

## Turkish Language in the Perspective of Syrian Refugee Students: A Metaphor Study

Emrah BOYLU<sup>1</sup>

Istanbul Aydın University

### Abstract

One of the biggest obstacles to learning a language as a foreign language is the perception developed against that language. The obligation to learn the foreign language to be learned determines how the perception towards language is. In this context, Syrian refugees, who took refuge in Turkey leaving their country due to war and especially wish to continue their education in Turkey, had to learn Turkish. In this sense, knowing the perceptions of the relevant audience towards Turkish will directly affect many issues from developing a language education program to preparing books, from teacher training to redesigning methods and techniques to be used in lessons. In this connection, Turkish perceptions of Syrian refugees were tried to be determined through metaphors with this study. The study group of the study consists of 235 Syrian students who learn Turkish at Aydın TÖMER, Istanbul Aydın University. While collecting the data of the study using phenomenology approach, one of the qualitative research methods, students were asked to complete the sentence “Turkish is like ....., because .....””. Based on the findings obtained in the research, it was determined that 46% of Syrian students learning Turkish consider Turkish as a need, 25% have a positive feeling towards Turkish, 8% find it confusing, 7% find it easy, 6% find it difficult and 5% find a similarity between another language and Turkish. When the themes are examined in terms of their effect on the Turkish learning process, it is possible to say that the themes of need, positive feeling, finding it easy and similarity between languages have a supportive effect on students' motivation to learn Turkish, whereas the themes of finding it difficult and finding it confusing have an inhibitory effect on the learning process. When an evaluation is made in this respect, it is possible to say that nearly 90% of the students have a supportive perception of their own learning processes.

**Keywords:** Turkish as a foreign language, Syrian refugee students, perception, metaphor

**DOI:** 10.29329/epasr.2020.323.12

---

<sup>1</sup> Assist. Prof. Dr., Faculty of Education, Department of Turkish Education, Istanbul, Turkey, ORCID: 0000-0001-9529-7369, Email: emrahboylu@aydin.edu.tr

## Introduction

The issue of Syrian refugees has a growing importance in Turkey's agenda since 2012. This issue both affects and is affected by basic fields such as education, politics, economy, and social life. This multi-dimensional interaction between refugees and society and the state takes the form of a multi-dimensional equation. So much so that a refugee can contribute to the country's economy by working, but if he cannot achieve social or cultural harmony, different problems may occur. Likewise, when a refugee who has adapted to social life does not work and has some economic difficulties, these problems may turn into problems that may affect the state and society. As can be seen, the full integration of refugees is a very important issue in terms of every component of the country. It would not be wrong to say that education is the first and most important step to facilitate the adaptation of refugees to Turkey and Turkish culture. Likewise, it is expected that the adaptation to social life will accelerate and the possibility of finding a job for those who want to work will increase. At this point, refugees' perception of Turkish comes into play as a factor affecting the entire process.

The education of refugees can be addressed at different levels or different types, but before all these, language education needs to be addressed. Such that a student who has learned Turkish well will not have language-based communication problems with his classmates or teachers in the trainings he will receive at different levels. At this point, refugees' perception of Turkish comes into play as a factor affecting the entire process. Knowing the perceptions of Turkish-learning refugees towards Turkish can be effective in shaping their educational planning, it will also provide predictability for these students' Turkish learning processes. In this context, the use of metaphors - etymologically consist of the combination of meta "beyond" and pherein "to carry, to take" and mean "transmit, carry beyond" in Greek (Demirci, 2016: 330) - in determining the perceptions of the target language learners towards that language is a very practical method. Because as Eraslan (2011: 1) also stated "metaphor, which has the process of seeing and understanding in addition to the label, meaning or conceptual expressions created by a concept in an individual, is a more important and powerful mental production than the individuals' simple explanation of one concept with another concept because it expresses the depth and experiences of the relevant concept." For this reason, the depth that Turkish learners have towards Turkish and the metaphorical reflections of their experiences in the relevant learning process will both determine their perception of Turkish and will be very useful for the discovery of their thoughts on language learning processes. Because Lakoff and Johnson (1980:5), who are the first that comes to mind when metaphor is mentioned, see the metaphor as "understanding and experiencing one kind of thing in terms of another". This will enable the target audience to know their thoughts on language and will guide the design of all components from language teaching plans and programs to the methods and techniques used in the lessons. Such that "Metaphoric thinking; In addition to being an extremely important and necessary tool for understanding how we communicate, learn, discover

and invent, as well as enable us to get to know ourselves and others, it is a way of thinking rather than a way of speaking and at the same time a different way of seeing to perceive the living environment and events.” (Uçan Eke, 2019: 238). “Metaphors are reflecting the elements of the universe through one's own emotion and thought filter. Thus, the person expresses the images of this world with his own perception.” (Mete and Ayrancı, 2016: 54). “Metaphor is both a very useful expression and a production tool in a structural sense. With the feature of the ease of transition / adaptation to new situations arising in mental and structural areas, metaphors have been used in literature, language, education and different fields as a production factory.” (Demirci, 2016: 330). “Metaphor is naming any event, situation and object that occurs in the mind through connotation, with a new meaning and a different word, except the word that meets its real meaning.” (Karatay, 2016: 69). In addition to all these definitions, “metaphoric thinking and learning can also be considered as an approach that aims to increase the creative and critical thinking abilities of students, together with some teaching techniques whose effectiveness and efficiency have been proven by scientific data before.” (Arslan and Bayrakçı, 2016: 101). Littlemore and Low (2006), underlining the necessity of accepting metaphor production as a separate skill, states that the use of metaphors contributes to linguistic, textual, daily speaking, sociolinguistic and strategic competence, which are among Bachman's (1990) language competence components and emphasizes that metaphor is highly relevant to second language learning and teaching. As can be seen, the use of "metaphor" has an educational value for both learners and teachers. Zhang and Hu (2009: 80) explain it as follows: “Teachers of foreign language should well know new discoveries in study of metaphors and elaborate on theoretical basis behind linguistic phenomenon of various kinds and organize the bits and pieces of Language phenomenon into a whole by dint of metaphor theories.” Because metaphors, which are considered useful in expanding a cognitive framework or ability (Komorowska, 2013: 60), are a rational bridge from the known to the rooted unknown, from a specific context of understanding to a changing context of understanding (Petrie and Oshlag 1996 cited in Komorowska, 2013: 60). “If metaphorical expressions constitute a substantial part of a language's means to package messages, it follows that developing a command of this repertoire of expressions is also an integral facet of second language (L2) learning.” (Hoang and Boers, 2018: 1).

