

## Comparison of Methaphoric Perception of Teachers and Pre-service Teachers About Curriculum\*

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### *Abstract*

This study was designed to determine and compare the in-service teachers and pre-service teachers' perceptions of the curriculum through metaphors. The participants of the study are 101 in-service teachers and 174 pre-service teachers. In order to collect data, the participants were asked to complete this sentence "when the characteristics of the curriculum are considered, I liken it to ....., because ....." . In the present study, opinions of the participants were described by means of a qualitative approach. Among the qualitative analysis methods, descriptive analysis technique was employed. The data collected were entered into MS Excel program and they were evaluated by calculating their percentages and frequencies. At the end of the study, it was found that the metaphors created by the in-service teachers mostly include negative perceptions; yet, the metaphors of the pre-service teachers have more positive perceptions of the education program.

*Keywords:* Curriculum, metaphor, teacher, pre-service teacher.

### Introduction

Metaphors, which individuals use in the comprehension and explanation of abstract and complicated facts, have become one of the most interesting subjects in the field of Social Sciences. Individuals use metaphors frequently in their professional and social lives in order to increase the power of their expression by being aware or maybe not. In this sense, metaphors contribute to communication and expression abilities. The concept of metaphor is described differently by many researchers working in this field. According to Holman (1985) creating metaphors is identifying by attributing an object's qualities to another object, predicated on imagination. Also, according to Miles and Huberman (1994), metaphor can be identified as a figure of speech type or a literary instrument which provides comparing two things in terms of similarities by ignoring the differences between them. In this context, metaphors are partially abstractions. Moreover, according to Lakoff and Johnsen (2003), metaphors are units that we use prevalently in everyday life, not just in language but in thought and action. In this sense, it can be remarked that based on linguistic evidences, our conceptual system is metaphorical in nature. In addition to these, according to Vasnidou and Ortony (1990), metaphor is defined as analogies which are created in order to concretize experiences in another experience terminology and to explain the naming of new situations and complex headings (Cited in Güven and Güven, 2009). Based on the common point of these definitions, metaphors can be defined as interpretation and concretization instruments which we use frequently in our daily lives both consciously and unconsciously so as to organize cognitive processes in understanding the concepts by analogies. In this regard, metaphors can be used as an instrument to reflect the life experiences of individuals and to determine their perceptions. Metaphors are applied in educational sciences in analyzing the concepts, making them comprehensible by providing affinity to life, transferring experiences, sharing feelings, thoughts and determining the perceptions about a concept or fact. With this regard, during the recent years there are many studies, which aim to determine the opinions about some educational concepts, both in the international

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literature (Botha, 2009; Jensen, 2006; Thomas ve Beauchamp, 2011; Visser-Wijnveen, Van Driel, Van der Rijst, Verloop ve Visser, 2012) and in the national literature, as well (Aydın and Pehlivan, 2010; Boyacı, 2009; Cerit, 2008; Saban, 2009; Ünal, Yıldırım and Çelik, 2010). However, the number of the studies which can be attained by the researches and that are intended to determine the metaphoric perceptions about the curriculum is rather limited (Örten and Erginer, 2010; Semerci, 2007). Also, the aim of these studies is to determine the metaphoric perceptions about the concept of curriculum development.

The researchers also need to determine the perceptions of the teachers working as an intermediary in the application of curriculums, about educational reforms whose failure rate is high. According to Frase and Ridgway (1990), without determining the teachers' values and thoughts, the efficiency of changes made in the applications will not be all that possible (Cited in Handal and Herrington, 2003). In this context, the perceptions of both teachers and pre-service teachers about curriculum have a great importance in the evaluation of curriculums. Related to curriculum, both positive and negative perceptions of teachers, who are the implementers and counselors of the education process, is determinative in the effectiveness of learning process. In this connection, the teachers' metaphors about the curriculum they apply can be regarded as significant data in indicating the problems and halting points in curriculum.

Because the effectiveness of the curriculum is as significant as its written or printed form, determining the applicability of the curriculum is quite important. So, this study is rather important since by determining the teachers' perceptions about curriculum in the application process, it has searched out the problems in application of the applied curriculum in 2005 which takes constructivist approach as base. When curriculum is dealt and evaluated from the point of application, it is supposed that the opinions of teachers, who are the most efficacious implementer of the curriculum, will provide significant data. When the curriculum is evaluated based on observations and theoretically, what gains importance is the opinions of pre-service teachers, who have education about curriculum, make observations in school experience and teaching practice courses, participate in applications and will work as implementers of the curriculum by choosing teaching profession. In this regard, metaphors which will give information about the educational and professional life experiences of teachers and pre-service teachers and search out their thoughts, enable us to get information about how the curriculum is perceived.

The primary aim of this study is to determine the perceptions of teachers, the implementers of curriculums, and pre-service teachers, who recognize the curriculums theoretically and will become implementers of them, about the curriculum with the metaphors they used.

In the direction of this primary aim, the answers to the questions below are searched:

1. By using which metaphors and reasons teachers, who are the implementers of the current curriculum, state their perceptions about the curriculum?
2. By using which metaphors and reasons pre-service teachers, who recognize the curriculums theoretically and will become implementers of them in the future, state their perceptions about the curriculum?
3. How do the metaphors which teachers and pre-service teachers state their perceptions about the current curriculum distribute in terms of gender and departments?

