



Metaphoric Perceptions of Pre-Service Teachers Studying in Language Teaching Towards Concept of Writing (Composition)*

Research Article

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ABSTRACT

This study aimed to determine metaphoric perceptions of pre-service teachers who studied in the field of language teaching regarding the concept of writing (composition). The research involved 122 participants from second, third, and fourth grade pre-service teachers who studied in Turkish Language Teaching department of Buca Education Faculty, Dokuz Eylul University, and it took place at the end of 2016-2017 academic year. To collect data, special forms that inquire demographic knowledge of participants and ask students to complete the sentence "Writing (composition) is like, because....." were used. Following the analysis of 122 metaphors obtained from the forms, three field specialists were consulted to construct six conceptual categories. To reveal the way metaphors were distributed, a content analysis was run using computer package software (Nvivo 12 PLUS). The results indicated that metaphors related to "writing (composition)" were accumulated around six conceptual categories as follows: forming integrity, constructing thought diversity, transfer tool, relaxation and healing, quality, and storing knowledge.

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Introduction

Writing as a process which requires impelling cognitive, affective, and psychomotor skills as well as transferring the thoughts through symbols is a complex and difficult skill, involving writer's background knowledge and experiences. Due to the nature of writing acquisition, mentioned difficulty and complexity are elements that explain the requirement of a long and hard process in teaching writing skills. That is why,

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regarding the teaching of writing skill which shares many aspects of basic language skills, it is crucial to identify language educators' perceptions of writing since these perceptions and beliefs depict the development of their expertise for improving writing and their perspectives on writing itself (Aydın, 2019). Additionally, it is noteworthy that rather than professional training, background knowledge and experiences contribute to the development of perceptions and beliefs (Aydın & Pehlivan, 2010). Positive or negative perceptions can provide crucial hints for educators in raising their students' awareness regarding writing during teaching. Language teachers are expected to have competency of basic constituents of writing (Flower & Hayes; Wijk, 1999; Kellogg, 1996; Zimmerman & Risemberg, 1997) and to employ contemporary writing models (Chenoweth & Hayes, 2003; Hayes, 2012) in an effective way.

Researchers have studied to find effective teaching behaviors to teachers' belief about language teaching, learning the influence it may have on teaching practices. Breen (2001) represented that the perceptions, beliefs, and attitudes that learners bring with them to the learning situation are important factors in the learning process. Zheng (2009) remarked that teachers' beliefs are significant ideas in comprehending teachers' thought processes, teaching methods, and learning to teach. Teacher beliefs are significant subjects in teacher education that have been designed to help teachers develop their thought and principles. Li (2012) represented that beliefs have a key role in language teaching. They help persons make sense of the world, impacting how new information is understood, and whether it is accepted or rejected. Beliefs depict memories and adjust our understanding of occurrences. Educational researchers thus became more aware of the fact that teachers' mental lives played a role in their instructional choices (Elbaz, 1981) so the main focus was on studying the way teachers think about their work, their mental processes in planning their teaching, their decisions, and their beliefs. Teacher's belief is a complicated phenomenon that involves various aspects. Beliefs might be defined as one's personal views, conceptions, and/or theories (Thompson, 1992). According to Pajares (1992), belief systems represent a personal guide by helping individuals define and understand the world and themselves. Teachers' beliefs play a central role in the process of teacher development because teachers are highly influenced by their beliefs, which in turn are closely linked to their values, to their views of the world and to their conceptions of their place within it (Williams & Burden, 1997). Thus, it is important to indicate the aspects of language teachers' metaphorical beliefs, knowledge, and thinking about writing.

Perception felt towards a skill is a determiner to specify views directed to that skill. Since it is acknowledged that the individual establishes connections between different elements to make sense out of nature, human, environment, and phenomena and that this type of perception carries a metaphorical dimension, there have been various studies in literature related to the metaphoric perceptions of pre-service teachers studying language teaching.

Literature Review

A human being respectively acquires the native language by listening, applies it by speaking, expands the vocabulary by reading, and attempts to reflect the self through authentic writing (Celik & Cetinkaya, 2014: 131). Writing as a language skill develops more slowly and requires more effort since it is acquired depending on other basic language skills (Taysi & Taskin, 2018; Aydın, Innali & Uyumaz, 2017; Topuzkanamis, 2014; Bayat, 2014; İseri & Unal, 2012; Karakaya & Ulper, 2011; Karatay, 2011).

