

Teachers Candidates' Perceptions on the Concept of Communication: A Metaphor Analysis

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Abstract

The purpose of this research is to determine opinions of students of education faculties through metaphors towards effective classroom management which is necessary in communication and train students who can communicate. For this purpose the descriptive research method was applied. An interview form which consists of open ended questions was used as data collection tool. The interview form was created in the structure of metaphor. When making analogies in metaphors, the reasons for metaphors are completed with sentences which begin with "because".

The questions in the data collection tool;

Communication is like ... Because...

To communicate is like ... Because...

Teachers who can communicate is like ... Because...

Teachers who can't communicate is like ... Because... were prepared in this form.

The population of the research was around 400 students studying in the final year of Siirt University Faculty of Education. The sample of the study was the random sampling method. After removing teacher candidates who had missing opinions, it was benefited from 114 teacher candidates' opinions. In analyzing the data, metaphors which are illustrated to candidate teachers' thoughts and feelings about "communication", "teachers who can communicate" and "teachers who can't communicate" were tried to be explained through content analysis. In order to ensure the reliability, same study was applied by another expert and common metaphors which were determined by both experts were selected. After all data transferred to the computer, candidates teachers' opinions illustrated to 'communication', teachers who can communicate" and " teachers who can't communicate' were tried to be depicted with frequencies and percentages. According to the findings, comments and suggestions were made.

Keywords: metaphor, communication, classroom management, teacher candidates

Introduction

What to take place in classroom in accordance with the predetermined aims is first teachers' responsibility. Organizing and managing the learning environment and what goes on in the classroom are the main responsibilities of the teacher. Therefore, teachers must know well the principles and methods of classroom management (Aydın, 2007). Regardless of the subject matter taught, teachers should be aware of the fact that they need to communicate with students.

Communication is defined as a process of interaction that takes place between people regarding exchanges of information, ideas, attitudes, feelings in order to reach common ground. Considered an important aspect of classroom management communication is a definition of effective communication in the classroom as follows: Communication, from a source (the person, persons or institution), is done by different ways (written, oral, and visual or body language), to transfer information, news thoughts, emotions to a single person or group of people. For effective classroom management, effective communication and interaction must be regulated in terms of process and implementation steps. Communication skills of teachers in classroom management directly affect the level of educational activities in the classroom (Şimşek and Altinkurt 2006, 228).

The success of teachers in classroom management largely hinges on healthy communication with students in order to create a positive classroom environment. Interpersonal communication skills, that is, an individual's self-expression for listening and understanding others are important in order to be successful as a teacher and to establish good communication with the students in the classroom (İpşir, 2002). Teachers taking into account individual differences of students, develop a different approach depending on students' differences with variety of communication channels, thus making the students' perceptions of teachers positively toward teachers.

Teachers' communication skills affect learning directly and affect students' development, behavior, feelings and attitudes indirectly. Most importantly, students' self perceptions and communication preferences are largely influenced by teachers' communication skills (Çetinkanat, 1998). Communication skills and the training of teachers who could exhibit positive attitude toward the profession in any educational settings would contribute to the development of the next generation of qualified individuals in life after school (Tunçeli, 2013, 52). The need for teachers who have effective communication skills for the materialization of an effective and efficient learning process is very crucial in education.

Many concepts or perceptions about thoughts and feelings are expressed by providing a common relationship with other concepts. These concepts are called metaphors by expressing an analogy in different words. Metaphors are considered tools that people try to explain events, people, objects and abstract concepts depending on individuals' perceptions of any phenomenon (Cerit, 2008). Yob (2003) defines metaphors as cognitive tools utilized by people to give meaning and explain highly abstract, complicated and theoretical concepts. Therefore, metaphor is the reflection of experiences of people to give new meanings of a given phenomenon (Güven & Güven, 2009). Metaphor is one of our most important tools for trying comprehending partially what cannot comprehend totally; our feelings, aesthetic experiences, moral practices and spiritual awareness (Lakoff and Johnson, 1980, 134).

Metaphors tell us how to interpret abstract concepts and perception by people. In other words, it helps us determine how concepts are perceived people as these metaphors are required to analyze people's perception (Rizvanoglu, 2007). Metaphors are symbolic in their nature that is they are evocative. They can be understood or comprehended easily more than the other words having intensity due to this symbolic nature (Ocak and Gürbüz, 2006).

People need to resort to using metaphors to both express their thoughts and understand others' feelings (Gecit & Gencer, 2011). This is also important in uncovering of an individual's perceptions and views of life events.

Aim and Method

The purpose of this research is to investigate opinions of teacher candidates in elementary education department at Siirt University using metaphors regarding perception of a teacher who has capable of communicating and that of a teacher who does not have effective communication skills. For this end, it attempts to answer the following questions:

1. What are metaphors which have been produced by teacher candidates in elementary education on the concept of 'communication'?
2. What are metaphors which have been produced by teacher candidates in elementary education on the concept of 'establishing communication'?
3. What are metaphors which have been produced by teacher candidates in elementary education on the concept of 'teachers who can communicate'?
4. What are metaphors which have been produced by teacher candidates in elementary education on the concept of 'teachers who cannot communicate'?

The descriptive research method was applied to find the answers to the above questions. Descriptive studies are used to present events or phenomena as they are without changing them. In such studies, events are examined in detail, thus seeking the link between present and earlier events and situations, (Erkuş 2005, cited Tanrıöğen, 2009: 59). Data collection tool used was an interview consisting of open-ended questions. The interview form was prepared in a way that would allow metaphors to be expressed. Metaphors, as we have indicated, are tools to explain abstract things using more familiar or concrete concepts. They are the linguistically equivalent words to describe a phenomenon (Öztürk, 2007). Metaphor is a concept or term is to make sense by making analogy to another entity or concept. Therefore, an explanation should be given by putting 'because' at the beginning of sentence as to why an individual uses that metaphor instead of another. The questions in the data collection tool were prepared as follows:

Communication is like.....Because.....
 To communicate is like.....Because.....
 Teachers who can communicate is like.....Because.....
 Teachers who can't communicate is like.....Because.....