In this regard, especially recently, the increase in the number of metaphor-based studies on learners of Turkish as a foreign language draws attention. Within this context, considering the relevant studies, Akkaya (2013) conducted studies to determine the perceptions of Syrian refugee students towards Turkish through metaphors; Karatay (2016) conducted studies to determine Iraqi students' perception of Turkey learn Turkish as a foreign language through metaphors; Boylu and Işık (2017) conducted studies to determine the perceptions of those who learn Turkish as a foreign language towards Turkish through metaphors; Göçen (2019) and Erol and Kaya (2020) conducted studies to determine the grammar perceptions of those who learn Turkish as a foreign language through

metaphors; Karatay and Kartallıoğlu (2019) conducted studies to determine Mongolian students' perceptions of Turkey and Turkish through metaphors; Ekren and Ökten (2019) conducted studies to determine the grammar perceptions of those who teach Turkish as a foreign language through metaphors, and Boylu and Işık (2020) conducted studies to determine Syrian refugee students' perceptions of Turkey through metaphors. From this perspective, except for the determination of Syrian refugee students' perception of Turkish by Akkaya (2013), there has been no study on the perceptions of Syrian refugee students towards Turkish for about seven years. In this context, the purpose of the research is to determine the perceptions of Syrian refugee students, who learn Turkish as a foreign language in Turkey, towards Turkish through metaphors. Within this scope, the following questions were sought:

1. With which metaphors do students explain their perceptions of Turkish?
2. Under which themes are the metaphors produced regarding Turkish collected?

## **Method**

### **Research Model**

In this study, phenomenology approach, one of the qualitative research methods, was used. Yıldırım and Şimşek (2011: 79) state that the purpose of phenomenology research is to reveal the experiences and perceptions of individuals regarding a phenomenon and the meanings they attribute to them. In this context, when looking at the studies both conducted in the field of teaching Turkish as a foreign language (Akkaya, 2013; Boylu and Işık, 2017; Göçen, 2019; Karatay and Kartallıoğlu, 2019; Erol and Kaya, 2020; Boylu and Işık, 2020) and based on metaphors in different disciplines (Kafadar and Akengin, 2016; Tıkman, Yıldırım and Şentürk, 2017; Yener and Atalay, 2018; Nas, 2019; Ciğerci, 2020), it is seen that phenomenology approach is used as a method. This reveals that the most appropriate method for such studies is phenomenology and it is a correct approach to use the same method in this study.

### **Study Group**

The study group of the research consists of 235 Syrian refugee students who learn Turkish at A2, B1, B2 level at Aydın TÖMER, Istanbul Aydın University. It is seen that 108 of the students participating in the study are male and 127 of them are female. 174 of the relevant students learn Turkish at A2, 49 of them at B1, and 11 of them at B2 level.

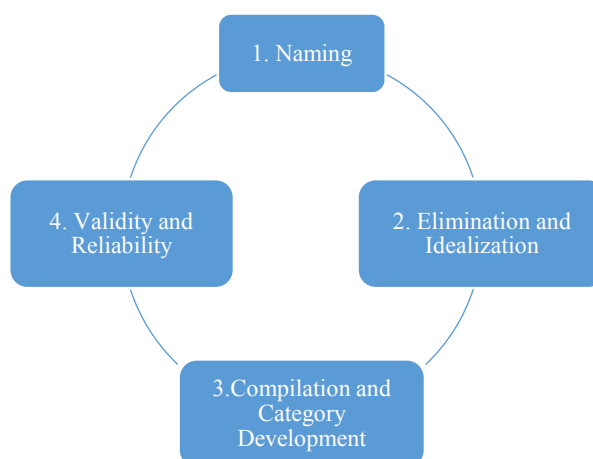
### **Collection of Data**

Looking at the studies in which perception was measured with metaphors, it was seen that the participants in the research completed the statement "XXX is like ....., because ....." in data collection (Saban 2004, 2008; Akkaya, 2013; Göçer, 2013; Boylu and Işık, 2017, Göçen, 2019;

Erol and Kaya, 2020; Boylu and Işık, 2020). In this context, students were asked to complete the sentence " Turkish ..... is like because ....." while collecting the data of the relevant study. A personal information form was created in order to collect the personal information of the students.

### Data Analysis

When the literature is examined (Saban, 2004, 2008; Altun and Apaydın, 2013; Akkaya, 2013; Boylu and Işık, 2017; Göçen, 2019; Boylu and Işık, 2020), the process of analyzing and interpreting metaphors in related studies takes place in the following four stages:



**Figure 1.** Process of analyzing and interpreting metaphors

Looking at the figure above, it is seen that the process of analyzing and interpreting the metaphors is carried out in four stages: "naming stage", "elimination and idealization stage", "compilation and category development stage" and "validity and reliability stage". In this research, these four stages were based on. In this context, what has been done at each stage is summarized as follows.

**Naming stage:** At this stage, it was examined whether the students produced metaphors or not. In this context, it was determined that 25 of the 235 students participating in the study did not write anything on the sentence pattern given to them, and documents belonging to 210 students were examined in the study. The metaphors produced by the students during the relevant examination process were transferred to Word as a list and the elimination phase was started.

**Elimination and Idealization stage:** The metaphor produced by 210 students who went through the naming stage was discussed and classified in the context of its subject, source, and the relationship between its subject and source. 52 erroneous metaphors (a language of mine, a beautiful language, that is everything, tsunami, a beautiful and important language, etc.), which did not have a meaning relation between the metaphor and its source, were deemed invalid and 158 metaphors were taken to the compilation and category development stage.

Compilation and category development stage: The metaphors produced by the students were examined in terms of their common features. In this context, 158 metaphors are grouped under six themes according to the area they conceptualize (similarity between languages, need, finding it easy, positive feeling, finding it confusing, and finding it difficult). The transition was made to the last stage - validity and reliability stage - to seek the opinion of an expert working in the same field to determine how accurately the metaphors, collected under themes according to the area conceptualized by the two experts conducting the research, are distributed.

Validity and reliability stage: At this stage, an expert was given a list of 158 sample metaphor images in alphabetical order and six theme names and their characteristics. Using both of these lists, the expert was asked to collect the sample metaphor images in the first list under six themes (without excluding any metaphor images) in the second list. The expert, whose opinion was consulted within the scope of the reliability study, associated 14 metaphors (book, special, lamp, light, bird, hot water, language, my mother language, diamond, flower, panda, my second language, morning) with a different category than the researchers. In this context, the reliability of the research was calculated using the formula of Miles and Huberman (1994: 64) ( $\text{Reliability} = \frac{\text{consensus}}{\text{consensus} + \text{dissent}} \times 100$ ) (Saban, 2008: 467). In this case, the reliability was calculated as  $\frac{158}{158 + 14} \times 100 = 91.86\%$ . Saban states that when the harmony between expert and researcher evaluations is 90% and above in such studies, the desired reliability will be achieved (Saban, 2008: 467). Since the reliability of this study was calculated as 91.86 %, it can be said that validity and reliability were provided in the analysis of the generated metaphors.