Considering the definitions of writing among the literature, it is highlighted that it is a skill which develops with dependence to other basic language skills and aspects such as individual's world knowledge, word existence, writing knowledge, schematic background (Bayat, 2014: 155) and requires different processes such as thinking and gathering thoughts systematically (Ungan, 2007; Gocer, 2013).

White and Bruning (2005) stated that writing beliefs are systematically associated with the text quality produced by writers and affects writers' participation to writing process. Images that individuals generated

with regards to writing are reflected either positively or negatively depending on their anxieties, worries and goals. Therefore, the way pre-service teachers that study for professions requiring development of language skills perceive the image of writing is especially vital for both their own writing skills and their capabilities of maintaining that skill in their professions.

The number of studies on metaphor is quite high on the ground that exploring negative or positive perceptions towards a subject can lead to designing applicable methods with suitable approaches (Farrel, 2016; Doğan, 2017; Cerit, 2008; Botha, 2009; Arslan & Bayrakçı, 2006; Chen, 2003; Aykaç & Çelik, 2014; Dumanlı Kadızade, 2014; Spring, 2016; Beyoğlu & Ergin, 2018; Ahmady, Yaghmaei, Arab & Monajemi, 2016). Claiming that metaphor is not merely a language problem, Lakoff and Johnson (2005) pinpointed that thinking process of individuals is largely metaphorical. Similarly, Modell (cited in Aydın & Pehlivan, 2010) related metaphor with the thought and described metaphor as a bridge between knowledge and emotion. Bessant (2002) stated that metaphor is used to fill the gap between topic and object and has vital importance on the understanding of the world. In connection, it can be deduced that individuals make connections between various elements to interpret nature, human, environment, and phenomena; thus, this type of perception possesses metaphoric features.

Human perception and metaphoric features of the language led metaphor to have a vital place in scientific field. Numerous studies were conducted particularly in social sciences (Lakoff & Johnson, 2005; Keneş, 2006; Avis, Aitken & Ferguson, 2012; Yılmaz Sert, 2012, Piştof & Şanlı, 2013). Suggesting that the most complicated thoughts, meanings, explanations, and associations from science to politics and from literature to economics find meaning through metaphors, Yıldırım and Şimşek (2013) stated that metaphors enable “knowing” as tools for humans to understand nature and environment, to interpret meanings out of objective realities appearing meaningless, and to embed meaning to experience; in addition, it can be used as a scientific data collection tool.

In their research, Vadeboncoeur and Torres (2003) explored that metaphors are purposed with various functions; modeling, curriculum development, aiding planning, promoting learning and creativity, guiding the practice in teacher training, and altering traditional thinking styles to reconstruct conceptual change and role. Current research carries resemblances to these examples in a way that a potential effect of studies particularly about perceptions of pre-service teachers on the subject of teacher training and curriculum regulation is assumed. In addition, Aydın and Pehlivan (2010) who regarded transfer of thought as a crucial function of language emphasized that the use of metaphors to explain terms related to education environments such as school, classroom, student, teacher, etc. can be exploited as an important tool to detect perceptions and understandings.

According to Tompkins (2002), metaphors which are used by individuals per four minutes are frequently-used linguistic tools in speaking and writing processes. To Karakuş & Baki (2017: 575), the use of metaphors become more dominant in writing since writing process is a shaping process in which individuals symbolize all vital realities that involve affective and mental states making up cognitive codes via letters.

When the literature on metaphoric perceptions towards writing skill is examined, it is evident that the number of studies is quite limited. Erdoğan & Erdoğan (2012) identified 14 categories (interchange, knowledge, fun, infinite, subsequent, diversity/depth, development, boring, scary, painting, language tool, need, tiresome, and likeable objects) regarding metaphoric perceptions of 5th grade students towards writing. Topçuoğlu Ünal and Tekin (2013) revealed three categories in their study on Turkish language pre-service teachers’ metaphoric perceptions towards critical writing skill as the following: versatile thinking, objectivity, and equal treatment. Lüle Mert (2013) who conducted a research study on metaphoric perceptions of Turkish language pre-service teachers towards four basic language skills of Turkish Language Teaching field that are listening, speaking, reading, and writing revealed following insight: 100 students out 120 considered language

skills as “a valuable action” while 86 regarded it as “need”; 83 students as “communication element”, 63 as “an exciting action”, 50 of them as “an action from life itself”, 31 as “hard and tedious action”, 18 as “source of life”, 16 as “habitat”, 12 as “a complex action”, 11 of them as “a compulsory action”, 6 of them as “an obscure action”, and 4 of the students pictured it as “a type of living being”.

