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The Metaphorical Perceptions of Teacher Candidates on the Concept of Spelling

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Abstract

This research aims to determine teacher candidates' perceptions of the concept of spelling through metaphors. Phenomenology design, one of the qualitative research designs, was used in the research. The easily accessible sampling method, which is one of the purposive sampling methods, was used to form the study group of the research. The participants of the research are 88 teacher candidates studying at a university in Turkey. In the research, to determine the opinions of teacher candidates on the concept of spelling through metaphors, "spelling ... similar/like to; because..." were provided to fill in the blanks in the open-ended question form with the metaphor they wanted. Content analysis was used in the analysis of the obtained data. As a result of the research, it was determined that 74 metaphors in 9 categories were produced by 88 teacher candidates. As a result of the analysis of the findings obtained from the research, the teacher candidates' concept of spelling; they defined as the rules that ensure the effective, correct, and beautiful use of the language, and enable it to be understood, facilitate the narration, eliminate the confusion of concepts, and which must be followed according to a certain standard in writing. As a result of the research, it was concluded that the teacher candidates' perceptions of the concept of spelling were positive and their awareness levels were high. In addition, it was determined that teacher candidates expressed the concept of spelling as a systematic, regular, and harmonious composition that adds color and flavor to life, develops intelligence and memory, and emerges as a result of regular studies.

Introduction

The concept of spelling has been defined in different ways over the years. Spelling is the way of writing a language according to certain rules and showing the words in that language in writing (Özbay, 2000, p.185). Spelling, or orthography, is a set of rules that emerge based on the functioning of a language and are necessary for putting the language into writing (Uludağ, 2002, p.100). "Spelling also means orthography, writing a language with certain rules" (Demir, 2018, p.121). "Spelling, which is defined as the writing of a language within the framework of certain rules, is defined as an important element of good and clear speech and correct speech. In the writing activity, which takes place depending on certain rules, everyone has to follow these rules. Because the formation of effective communication in a correct, regular and understandable way depends on the reader's understanding

of the text and following the spelling rules. All languages in the world continue to exist in parallel with grammar, spelling and punctuation rules” (Bulut, 2013, p.278-280). The use of words in written expression by their purpose is very important for the writer and the reader. Because transferring some thoughts designed in the mind to writing completely and accurately is possible by following the standard rules determined in written expression. Therefore, spelling can also be defined as the rules that ensure that the text can be perceived and interpreted correctly by the reader (Bayram & Erdemir, 2006, p.2).

Spelling precision is also important in terms of revealing the personality of the individual. It is also an expression of the importance, love, and respect that people give to language. Therefore, writing the language according to the rules is also an indicator of the respect we show to cultures and ourselves (Uludağ, 2002, p.100). Linguist Banguoğlu states that although the writing issue has been resolved, spelling problems in Turkish continue (1987, p. 46). The existence of some problems with spelling, which provides the most accurate reflection of the identity of a language and serves as a mirror, can be seen in literature, art, economy, politics, etc. It also brings important problems (Çifçi, 2006, p.122). For this reason, there are spelling problems in the context of grammar teaching today and these problems cannot be solved completely (Kalfa, 2001). It is necessary to give importance to spelling, which provides integrity and aesthetic appearance in students' Turkish written expression skills, and to solve spelling problems (Özbay, 2011). In this respect, writing unity, which is important in mother tongue teaching, is very important in terms of language development and integrity. The aim of spelling and written spelling and eliminating the differences in regional dialects. Integrity in writing can be defined as the ability to write the rules and by using the language (Demirtürk, 2019, p.5).

Spelling is considered an important component of written expression. Possible spelling mistakes in written expression can change the meaning of the written material, make it difficult to understand, and make it incoherent, and comprehensible (Altamimi & Rashid, 2019, p.179). For this reason, it is necessary to be competent in spelling to present an understandable way of written text (Al-Sobhi et al., 2017, s. 16). Spelling, is accepted as an important parameter in determining the quality of the text (Pantazopoulou et al., 2022), is also very important for one's academic and professional success. Serious typos can make the text difficult to read and cause readers to degrade the quality of written composition (Graham, Harris & Hebert, 2011; Graham & Hebert, 2011; as cited in, Galuschka, et al., 2020). Spelling, which can be called a basic skill that students need, also has important effects on expressing emotions and thoughts in a standard, correct and easy way (Altamimi & Rashid, 2019, p.179).

Metaphor is a figurative form of language in which something or an idea is expressed in another term (Akman & Açıkgöz, 2022; Akman et al., 2022; Aydın, Somuncu Demir, & Aksut, 2021; Ritchie, 2013;), plays an important role in our understanding of language and the world we use to speak it (Ortony et al., 1978). Metaphor is one of the most powerful tools that can be used to reveal people's perceptions of any concept (Karakoç Öztürk, 2021), it is also a form of speech in which the special qualities of one concept or entity are applied to another concept or entity. It is also used to add a clearer meaning or color to the presentation (Inkson & Amundson, 2001). More metaphors should be included in language teaching activities compared to previous periods. Metaphors are well-known metaphorical expressions in terms of applicable propositions central to language use and cover a significant part of the language system as a product of a structural point of view (Low, 1988). Metaphors are widely used in

daily communication and reasoning (Aubusson, 2006). Metaphor has been a subject studied in different fields such as “philosophy, linguistics, semantics, education, psychology” from the rhetoric in the Ancient Age to the present day (Uyan Dur, 2016). In many academic disciplines, there are colossal empirical studies in the literature that clearly show that metaphor is ubiquitous in both everyday and private language.