The population of the study consists of about 400 teacher candidates studying in the last year of elementary education department at Siirt University. The sample for the study was selected by the sample random sampling method. Random sampling is a method thought to represent the overall population.

Because, the probability of selection of sample from the population is equal to the sample and random sampling provides a more robust estimate of the population (Büyüköztürk et al. 2009, 82). After removing missing data from forms, views of 114 teacher candidates were included in the study. In analyzing the data through content analysis, metaphors related to the emotions and thoughts of teacher candidates regarding "communication", "teachers who can communicate" and "teachers who cannot communicate were considered.

Content analysis developed by Saban (2008) and Aydın and Ünalı (2010) were taken into account in the evaluation process. These stages are: (1) naming metaphors, (2) screening and removing, (3) category development, (4) ensuring the reliability and validity, and (5) input data to a computer.

First, naming metaphors the participants had given and metaphors related to each question were listed. The views of teacher candidates were examined whether they can be considered metaphors. Then, metaphors were selected, other statements trying to explain and description statements and on metaphors without reasoned statements were excluded from the data. In order to ensure reliability in study, common metaphors by two experts were selected. Metaphors which are defined by the common features were included in the same sub-categories. Another expert in educational sciences listed the metaphors and their sub-categories to determine to what extent metaphors were listed in the same category by the author this study in order to ensure reliability according to views of different experts.

Research findings obtained from teacher candidates to the survey questions are given below in four sub-categories.

1. Findings and Interpretation: Metaphors Regarding to Communication Concept

Teacher candidates' metaphors on the concept of communication in general are presented in the table below:

Table 1: Teacher Candidates' Metaphors on the Concept of Communication TC (Teacher Candidate)

No	Metaphor	f	Source
1	1 Rainbow	1	TC(Teacher Candidate)1
2	2 River	5	TC 2- TC 8- TC 32- TC 98- TC 105
3	3 Blood in the veins	2	TC 3 - TC 95
4	4 Rain	1	TC 4
5	5 Inhaling and exhaling	1	TC 6
6	6 Computer	1	TC 9
7	7 Life	2	TC 10- TC 107
8	8 Plant	1	TC 13
9	9 Sky	1	TC 14
10	10 Lots of water/sea	3	TC 14- TC 72- TC 73
11	11 Lovebird	1	TC 15
12	12 Bazaar	1	TC 17
13	13 Nature	1	TC 19
14	14 Mirror	3	TC 20- TC 94- TC 103
15	15 Bridge	2	TC 22- TC 56
16	16 Indispensable Thing	1	TC 23
17	17 Honey	1	TC 24
18	18 Love	5	TC 26- TC 61- TC 80- TC 90- TC 113
19	19 Bond	3	TC 30- TC 44- TC 59
20	20 Light	2	TC 33- TC 91
21	21 Sun	1	TC 34

22	22 Connector	1	TC 35
23	23 Night - Day	1	TC 40
24	24 Like gold dust	1	TC 41
25	25 Satellite tuners transmitter	1	TC 45
26	26 Food - Drink	2	TC 46- TC 49
27	27 Unable to live alone	1	TC 48
28	28 White Pigeon	1	TC 50
29	29 Shipping	1	TC 52
30	30 Transfer of knowledge	1	TC 53
31	31 Trade Area	1	TC 55
32	32 Love	2	TC 61- TC 80
33	33 Drug	1	TC 69
34	34 Air -water	5	TC 70- TC 81- TC 83- TC 87- TC 112
35	35 Magic wand	2	TC 71- TC 77
36	36 Heart	3	TC 75- TC 78- TC 96
37	37 Oxygen	1	TC 75
38	38 Valentine	1	TC 76
39	39 Electricity	1	TC 79
40	40 Road	1	TC 82
41	41 Trade	3	TC 84- TC 110- TC 111
42	42 Brain	1	TC 85
43	43 Untasted Food	1	TC 86
44	44 Branch of a tree	1	TC 88
45	45 Credit Card	1	TC 89
46	46 Officer Salary	1	TC 92
47	47 Functioning cogwheel	1	TC 97
48	48 Smart Key	1	TC 99
49	49 Friends	1	TC 101
50	50 Pens	1	TC 102
51	51 Hunger	1	TC 106
52	52 Butterfly	1	TC 108
53	53 Meat and Bone	1	TC 109
54	54 Phone	1	TC 114

Those metaphors that have common features for the concept of communication were divided into categories. But the metaphor is an analogy technique and each participant gives different meaning to the concept "communication", metaphors not fitting into any categories were determined. Metaphors below fall into the same categories.