In the study in which metaphors primary education pre-service teachers used for Turkish and learning areas (listening, speaking, reading, and writing) were investigated, Ulusoy (2013) found that under four categories, there were 944 applicable metaphors, and pre-service teachers mostly attempted to explain Turkish with metaphors under structure and music categories. Susar Kırmızı & Çelik (2015) focused on metaphor perceptions of 2nd grade primary school students towards first reading and writing process and identified 13 themes as plants, growth of plants, nature, travel, imagination, fun, development, personification, skill, sport, space, food, and innovation. In his research on Turkish pre-service teachers’ metaphoric perceptions regarding listening, speaking, reading, and writing which are basic language skills of Turkish Language Teaching field, Bozpolat (2015) developed 26 different metaphors in total under 7 categories as follows: writing as a relaxation tool, writing as a creative action, writing as a recording tool, writing as a tool for translating emotions, writing as a tool for reaching goals, writing as an action performed after collection, and writing as a rule-governed action.

Tiryaki & Demir (2016), in their research to identify metaphoric perceptions of Turkish Language Teaching department students towards writing skill, revealed 5 conceptual categories and 72 metaphors. The category students generated most metaphors was transfer (41.6%) whereas the lowest number of metaphors was generated for the category of infinity (8.3%). The research conducted by Karakuş & Baki (2017) focusing on the perceptions of Turkish and primary school pre-service teachers towards writing concept and the problems they faced in the writing process categorized metaphors associated with writing under seven subheadings referred to as therapy, collection, order, reflection, guide, infinity, and chaos.

In conclusion, metaphors can be benefitted since it pictures the perception towards language skills, and detects the perception towards writing skill in particular. Previous research shows that Turkish teachers have positive perspectives towards language skills, especially writing skill; in addition, affective (relaxation tool, therapy, etc.) and cognitive (a complex action, collection, etc.) perceptions are revealed. Therefore, this study will attempt to identify metaphoric perceptions of Turkish pre-service teachers towards writing skill on the grounds that it can determine the perceptions towards writing skill, that it can be useful to detect problems faced in the teaching of writing skill and their sources, and that it can be beneficial to shape the future of writing skill instruction. Pre-service teachers go through various experiences both during the time they spend in teacher training programs and their previous lives. Especially in teacher training programs, certain lessons such as Writing Education and Special Teaching Methods include theoretical and practical education with regards to teaching. This way, along with instructional activities, pre-service teachers are involved in the process of shaping writing education during the pre-service period.

Pre-service teachers are expected to possess writing-related knowledge on both theoretical and practical levels. On the condition that a pre-service teacher lacks theoretical knowledge, students will likely receive inadequate information on writing just as a pre-service teacher with insufficient practical knowledge will construct an incorrect writing knowledge among students. Moreover, pre-service teachers with a negative perception towards writing will not only affect students’ theoretical or practical facilities negatively, but also devalue writing skill in the eyes of students, who will, in turn, perceive it negatively. That is why, it is crucial to determine pre-service teachers’ perceptions towards writing skill on the grounds that it displays their writing competences related to their professional lives and their lacking points serve as recommendations for the lesson plan.

Research questions

The main consensus of studies on metaphor in the literature is to reveal pre-service teachers' perceptions towards the factors in educational process and generate solutions to the problems faced during it. In addition, one of the primary objectives of Turkish language teaching is to develop writing skill; thus, it is particularly important to detect Turkish pre-service teachers' perceptions towards writing concept and the meanings they attributed to the skill so as to flourish their writing skills. That is why, the purpose of the research is to identify metaphoric perceptions of Turkish pre-service teachers in Buca Education Faculty of Dokuz Eylül University regarding writing (composition) concept. To serve this purpose, an answer is sought to the question "How do Turkish pre-service teachers metaphorically channel their thoughts regarding the concept of writing (composition)?".

