An Examination of Pre-Service Teachers' Metaphorical Perceptions about Turkish Language Lessons Taught through Distance Education

Mesut Bulut (iD)
Atatürk University, Turkey

Abdulkadir Kırbaş (iD)
Atatürk University, Turkey

To cite this article:

An Examination of Pre-Service Teachers' Metaphorical Perceptions about Turkish Language Lessons Taught through Distance Education

Mesut Bulut, Abdulkadir Kırbaş

Article Info	Abstract
	This study aims to determine the mental images created by pre-service teachers regarding Turkish lessons taught within the framework of four basic language skills (listening, speaking, reading and writing) depending on the distance education practices carried out during the COVID-19 epidemic. In this study, phenomenology design, one of the qualitative research designs, was used. Criterion sampling, which is one of the purposive sampling methods, was used to determine the sampling method of the research. The study group of the research consists of 90 teacher candidates, 78 women and 12 men, who participated in the research voluntarily. Pre-service teachers' views on "Turkish lessons taught in the distance education process" were determined through metaphors. In this context, pre-service teachers "Turkish lessons in the distance education process… like/similar; because…" They were asked to fill in the open-ended question form. Content analysis technique was used in the analysis of the obtained data. The general findings of the research are 80 different metaphors related to the Turkish lesson of the teacher candidates participating in the research, and these metaphors were collected in 10 different categories. As a result of the analysis of the findings obtained from the research, it was determined that the pre-service teachers explained Turkish lessons with metaphors that could be described as positive for them, but they also produced some negative metaphors. Especially in the distance education process, it has been determined that negative metaphors are produced due to the problems related to application, communication, interaction, lack of motivation and technological infrastructure arising from systemic problems.

Introduction

Language, which is at the forefront of the qualities that make people human, is the most basic element that enables the expression of emotions, thoughts, and wishes with all their subtleties. In terms of communication and communication, the most developed and mature system in the world is language. Language, which is the most basic element that makes a society a nation, can also be considered as the rings of the chain that acts as a bridge between the past and the future by tightly connecting an individual to his homeland, nation, and history (Aksan, 1995, p.11-13). In this context, the most basic feature that distinguishes and differentiates human beings from other beings is language (Ünalan, 2014, p.4). Language, which is the most basic tool of communication in general,

is also defined as the expression of the need for communication, which is indispensable for human beings. Every nation has its mother tongue. The language/mother tongue spoken by the Turkish nation is Turkish. The Turkish language, with a few exceptions, is the most lawful and regular language that obeys the rules and works like clockwork (Ergin, 2000, p.13). Although the concept of beauty is relative, it gains an objective appearance when set out with scientific criteria. In this context, when looking at the beauty of a language from a scientific point of view, it is necessary to look at the natural harmony and music of the language, the structure, and the natural functioning of the language. From this point of view, Turkish is a language rich in sound and harmony (Hengirmen, 1998, p.33). The Turkish language is one of the languages of the world with extraordinary talent and beauty in terms of its narrative diversity and originality. The Turkish language is a language that has been a means of conveying all kinds of good feelings, knowledge, and manners to the Turkish people since the early ages and played a role as a basic tool in the shaping of their personality (Sayılı, 2001). As revealed in scientific research, educational activities are mainly given through language for example when learners interact with and learn from one another in the form of peer learning, group work, collaborative argumentation, peer feedback (Badali et al., 2022; Banihashem et al., 2022; Latifi et al., 2020, 2021a, 2021b, 2021c; Noroozi, 2018, 2022; Noroozi et al., 2012, 2016, 2016, 2021; Taghizadeh et al., 2022). Therefore, there is a direct relationship between school success and the ability to use the mother tongue. Mother tongue education has an important place in raising the language, which is an important communication tool between teacher and student, to a higher level in every sense. In this context, language development is very important in terms of both education and training because communication in lessons is also based on language. In this context, teachers and students can speak, read, and demonstrate their ability to convey what they have read. Activities in this context can be carried out with verbal communication skills based on language. These include "answering questions, reading, writing, etc." they are also language-related activities. In addition to verbal communication, non-verbal communication ways such as "body movements, eye contact, facial expression, voice change" are also very important (Calp, 2010, p.35).

In Turkey, "Turkish language" lessons are given in faculties and colleges affiliated with higher education. This lesson is aimed to develop students' written and oral communication skills, gain national identity and self-identity through language, to instill language awareness and love of the mother tongue. Despite all these goals, there are problems such as not being able to reach the achievements related to the Turkish lesson at a sufficient level in higher education (Cemiloğlu, 2004, pp.175-178). In this context, there are important problems related to the "Turkish language" lessons taught in universities. The most fundamental problem is the inability to bring "Turkish mother tongue consciousness" to individuals. This state of unconsciousness has brought some negative attitudes told the mother tongue Turkish/Turkish (Karataş, 2013, p. 1881). In addition to the existing problems related to "Turkish language" lessons, new problems have been added with the COVID-19 outbreak. Students' interest in Turkish language lessons through distance education is very low. Therefore, Turkish language courses, which aim to develop linguistic skills and are a kind of "mother tongue education", are a course that must be given in universities, but they are not suitable for teaching through distance education, since "rhetorical practices, construction, and written expression skills" that should be done in these courses cannot be realized (Ömeroğlu, 2018, pp.1080-1081). As a matter of fact, in the research conducted by Özer&Çekici (2020, p.92), although it is positive that Turkish and foreign students can attend courses from outside the campus and that "Turkish language" courses are given by distance education in terms of time management, they do not prefer "Turkish language"

lessons within the scope of distance education. It is seen that they express that they are not motivated and therefore they are indifferent to the lesson. In the research, it was determined that the instructors stated that no positive contribution could be made to the development of the telling skills in this process. According to Korkmaz et al. (2018, p. 7-9), in their study on *"success rates comparison of Turkish language lessons taught by distance learning method at Hacettepe University"*, it is stated that in parallel with technological developments, the use of advanced technology in educational activities is inevitable and temporal and spatial barriers are removed. It has been stated that some positive developments such as equality of opportunity, lifelong learning, ease of self-learning, and affordability have been achieved, especially with distance education. However, although these are positive developments, it has been stated that some problems related to the inability to give interactive lessons, the lack of participation in the lesson, the inability to communicate, and the inadequacy of the technological infrastructure affect the students negatively. In the research conducted by Kan and Fidan (2016) to determine the perceptions of teacher candidates about distance education and "Turkish language" lessons, there are positive situations such as removing time and space barriers and having the opportunity to watch the lesson. However, he also stated that he encountered negative situations such as lack of practice and communication, lack of attention, disorganization, lack of motivation, inability to concentrate on the lesson, and not taking notes in the lesson (p.39-40).

A metaphor, a stylistic tool, or a pedagogical tool is a well-known phenomenon in language. It has a very old research tradition that goes back to Aristotle, and it covers philosophy, linguistics, literary theory, semiotics, stylistics, psychology, pedagogy, etc. It has attracted attention in many disciplines, including subjects (Taverniers, 2004, p.1). Metaphors and similes have been called types of figurative speech since Aristotle. In addition, metaphors are interpreted as similes expressed in other words (Şarkı, 2020, p.91). In this context, it is possible to define metaphor not only as a type of speech based on a visual image but also as rhetoric that colors the text, whether literary or not, and makes it aesthetic (Chueasuai, 2021, p. 381). Metaphor analysis can be used by teacher educators to examine prospective teachers' values, beliefs, and teaching and learning philosophies. In addition, establishing metaphorical dialogues with teacher candidates can play an important role in the development of vocational education identities (Karabay, 2016, p.13). It is seen that metaphors, which are forms of expression that reflect our mental perceptions about concepts (Akan et al., 2014), are used as a tool to investigate metaphorical perceptions about concepts in many fields, especially in educational sciences and social sciences. In this context, it is seen that many studies have been carried out on how some concepts are perceived metaphorically about language education and teaching in the literature.

In the literature; "narration skills" (Aslan, 2020); "speaking and writing" (Altunkaya, 2014); "early literacy" (Saydam, 2022); "speed reading" (Kemiksiz, 2019); "reading" (Karakuş & Kozçetin, 2016; Erdağı Toksun, 2019); "reading skills" (Bayram, 2018); "reading and listening"(Dinçel, 2019); "Turkish"(Boylu&Işık, 2017); "Turkish lesson" (Yemenici, 2021); "Turkish lesson and Turkish teacher"(Taşgın et al., 2018); "Turkish teacher and Turkish lesson" (Oğuz, 2020); "Turkish lesson and Turkish teacher" (Dinçel&Yılmaz, 2018); "Turkish teachers" (Yiğit, 2021); "Teaching Turkish"(Varışoğlu&Ardıç, 2019); "Teaching Turkish" (Yıldırım, 2021); "Turkish textbooks" (Coşkun, 2018); "grammar" (Ekren, 2019); "grammar teaching" (Ekren&Ökten, 2019); "Turkish grammar"(Göçen, 2019); "literature" (Pilav&Uslu Üstün, 2013; Eskimen, 2019; Yazıcı, 2012); "language and

literature" (Mete& Bağcı Ayrancı, 2016); "language" (Derman, 2017; Kökçü, 2019); "language and teaching" (Şimşek, 2014); "language development" (Bulut, 2021); "digital story" (Eroğlu, 2020); "Turkish language course"(Kaya&Eroğlu, 2020); "digital storytelling process" (Demirer&Baki, 2018); "digital book and e-reading"(Karakoç Öztürk, 2021); "digital literacy" (Dedebali, 2020) etc. studies have been carried out on the subject.