In addition to the above information, it was observed that the students in the study group made linguistic mistakes, especially in the process of generating reasons for metaphors, since they learned Turkish as a foreign language. Within this framework, the reasons for the metaphors produced by the students were taken as they wrote without any correction.

## Results

The findings obtained as a result of the analysis of valid metaphors developed by Syrian refugees who learn Turkish as a foreign language are as follows:

### Findings and Interpretation on the question 1 “With which metaphors do students explain their perceptions of Turkish?”

**Table 1.** The Metaphors the Students Produced Regarding Turkish

No	Metaphor	Repetition No	No	Metaphor	Repetition No
1	Water	23	36	Lawyer	1
2	My mother language	16	37	Baklava	1
3	My second language	16	38	Breath	1
4	Life	10	39	Love	1
5	Sea	7	40	Mona Lisa Painting	1

6	Light	4	41	Money	1
7	Flower	3	42	Morning	1
8	Gold Book	3	43	Mother	1
9	Book	2	44	Cheerful and special	1
10	Bread	2	45	My right hand	1
11	Arabic lesson	2	46	Chocolate	1
12	Cocktail	2	47	My soul	1
13	Arabic	2	48	Ney	1
14	Homeland	2	49	Normal language	1
15	School	2	50	Ocean	1
16	Key	2	51	Dream	1
17	Rock	2	52	Part of me	1
18	Panda	2	53	Peacock	1
19	Turkish delight	2	54	Rain	1
20	Telephone	2	55	Road	1
21	Language	2	56	Diamond	1
22	Climbing a mountain	2	57	Crossword	1
23	Breath	1	58	Science	1
24	Forest	1	59	Bird	1
25	Girl	1	60	Sensory organ	1
26	Glasses	1	61	Snow	1
27	Challenge	1	62	Sun	1
28	Coffee	1	63	Teacher	1
29	Honey	1	64	Fire	1
30	Hot water	1	65	Tone of Istanbul	1
31	Island	1	66	Tulip	1
32	Çiğ köfte	1	67	Eye	1
33	Kurdish	1	68	Vegetable salad	1
34	Lamp in the dark room	1	69	Very Nice	1
35	First step	1	70	Waking up early	1
<b>TOTAL</b>			158		

Looking at the table above, it is seen that the currently produced 158 metaphors are arranged in alphabetical order. In this context, when the related metaphors are examined, it is seen that some metaphors produced by the students for Turkish are repeated: my mother language (16); my second language (16), life (10), sea (7), light (4), gold (3), flower (3), key (2), bread (2), cocktail (2), panda (2), water (23), homeland (2), telephone (2). Looking at the distribution of these recurring metaphors according to themes (except the “gold” metaphor), it is seen that they are gathered under different themes. In this context, it is seen that the metaphor produced by 5 of 16 students who explained Turkish with the metaphor of "my mother language" was gathered under the theme of similarity between languages, 2 of them are under the theme of need, 2 of them are under the theme of finding it easy, and 6 of them are under the theme of positive feeling. Likewise, 15 of the metaphors of the students who produce the "water" metaphor are under the theme of need, 7 of them are under the theme of finding it easy and 1 of them are under the theme of positive feeling. Based on all this information, it shows that although the produced metaphor is the same, its reason is explained differently. For example, while S234 coded student develops the "my mother language" metaphor for Turkish and emphasizes the similarity of the two languages by explaining the reason with the

expression “There are many common words between us.”; producing the same metaphor "my mother language", the student coded S34 stated that "It is very important for talking and understanding with people and studying." and highlights the need for Turkish.

**Findings and Interpretation on the question 2 “Under which themes are the metaphors produced regarding Turkish collected?”**

Considering the metaphors developed by the Syrian refugee students participating in the study, it was determined that the relevant metaphors were grouped under six different themes according to the areas they categorized in. In this context, the table showing the distribution of themes and metaphors is as follows:

**Table 2.** Thematic Distribution of the Metaphors Students Developed for Turkish

<b>Theme</b>	<b>Metaphor</b>
<b>Finding it Difficult</b>	Fire, Climbing a mountain, Sea, Girl, Ney, Forest, Rock (2), Road
<b>Positive Feeling</b>	My mother language (6), Mother, Love, Baklava, Honey, Crossword, Flower, Çiğ köfte, Chocolate, Very nice, Sea, Bread, Life, Light, My second language (3), First step, Coffee, Snow, Book, Tulip, Turkish delight (2), Mona Lisa Painting, School, Teacher, Panda, My soul, Water, Homeland
<b>Finding it Easy</b>	Water (7), My mother language (2), Arabic lesson, Island,
<b>Finding it Confusing</b>	Sea (5), Cocktail (2), Tone of Istanbul, Ocean, Vegetable salad, Peacock, Rain
<b>Need</b>	Water (15), My Second Language (13), Life (9), Gold (3), My mother language (2), Key (2), Light (2), Telephone (2), Food (2), Lawyer, Part of me, Sensory Organ, Bread, Waking up early, Eye, Glasses, Sun, Dream, Challenge, Breath, School, Money, My right hand, Homeland,
<b>Similarity Between Languages</b>	My mother language (5), Arabic (2), Kurdish

Looking at the table above, it is seen that the metaphors they developed for Turkish are distributed into six different themes: "Finding it Difficult, Positive Feeling, Finding it Easy, Finding it Confusing, Need, Similarity Between Languages". In this context, the table showing the distribution of the relevant metaphors according to the themes as a percentage (%) is as follows:

**Table 3:** Percentage Distribution of Metaphors by Themes

	<b>Need</b>	<b>Positive Feeling</b>	<b>Finding it Confusing</b>	<b>Finding it Easy</b>	<b>Finding it Difficult</b>	<b>Similarity Between Languages</b>	<b>Total</b>
<b>Total</b>	65	36	12	11	9	8	141
<b>Percentage</b>	%46,09	%25,53	%8,51	%7,80	%6,38	%5,67	%100

Looking at Table 3, 46.09% of the metaphors produced for Turkish were gathered under the theme of need, 25.53% of them are under the theme of positive feeling, 8.51% of them are under the theme of finding it confusing, 7.80% of them are under the theme of finding it easy, 6.38% of them are under the theme of finding it difficult, and 5.67% of them are under the theme of similarity between languages. Within the scope of this finding, it can be said that Syrian students generally perceive



Turkish as a need and have a positive feeling towards Turkish. In this context, the tables showing the relevant themes and the metaphors produced under these themes with their reasons are as follows:

**Table 4:** Metaphors Produced in the Context of the Theme of Similarity between Languages and Their Reasons

No	Metaphor	Reason of the Metaphor
S14	Arabic	There are many words in Arabic.
S24	My mother language	Some words are the same in Arabic.
S27	My mother language	There are languages in Turkish (Arabic, Persian, English, French).
S28	Kurdish	The words are very similar and the pronunciation is the same.
S29	My mother language	There are many Arabic words in Turkish, but the pronunciation does notice.
S75	My mother language	I love learning Turkish because there are many Arabic words.
S123	My mother language	There are many Arabic words. Turkish is my second mother language.
S234	Arabic	There are many common words between us.