Material and Methods

Research Method

The study in which Turkish pre-service teachers' perceptions of writing (composition) concept were investigated through metaphors, employed phenomenology which is one of the qualitative research methods as the research design. In phenomenological studies, personal perceptions of individuals who are capable of identifying and defining the focused phenomenon, and the meanings they attribute to them are determined (Yıldırım & Şimşek, 2013). Phenomenological research aims at extracting the collective meaning of past experiences (Creswell, 2013).

Sample / Participants

Participants of the study included 122 Buca Education Faculty, Turkish Language Teaching 2nd, 3rd, and 4th grade pre-service teachers in Dokuz Eylül University. Selection of the participants was made in accordance with convenience sampling method. In convenience sampling, when the population of the research is designed as easily accessible and proximal, pace and practicality of the research are increased (Yıldırım & Şimşek, 2013). Table 1 below presents basic information related to the research group.

Table 1. Distribution of Participants in terms of Grade and Gender Variables

Info		Number
Grade	4th Grade	55
	3rd Grade	28
	2nd Grade	39
Gender	Female	69
	Male	53
Total	122	122

Instrument(s), Data Collection Procedures

To reveal Turkish pre-service teachers' metaphoric perceptions towards writing (composition) concept, certain forms including a fill-out sentence "Writing (composition) is like.....because....." and a demographic information section was used as data collection tool. In research studies focusing on metaphor as a research tool, the term "like" is generally used to make associations between the subject of metaphor and the source of metaphor. The study which included the term "because" asked participants to provide a justification and a reasonable foundation for their metaphors (Saban, 2008).

This section describes how the study was conducted. It explains, in as much detail as possible, what happened and how you carried out the investigation. This section is especially important in experimental studies that require a detailed description of the intervention. Examples of information to present in this

section include a description of the training required to implement a new experimental teaching method and the types of instructions to be provided to respondents who were asked to complete a survey. This section should also contain a realistic timetable for the different phases of the study.

Data analysis, Validity and Reliability

During the process of study, metaphor concept was instructed for each grade level, metaphoric perception was introduced in duration of one lesson time, and various sentence examples used in different research were presented. Subsequently, following the hand-out of data collection tools inquiring their perceptions of writing (composition), the forms were collected.

As the initial step, forms that 137 pre-service teachers filled out were listed by assigning numbers to them. The data collected from 137 forms were subjected to a content analysis to be examined by the group of researchers in terms of detecting metaphors generated by Turkish pre-service teachers related to writing (composition) concept and categorizing different metaphors. Next, the categorized metaphors were assigned names to divide into various umbrella themes. Following the naming, 15 metaphors thought to be weak and non-associable were excluded from the data set. Remaining 122 metaphors were independently examined and categorized. During this stage, a consensus among the group of researchers was sought. Comparisons made to detect the number of rater agreement and disagreement used Miles and Huberman's (1994) formula ($\text{Reliability} = \frac{\text{agreement}}{\text{agreement} + \text{disagreement}}$) to measure reliability of the research. It was measured that 85% of agreement (reliability) was reached in the study. Considering the division of metaphors under categories, a consensus among researchers was settled, and to shape the findings three field scholars were consulted. To investigate the way metaphors were distributed in generated categories, a content analysis was run by using computer package software (Nvivo 12 PLUS). Finally, findings were tabulated to indicate frequency rates, and they were interpreted in the light of metaphors produced by pre-service teachers.

Findings and Discussion

Categories regarding the perceptions of Turkish pre-service teachers' perceptions of writing (composition) and details on frequencies of sub-categories were presented in Table 2 below.

Table 2. Frequency Values of Metaphors Generated by Turkish Pre-Service Teachers in terms of Categories

Themes	Metaphor	(f)
Tool for Forming Integrity	Harmony, Composed Song, Building, Cloud, Wall, House, Rainbow, Internal Organ, Construction, Compost, Machine, Public, Mosaic, Note, Forest (2), Student, Life, Carnival Field, Cake, Sketch Book, System, Poem, Table, Crop in Field, Food (2)	27
Constructing Thought Diversity	Stream, Key, Learned Friend, Déjà vu, Universe, Cruise, Sun, Imagination, Treasure Chest, Wing, Undiscovered Planet, Maze, Ocean, Bus, Freedom, Hazy Mirror, Compass, Guide, Dream, Infinity, Space, Brave New World, Road, Victory	25
Relaxation / Healing	Friend/confidant (6), Walnut, Birth, Breeze, Friendly Match, Needle, Harbor, Meditation, Break, Music, River, Psychologist (2), Cold Sea, Partner, Sport, Sleep, Rain, Food	24
Transfer Tool	Mirror (2), Language of Emotions, Photography, Tear, Yearning, Fierce Wave, Light, Signature, Pencil's Speech, River, Projection, Picture (2), Dream, Audio Recorder, Magic Wand, Water Draining from Pitcher, Canvas, Food, Road (2)	24
Quality	Mall, Alcohol, Sea, Sifter, Human's Self, Crumbs, Crops, Making Music, Strainer, Earth, Grape, Food	12