As can be seen in the studies in the literature, it is an undeniable fact that there have been some problems in the education and training of Turkish as a mother tongue from the past to the present. With the effect of some problems experienced in teaching technologies in the distance education process, it is seen that there are some problems in verbal communication and nonverbal communication elements in online lessons, especially during the pandemic process. Examining and analyzing the metaphorical perceptions of teacher candidates regarding the problems experienced in the distance education process in mother tongue education and teaching is important in terms of finding solutions to the problems experienced in mother tongue education and teaching. Metaphors, which have an important effect on educational research in this respect, are also defined as "the ability to explain a phenomenon with another phenomenon". Distance education, which gained importance with some developments, especially during the COVID-19 epidemic, and critical examination of the education-teaching activities carried out in this context, emerges as an important research area (Bertiz & Kocaman Karoğlu, 2020; Hebebci, 2021; Ilhan, Kaba, & Sin, 2021; Kaban, 2021a, 2021b; Kaleli, 2021; Kara, 2021; Sendogdu & Koyuncuoglu, 2022). Expectations of teacher candidates, who are important stakeholders in the presentation of quality education, understanding distance education activities, making skill-based lessons effective and efficient, and identifying and eliminating some negative issues mentioned in the lessons are very important in terms of educational activities (Akyuz & Erdemir, 2022; Georgieva & Goranov, 2021; Ozturk & Ozturk, 2022; Sachyani, Gal, & Gross-Yarom, 2022). In this study, in which the metaphorical perceptions of teacher candidates regarding Turkish lessons in the distance education process were investigated, the metaphors, and mental phenomena/images expressed by the teacher candidates were tried to be explained through an open-ended written question form prepared online. It is necessary to investigate the problems related to language education and teaching in the distance education process. The fact that there is no study investigating the metaphorical perceptions of Turkish lessons in the distance education process is considered very important in terms of the originality of the study and its contribution to the literature.This research aims to reveal the perceptions of teacher candidates regarding distance education, which gained more importance with the COVID-19 epidemic period, and the functioning of the "Turkish language" courses held in this context, through metaphors. In line with these purposes, answers to the following questions were sought:

1. With which metaphors do prospective teachers explain their perceptions of Turkish lessons in the COVID-19 distance education process?
2. Under which conceptual categories were the metaphors of the prospective teachers regarding Turkish lessons in the COVID-19 distance education process gathered according to the common characteristics?

Method

Research Design

This research, which aims to determine the perceptions of teacher candidates about the "Turkish language in the

distance education process" with the help of metaphors, is descriptive and qualitative. The phenomenology design was used in the study. Phenomenology aims to reveal our experiences and the meanings we attribute to these experiences (Titchen & Hobson, 2005, p.123). The phenomenology pattern allows us to focus on several phenomena that we are aware of but do not have an in-depth, detailed understanding of. The events, experiences, perceptions, orientations, and concepts that we encounter in the world we live in appear to form in our daily lives. This familiarity does not mean that we understand the facts. Phenomenology provides a suitable research environment to investigate phenomena that are not foreign to us but that we cannot fully comprehend (Yıldırım & Şimşek, 2013, p.78).

Participants/Study Group

The study group of the research consists of 90 pre-service teachers who took the Turkish language lesson in various departments of the education faculty of a university in the spring term of the 2020-2021 academic year, which was selected by the purposeful sampling method. In the selection of the sample, "taking Turkish language lessons in the distance education process" was taken as a criterion. For this reason, criterion sampling, which is one of the purposive sampling types, was used in the selection of the sampling method. "Criteria sampling can consist of units of observation in a study, people with certain qualities, events, objects, or situations. In this case, the units (objects, events, etc.) that meet the determined criteria are taken into the sample" (Büyüköztürk et al., 2020, pp. 94-95). To ensure the internal validity of the research, the determination of the participants was based on voluntariness, and the data and personal information obtained from the participants were kept confidential. PT1...etc. codes/abbreviations are used.

Table 1. Demographic Characteristics of Participants

Department	(*f*)	(%)
Guidance and psychological counseling	22	24.4
Social Studies Education	21	23.3
Turkish Language and Literature Education	12	13.3
Geography Education	5	5.5
Science Education	5	5.5
Painting Education	5	5.5
History Education	4	4.4
Music Education	4	4.4
German Language Education	3	3.3
Physical Education and Sports	3	3.3
Pre-school Education	3	3.3
Philosophy group education	2	2.2
French Language Education	1	1.1
TOTAL	**90**	**100**

According to Table 1, f=22/24.4% of the teacher candidates participating in the research Guidance and Psychological Counseling; f=21/23.3% Social Studies Education; f=13/13.3 Turkish Language and Literature Education; f=5/ 5.5% Geography Education; f=5/5% 5.5% Science Education; f=5/5.5% Art Education; f=4/4.4% History Education; f=4/4.4% Music Education; Physical Education and Sports Department f=3/3.3%, Preschool Education f=3/3.3% and German Education f=3/3.3; Philosophy Group Education f=2/2.2%; French Education is f=1/ 1.1%. The metaphors of the pre-service teachers participating in the research regarding the concept of "spelling" and the findings obtained within the scope of the study are given in tables and interpreted. The frequencies and percentages of teacher candidates' metaphors about "Turkish language lessons in the distance education process" are shown below. It was seen that the pre-service teachers produced a total of 80 metaphors and as a result of the analysis, the metaphors were collected in 10 different conceptual categories.

Data Collection

To determine the metaphorical perceptions of the prospective teachers who participated in the research about the "Turkish language lesson" in the distance education process, Turkish language lessons in the distance education process are "... similar/like to; because..." In the open-ended question form prepared online, the "personal information" section was also included for the pre-service teachers to indicate their gender and education field. In this context, the open-ended question form prepared online was delivered to the students in an electronic environment and filled in. "Qualitative data on the internet has advantages in terms of cost and time efficiency as it reduces collection, transportation, and data transcription costs. It also gives participants flexibility in time and space, giving them more time to reflect and respond to the information being questioned can provide" (Nicholas et al., 2010; quoted by Creswell, 2020, p.161).

Data Analysis

98 pre-service teachers who participated in the research were asked to answer the question about the metaphors they produced in their minds about "Turkish language lessons in the distance education process". Since the answers given by 8 of the pre-service teachers on the subject were in the form of "missing, leaving blank, or more than one answer", they were not included in the study. After this stage, the data were analyzed using the content analysis technique on the answers of 90 participant teacher candidates. The metaphors within the scope of the research were divided into categories and their frequencies and percentages were given. "Content analysis is a research tool used to understand many phenomena in different disciplines. In this study, a content analysis technique was used to evaluate the obtained data. The main purpose of content analysis is to reach the concepts and relationships that can explain the collected data. The data summarized and interpreted in the descriptive analysis are subjected to a deeper process in content analysis, and concepts and themes that cannot be noticed with a descriptive approach can be discovered as a result of this analysis. For this purpose, it is necessary to conceptualize the collected data first and then organize it logically according to the emerging concepts and determine the themes that explain the data accordingly. Concepts lead us to themes, and through themes, we can organize things better and make them more understandable. In this framework, we define the data through content analysis and try to reveal the truths that may be hidden in the data. The basic process in content analysis is to

gather similar data within the framework of certain concepts and themes and to organize and interpret them in a way that the reader can understand" (Yıldırım & Şimşek, 2013, p. 259).

Validity and Reliability

To ensure the reliability of the research, the method of coding the data, which was proposed by Büyüköztürk et al. (2020) and carried out by two researchers, was used. In the validity and reliability phase of this research, which was carried out to determine the opinions of teacher candidates about Turkish language lessons in the distance education process, opinions were received on whether the metaphors produced by referring to the expert opinions represent conceptual categories. Consensus and differences of opinion were determined in line with the reviews made in line with the expert opinions and comparisons were made. In this context, it was calculated using the Miles and Huberman (1994) formula [reliability (consensus/consensus+disagreement) x 100]. It was determined that there was a difference of opinion between researchers and experts in 9 of the 80 metaphors (writing machine, compass, flashlight, tool, bookmark, Turkish book, novel, reading a story, sometimes stress, sometimes happiness). According to the formula of Miles and Huberman (1994) regarding "Turkish lessons in the distance education process" by the pre-service teachers, the percentage of agreement between the coders was calculated as (80/80+9x100) = 90%. When the percentage of agreement is 70% in the reliability calculation, it is accepted that the percentage of reliability has been reached (Yıldırım & Şimşek, 2013). The ethics committee's approval of the research was obtained, the determination of the participants in the research was based on voluntarism, and the data and personal information obtained from the participants were kept confidential.

Findings

The metaphors of the teacher candidates regarding the "Turkish language" lessons in the distance education process are presented under two main headings: the metaphors developed by pre-service teachers regarding Turkish language lessons during the distance education process and "metaphor categories developed by pre-service teachers regarding Turkish language lessons during the distance education process" are shown in Table 2.