When Table 4 is examined, it is seen that 8 students formed metaphors by establishing similarities between Turkish and other languages. When we look at the metaphors that students chose to indicate the similarity between languages, it will be seen that all of them chose words related to the language. 5 of the students likened Turkish to their mother language, 3 of them formed their metaphors writing directly the language name (Arabic, Kurdish). Except for S27 and S28, 6 students stated that they established similarities due to common words between Turkish and Arabic. Student number S27 established similarity between Turkish and more than one language. Student S28 emphasized that the pronunciation is similar with common words in Turkish and Kurdish. Based on these data, it can be thought that students who explain Turkish by associating it with other languages will learn by making use of this relationship in their language learning process. In this context, it is seen that 5% of the Syrian refugees who learn Turkish within the scope of the research perceive Turkish by associating it with Arabic or other languages.

**Table 5.** Metaphors Produced in the Context of the Theme of Need and Their Reasons

No	Metaphor	Reason of the Metaphor
S1	Food	Food is very important for life and Turkish is such a thing because it is very difficult to live without language in Turkey.
S2	Water	It is uninhabitable without the Turkish language in Turkey; its importance is like water.
S3	Sensory Organ	If you do not know the Turkish language, you will live a very difficult life.
S5	Life	I cannot live if I do not know Turkish.
S8	Breath	Because we cannot live without the Turkish language in Turkey.
S9	Water	It is important to learn Turkish.
S11	Sun	Turkish is very important to me.
S13	Life	When I learned Turkish then it will be easier to live in Turkey.
S25	Part of me	It helps me communicate with the Turks.
S30	My second language	For talking to people and studying at school and for living.

<b>S32</b>	My second language	I will live here and in a month, I think I will become a Turkish citizen and go to high school here.
<b>S34</b>	My mother language	It is very important for talking and getting along with people and for studying.
<b>S50</b>	My second language	All of our jobs are here and we need Turkish.
<b>S54</b>	Life	Life is hard without language and everything requires language in Turkey.
<b>S56</b>	Telephone	I cannot live without a telephone and I cannot do without Turkish.
<b>S62</b>	Key	There are many foreign words in Turkish, if I learn that, I will know French, English, Arabic and Persian words. All of them will be like keys to foreign languages for me.
<b>S63</b>	My right hand	I cannot do anything without Turkish.
<b>S67</b>	Life	I did not learn Turkish, life will be very difficult.
<b>S68</b>	Light	Turkish can be very useful in our normal life. At school, here.
<b>S71</b>	Life	I live in Turkey.
<b>S72</b>	Life	It will be very easy to read.
<b>S78</b>	My second language	You can work if you know Turkish. You can study in Turkish schools.
<b>S79</b>	Challenge	I live in Turkey and I have to learn Turkish.
<b>S82</b>	My second language	I am going to live in Turkey, go to college, and live in Turkey until the end of my life.
<b>S89</b>	Water	We do not live without water and it is the same thing in Turkey, we cannot live without language.
<b>S91</b>	My second language	It is important even to go to the doctor.
<b>S97</b>	Dream	When I learn Turkish, I will be able to enter university.
<b>S102</b>	Gold	I have met more people.
<b>S103</b>	Gold	It is important because I live in Turkey.
<b>S104</b>	Water	We have to learn because it matters in every way.
<b>S106</b>	My second language	I should learn Turkish well so that I get along well with my Turkish friends and finish my education.
<b>S107</b>	My second language	I need to speak Turkish everywhere.
<b>S109</b>	Water	We cannot live here without it.
<b>S112</b>	Water	It is necessary to understand and talk to Turks.
<b>S114</b>	Water	Water is the source of our life, our life is about their language in Turkey, and we cannot live without learning.
<b>S116</b>	Water	Because without it we cannot live in Turkey.
<b>S119</b>	Life	I will continue my life here.
<b>S122</b>	Waking up early	I do not like but I have to.
<b>S127</b>	My second language	I am now living in Turkey and I will study university here.
<b>S148</b>	Telephone	I carry Turkish with me. I use it wherever I go.
<b>S149</b>	Water	Turkish is essential for speaking and understanding Turks.
<b>S153</b>	My second language	I will continue in Turkey until the end of my life.
<b>S154</b>	My second language	I want to learn Turkish. Because I want to study in school, university, and I want to deal with people.
<b>S157</b>	My second language	Now I am studying and I want to be an engineer.
<b>S160</b>	Water	The Turkish language is necessary for going to live in Turkey.
<b>S164</b>	Water	I must know Turkish to get along with people because I am in Turkey.
<b>S165</b>	Gold	I live here and Turkish is very important to understand Turkish people.
<b>S169</b>	Water	Everyone should learn Turkish because we live here.
<b>S170</b>	My second language	I will always use this language and I will have Turkish friends.
<b>S171</b>	My mother language	It is a means of communicating with people on a daily basis because I live in Turkey.
<b>S176</b>	Bread	I need it every day.

S178	Glasses	I can understand everything in Turkey because I know Turkish.
S180	Key	I will need him so much in my future life.
S181	Water	I need Turkish language to live in Turkey.
S191	Lawyer	It protects me everywhere.
S200	Food	Whether I like it or not, I have to eat, just like Turkish. I have to learn to live.
S204	Eye	It is required for speaking with Turks, universities, hospitals, banks, shopping.
S212	Life	I live in Istanbul; I want to talk to people.
S213	Light	It will pave an easy path in education in the future.
S220	Money	In the market, bank, hospital, university, they all need language.
S226	Water	It is very important because I live in Turkey.
S228	Life	We live in Turkey.
S230	Water	It is very important because I do live in Turkey.
S231	School	I learned Turkish here and got to know the Turks. I learned a lot.
S232	Homeland	We found a house and could work.

