The Pre-Service Teachers' Metaphorical Perceptions about Syrian Asylum Seekers' Children

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Abstract

The aim of this study is to explore the metaphorical perceptions of pre-service teachers about Syrian asylum seekers' children. A metaphor analysis method was conducted with 160 pre-service teachers during the spring semester of the 2017-2018 academic year. Data was collected by a metaphor analysis form. Qualitative and quantitative data analysis were conducted both. Inductive content analysis was done to derive conceptual categories from the metaphors and the frequencies and percentages of participants who represent each metaphor and each category were calculated. The findings show that the most of the pre-service teachers perceive Syrian asylum seekers' children as traumatized and helpless and need support of others. In addition, there is a category which qualifies Syrian asylum seekers' children as dangerous. Different form all other categories, only the 'Children' category underlines the equity of them with the other children.

Keywords: Asylum seekers' children, pre-service teachers, metaphorical perceptions

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INTRODUCTION

A popular problem of the era is the forced migration. Migration can be defined as the transition of people from one region to another for a long, medium and high duration (Yalçın, 2004). The global movement of population because of the results of globalization can be handled as forced migration (Taylor & Sidhu, 2012). The results of globalization causing migrations change over time; for example, industrial revolution caused a migration from rural to urban. Nowadays, because of the wars have occurred in Middle East countries, forced migration became a very important and common issue for Turkey and all other European countries.

On April 29, 2011, 300-400 Syrian altogether moved toward Cilvegöz Border Gate and were accepted by Turkey (Republic of Turkey Ministry of Interior Directorate General of Migration Management [GMM], 2015). After then, migration to Turkey has continued and Turkey was placed at the top of the 'Major refugee-hosting countries' list (Organisation for Economic Co-operation and Development [OECD], 2015). According to the data of the year 2018, 3,597,738 Syrian is living in Turkey (GMM, 2018). They are under temporary protection in Turkey. Within the context of temporary protection, foreigners can benefit from medical services, education services for school age children and education centers for adults (GMM, 2016).

In Turkey by the year 2018, there were 19 temporary accommodation centers in which education and health services are provided; however, only the 4.4 % of the Syrian migrants live in that centers, the remain 95.6% live in the cities (GMM, 2018). In other words, Turkish people live together with Syrian migrants. Therefore, to prevent cultural conflicts and to make Syrian migrants independently active in society have become important issues for Turkey. At this point, education may be the main solution.

According to statistics, at the moment, there are 1,706,473 children, who are under 18 years old (GMM, 2018). That is, approximately 47% of the migrants is composed of children who need education. Nevertheless, it is much hard for these children to learn in a school away from their country and with peers and teachers from a different culture. PISA 2015 results showed that immigrant students performed below the baseline level compared with the non-immigrant peers (OECD, 2016) and also that their sense of alienation from schools is higher (OECD, 2017). In addition, Uzun and Bütün (2016) revealed that Syrian children have many problems in adaptation to school. While overcoming adaptation problems and ensuring equality in success, teachers are very essential and key elements. Participating in a supportive formal education improves self-esteem, social inclusion, and personal skills and develop effective employees (Block, Cross, Riggs & Gibbs, 2014).

How much teachers have positive perceptions toward multi-cultural education, how they consider Syrian asylum seekers' children and how much they approve them are really important for inclusion of these children to education. Pre-service teachers' perceptions about Syrian asylum seekers and about their children should be well understood. Their perceptions and the discourses that they used while explaining asylum seekers and their children may differentiate. Rutter (2006) states four discourses on asylum seekers and refugees:

1. Humanitarian discourses: They are helpless and traumatized and need others' support

2. Economic asset discourse: They are well-qualified individuals with valuable skills.

3. Cultural enrichment discourses: Their artists and musicians enrich our culture.

4. Hard-facts discourses, with a focus on rational arguments and analyzing statistical data on asylum (p.8)

Rather than using one of these discourses, it is expected from pre-service teachers internalize a holistic approach. A holistic approach means perceiving asylum seekers as in its context in the manner of humanistic, economic, cultural and rational aspects (Taylor & Sidhu, 2012).

By analyzing pre-service teachers' perceptions, in-service education should be improved according to their deficiencies or needs. Then, some courses about multi-cultural education and Syrian asylum seekers should be designed under the light of those findings and added to the pre-service teacher education programs; so that when they go to the classes they will be much helpful to those children.

Metaphors can be used as a way of understanding the perceptions of pre-service teachers. According to most people, metaphor is a device of the poetic imagination and a matter of words rather than thought or act; on the contrary, metaphors create people's conceptual system resulting in thought and action (Lakoff & Johnson, 1980). Metaphor analysis method is used in social sciences to explore how people perceive concept and cases by using metaphors which are the presentation of their cognitive images (Uzun & Özcan, 2017). There are studies investigating the metaphorical perceptions about Syrian asylum seekers (Kara, Yiğit & Ağırman, 2016; Uzun & Özcan, 2017); however, there is not any study searching the perceptions about Syrian asylum seekers' children. The aim of this study is to explore the metaphorical perceptions of pre-service teachers about Syrian asylum seekers' children. According to this main aim the following research questions were answered;

1. What are pre-service teachers' metaphors about Syrian asylum seekers' children?

2. What conceptual categories can be derived from the metaphors developed by pre-service teachers?

3. In each category, what is the distribution of pre-service teachers with respect to their department and grade?

METHOD

Research Model/Design

The study was conducted through a metaphor analysis method to explore the metaphorical perceptions of pre-service teachers about Syrian asylum seekers' children. Data was collected by a metaphor analysis form. Both qualitative analysis and quantitative analysis were done together. The data analysis process is explained in detail under 'Data Analysis' heading in the following.

Research Sample/ Participants

Participants of the study were chosen according to convenience sampling method. Pre-service (pre-school, primary, middle school mathematics and science) teachers, who were studying at Çanakkale Onsekiz Mart University and who were voluntary, participated to the study. Totally 184 pre-service teacher participated to the study. However, the metaphors of 24 of them sorted because of some reasons which will be explained under 'Data Analysis'. The distribution of the remaining 160 participants according to their department and grade is given in Table 1.

Table 1. The distribution of the participants according to their department and grade

Department	1st Grade		4th Grade		Total	
	N	%	N	%	N	%
Pre-School Education	19	23.35	19	25.33	38	23.75
Primary Education	22	25.88	23	30.66	45	28.13
Middle School Mathematics Education	22	25.88	-	-	22	13.75
Science Education	22	25.88	33	44.00	55	34.37
Total	85	100.00	75	100.00	160	100.00

As given in Table 1, the participants are the pre-service teachers from the departments of Pre-School Education (N=38), Primary Education (N=45), Middle School Mathematics Education (N=22) and Science Education (N=55). The 1st (N=85) and the 4th grade (N=75) students from these departments participated to the study. However, since it is a new department of the education faculty and it has not a 4th grade class yet, only the 1st grade students from the Middle School Mathematics Education Department participated to the study.