Table 2. Metaphors, Frequency, and Percentage of "Turkish Language Lessons in Distance Education Process"

Metaphor	*f*	*%*	Metaphor	*f*	*%*
1. key	3	3.3	41. educational game	1	1.1
2. water	3	3.3	42. TDK (Turkish Language Institution)	1	1.1
3. book	2	2.2	43. course at home	1	1.1
4. YKS (Higher Education Institution Exam) preparation process	2	2.2	44. practical lessons	1	1.1
5. The building's supporting column	2	2.2	45. A lesson that needs to be repeated	1	1.1

Metaphor	*f*	%	Metaphor	*f*	%
6. compass	2	2.2	46. watching/listening to lectures online	1	1.1
7. The foundation of the building	2	2.2	47. prize	1	1.1
8. studying alone	1	1.1	48. user manual	1	1.1
9. novel	1	1.1	49. watching a documentary	1	1.1
10. Turkish book	1	1.1	50. stony roads	1	1.1
11. library	1	1.1	51. high apple branch	1	1.1
12. reading book	1	1.1	52. rules in our life	1	1.1
13. bookmark	1	1.1	53. tree	1	1.1
14. audiobook	1	1.1	54. roots of the tree	1	1.1
15. reading a story	1	1.1	55. leg	1	1.1
16. fundamental knowledge	1	1.1	56. locomotive	1	1.1
17. ınformation only	1	1.1	57. prescribing medicine without examination	1	1.1
18. scientific interview	1	1.1	58. peppermint chewing gum	1	1.1
19. academic language	1	1.1	59. unsalted soup	1	1.1
20. presentation in the conference hall	1	1.1	60. yoga	1	1.1
21. stage of creating scientific research	1	1.1	61. entertainment	1	1.1
22. classical conditioning	1	1.1	62. hiking	1	1.1
23. reinforcement and evaluation	1	1.1	63. watching videos on youtube	1	1.1
24. tool	1	1.1	64. medicine	1	1.1
25. traffic lights	1	1.1	65. a nice chat	1	1.1
26. colors	1	1.1	66. nostalgia	1	1.1
27. lantern	1	1.1	67. doing sports	1	1.1
28. moon	1	1.1	68. good memories of the past	1	1.1
29. stars	1	1.1	69. a shooting star	1	1.1
30. The lantern that illuminates the dark	1	1.1	70. compulsory exam	1	1.1
31. author	1	1.1	71. garden with flowers but no butterflies	1	1.1
32. sea	1	1.1	72. parent reading a fairy tale to an illiterate child	1	1.1
33. river	1	1.1	73. Akbil(smart ticket)	1	1.1
34. treasure	1	1.1	74. car gasoline	1	1.1
35. educational social activity	1	1.1	75. Internet	1	1.1

Metaphor	*f*	*%*	Metaphor	*f*	*%*
36. beginning of lessons	1	1.1	76. robot	1	1.1
37. personal development courses	1	1.1	77. profitable investment	1	1.1
38. professional development	1	1.1	78. uniform	1	1.1
39. open education courses	1	1.1	79. un-focused practices	1	1.1
40. writing machine	1	1.1	80. sometimes stress sometimes happiness	1	1.1
Total				**90**	**100**

When Table 2 is examined, it is seen that a total of 80 metaphors were produced by 90 pre-service teachers. These metaphors are: key(3), water(3), book (2), YKS (Higher Education Institutions Exam) preparation process (2), building's supporting column (2), compass (2), building foundation (2), studying alone (1), novel (1), Turkish book (1), library (1), reading book (1), bookmark (1), audiobook (1), reading a story (1), fundamental knowledge (1), pure knowledge(1), scientific conversation (1), academic language (1), presentation in the conference hall (1), scientific research creation stage (1), classical conditioning (1), reinforcement and evaluation (1), tool (1), traffic lights(1), colors(1), lantern(1), moon(1), stars(1), lantern that illuminates the dark (1), writer(1),sea (1), river(1), treasure (1), educational social activity (1), beginning of lessons (1), personal development courses (1), professional development (1), open education courses (1), writing machine (1), educational game (1), TDK (Turkish Language Institution) (1), course at home (1), practical lessons (1), lesson that needs to be repeated (1), watching/listening to lectures online (1), prize (1), user guide (1), watching documentary (1), stony roads (1), high apple branch (1), rules in our life (1), tree (1), roots of the tree (1), leg (1), locomotive (1), prescribing medicine without examination (1), peppermint chewing gum (1), unsalted soup (1), yoga (1), entertainment (1), hiking (1), watching videos on youtube (1), medicine (1), a nice chat (1), nostalgia (1), doing sports (1), good memories of the past (1), a shooting star(1), compulsory exam (1), garden with flowers but no butterflies (1), parent reading fairy tale to illiterate child (1), smart ticket(Akbil) (1), car gasoline (1), profitable investment (1), robot (1), uniform (1), un-focused practices (1), sometimes stress sometimes happiness (1), emerged in the form of metaphors.

Table 3. Metaphor Categories, Frequency, and Percentage Related to "Turkish language lessons in the distance education process"

Sequence Number	Category	Metaphors	*(f)*	*(%)*
1.	Turkish language category as educator and decision maker	educational social activity (2), YKS (Higher Education Institution Exam) preparation process (2), studying alone (1), beginning of lessons (1), personal development courses(1), professional development(1), open education courses(1), writing machine (1), educational game(1), TDK (Turkish Language Institution)(1), the course at home (1),	22	24.5

		practical lessons (1), a lesson that needs to be repeated (1), watching/listening to lectures online (1), prize (1), user manual(1) watching a documentary(1), stony roads(1), high apple branch (1), rules in our life (1)		
2.	Turkish language category as an expression of science and being scientific	book (2), novel (1), Turkish book (1), library(1) , reading book(1), bookmark (1), audiobook (1), reading a story(1), fundamental knowledge (1), information only(1), scientific interview(1), academic language(1), presentation in the conference hall (1), stage of creating scientific research (1), classical conditioning(1), reinforcement and evaluation (1)	17	18.9
3.	Turkish category as enlightening and guiding	key(3), compass(2), tool (1), traffic lights(1), colors(1), lanter (1), moon (1), stars (1), the lantern that illuminates the dark (1) author(1),	13	14.4
4.	Turkish language category as a therapeutic and relaxing expression	Yoga (1), entertainment (1), hiking (1), watching videos on youtube (1), medicine (1), nice chat(1), nostalgia (1), doing sports (1), good memories of the past (1)	9	10.0
5.	Turkish language category as a rooted and carrier element	The building's supporting column (2), The foundation of the building (2), tree(1), roots of the tree (1), locomotive(1), leg(1)	8	8.9
6.	Turkish language category as a negative expression	a shooting star (1), exam (1), garden with flowers but no butterflies (1), un-focused practices (1), parent reading fairy tale to the illiterate child (1), sometimes stress sometimes happiness (1)	6	6.7
7.	Turkish language category as an eternal treasure with vital value	water (3), sea (1), river (1), treasure (1)	6	6.7
8.	Turkish language category as a tool-equipment expression	smart ticket (Akbil)(1), car gasoline (1), Internet (1), robot (1)	4	4.4
9.	Turkish language category as workaround expression	prescribing medicine without examination (1), peppermint chewing gum (1), unsalted soup(1),	3	3.3
10.	Turkish language category as an expression of accumulation and being official	profitable investment(1), uniform(1)	2	2.2
	TOTAL		**90**	**100**

The metaphor categories related to Turkish language lessons taught in the distance education process are given below.

Turkish Language Category as Educator and Decision Maker

In this category; there are 23 teacher candidates and 20 metaphors. These metaphors; It is seen that most metaphors as a category among the metaphors produced by the teacher candidates participating in the research are in the category of "Turkish language category as educator and decision maker". It is seen that various metaphors are produced by evaluating Turkish lessons, educational activities/activities, and the efforts made in this context as a manifestation of the effort in the distance education process. Turkish lessons have been tried to be explained by suggesting metaphors through some tools and materials. In this category, Turkish lessons in the distance education process are explained with some pedagogical elements. In this context, " "educational social activity" as behavior change activities, "studying alone" with low interaction and effective individual learning, "YKS (Higher Education Institutions Exam) preparation process" are evaluated as a process that includes exam preparation. As the basis of "courses", "personal development courses" in terms of contributing to the development of the individual, "professional development" in terms of providing the necessary information for professional development, open education such as "open education courses", because far, writes. "writing machine"for activities and assignments, "educational game" to ensure development in all aspects, "TDK(Turkish Language Institution)" for its functions as an institution for gaining oral and written expression skills, "home-based games" specially given for efficient teaching of the course. Since "courses" and "applied lessons" are provided in a classroom environment and applications are included, the deficiencies arising from online education are eliminated. "Lesson to be repeated", "listening to the subject on the Internet", since there is little interaction, "reward" labor and the "user manual" in return for effort is wrong with the function of correcting some information we do not know or know, "documentary" because it is entertaining and instructive. Metaphorical perceptions are explained by analogies of "following", "stony roads" in terms of difficulties experienced in the learning-teaching process, "apple in the high branch" and "rules in our lives" because it is difficult and difficult to reach. because it is done according to a certain rule and order. Turkish lesson in the distance education process of the teacher candidates participating in the research; It is seen that they define it as a disciplined study based on rules, requiring repetition, intense individual learning, educational games, and entertaining activities. In the research conducted by Kan&Fidan (2016), in which students' perceptions of teaching Turkish lessons through distance education were discussed, it was determined that there were positive situations such as watching the lessons from the archive within the scope of individual learning. It has emerged that learning is permanent and independent of time and place. In this respect, there are similarities with the results obtained in the research., studying alone (1), YKS (Higher Education Institution Exam) preparation process (2), beginning of lessons (1), personal development courses (1), professional development (1), open education courses (1), writing machine (1), educational game(1), TDK (Turkish Language Institution)(1), the course at home (1), applied courses(1), lesson to be repeated(1), listening to topics on the internet(1), prize (1), user manual (1), watching a documentary (1), stony roads (1), high apple branch (1), rules in our life (1).

The opinions of some pre-service teachers in this category are direct as follows:

PT$_{11}$: "Turkish language lessons are like a user manual for me. With this lesson, we can make mistakes that we unconsciously make in our daily life, 'Oh, is that so!' It's a nice, fun twig that we corrected."