### **Method**

In this study, the opinions of teachers and pre-service teachers are described with qualitative approach. Qualitative approach is defined as a research in which qualitative data collection methods such as survey, interview and document analysis are applied and a qualitative process, which is oriented in presenting the perceptions and events in natural environment, realistically and holistically, is followed (Yıldırım and Şimşek, 2011).

*Working group*

174 pre-service teachers, studying in the 3<sup>rd</sup> and 4<sup>th</sup> grades at the departments of Primary School Teaching, Science and Technology Teaching, Social Sciences Teaching and Turkish Teaching in Muğla University Education Faculty in 2010-2011 academic year and 101 teachers, working at the same departments in elementary schools in the province of Muğla have participated in this study. With the purpose of determining how curriculum is perceived in different departments, teachers and pre-service teachers at the departments of Primary School Teaching, Social Sciences Teaching, Science and Technology Teaching and Turkish Teaching are determined as participants in the study. Participants consist of teachers and pre-service teachers who meet the standard of being at the specified departments and desire to contribute to the research with respect to voluntary basis. Characteristics of the working group are included in Table 1.

Table 1.

*Descriptive Characteristics of the Working Group*

| Department                     | Gender | Teachers |      | Pre-service teachers |      |
|--------------------------------|--------|----------|------|----------------------|------|
|                                |        | <i>f</i> | %    | <i>f</i>             | %    |
| Primary School Teacher         | Female | 25       | 24,8 | 22                   | 12,6 |
|                                | Male   | 17       | 16,8 | 17                   | 9,8  |
| Social Sciences Teacher        | Female | 7        | 6,9  | 16                   | 9,2  |
|                                | Male   | 7        | 6,9  | 29                   | 16,7 |
| Science and Technology Teacher | Female | 12       | 11,9 | 33                   | 19,0 |
|                                | Male   | 9        | 8,9  | 31                   | 17,8 |
| Turkish Teacher                | Female | 14       | 13,9 | 11                   | 6,3  |
|                                | Male   | 10       | 9,9  | 15                   | 8,6  |
| Total                          | Female | 58       | 57,4 | 82                   | 47,1 |
|                                | Male   | 43       | 42,6 | 92                   | 52,9 |

As can be seen in Table 1, at four different departments totally 101 teachers, 58 (52,3%) of which is female and 43 (38,7%) of which is male have participated in the research. The research group, whose metaphoric opinions about curriculum are considered, comprises 42 Primary School teachers (41,6%), 14 Social Sciences teachers (13,8%), 21 Science and Technology teachers (20,8%), and also 24 Turkish teachers (23,8%). On the other hand, totally 174 pre-service teachers, 82 (47,1%) of which is female and 92 (52,9%) of which is male have participated in the research. The 39 of the pre-service teachers participated in the research (22,4%) study in Primary School Teaching, 45 of them (25,9%) study in Social Sciences Teaching, 64 of them (36,8%) study in Science and Technology Teaching, and 26 of them (14,9%) study in Turkish Teaching programs.

In the data collection process, teachers and pre-service teachers were required to complete this sentence: "When the characteristics of curriculum are considered, the curriculum resembles ....., because ....." The participants wrote their opinions on ready-prepared forms. Each participant is given information about the aim of the study and the contributions they can provide to this study. Moreover, the participants were explained that the information they gave would be used in no circumstances except from this study, the names of the participants and their schools would not be written in the study. In order for the participants to fill in the forms on broad time and in a comfortable environment, the forms were given to them for a few days time. Researchers collected the forms by meeting the participants one by one or with the help of a participant they reached the other participants who were around him.

*Data Analysis*

In analyzing and interpreting the data, one of the qualitative analysis methods, descriptive analysis technique was applied. The metaphors that teachers and pre-service teachers created, were classified considering whether they contained positive or negative perception. In data analysis process, qualitative data were represented in the forms of percentage and frequency by grouping them in 12 categories considering their similar points.

Qualitative researchers must have a desing information. In addition, all the researchers gather their private experiences. This usually involves a sfecific field, topic konwledge, perspective and theoretic approach. All of these identifiers work as a guide in the study process (Bogdan and Biklen, 1992).

The analysis and interpretation process of the metaphors, developed by teachers and pre-service teachers, were practiced in 5 stages (Saban, 2009): They were arranged as (1) codification and elimination stage, (2) compilation a sample metaphor stage, (3) category development stage, (4) validation and reliability provision stage, (5) data transfer to MS Excel Program for quantitative data analysis stage. In data analysis stage, written data were digitized.

In data analysis stage, data codification was applied by three different encoders. The encoders came together, evaluated the themes they had created and decided on common themes. The data obtained from the study were evaluated by grouping them as positive or negative and they were represented in the forms of percentage and frequency in tables. Having participated in the study voluntarily, the teachers and pre-service teachers' opinions and expressions about the metaphors they had created were written without any change and they were interpreted by the researchers.

### Findings

In Table 2, the distribution according to classification obtained from thematic codifications of the metaphors which teachers, working in four different departments, had expressed their perceptions about curriculum.

Table 2.