Research Instrument and Procedure

Data was collected through a metaphor analysis form in the spring semester of 2017-2018 academic year. In this form, there is an information part which explains the aim of the study and gives a guarantee about that the data will be used only scientific reasons. In addition, there is a personal information part which asks their department and grade. Finally, there is an incomplete sentence: '*Syrian asylum seekers' children are like……; because……*'. Participants were expected to fill these blanks in the sentence.

After a short description of the aim of the study, the forms were only given to the ones who voluntary to participate the study. Participants were given about 15 minutes to develop their metaphors and explain the reasons why s/he used this metaphor and the resemblance between Syrian asylum seekers and the metaphor.

Data Analysis

During data analysis process, 5 stages; which were common with the other metaphor analysis studies (Saban, Koçbeker & Saban, 2006; Saban, 2009; Uzun & Erdem 2017) were followed. These five stages can be explained respectively as following:

1. *Labeling stage:* It is a stage at which the raw data is only labeled according to their metaphors. At this stage, if there was not any metaphor or it had only a description, the form was labeled as 'no metaphor' or 'just description'.

2. *Sorting stage:* At this stage, the raw data was analyzed to eliminate the ones which has no metaphors or has one but no reasons about why this metaphor is chosen, the ones which are poorly structured and the ones which are meaningless. At this stage 24 metaphors were eliminated. There was not any form which has no a metaphor. Only one of them was containing a metaphor but no reason (*Syrian asylum seekers' children are like heart breake; because…….*). Ten of them eliminated since they were considered as meaningless. As in the example of 'Syrian asylum seekers' children are like ownerless soup; because aslike salting the soup served to you, it makes things to get worse instead of helping …', any meaningful connection between the metaphor and the reason was not detected in these meaningless metaphors. Finally, thirteen of them were sorted; since they are poorly structured. For example, the metaphor of '*Syrian asylum seekers' children are like the book with torn pages which was glued and then read; because it was very hard to construct a new life in a different place….*' was considered as a

poorly structured metaphor, since the metaphor and the explanation were not match together. As another example, '*Syrian asylum seekers' children are like starless dark sky; because there is not anything with which they can be happy....*' was also sorted, as the reason does not completely explain the metaphor.

3. *Categorization stage:* After sorting stage, remain data was analyzed again and a list of metaphors was done. And then, according to their similarities in their reasons these metaphors were grouped into categories. This stage includes an inductive content analysis process. Through inductive content analysis, data that are similar to each other are brought together within the framework of specific concepts and themes and these are arranged in a way that the reader will easily understand (Yıldırım ve Şimşek, 2013).

4. *Establishing the inter-rater reliability rate stage:* At this stage, the list of metaphors and the categories were given 2 experts who have qualitative research experience and were not get involved in the previous stages of this study, and it was expected from them to grouped metaphors into these categories. After then, the formula of Reliability = Agreement / Agreement + Disagreement (Miles and Huberman, 1994) was calculated as .91. There are 15 metaphors that experts and the researcher disagreed on their category. An inter-rater reliability of 90% and above is accepted as enough for a qualitative study (Miles and Huberman, 1994).

5. *Analyzing the data quantitatively stage:* At this stage, the frequencies and percentages of participants who represent each metaphor and each category were calculated.

FINDINGS

In this study, it is aimed to find out how the pre-service teachers perceive the Syrian asylum seekers' children who may be their students in the near future. Under the scope of this aim three research questions were tried to be answered. The findings related to them are given below.

The Findings Related to the First Research Question

While the question of 'What are the metaphors developed by pre-service teachers?' is tried to be answered, all the metaphors were written down and ordered according to their frequencies. Table 2 includes all of the metaphors developed by the pre-service teachers. Their frequencies and percentages are also contained by Table 2 below.

Table 2. The metaphors developed by the participants

Code	Metaphor	f	%	Code	Metaphor	f	%
1.	Flower	14	8.75	51.	Rundown building	1	.62
2.	Child	12	7.50	52.	Autumn	1	.62
3.	Migratory birds	6	3.75	53.	Candle	1	.62
4.	Falling Star	5	3.13	54.	Black sun	1	.62
5.	Snowdrop	5	3.13	55.	Moon	1	.62
6.	Angel	4	2.50	56.	Alley cat	1	.62
7.	Innocent	4	2.50	57.	Bodiless soul	1	.62
8.	Bird	3	1.88	58.	Orphan	1	.62
9.	Bird with broken wings	3	1.88	59.	Homeless nation	1	.62
10.	Kitty	3	1.88	60.	Fish in the desert	1	.62
11.	Star	3	1.88	61.	Man in the deserted island	1	.62
12.	Pain	2	1.25	62.	Kite without wind	1	.62
13.	Fledgling	2	1.25	63.	Kite without rope	1	.62
14.	Innocence	2	1.25	64.	Apple falling from the tree	1	.62
15.	Plant	2	1.25	65.	Forlorn	1	.62
16.	Water lily	2	1.25	66.	Turtle without shell	1	.62

17.	Dove	2	1.25	**67.**	Rootless	1	.62
18.	Gazelle	2	1.25	**68.**	Snow	1	.62
19.	Fish out of water	2	1.25	**69.**	Bamboo	1	.62
20.	National Security Problem	2	1.25	**70.**	Play dough	1	.62
21.	Balloon	2	1.25	**71.**	Diamond	1	.62
22.	Scary Bird	1	.62	**72.**	Emoji	1	.62
23.	Injured bird	1	.62	**73.**	Diary	1	.62
24.	Bird without wings	1	.62	**74.**	Blank note book	1	.62
25.	Dry leaves	1	.62	**75.**	Mud	1	.62
26.	Daisy leaves	1	.62	**76.**	Soil	1	.62
27.	Pollen	1	.62	**77.**	Door	1	.62
28.	Seed	1	.62	**78.**	The tree that has been cut	1	.62
29.	Sand	1	.62	**79.**	Broken glass	1	.62
30.	Stones in the river bed	1	.62	**80.**	Melancholic	1	.62
31.	Leaf	1	.62	**81.**	Seedling without bloom	1	.62
32.	Cactus	1	.62	**82.**	Sadness	1	.62
33.	Faded flower	1	.62	**83.**	Human	1	.62
34.	Invader	1		**84.**	Pen without ink	1	.62
35.	Snowball	1	.62	**85.**	Impossibility	1	.62
36.	Sapling	1	.62	**86.**	Sunless flower	1	.62
37.	Phoenix	1	.62	**87.**	Chair	1	.62
38.	Water	1	.62	**88.**	Grass under the feet of elephants	1	.62
39.	Hope	1	.62	**89.**	Football ball	1	.62
40.	Sheep	1	.62	**90.**	Land	1	.62
41.	Chick	1	.62	**91.**	Caged bird	1	.62
42.	Cotton	1	.62	**92.**	Seedling	1	.62
43.	Raw mine	1	.62	**93.**	Adopted child	1	.62
44.	Valuable garbage	1	.62	**94.**	Poor	1	.62
45.	Mussel	1	.62	**95.**	Exchange	1	.62
46.	Baby	1	.62	**96.**	Leech	1	.62
47.	Lonely elder	1	.62	**97.**	Infectious	1	.62
48.	Unplanned birth	1	.62	**98.**	Stork	1	.62
49.	Winter	1	.62	**99.**	Blameless	1	.62
50.	Falling leaves	1	.62				
					TOTAL	160	100