PT$_{30}$: "Turkish language lessons were like personal development courses in the distance education process. Because we did not see only theoretical issues such as spelling mistakes and punctuation marks. We had the chance to try on issues that would make life easier for everyone, such as how to write the right petition, report, article, and which rules to follow."

PT$_{68}$: "It is like watching a documentary because it was a fun and instructive lesson environment like watching documentaries."

PT$_{78}$: "It is like a course at home. Because we got a lot of efficiency in all lessons with our teacher"

PT$_{89}$: "In the distance education process, I liken the Turkish language lessons to the studying process in which I prepare for the YKS (YKS (Higher Education Institutions Exam) exam. Because in the distance education process, Turkish language lessons are like listening to video lessons."

Turkish Language Category as an Expression of Science and Being Scientific

There are 17 pre-service teachers and 16 metaphors in this category. These metaphors; book (2), novel(1), Turkish book (1), library(1), reading book(1), bookmark (1), audiobook(1), reading story(1), fundamental knowledge(1) ınformation only (1), scientific speaking (1), academic language (1), lecture hall presentation (1), stage of creating scientific research (1), classical conditioning (1), reinforcement and evaluation (1). The opinions of some pre-service teachers in this category are direct as follows:

PT$_{40}$: "It is just like reading information. Because there is no one-to-one interaction between the teacher and the student."

PT$_{48}$: "It's like a library because it adds to my general culture and broadens my horizons."

PT$_{76}$: "It is similar to a course that teaches article writing and requires academic language.
Because we read articles and prepare assignments in classes. While doing these, we learn the academic language."

PT$_{79}$: "Turkish lessons in the distance education process are like a book because they provide a lot of knowledge and experience."

PT$_{90}$: "Turkish lessons were like a scientific conversation in the distance education process. Because the lessons are taught in a friendly chat environment and in an environment where the scientific content required by the lesson is shared completely, even more."

The Turkish Category is used as an Enlightening and Guiding Expression

There are 13 teacher candidates and 10 metaphors. These metaphors; key (3), compass (2), tool (1), traffic lights (1), colors (1), lantern (1), moon (1), stars (1), and lantern that illuminates the dark (1), author (1).
The opinions of some pre-service teachers in this category are direct as follows:

PT$_8$: "Turkish language lessons are like a compass because, in this process, students easily lose their way and newcomers are afraid of the road. Thanks to this course, students will be enlightened and make sense of their path."

PT**19**: "I liken the lesson to a lantern because learning new information about my language and exchanging ideas about them makes my day brighter like a flashlight."

PT**45**: "It is like a lantern that illuminates the darkness. Because in the Turkish Language course, we learned many subjects that we had not seen until the university process. We understood how to write a thesis, article, and many other types of writing correctly. We learned from our mistakes and learned to write correctly."

PT**86**: "It is similar to traffic lights because it allowed us to communicate correctly by providing control in today's days when there is no practice in education."

Turkish Language Category as a Therapeutic and Relaxing Expression

In this category; there are 9 teacher candidates and 9 metaphors. These metaphors; are yoga (1), entertainment (1), hiking (1), watching videos on youtube (1), medicine (1), nice chat (1), nostalgia (1), doing sports (1), good memories of the past (1). The opinions of some pre-service teachers in this category are direct as follows:

PT**10**: "Turkish language lessons in the distance education process are similar to good memories of the past because those who do not know their past cannot direct their future."

PT**31**: "In the distance education process, I compared Turkish language lessons to hiking in nature, because I felt like I saw and learned sounds and objects that I had not noticed or heard before."

PT**41**: "I liken it to doing sports. Because just as doing sports shapes our bodies and makes them healthy, Turkish language lessons help us to shape our mother tongue Turkish and use it more efficiently."

PT**66**: "Turkish language lessons in the distance education process are similar to yoga because it has a relaxing structure."

Turkish Language Category as a Rooted and Carrier Element

In this category; there are 8 teacher candidates and 6 metaphors. These metaphors; the Turkish language category as a rooted and carrier element building's supporting column (2), foundation of the building (2), tree (1), roots of the tree (1), locomotive(1), leg(1). The opinions of some pre-service teachers in this category are direct as follows:

PT**1**: "Turkish language course can be likened to the foundation of a building. Because the Turkish language course plays an important role in issues such as the strong standing of the culture of the society we belong to, its transfer to future generations, and the use of the information we have learned and will learn about our field."

PT**4**: "Turkish language lessons are like legs because the national language values that sustain individuals are transmitted through this lesson and support individuals."

PT**38**: "It is similar to the roots of the tree because literature is like a root, that is, if our roots are strong, we will be more knowledgeable and more developed if we include both speech and writing, or poetry and novels."

PT**53**: "Turkish language lessons are like a tree, because the more you water the tree, the more you get rewarded. If we listen to the Turkish language lesson and put effort into the lesson, it will be beneficial for us in many things that we will use in our daily life."

Turkish Language Category as a Negative Expression

In this category; there are 6 teacher candidates and 6 metaphors. These metaphors; a shooting star (1), exam (1), garden with flowers but no butterflies (1), un-focused practice (1), parent reading a fairy tale to the illiterate child (1), sometimes stress sometimes happiness (1). The opinions of the pre-service teachers in this category are direct as follows:

PT$_3$: "Turkish lessons in the distance education process are similar to parents who read fairy tales to children who cannot read because since we are educated with technology, the teacher is more in the center, the student is more passive in the classroom, and the listening position and application areas of the students are more limited compared to face-to-face education.

PT$_{13}$: "Turkish language lesson is like a shooting star. Because when the star falls, people make wishes and wait for them to come true. What I learned in Turkish Language class becomes my wish. And it will happen when I become a teacher and get feedback from my students to my questions."

PT$_{33}$: "Turkish language lessons in the distance education process are like un-focused practices because the academic use and application of the Turkish language require face-to-face education."

PT$_{67}$: "I see the Turkish Language lessons in distance education as an exam that I have to take. Because attending the class is mandatory, and attending the class is a boring job in distance education."

PT$_{74}$: "It is like a garden with flowers but no butterflies. Because Turkish language lessons are better in face-to-face education."

Turkish Language Category as an Eternal Treasure with Vital Value

In this category; there are 6 teacher candidates and 4 metaphors. These metaphors; are water (3), sea (1), river (1), and treasure (1). The opinions of the pre-service teachers in this category are direct as follows:

PT$_{18}$:" Turkish language lessons are like treasure. Because the Turkish language is the most important thing."

PT$_{37}$: "I liken it to a river because it continues to flow and preserve its characteristics no matter how many obstacles arise."

PT$_{43}$:" It is like water. Because water is a basic human need and the Turkish language is a basic need that is at least as necessary for us as water."

PT$_{88}$: "Turkish language lessons are like the sea. Because the information is too much."

Turkish Language Category as a Tool-equipment Expression

In this category; there are 4 teacher candidates and 4 metaphors. These metaphors; are smart ticket (Akbil) (1), car gasoline (1), internet (1), and robot (1). The opinions of the pre-service teachers in this category are direct as follows:

PT$_{22}$: "Turkish Language lessons are like the smart ticket (Akbil) in the distance education process, because the more you upload, the more you can use."

PT$_{49}$: "I likened it to a knowledge robot where I had to strive to learn something because we were not

very active in every lesson."

PT₇₃: "Turkish language lessons are like the internet in the distance education process. Because it gives useful information that we can come across in all areas of life."

PT₇₅: "Turkish language lessons in the distance education process are like gasoline in a car. Just as a car without gasoline does not work, other lessons cannot be fully understood without these lessons. With the importance given to these lessons, it becomes more meaningful in other lessons as a whole."

Turkish Language Category as Workaround Expression

In this category; there are 3 teacher candidates and 3 metaphors. These metaphors; are prescribing medicine without examination (1), peppermint chewing gum (1), unsalted soup (1). The opinions of the pre-service teachers in this category are direct as follows:

PT₅₄: "In the distance education process, the Turkish language is like prescribing medicine without examination. Because it is very unlikely that an important field such as grammar can progress with distance education."

PT₃₉: "Mint is like peppermint chewing gum, it will burn you when you first taste it, but you will feel better as you get used to it."

PT₄₀: "Turkish language lessons in the distance education process are like unsalted soup. Because the subjects are covered in the lessons, but effective interaction is not provided at all."

Turkish Language Category as an Expression of Accumulation and Formality

In this category; there are 2 teacher candidates and 2 metaphors. These metaphors; profitable investment (1) is uniform (1). The opinions of the pre-service teachers in this category are direct as follows:

PT₄₇: "It is like a 'profitable investment'. Because in this process, I gained a lot of things in the Turkish language lessons that will be useful for me in the future, both in my personal and professional life."

PT₅₇: "It is similar to a uniform because if you learn the Turkish language lesson like the uniform and participate in life and wear it, you will not be able to understand that you are studying."

Conclusion, Discussion, and Recommendations

This research is to determine the perceptions of teacher candidates about the metaphors they have in the "Turkish language in the distance education process" lessons and to classify some of the metaphors that have emerged on the subject under certain conceptual categories. The participants of this research, 90 pre-service teachers, produced a total of 80 different metaphors. These metaphors obtained from the research were collected in ten categories. These categories are; the Turkish language category as educator and decision maker, Turkish language category as an expression of science and being scientific, Turkish category as enlightening and guiding, Turkish language category as a therapeutic and relaxing expression, Turkish language category as a rooted and carrier element, Turkish language category as a negative expression, Turkish language category as an eternal treasure with vital

value, Turkish language category as tool-equipment expression, Turkish language category as workaround expression, Turkish language category as an expression of accumulation and being official.