Storing Knowledge	Sea, Storage, Memory, Memory Card, Life, Treasure, Human, Heart, Cellar, History	10
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According to Table 2, it was observed that 122 Turkish pre-service teachers generated 122 metaphors in total to the concept of writing (composition). 6 conceptual categories were devised for the metaphors. Considering pre-service teachers' metaphors concerning writing (composition) concept, most metaphors were generated for the category of integrity tool (f=27). Following this category, respectively, thought diversity (f=25), expression/reflection/transfer (f=24), relaxation and healing (f=24), and quality (f=12) categories were used the most. The least frequency rate was observed for the category of storage of knowledge (f=10). Metaphors generated by participants under 6 categories were interpreted with examples, providing numbers of participants (P/Number) in parentheses.

Tool for Forming Integrity

In the light of Table 2, participants produced metaphors in the favor of forming integrity theme (27) regarding writing (composition) concept. These are: harmony, composed song, building, cloud, wall, house, rainbow, internal organ, construction, compost, machine, public, mosaic, note, forest (2), student, life, carnival field, cake, sketch book, system, poem, table, crop in field, and food (2). The reason for Turkish pre-service teachers generating metaphors for writing (composition) concept under the theme of forming integrity in a high frequency is due to the perception of pre-service teachers suggesting that writing action should have integrity. On the basis, writing (composition) is comprised of sections referred to as introduction, body and conclusion, and has integrity. Moreover, according to generated metaphors, it was perceived that there should be integrity when emotions, thoughts, and impressions about a topic are put into written form.

Metaphors produced by Turkish pre-service teachers indicated that for writings to have integrity, they need to be comprised of constituents like concepts forming integrity (cloud, rainbow, internal organ, public, mosaic, carnival field, etc.), structure formed by pieces (wall, house, construction, etc.), and internal meaning and aesthetics tuning (cake, machine, note, poem).

When the metaphors that participants produced for this category were examined, it was observed that they employed a holistic approach to the text. Dilidüzgün (2010) stated that relating linguistic, grammatical accordance (cohesion) and sentences in text meaningfully is one of the criteria of textuality. In accordance with the instruction that participants received, their emphasis on meaning and stylistic integrity indicates a compatibility with textuality criteria. On a related note, contagious and operational beliefs of participants, as explored by White and Bruning (2005), emerged together in forming integrity category. On the other hand, thought diversity, structure formed by pieces, and internal meaningful and aesthetical tune reflect one's contagious beliefs as well as their operational beliefs.

To Grabe & Kaplan (1996), information is altered in the text with the help of various models as follows: defining, describing, categorizing, comparing, problem-solving, cause-effect, analysis, and synthesizing. One of the important components in writing acquisition is to present all these models in integrity.

Writing is defined as expressing wishes and phenomena through various symbols in an integrity and order (Göçer, 2010: 178). Thoughts in writing and relationships between thoughts should be presented in integrity and carry the reader to a predestined main idea. In this context, it can be claimed that writer of a written text should reflect the thought in an integrity. Therefore, it can be asserted that the tendency Turkish pre-service teachers showed toward producing metaphors under integrity theme can be interpreted as a similarity between their perceptions and aforementioned idea. Some notable metaphors under forming integrity theme are presented below:

- Writing (composition) is like a cloud, because just as the water on surface merges with clouds to form rain, writings can merge with thoughts to pour into paper (P 53).
- Writing (composition) is like a system, because it is a collection of components that complement each other (P 59).
- Writing (composition) is like composed song, because just like songs, writing is a product of blending various contents (P 2).
- Writing (composition) is like a building to be constructed, because just as building a structure requires consideration of using materials like cement and bricks properly to erect a new product, we produce a composition by shaping our emotions and thoughts within a structure and by preserving the integrity (P 4).