1 Category: Nature

In this category, for night-daylight, rainbow, sky, light and sun, rivers, rain, ocean / sea, nature, plants, lovebirds, white dove, butterfly metaphors were collected. Some quotations regarding these metaphors from candidates are provided below:

"Communication is like a rainbow of colors. Because, more color there is, the more beautiful the rainbow is." TC 6
"Communication is like breathing. Because breathing involves inhaling (giving) and exhaling (receiving), and we communicate by saying things and receiving from others." TC 6

"Communication is like a plant. Because, what you get depends on the way you express feelings and thoughts like saying what you sow, you reap." TC 13

"Communication is a like gush of colors in butterfly that shows wonder of nature to us. Because, the butterfly is a creature so delicate with short lifespan reminds us how beautiful life is." TC 108

2. Category: Love

The metaphors in this category are: love, valentine, heart, unable to live alone, and friend. Some quotations regarding these metaphors from candidates are provided below:

"Communication is like a valentine, because life is so empty without a valentine." TC 76

"Communication is like a love, because they both must be reciprocal." TC 113

3. Category: Commerce

The metaphors in this category are: trade area credit card, commerce, civil servants' salaries and market. Some quotations regarding these metaphors from candidates are provided below:

"Communication is like the market, because all kinds of people gather with same purpose there." TC 17

"Communication is trade in like old age markets, like exchanges of people from different cultures." TC 55

"Communication is like a trade between people, because sometimes we give the information to the other side and sometimes we get the information." TC 84

"Communication is like accredit card, communication can be called bad or good like credit card using communication depends whether we can communicate effectively, if we cannot communicate well, we get difficulties like a credit card debt at the end of each month TC 89

"Communication is like exchanges, because mutual messages are sent." TC 110 TC

4. Category: Connection

The metaphors in this category are: Knowledge transfer, shipping, roads, bridges, bonds, conjunction. Some quotations regarding these metaphors from candidates are provided below:

"Communication is like a bridge between the teacher and the student, like passing the bridge is similar to communicating" TC 22

"Communication between people or animals establishes direct or indirect ties between living beings, because communication is established with these bonds." TC 30

"Communication is like now conjunction clause, because conjunction clauses connect sentences, communication also connects people." TC 35

"Communication is like a bond between teacher and student, because the things the teacher transfer take place by means of communication." TC 44

"Communication is similar to a cargo, because with cargo you carry everything and you carry your messages through communication." TC 52

"Communication is like a bridge between teachers and students, because the bond between teachers and students do not end." TC 56

"Communication is like a bridge, because it establishes a bond between people." TC 59

"Communication is like roads making it easy to travel between distant places, the distances are eliminated with communication that connects people." TC 82

5. Category: Basic Needs

The metaphors in this category are: breathing, life, hunger, food, oxygen, medicines, honey, and the blood flowing in the veins, gold dust, air-water, untasted dinner, ears, brain, and meat-bone. Some quotations regarding these metaphors from candidates are provided below:

"Communication is like blood flowing in the veins because life stops if blood stops circulating and not cleaned" TC 3

"Communication is like bees getting honey because like bees students hungry for knowledge as well as bees communicate through different information from each teacher" TC 24

"Communication is like eating and drinking, because communicate is as essential as being hungry or thirsty, like communication between teacher and student" TC 46

"Communication is like a drug, because it cures problems between people." TC 69

"Communication is like oxygen and water, because both water and oxygen are needed to sustain human life as communication is as necessary as air and water" TC 70

"Dialog, the heart of man is like the oxygen, because without it there is no life." TC 75

"It's like communication hunger; because it must be borne by the absence is felt." TC 106

6. Category: Tools

The metaphors in this category are: magic wand, mirror, cogwheels, smart key and ballpoint pen. Some quotations regarding these metaphors from candidates are provided below:

"Communication is like having our hands benefiting from magic wand, because the magic wand in our hands is a miraculous tool that we can use constantly if used properly." TC

"Communication likes a functioning cogwheel, because the cogwheel would become rusty if we rust expense when put out products processing." TC 97

"Communication is as smart key, because it allows the opening of the desired door." TC 99

"A similar item Contact exhaustion, because you write as you talk." TC 102

7. Category: Technology

The metaphors in this category are: Computer, phone, satellite receiver, electricity. Some quotations regarding these metaphors from candidates are provided below:

"Communication is like a computer, because the more we communicate the more we expand our vocabulary" TC 9

"Communication is like a satellite dish receiver, because if satellite works well, images will be sharper and sound will be better, people better understand each other with communication" TC 45

"Communication is like electric conductor, because communication also involves transmission like conductors" TC 79

2. Findings and Interpretation: Metaphors Related to Communication

Teacher candidates' metaphors were expressed through analogies to the concept of 'communication'. The following table lists metaphors for commonalities to 'communication'.

Table 2: Metaphors for Commonalities to 'Communication'

No	Metaphor	f	Source
1	1 Life	1	TC1
2	2 Water Cycle	1	TC3
3	3 Air -Water	1	TC20-TC48-TC74-TC76-TC95-TC96- TC113
4	4 Market & Shopping at bazaar	5	TC18-TC79-TC83-TC104-TC110
5	5 Pumping blood	1	TC22
6	6 Mixture of red with yellow creating orange	1	TC24
7	7 Buying drug at pharmacy		TC27
8	8 Chain of rings	1	TC14-TC70
9	9 Squeezing pimples	1	TC68
10	10 Buryan Food	1	TC75
11	11 Getting blood out of a stone	1	TC77
12	12 Flow of blood in vascular	1	TC78
13	13 Electrical Current	2	TC90-TC105
14	14 Lighting a lamp	1	TC98
15	15 In touch with Nature	1	TC19
16	16 Finding a treasure	1	TC86-TC100-TC107
17	17 Having delicious meal	1	ÖA102
18	18 Breathing oxygen / Inhaling-exhaling	3	ÖA87- ÖA89-ÖA106
19	19 To Be Freed From Captivity	1	TC109
20	20 Smelling rose	1	TC112
21	21 Connecting to the Satellite	1	TC18
22	22 Wearing a ring	1	TC42
23	23 Building Bridges	1	TC44-TC47-TC80-TC85
24	24 Switchboard	1	TC50

25	25 Bus	1	TC69
26	26 Ivy	1	TC99
27	27 Master switch	1	TC105

Metaphors that possess common features are divided into categories. However, some metaphors cannot be categorized in the same categories. Below are the lists of metaphors that have common features.