When we look at the explanations of the metaphors produced by the pre-service teachers after the conjunction "because" at the root of the problem, it is seen that "positive" metaphors are in the majority, but they also produce metaphors that can be interpreted in a negative sense. It has been described as "negative" due to some problems arising from distance education. In general, the metaphors produced by pre-service teachers are "positive": key (3), water (3), book (2), support column of the building (2), compass (2), foundation of the building (2), novel (1), Turkish book(1), library(1), reading book(1), bookmarking(1), audiobook(1), reading a story(1), fundamental knowledge (1) , scientific interview (1), academic language (1), scientific research phase (1), reinforcement and evaluation (1), tool (1), traffic lights (1), colors (1), lantern (1), moon (1), stars (1), lantern that illuminates the dark (1), author (1), sea (1), river (1), treasure (1), educational social activity (1), beginning of lessons (1), personal development courses(1), professional development(1), writing machine (1), educational game (1), TDK (Turkish Language Institution) (1), home course (1), applied lessons (1), listening to computer-related topics internet (1), prize (1), user manual (1), watching documentary (1), rules in our life (1), tree (1), roots of tree (1), leg (1), locomotive (1), yoga (1), entertainment (1), hiking (1), medicine (1), nice chat (1), doing sports (1), good memories of the past (1), smart ticket (Akbil) (1) , car gasoline (1), internet (1), profitable investment (1), uniform (1). Metaphors that can be described as "negative" produced by pre-service teachers on the subject; parent reading fairy tales to the illiterate child (1), lecture hall presentation (1), open education courses (1), classical conditioning (1), unfocused practices (1), a lesson that needs to be repeated (1), pure knowledge (1), prescribing medicine without exam (1), apple in the higher branch (1), YKS (Higher Education Institution Exam) preparation process (2), compulsory exam (1), watching videos on YouTube (1), robot (1), a shooting star (1), studying alone (1).

Participants' metaphors that can be defined as "both positive and negative"; peppermint gum (1), unsalted soup (1), stony roads (1), a garden with flowers but no butterflies (1), sometimes stress, sometimes happiness (1). When the data obtained from the research were analyzed, f= 71, 78.1% of the participants were "positive"; f=14, 15.5% "negative"; f=5, 5.5% produced metaphors as "both positive and negative". In the distance education process, pre-service teachers produced two or more metaphors for the Turkish lesson; Key (f=3, 3.3%), water (f=3, 3.3%), book (f=2, 2.2%), YKS (Higher Education Institution Exam) preparation process (f=2, %) 2.2), carrier of the building column (f=2, 2.2%), compass (f=2, 2.2%), the foundation of the building (f=2, 2.2%) were made by a total of 16 participants and these participants f= 16, proportionally 17.7%; In addition, it was determined that the participants were f=74 and 82.3% proportionally, one for each of the participants.

When the metaphors created by the pre-service teachers regarding "Turkish language lessons in the distance education process" are categorically classified according to the metaphor intensity, it is seen that the category with the most metaphors is the "Turkish language category as educator and decision maker". In this category, it is seen that 20 different metaphors were produced by the participants, and f=22, 24.5% of the participants were in this category. This category is followed by the "Turkish language category as an expression of science and being scientific". It was determined that the pre-service teachers produced 16 different metaphors in this category, and f=17, 18.9% of the participants were in this category. In the "Turkish category as enlightening and guiding"

following this category, it was determined that the participants produced 9 different metaphors and f = 13, 14% of the participants were in this category. It is seen that they produced 9 different metaphors in the "Turkish language category as a therapeutic and relaxing expression", which ranks fourth according to the number of participants, and f = 9, 10.0% of the participants took place in this category. In the fifth place according to the number of participants, it was determined that the pre-service teachers produced 6 independent metaphors in the category of "Turkish language category as a rooted and carrier element" and f=8, 8.9% of the participants were in this category. Six different metaphors were produced in the "Turkish language category as a negative expression", which ranks sixth according to the number of participants, and it was seen that f=6, 6.7% of the participants were in this category. In the category of "Turkish language category as an eternal treasure with vital value", which ranks seventh according to the number of participants, 4 metaphors were produced independently by the teacher candidates and it was seen that f=6, 6.7% of the participants were.

In the "Turkish language category as the tool-equipment expression", which ranks eighth according to the number of participants, it was determined that the participants produced 4 independent metaphors and f=4, 4.4% of the participants were in this category. In the "Turkish language category as workaround expression", which ranks ninth according to the number of participants, it was determined that the pre-service teachers produced 3 different metaphors and f=3, 3.3% of the participants were in this category. Finally, in the category with the least number of participants in the category of "Turkish language category as an expression of accumulation and being official", it was determined that the pre-service teachers produced 2 different metaphors and f=2, 2.2% of the participants were in this category.

It is seen that most metaphors as a category among the metaphors produced by the teacher candidates participating in the research are in the category of "Turkish language category as educator and decision maker". It is seen that various metaphors are produced by evaluating Turkish lessons, educational activities/activities, and the efforts made in this context as a manifestation of the effort in the distance education process. Turkish lessons have been tried to be explained by suggesting metaphors through some tools and materials. In this category, Turkish lessons in the distance education process are explained with some pedagogical elements. In this context, "educational social activity" as behavior change activities, "study alone" with low interaction and effective individual learning, and "YKS (Higher Education Institutions Exam) preparation process" are evaluated as a process that includes exam preparation. As the basis of "courses", "personal development courses" in terms of contributing to the development of the individual, "professional development" in terms of providing the necessary information for professional development, open education such as "open education courses", because far, writes. "Writing machine" for activities and assignments, "educational game" to ensure development in all aspects, "TDK (Turkish Language Institution)" for its functions as an institution for gaining oral and written expression skills, and "The course at home" especially given for efficient teaching of the course. Since "courses" and "applied lessons" are provided in a classroom environment and applications are included, the deficiencies arising from online education are eliminated. "lesson to be repeated", "listening to the subject on the internet", since there is little interaction, "prize" labor and the "user manual" in return for effort is wrong with the function of correcting some information we do not know or know, "documentary" because it is entertaining and instructive. Metaphorical perceptions are explained by analogies of "following", and "stony roads" in terms of difficulties experienced in the learning-

teaching process, "high apple branch" and" rules in our life" because it is difficult and difficult to reach. Because it is done according to a certain rule and order. Turkish lesson in the distance education process of the teacher candidates participating in the research; It is seen that they define it as a disciplined study based on rules, requiring repetition, intense individual learning, educational games, and entertaining activities. In the research conducted by Kan and Fidan (2016), in which students' perceptions of teaching Turkish lessons through distance education were discussed, it was determined that there were positive situations such as watching the lessons from the archive within the scope of individual learning. It has emerged that learning is permanent and independent of time and place. In this respect, there are similarities with the results obtained in the research.

In terms of metaphor density, the "Turkish language category as an expression of science and being scientific" is ranked second by the pre-service teachers participating in the research. The participants explained the Turkish language lessons in the distance education process with some metaphors expressing science and scientificity. It has been likened to a "book" in terms of providing a lot of knowledge and experience, a "novel" as it contains many subjects analyses and various facts, and a "Turkish book" to which the subjects are related. It has been likened to a "library" with its contributions to the Turkish language, general culture, and horizon. As it is understood, every lesson turns into a "reading book" as an expression of a reading understanding, a "bookmark" with its effect on progress and development, and an "audiobook" because it takes place in parallel with its spread. "Reading stories" with the function of understanding and remembering certain things, "fundamental knowledge" because it contains basic information about language skills such as listening, speaking, reading, and writing, "pure knowledge", It has been likened to "scientific conversation" in terms of teaching a scientific content and sincere conversation, and to "academic language" due to the activities carried out within the scope of academic text (writing) applications. It has been likened to a "presentation in the conference room" for reasons such as the relative lack of interaction and the fact that the student is a bit more passive. Due to the aspects of creating an academic writing culture, the "scientific research creation phase", internet outage, etc. It is explained with "classical conditioning" depending on the conditioning based on the possibility of experiencing a negative situation at any time due to some technological negativities. It is explained by "reinforcement and evaluation" with the function of a measurement tool, based on the reinforcement and evaluation of some information learned in the past. Pre-service teachers who took Turkish lessons in the distance education process; includes subject analyzes and various facts, which are dominated by knowledge and experience, increase the general cultural level of individuals, enrich the academic language and writing culture, and open their horizons. At the same time, in this category, it is seen that the participants define Turkish language courses in the distance education process as a book dominated by grammatical rules that feed and support four basic language skills, especially verbal communication skills, which are indicators of intellectuality. On the other hand, it is seen that the pre-service teachers who participated in the research define the Turkish course as a process in which theoretical information is given intensively in the distance education process, the student becomes passive and the interaction in the course decreases. In addition, pre-service teachers stated that they encountered some negative situations based on technological infrastructure, especially the lack of application. In the research conducted by Türküresin (2020) on distance education applications, it was determined that teacher candidates experience disadvantages such as "the impermanence of learning, problems arising from measurement and evaluation, disciplinary problems, internet problems, system problems and lack of interaction." Karakus et al. (2020), in a study, it was found that the risk of

the distraction of teacher candidates in the distance education process is high, technical problems, infrastructure and technical tool costs related to the system, etc. problems have been identified. The same in this context, regarding the education and training activities in the COVID-19 epidemic period by Özer and Turan (2021); as a result of the research, they stated that the distance education process negatively affects some factors such as affecting motivation, self-control, classroom interaction and quality in education.