When Table 5 is examined, it is seen that 65 metaphors were created for students to see Turkish as a need. In this context, it is possible to say that the majority of Syrian refugees, who learn Turkish, see Turkish as a need. Students' attention to Turkish can be considered as a factor that will contribute positively to their learning.

When the metaphors about the theme of need are examined, it is seen that metaphors are formed with 24 different expressions. 9 of these metaphors are metaphors repeated by more than one student. These are “gold (3), my mother language (2), key (2), life (9), light (2), my second language (13), water (15), telephone (2), food (2)”. The remaining 15 metaphors were used by only one student. The general characteristics of the metaphors associated with the theme of need are that they are formed with expressions that are directly related to human life such as "water, life, breath, food, eye". This situation is important in terms of showing the degree of need.

Another evaluation that can be reached based on the data in Table 5 is that students indicate their needs for different areas of life. For example, while the student number S97 sees Turkish as a need for his education life, the student number S170 sees Turkish as a need for socialization and daily life, and S91 sees Turkish as a need for healthcare services. Student number S8 sees learning Turkish as a need for seeing as the prerequisite for living in Turkey. Based on these data, it can be said that students generally consider Turkish as a need for educational life, socialization, daily life and in order to benefit from educational life.

**Table 6.** Metaphors Produced in the Context of the Theme of Finding It Confusing and Their Reasons

No	Metaphor	Reason of the Metaphor
S10	Sea	Turkish is a wide and diverse language.
S55	Rain	There are many words, verbs and rules.
S59	Sea	There are various kinds of fish in it. There are various words and rules in Turkish.
S64	Sea	Very complicated.

<b>S81</b>	Sea	There are words in every language.
<b>S99</b>	Sea	There are many different words and verbs in it.
<b>S130</b>	Vegetable Salad	There are many strange words in Turkish. It includes Arabic, French and English. There are words from every country.
<b>S151</b>	Ocean	There is something so complicated inside.
<b>S175</b>	Peacock	There are all colors in the peacock and Turkish is as confusing as it is.
<b>S206</b>	Cocktail	There are words from Arabic, English and many languages in Turkish.
<b>S225</b>	Tone of Istanbul	It is a very complicated language. You live in Istanbul four seasons a day and the language is as confusing as it is.
<b>S233</b>	Cocktail	There are different words in it.

12 metaphors associated with the theme of finding it confusing are seen in Table 6. It is seen that the most metaphor for this theme was created by using the word "sea (5)". However, it is seen that most of the metaphors are composed of "ocean, cocktail (2), vegetable salad, peacock" which contains diversity like the "sea" metaphor. Apart from the metaphors that contain diversity, a student stated that he found Turkish confusing, referring to the uncertainty and variability in the atmosphere of Istanbul. One student also compared Turkish to rain, stating that there are many words and rules in Turkish.

When the reasons for the metaphors are examined, it is seen that the students find Turkish confusing mainly because there are words from different languages in Turkish or because Turkish has many rules. Some students, on the other hand, stated that they find Turkish confusing without stating why they find it confusing.

The fact that students find Turkish confusing can be seen as a factor that will slow down their learning, but the fact that 8% of the students participating in the research have this tendency is positive for the general framework of the research.

**Table 7.** Metaphors Produced in the Context of the Theme of Finding It Easy and Their Reasons

<b>No</b>	<b>Metaphor</b>	<b>Reason of the Metaphor</b>
<b>S38</b>	My mother language	Turkish is a very easy language.
<b>S51</b>	Water	Turkish is a very easy language.
<b>S58</b>	Water	I can speak very quickly, very easily and fluently.
<b>S101</b>	Water	Turkish language is very easy.
<b>S126</b>	My mother language	We learned very quickly after Arabic because there were not many exceptions.
<b>S132</b>	Water	It is very simple and sweet.
<b>S139</b>	Arabic lesson	Turkish was very easy for me and I learned it right away.
<b>S141</b>	Water	Turkish language is very easy and even Turkish is easier than Arabic.
<b>S142</b>	Water	Turkish is easy for us.
<b>S208</b>	Island	Turkish language is like a small island in the sea. I can learn easily.
<b>S229</b>	Water	Easy and simple language.

Table 7 shows 11 metaphors about finding Turkish easy. In this context, it is seen that 7 students emphasized the easy learning of Turkish by creating metaphors with "water". 3 students in the metaphor they established and 1 student stated that learning Turkish is as easy as learning their own language, referring to their own language. Student number S141 even finds Turkish easier than

Arabic. The fact that students find Turkish easy can be considered as a factor that will affect their learning motivation positively.

**Table 8.** Metaphors Produced in the Context of the Theme of Positive Feeling and Their Reasons

No	Metaphor	Reason of the Metaphor
S4	Chocolate	I love chocolate very much and I always eat it like Turkish, I always want to learn Turkish.
S19	My mother language	I love Turkey and I am learning it.
S21	Very nice	It is not too hard and I love it.
S40	My mother language	I love Turkish very much like Arabic.
S41	Coffee	If you add sugar to it, it is sweet, if you do not, it is bitter, but it is all kinds of delicious.
S47	My second language	I love Turkish and I want to learn Turkish a lot.
S52	Bread	Always fresh and hot.
S65	Sea	If you go into it, you will see very good things.
S66	My soul	I am learning with love and I love so much.
S69	Life	Learning Turkish is a very good thing.
S84	Turkish delight	So delicious.
S88	Honey	Very sweet.
S108	Water	It is a good language and I love to speak.
S118	School	It improves me.
S129	Çiğ köfte	Çiğ köfte is both hot and delicious. Like this, Turkish is very good.
S131	Turkish delight	A sweet language
S137	My mother language	Turkish is a very good language. Speaking Turkish makes me very happy.
S138	My mother language	I love it so much.
S152	My second language	I live in Turkey and I love Turkish.
S158	My second language	Turkish is a very good language.
S162	Mother	It gave us all that was beautiful.
S172	Book	I learn something every day, so I love Turkish.
S174	Light	It lights my way.
S179	My mother language	I love this language.
S184	Tulip	I see it more beautiful every day like a tulip and it is very close to my heart.
S186	First step	It is very nice to learn Turkish as a new language.
S187	Love	I loved this language.
S190	Flower	It is a beautiful language.
S202	My mother language	I am learning with love.
S203	Homeland	I love it so much.
S205	Crossword	Very entertaining.
S207	Snow	It is beautiful like snow.
S209	Teacher	It teaches me a lot.
S216	Mona Lisa Painting	It sounds interesting and beautiful in all respects.
S217	Baklava	It is very delicious.
S219	Panda	A nice language.