1. Category: Indispensable

The metaphors in this category are: Breathing oxygen, inhaling-exhaling, air-water. Some quotations regarding these metaphors from candidates are provided below:

"Communication is like breathing, because breathing gives us to life, communication is like a breath" TC 87

"Communicate is like breathing, because we are living through our ongoing communication with others people living alone even communicate with themselves, as long as we communicate, we can live" TC 89

"Communication is like breathing, without it, life would be impossible" TC 106

"Communication is like fire, air, water and soil is because communication is indispensable like those things in this age." TC 20

"Communication is a must like drinking water, because without water we cannot live." TC 48

"Communication resembles water, bread, because we are obligated to communicate like eating food and drinking water every day." TC 74

"Communication resembles the food, water, because you cannot maintain your life without eating or having drink". TC 76

"Communication resembles water, because we cannot live without water and we cannot live in the same way without communication." TC 95

2. Category: Current / Connection

The metaphors in this category are: heart pumping blood, the flow of blood in the veins, connecting to satellites, rings, builds bridges, telephone exchange, local service, main switch. Some quotations regarding these metaphors from candidates are provided below:

"Communication is like water cycle because life would not go on without water evaporating into the classroom, communication resembles to rain as the rain is the feedback received from the students." TC 3

"Communication is like connecting to a satellite into space to communicate with the TV remote control, because to get to the channel frequency similar to talk to communicate." TC 18

"Communication is like the heart pumping blood to all vessels, heart is connected to all vessels as teacher communicates all students in the classroom". TC 22

"Communication is like wearing a ring, because ring signifies the bond between two people as communication." TC 42

"Communication is like a regular flow of blood in the veins, because, like blood providing a continuation of life, communication is also essential to ensure human survival." TC 78

"Communication like a bridge built to reach the right target, because like a bridge, communication is a way to be used to achieve your goal." TC 44

"Communication is like a bridge, because with right communication you can reach out to other ". TC 47

"Communication is like a bridge connecting two seas as communication is necessary for us to reach the other people". TC 85

"Communication is like switchboard because the better switchboard is, the healthier is to communicate". TC 50

"Communication is like as the main switch connected to all factories and all buildings in the city, because people to communicate with each other like a main switch". TC 105

3. Category: Synthesis

The metaphors in this category are: integration with nature, mixture of red and yellow. Some quotations regarding these metaphors from candidates are provided below:

"Communication is like integration with nature, as nature entails different things" TC 19

"Communicate is like getting the orange color by combining red and yellow, because establishing communication, we also have new thoughts, new ideas, new colors." TC 24

4. Category: Taste

The metaphors in this category are: buryan, eating a delicious meal, smelling the rose's metaphors. Some quotations regarding these metaphors from candidates are provided below:

"Communication is like eating buryan at five in the morning, because, like buryan, communication satisfies the soul." TC 75

"Communication is like eating a delicious meal, because you get a different taste from each food you try". TC 102

5. Category: Relaxation

The metaphors in this category are: smelling the roses, to be freed from captivity, burst pimples, buy drugs. Some quotations regarding these metaphors from candidates are provided below:

"Communication is like buying drugs from the pharmacy, because with communication is similar to drugs as people view communication as cure to share their troubles and joys". TC 27

"Communication is like acne, because I relieve as I burst my pimples, communication also relieve us TC 68

"Communication is like to be freed from captivity, because communication gives us freedom we need". TC 109

"Communication is like smelling the roses, as you smell the roses, you take pleasure from life and with communication and we can feel comfortable and hassle-free". TC 112

3. Finding and Interpretation: Metaphors regarding to the concept of "Teacher being able to communicate"

Metaphors the teacher candidates used over "Teacher who is able to communicate by taking into account the relation of the joint similarity for them are written down in the table.

Table 3: 'Teacher Who is able to Communicate

Number	Metaphor	f	Resource
1	Bearer	4	TC 1- TC 13- TC 50- TC 83
2	Fox	1	TC 4
3	Doctor	1	TC 6
4	Wrought Iron	1	TC 8
5	Newscaster	1	TC 9
6	Candle - Light	5	TC 14- TC 47- TC 91- TC 101- TC 105
7	Medicine	2	TC 17- TC 112
8	Sun	5	TC 18- TC 72- TC 95- TC 98- TC 114
9	Musician	1	TC 19
10	Plane	1	TC 20
11	Supplementary Guide	1	TC 21
12	Reticulate Phone	1	TC 22
13	A Book with Full of Knowledge	1	TC 28
14	River	1	TC 30- TC 40- TC 106
15	Consultant	1	TC 31
16	Philomel	1	TC 33
17	BMW	1	TC 32
18	Artist	1	TC 34
19	Giant	1	TC 35
20	Magician	1	TC 36
21	Mirror -Glass	3	TC 37- TC 38- TC 75
22	Wall	1	TC 39
23	Great Wall of China	1	TC 41
24	Flowering Tree	2	TC 43- TC 70
25	Machine	1	TC 44
26	The most Favorite Meal	1	TC 45
27	Ant	1	TC 49
28	Parents	7	TC 42- TC 48- TC 55- TC 73- TC 76- TC 89- TC

			100
29	Saver	1	TC 58
30	Tea	1	TC 61
31	Plane Tree	1	TC 63
32	Sugar coated apple	1	TC 68
33	Compass	2	TC 69- TC 82
34	Star	1	TC 71
35	A Strong Rope	1	TC 74
36	Perfectly Suited	1	TC 77
37	Magnet	1	TC 78
38	Harbor	1	TC 79- TC 80
39	A Magic Wand	1	TC 81
40	A cup of coffee	1	TC 84
41	Democracy	1	TC 85
42	An Outstanding Song	1	TC 87
43	A Strong Base	1	TC 88
44	Ocean	1	TC 90
45	Superman	1	TC 92
46	Rain	1	TC 97
47	Bird	1	TC 23
48	Tree	1	TC 100
49	A Red Girl	1	TC 103
50	Commander	1	ÖA104
51	Daytime	1	ÖA107
52	Cloud	1	TC 108
53	Lifeguard	1	TC 110
54	Marketer	1	TC 111
55	Google	1	TC 113
56			

The related metaphors which are regarding to the concept of "The Teacher who is Able to Communicate" have been categorized according to their properties.