Turkish language lessons in the distance education process in the "Turkish language category as an enlightening and guiding expression" by the teacher candidates participating in the research; It has been expressed with some categorical views such as enlightening, informing, and guiding. Turkish language lessons in this category; elimination of language deficiencies is explained with "key" as the basis of learning the rules of making the language effective and efficient; the "compass", which has the function of teaching the language by guiding; "tool" as a means of laying the groundwork, training and getting to a good place; "traffic lights" with the function of acquiring skills related to correct communication; to "colors" as they play an important role in an effective and accurate depiction of something; "lantern", which is the function of light in illuminating the individual by gaining language skills correctly; to the "moon" in terms of being bright like light; "stars" presenting information on language skills attractively and aesthetically; "the lantern that illuminates the dark" because of its function in teaching unknown subjects; metaphors have emerged in terms of resemblance to certain knowledge and adherence to rules "author". Teacher candidates participating in the research "as enlightening and guiding"; It has been determined that the place where knowledge and experiences are gathered, the key and tool of language learning, the set of values that add color to life and enlighten individuals, as the basic elements of effective communication. In the distance education process, the Turkish course was included in the "Turkish category as a therapeutic and relaxing expression" by the pre-service teachers who participated in the research; explained with some soothing and comforting metaphors. Turkish language courses in this category; "yoga" in the sense of providing spiritual comfort and peace is used as "entertainment" because it is practiced pleasantly, "walking in hiking" with its functions such as resting, getting oxygen in the fresh air, discovering new things and improving oneself. "watching videos from YouTube" as it is thought to be one-way due to lack of interaction and communication; "medicine" with its problem-solving and eliminating features, due to functions such as eliminating deficiencies and correcting mistakes; to a "nice conversation" because of the conversational mood and the pleasant way it is; to "nostalgia" in terms of reminding good things; "doing sports" because it gives healthy information about language skills; It has been likened to "good memories of the past" with its functions of reminding history and culture. In the "Turkish language category as a therapeutic and relaxing expression", the participants took Turkish language courses in the distance education process; it is seen that they explain cultural values by keeping a mirror to the past, a healthy field of occupation with its spiritually peaceful and calming aspects, and a source of reference with its happy and problem-solving qualities. According to the results of the research conducted by Özer and Turan (2021) and Hakkari (2018), as a result of the researches, the distance education process of the teacher candidates; It was determined that they stated that they liked distance education because they could listen to the lessons on the internet from anywhere and anytime in a comfortable and calm environment. Although there are opinions that can be described as positive in the "Turkish language category as a therapeutic and relaxing expression", some participants took Turkish language lessons in the distance education process; It has also been determined that they

define it as the expression of a process in which there is a lack of interaction because it is based on one-way communication.

In this respect, besides positive metaphors, some opinions can be described as negative. In some studies in the literature on this subject, some findings support these views regarding the lack of interaction in the distance education process (Kan & Fidan, 2016; Korkmaz et al., 2018; Karakuş, et al., 2020; Özer & Turan, 2021; Gürer et al., 2016; Güven & Uçar, 2021; Karatay et al., 2021; Başaran et al., 2020). Turkish language lessons in the distance education process in the "Turkish language category as a rooted and carrier element" by the teacher candidates participating in the research; the basis is explained with some basic metaphors. Turkish language courses in this category; to the "the building's supporting column", as it gives a solid foundation of language skills; to the "the foundation of the building" because of its function as a solid foundation; to "tree" in terms of requiring maintenance and labor; "to the roots of the tree" for their function, such as giving some information essential to language skills; It has been likened to a "locomotive" because of its features such as giving basic information and dragging it after it. The carrier is likened to a "leg" in terms of maintaining its existence due to its function of transferring national and cultural values. Turkish language lessons in the distance education process in the "Turkish language category as a rooted and carrier element" by the teacher candidates participating in the research; It is understood that they express it as a system of knowledge that preserves and transmits national and cultural values, whose roots are firmly connected, and which requires effort and effort to learn, and which are dragging elements.

In the distance education process, Turkish language lessons were tried to be explained by associating them with "negativity" in general in the "Turkish language category as a negative expression" by the teacher candidates participating in the research.

Turkish language lessons in this category; to a "shooting star" in the direction of passing suddenly, unexpectedly; "exam" as an expression of the exams taken in cases arising from necessity, necessity; to the "garden with flowers but no butterflies" as an expression of lack, negativity, as an expression of the absence of an absolute existence as part of its composition and as a complementary element; "un-focused practices" due to lack of focus and interaction; to the "parent reading a fairy tale to the illiterate child" as an expression of one-sided and lack of interaction; It has been likened to "sometimes stress, sometimes happiness" as an expression of a situation that sometimes resembles distress and sometimes rejoicing. In the category of "Turkish as an expression of negativity", it was determined that the participants saw the Turkish lessons in the distance education process as an expression of stress and distress that emerged suddenly and suddenly, arising from need and necessity. According to the results of the research conducted by Eroğlu and Kalaycı (2020) according to the results of the research on the teaching of Turkish language courses within the scope of distance education; It has been determined that there are some negative situations such as the scarcity of methods and techniques in online courses, simple content, superficial measurement and evaluation, and lack of effective teaching.

Turkish language lessons in the distance education process in the "Turkish language category as an eternal treasure with vital value" by the teacher candidates participating in the research; explained some important, valuable, and

protected concepts. Turkish language courses in this category; to "water" as it forms its foundation and source; to the "sea" because it contains deep information; to the "river" with its continuity, continuity and flow characteristics; It has been likened to a "treasure" because it is the most valuable. Turkish lessons in the distance education process of teacher candidates; It is seen that they define it as an invaluable sea of knowledge that provides a source and basis for other disciplines and requires continuity and continuity.

The Turkish language lessons in the distance education process were tried to be explained by associating them with "tools and equipment" in the "Turkish language category as a tool-equipment expression" by the teacher candidates participating in the research. Turkish language courses in this category; "smart ticket (Akbil)" with the vehicle function that enables traveling by loading a certain amount of money at any desired rate; to "car gasoline" as the expression of the energy that keeps a machine running; to the "internet" with the function of giving information that is important for the individual; since it is not possible to be active in the lesson, it has been likened to a "robot" as an expression of the mood with the effect of online education. In the "Turkish language category as a tool-equipment expression" of the participants, Turkish language lessons in the distance education process; have described the energy source that can be used in case of need, that enables distance and travel, and gives power, as the "information store" that is used when access to information is needed. However, one of the participants emphasized that in the category of Turkish language as an expression of equipment, Turkish language lessons in the distance education process also have an aspect that "pacifies and mechanizes individuals".

In the "Turkish language category as workaround expression" by the teacher candidates participating in the research, Turkish language lessons in the distance education process were explained by associating them with "workaround". Turkish language lessons in the distance education process in this category; to "prescribing medicine without examination" in the context of producing a temporary solution without real knowledge of the issue; to "peppermint chewing gum" with its solution-oriented function, even if its taste is disturbing at first; although it is an image, it has been likened to "unsalted soup" as an expression of lack of taste. The pre-service teachers participating in the research took Turkish language lessons in the distance education process in the "Turkish language category as a workaround"; It is seen that they explain it as educational activities in which a result-oriented education approach is dominant, which is based on some missing elements and has useful aspects as well as disturbing aspects. The emergence of positive categorical views in the research is in line with the views of prospective teachers in the study of distance education practices by Türküresin (2020) that distance education has advantages in terms of "economic, repetition and flexibility of time and space". In this context, according to the results of the research conducted by Fidan (2020), teachers; expressed a positive opinion on distance education on the themes of "academic, social, comfort, time, technology, psychological, motivation, empathy, responsibility, innovation, and parents".

The Turkish language lessons in the distance education process were tried to be explained in the "Turkish language category as an expression of accumulation and being official" by the pre-service teachers who participated in the research by associating them with "accumulation and being official". In this category, Turkish Language courses in the distance education process; to "profitable investment" with its earning function; It has been likened to "uniform" as an expression of a certain formality and an understanding of regular rules. It was determined that

the pre-service teachers who participated in the research expressed the Turkish language lessons in the distance education process as official activities that benefit the development of the individual, based on certain standards and rules, in the "Turkish language category as an expression of accumulation and being official". In line with these results obtained from the research, the following suggestions can be made:

- In different discipline areas during the COVID-19 process; making metaphor studies on how the Turkish lesson affects them can contribute to the literature.

- In the context of metaphorical views on Turkish lessons in the COVID-19 distance education process, different strategies, methods, techniques, and tactics that enable active learning can be used for acquisitions that require individual learning.

- Since the activities related to the four basic language skills (listening, speaking, reading, writing) in Turkish lessons in the COVID-19 distance education process are generally practice-based, conducting these courses with face-to-face training, where possible practical interactions and practices can be realized, will positively affect the realization level of the achievements may affect the direction.

- A similar study on how the Turkish language course at the undergraduate level is perceived metaphorically in the distance education process for prospective teachers in the COVID-19 distance education process can be done in the form of quantitative or qualitative research for high school students.

References

Akan, D., Yalçın, S., & Yıldırım, İ. (2014). Teachers' methaphoric ımpressions related to 'school manager'. *İlköğretim Online*, *13*(1), 169-179.

Aksan, D. (1995). *Her yönüyle dil ana çizgileriyle dilbilim.* Atatürk Kültür, Dil ve Tarih Yüksek Kurumu/ Türk Dil Kurumu Yayınları.

Akyuz, H. I., & Erdemir, M. (2022). Preservice Science Teachers' Views of a Web-Based Intelligent Tutoring System. *International Journal of Technology in Education (IJTE), 5*(1), 67-87. https://doi.org/10.46328/ijte.233

Altunkaya, H. (2014). Açık öğretim ortaokul öğrencisi hükümlü ve tutukluların konuşma ve yazma kavramına ilişkin algıları, 7. *Uluslararası Türkçe Kurultayı*, Muğla Sıtkı Kocaman Üniversitesi. Muğla.