*Distribution of the Metaphors Teachers Expressed Their Perceptions about Curriculum*

| Metaphor Group  | <i>f</i> | %    |
|---|----------|------|
| A broken, out of use object                             | 19       | 18,8 |
| A system  | 11       | 10,9 |
| A good, qualified and sufficient product                | 7        | 6,9  |
| The job of copying                                      | 3        | 3,0  |
| Limited, monotonous rules                               | 13       | 12,9 |
| Liberating, participation providing factors             | 3        | 3,0  |
| A slowly- developing mechanism                          | 4        | 4,0  |
| A baby on developmental age                             | 10       | 9,9  |
| Non-characterized                                       | 3        | 3,0  |
| An object having convertibility, flexibility features   | 9        | 8,9  |
| An object whose external appearance is good, but hollow | 15       | 14,9 |
| A tool or way used to achieve a goal                    | 4        | 4,0  |
| Total   | 101      | 100  |

When Table 2 is investigated, teachers substantially associated the curriculum with the metaphor of broken, out of use object (18,8%). At the same time, teachers mostly perceived curriculum as an object whose external appearance is good, but hollow (14,9%) and limited, monotonous rules (12,9%). Besides, at the least proportion, teachers correlated the curriculum with the metaphors of the job of copying (3%), liberating, participation providing factors (3%) and non-characterized (3%).

The metaphors teachers developed about the curriculum and their reasons are formed as below.

An important part of the teachers stated that the curriculum resembled a broken, out of use tool and on this sense they opined that curriculum was not functional enough. The teachers' opinions were these:

SCT1(F)- *“The curriculum resembles a food processor without instructions for use. Because, we cannot benefit from the curriculum unless we know it’s accurate use.”*

SCT2(M)- *“The curriculum resembles the latest household appliance whose timer is broken. Because, in order to apply the curriculum, time and opportunity is not enough for our schools even though the curriculum is good in terms of content and subjects.”*

ST16(F)- *“A fire escape whose door is always locked... Although the instructions, suggestions and expectations of the curriculum are written systematically, I think that there are a lot of deficiencies in applications.”*

An important part of the teachers expressed that the curriculum resembled an unripe fruit or cake and they remarked that the curriculum hadn't fit in the schools yet and so they couldn't get efficiency at the desired level. These opinions were gathered in these points:

PST42(M)- *“The curriculum resembles unripe fruit because we had problems in the application of the curriculum. Teachers are required to be educated on this matter.”*

ST17(F)- *“The curriculum resembles a cake that hasn’t risen. Because, just like a cake it has all the ingredients but after it is put in the oven, the cake doesn’t rise at the desired level. Turkey’s conditions, the structure of the schools, the readiness level of the students and education given to teachers are not adequate.”*

While teachers developed metaphors about curriculum such as paper tiger, balloon, doğan looking şahin car, a factory without operability and dead end street, they expressed that the curriculum was good in appearance, however when it came to application, the curriculum included a lot of problems contrary to its appearance. The teachers' opinions were like these:

PST41(F)- *“The curriculum resembles prepared foods whose exteriors are bright but insides are wormy. Because, in the application of the curriculum there are a lot of problems even though the curriculum looks good in appearance.”*

ST12(M)- *“The curriculum resembles a paper tiger. Because it has voice but no image.”*

PST39(M)- *“The curriculum resembles Doğan looking Şahin car because when looked from outside, it seems good but when we engage in the process, we understand that this is not true.”*

PST56(F)- *“The curriculum resembles Demet Akalın’s light pink song. Because while this curriculum was being prepared, there were light pink dreams but now pink has gone and just light has stayed.”*

Some of the teachers stated that the curriculum resembles an animal or human-being. They emphasized that the curriculum hadn't been stabled yet and it was slow just like a turtle. Also, they expressed that the curriculum hadn't taken the social and cultural variables into account by developing metaphors such as a chameleon without camouflage. Teachers' opinions were like these:

PST48(F)- *“The curriculum resembles a turtle because it is quite slow and sometimes it has long-time hesitance. Also, turtles have pretty much burden.”*

PST52(M)- *“The curriculum resembles a chameleon without camouflage because the curriculum doesn’t consider social, cultural and economic discrepancies.”*

ST15(M)- *“The curriculum resembles a scientist who is behind the times because this crazy scientist has taken himself off and he is unaware of the current improvements.”*

Having used metaphors such as sugar, theater stage or Sun, a very small part of the teachers opined that they approved of the new curriculum. Teachers' opinions were these:

SCT3(F)- *“The curriculum resembles sugar because it is a really good curriculum which is in compliance with European standards...It is difficult to apply but as long as the curriculum develops it will be better.”*

PST49(F)- *“The curriculum resembles a theater stage because no student is inactive in this curriculum; each student has a job. It encourages the students to do researches.”*

TT31(F)- *“The curriculum resembles Sun as Sun subsists within a specific system. The current curriculum has a specific program and system.”*

TT32(M)- *“The curriculum resembles new vehicles on highways because it is more developed than the old curriculums. It meets the needs more and takes the students in the center.”*

Teachers' positive opinions about the curriculums mostly take shape on the curriculum's being in compliance with European standards, the active participation of students, the use of active methods like creative drama, its having a specific system and coherence.

In Table 3, the distribution according to classification obtained from thematic codifications of the metaphors which pre-service teachers had expressed their perceptions about curriculum.

Table 3.