There are also studies showing that metaphor comes to the fore in abstract thought, people's emotional and aesthetic experiences, and many other areas. Metaphor is not just an ornamental aspect of language, but a basic schema by which people conceptualize the world and their activities (Gibbs, 2008). Therefore, metaphors, which are mental images that we use in daily life, may differ from person to person. Factors such as education and culture play an important role in the basis of these differences (Aslan & Filiz, 2018). Metaphors are powerful mental mapping and modeling tools for understanding and explaining the world. In this context, metaphors explain some phenomena that we can perceive with our senses with pre-existing concepts in the brain (Uyan Dur, 2016, p.124).

In summary, it can be said that metaphors are “describing an unknown subject with a known subject” (Cooper, 2001; as cited in Karakoç Öztürk, 2021). There are many studies in the literature on metaphors used in many scientific disciplines. In this context, it is seen that many studies have been carried out on “language and language skills”. Some of these studies are; “mother tongue and four basic language skills” (Karapınar, 2016); “writing skill” (Tiryaki&Demir, 2016); “first literacy teaching” (Saydam, 2022); “reading and writing” (Köksal et al., 2016); “reading and writing skills” (Çetinkaya Özdemir and Kaya, 2019); “speaking and writing process” (Girmen, 2007); “listening, speaking, reading and writing skills” (Ulu, 2019); “writing” (Özdemir, 2019); “critical writing” (Ünal&Tekin,2013); “reading and writing concepts” (Özenç&Özenç, 2018); “reading and writing skills” (Bulut&Kuşdemir, 2018; Köksal, 2010); “upright basic script” (Gürbütürk et al., 2018); “cursive writing” (Doğan et al., 2019); “writing (composition)” (Pehlivan et al., 2019). appear to be topics.

In today's “technology age”, the importance of spelling is increasing day by day in conveying emotions and thoughts accurately, effectively, and without causing communication problems and misunderstandings. To find answers how the concept of spelling is perceived by teacher candidates in the context of language education, it is very important in terms of literature to determine which common metaphors the participants with a certain experience produce. Metaphors, which have important functions in explaining the thoughts and opinions of teacher candidates about writing problems, which is one of the important problems in their education and development processes, are an important tool in this context. In line with technological developments, researching the knowledge and perception levels of teacher candidates regarding the concept of spelling within the scope of written expression skills, which are carried out intensively in the internet environment, will provide important contributions to the solution of spelling. The metaphorical perceptions of pre-service teachers, who are important stakeholders in the presentation of appropriate and quality educational activities in the context of language education and teaching, about the concept of orthography, which is an important concept in language education, is very important. In this context, taking the opinions of the prospective teachers through the open-ended written question form prepared to determine the metaphorical perceptions about the concept of spelling and determining and analyzing the expressed metaphorical perceptions form the basis of the research.

Purpose of the Research

This study, it is aimed to reveal the metaphorical perceptions of pre-service teachers about the concept of spelling through metaphors. In line with these purposes, answers to the following questions were sought:

1. Which metaphors do teacher candidates usually use to explain their perceptions of the concept of “spelling”?
2. Under which conceptual categories are teacher candidates' metaphors about the “spelling” class classified according to common features?
3. Spelling is one of the subjects accepted as an indicator of using the language effectively and according to the rules at all levels of education. Therefore, it is anticipated that this research on metaphorical perceptions regarding this concept will contribute to the field of teacher training and development.

Method

This section includes the design of the research, the participants/study group, data collection tools, data analysis, validity, and reliability.

Research Design

The qualitative research method was used in this research, which aims to determine the perceptions of teacher candidates about the concept of “spelling” with the help of metaphors. In qualitative research, it is essential to go deep and extract what is below the surface (Glesne, 2013). Phenomenology research design, one of the qualitative research designs, was used in the research.

Studies designed with phenomenology, it is aimed to obtain information about the personal experiences of individuals regarding a phenomenon (Creswell, 2020). Thus, the meanings that individuals attribute to the phenomenon based on their experiences are reached (Merriam, 2009). “The phenomenology research design allows us to focus on a set of phenomena that we are aware of but do not have a deep, detailed understanding of. The events, experiences, perceptions, orientations, and concepts we encounter in the world we live in appearing in different forms 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 grasp” (Yıldırım & Şimşek, 2013, p.78).

Participants/Study Group

The study group of the research consists of 88 teacher candidates studying in various departments of a university's education faculty in the spring term of the 2020-2021 academic year. The easily accessible sampling method, which is one of the purposive easily methods, was used in the selection of the study group of the research. “This sampling method gives the researcher speed and practicality. Because, in this method, the researcher chooses a situation that is close and easy to reach” (Yıldırım & Şimşek, 2013, p.141). Sampling selection was made based

on accessibility and voluntariness. To e based validity of the research, the data added to information obtained from the participants were kept confidential, therefore, codes/abbreviations such as TC1: Teacher candidate 1...etc were used according to the order in which the questions were answered. The distribution, frequency, and percentages of the teacher candidates included in the study by departments are shown in Table 1.