However, as a metaphor is a kind of imitation technique and each candidate has given a different meaning to that concept of teacher, and therefore some metaphors having been in any category have been categorized. There have been taken place for the categories which have the joint properties below.

1. Category: Beneficial

The metaphors such as "flowering tree, wrought iron, ocean, medicine, tea, sugar coated apple, rain, a cup of coffee, a book of full knowledge, an outstanding song and democracy" have taken place in this category.

Some quotes regarding to these metaphors from candidates are provided below:

"A teacher who is able to communicate resembles a flowering tree because, as it fructifies he/she helps for the new prosperities." TC 1

"A teacher who is able to communicate resembles a wrought iron, because he/she is always useful for something and becomes as a pioneer of problem solving." TC 8

'The one who is able to communicate resembles a medicine having been helpful to its aim, because he/she helps the patient to be better by keeping away his disease." TC 17

"A teacher who is able to communicate resembles l a sugar-coated apple because, as he/she talks you would like to talk more with him/her." TC 68

"A teacher who is able to communicate resembles rain, because, as it rains it gives plenty, abundance, foliage and beautifulness." TC 97

'A teacher who is able to communicate resembles a cup of coffee because an effective word he/she told sticks in the mind for 40 years." TC 84

'A teacher who is able to communicate resembles an outstanding song, because, as you listen that you would like to listen the same words for a lot of times.' TC 87

"A teacher who is able to communicate resembles democracy, because as he/she communicates with their teachers, it will help students to have a right to speak." TC 85

"A teacher who is able to communicate resembles a book of full knowledge because a student or somebody else can understand his/her knowledge via the way of communication." TC 28

'A teacher who is able to communicate resembles an immense ocean because he/she inspirits his/her students like water.' TC 90

2. Category: Transmitter

The metaphors such as river, a Great Wall of China, plane, bird, BMW, reticulated phone have been taken place in this category. Some quotes regarding to these metaphors from candidates are provided below:

'A teacher who is able to communicate resembles a continuous flow of a river because he/she transmits limitless knowledge to his/her students.' TC 106

"A teacher who is able to communicate resembles like a great wall of China, because he/she connects all regions and provides a strong connection." TC 41

"A teacher who is able to communicate resembles a plane, because he/she can convey his/her ideas to others in a shortest way." TC 20

'A teacher who is able to communicate resembles a reticulated phone because this kind of phone gives a service for 7 days for 24 hours and teacher always communicate with students.' TC 22

"A teacher who is able to communicate resembles a bird, because he/she feels free in all aspects and so he/she can transmit his/her knowledge and experiences to students." TC 23

"A teacher who is able to communicate resembles BMW because BMW has a power and capacity which is providing everybody to reach their aims. A teacher who is able to communicate lets students have their aims as well." TC 32

3. Category: Occupation

The metaphors such as **artist, magician, poet, consultant, musician, parents, marketer, commander, doctor, lifeguard and newscaster** have taken place. Some quotations regarding these metaphors from candidates are provided below:

"A teacher who is able to communicate resembles a doctor, because one doctor listens to his/her patients and prescribe medication to them accordingly and teacher is in the same position of a strong communication." TC 6

"A teacher who is able to communicate resembles a newscaster, because he/she links among the events and provides an important part of wholeness with regard to the certainty of the event." ÖA9

"A teacher who is able to communicate resembles an artist because he/she should be able to be transform in each shape." TC 34

"A teacher who is able to communicate resembles a magician because the teacher has capability of influence." TC 36

"A teacher who is able to communicate is a thoughtful, lovable, faithful and conscientious poet because he/she has experienced all kinds of problems of students." TC 39

"A teacher who is able to communicate is like a consultant because he/she is able to explain himself/herself and able to understand others, you can ask questions to him/her." TC 31

"A teacher who is able to communicate resembles a commander who is a member of an army because the more strong communication is between commander and soldiers, the more the massive success happens." TC 104

"A teacher who is able to communicate resembles a lifeguard because, just as lifeguard saves a life, a teacher who is able to communicate saves the life of students via his/her thoughts and dialogue." TC 110

4. Category: Nature

The metaphors such as **plane tree, flowering tree, red rose and ant** have taken a place in this category. Some quotes regarding to these metaphors from candidates are provided below:

"A teacher who is able to communicate is like a plane tree which is providing comfort with his wide shadow to its surrounding." TC 63

"A teacher who is able to communicate resembles a plant which is flowering when water is given and also which is becoming pale when water isn't given because if teacher doesn't communicate with his/her students, he/she can't understand student and practice his/her profession." TC 43

"A teacher who is able to communicate is like an ant which is surviving against raindrops because, as raindrops fall over the ant, it is starting to find a place for living." TC 49

"A teacher who is able to communicate is like a flowering tree because, just as the flowers create an energy to its round, the teacher who is able to communicate transmits a positive energy to his/her round." TC 70