Constructing Thought Diversity

According to Table 2, the second highest number of metaphors (25) with regards to writing (composition) was produced by Turkish pre-service teachers under constructing thought diversity theme. These are; stream, key, learned friend, déjà vu, universe, cruise, sun, imagination, treasure chest, wing, undiscovered planet, maze, ocean, bus, freedom, hazy mirror, compass, guide, dream, infinity, space, brave new world, road, and victory.

Metaphors in this theme mostly underline a fictional world, an internal journey, and the discovery of the undiscovered. It was observed that participants linger on the difference of perception among both readers and writers regarding the text and on reproduction of the text by comments showed an inclination toward the literary dimensions of the writing. Additionally, considering the clustering metaphors based on this category indicated perceptions related to guidance of writing (key, undiscovered planet, guide, etc.) and promoting authentic ideas (freedom, infinity, brave new world, etc.).

Another way of maintaining continuity of thought development and diversifying the thought is to write. The amount of metaphors within the theme can be interpreted as pre-service teachers' consideration of writing (composition) as a tool of constructing thought diversity, which can increase quality in writing or diversify the thoughts after a period of time. Below are there sentences in which some note-worthy metaphors were used under the theme:

- Writing (composition) is like a key, because it unlocks the secrets of emotions and thoughts (P 1).
- Writing (composition) is like wings of a bird, because it takes both writer and reader to the faraway lands they never went before (P 35).
- Writing (composition) is freedom, because writing does not limit the human. Humans can put everything that has ever come or will come to mind into words without any kind of pressure (P 62).
- Writing (composition) is like dream, because we write what we could not live (P 12).
- Writing (composition) is like a maze with multiple exits, because writing leaves different impressions on each individual, and it carries individuals to different exits (P 3).

Relaxation/Healing Tool

According to Table 2, Turkish pre-service teachers generated metaphors (24) under relaxation/healing tool theme regarding writing (composition). These are; friend/confidant (6), walnut, birth, breeze, friendly match, needle, harbor, meditation, break, music, river, psychologist (2), cold sea, partner, sport, sleep, rain, and food.

The codes emerging under relaxation and healing category prioritize the necessity of writing for humans. In this category, it can be seen that participants have a perception of a friend, confidant, or a very close friend with whom the writer feels great by focusing on the writing's remedial effect. On the other hand, writing can be regarded as an action that develops (walnut) individuals, and writing's healing and developing sides, as well as a psychological relief and self-help are stressed. It is noteworthy that participants regard writing as an answer to humans' need to share by putting forward the metaphors "friend, confidant, mate, psychologist".

As can be inferred from the metaphors produced, there are several reasons that drive the individual to write; however, out of all these reasons, the need for internal relief is the most prominent one. Tok et al. (2014) who emphasize the psychological side of writing in their study state that "many students face their problems by writing and regard it as a way of relief."

Furthermore, they continue by saying "Factors such as feeling overwhelmed by the experiences stored over time, desire to say something to society, wish to prove oneself, etc. necessitate writing." to highlight the personal side of writing. Similarly, this paper found that Turkish pre-service teachers consider writing to be a tool for relief.

Below are the sentences concerning a couple of metaphors used under relaxation/healing theme:

- Writing (composition) is like a walnut, because as one writes and reads, their brains are developed (P 22).
- Writing (composition) is like breaks in the exercise of life, because it helps to get away from everything and rest after repeating troubles, tiredness, or even the joyful moments, resulting with psychological and mental rest. It provides recuperation to continue exercising even harder (P 24).
- Writing (composition) is like having a heart-to-heart moment with your mate, because just like that you put what is inside into the paper (P 27).
- Writing (composition) is like meditation, because it relaxes and balances (P 39).
- Writing (composition) is like doing sports, because it helps to both refresh and eases the burden (P 5).

Transfer Tool

Regarding Table 2, Turkish language pre-service teachers produced several metaphors (24) in response to writing (composition) under the theme of transfer tool. They are; mirror (2), language of emotions, photography, tear, yearning, fierce wave, light, signature, pencil's speech, river, projection, picture (2), dream, audio recorder, magic wand, water draining from pitcher, canvas, food, and road (2). According to this insight, it can be noticed that same amount of metaphors was generated for relaxation/healing tool and transfer tool. It can be argued that Turkish language pre-service teachers who participated in the study perceived writing (composition) concept as both a relaxation/healing and a tool for transferring thoughts and emotions.