Table 1. Distribution of Teacher Candidates by Departments Frequency and Percentage

Department	(f)	(%)
Turkish Language and Literature Education	21	23.8
Guidance and Psychological Counseling	20	22.7
Social Studies Education	19	21.5
Geography Education	7	7.9
Painting Education	4	4.5
History Education	4	4.5
Preschool Education	3	3.4
Philosophy group education	3	3.4
German Language Education	3	3.4
Music Education	2	2.2
French Language Education	1	1.1
Physical Education and Sports	1	1.1
Total	88	100

According to Table 1, 23.8% of the 88 teacher candidates who constituted the study group of the research were Turkish Language and Literature Education (f=21); 22.7% Guidance and Psychological Counseling (f=20); 21.5% Social Studies Education (f=19); 3.4% Preschool Education (f=3); 7.9% Geography Education (f=7); 4.5% Art and Business Education (f=4), 4.5% History Education (f=4); 2.2% Music Education (f=2); 3.4% Philosophy Group Education (f=3) and 3.4% German Education (f=3); 1.1% French Education (f=1); 1.1% Physical Education and Sports Department (f=1) has been determined. The findings obtained through metaphors explaining the mental perceptions of the teacher candidates participating in the research regarding the concept of “spelling” are shown in the tables.

Data Collection Tools

The teacher candidates who participated in the research were asked to fill in the online “spelling...similar/like to. Because...” question form. In addition, the “personal information” section is also included so that teacher candidates can specify their gender and educational field. “It has advantages in terms of cost and time efficiency as it reduces the costs of collecting, transporting, and copying qualitative data over the Internet. It also provides flexibility, in time and place to give participants more time to reflect and respond to the information being questioned. It can provide an in-depth reflection of the topic” (Nicholas et al., 2010; as cited in Creswell, 2020, p.161).

Analysis of Data

Content analysis was used to analyze the data obtained from teacher candidates with a semi-structured online interview form. "Content analysis is a research analysis technique used to understand many phenomena in different disciplines. The content analysis technique was used to evaluate the data obtained in this way. The main purpose of content analysis is to reach concepts and relationships that can explain the collected data.

The data summarized and interpreted in the descriptive analysis are subjected to deeper processing in content analysis, and as a result of this analysis, concepts, and themes that cannot be noticed with a descriptive approach can be discovered. For this purpose, it is necessary to conceptualize the collected data first, 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 with content analysis and try to reveal the truths that may be hidden in the data. The basic process in content analysis is to collect 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 and 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. (2010) and carried out by two researchers, was used. Consistency control was ensured by comparing the categories determined by the field experts with the categories created by the researchers. Different from the researchers, it was determined that there was a difference of opinion in the six metaphors named "automobile, handicraft, parking lot, orchestra, puzzle, and fox" in the categories created in line with expert opinions.

In this context, within the framework of Miles and Huberman's (1994, p.64) [Reliability = (consensus/consensus + disagreement) X 100] $74/74+6 \times 100$ formula, the percentage of agreement among the coders was calculated as 92.5%. 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 necessary permissions for the research were obtained from the relevant institution, 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 by ethical rules.

Findings

In this study, which was conducted to determine the metaphors of the teacher candidates regarding the concept of "spelling, 74 metaphors emerged within the framework of the data obtained. The frequencies and percentages of the metaphors obtained in the study are shown in Table 2.

Table 2. Metaphors, Frequency, and Percentages Related to the Concept of Spelling

Metaphor	f	%	Metaphor	f	%
1. traffic rules	6	6.8	38. mirror	1	1.13
2. law	3	3.4	39. pearl necklace	1	1.13
3. regulation	2	2.3	40. decoration stuff	1	1.13
4. etiquette	2	2.3	41. photo camera	1	1.13
5. tidy house	2	2.3	42. salt and spice	1	1.13
6. tidy	2	2.3	43. recipe	1	1.13
7. human	2	2.3	44. honey	1	1.13
8. eating and drinking	2	2.3	45. food and salt relationship	1	1.13
9. puzzle	2	2.3	46. game	1	1.13
10. language discipline	1	1.13	47. soup	1	1.13
11. official chat	1	1.13	48. orchestra	1	1.13
12. security guard	1	1.13	49. life itself	1	1.13
13. right and wrong	1	1.13	50. space	1	1.13
14. Identity card/ID card	1	1.13	51. character	1	1.13
15. agree and be understood	1	1.13	52. seasons	1	1.13
16. seriousness	1	1.13	53. mood of the individual	1	1.13
17. obligations that the teacher candidate should know	1	1.13	54. knot of life	1	1.13
18. regulatory instruments and applications	1	1.13	55. final step	1	1.13
19. order	1	1.13	56. culture	1	1.13
20. the supervisory and regulatory board	1	1.13	57. formation	1	1.13
21. the layout of the seats in the cinema	1	1.13	58. handicrafts	1	1.13
22. domino pieces	1	1.13	59. book	1	1.13
The 23. ruler	1	1.13	60. teacher	1	1.13
24. meal measure	1	1.13	61. sun	1	1.13
25. correct Turkish	1	1.13	62. mental and bodily functions	1	1.13
26. correct writing and comprehension	1	1.13	63. concrete contemplation of emotions	1	1.13
27. language guide	1	1.13	64. sound	1	1.13
28. steering wheel	1	1.13	65. hair	1	1.13