The metaphors of Syrian refugees who learn Turkish are classified under the theme of positive feeling towards Turkish and the reasons of these metaphors are shown in Table 8. 36 metaphors were identified under the theme of positive feeling. Considering the conditions of the students, it is very important that the theme associated with metaphor is the positive feeling after the theme of need. It is known that one of the biggest factors affecting language learning is motivation. Despite the fact that

the students' presence in Turkey due to the essential conditions of them (the refugees), as students' positive feelings towards Turkish language will increase students' motivation to learn languages and make it easier for them to learn Turkish, it is likely to accelerate their adaptation to Turkey.

When the metaphors classified under the theme of positive feeling were examined, firstly, the students made an analogy on language using the metaphors "my mother language" (6) and my second language (3)". In the reasons written by the students, it is seen that they associate Turkish with their mother language because they love Turkish. For example; while student numbered S40 compared Turkish to his/her mother language, in his/her statement, "I love Turkish very much like Arabic." he/she said. Again, the student numbered S202, who compared Turkish to the mother language, stated in his/her explanation that he/she learned Turkish with love.

When the data in Table 8 is examined, another point that strikes the eye is that students create metaphors with foods and drinks such as "chocolate, bread, Turkish delight (2), honey, çığ köfte, baklava, coffee, and water". Students generally formed metaphors through food and drinks, which have an important place in Turkish culture. This shows that the students who make up these metaphors are also interested in Turkish culture and can associate Turkish culture with Turkish. The metaphors of student S41, who likens Turkish to coffee, and student S217, who likens it to baklava, are examples that clearly demonstrate this situation.

Students expressed their positive feelings towards Turkish with different metaphors. Some students made these metaphors using words related to nature such as "flower, sea, light, snow, tulip and panda". Some students also formed their metaphors by using the words "book, school, teacher" about education. Two students made an abstract reference by preferring the words "love and my soul" in their metaphor. In addition to this class approach, metaphors were created with the expressions "mother, crossword, very nice, life, first step and Mona Lisa painting". None of the metaphors associated with the theme of positive feeling are words that can have a negative connotation, such as the words "dark, storm, snake" when first heard. On the contrary, it can be said that all the metaphors used in this theme are words that have positive connotations. This situation is clearly seen in the reasons of the metaphors written by the students.

**Table 9:** Metaphors Produced in the Context of the Theme of Finding It Difficult and Their Reasons

No	Metaphor	Reason of the Metaphor
S57	Climbing a mountain	Turkish is very difficult.
S60	Ney	It is difficult to pronounce the sounds.
S61	Water	If we do not know how to swim, we will drown.
S105	Fire	We will make a great challenge.
S115	Forest	If you go into the forest, you get lost.
S117	Girl	It is difficult to understand.
S146	Rock	Very heavy.
S147	Rock	Very difficult to remove.
S168	Road	I learned many words in Turkish, there are more words. In a word, Turkish does not end like the road.

As seen in Table 9, 9 metaphors related to finding Turkish difficult have been identified. These metaphors constitute 6% of valid metaphors. The students used the metaphors "fire, climbing a mountain, sea, girl, ney, forest, rock (2), road" to express that they find Turkish difficult. When the prominent metaphors under this theme are examined, it is seen that students with numbers S57, S61, S115, S146, S147 liken Turkish to events that are difficult to surpass in nature. The student numbered S60 emphasizes the difficulty of Turkish pronunciation by saying that it is difficult to pronounce the sounds. On the other hand, the student numbered S117 states that it is difficult to understand Turkish by associating Turkish with girls. Students who form metaphors under this theme find Turkish difficult from different angles. It can be thought that this situation will negatively affect students' motivation towards Turkish, however, as in the theme of finding it confusing, a small part (6%) of the students participating in the research find Turkish difficult. In this context, it can be said that there are not many students who find Turkish difficult.

### **Discussion, Conclusion and Recommendations**

“Successful metaphor comprehension and production involves the ability to understand one entity in terms of another (apparently unrelated) entity.” (Littlemore and Low, 2006: 5). In this context, Syrian refugee students' ability to develop meaningful metaphors for Turkish is above all an indicator of their ability to make sense of the language. In this context, Boylu and Işık (2017: 469) in their study, in which students who learn Turkish as a foreign language determine their perceptions of Turkish through metaphors, stated that the metaphors developed by the students were also in Turkish, students could explain Turkish with a Turkish metaphor without being influenced by their mother languages and cultures, they learned Turkish consciously, their world of thought was not narrow, they could not only speak Turkish as a mold, but also could think in Turkish, they knew the characteristics and language structure of Turkish, and they made a comparison with their mother language. Looking at the metaphors produced by students and their reasons in this study, it can be said that the same features are also valid for Syrian students. This is in line with the opinion of Gabryś-Barker (2017: 80) “metaphors give us a framework for thinking and reflect the way we experience, understand and interact with the world around us”. In other words, it shows that students are aware of both their experiences in the language learning process and how they learn the language, since they produce the correct metaphors for Turkish and explain their metaphors with a logical reason. The next stage of this is an indication that the students can use metaphors in their own speech as well as understanding the speeches that contain metaphors in their daily lives. This situation can be explained by Swain's (2006: 98) ‘*linguaging*’ - “the process of making meaning and shaping knowledge and experience through language” - regarding the use of metaphors in language teaching (cited in Hoang, 2014: 4).

When the results obtained from the research are interpreted together with other studies in the literature, it can be said that Syrian refugees have developed positive metaphors for Turkish as in

Akkaya's (2013) study. Particularly, considering the positive metaphors developed by the students, it is important that some of these metaphors are foods that have an important place in Turkish culture in terms of showing the cultural awareness of these students. As Çalışkan (2009: 92) stated, this is an indicator that culture has an effect on metaphor. In addition, the fact that they produce 141 metaphors showing the perceptions of Syrian young refugees learning Turkish towards Turkish supports the views of Akkaya (2011: 8) that "every metaphor is individual" and Göçer and Tabak (2013: 537) "since each individual has a unique world of thought, the same concept can be attributed to many meanings". When the created metaphors are examined in terms of themes, it is noticed that similar expressions are combined under the same themes. This shows that, as Akkaya (2011) stated, students' perception of Turkish overlaps with each other.

When the findings of the study are evaluated thematically, the fact that there are students who find Turkish both difficult and easy is similar to other studies in the literature (Akkaya, 2013; Boylu and Işık, 2017, Göçen, 2019; Karatay and Kartallıoğlu, 2019).