Metaphors directed to transfer tool were comprised of codes focusing on one's function of transferring thoughts and emotions. These codes seemed to underline the searing urge to reflect inner thoughts to the outside world. This expression reflects one's own spiritual qualities (mirror, photograph, projection, etc.) while, at the same time, indicates the need to tell (tear, yearn, fierce waves, light, etc.). Considering the language as a way to communicate, it can be asserted that humans satiate the need to talk about themselves and to communicate through writing. In this sense, between transfer tool category and the metaphors that were generated the common ground is expressing oneself to others.

As Karatay (2013: 21) stated, writing as a way to communicate has been used by nations of the world in various ways, and no other skill or invention has ever exceeded the contribution writing has made to the

civilization of humankind. Humankind has reached today's science, culture, and civilization tier by transferring their experiences to future generations through writing. As one of the most crucial inventions of humankind, writing is a tool for transfer which has enabled us to witness an era in historical perspectives and passed down the culture to the future. Thus, Turkish language pre-service teachers showed they had similar perspectives with metaphors they generated.

With regards to the insight provided on the subject, some sentences on a few metaphors are presented below:

- Writing (composition) is like tear, because it reflects human emotion (P 6).
- Writing (composition) is like one's photograph, because it reflects one's personality as it is (P 60).
- Writing (composition) is like water drained from a pitcher, because the draining water is similar to people pouring out their hearts (P 8).
- Writing (composition) is like a canvas, because as quoted by Cemil Meriç, it is not enough to know yourself, one need to open oneself to others. Writing is the way to express your thoughts, emotions and personality in greatest detail (P 25).
- Writing (composition) is like a mirror, because whatever we see in ourselves, we reflect it on writing (P 52).

Quality

Considering Table 2, Turkish language pre-service teachers produced a number of metaphors (12) for writing (composition) under quality theme. These are; mall, alcohol, sea, sifter, human's self, crumbs, crops, making music, strainer, earth, grape, and food.

Quality category basically focuses on what types of content features writing must have. When the codes under quality theme were dissected, it can be seen that a good writing must have features such as an internally systematic structure (mall) and a product that has gone through the writer's mental filters (sifter, strainer).

In this case, the main focus is participants' explanations addressing the textuality criteria. Although the use of metaphors in this category has resemblances to those in tool for forming integrity theme, it has different characteristics. To exemplify, with food metaphor under integrity forming category, participant interprets food as a product made with a combination of multiple ingredients whereas under quality category, he / she highlights the quality of food as in "everything is balanced and complete".

The sentences presented below are examples for metaphors used under this theme:

- Writing (composition) is like a strainer filtering unneeded elements, because it reflects the world the writers created in their minds (P 31).
- Writing (composition) is like food, because everything is supposed to be well-balanced and wholesome (P 57).
- Writing (composition) is like crop, because you reap what you sow. Same goes for humans; they get what they invested in themselves in their writings (P 65).
- Writing (composition) is yourself, because humans are what they can put down as expression on the pile of words (P 66).
- Writing (composition) is like a sifter, because not everything that comes to mind but only the ones with certain quality is put down on paper (P 77).

Storing Knowledge

As Table 2 indicated, Turkish language pre-service teachers generated multiple metaphors (10) with regards to writing (composition) under storing knowledge theme. These metaphors are as follows; sea, storage, memory, memory card, life, treasure, human, heart, cellar, and history.

Regarding the codes under this category, it can be detected that a function is attributed to the permanence of writing through storing knowledge and experiences (sea, storage, memory, memory card, etc.). The situation in which writers transfer various experiences based on their own and store their existing knowledge is an important perception, because one of the most vital textuality criteria expected from a good writing is informatively. Each writing piece displays a direct or indirect permanence by transferring thoughts and emotions to the reader. That history has started with the discovery of writing is an important indicator of permanence provided by writing that stores knowledge. Knowledge, culture and experiences were stored and transferred to the next generations through writing. Motivated by this, this category indicates a meaningful construct.

- Writing (composition) is like history, because it takes us to times, we are unfamiliar with, and enables us to know about them. It does not matter if we go to 300 B.C. or current times. It teaches us new things and enlightens us (P 10).
- Writing (composition) is like life, because it contains the past, the present, and the future within. It has life's all mundaneness. It is an both an escape and a return (P 21).
- Writing (composition) is like a person, because it can harbour thoughts, emotions, and many things inside to sustain them (P 91).
- Writing (composition) is like flash drive, because we write and it stays; it does not fly away (P 43).