*Distribution of the Metaphors Pre-service Teachers Expressed Their Perceptions about Curriculum*

| Metaphor Group  | <i>f</i> | %    |
|---|----------|------|
| A broken, out of use object                             | 19       | 10,9 |
| A system  | 21       | 12,1 |
| A good, qualified and sufficient product                | 20       | 11,5 |
| The job of copying                                      | 3        | 1,7  |
| Limited, monotonous rules                               | 19       | 10,9 |
| Liberating, participation providing factors             | 10       | 5,7  |
| A slowly- developing mechanism                          | 5        | 2,9  |
| A baby on developmental age                             | 30       | 17,2 |
| Non-characterized                                       | 4        | 2,3  |
| An object having convertibility, flexibility features   | 14       | 8,0  |
| An object whose external appearance is good, but hollow | 18       | 10,3 |
| A tool or way used to achieve a goal                    | 11       | 6,3  |
| Total   | 174      | 100  |

According to Table 3, pre-service teachers substantially associated the curriculum with the metaphor a baby on developmental age (17,2%). Moreover, pre-service teachers mostly perceived curriculum as a system (12,1%), a good, qualified and sufficient product (11,5%), a broken, out of use object (10,9%), limited, monotonous rules (10,9%). At the least proportion, pre-service teachers correlated the curriculum with the metaphors of the job of copying (1,7%), non-characterized (2,3%), slowly-developing mechanism (2,9%) and liberating, participation providing factors (5,7%). As a finding that might be regarded as important, it can be observed that in comparison with teachers, pre-service teachers mostly developed metaphors such as a baby on developmental age and a good, qualified and sufficient product. In accordance with this finding, it can be remarked that pre-service teachers found the curriculum more qualified than teachers and they thought that the curriculum would develop and its deficiencies would be made up.

The pre-service teachers' opinions about metaphors were formed as below.

Pre-service teachers stated that the curriculum resembles a turtle, horse race and fish. They stated that the reasons for theses metaphors were these; the system developed slowly, the students were subjected to a race to be the best and the curriculum took a particular time. In this direction, the opinions of pre-service teachers were these:

PSPT5(F)- *“The curriculum resembles a turtle because it is a slowly-performing system.”*

PSPT6(F)- *“The curriculum resembles a horse race because you have to in a race all the time, you have to be good and rank first.”*

SSPT166(M)- *“ The curriculum resembles a turtle because it seems that establishment of the curriculum will take some particular time.”*

Some of the pre-service teachers expressed that the curriculum resembled a labyrinth or a circular stair. They stated that the reason for these metaphors was that the desired goal could never be achieved as the same things were repeated continuously. Similarly, having used metaphors which liken the curriculum to a puzzle, an academician without hypothesis and cake dough, pre-service teachers opined that the curriculum had changed consistently and it had not been grounded efficiently. The opinions of the pre-service teachers were these:

PSPT7(F)- *"The curriculum resembles a labyrinth because teachers who don't know what to do, drive just round and round."*

PSPT8(F)- *"The curriculum resembles a circle stair. Because no progress and development is indicated as the same things are repeated continuously."*

SPT53(F)- *"The curriculum resembles a puzzle. Because we have a lot of pieces but no available place is found for them. It changes continuously."*

SPT55(F)- *"The curriculum resembles an academician researching without hypothesizing because the curriculum is changing continuously and unsatisfactorily. Students who have become reagents in the system are wandering as if they were in a horse race around the same path whose rules have been changed at every turn."*

While pre-service teachers expressed that the curriculum resembles a walnut and tree seedling, mostly they stated that the reason for these metaphors was that as the teachers didn't have enough in service training about curriculum, they didn't know it and so they were insufficient in the application. Pre-service teachers' opinions were these:

PSPT10(F)- *"The curriculum resembles a walnut because teachers are insufficient in the current curriculum. If its external leaf can be broken by in service training, then it will leave a delicious taste in the mouth."*

PSPT14(F)- *"The curriculum resembles a tree seedling. If this curriculum can be conducted properly it can produce nice fruits. If a seedling is given up to the ones who do not how to grow it, then it will fade."*

SCPT159(M)- *"The curriculum resembles first-growth Amazon forests. Because I observed that the teachers applying are not related to the curriculum. In other words, traditional education which is so far from games and activities is still applied."*

Using metaphors such as an incomplete painting, unripe fruit and empty vessel box, pre-service teachers opined that there were some deficiencies in the curriculum, so some problems were confronted and even though the curriculum was good in appearance, there were problems in application. These opinions were gathered in these points:

PSPT36(M)- *"The curriculum resembles an incomplete painting. Because a large part of the curriculum is completed but there are still some deficiencies."*

SPT68(M)- *"The curriculum resembles an unripe fruit as there are deficiencies in the education system. There are deficiencies in terms of both application and curriculum."*

TPT107(M)- *"The curriculum resembles an empty cube because when you maintain the curriculum from a distance, it is aimed to redound all the skills, but the specified activities seem to be inadequate."*

TPT116(M)- *"The curriculum resembles a plane because it is a thing that is analyzed closely however from a distance it seems just like a dot."*

The other outstanding points in the opinions of pre-service teachers were these; although the curriculum was constructivist on paper, in application a traditional education process was dominant, the curriculum was very loaded, it was not interiorized enough by teachers and pre-service teachers and therefore the desired goal hadn't been achieved at the adequate level. Their opinions were these:

TPT115(F)- *"The curriculum resembles a double oversized cloth because the teachers and pre-service teachers are not prepared for the curriculum. The academic program is very loaded and so, time is not enough."*

TPT129(M)- *"The curriculum resembles the old trains in railroads. Because traditional education model is still applied in many schools although it seems as if constructivist approach model was passed on paper."*

PSPT142(F)- *"The curriculum resembles the clothes which don't fit somebody. Because unlike it is thought, the curriculum is not interiorized yet. Just like the clothes, teachers try to fit the curriculum."*

Pre-service teachers expressed that the curriculum limited creativity, brought up monotone individuals, confined free thinking and so, the curriculum was a limiting program. In this sense, the opinions of pre-service teachers were these:

PSPT131(M)- *"The curriculum resembles an aquarium because students and teachers cannot go beyond customary patterns. Even though it seems like constructivist approach, aside from expanding new horizons for students, their creativity is blocked."*

PSPT136(F)- *"The curriculum resembles a bird in a cage. Because, in the education system the students are not wanted to think freely as a bird in a cage is not free."*

SPT80(F)- *"The curriculum resembles a labyrinth. As the curriculum of the Ministry of National Education is required to be followed, teachers are not allowed to do other things except for the curriculum. That's why I resemble it to a labyrinth that doesn't have an out."*

Maintaining the curriculum as good, qualified and positive, pre-service teachers who had participated in this research stated that the curriculum resembled chameleon, stars, vinegar and processor. The metaphors teachers used and their reasons were these:

PSPT3(F)- *"The curriculum resembles a chameleon because it changes with regards to today's conditions."*

TPT112(M)- *"The curriculum resembles stars because the curriculum has a lot of characteristics. Every teacher teaches lessons by making use of different characteristics of it."*

PSPT28(F)- *"The curriculum resembles vinegar. Because the curriculum involves a method which can attract each individual with the characteristics and methods it has."*

PSPT11(F)- *"The curriculum resembles food processor because many functions of the curriculum are planned to be performed excellently. It needs the guidance of a user such as a teacher."*

With these opinions pre-service teachers expressed that the curriculum had all-purpose characteristics, it could be arranged with respect to today's conditions, it enabled students to use creativity, it was more flexible than the old curriculum and including activities was a positive feature.

In order to determine whether teachers and pre-service teachers' perceptions about curriculum show significant difference or not, in Table 4 the distribution of the metaphors which they expressed their perceptions about curriculum in terms of gender is included.



Table 4.

*The Distribution of Metaphors Teachers and Pre-Service Teachers Expressed Their Perceptions about Curriculum, in Terms of Gender*

| Metaphor Group  | Teachers |      |          |      |          |      | Pre-service teachers |      |          |      |          |      |
|---|----------|------|----------|------|----------|------|----------------------|------|----------|------|----------|------|
|   | Female   |      | Male     |      | Total    |      | Female               |      | Male     |      | Total    |      |
|   | <i>f</i> | %    | <i>f</i> | %    | <i>f</i> | %    | <i>f</i>             | %    | <i>f</i> | %    | <i>f</i> | %    |
| A broken, out of use object                             | 8        | 13,8 | 11       | 25,6 | 19       | 18,8 | 8                    | 9,8  | 11       | 12,0 | 19       | 10,9 |
| A system  | 8        | 13,8 | 3        | 7,0  | 11       | 10,9 | 7                    | 8,5  | 14       | 15,2 | 21       | 12,1 |
| A good, qualified and sufficient product                | 3        | 5,2  | 4        | 9,3  | 7        | 6,9  | 11                   | 13,4 | 9        | 9,8  | 20       | 11,5 |
| The job of copying                                      | -        | -    | 3        | 7,0  | 3        | 3,0  | 2                    | 2,4  | 1        | 1,1  | 3        | 1,7  |
| Limited, monotonous rules                               | 8        | 13,8 | 5        | 11,6 | 13       | 12,9 | 10                   | 12,2 | 9        | 9,8  | 19       | 10,9 |
| Liberating, participation providing factors             | 3        | 5,2  | -        | -    | 3        | 3,0  | 7                    | 8,5  | 3        | 3,3  | 10       | 5,7  |
| A slowly- developing mechanism                          | 2        | 3,4  | 2        | 4,7  | 4        | 4,0  | 2                    | 2,4  | 3        | 3,3  | 5        | 2,9  |
| A baby on developmental age                             | 8        | 13,8 | 2        | 4,7  | 10       | 9,9  | 15                   | 18,3 | 15       | 16,3 | 30       | 17,2 |
| Non-characterized                                       | 2        | 3,4  | 1        | 2,3  | 3        | 3,0  | 1                    | 1,2  | 3        | 3,3  | 4        | 2,3  |
| An object having convertibility, flexibility features   | 3        | 5,2  | 6        | 14,0 | 9        | 8,9  | 4                    | 4,9  | 10       | 10,9 | 14       | 8,0  |
| An object whose external appearance is good, but hollow | 9        | 15,5 | 6        | 14,0 | 15       | 14,9 | 11                   | 13,4 | 7        | 7,6  | 18       | 10,3 |
| A tool or way used to achieve a goal                    | 4        | 6,9  | -        | -    | 4        | 4,0  | 4                    | 4,9  | 7        | 7,6  | 11       | 6,3  |