"A teacher who is able to communicate is like a red rose because; teacher should also come to the point of self-realization for effective communication like a rose watered plentifully." TC 103

5. Category: Power

The metaphors such as **superman, a magician wand, a strong rope, and strong base** have taken a place in this category. Some quotes regarding to these metaphors from candidates are provided below:

"A teacher who is able to communicate is like a superman because he/she finds a solution even in the deep problems and finds solutions to the problems." TC 92

"A teacher who is able to communicate is always like a magician wand because, as teacher touch students with his/her magician wand, they are mesmerized and become interested in lessons and respect to their teachers." TC 81

"A teacher who is able to communicate resembles as how much a rope is strong because if a person is good at communicating, there is no need for rope knots." TC 74

"A teacher who is able to communicate is like a basement of one school because who educates students is a teacher. A teacher conveys the needed knowledge to students by using a true communication and therefore he/she creates a basement which is needed to be given by school." TC 88

6. Category: Pathfinder

The metaphors such as **sun, star, cloud, compass, candle-light, Google, supplementary hand book** have taken a place in this category. Some quotes regarding to these metaphors from candidates are provided below:

"A teacher who is able to communicate is like a sun because it guides everybody via its light transmitted and the darkness go away." TC 18

"A teacher who is able to communicate resembles to a sun because he/she illuminates his/her students." TC 72

"A teacher who is able to communicate is like a glittering star because teacher being able to communicate is happy and knows what students need and so can create an education atmosphere by guiding them."

"A teacher who is able to communicate is like a compass because he/she guides students with his/her experiences." TC 69

"A teacher who is able to communicate is like a compass because he/she guides students."

"A teacher who is able to communicate is like a candle and a light brightening because he/she illuminates around." TC 91

"A teacher who is able to communicate is like a candle light because a teacher being able to communicate illuminates both his/her students and people around." TC 101

"A teacher who is able to communicate is like Google because you find what you search in an instant." TC 113

4. Finding and Interpretation: The Metaphors regarding to the concept of "Teacher who is not able to communicate"

Metaphors the teacher candidates used over "Teacher who is not able to communicate by taking into account the relation of the joint similarity for them are written down in the table.

Table 4: "Teacher Who is not able to Communicate

Number	Metaphor	f	Resource
1	Cactus	1	TC 1
2	Siberian Husky	1	TC 2
3	Arid land-Desert	4	TC 3- TC 19- TC 71- TC 72
4	Useless Stone	1	TC 5
5	Lost Person	1	TC 4

6	Empty Vessel	3	TC 6- TC 77- TC 78- TC 101
7	Hanged Board in the classroom	1	TC 8- TC 86
8	Broken down wall	1	TC 9
9	Deaf and Dump	2	TC 13- TC 28
10	Stove which is fired wrongly	2	TC 14- TC 75
11	Locked book with a lost key /Unopened Book	1	TC 15- TC 27- TC 84
12	Swinging Branch by wind	1	TC 16
13	Wrong Medicine	1	TC 17
14	Non-ventilated Kit	1	TC 20
15	Telephone with Network Failure	1	TC 22
16	Empty Plate	2	TC 25- TC 42
17	Closed Basin	1	TC 30
18	Old model / Broken-down truck /car/machine	5	TC 10- TC 31- TC 32- TC 44- TC 95
19	Crow	1	TC 33
20	Non-living things	2	TC 34- TC 62
21	Shepherd's pipe	1	TC 35
22	Acrobat	1	TC 36
23	Black glass	1	TC 37
24	Empty Whiteboard	1	TC 38
25	Dried tree/plant	8	TC 39- TC 40- TC 63- TC 70- TC 72- TC 90- TC 93- TC 109
26	Bee which is not making honey	1	TC 45
27	Dim bulb- Candle which is not having a light	2	TC 47- TC 105
28	Cicada	1	TC 49
29	Jackstraw	1	TC 50
30	Artisan who doesn't have any customer	1	TC 55
31	Wooden	2	TC 61- TC 107
32	Locked chest	1	TC 69
33	Becoming tongue-tied	1	TC 72
34	The outer latch of outdoor	1	TC 73
35	Icon	1	TC 79
36	Sensitive Plant	1	TC 80
37	Merciless disease	1	TC 81
38	A city without water and electricity	1	TC 82
39	Caste system	1	TC 85
40	Rust fungus	1	TC 87
41	Closed Box	1	TC 88
42	Heroin	1	TC 91
43	Fruitless tree	1	TC 96
44	Fountain without water	1	TC 97
45	Choked pipe	1	TC 98
46	Hospital	1	TC 99
47	A room in darkness	1	TC 41- TC 100
48	Hodgepodge	1	TC 103
49	Dummy	1	TC 104
50	Stove which is not plugged in	1	TC 106
51	Locked Store	1	TC 110

52	Spiritless cat	1	TC 111
53	Inexperienced driver	1	TC 112
54	Empty vase	1	TC 113
55	Mildewed bread	1	TC 114

The related metaphors which are regarding to the concept of "The Teacher who is not able to Communicate" have been categorized according to their properties. The findings have shown that most of the teacher candidates associated and resembled "a teacher who is not able to communicate" with useless, broken, out of order, harmful and unwanted living creature.

However, as a metaphor is a kind of imitation technique and each candidate has given a different meaning to that concept of teacher, and therefore some metaphors having been in any category have been categorized. There have been taken place for the categories which have the joint properties below.