As it is seen from Table 2, pre-service teachers developed 99 different metaphors. The most frequent one from them is 'Flower' (f=14, 8.75%). The metaphor of 'Child' (f=12, 7.50) comes then. They are followed by the metaphor of 'Migratory Bird'; however 'Migratory Bird' metaphor has a frequency (f=6, 3.75%) which is nearly half of the frequencies of the 'Flower' and 'Child' metaphors. It is followed by the metaphors of 'Falling Star' (f=5, 3.13%) and 'Snowdrop'(f=5, 3.13%). After the 21st metaphor (Balloon) whose frequency is 2 (1.25%), other 78 metaphors were developed by only 1 participant. In another words, nearly %79 of the metaphors has the frequency of 1 (.62%).

The Findings Related to the Second Research Question

The second research question is related to the categories can be derived from the metaphors developed by the pre-service teachers. While categorizing the metaphors the reasons were taken into account. Therefore it was possible for a metaphor fell under different categories; if it was based on different reasons. For example, the most frequent metaphor of 'Flower' fell under 4 different categories. By the way, 13 categories were derived from the metaphors. Table 3 contains these categories and their frequencies.

Table 3. The categories derived from the metaphors

	Category	f	%
1.	Far from home	33	20.63
2.	Care –seeking	28	17.50
3.	Innocent	19	11.88
4.	Children	13	8.12
5.	Immigrants forced to migrate	9	5.62
6.	Winnowed	9	5.62
7.	Survivor	9	5.62
8.	Excluded	8	5.00
9.	Discoverable	7	4.38
10.	Sufferer	7	4.38
11.	Can be shaped	6	3.75
12.	Defenseless	6	3.75
13.	Dangerous for society	6	3.75
	TOTAL	160	100

Given in Table 3, there are 13 categories. The most frequent category is the 'Far from home' under which 20.63% of the pre-service teachers' metaphors (f=33) fell. It is followed by 'Care-seeking' (17.50%, f=28) and 'Innocent' (11.88%, f=19) categories. The least frequent categories are 'Can be shaped', 'Defenseless' and 'Dangerous for Society'. Under each of them, 3.75% of the pre-service teachers' metaphors (f=6) fell. The category of 'Dangerous for society' is the only conceptual category which has a negative meaning. That is, the only category containing negative metaphors is the one of the least frequent categories and only the 3.75% of pre-service teachers consider Syrian asylum seekers' children negatively. The other all 12 categories have positive meanings and contain the sense of mercy. Later in this section, the all categories and the metaphors under them will be given. Table 4 includes the metaphors and their frequencies 'Far from home' category.

Table 4. The metaphors related to the 'Far from home' category

Category	Subcategory	Metaphors	f	%
Far from home	Being away from their natural environment	1. Falling star	4	12.12
		2. Flower	3	9.09
		3. Fish out of water	2	6.06
		4. Water lily	2	6.06
		5. Fish in the desert	1	3.03
		6. Apple falling from the tree	1	3.03
		7. Caged bird	1	3.03
		8. Daisy leaves	1	3.03
		9. Man in the deserted island	1	3.03
		10. Plant	1	3.03
		11. Snow	1	3.03
		TOTAL	18	54.54
	Lacking of something when far from home	12. Bird with broken wings	2	6.06
		13. Bodiless soul	1	3.03
		14. Forlorn	1	3.03
		15. Kite without wind	1	3.03
		16. Kite without rope	1	3.03
		17. Orphan	1	3.03
		18. Rootless	1	3.03
		19. Turtle without shell	1	3.03
		TOTAL	9	27.27
	Homeless	20. Migratory Birds	4	12.12

21. Alley cat		1	3.03
22. Homeless nation		1	3.03
	TOTAL	6	18.18
	TOTAL	33	100

According to Table 4, there are 22 different metaphors under 'Far from home' category. When these metaphors analyzed in detail, it was detected that they could be also grouped into 3 sub categories. The first and the most frequent (f=18) one of these subcategories is the 'Being away from their natural environment' subcategory. The almost half (54.54%) of the 'Far from home' category's metaphors falls under this subcategory. There are 11 different metaphors under this subcategory: 'Falling star'(f=4, 12.12%), 'Flower' (f=3, 9.09%), 'Fish out of water' (f=2; 6.06%), 'Water lily'(f=2; 6.06%), 'Fish in the desert' (f=1, 3.03%), 'Apple falling from the tree' (f=1, 3.03%), 'Caged bird' (f=1, 3.03%), 'Daisy leaves' (f=1, 3.03%), 'Man in the deserted island' (f=1, 3.03%), 'Plant' (f=1, 3.03%), 'Snow' (f=1, 3.03%). They all consider Syrian asylum seekers' children the ones away from the place where they naturally belong to/ away from their habitats. As examples;

*Syrian asylum seekers' children are like a **falling star**; because like a falling star disappears in the space, they also disappear away from the place they live in. (Primary Ed., 4th grade)*

*Syrian asylum seekers' children are like a **falling star**; because they are still shining but they just about die away; since they are away from their sun. (Pre-school Ed. 4th grade)*

*Syrian asylum seekers' children are like a **flower**, it is away from its own land…They think that if they did not get used to this land, they would die.(Middle School Mathematics Ed., 1st grade)*

*Syrian asylum seekers' children are like an **apple falling from the tree**; because they have to be falling back rather than starting again from the first stage, since they are away from the home. (Middle School Mathematics Ed., 1st grade)*

*Syrian asylum seekers' children are like a **fish out of water**; because their tiny heart was taken away from their lives, from the places where they live and used to. (Science Education, 4th grade)*

*Syrian asylum seekers' children are like a **water lily**; because the children separated from their society are like a water lily rooted up. (Pre-school Ed. 4th grade)*

As it is seen from the examples above, the pre-service teachers state that being far away from home resembles to being apart from the natural environment. Like a falling star; like an apple falling from its tree and like a fish out of water, they are far away from their natural environments/habitats and this makes them hurt. The pre-service primary and pre-school teachers state that being away from their home (sun), makes them disappear/die like a falling star. In other words, they both believe that Syrian asylum seekers' children are disappearing as they are away from home. In addition, the pre-service mathematics and science teachers put forward that as like a flower dying away from its l or as like an apple losing its freshness when it is plucked from the tree or as like a fish losing its live, when it is out of the water; they also suffer from being apart from their natural environment. Moreover, the pre-service pre-school teacher stated that as a water lily which was rooted up, they are separated from their habitats/from their society. To sum up, all of the metaphors under this subcategory, like the examples given above, underline that Syrian asylum seekers' children get harm at far from home.