When Table 4 is investigated, it is observed that within the metaphors they used, female teachers primarily described the curriculum as an object whose external appearance is good, but hollow. Moreover, female teacher mostly regarded the curriculum as a broken, out of use object (13,8%), limited, monotonous rules (13,8%), a baby on developmental age (13,8%) and system (13,8%). On the other hand, male teachers substantially described the curriculum as a broken, out of use object (25,6%). Male teachers mostly perceived the curriculum as an object having convertibility, flexibility features (14%), an object whose external appearance is good, but hollow (14%) and limited, monotonous rules (11,6%). Whereas male teachers did not use metaphors such as liberating, participation providing factors and a tool or way used to achieve a goal, the female teachers used the metaphors about these features of the curriculum even at a little proportion. Also, while female teachers created no metaphors concerning that the curriculum was copied, 7% of male teachers used metaphors emphasizing this feature.

It is observed that within the metaphors they used female pre-service teachers primarily described the curriculum as a baby on developmental age (18,3%). Furthermore, female pre-service teachers mostly regarded the curriculum as a good, qualified and sufficient product (13,4%), an object whose external appearance is good, but hollow (13,4%), limited, monotonous rules (12,2%) and broken, out of use object (9,8%). Besides, male pre-service teachers substantially described the curriculum as a baby on developmental age (16,3%). Male pre-service teachers mostly perceived the curriculum as a system (15,2%), a broken, out of use object (12%) and an object having convertibility, flexibility features (10,9%). At the least proportion, both female and male pre-service teachers used the metaphors of non-characterized (F=1,2%, M=3,3%) and the job of cheating (F=2,4%, M=1,1%). In this respect, when the findings are maintained, it can be concluded that in terms of gender, there is not a significant difference in the metaphors which teachers and pre-service teachers express their perceptions about curriculum.

In Table 5, the distribution of the metaphors, which teachers and pre-service expressed their perceptions about curriculum, in terms of departments that were determined for the working group can be conferred.

Table 5.  
*The Distribution of Metaphors, Teachers and Pre-Service Teachers Expressed Their Perceptions about Curriculum, in Terms of Departments*