Aslan, G. (2020). *7. sınıf öğrencilerinin anlatım becerileriyle ilgili metaforik algıları: Siverek ilçesi örneklemi* (Master's thesis, Afyon Kocatepe Üniversitesi Sosyal Bilimler Enstitüsü).

Badali, M., Hatami, J., Banihashem, S.K., Rahimi, E., Noroozi, O., & Eslami, Z. (2022). The role of motivation in MOOCs' retention rates: a systematic literature review. Research and Practice in Technology Enhanced Learning 17(5), 1-20. https://doi.org/10.1186/s41039-022-00181-3

Banihashem, S. K., **Noroozi, O.,** van Ginkel, S., Macfadyen, L. P., & Biemans, H. J. A. (2022). A systematic review of the role of learning analytics in enhancing feedback practices in higher education. *Educational Research Review*, 100489. https://doi.org/10.1016/j.edurev.2022.100489.

Başaran, M., Doğan, E., Karaoğlu, E., & Şahin, E. (2020). A study on effectiveness of distance education, as a return of coronavirus (COVID-19) pandemic process. *Academia Journal of Educational Research, 5*(2), 368-397. https://dergipark. org.tr/en/pub/egitim/issue/54643/753149

Bayram, B. (2018). Determining the perceptions of pre-service teachers about reading skills during mother tongue

education through metaphors. *Turkish Studies*, *13*(4), 99-116.

Bertiz, Y. & Kocaman Karoğlu, A. (2020). Distance Education Students' Cognitive Flexibility Levels and Distance Education Motivations *International Journal of Research in Education and Science (IJRES), 6*(4), 638-648.

Boylu, E., & Işık, Ö. F. (2017). Determining the perception of students who learn Turkish as a foreign language toward Turkish by means of metaphors. *Journal of Mother Tongue Education, 5*(3), 450-471.

Bulut, A. (2021). Investigation of metaphorical perceptions of preschool teachers on the concept of language development. *International Journal of Research in Education and Science (IJRES), 7*(2), 351-366.

Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2020). *Bilimsel araştırma yöntemleri.* (28. Baskı). Pegem Akademi Yay.

Calp, M. (2010). *Özel eğitim alanı olarak Türkçe öğretimi.* Genişletilmiş ve gözden geçirilmiş Nobel yayınları.

Cemiloğlu, M. (2004). Evaluations, evaluations and suggestions about Turkish Language course taught at universities. *Uludağ University Journal of Education Faculty, 17*(2), 173-182.

Chueasuai, P. (2021). 'Welcome to the business of living', a translation of lexical metaphor on a company website: a case of Emirates Airline. *rEFLections*, *28*(3), 381-394.

Coşkun, H. (2018). Determining 8th grade students' perceptions towards Turkish textbooks through metaphors. *The Journal of Turkish Social Research*, *22*(4), 947-970.

Creswell, J.W. (2020). *Qualitative inquiry & research design: Choosing among five approaches.* (3rd ed. Trans.). Revised 5th ed. [(M. Bütün & S.B. Demir (Çev. Ed.)]. Siyasal Kitabevi.

Dedebali, N. C. (2020). Analysis of digital literacy and metaphoric perceptions of teacher candidate. *International Journal of Educational Methodology, 6*(1), 135-145. https://doi.org/10.12973/ijem.6.1.135

Demirer, V., & Baki, Y. (2018). Opinions and perceptions of prospective turkish teachers relatedn to the digital storytelling process. *Journal of Theoretical Educational Science, 11*(4), 718-747.

Derman, S. (2017). The metaphorical perceptions of prospective Turkish teachers' related to the concept of "language". *Journal of Education and Training Studies*, *5*(10), 231-237.

Dinçel, B. K. (2019). Metaphors on the concepts of "reading" and "listening" were created by secondary school students. *Journal of Education and Learning*, *8*(1), 238-248.

Dinçel, B. K., & Yılmaz, A. (2018). Metaphores related to the concepts of "Turkish lesson" and "Turkish teacher" of secondary school students and Turkish teacher candidates. *Turkish Journal of Social Research, 22*(1), 243-276. DOI: 10.47477/ubed.777973.

Ekren, C. (2019). *Grammar perceptions of teachers of Turkish as a foreign language: a metaphor study*. (Thesis No.601645) [Master's thesis, Yıldız Technical University, İstanbul] Council of Higher Education (YÖK) National Thesis Center

Ekren, C., & Ökten, C. E. (2019). TFL instructor perceptions about teaching grammar: a metaphor analysis. *Uluslararası Türkçe edebiyat kültür eğitim (TEKE) Dergisi, 8*(3), 1687-1708.

Erdağı Toksun, S. (2019). Pre-service Turkish teachers' metaphorical perceptions of the concept of reading. *Erzincan University Journal of Education Faculty (EUJEF), 21*(2), 144-157.

Ergin, M. (2000). *Üniversiteler için Türk dili*. Bayrak Yayım Tanıtım.

Eroğlu, A. (2020). Metaphoric perceptions of prospective Turkish teachers for a digital story. *RumeliDE Journal of Language and Literature Research*, (18), 49-60.

Eroğlu, F. & Kalaycı, N. (2020). Comparative evaluation of the distance and face-to-face education practices in the required Turkish language course at universities. *Journal of Mother Tongue Education*, *8*(3), 1001-1027. DOI: 10.16916/aded.710396

Eskimen, A. (2019). High school students' metaphors about literature. *Journal of Theory and Practice in Education*, *15*(1), 1-10.

Fidan, M. (2020). Education in the uncertainty of COVID 19: Teachers' views on emergency remote teaching in primary school. *Usak University Journal of Educational Research*, *6*(2), 24-43.

Georgieva D. & Goranov P. (2021). Lecturer-Student Interaction in Distance Learning: A Case Study on Engineering Graphics Practicals. In S. Jackowicz & O. T. Ozturk (Eds.), *Proceedings of ICSES 2021-- International Conference on Studies in Education and Social Sciences* (pp. 19-27), Antalya, TURKEY. ISTES Organization.

Göçen, G. (2019). Metaphorical perceptions of learners of Turkish as a foreign language towards Turkish grammar. *Başkent Unıversity Journal of Education*, *6*(1), 28-45.

Gürer, M. D., Tekinarslan, E., & Yavuzalp, N. (2016). Opinions of ınstructors who give lectures online about distance education. *Turkish Online Journal of Qualitative Inquiry (TOJQI)*, *7*(1).

Güven, S., & Uçar, M. (2021). Opinions of pre-service teachers on distance education and teaching practice course. *Journal of Awareness*, 6(3), 165-183.

Hakkari, F. (2018). Vocational high school students' views towards distance education courses. *Journal of Social and Humanities Sciences Research (JSHSR), 5*(23), 1140-1151.

Hebebci, M. T. (2021). The Bibliometric Analysis of Studies on Distance Education. *International Journal of Technology in Education (IJTE), 4*(4), 796-817. https://doi.org/10.46328/ijte.199

Hengirmen, M. (1998). *Türkçe temel dilbilgisi*. Engin Yayınevi.

Ilhan, G. O., Kaba, G., & Sin, M. (2021). Usage of Digital Comics in Distance Learning During COVID-19. *International Journal on Social and Education Sciences (IJonSES), 3*(1), 161-179. https://doi.org/10.46328/ijonses.106

Kaban, A. (2021a). Determining Teachers', Students', and Parents' Perceptions of Distance Education through Metaphors. *International Journal of Research in Education and Science (IJRES), 7*(1), 245-264. https://doi.org/10.46328/ijres.1316

Kaban, A. (2021b). University Students' Attitudes towards Distance Education. *International Journal of Technology in Education and Science (IJTES), 5*(3), 311-322. https://doi.org/10.46328/ijtes.241

Kaleli, Y. S. (2021). The Effect of Individualized Online Instruction on TPACK Skills and Achievement in Piano Lessons. *International Journal of Technology in Education (IJTE), 4*(3), 399-412. https://doi.org/10.46328/ijte.143

Kan, A. Ü., & Fidan, E. K. (2016). Student perceptions of distance education on Turkish language courses. *Turkish Journal of Educational Studies*, *3*(2), 23-45.

Kara, S. (2021). An Investigation of Visual Arts Teachers' Attitudes towards Distance Education in the Time of COVID-19. *International Journal on Social and Education Sciences (IJonSES), 3*(3), 576-588. https://doi.org/10.46328/ijonses.246

Karabay, A. (2016). An investigation of prospective teachers' views regarding teacher identity via metaphors. *Eurasian Journal of Educational Research*, *65*, 1-18 10.14689/ejer.2016.65.01

Karakoç Öztürk, B. (2021). Digital reading and the concept of ebook: Metaphorical analysis of preservice teachers' perceptions regarding the concept of ebook. *SAGE Open*, *11*(2), 21582440211016841.

Karakuş, N., & Kozçetin, K. (2016). Evaluation of prospective Turkish teachers' metaphorical perceptions of reading skills. *Mehmet Akif Ersoy University Journal of Education Faculty,* (40), 387-404.

Karakuş, N., Ucuzsatar, N. , Karacaoğlu, M. Ö. , Esendemir, N. & Bayraktar, D. (2020). Turkish teacher candidates' views on distance education. *RumeliDE Journal of Language and Literature Studies*, (19), 220-241. DOI: 10.29000/rumelide.752297

Karataş, M. (2013). Turkish language classes at universities and attitude toward Turkish language. *Turkish Studies, 8*(1) p.1881-1898

Karatay, H., Kaya, S. & Başer, D. (2021). Student views distance education in teaching Turkish as a foreign language. *RumeliDE Journal of Language and Literature Studies*, (24), 223-232. DOI: 10.29000/rumelide.995286.