The second subcategory is 'Lacking of something when far from home'. This subcategory contains 8 different metaphors (f=9, 27.27%). These metaphors generally state that being far from home makes Syrian asylum seekers' children lack of some important things as like a 'Bird with broken wings' (f=2, 6.06%) or a 'Bodiless soul' (f=1, 3.03%) or a 'Forlom' (f=1, 3.03%) or a 'Kite without

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wind' (f=1, 3.03%) or 'Kite without a rope' (f=1, 3.03%) or a 'Orphan' (f=13.03%) or a 'Rootless' (f=1, 3.03%) or a 'Turtle without a shell' (f=1, 3.03%). A few example of this subcategory is given above,

> *Syrian asylum seekers' children are like a **bird with broken wings**; because their freedom was taken from their hands. (Primary Ed., 1st grade)*

> *Syrian asylum seekers' children are like a **bodiless soul**; because even his/her parent is near them, grooving up away from the home results in grooving up without a purpose and without dreams for a child. (Primary Ed., 1st grade)*

The examples show that being far from home restricts them as like they lack of some vital thing. According to the examples given above, one pre-service primary teacher expressed that like a bird with a broken wing which cannot fly freely; they are not also free when they are away from the home. Another one resembled being far away from home to being a bodiless soul which does not have a purpose or a dream in life.

The third subcategory is 'Homeless' (f=6; 18.18%). 'Migratory bird' (f=4, 12.12%), 'Alley cat' (f=1, 3.03) and 'Homeless nation' (f=1,3.03) are the metaphors under this subcategory. A few examples of it are given below:

> *Syrian asylum seekers' children are like a **migratory bird**; because they leave their country and want a home. (Science Ed., 4th grade)*

> *Syrian asylum seekers' children are like an **alley cat**; because they have no place to refuge. (Pre-school Ed., 1st grade)*

> *Syrian asylum seekers' children are like a **homeless nation**; because, non-nationals are forced to suffer. (Primary Ed., 1st grade)*

As it is understood from the examples; pre-service teachers interpret being far away from their country and nation as having no place, like home, to refuge. In other words, they consider country and nation as a home which is a place that we feel at safe.

The second category is the 'Care-seeking' category. There are 19 different metaphors under this category. These metaphors are given in Table 5.

Table 5. The metaphors related to the 'Care-seeking' category

Category	Metaphors	f	%
Care-Seeking	1. Flower	8	28.57
	2. Kitty	3	10.71
	3. Bird	1	3.57
	4. Baby	1	3.57
	5. Lonely elder	1	3.57
	6. Plant	1	3.57
	7. Land	1	3.57
	8. Seedling	1	3.57
	9. Adopted child	1	3.57
	10. Poor	1	3.57
	11. Faded flower	1	3.57
	12. Rundown building	1	3.57
	13. Autumn	1	3.57
	14. Candle	1	3.57
	15. Black sun	1	3.57
	16. Soil	1	3.57

17. Bird with broken wings		1	3.57
18. Bird without wings		1	3.57
19. Moon		1	3.57
	TOTAL	28	100

According to the Table 5, the most frequent metaphor is 'Flower' (f=8, 28.57%) under 'Care-seeking' category. It is followed by 'Kitty' (f=3, 10.71 %). Each of all other metaphors under this category s developed only 1 pre-service teacher (3.57 %). Those are 'Bird', 'Baby', 'Lonely Elder', 'Plant', 'Land', 'Seedling', 'Adopted child', 'Poor', 'Faded flower', 'Rundown building', 'Autumn', 'Candle', 'Black sun', 'Soil', 'Bird with broken wings', 'Bird without wings' and 'Moon'. As it is seen some of the metaphors already evoke the meaning of needing help or care; such as 'Flower', 'Kitty', 'Baby', 'Lonely elder', etc. However, such as 'Autumn', 'Moon', 'Candle' do not evoke such a meaning; but their reasons do. Some examples are;

*Syrian asylum seekers' children are like a **flower**; because if we take care of them and give water, they live and grove up by rooted to the land. (Primary Ed., 4ᵗʰ grade)*

*Syrian asylum seekers' children are like a **kitty**; because they need care and love. (Pre-school Ed. 1ˢᵗ grade)*

*Syrian asylum seekers' children are like a **adopted child**; because, even s/he is not our own child,..... we should take her/his responsibility. (Science Ed., 4ᵗʰ grade).*

*Syrian asylum seekers' children are like a **autumn**; because a leaf drops every single day from their lives....our mission is to make them turn to green again by caring with. We can make them live the summer again. (Middle School Mathematics Ed., 1ˢᵗ grade)*

*Syrian asylum seekers' children are like a **moon**; because they lost their own lights and with a hand they will shine again. (Science Ed., 4ᵗʰ grade)*

The third category is 'Innocent' category. The metaphors under this category imply that Syrian asylum seekers' children are innocent; they are not related to the war. This category involves 11 metaphors given in Table 6.

Table 6. The metaphors related to the 'Innocent' category

Category	Metaphors		f	%
Innocent	1.	Angel	4	21.05
	2.	Innocent	4	21.05
	3.	Innocence	2	10.53
	4.	Dove	2	10.53
	5.	Hope	1	5.26
	6.	Sheep	1	5.26
	7.	Chick	1	5.26
	8.	Cotton	1	5.26
	9.	Bird	1	5.26
	10.	Blameless	1	5.26
	11.	Water	1	5.26
		TOTAL	19	100

As it is seen from the Table 6, there are metaphors which are directly means innocence: 'Innocent' (f=4, 21.05%),'Innocense' (f=2, 10.53 %) and 'Blameless' (f=1, 5.26%). The others are something which associates with innocence: 'Angel' (f=4, 21.05%), 'Dove' (f=2, 10.53 %), 'Hope'

(f=1, 5.26%), 'Sheep' (f=1, 5.26%) , 'Chick' (f=1, 5.26%) , 'Cotton' (f=1, 5.26%), 'Bird' (f=1, 5.26%) and 'Water' (f=1, 5.26%). Examples are given in the following;

*Syrian asylum seekers' children are like an **innocent**; because…the war of adults makes them unable to live their childhood. (Science Ed., 4th grade)*

*Syrian asylum seekers' children are like **innocence**; because they do not have any crime. (Science Ed., 4th grade)*

*Syrian asylum seekers' children are like an **angel**; because, despite of all the difficulties, they are still smiling and look to the life in a positive side. (Science Ed., 4th grade)*

*Syrian asylum seekers' children are like a **dove**, because, they live like a dove without knowing anything.(Pre-school Ed., 1st grade)*

The other category is the 'Children' category. The metaphors belonging to this category state that Syrian Asylum seekers' children are only children. They are not any difference from the other children and so other humans. The metaphors and their frequencies under this category is given in Table 7.