|                                 |          | Metaphor Group |                             |          |  |                    |                           |   |                                |                             |                   |   |   |                                      | Total |
|---------------------------------|----------|----------------|-----------------------------|----------|--|--------------------|---------------------------|---|--------------------------------|-----------------------------|-------------------|---|---|--------------------------------------|-------|
|                                 |          |                | A broken, out of use object | A system | A good, qualified and sufficient product | The job of copying | Limited, monotonous rules | Liberating, participation providing factors | A slowly- developing mechanism | A baby on developmental age | Non-characterized | An object having convertibility, flexibility features | An object whose external appearance is good, but hollow | A tool or way used to achieve a goal | Total |
| Primary School Teachers         | T        | <i>f</i>       | 6                           | 5        | 1  | 1                  | 3                         | 2   | 2                              | 7                           | 1                 | 3   | 11  | -                                    | 42    |
|                                 |          | %              | 14,3                        | 11,9     | 2,4                                      | 2,4                | 7,1                       | 4,8   | 4,8                            | 16,7                        | 2,4               | 7,1   | 26,2  | -                                    | 100   |
|                                 | PST      | <i>f</i>       | 2                           | 3        | 6  | 2                  | 5                         | 1   | 2                              | 5                           | -                 | 3   | 5   | 5                                    | 39    |
|                                 |          | %              | 5,1                         | 7,7      | 15,4                                     | 5,1                | 12,8                      | 2,6   | 5,1                            | 12,8                        | -                 | 7,7   | 12,8  | 12,8                                 | 100   |
| Tot                             | <i>f</i> | 8              | 8                           | 7        | 3  | 8                  | 3                         | 4   | 12                             | 1                           | 6                 | 16  | 5   | 81                                   |       |
|                                 | %        | 9,9            | 9,9                         | 8,6      | 3,7                                      | 9,9                | 3,7                       | 4,9   | 14,8                           | 1,2                         | 7,4               | 19,8  | 6,2   | 100                                  |       |
| Social Sciences Teachers        | T        | <i>f</i>       | 5                           | -        | 3  | 1                  | 2                         | -   | 1                              | -                           | 1                 | 1   | -   | -                                    | 14    |
|                                 |          | %              | 35,7                        | -        | 21,4                                     | 7,1                | 14,3                      | -   | 7,1                            | -                           | 7,1               | 7,1   | -   | -                                    | 100   |
|                                 | PST      | <i>f</i>       | 6                           | 7        | 3  | -                  | 6                         | 4   | 1                              | 5                           | 1                 | 4   | 6   | 2                                    | 45    |
|                                 |          | %              | 13,3                        | 15,6     | 6,7                                      | -                  | 13,3                      | 8,9   | 2,2                            | 11,1                        | 2,2               | 8,9   | 13,3  | 4,4                                  | 100   |
| Tot                             | <i>f</i> | 11             | 7                           | 6        | 1  | 8                  | 4                         | 2   | 5                              | 2                           | 5                 | 6   | 2   | 59                                   |       |
|                                 | %        | 18,6           | 11,9                        | 10,2     | 1,7                                      | 13,6               | 6,8                       | 3,4   | 8,5                            | 3,4                         | 8,5               | 10,2  | 3,4   | 100                                  |       |
| Science and Technology Teachers | T        | <i>f</i>       | 5                           | 3        | -  | -                  | 2                         | -   | 1                              | 3                           | 1                 | 2   | 3   | 1                                    | 21    |
|                                 |          | %              | 23,8                        | 14,3     | -  | -                  | 9,5                       | -   | 4,8                            | 14,3                        | 4,8               | 9,5   | 14,3  | 4,8                                  | 100   |
|                                 | PST      | <i>f</i>       | 3                           | 11       | 7  | 1                  | 6                         | 3   | 2                              | 15                          | 3                 | 7   | 3   | 3                                    | 64    |
|                                 |          | %              | 4,7                         | 17,2     | 10,9                                     | 1,6                | 9,4                       | 4,7   | 3,1                            | 23,4                        | 4,7               | 10,9  | 4,7   | 4,7                                  | 100   |
| Tot                             | <i>f</i> | 8              | 14                          | 7        | 1  | 8                  | 3                         | 3   | 18                             | 4                           | 9                 | 6   | 4   | 85                                   |       |
|                                 | %        | 9,4            | 16,5                        | 8,2      | 1,2                                      | 9,4                | 3,5                       | 3,5   | 21,2                           | 4,7                         | 10,6              | 7,1   | 4,7   | 100                                  |       |
| Turkish Teachers                | T        | <i>f</i>       | 3                           | 3        | 3  | 1                  | 6                         | 1   | -                              | -                           | -                 | 3   | 1   | 3                                    | 24    |
|                                 |          | %              | 12,5                        | 12,5     | 12,5                                     | 4,2                | 25                        | 4,2   | -                              | -                           | -                 | 12,5  | 4,2   | 12,5                                 | 100   |
|                                 | PST      | <i>f</i>       | 8                           | -        | 4  | -                  | 2                         | 2   | -                              | 5                           | -                 | -   | 4   | 1                                    | 26    |
|                                 |          | %              | 30,8                        | -        | 15,4                                     | -                  | 7,7                       | 7,7   | -                              | 19,2                        | -                 | -   | 15,4  | 3,8                                  | 100   |
| Tot                             | <i>f</i> | 11             | 3                           | 7        | 1  | 8                  | 3                         | -   | 5                              | -                           | 3                 | 5   | 4   | 50                                   |       |
|                                 | %        | 22             | 6                           | 14       | 2  | 16                 | 6                         | -   | 10                             | -                           | 6                 | 10  | 8   | 100                                  |       |
| Total                           | T        | <i>f</i>       | 19                          | 11       | 7  | 3                  | 13                        | 3   | 4                              | 10                          | 3                 | 9   | 15  | 4                                    | 101   |
|                                 |          | %              | 18,8                        | 10,9     | 6,9                                      | 3                  | 12,9                      | 3   | 4                              | 9,9                         | 3                 | 8,9   | 14,9  | 4                                    | 100   |
|                                 | PST      | <i>f</i>       | 19                          | 21       | 20                                       | 3                  | 19                        | 10  | 5                              | 30                          | 4                 | 14  | 18  | 11                                   | 174   |
|                                 |          | %              | 10,9                        | 12,1     | 11,5                                     | 1,7                | 10,9                      | 5,7   | 2,9                            | 17,2                        | 2,3               | 8   | 10,3  | 6,3                                  | 100   |
| Tot                             | <i>f</i> | 38             | 32                          | 27       | 6  | 32                 | 13                        | 9   | 40                             | 7                           | 23                | 33  | 15  | 275                                  |       |
|                                 | %        | 13,8           | 11,6                        | 9,8      | 2,2                                      | 11,6               | 4,7                       | 3,3   | 14,5                           | 2,5                         | 8,4               | 12  | 5,5   | 100                                  |       |

When the metaphors which teachers and pre-service teachers used are evaluated, within the metaphors they used, Primary School teachers primarily described the curriculum as an object whose external appearance is good, but hollow (26,2%) whereas Primary School pre-service teachers described it as a good, qualified and sufficient product (15,4%). According to the findings of the study the other proportions were like these: Social Sciences teachers described the curriculum as a broken, out of use object (35,7%), Social Sciences pre-service teachers described it as a system(35,7%), Science and Technology teachers as a broken, out of use object (23,8%), Science and Technology pre-service teachers as a baby on developmental age (23,4%), Turkish teachers as limited, monotonous rules (25%), and Turkish pre-service teachers as a broken, out of use object (30,8%). According to the findings above, whereas Primary School teachers mostly regard the curriculum as an object whose external appearance is good, but hollow, by taking a brighter view Primary School pre-service teachers regard it as a qualified and sufficient product. The number of the teachers who regard the curriculum as negative and liken it to a broken, out of use object is much more in Social Sciences Teaching than the other departments. However, it can be observed that likening the curriculum to a system, the majority of Social Sciences pre-service teachers do not use negative metaphors as much as teachers. Although Science and Technology teachers describe the curriculum as a broken, out of use object, it can be concluded that this proportion is lower than the other departments. Similarly, it can be considered that Science and Technology pre-service teachers express the curriculum with positive metaphors by likening it to a baby on developmental age. Turkish pre-service teachers are observed to describe the curriculum with positive metaphors such as a broken, out of use object at a higher proportion than the other pre-service teachers. Among all the departments, the metaphors of the job of copying and non-characterized are used at the least proportion.