Metaphor	f	%	Metaphor	f	%
29. style	1	1.13	66. rain	1	1.13
30. class rules, rules in social life	1	1.13	67. fox	1	1.13
31. automobile	1	1.13	68. small but important touches	1	1.13
32. beautiful handwriting	1	1.13	69. social media emoji	1	1.13
33. picture	1	1.13	70. alert button	1	1.13
34. nature painting	1	1.13	71. flat asphalt road	1	1.13
35. flower branch	1	1.13	72. parking lot	1	1.13
36. makeup	1	1.13	73. writing without words	1	1.13
37. oysters (pearls)	1	1.13	74. first important object	1	1.13
Total				88	100

When Table 2 is examined, it is seen that a total of 74 metaphors were produced by 88 teacher candidates. These metaphors; traffic rules (6), law (3), tidy (2), etiquette (2), tidy house (2), organization (2), human (2), eating-drinking (2), puzzle (2), language discipline (1), official chat (1), regulation (1), security guard (1), rights and mistakes (1), Identity card/ID card (1), agree and be understood (1), seriousness (1), obligations that the teacher candidate should know (1), regulatory instrument and application (1), order (1), supervisory and regulatory board (1), layout of the seats in the cinema (1), domino pieces (1), ruler (1), meal measure (1), correct Turkish (1), correct writing and comprehension (1), language guide (1), steering wheel (1), style (1), class rules, rules in social life (1), automobile (1), beautiful handwriting (1), picture (1), nature painting (1), flower branch (1), makeup (1), oysters (pearls) (1), mirror (1), pearl necklace (1), decoration stuff (1), photo camera (1), salt and spice (1), recipe (1), honey (1), food and salt relationship (1), game (1), soup (1), orchestra (1), life itself (1), space (1), character (1), seasons (1), mood of the individual (1), a knot of life (1), the final step (1), culture (1), formation (1), handicrafts (1), book (1), teacher (1), sun (1), mental and bodily functions (1), concrete contemplation of emotions (1), sound (1), hair (1), rain (1), fox (1), small but important touches (1), social media emoji (1), alert button (1), flat asphalt road (1), parking (1), writing without words (1), first important object (1).

Table 3. Metaphor Categories, Frequency, and Percentage Related to the Concept of Spelling

Category	Metaphors	(f)	(%)
Spelling category as regulative	tidy house (2), tidy (2), organization (2), regulation (1), regulatory instrument and application (1), supervisory and regulatory board (1), the layout of the seats in the cinema (1), domino pieces (1), ruler (1), meal measure (1), correct Turkish (1), correct writing and comprehension (1), flat asphalt road (1)	16	18.1
Spelling category as a guide and mentor	traffic rules (6), etiquette (2), language guide (1), parking lot (1), steering wheel (1), style (1), class rules, rules in social life (1), automobile (1),	14	16.0

Category	Metaphors	(f)	(%)
Spelling category as law and discipline	law (3), language discipline (1), official chat (1), a security guard (1), rights and mistakes (1), Identity card/ID card (1), agree and be understood (1), seriousness (1), obligations that the teacher candidate should know (1),	11	12.5
Spelling category as wealth and beauty	beautiful handwriting (1), picture (1), nature painting (1), flower branch (1), makeup (1), oysters (pearls) (1), mirror (1), pearl necklace (1), decoration stuff (1), photo camera (1),	10	11.3
Spelling category as adding taste and flavor to life	eating and drinking (2), salt and spice (1), recipe (1), honey (1), food and salt relationship (1), game (1), soup (1), orchestra (1),	9	10.2
Spelling category as part of man and nature	human (2), sun (1), mental and bodily functions (1), concrete contemplation of emotions (1), sound (1), hair (1), rain (1),	8	9.1
Spelling category as depth and variability	life itself (1), space (1), character (1), seasons (1), the mood of the individual (1), a knot of life (1), the final step (1), writing without words (1),	8	9.1
Spelling category as accumulation and patience	puzzle (2), culture (1), formation (1), handicrafts (1), book (1), teacher (1)	7	8.0
Spelling category as matters to be considered	fox (1), small but important touches (1), social media emoji (1), alert button (1), first important object (1)	5	5.7
Total		88	100

Metaphor Categories Created for the Concept of Spelling

1. Spelling category as regulative

In this category; There are 13 teacher candidates and 15 metaphors. These metaphors; are the tidy house (2), the organization (2), tidy (2), order (1), regulatory instrument and application (1), supervisory and regulatory board (1), and the layout of the seats in the cinema (1), domino pieces (1), ruler (1), meal measure (1), correct Turkish (1), correct writing and comprehension (1). The opinions of some teacher candidates in this category are direct as follows:

TC₁: “Spelling is like an order. Because spelling concepts are the best example of how we should use correct Turkish.”

TC₉: “Spelling is like a regulatory instrument and application because it prevents us from making mistakes.”

TC₂₁: “I liken it to correcting Turkish. Because spelling concepts are the best example of how we should use correct Turkish.”

TC₆₀: “Spelling is similar to the tidy house, the text should be arranged according to the order at home”

TC₈₅: “It is like a spelling, supervisory and regulatory board as it strengthens the channels of communication and allows health messages to circulate among individuals.”

2. Spelling category as a guide and mentor

In this category, it is seen that a total of 13 teacher candidates produced 8 different metaphors for the concept of spelling. These metaphors; are traffic rules (6), etiquette (2), language guide (1), parking lot (1), steering wheel (1), and style (1). The views of some of the teacher candidates are direct as follows:

TC₆₀: “The concept of spelling is like a parking lot. Because if there is no order in the parking lot, there will be chaos. The concept of spelling cannot exist without irregular rules.”

