları 1) kodlama ve ayıklama, 2) kategori geliştirme, 3) geçerlik ve güvenilirlik, 4) yapısalçı çözümleme tekniği olmak üzere 4 aşamada analiz edilmiştir.

Sonuç olarak, Türk öğretmen adaylarının "çocuk" ile ilgili 60; İspanyol öğretmen adaylarının ise 43 farklı metafor kullandıkları saptanmıştır. Türk öğretmen adayları sıklıkla, çiçek (20), hamur (15), tohum (10); İspanyol öğretmen adayları ise, sünger (18) metaforunu kullanmışlardır. Diğer taraftan Türk öğretmen adayları, "okul öncesi öğretmeni" ile ilgili çoğu bahçıvan (16) ve güneş (9) olmak üzere 59 farklı metafor kullanırken, İspanyol öğretmen adaylarının çoğu rehber (6) ve ebeveyn (6) olan 51 farklı metafor kullandıkları bulunmuştur.

Türk ve İspanyol öğretmen adaylarının "çocuk" ile ilgili metafor imgeleri, altı farklı kavramsal kategori altında toplanmıştır. "Öğrenen", "şekillendirilen", "yetiştirilen" ve "neşe kaynağı olan" kategorilerinin Türk ve İspanyol öğretmen adaylarının ortak kategorileri olduğu görülmüştür. İspanyol öğretmen adaylarının "çocuk" ile ilgili metaforlarından oluşan "öğrenme kaynağı olan" ve "potansiyeli olan" ile Türk öğretmen adaylarının "korunması gereken ve "keşfedilen" kategorileri farklılık göstermiştir. İspanyolca katılımcıların kavramsal kategorilerinden çocuğu "öğrenen" (% 34,7), Türk katılımcıların ise "yetiştirilen" (% 31,3) olarak algıladığı saptanmıştır.

İspanyol katılımcıların "Okul öncesi öğretmeni"ne ilişkin oluşturduğu metaforların "% 40,5 bilgilendiren, öğreten", "% 28,4 rehber olan", "%14 koruyan kollayan, " % 9,5 temel olan" ve "% 6,8 birlikte öğrenen" olmak üzere 5 kategori altında toplandı; Türk katılımcılar için"% 30,4 koruyan kollayan, "% 19,6 bilgilendiren, öğreten", "% 19,6 şekillendiren", " % 3,9 birlikte öğrenen", "% 16,7 üstün özellikleri olan" ve "% 9,8 sevecen" olmak üzere 6 kategori altında toplandıği belirlenmiştir.

İspanyol ve Türk öğretmen adaylarının okul öncesi öğretmenini benzer şekilde "bilgilendiren, öğreten", "koruyan kollayan" ve "birlikte öğrenen" olarak algıladığı bulunmuştur. Ancak, İspanyol katılımcıların metaforlarından oluşan "rehber olan" ve "temel olan" kategorileri ile Türk katılımcıların "üstün yetenekleri olan" ve "sevecen" kategorileri farklılık göstermiştir.

Bu sonuçlar, Türk ve İspanyol öğretmen adaylarının "çocuk" ve "okul öncesi öğretmeni" ile ilgili kullandıkları metaforlardan oluşturulan benzer ve farklı kavramsal kategorilerin, çocuğu ve okul öncesi öğretmeni algılayış biçimleri ile benimsenen öğretim yaklaşımları arasında benzerlikler olduğu kadar, kültürel farklılıklar da olduğunu ortaya koymaktadır.

Eğitim ve öğretim ile ilgili metafor çalışmalarının sayısı, farklı gruplar ve kültürlerle yapılarak arttırılmalı, farklılıklar ve benzerliklerin nedenleri araştırılmalıdır. Elde edilen bulgular eğitim planlamacıları ile paylaşılmalı ve okul öncesi öğretmen eğitimi, çağın gereksinimlerini karşılayacak, varsa olumuz algılamaları ortadan kaldıracak şekilde güncellenmelidir.