Kaya, V. D., & Eroğlu, M. (2020). Turkish language teacher candidates' perceptions of the concept of digital story: A metaphor study. *Research in Pedagogy*, *10*(2), 445-461. DOI: 10.5937/IstrPed2002445D.

Kemiksiz, Ö. (2019). Metaphor perceptions of pre-service Turkish language teachers towards "speed reading" skills. *Anemon Journal of Social Sciences of Muş Alparslan University*, *7*(1), 71-84.

Kökçü, Y. (2019). Perceptions of the "language" concept of Turkish teacher candidates: sample analysis of metaphors. *European Journal of Education Studies,* 6(4), doi:10.5281/zenodo.3355314.

Korkmaz, M., Kalkan, N., Doğan, A., Doğruluk, M., & Aydın, C. Ç. (2018). Hacettepe Üniversitesi'nde uzaktan eğitim yöntemi ile okutulan Türk dili derslerinin başarı oranlarının ön lisans ve lisans programlarında karşılaştırılması. In *International Vocational Science Symposium* (pp. 2-9).

Mete, F., Bağcı Ayrancı, B. (2016). Analysis on perception of language and literature by metaphors. *Dede Korkut The Journal of International Turkish Language&Literature Research,*5(11),53-64.

Miles, M. B., ve Huberman, A. M. (1994). Qualitative data analysis. CA: Sage Publications.

Latifi, S., Noroozi, O., & Talaee, E. (2020). Worked example or scripting? Fostering students' online argumentative peer feedback, essay writing and learning. Interactive Learning Environments, 1–15. https://doi.org/10.1080/10494820.2020.1799032

Latifi, S., & Noroozi, O. (2021a). Supporting argumentative essay writing through an online supported peer-review script. Innovations in Education and Teaching International, 58(5), 501–511. https://doi.org/10.1080/14703297.2021.1961097

Latifi, S., Noroozi, O., Hatami, J., & Biemans, H. J. (2021b). How does online peer feedback improve argumentative essay writing and learning? Innovations in Education and Teaching International, 58(2), 195-206. https://doi.org/10.1080/14703297.2019.1687005

Latifi, S., Noroozi, O., & Talaee, E. (2021c). Peer feedback or peer feedforward? Enhancing students' argumentative peer learning processes and outcomes. British Journal of Educational Technology, 52(2), 768–784. https://doi.org/10.1111/BJET.13054

Noroozi, O. (2022). The role of students' epistemic beliefs for their argumentation performance in higher education. Innovations in Education and Teaching International.1-12. https://doi.org/10.1080/14703297.2022.2092188

Noroozi, O. (2018). Considering students' epistemic beliefs to facilitate their argumentative discourse and

attitudinal change with a digital dialogue game. Innovations in Education and Teaching International, 55(3), 357-365. https://doi.org/10.1080/14703297.2016.1208112

Noroozi, O., Kirschner, P.A., Biemans, H.J.A., & Mulder, M. (2018). Promoting argumentation competence: Extending from first- to second-order scaffolding through adaptive fading. Educational Psychology Review, 30(1), 153-176. http://dx.doi.org/10.1007/s10648-017-9400-z.

Noroozi, O., McAlister, S., & Mulder, M. (2016). Impacts of a digital dialogue game and epistemic beliefs on argumentative discourse and willingness to argue. The International Review of Research in Open and Distributed Learning, 17(3). http://dx.doi.org/10.19173/irrodl.v17i3.2297.

Noroozi, O., Weinberger, A., Biemans, H.J.A., Mulder, M., & Chizari, M. (2012). Argumentation-based computer supported collaborative learning (ABCSCL). A systematic review and synthesis of fifteen years of research. Educational Research Review, 7(2), 79-106. http://dx.doi.org/10.1016/j.edurev.2011.11.006.

Noroozi, O., Weinberger, A., & Kirschner, P. A. (2021). Technological and pedagogical innovations for facilitation of students' collaborative argumentation-based learning. Special Issue on Innovations in Education and Teaching International, 58(5), 499-500. https://www.tandfonline.com/doi/full/10.1080/14703297.2021.1970439?src=.

Oğuz, B. (2020). Metaphoric perception of gifted students for Turkish lessons and Turkish teachers. *International Journal of Science and Education*, 3(2), 80-91.

Ozturk, M. U. & Ozturk, M. S. (2022). The Analysis of Fine Arts Students' Social Media Awareness Levels Related to Appearance. *International Journal of Education in Mathematics, Science, and Technology (IJEMST), 10*(3), 722-739. https://doi.org/10.46328/ijemst.2559

Ömeroğlu, E. (2018). A study on Turkish language course which is held in universities in Bologna process. *Electronic Turkish Studies*, *13*(27), 1055-1085.

Özer, Ö. & Çekici, Y. E. (2020). Evaluation of Turkish language courses in distance education: A qualitative research. *RumeliDE Journal of Language and Literature Studies,* (Ö7), 92- 110.

Özer, S. ve Turan, E. Z. (2021). Opinions of prospective teachers about distance education due to COVID-19 . *Turkish Studies - Education*, *16*(2), 1049-1068.

Pilav, S., & Uslu Üstten, A. U. (2013). A research on determining high school students' perceptions about literature through metaphors. *Turkish Studies, 8*(8), 1073-1085.

Sachyani, D., Gal, A., & Gross-Yarom, H. (2022). Promoting Emotional Social Learning in Distance Learning through Book Creator. In O. Noroozi & I. Sahin (Eds.), *Proceedings of IHSES 2022-- International Conference on Humanities, Social and Education Sciences* (pp. 178-181), Los Angeles, USA. ISTES Organization.

Saydam, E. N. (2022). Determination of preschool teacher candidates' perceptions on the concept of "early literacy". *RumeliDE Journal of Language and Literature Studies*, (27), 69-84.

Sayılı, A. (2001). *Bilim kültür ve öğretim dili olarak Türkçe İçinde***.** *Önsöz.* 3. Baskı. VII-XVI**.** Türk Tarih Kurumu yayınları.

Sendogdu, A. A., & Koyuncuoglu, O. (2022). An Analysis of the Relationship between University Students' Views on Distance Education and their Computer Self-Efficacy. *International Journal of Education in Mathematics, Science, and Technology (IJEMST), 10*(1), 113-131. https://doi.org/10.46328/ijemst.1794

Şimşek, M. R. (2014). A metaphor analysis of English teacher candidates' pre- and post-course beliefs about

language and teaching. *University of Dicle Journal of Ziya Gökalp Education Faculty*, (22), 230-247. https://dergipark.org.tr/en/pub/zgefd/issue/47939/606466

Song, Y. (2020). Simile and metaphor interpretation in children. *English Language Teaching, 13*(4), 91-103.

Taghizadeh Kerman, N., Noroozi, O., Banihashem, S. K., Karami, M. & Biemans, Harm. H. J. A. (2022). Online peer feedback patterns of success and failure in argumentative essay writing. Interactive Learning Environments, 1-10. https://doi.org/10.1080/10494820.2022.2093914.

Taşgın, A., İleritürk, D. ve Köse, E. (2018). The metaphors of secondary school students about Turkish language lesson and Turkish language teacher. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi, 7*(1), 397-410.

Taverniers, M. (2004). Grammatical metaphors in English. *Moderna Sprak, 98*(1), 17-26.

Titchen, A., & Hobson, D. (2005). Phenomenology. In B. Somekh, C. Lewin (Ed.). *Research methods in the social sciences.* Sage Publications

Türküresin, H. E. (2020). Examination of distance education practices conducted during the COVID-19 pandemic regarding the views of preservice teachers. *Journal of National Education (Millî Eğitim Dergisi), 49*(1), 597-618.

Ünalan, Ş. (2014). *Dil ve kültür.* Nobel Yayınları.

Varışoğlu, B., & Ardıç, İ. K. (2019). A metaphoric study for determining the perceptions on Turkish language teaching. *Social Sciences Researches Journal (JSRR), 14*(1), 299-314.

Yazıcı, N. (2012). Metaphors of pre-service teachers who graduated from the department of Turkish language and literature about "literatüre"/Türk dili ve edebiyatı bölümünden mezun öğretmen adayların "edebiyat" hakkındaki metaforları. *Journal of National Education, 42*(193), 106-114.

Yemenici, A. İ. (2021). Determining the perceptions of secondary school students about the "Turkish lesson" concept through metaphors. *International Journal of Interdisciplinary Language Studies, 2*(2), 147-160. https://dergipark.org.tr/en/pub/dada/issue/69264/1097243

Yiğit, A. (2021). The metaphoric perceptions of Syrian students towards their Turkish teachers. *Hacettepe University Journal of Turkish Studies as a Foreign Language*, (6), 77-87.

Yıldırım, A. ve Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri.* (9. baskı). Seçkin Yayıncılık.

Yıldırım, H. Ç. (2021). Preservice Turkish teachers' metaphorical perceptions of teaching Turkish. *Education and Society in the 21st Century, 10*(30), 625-643.

Author Information

Mesut Bulut	**Abdulkadir Kırbaş**
⬤ https://orcid.org/0000-0002-0733-0964	⬤ https://orcid.org//0000-0001-9846-0256
Atatürk University	Atatürk University
Erzurum	Erzurum
Turkey	Turkey
Contact e-mail: *mesutbulut_77@yahoo.com*	