TC₆₇: “Spelling is the manual of a language. Because spelling guides writing and language. It sets its rules and lays out how it should be written.”

TC₇₂: “I liken the concept of writing to the human style because it creates positive effects if used effectively and well.”

TC₈₆: “Spelling is like traffic rules. Because it shows where and what to do, it keeps order.”

3. Spelling category as law and discipline law

In this category, 10 metaphors were produced by 11 teacher candidates. These metaphors; law (3), language discipline (1), official chat (1), security guard (1), rights and mistakes (1), Identity card/ID card (1), agree and be understood (1), seriousness (1), obligations that the teacher candidate should know (1). The views of some of the teacher candidates are direct as follows:

TC₆: “Spelling is like seriousness. Because it requires the correct expression of the message to be given to prevent, misreading and misunderstandings that may occur in the text.”

TC₂₄: “I think spelling is like laws. Because laws provide order in social relations and life, as well as spelling ensures order in speech and correspondence and prevents chaos.

TC₆₃: “I liken the concept of spelling to an official chat. because spelling is a language that depends on rules.”

TC₇₃: “Spelling is like an obligation that every teacher candidate should know. Because the teacher is an educated, knowledgeable, cultured, and enlightened, person. Its job is to educate and teach. For this reason, teachers need to know and apply spelling rules exactly.”

4. Spelling category as wealth and beauty

In this category; there are 10 teacher candidates and 10 metaphors. These metaphors; beautiful handwriting (1), picture (1), nature painting (1), flower branch (1), makeup (1), oysters (pearls) (1), mirror (1), pearl necklace (1), decoration stuff (1), photo camera (1), The views of some of the teacher candidates are direct as follows:

TC₁₁: “The concept of writing is like decoration stuff because the more we pay attention to spelling while using our language, the better quality, and ornamental writings we will get.”

TC₂₂: “Spelling is like make-up. Because when done properly, an article looks so awesome, unique, and beautiful. But when it's full of typos, it's just as bad.”

TC₃₃: “Spelling is like beautiful handwriting. It is also like a simple but effective sentence structure. If we write a wrong article without making a typo, neither the beauty of our article nor the clarity of the simple and beautiful style we want to convey will be important. ”

TC₅₀: “I liken the spelling to a beautifully made pearl necklace. Because the more accurate and careful my writing is, the more impressive and beautiful it will be.”

5. Spelling category as adding taste and flavor to life

In this category; there are 9 teacher candidates and 8 metaphors. These metaphors; eating and drinking (2), salt and spice (1), recipe (1), honey (1), food and salt relationship (1), game (1), soup (1), orchestra (1). The opinions of some teacher candidates in this category are direct as follows:

TC₄₀: “Spelling is like a game that must be played according to the rules because if you don't follow the rules, it means nothing, competition and entertainment cannot be provided.”

TC₄₆: “Spelling is like food and salt because it becomes tasteless when separated.”

TC₇₄: “Spelling is similar to honey because it emerges as a result of honey bees working in a certain order and spelling consists of the regular working of letters and words.”

TC₈₄: “Spelling is like soup. Because if you don't know the rules, everything gets messy.”

6. Spelling category as part of man and nature

In this category; There are 8 teacher candidates and 7 metaphors. These metaphors; are human (2), sun (1), mental and bodily functions (1), concrete contemplation of emotions (1), sound (1), hair (1), and rain (1). The views of some of the teacher candidates are direct as follows:

TC₄: “It is a concrete contemplation of emotions, because thanks to spelling, people can express their feelings and thoughts better, or thanks to these tools, they can adjust the emphasis and intonation in a sentence correctly.”

TC₁₄: “It sounds like sound. Because when used correctly, it is understood correctly, when used incorrectly, it is wrong.”

TC₁₈: “I liken the spelling to the sun, because there is the sine qua non for the progress of every system, and the rules of spelling are indispensable in writing.”

TC₃₂: “Spelling is like rain. Because it provides nutrition and growth of plants. In other words, spelling develops, personalizes, and nourishes people.”

TC₄₇: “The concept of spelling is similar to the mental and bodily functions required for a person's survival. Because language has vital importance for the survival and development of the society in which it is used. At this point, spelling plays an important role in the healthy living of the language.”

TC₆₄: Spelling is like hair. Because he wants to be combed. He wants to go to the barber and shave. Without these, one's hair gets tangled. It is filled with dust and earth. It does not look good to the eye. Spelling (spelling) is the same in this way. Mistakes made hurt people's eyes. Without spelling, the

meanings of words can change. This can lead to misunderstandings.”

7. Spelling category as depth and variability

In this category; there are 8 teacher candidates and 8 metaphors. These metaphors; are life itself (1), space (1), character (1), seasons (1), the mood of the individual (1), the knot of life (1), the final step (1), and writing without wand words (1). The views of some of the teacher candidates are direct as follows:

TC₂: “Like the spelling knot of life. Because with your writing, you need to express what you want and mean in the best way possible.”

TC₅: “Spelling is like seasons. Because every sign that is not put on time and in place causes confuses summer and frost on crops...”

TC₂₆: “It is like the final step required to complete a job. Because we cannot complete what we have written without spelling and the message we want to give is incomplete.”

TC₂₇: “It is like writing without words. Because a text written without spelling can have no meaning.”

TC₂₈: “Spelling is like space because space has no end and there is no limit to what can be written, which makes these two elements metaphorically similar.”