1. Category: Useless

The living creature metaphors which are useless and not giving any benefit for something such as cactus, arid land/desert, useless stone, empty vessel, hanged board in a classroom, broken-down wall, deaf and dumb, stove fired wrongly, locked book with a lost key, a swinging branch by wind, unventilated kit, empty plate, closed basin, non-living thing, black glass, empty whiteboard, dried tree, bee which is not making honey, dim bulb, jackstraw, wooden, locked chest, outer latch of outdoor, icon, locked box, fruitless tree, fountain without water, empty vase and dummy have taken a place in this category.

Some quotes regarding to these metaphors from candidates are provided below:

"The one who isn't able to communicate is like a cactus because he/she doesn't give benefit to any living creature or any plants." TC 1

"The teacher who isn't able to communicate is like an arid land because it isn't productive." TC 3

"The one who isn't able to communicate is like a stone which is not helpful to anybody because if he/she has a bad communication, he/she doesn't have any benefit for anybody." TC 5

"The teacher who isn't able to communicate is like Sahara desert because he/she neither knows himself/herself nor understands and knows others." TC 19

"The teacher who isn't able to communicate is like a kit which is not able to transmit the desires to other side because even if he/she keeps on his/her ideas to the climax, these will be fluctuated." TC 20

"The teacher who isn't able to communicate is like an unopened book because a book holds a lot of knowledge inside but when it is not read it loses its meaning." TC 27

"The teacher who isn't able to communicate is like a dried plant because if he/she doesn't give benefit to others and is not able to communicate, there is no difference from a useless wooden without handle." TC 39

"The teacher who isn't able to communicate is like a bee which is not making honey." TC 45

"The teacher who isn't able to communicate is like a jackstraw because it just exists for nothing." TC 50

"The teacher who isn't able to communicate is like a tree which is not giving a shadow because it looks like a useless stem." TC 63

"The teacher who isn't able to communicate is like outer latch of an outdoor because he/she lives casually and so he/she just explain in his/her way." TC 73

"The teacher who isn't able to communicate is like a fountain without water because there is water and it is just there and so no any people have a chance to go there to take one glass of water for drinking." TC 97

"The teacher who isn't able to communicate is like a choked pipe because how much ever you pour water it accumulates and there doesn't become a flow, therefore a teacher who isn't able to communicate doesn't manage over problems." TC 98

"The teacher who isn't able to communicate is like a dummy in a clothing shop because there is a view but no any sound." TC 104

2. Category: Harmful

The metaphors such as **Siberian Husky, wrong drug, crows, relentless disease, poisonous mushrooms, heroin and moldy bread** has taken place in this category aiming to liken human being. Some sample quotations from participants concerning these metaphors are included below.

"The teacher who isn't able to communicate is like wrong drug, because instead of getting well, patient will be deteriorate by using it." TC 17

‘The teacher who isn’t able to communicate is like a crow; because of his/her voice everybody will be uncomfortable.’ TC 33

‘The teacher who isn’t able to communicate is like relentless disease, because relentless disease has a mood which is bothering, repellent and sorrow.’ TC 81

‘The teacher who isn’t able to communicate is like poisonous mushrooms, he damages his environment because of not being understand.’ TC

‘The teacher who isn’t able to communicate is like heroin, because at the beginning it is pleasant later it harms.’ TC 91

3. Category: Spoilt/Old

The metaphors such as **collapsed walls, broken machine/car, old truck, clogged pipes, worn like moldy bread and spoilt objects** has taken place in this category in order to associate. Some sample quotations from participants concerning these metaphors are included below:

‘The teacher who isn’t able to communicate like collapsed walls, because if the problems between two persons can’t be solved and understand each other, they are separated.’ TC 9

‘The teacher who isn’t able to communicate is like a machine whose engine is broken, because people lack of if it is not that, they couldn’t express their some physiological and biological needs’ TC 10

‘The teacher who isn’t able communicate is like a broken machine, because when students have problems, they couldn’t speak to their teacher even if they could, they may think that teacher will misunderstand them TC 31

‘The teacher who isn’t able to communicate is like an old truck, because he can’t both express himself and be productive.’ TC 32

‘The teacher who isn’t able to communicate is like a car whose engine is broken, because car can’t work without engine and teacher can’t be without communication.’ TC 95

‘The teacher who isn’t able to communicate is like clogged pipes, because no matter how much you pour the water, it will accumulate and the teacher also can solve the problem, when he couldn’t communicate’ TC 98

‘The teacher who isn’t able to communicate is like moldy bread, because he can’t give fresh information.’ TC 114

Discussion and Recommendations

The findings that include teachers’ candidate’s effective and productive class management on **“communication”** and **“teacher who is able to communicate”** are reached conclusions below.

First of all, those metaphors related to each questions with common features are divided into categories. But for the metaphor is an analogy technique and because each participant attributes a different meaning to "communication" the concept of metaphors which don't join into any category were determined. Metaphors that are identified with "Communication" by teachers candidate on the concept of metaphor are "nature", "love", "business", "connection", "basic needs", "car", "technology" are grouped in those categories.

In the category of "Nature", metaphors such as **night and day, rainbow, sky, light and sun, rivers, rain, ocean / sea, nature, plants, budgerigars, white dove, butterfly** are gathered. In the category of "Love"; metaphors such as **love, to be loved, friendship, heart and unable to live alone** took place.

In the category of "Commercial" metaphors such as **trade, credit card, commerce, civil servants' salaries and market** are included. In the category of "Connection" metaphors such as **knowledge transfer, shipping, roads, bridges and bonds** took place. In the category of "basic needs" metaphors such as **breath, life, hunger, food, oxygen, medicines, honey, the blood flowing in the veins, like gold dust, air-water, untasted dinner, brain, meat and bone** have been involved. In the category of "Tools" metaphors such as **magic wand, mirror, cogwheels, smart key and ballpoint pen** took place.