Table 7. The metaphors related to the 'Children' category

Category	Metaphors		f	%
Children	1. Child		12	92.31
	2. Human		1	7.69
		TOTAL	13	100

As it is given in Table 7, there are 2 metaphors; 'Child' (f=12, 92.31) and 'Human' (f=1, 7.69%). Only one pre-service teacher develops the metaphor of 'Human':

*Syrian asylum seekers' children are like a **human**; because as like other humans, they also have the rights of living like a human being and freely. (Science Ed., 4th grade)*

As it is seen, the pre-service teacher emphasize that they are equal to the other people and they should have all the rights that other people have. The 'child' metaphors also have the same reason:

*Syrian asylum seekers' children are like a **child**; because although they cannot live their childhood; they are still children according to me. (Pre-School Ed., 1st grade)*

*Syrian asylum seekers' children are like a **child**; because ….they are like other children. They do not have an evil inside them. They are naive and good. (Pre-School Ed., 1st grade)*

*Syrian asylum seekers' children are like a **child**; because any discrimination should not be made. At last, they are also children. No matter what their nationality is. (Middle School Mathematics Ed., 1st grade)*

*Syrian asylum seekers' children are like a **child**; because a child is only a child independent from its religion, nationality, language. (Science Ed., 4th grade)*

According to the given examples, the pre-service teachers developing 'child' metaphor believe that children are like children in everywhere on the world. Their nationality or religion does not affect the goodness which is inside of every child. Therefore, they do not need any other metaphor to represent the Syrian asylum seekers' children rather than 'child'.

The category of 'Immigrants Forced to Migrate' is another category. It has 7 different metaphors which consider Syrian asylum seekers' children not only migrants but also the ones who forced to leave their country and migrate. Table 8 contains the metaphors under this category.

Table 8. The metaphors related to the 'Immigrants Forced to Migrate' category

Category	Metaphors	f	%
Immigrants forced to migrate	1. Migratory birds	2	22.22
	2. Flower	2	22.22
	3. Leaf	1	11.11
	4. Seed	1	11.11
	5. Exchange	1	11.11
	6. Injured bird	1	11.11
	7. Stork	1	11.11
	TOTAL	9	100

As given in Table 8, 'Migratory birds' and 'Flower' metaphors were developed by 2 pre-service teacher (22.22%); while the other metaphors 'Leaf', 'Seed', 'Exchange', 'Injured bird' and 'Stork' have the frequency of 1 (11.11%). Some examples of these metaphors are given below;

*Syrian asylum seekers' children are like **migratory birds**; because they had to leave their home, their country.(Primary Ed., 1st grade).*

*Syrian asylum seekers' children are like a **flower**; because they were also picked from their country (may be from their family) like a flower picked. (Pre-school Ed. 4th grade)*

*Syrian asylum seekers' children are like a **seed**; because seeds are all together until someone come and buy it. And then, they need to be live in a strange environment. (Primary Ed., 4th grade).*

The examples shows that pre-service teachers see Syrian asylum seekers children as the immigrant made to leave their country and live in a foreign one outside the will.

Although some pre-service teachers believe that they are immigrants forced to migrate, some others believe they are winnowed also in adults' world. The metaphors under this category are different from the ones under 'Immigrant forced to migrate' since they state that these children are not belonging to any place. The metaphors of this category are given in Table 9.

Table 9. The metaphors related to the 'Winnowed' category

Category	Metaphors	f	%
Winnowed	1. Balloon	2	22.22
	2. Dry leaves	1	11.11
	3. Bird	1	11.11
	4. Falling leaf	1	11.11
	5. Snowball	1	11.11
	6. Sand	1	11.11
	7. Stones in the river bed	1	11.11
	8. Pollen	1	11.11
	TOTAL	9	100

There are 8 different metaphors: 'Balloon' (f=2, 22.22%), 'Dry leaves' (f=1, 11.11%), 'Bird' (f=1, 11.11%), 'Falling leaf' (f=1, 11.11%), 'Snowball' (f=1, 11.11%), 'Sand' (f=1, 11.11%), 'Stones in the river bed' (f=1, 11.11%) and 'Pollen' (f=1, 11.11%). A few examples are given in the below;

*Syrian asylum seekers' children are like a **balloon**; because balloons are winnowed under the control of wind. As like Syrian asylum seekers' children are also winnowed by the pressures of governments and the war. (Pre-school Ed. 1ˢᵗ grade)*

*Syrian asylum seekers' children are like a **falling leaf**; because they lost their families. While they are educated in their schools with their friends, they were all winnowed separately to different places. (Middle School Mathematics Ed., 1ˢᵗ grade)*

*Syrian asylum seekers' children are like a **pollen**; because they are winnowed from one place to another. They do not have a place to live. (Primary Ed. 1ˢᵗ grade)*

As it is discovered from the metaphors above the pre-service teachers developed these metaphors believe that Syrian asylum seekers children unconsciously separated from their country and they do not have any place that they belong to; therefore, they are winnowed by outsiders such as governments, such as the effects of the war.

The other category is 'Survivor' category. The metaphors under this category evaluate Syrian asylum seekers children as survivors; since they survive in a foreign country despite of all bad events that they live. The metaphors are given in Table 10.