TC₃₀: “Spelling is life itself because when we review what we have done, there are mistakes and truths we make.”

TC₆₁: “Spelling is like a character. Because it gives information about our personality.”

TC₆₆: “Spelling is like the mood of the individual. Because the use of each word that an individual chooses reflects his or her mood.”

8. Spelling category as accumulation and patience

In this category; there are 7 teacher candidates and 6 metaphors. These metaphors; are puzzle (2), culture (1), formation (1), handicrafts (1), book (1), and teacher (1). The views of some of the teacher candidates are direct as follows:

TC₁₂: “Spelling is like a puzzle because, just as a puzzle becomes a whole with its pieces, spelling is formed by the combination of words, letters, punctuation marks, and many other elements. Missing or inaccurate one of these elements is not a healthy writing style and can be compared to a jigsaw puzzle.”

TC₂₀: “Spelling is similar to culture. Because it is formed by a social accumulation.”

TC₆₉: “The concept of spelling is similar to a handicraft because the letters and sentences formed are of artistic quality.”

TC₇₀: “The concept of spelling is like a teacher. We need to pay attention to the accuracy of every word we use while writing. There are consequences when done wrong. The reason I say teacher is because the teacher is trying to teach us the right things. Raising the right way also requires us to be raised the right way. If he teaches something wrong, the upbringing of the child will also be wrong.”

TC₇₉: “I liken the spelling to a book. Because of the only thing that makes the verbal permanent...”

PT₈₂: “Spelling is like a formation. Because creating the meaning behind every word takes effort and imagination.”

9. Spelling category as matters to be considered

In this category; there are 5 teacher candidates and 5 metaphors. These metaphors; are fox (1), small but important touches (1), social media emojis (1), alert button (1), and first important object (1). The views of some of the teacher candidates are direct as follows:

TC₂₅: “The spelling is like a fox. Because he knows where and what to do.”

TC₃₉: “I think spelling is like the first important object that can be given up in difficult situations. Because although it is known that a citizen does not follow the spelling rules in an article on any subject, the spelling rules are also very necessary and everyone, especially those with a high academic level, should comply as much as possible. ”

TC₄₀: “Spelling, when we answer the wrong question, “dat!” It’s like a button that beeps because it shows us the words we use incorrectly when speaking or writing in our lives.”

TC₆₅: “The concept of spelling is similar to social media emojis. Because it governs mood. Unknown ellipsis, angry emoji replacing a reproachful exclamation point, or surprise emoji...”

TC₈₁: “I think spelling is like small but important touches. Because the sentence in the news is indispensable for distinguishing.”

Discussion, Conclusion, and Recommendations

The study group of this research, which aims to determine the perceptions of teacher candidates about the metaphors they have about the concept of “spelling” and to gather the metaphors produced on the subject under certain conceptual categories, consists of 88 teacher candidates systematically and understandably. It was determined that the participants of the research produced a total of 74 different metaphors related to the subject. When the explanations of the metaphors that the teacher candidates produced after the conjunction “because” in the root of the question were examined, the number of participants who expressed “positive views” on the concept of “spelling” was 77 and it was as a percentage is 87%. These metaphors; [traffic rules (6), law (3), tidy (2), etiquette (2), tidy house (2), organization (2), human (2), eating-drinking (2), puzzle (2), language discipline (1), official chat (1), regulation (1), security guard (1), Identity card/ID card (1), agree and be understood (1), seriousness (1), obligations that the teacher candidate should know (1), regulatory instrument and application (1), order (1), supervisory and regulatory board (1), layout of the seats in the cinema (1), ruler (1), correct Turkish (1), correct writing and comprehension (1), language guide (1), steering wheel (1), style (1), class rules, rules in social life (1), beautiful handwriting (1), picture (1), nature painting (1), flower branch (1), oysters (pearls) (1), mirror (1), pearl necklace (1), decoration stuff (1), photo camera (1), salt and spice (1), honey (1), game (1), orchestra (1), life itself (1), space (1), character (1), seasons (1), mood of the individual (1), a knot of life (1), the final step (1), culture (1), formation (1), handicrafts (1), book (1), sun (1), mental and bodily functions (1), concrete contemplation of emotions (1), hair (1), rain (1), fox (1), small but important touches (1), social media emojis (1), alert button (1), flat asphalt road (1), parking (1), writing without words (1), first important object (1).

It was determined that 11.3% of the 10 teacher candidates who participated in the research produced the following metaphors that could be described as “both positive and negative views” regarding the subject: rights and mistakes

(1), domino pieces (1), meal measure (1), automobile (1), food and salt relationship (1), soup (1), teacher (1), sound (1), make-up (1), recipe (1). In addition, it was determined that the f=1 “official chat” metaphor, which can be described as negative, was produced by 1 person, that is, 1.13% of the participants.

The metaphors that teacher candidates have the highest frequency regarding the concept of “spelling” are respectively; “traffic rules (6) are listed as law (3). Apart from these metaphors, respectively; regulation (2), etiquette (2), tidy (2), tidy house (2), human (2), eating and drinking (2), and puzzle (2). It was determined that the remaining 65 teacher candidates produced 65 different metaphors. The total number of different metaphors produced by 88 teacher candidates is 74. It is seen that teacher candidates have different perspectives and perceptions about the concept of spelling.

When the metaphors created by the teacher candidates regarding the concept of “spelling” were evaluated according to the metaphor intensity, it was determined that the category containing the most metaphors was the category of “spelling category as regulative” and 16 metaphors were used. It is seen that 16 teacher candidates produced metaphors in this category and 18.1% of the participants were in this category.