In the category of "Technology" metaphors such as computer, **telephone, satellite receiver and electricity** took place. From the metaphorical analogy that revealed above, it can be concluded that teachers candidate illustrate **“communication”** concept with a big ranch of beings and objects and give meaning to it again. Considering the analogy that made, it can be realized how an essential variable "communication" is for social cohesion in human beings. Metaphors that developed by teachers candidates related to **“communicate”** act is mostly aiming to analogy expressed by participants, but findings show that they didn't able to develop much metaphors. Metaphors that have common features according to **“communicate”** act categorized as **“must”, “current link”, “synthesis”, “flavor” and “relaxation”**.

But for the metaphor is an analogy technique and because each participant gives different meaning to "communicate" act, metaphors that couldn't be categorized was determined. In the category of "essential" metaphors such as **breathe oxygen/ breathing** and **air-water** are included. In the category of "flow/link" metaphors such as **flowing of water, pumping blood to heart, the flow of blood in the veins, connecting to satellites, rings, build bridges, telephone exchange, local service and main switch** are included. In the category of "synthesis" metaphors such as **integration with nature, combining the red and yellow color in order to produce the orange** are included.

In the category of "taste" metaphors such as **buryan***, a delicious meal and smell the roses took place. In the category of "relaxation" metaphors such as smelling the roses, get rid of slavery, bursting the pimples and buying the medicine took place. Metaphors that have common features related to "**teacher who is able to communicate**" are categorized as "benefit", "importer", "professional", "nature" and "power". In the category of "beneficial", metaphors such as **fruit-bearing trees, processing of iron, ocean, medicines, hot tea, candy apple, rain, a cup of coffee, books and a gorgeous song democracy** has been involved. In the category of "transmitter", metaphors such as the **Great Wall of China, aircraft, birds, BMW and networked phones** are included. In the category of "professional", metaphors such as **artist, magician, poet, consultant, musicians, parents, marketers, commander, doctor, ambulance and newsreader** are included. In the category of "nature", metaphors such as **sycamore, red roses, ant and plant flowers** took place.

In the category of "power", metaphors such as **Superman, magic wand, strong rope and a sound basis** are involved, in the category of "guiding", metaphors such as **sun, stars, clouds, compass, candle-light, Google and textbooks** are included.

Considering the above metaphors, it will be seen that these metaphors teacher candidates created can be accepted by anybody as common ones without objection. The metaphor "of teachers who can communicate" is important to show that there is a strong impression on teacher candidates. In addition, candidate teachers' metaphors of "communication", and "teachers who can communicate" s complement each other in a meaningful way. For instance metaphors with regard to the "basic needs" and "beneficial" categories complement each other. Additionally, analogies for "connection" category and "transmitter" category support and complement each other. Metaphors for the concept of "Teachers cannot communicate" are divided into categories having common features as : "useless", "harmful" and "bad / outdated". A large majority of teacher candidates' metaphors on the concept of "uncooperative teacher" make use of useless, defective, damaged, and lifeless. They try to identify "Teachers cannot communicate with unwanted or undesirable things. Metaphors under "Useless" category are: Cactus, barren land / desert, useless stone, empty cans, hanging panels, collapsed wall in the classroom, deaf and dumb, improperly lit stove, locked book with the missing key, tree limbs in the wind, kite which does not fly, empty plates, closed basin, inanimate objects, black glass, empty blackboard, dead wood, bee without producing honey, broken bulb, scarecrow, wood, locked chest, the outer door of the outer latch, covered boxes, tree without fruit, tap without water, mannequins, empty pot.

Metaphors under "toxic" category are: Siberian husky, wrong drug, crows, relentless disease, poisonous mushrooms, heroin, moldy bread that are thought to harm to human beings.

Metaphors under "Defective / worn" categories are: collapsed walls, engine working machine / car, older model truck clogged pipes that are associated with impaired things.

Teacher candidates' metaphors on the concepts of "teachers who can communicate" and "teacher who cannot communicate" show contrasting ideas. For example, metaphors regarding "teachers who can communicate" are: fruit-bearing trees, iron, medicines, hot tea, candy apple, rain, information-packed book whereas metaphors on "teacher who cannot communicate" are: barren land / desert, useless stone, locked book with missing key, tree limbs in the wind, empty plates, inanimate, black glass, dried wood, trees without fruit, tap without water, empty pots.

As a result, teacher candidates developed 54 metaphors under 7 different categories attached to them. 27 metaphors regarding the "communication" are divided 5 categories. Metaphors on "teachers who can communicate" consist of 55 under 6 categories. Finally, the metaphors on "Teachers who cannot communicate" entail 55 under 3 categories.

* Buryan is a traditional meat food which is eaten at breakfast in southeast Anatolia.

Although numerous studies related to classroom management, classroom management have been conducted, Metaphorical studies on the role of communication in classroom management have rarely been conducted in the classroom management literature in education. This study highlights the importance of communication in considering teachers' role in classroom management as teacher candidates give great deal of importance to the role of communication in effective classroom management.

In line with results of this study, the following recommendations can be made.

- The teaching profession is the profession of a love and devotion, therefore teachers who love their profession can communicate more effectively with their students.
- In-service training can be offered to teachers regarding effective classroom management and communication at different grade levels.
- Metaphor studies can be used as a research technique to understand the various dimensions in different educational settings.
- This study was carried out concerning only elementary teacher candidates at senior year. Additional studies on different teacher candidates or teachers could also be done.
- Teachers should bear in mind that students constantly develop judgments and evaluate their teachers.
- Teachers should give importance professional and personal development in order to improve their communication skills.

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