Table 10. The metaphors related to the 'Survivor' category

Category	Metaphors		f	%
Survivor	1. Snowdrop		5	62.50
	2. Cactus		1	12.50
	3. Phoenix		1	12.50
	4. Sapling		1	12.50
	5. Winter		1	12.50
		TOTAL	9	100

There are 5 metaphors under 'Survivor' category. As given in Table10, the most frequent one is 'Snowdrop' (f=5, 62.15%). The each of the other 4 metaphors (Cactus, Phoenix, Sapling, Winter) was developed 1 pre-service teacher (12.50 %) each has some different strengths described in the reason part. For example;

*Syrian asylum seekers' children are like a **snowdrop**; because snowdrops live in extreme conditions and also blossom. (Middle School Mathematics Ed., 1ˢᵗ grade)*

*Syrian asylum seekers' children are like a **snowdrop**; because all of the ugliness of the environment that they live, they still conserve the beauty inside their soul. (Pre-school Ed. 1ˢᵗ grade)*

*Syrian asylum seekers' children are like a **phoenix**; because according to mythology phoenix gets fired to born again from its ashes and returns to life again. (Pre-school Ed. 4ᵗʰ grade)*

*Syrian asylum seekers' children are like a **sapling**; because they try to survive despite of hard conditions; I draw parallel between them. (Middle School Mathematics Ed., 1ˢᵗ grade)*

As understood from the examples above, pre-service teachers developing metaphors under this category appreciate Syrian asylum seekers' children; since they are strongly resist to all the bad things and continue to live. According to them, like a snowdrop blossoming under snow, they survive and conserve their beauty inside. Like a phoenix, they try to born again from their past's ashes. Like a sapling they try to grove up.

Another category is 'Excluded' category. The metaphors consider the Syrian asylum seekers' children as the ones excluded. There are 8 different metaphors under this category. These are given in Table 11.

Table 11. The metaphors related to the 'Excluded' category

Category	Metaphors	f	%
Excluded	1. Door	1	12.50
	2. Pen without ink	1	12.50
	3. Impossibility	1	12.50
	4. Sunless flower	1	12.50
	5. Chair	1	12.50
	6. Grass under the feet of the elephants	1	12.50
	7. Falling star	1	12.50
	8. Football ball	1	12.50
	TOTAL	8	100

Table 11 shows that all the metaphors under this category is developed by one pre-service teacher (f=1, 12.50%). These are, 'Door', 'Pen without ink', 'Impossibility','Sunless flower', 'Chair', 'Grass under the feet of elephants', 'Falling star' and Football ball'. There are given some examples;

*Syrian asylum seekers' children are like a **door**; because they are always the outsiders as like the door opening outside. (Science Ed., 1ˢᵗ grade)*

*Syrian asylum seekers' children are like a **chair**; because we crush them by getting over them. We have a drive to despise and to underestimate them; therefore we do not make them feel precious. (Pre-school Ed. 1ˢᵗ grade)*

*Syrian asylum seekers' children are like **grass under the feet of the elephants**; everyone (elephants), whether they have the right to speak or not, speaks, discuss and decide about them and may be label them. The grasses are their life, their future. No matter who they are and who is guilty, who is not, they, innocents, should grow up like a child and should be happy to follow their dreams without being excluded. (Science Ed., 4ᵗʰ grade)*

As it is understood from the examples, the pre-service teachers developed metaphors under this category think that Syrian asylum seekers' children are excluded; however, the extra explanations of some of them show that they do not approve this situation.

The 'Discoverable' category has the metaphors which state that Syrian asylum seekers' children are the ones whose hidden specialties are need to be discovered. There are 5 different metaphors. Table 12 contains these metaphors.

Table 12. The metaphors related to the 'Discoverable' category

Category	Metaphors	f	%
Discoverable	1. Star	3	42.86
	2. Raw mine	1	14.29
	3. Valuable garbage	1	14.29
	4. Mussel	1	14.29

5. Diamond		1	14.29
	TOTAL	7	100

Table 12 shows that the most frequent metaphor is 'Star' (f=3, 42.86%). Half of the pre-service teachers developing metaphors under 'Discoverable' category consider Syrian asylum seekers' children as stars. The other metaphors are 'Raw mine', 'Valuable garbage', 'Mussel' and 'Diamond' have the same frequency (f=1, 14.29%). Examples of this category:

*Syrian asylum seekers' children are like a **star**; because they need to be discovered otherwise they will disappear. (Primary Ed., 1st grade)*

*Syrian asylum seekers' children are like a **valuable garbage**; because, without knowing that they are original, they are regarded as fake and thrown to the bin. (Primary Ed., 1st grade)*

*Syrian asylum seekers' children are like a **diamond**; since like diamond made from coil, Syrian asylum seekers' children have come from a war and if they are processed by education, they can be noticed by not only experts but also everyone. (Pre-school Ed., 4th grade)*

It can be understood from the examples that the pre-service teachers believe that the Syrian asylum seekers' children should be discovered by finding their hidden special aspects and should be processed by education. They also state that if they are not discovered, they will be disappeared/be thrown to bin/not be noticed.

There are pre-service teachers who develop metaphors that relate Syrian asylum seekers' children to sufferers. According to them, these children are suffering. The metaphors under 'Sufferer' category are given in Table 13.

Table 13. The metaphors related to the 'Sufferer' category

Category	Metaphors		f	%
Sufferer	1. Pain		2	28.57
	2. The tree that has been cut		1	14.29
	3. Broken glass		1	14.29
	4. Melancholic		1	14.29
	5. Seedling without bloom		1	14.29
	6. Sadness		1	14.29
		TOTAL	7	100

According to the Table 13, the 6 metaphors under this category is 'Pain' (f=2, 28.57%), 'The tree that has been cut' (f=1, 14.29%), 'Broken glass' (f=1, 14.29%), 'Melancholic' (f=1, 14.29%), 'Seedling without bloom' (f=1, 14.29%), and 'Sadness' (f=1, 14.29%). As examples to these metaphors are:

*Syrian asylum seekers' children are like **pain**; because they harbor unusual pain in their eyes, this pain cover all of their face. (Primary Ed., 4th grade)*

*Syrian asylum seekers' children are like **seedling without bloom**; because their childhood was taken their hands. They required to refuge to a foreign country when they need to play their toys.....Nowadays their education rights is given to them; whether it stop their pain or not. (Science Ed., 1st grade)*

As understood from the examples, the pre-service teacher think that these children are suffering.

Another category is 'Can be shaped'. There are 6 metaphors each of which developed by one pre-service teacher under the category. Table 14 includes these metaphors.

Table 14. The metaphors related to the 'Can be shaped' category

Category	Metaphors		f	%
Can be shaped	1. Play dough		1	16.67
	2. Bamboo		1	16.67
	3. Emoji		1	16.67
	4. Dairy		1	16.67
	5. Blank note book		1	16.67
	6. Mud		1	16.67
		TOTAL	6	100

The metaphors are 'Play dough', 'Bamboo', 'Emoji', 'Dairy' , 'Blank notebook', and 'Mud. A few ones of these metaphors are:

*Syrian asylum seekers' children are like a **bamboo**; because when they prick in any land they can put forth roots. (Sicence Ed., 1ˢᵗ grade)*

*Syrian asylum seekers' children are like a **blank notebook**; because they have just born, unaware of anything, blank and innocent. How we fill it; colorfully or dark....(Sicence Ed., 4ᵗʰ grade)*

*Syrian asylum seekers' children are like **mud**; because if we want we can shape them and make them beneficial to society; but if we do not want they stay as mud and contaminate to our shoes. (Primary Ed., 4th grade)*

Examples show that pre-service teachers believe that attitudes and behaviors of Turkish people will shape Syrian asylum seekers' children. According to them, Turkish people can make them happy in the society and can make them beneficial for society or vice versa; can make them unhappy and hazardous people. That is; they believe they can be shaped by the society that they live in.