This category is followed by the “spelling category as wealth and beauty” in terms of the metaphor density produced by the teacher candidates, respectively. In this category, 10 teacher candidates produced 10 different metaphors. 11.3% of the participants took place in this category. It is seen that 11 teacher candidates produced 9 different metaphors in the category of “spelling as law and discipline” and 12.5% of the participants were in this category. It is seen that 14 teacher candidates produced 8 different metaphors in the category of “spelling as a guide and mentor” and 16.0% of the participants were in this category. It was determined that 9 teacher candidates produced 8 different metaphors in the category of “spelling category as adding taste and flavor to life”, which comes after this category, and 10.2% of the participants were in this category. It was determined that 8 teacher candidates produced 8 different metaphors in the category of “spelling category as depth and variability” and 9.1% of the participants were in this category. It is seen that 7 teacher candidates produced 7 different metaphors in the category of “spelling category as part of man and nature” following this category and 8.0% of the participants were in this category. It was determined that 7 teacher candidates produced 6 different metaphors in the category of “spelling category as accumulation and patience” and 8.0% of the participants were also in this category. It was determined that 5 teacher candidates produced 5 different metaphors in the “spelling category as matters to be considered” category of the last category according to the metaphor density, and 5.7% of the participants were also in this category proportionally.

Among the metaphors produced by the teacher candidates participating in the research, it is seen that most metaphors are in the category of “spelling as a regulative”. Since writing has features that systematically fulfill some functions, compile and form a whole, it has been tried to be explained by associating it with some objects. In this category, the spelling is "tidy house" reflecting people's lifestyles, “order” as a symbol of proper order, arrangement, and classification, “organized” in terms of maintaining order, and the metaphor of “supervisory and regulatory board”, “layout of the seats in the cinema”, regular and It is used as a special building/hall symbol. “domino pieces” means “ruler” as a tool to draw correct and regular lines from stones arranged, arranged and

designed in a certain order, regular nutrition “meal measure”, usage according to Turkish spelling rules “correct Turkish” metaphor is used as an explanation for systematic and regular usage, It is seen that the metaphor of “correct writing and comprehension” is used to describe the regulations regarding the standard application of Turkish to written expression skills. It is seen that the teacher candidates who participated in the research defined the use of language in the spelling category as “regulating the use of language”, which is a system of rules that organizes life within a certain system and obeys the rules. In addition, it is understood from the metaphors they produced that the teacher candidates expressed the concept of spelling as a set of rules based on control and measurement, operating within a certain system. The concept of “spelling” in the spelling category as a guide and mentor; directing, bringing together, organizing, etc. tried to be explained by associating with the concepts. In this category, there are “traffic rules” in terms of spelling, the operation of the rules determined for pedestrians and vehicles, “etiquette rules”, which are mandatory and social sanction dimensions, and “language guide” as a language indicator. It has been determined that the metaphor of “car park” is used as a safe and suitable shelter, “steering wheel” as the name of the mechanism that provides the desired direction and target, and “style” as the symbol of expression. It is seen that the teacher candidates who participated in the research explained the concept of spelling, which is the basic guide of the language, as standard rules with social sanction dimensions in terms of regulation. In addition, in this category, it was determined that teacher candidates perceived the concept of spelling as an indicator of being "educated" and “cultural”. According to Korkmaz et al. (2003, p.219), as he stated, “Correct writing ensures correct reading and correct interpretation. The correctness of spelling is a sign of enlightenment”. This study shows parallelism with the opinions of teacher candidates. Regarding the concept of spelling, Baymur (1948) states, “No matter what field an engineer, lawyer or writer works in, possible mistakes that can be made about spelling within the scope of written expression can create a negative impression on these people.” These scientific views in the literature were put forward metaphorically by the teacher candidates participating in the research.

It is seen that the teacher candidates who participated in the research explained the concept of spelling in this category with metaphors that emerged depending on certain rules such as law and discipline. In this category; “law” is a binding law that must be accepted by all; “language discipline”, which describes the rules that must be strictly observed in the language; and “official chat” as a form of speech in the format determined by the state; “security guard” as the person responsible for ensuring the observance and functioning of certain rules; common mistakes/defects; “rights and mistakes” as symbols of truth; It has been likened to “identity card” as an official document that reveals the human being. It is “understanding and being understood” as the meaning of correct and appropriate communication. “Seriousness”, which is the most basic rule, which is the expression of formal and meticulous behavior, is explained with the metaphor of “an obligation that every teacher candidate should know” as the expression of the most basic rules that individuals should have. According to Bağcı (2011), the concept of spelling is one of the most fundamental problems of the language that arises in some issues related to how to write a word or suffix. In this context, spelling rules are defined as a skill that should be taught on a solid basis and based on certain rules in every individual who uses the language.

The teacher candidates who participated in the research explained the concept of spelling, which is in the category of “spelling category as wealth and beauty”, as wealth and beauty by comparing it to some aesthetic objects/living

and inanimate objects. In this category; “beautiful handwriting”, which expresses aesthetic handwriting, “painting” terms of reflecting some aesthetic values of man or nature; “make-up” in terms of providing an aesthetic appearance, “and flower branch” describes a beautiful and aesthetic appearance, “nature painting”; “oyster (pearl)”, which includes the “pearl” as a very precious stone as a living being, the “mirror” in terms of reflecting the existing, and the “pearl necklace” as a precious jewel that makes it look beautiful; it has been compared to an “ornamental item” in terms of beautiful and aesthetic, beautifying and beautifying objects, and a “photo camera” that reflects the existing as it is. In this category, it is seen that the teacher candidates stated that the concept of spelling as an expression of wealth and beauty adds natural beauty and aesthetics to the writing, making it even more valuable and reflecting it beautifully.