According to Table 5, when the metaphors are investigated from the point of all the departments, it can be observed that Primary School, Social Sciences, Science and Technology and Turkish teachers substantially described the curriculum as a broken, out of use object (18,8%) and an object whose external appearance is good, but hollow (14,9%). However, pre-service teachers primarily developed the metaphors of a baby on developmental age (17,2%) and a system (12,1%). According to the findings of the study, an outstanding point is that when compared to teachers, pre-service teachers regard the curriculum as improvable, systematic and qualified. On the other hand, teachers describe the curriculum as limiting and losing its functional it. Therefore, it can be remarked that pre-service teachers regard the curriculum more positively than teachers but they consider that it must be developed and used.

### **Discussion and Conclusion**

According to the results of the study, it can be concluded that the metaphors which teachers developed about the curriculum primarily include negative perception expressions, however the metaphors that pre-service teachers develop about the curriculum substantially include more positive perception expressions than teachers. It can be remarked that pre-service teachers consider that the curriculum can be developed by overcoming the deficiencies and it is qualified enough to use. This result might derive from both the fact that teachers have problems in the application process of the curriculum and also pre-service teachers have been brought up according to the new curriculum. In the study conducted by Semerci (2007), it was found that teachers had some concerns resulting from the fact that they were not explained about the development of elementary education curriculum. This finding supports this research's finding.

The results related to the other findings of this research are these:

When the distribution of metaphors teachers and pre-service teachers expressed their perceptions about curriculum, in terms of gender is analyzed, it is found that female teachers describe the curriculum as an object whose external appearance is good, but hollow and male teachers describe it as a broken, out of use object. However, both male and female pre-service teachers regard the curriculum as a baby on developmental age.

On the other hand, when the distribution of metaphors teachers and pre-service teachers expressed their perceptions about curriculum, in terms of departments is investigated, Primary School teachers and pre-service teachers substantially describe the curriculum as an object whose external appearance is good, but hollow, Social Sciences teachers and pre-service teachers describe it as a broken, out of use object, Science and Technology teachers and pre-service teachers as a baby on developmental age and also Turkish teachers and pre-service teachers as a broken, out of use object. When evaluated in terms of departments, it can be concluded that only Science and Technology teachers and pre-service teachers develop positive metaphors about curriculum and these metaphors are mostly created by pre-service teachers.

As a result of descriptive analysis investigation of the metaphors and reasons which teachers and pre-service teachers develop, it can be remarked that the curriculum's external appearance is good, but hollow, it is regarded as an out of use object and there are still problems in the application of the curriculum even though constructivist approach is said to be applied. It is indicated that the curriculum has a lot of limiting points, it needs time to develop and there are some problems because of both teachers' competences and the inappropriateness of the physical structure and instruments in the schools and therefore, the desired result cannot be achieved. In this sense, teachers describe the curriculum with the metaphors such as an unripe fruit, a lorry whose front tire has a blowout, a boot with just one scull, a puffed balloon, an empty cube and a turtle. In order to express that the curriculum is vey loaded, they develop metaphors such as an overloaded lorry and a shelf full of books.

Also, pre-service teachers expressed that the curriculum makes students active, it is more flexible than the old curriculum, it includes activities, it enables to use active methods such as creative drama and it also enables to change according to today's conditions by developing positive and good metaphors such as star, Sun, play dough, circus and theatre stage.

When the results of the study are evaluated broadly, it is observed that the teachers opine that constructivist approach could not be applied completely and a lot of problems are encountered especially in the application of the curriculum. Contrary to this, whereas some of the pre-service teachers opine supporting the teachers' opinions, most of them express that if the curriculum is applied properly by teachers, it can achieve its goal. According to Cuban (1993), an inconsistency is frequently encountered between the aimed, applied and achieved curriculums (Cited in Handal and Herrington, 2003). Findings of the studies that the researchers such as Bal (2008), Demir and Sahin (2009), Duru and Korkmaz (2010) conducted about the problems in the application of the curriculum have paralels with this finding of the study. The reflection of the teachers' this negative perception on teaching and learning processes can be maintained as an obstructor factor to get the desired efficiency from the curriculum. Teachers' beliefs can play a facilitor or obstructor role in transferring the curriculum to reality and in-class teaching. That's why, teachers' having positive opinion about the curriculum and its internalization of will enhance the practibility of the curriculum (Bartiromo and Etkina, 2009, Handal and Herrington, 2003). The metaphors that the teachers and pre-service teachers develop and the reasons they ground can be seen as important clues indicating that the curriculum is not applied effectively and efficiently. When considered from this point of view the results can be accepted as indicators searching out that the curriculum, which is said to remove the problems in education and create a student-centered learning process, is not functional enough in terms of application. It is quite important to identify and look through the problems and troubles that are emergent in the curriculum. In this sense, considering the results of the study and the opinions of teachers, students, parents and other educational componants, studies should be done in order for the current curriculum to be applied efficiently. Furthermore, for curriculums to be effective , the physical structure, instruments and equipments should be made suitable in the direction of the insight that the curriculum presents. By doing researches that aim to search for the problems directing the teachers to use negative metaphors about curriculum, applications should be enhanced in this sense.

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