The Defenseless category has the metaphors of some living things which cannot defense themselves strongly; such as 'Fledgling', 'Gazelle', 'Scary bird' and 'Flower'. These metaphors consider Syrian asylum seekers' children are unprotected. Table 15 contains the frequencies and percentages of the metaphors.

Table 15. The metaphors related to the 'Defenseless' category

Category	Metaphors		f	%
Defenseless	1.Fledgling		2	33.33
	2.Gazelle		2	33.33
	3.Scary bird		1	16.67
	4.Flower		1	16.67
		TOTAL	6	100

According to the Table 15, 'Fledgling' and 'Gazelle' have the frequencies of 2 and compose of the 33.33% of the metaphors under this category. 'Scary bird' and 'Flower' has the frequency of 1 (16.67%). Examples of these metaphors are:

*Syrian asylum seekers' children are like a **fledgling**; because these are the defenseless children being away from their nest, their family. (Sicence Ed., 4th grade)*

*Syrian asylum seekers' children are like a **gazelle** which was attacked by jackals, on the brink of extinction and defenseless; because its parents who can defense themselves better were caught first; since they were bigger and had much meat…(Primary Ed, 1ˢᵗ grade).*

The last category is 'Dangerous for Society' category. This category is the only one which has metaphors having negative meanings and considering Syrian asylum seekers dangerous. Table 16 includes these metaphors.

Table 16. The metaphors related to the 'Dangerous for Society' category

Category	Metaphors		f	%
Dangerous for society	1. National security problem		2	33.33
	2. Infectious		1	16.67
	3. Unplanned birth		1	16.67
	4. Invader		1	16.67
	5. Leech		1	16.67
		TOTAL	6	100

According to the Table 16, there are 5 different metaphors under this category. These are 'National security problem' (f=2, %33.33), 'Infectious' (f=1, 16.67%), 'Unplanned birth' (f=1, 16.67%), 'Invader' (f=1, 16.67%), 'Leech' (f=1, 16.67%). There are examples given below:

*Syrian asylum seekers' children are like a **national security problem**; because they can create a danger for society.(Primary Ed., 4ᵗʰ grade)*

*Syrian asylum seekers' children are like an **infectious**; because people hesitate to come closer to them. Some Syrian caused some problems in our country. Therefore we have a prejudice to them and also their children. We cannot get closer, go away from them as they are infectious. (Primary Ed., 1ˢᵗ grade)*

*Syrian asylum seekers' children are like an **unplanned birth**; because they are not welcomed good where they refuged. Generally, they are exposed to discrimination. This is like the discrimination between two children of a family: one is a desired; while the other is an unplanned birth. (Primary Ed., 1st grade)*

*Syrian asylum seekers' children are like an **invader**; because till they come to our country, they want the things that belong to us. They even enter the universities. They try to kick out us from our country. (Middle School Mathematics Ed., 1st grade)*

*Syrian asylum seekers' children are like a **leech**; because they adheres and absorb our blood. (Primary Ed., 4th grade)*

According to the examples, the pre-service primary teacher think that they are dangerous, the other pre-service primary teacher states that Turkish people cannot get closer to them, since they have a prejudice of they may cause a problem. Again another primary pre-service teacher states that they are not welcomed well; since they refuged the country in an unplanned way/time. The other two pre-service teachers believe in that they take the things that are belog to Turkish people, like an invader covers everywhere and like a leech absorbing the blood of a body.

The Findings Related to the Third Research Question

The third research question is about the distribution of pre-service teachers with respect to their department and grade in each category. Table 17 gives these distributions. By the way, it is tried

to be found whether there is a difference between the metaphors of pre-service teachers whose departments or grades are different.

Table 17. The distribution of categories related to the participants' grade and department

Category	Grade	Department									
		Primary Education		Science Education		Pre-School Education		Middle School Mathematics Education		TOTAL	
		f	%	f	%	f	%	f	%	f	%
Far from home	1	6	18.18	3	9.09	2	6.06	4	12.13	15	45.45
	4	6	18.18	6	18.18	6	18.18	-	-	18	54.54
	TOTAL	12	36.36	9	27.27	8	24.24	4	12.13	33	100
Care -Seeking	1	2	7.14	6	21.43	4	14.29	3	10.71	15	53.57
	4	3	10.71	5	17.86	5	17.86	-	-	13	46.43
	TOTAL	5	17.85	11	39.29	9	32.15	3	10.71	28	100
	1	1	5.26	2	10.52	2	10.52	1	5.26	6	31.56
Innocent	4	-	-	13	68.42	-	-	-	-	13	68.42
	TOTAL	1	5.26	15	78.94	2	10.52	1	5.26	19	100
	1	-	-	-	-	3	23.08	6	46.15	9	69.23
Children	4	1	7.69	2	15.38	1	7.69	-	-	4	30.76
	TOTAL	1	7.69	2	15.38	4	30.77	6	46.15	13	100
Immigrants forced to migrate	1	3	33.33	1	11.11	1	11.11	1	11.11	6	66.66
	4	1	11.11	-		2	22.22	-	-	3	33.33
	TOTAL	4	44.44	1	11.11	3	33.33	1	11.11	9	100
Winnowed	1	1	11.11	1	11.11	1	11.11	3	33.33	6	66.66
	4	2	22.22	1	11.11	-	-	-	-	3	33.33
	TOTAL	3	33.33	2	22.22	1	11.11	3	33.33	9	100
Survivor	1	-	-	-	-	3	33.33	2	22.22	5	55.55
	4	1	11.11	1	11.11	2	22.22	-	-	4	44.44
	TOTAL	1	11.11	1	11.11	5	55.55	2	22.22	9	100
Excluded	1	-	-	1	12.50	3	37.50	-	-	4	50.00
	4	1	12.50	3	37.50	-	-	-	-	4	50.00
	TOTAL	1	12.50	4	50.00	3	37.50	-	-	8	100
Sufferer	1	2	28.57	3	42.86	-	-	1	14.28	6	85.71
	4	1	14.28	-	-	-	-	-	-	1	14.28
	TOTAL	3	42.86	3	42.86	-	-	1	14.28	7	100
Discoverable	1	3	42.86	1	14.28	-	-	-	-	4	57.14
	4	1	14.28	-	-	2	28.57	-	-	3	42.86
	TOTAL	4	57.14	1	14.28	2	28.57	-	-	7	100
Defenseless	1	1	16.67	2	33.33	-	-	-	-	3	50.00
	4	1	16.67	1	16.67	1	16.67	-	-	3	50.00
	TOTAL	2	33.33	3	50.00	1	16.67	-	-	6	100
Can be shaped	1	1	16.67	2	33.33	-	-	-	-	3	50.00
	4	2	33.33	1	16.67	-	-	-	-	3	50.00
	TOTAL	3	50.00	3	50.00	-	-	-	-	6	100
Dangerous for society	1	2	33.33	-	-	-	-	1	16.67	3	50.00
	4	3	50.00	-	-	-	-	-	-	3	50.00
	TOTAL	5	83.33	-	-	-	-	1	16.67	6	100