When an evaluation is made on collecting the metaphors produced by students under the theme of "inter-language relationship", it is understood that the students liken Turkish to their mother language. Similarly, in other studies (Akkaya, 2013, Boylu and Işık, 2017; Göçen, 2019; Erol and Kaya, 2020), the emergence of the same themes is an indication that students compare Turkish with their mother language or other foreign languages they know.

When an evaluation is made on collecting the metaphors produced by the students under the theme of "finding it confusing", it is observed that students attribute this especially to grammar rules, word multiplicity and words taken from other languages and similar reasons. Since these issues are specific to Turkish, similar results have been reached in similar studies on Turkish learners (Karatay and Kartallıoğlu, 2019; Göçen, 2019; Erol and Kaya, 2020).

When an evaluation is made on collecting the metaphors produced by students under the theme of "need", it has been concluded that they see Turkish language as a need to sustain life in Turkey. This is also similar to other studies (Akkaya, 2013; Boylu and Işık, 2017; Karatay and Kartallıoğlu, 2019; Erol and Kaya, 2020). So much so that in the study of Karatay and Kartallıoğlu (2019), it is seen that the metaphors gathered under the "Need to Communicate" category are water and the internet. This is actually a sign that students see Turkish as a need. Likewise, in the study of Erol and Kaya (2020), students' view of grammar as a need reveals the necessity of learning Turkish.

When the 141 metaphors that show the perceptions of Syrian young refugees who learn Turkish in this study are thematically classified, it has been determined that 46% of the students see Turkish as a need, 25% have a positive feeling towards Turkish, 8% find it confusing, 7% find it easy, 6% find it difficult, 5% of them find a similarity between another language and Turkish.



If the themes are examined in terms of their effect on the Turkish learning process, it can be said that the themes of need, positive feeling, finding it easy and similarity between languages have a supportive effect on students' motivation to learn Turkish. On the other hand, it is possible to say that the themes of finding it difficult and finding it confusing have an inhibitory effect on the learning process. From this point of view, it is possible to say that nearly 90% of the students have a supportive perception of their learning processes.

If the metaphors created by the students are examined, it is seen that the metaphors of water (23), my mother language (16), my second language (16), life (10), sea (7), light (4), gold (3), flower (3) are more than 2 repeated metaphors. It is seen that frequently recurring metaphors are classified under different themes. For example; while student numbered S89 compared Turkish to water, he/she stated that he/she could not live without Turkish in Turkey as well as he/she can't live without water. This metaphor is included in the theme of need. Again, using the water metaphor, the student numbered S108 classified this metaphor under the theme of positive feeling, as he stated in his explanation that Turkish is a beautiful language and that he likes to speak this language. Student number S229 is another student who compares Turkish to water. In his/her reason, this metaphor was associated with the theme of finding it easy since this student stated that he/she found Turkish easy. A similar situation was experienced in other frequently repeated metaphors as follows; the "my second language" metaphor is classified under themes of positive feeling and need, the "my mother language" metaphor is in the themes of positive feeling, finding it easy, need and similarity between languages, the "life" metaphor is in the themes of positive feeling and need, the metaphor of "sea" is in the themes of finding it difficult, positive feeling and finding it confusing, the "light" metaphor is in the themes of positive feeling and need, the "gold" metaphor is in the theme of need, and the "flower" metaphor is in the theme of positive feeling. Considering this distribution, it is seen that students can handle Turkish words with different meanings but with a correct association.

When the created metaphors are examined in terms of themes, it is noticed that similar expressions are combined under the same themes. The determinations on this issue are as follows:

The metaphors in the theme of need first consist of expressions that students associate with themselves, such as "my mother language, part of me, sensory organ, eye, life, my second language, breath, my right hand, homeland". In addition, other metaphors under this theme consist of expressions such as "gold, key, bread, sun, light, school, money, water, telephone, food" that every person needs in daily life.

It is possible to examine the metaphors in the theme of positive feeling under two headings. The first of these are metaphors that students can associate with themselves, such as "my mother language, mother, life, first step, teacher, my soul, homeland". The second heading is the food and drinks associated with their flavors; "Baklava, honey, çiğ köfte, chocolate, bread, coffee, Turkish

delight, water". The fact that some of these metaphors are foods that have an important place in Turkish culture is important in terms of showing the cultural awareness of these students.

The metaphors in the theme of finding it confusing are usually created by using expressions that contain or vary in variety such as "sea, tone of Istanbul, cocktail, ocean, vegetable salad, peacock".

It is seen that the metaphors in the theme of finding it easy are usually created by students by likening their mother language or associating it with the easy accessibility of water.

The metaphors in the theme of finding it difficult are usually expressions chosen from nature, emphasizing their compelling aspect. For example; "Fire, climbing a mountain, sea, forest, rock".

The metaphors in the theme of similarity between languages consist of the expressions "my mother language, Arabic, Kurdish".

Based on all these findings, it can be said that Syrian refugee students;

- See the Turkish language as a need to sustain their lives more comfortable and to be able to continue their education in Turkey and explain this with conceptual metaphors that are very important for a person's life,
- Are aware of their own experiences in learning Turkish,
- Learn Turkish by comparing their mother language or other foreign languages they know,
- Learn Turkish with love,
- Have a command of the unique structure of Turkish and explain this with conceptual metaphors that they find confusing in their lives.
- Do not have enough knowledge of Turkish to produce metaphors occasionally.
- Based on the above information, findings and comments, in the relevant literature, studies can be made to determine;
- How effective language teaching with metaphors will be,
- Turkish learners' perceptions of language skills through metaphors,
- Students' perceptions of Turkish and Turkey together.

### References

Akkaya, A. (2011). İlköğretim 8. sınıf öğrencilerinin konuşma kavramına ilişkin algıları. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 7, 1-9. DOI: 10.14520/adyusbd.168