It was determined that the teacher candidates who participated in the research tried to explain the concept of spelling with various tastes and flavors in the “spelling” category as an expression that adds flavor and taste to life”. In this category, teacher candidates define the concept of spelling; “eating and drinking” as an expression of nutrition with certain foods and beverages, “salt and spice” that gives a pleasant smell and taste to food and beverages, “recipes” that describe how foods are prepared and how they are made; “honey”, the “food-salt relationship” as an expression of a meaningful union created by bees working regularly to a certain extent, has been likened to “game”, which develops intelligence and has certain rules, and “soup”, which gives a sense of confusion. It has been likened to an “orchestra” as an expression of performance. According to the analysis of the metaphors produced under this category, it was determined that the teacher candidates expressed the concept of spelling as a composition created by certain people that adds color and flavor to life, and improves intelligence and memory. It is the result of consistent and regular work. It was determined that the teacher candidates who participated in the research tried to explain the concept of spelling with various tastes and flavors in the “spelling” category as an expression that adds flavor and taste to life”.

The teacher candidates who participated in the research tried to explain the concept of spelling in the category of “spelling as a part of man and nature” by associating it with man and nature. Spelling is in this category; “human” in terms of continuous development; the “sun” in terms of its indispensable importance for life; It is explained with “mental and bodily functions” in terms of describing the mental and bodily functions that are important in the creation of a being. As an expression of complexity, it has been likened to “hair”, which is a part of human beings, and to “rain” with its aspects that develop and grow plants in nature. The teacher candidates who participated in the research explained the concept of spelling with concepts related to the mental and physical development of man as a part of man and nature. They also stated that if the concept of spelling is not used correctly and appropriately, the meaning cannot be fully expressed and it can lead to a dead end. As a matter of fact, in the research conducted by Akdağ (2020), it was determined that “words with changing spellings confuse speaking and writing”.

The concept of spelling was tried to be explained by the teacher candidates participating in the research by associating it with “depth and variability” in the “spelling category as depth and variability”. Spelling is in this category; to “life itself” with its pros and cons, right and wrong, to “space” as an expression of a vast field, to “character” as it gives a clue about a person’s personality, to “seasons” as an expression that everything has a time

and a rule. “The mood of the individual” describes the situation of the person, the “knot of life” as the expression of the key point in expressing oneself in the best way, the “final step” that ensures correct completion of a task, written without paying attention to the spelling. The text has been likened to an almost empty “text without words”. The teacher candidates who participated in the research saw the concept of spelling as an expression of depth and variability and as an expression of a complementary step consisting of endless learning experiences that include lifelong experiences and experiences.

The concept of spelling, which is in the category of “spelling category as accumulation and patience”, of the teacher candidates participating in the research was tried to be explained by associating it with “knowledge and patience”. As an expression of a harmonious unity consisting of some parts “puzzle”; requiring effort and imagination “formation”; has been likened to a “handicraft” because it requires mastery and skill. The concept of spelling is a “book” in terms of being permanent; It has been likened to the “teacher” as the person who teaches, guides, and adopts the rules. In this category, it is seen that the participants define the concept of spelling as the expression of knowledge and patience, and as the expression of works that leave a permanent mark as the carrier of culture for future generations and require correct use. According to Ünal (2011), solving spelling problems is to give future generations the habit of using a good language. In this context, it is possible to say that the result shows parallelism with the metaphors produced by the teacher candidates within the scope of the research.

The teacher candidates who participated in the research tried to explain the concept of spelling in the category of “spelling category as matters to be considered” by associating it with “issues to be considered”. Spelling is in this category; “fox” in the sense of knowing where and what to do; “small but important touches” in the sense of “touching important points”; “social media emojis” to best express emotion; explained with the “alert button” in the function to warn us about our right and wrong. It has been likened to the “first important object” as an important inanimate entity. It is seen that the participants defined the concept of spelling with remarkable and stimulating objects about where, when, and how attitudes and behaviors should be exhibited. In the research conducted by Demirtürk (2019), it has been determined that spelling, which is very important in terms of the unity and development of the language, is very important in eliminating the differences by ensuring the integrity of the language.

In line with the results obtained from this study, the following recommendations were made:

- Conferences, seminars, panels, etc., to raise awareness about “the importance of using spelling correctly” in pre-service training for teacher candidates. scientific events can be organized.
- As a part of national consciousness and the value of education in individuals, the awareness that all education stakeholders should show the necessary sensitivity and importance on the correct and appropriate use of spelling can be created.
- According to the conclusion that the correct and appropriate use of spelling rules improves memory and mental skills in individuals, similar studies can be carried out at other levels of formal education institutions.
- Especially in the exams held in teacher training institutions, the rules of spelling are important as one of the important indicators of using the language effectively, correctly, and beautifully. Therefore, on the subject of “spelling” rules, instructions can be made by the instructors in the form of “issues to be considered in

spelling rules". Thus, the sensitivity and awareness levels of teacher candidates can be increased even more.

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