As it is seen from Table 17, in some categories, the differences between departments or grades were detected. Those are the categories of 'Innocent', 'Children', 'Survivor', 'Sufferer' and 'Dangerous for society'. Under the 'Innocent' category, 78.94% of the metaphors are belong to the

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pre-service science teachers (f=15). The most of these pre-service science teachers (f=13, 68%42) are the 4th graders. That is, the most of the metaphors under 'Innocent' category were developed by the 4th grade pre-service science teachers. In addition, nearly half of the metaphors under the category of 'Children' were developed by the 1st grade pre-service middle school mathematics teachers (f=6, 46.15%). Moreover, the 55.55% of the metaphors under 'Survivor' category are belong to the pre-service preschool teachers (f=5). Additionally, the most of the pre-service teachers (f=6, 85.71%) who developed metaphors under 'Sufferer' category are the 1st graders. Lastly, the most of the metaphors under the 'Dangerous for society' category are developed by Primary teachers (f=5, 83.33%).

RESULTS AND DISCUSSION

In this study, it is aimed to reveal the metaphoric perceptions of pre-service teachers about Syrian asylum seekers' children. The findings show that the most of the pre-service teachers perceive Syrian asylum seekers' children as traumatized and helpless and need support of others. According to Rutter (2006), such a consideration is a Humanitarian Discourse. All of the qualifications of Humanitarian discourse are present in most of the categories of the metaphors. In addition, there is a category which qualifies Syrian asylum seekers' children as dangerous. Different form all other categories, only the '*Children*' category underlines the equity of them with the other children. All of these results will be explained respectively in following.

First of all, the most of the pre-service teachers give importance about hem to that they are *far from home*. They define being far from home in three ways: (1) being away from their natural environment, (2) lacking something when far from home and (3) having no place considering as home. Therefore, the most of them appreciate the disadvantages resulting from being far from their country, their home and other familiar places. They think that these are hard situations may cause a trauma. Therefore, many of them believe that they are *sufferer* and *excluded* by others.

Secondly, many of the pre-service teachers believe that they are the ones who have no authorization or competencies to change the things becoming. In other words, they are helpless. In pre-service teachers' point of view, they are directed by governments, cases, situations and other people. They were *forced to migrate*; that is they are *winnowed*. Such a view discriminates them from all badness. In fact, findings show already that many of the pre-service teachers believe that they are *innocent*. In addition, some of the pre-service teachers consider them as *defenseless*. Being incompetent to interfere the cases, being only innocent children directed by cases and elders and being *defenseless* make them need to other people.

Thirdly, many of the pre service teachers believe that, Syrian asylum seekers' children need others. They need help, curiosity and directions of others. Some of the pre-service teachers developed metaphors stating that they are *care-seeking*. Some others put forward that they need help and curiosity of others to *be discovered*. Even if others do not discover them, Syrian asylum seekers' children will disappear or cannot display their skills at all. That is, some pre-service teachers stated in their metaphors that others will shape them and their future. They constitute the category namely '*can be shaped*'.

Fourthly, on the contrary to the view of they are defenseless and they need to care of others, some pre-service teachers believe that they are *survivors*. However, this group also based their metaphors to the view of that they survive even all the traumatic things they lived. Therefore, the metaphors under this category have a humanitarian discourse also.

Finally, a minority group of pre-service teachers develop negative metaphors about these children. There is only one negative category namely '*Dangerous for society*'. These pre-service teachers believe in that they are hazardous, dangerous, surround and invader Turkey and try to take the thing belonging to Turkish people. These pre-service teachers having negative perceptions comprise the minority and the most of them have positive perceptions about Syrian asylum seekers' children. There are other studies presenting the negative views of Turkish people about Syrian asylum seekers

(Kara, Yiğit & Ağırman, 2016; Topkaya & Akdağ, 2016;Uzun & Özcan, 2017). Although, those studies are about Syrian asylum seekers not their children and even the focus shifts from Syrian asylum seekers to their children in this study, it was found that some pre-service teachers have negative perceptions about their children. These negative perceptions may be caused from focusing only their backgrounds and considering it traumatic. Eth and Pynoos (1985) define trauma as a helplessness which results in intolerable, danger, anxiety and instructional arousal (as cited in Rutter, 2006). Therefore, the metaphors under this negative category may result from the thought that the forced migration is a traumatic issue and so they are dangerous.

In conclusion, from these results given above, it can be inferred that the most of the pre-service teachers' perceptions are in a humanitarian discourse. Nevertheless, according to Rutter (2006), constructing a perception of asylum seekers' children as 'traumatized' prevent people from making a real analyze of their pre and post-migration experiences and also it causes an understanding of that asylum seekers' children are a homogenous group and they do not have personal learning, social and emotional needs. However, even they are forced migrants, it cannot be known who they are and what their needs are; in fact it is an easy way to accept them as a homogenous group. If a generalization will be made; they should be generalized as 'children'. Like all children they have some learning, social and emotional needs.

In this study, a group of pre-service teachers developed the metaphor of *children* as desired. The reasons of their metaphor are mostly related that these children should not be discriminated from the other children. The most of these pre-service teachers are from the department of Middle School Mathematics Education. It was expected also from the other pre-service teachers to think like that and develop the metaphor of children. If inclusion of these children is desired, no discrimination in discourses should be present.

Schools and teachers are very important during inclusion process of asylum seekers' children; yet in the absence of appropriate support and responsiveness, their impact on this process can be profound (Block et. al.). Therefore, teachers' perceptions are vital. To make their perceptions and discourses more inclusive, equal and embracing diversity, their pre and in-service education should be well planned (Eryaman, 2007; Riedler & Eryaman, 2016). The courses such as 'Multicultural Education' and 'Sociology of Migration' may be included to the teacher education programs.

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