- Akkaya, A. (2013). Suriyeli mültecilerin Türkçe algıları. *EKEV Akademi Dergisi*, 17(56), 179-190.
- Altun, S. A. & Apaydın, Ç. (2013). Kız ve erkek öğretmen adaylarının “eğitim” kavramına ilişkin metaforik algıları. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 19(3), 329-354.
- Arslan, M. & Bayrakçı, M. (2006). Metaforik düşünme ve öğrenme yaklaşımının eğitim- öğretim açısından incelenmesi. *Millî Eğitim Dergisi*, 171, 100-108.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press
- Boylu, E. & Işık, Ö. F. (2017). Türkçeyi yabancı dil olarak öğrenenlerin Türkçeye yönelik algılarının metaforlar aracılığı ile belirlenmesi. *Ana Dili Eğitimi Dergisi*, 5(3), 450-471. DOI: 10.16916/aded.331251
- Boylu, E. & Işık, Ö. F. (2020). Türkçeyi yabancı dil olarak öğrenen Suriyeli mülteci öğrencilerin Türkiye algılarına yönelik metaforik bir çalışma. *Başkent Üniversitesi Eğitim Fakültesi Dergisi*, 7(1), 129-145.
- Ciğerci, F. M. (2020). Turkish and Syrian Students' Perceptions of Peace through Metaphors. *Educational Policy Analysis and Strategic Research*, 15(2), 122-142. DOI: 10.29329/epasr.2020.251.7
- Çalışkan, N. (2009). Metaforların izinde bir yazarın kavramlar dünyasına giriş: Cemil Meriç’in Bu Ülke’ sinde kitap metaforları. *Dil Araştırmaları*, 4, 87-100.
- Çalışkan, N. (2013). Kavramsal anahtar modeli ile metafor ve deyim öğretimi. *Bilig*, (64), 95-122.
- Demirci, K. (2016). Metafor: bir anlatım ve üretim mekanizması. Sarıca, M., Sarıca, B. (Ed.), *Dil Bilimleri Kültür ve Edebiyat içinde*, (ss. 330-343). Ankara: Padam Yayınları.
- Eke Uçan, N. (2019). Edebiyatın metaforik gücü. *Söylem Filoloji Dergisi*, 4(2), 238-253. DOI: <https://doi.org/10.29110/soylemdergi.617460>
- Ekren, C. & Ökten, C. E. (2019). Yabancılar Türkçe öğrenenlerin dil bilgisi öğretimine ilişkin algıları: bir metafor incelenmesi. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 8(3), 1687-1708.
- Eraslan, L. (2011). Sosyolojik metaforlar. *Akademik Bakış Dergisi*, 27, 1-22.
- Erol, S. & Kaya, M. (2020). Yabancı dil olarak Türkçe öğrenenlerin Türkçe dil bilgisine yönelik algılarının çeşitli değişkenlere göre incelenmesi. *International Journal of Language Academy*, 8(3), 390-401. DOI: 10.29228/ijla.43531
- Gabryś-Barker, D. (2017), New Approaches to Multilingualism Research: Focus on Metaphors and Similes. In: Gabryś-Barker, D., Gałajda, D., Wojtaszek, A. and Zakrajewski, P. (Eds.), *Multiculturalism, Multilingualism and the Self: Studies in Linguistics and Language Learning* (pp. 77-95). Dordrecht.
- Göçen, G. (2019). Türkçeyi yabancı dil olarak öğrenenlerin “Türkçenin dil bilgisi”ne yönelik metaforik algısı. *Başkent Üniversitesi Eğitim Fakültesi Dergisi*, 6(1), 28-45.
- Göçer, A. & Tabak, G. (2013). Öğretmen adaylarının ‘görsel okuryazarlık’ ile ilgili algıları. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi Türkçenin Eğitimi Öğretimi Özel Sayısı*, 6(11), 517-541. DOI: 10.14520/adyusbd.450
- Göçer, A. (2013). Türkçe öğretmeni adaylarının ‘kültür dil ilişkisi’ne yönelik metaforik algıları. *Turkish Studies*, 8(9), 253-263. DOI: 10.7827/TurkishStudies.5084

- Hoang, H. (2014). Metaphor and second language learning: the state of the field. *The Electronic Journal for English as a Second Language*, 18(2), 1-27.
- Kafadar, T. & Akengin, H. (2016). 6 ve 7. sınıf öğrencilerinin sosyal bilgiler kavramına ilişkin metaforları. *Uluslararası Alan Eğitimi Dergisi*, 2(1), 33-50.
- Karatay, H. (2016). Iraklı öğrencilerin Türkiye ve Türkçe metaforu. *Yeni Türkiye*, 22(84), 69-72.
- Karatay, H. ve Kartallıoğlu N. (2019). *Moğol öğrencilerin Türkiye ve Türkçe algıları. Bolu Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 19(3), 1016-1028. DOI: 10.17240/aibuefd.2019.19.49440-554935
- Komorowska, H. (2013). Metaphor in language education. In K. Drozdziak-Szelest & M. Pawlak (Eds.), *Psycholinguistic and sociolinguistic perspectives on second language learning teaching* (pp. 57-72). Berlin: Springer.
- Littlemore, J. & Low, G. (2006), 'Metaphoric competence, second language learning and communicative language ability', *Applied Linguistics*, 27(2), 268-294. DOI: 10.1093/applin/aml004
- Mete, F. & Ayrancı Bağcı, B. (2016). Dil ve edebiyata ilişkin algıların metaforlar yoluyla incelenmesi. *Uluslararası Türk Dili ve Edebiyatı Araştırmaları Dergisi*, 5(11), 53-64.
- Nas, E. (2019). Bir metafor çalışması: öğrencilerin rehberlik servisine ilişkin algıları. *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 7(1) 291-301.
- Özgün, B. B., Gürkan, G. & Kahraman, S. (2018). Öğretmen adaylarının bilim ve bilim insanı kavramlarına ilişkin algılarının metafor analizi aracılığıyla incelenmesi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 19(2), 204-225. DOI: 10.17679/inuefd.394780
- Saban, A. (2004). Giriş düzeyindeki sınıf öğretmeni adaylarının “öğretmen” kavramına ilişkin ileri sürdükleri metaforlar. *Türk Eğitim Bilimleri Dergisi*, 2(2), 131-155.
- Saban, A. (2008). İlköğretim I. kademe öğretmen ve öğrencilerinin bilgi kavramına ilişkin sahip oldukları zihinsel imgeler. *İlköğretim Online*, 7(2), 421-455.
- Swain, M. (2006). Languaging, agency and collaboration in advanced second language proficiency. In H. Byrnes (Ed.), *Advanced language learning: The contribution of Halliday and Vygotsky* (pp. 95-108). London, New York: Continuum.
- Tıkman, F., Yıldırım, E. & Şentürk, M. (2017). Göç metaforuna yolculuk: bir fenomenolojik çalışma. *Sosyal Bilimler Dergisi*, 7(14), 104-126. DOI: 10.31834/kilissbd.349853
- Yener, Y. & Atalay, F. (2018). Sınıf öğretmeni adaylarının birleştirilmiş sınıf ve birleştirilmiş sınıf öğretmeni kavramlarına yönelik metaforik algıları. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 18(3), 1822-1840. DOI: 10.17240/aibuefd.2018.18.39790-420762
- Yıldım A. ve Şimşek H. (2011). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayınevi.
- Zhang, F. & Hu, j. (2009). A study of metaphor and its application in language learning and teaching. *International Education Studies*, 2(2), 77-81.