Conclusions and Suggestions

In the light of data analysis of the study, 6 conceptual categories were devised from the metaphors. The results of the research indicated that participants generally perceived text production in balanced rates expect for two categories (storing knowledge, $f=10$ and quality, $f=12$). These balanced categories are as follows: forming integrity ($f=27$), constructing thought diversity ($f=25$), expression/reflection/transfer ($f=24$), and relaxation and healing ($f=24$).

The research revealed that Turkish language pre-service teachers dominantly perceived writing (composition) as "forming integrity". The findings are important in a way that participants regarded the prerequisite of a high-quality text as the consideration of multiple variables. In addition, the first finding was supported by the perception that this integrity requires an internal accordance (i.e. harmony, composed song, etc.) along with everything else. Considering that a text should be internally correlative, coherent, and consistent in terms of style and content, it was detected that participants had awareness of sub-constituents that form up the concept of writing.

The existence of subcategories "sifter, strainer, earth, etc." under quality category indicated that participants had a perception that texts to be produced should harbor elements that complement a specific subject and a narrative integrity. This perception showed that participants had an understanding of how a good written text should be.

Another conclusion the research reached was the meanings that participants attributed to texts in terms of thought diversity and storing knowledge. In addition to abovementioned textuality criteria, informativity is one of the features that are sought after in a good-quality text. In this context, participants were observed to have awareness of texts in terms of thought diversity and storing knowledge with regards to informativity

criterion. However, rather than being an accumulation, this knowledge was reflected to be a guide (i.e. compass, guide, road, etc.) to the reader together with a rich thought diversity of certain experiences.

As for the other findings of the study, it was determined that participants perceived writing as an expression and a relaxation tool. As acknowledged, narrative function of a language is performed through speaking and writing. Action of writing is a tool for reflecting (i.e. projection, river, picture, etc.) humankind's thoughts and emotions in addition to being regarded as a tool for relaxation. This conclusion is distinct from other categories on the ground of its function. While previous categories make up the perceptions reflected toward qualities a text should possess, expression and relaxation categories indicate perceptions mostly revealing the function and purpose of the writing.

With these regards, the research is quite important on the ground that Turkish language pre-service teachers perceived written texts positively in terms of textuality criteria and indicated that writing carries various internal and external functions. It was indicated that this perception is likely to have reinforcing contributions to the educational environment where they will teach writing as one of their professional goals. Considering the contributions of teachers' perceptions and attitudes in learning environment to the teaching environments, this awareness of writing action as a sub-learning area plays an important role. The reason for this is that teaching any content is associated with the meaning and value attributed to it before anything else. Therefore, it is assumed that these perceptions that participants had towards the function of written texts will lead to easier and more effective management in the process of teaching writing.

Regarding the literature, the research Tiryaki & Demir (2016) conducted on pre-service Turkish language teachers reached similar conclusions, and 72 metaphors in addition to five conceptual categories were identified as the following: transfer, life, art, freedom, and infinity. Furthermore, Bozpolat (2015) investigated Turkish language pre-service teachers' metaphoric perceptions towards four basic language skills, and among 30 pre-service teachers, several metaphors related to each skill were identified respectively as; 26 metaphors for listening skill, 24 for speaking, 25 for reading, and 26 different metaphors for writing skills. In the study, it was stated that related metaphors dispersed around seven categories for each skill area. While "reaching the information/as a learning tool" category was shared by metaphors related to both listening and reading skills, similarly, the categories referred to as "As a relaxation tool", "A creative-authentic action" and "As a tool for shaping down emotions" coincided with each other in terms of metaphors used for speaking and writing skills. Moved by this circumstance, the researcher pinpointed that individuals feel relieved when they talk in the sense of narration- namely transfer- and writing that they put forth a creative-authentic product and shape down their emotions. Similar to what Bozpolat (2015) contributed, this research study revealed that pre-service teachers regard writing as a transfer tool.

Findings of the research indicate that pre-service teachers were equipped with certain amount of knowledge about the function and quality of writing and properties making up the writing. Apart from that, it was revealed that they had positive perceptions and beliefs towards writing based on the experience they obtained from their backgrounds and professional training processes. These findings suggest that pre-service teachers regarded writing as a necessity, therefore, they would be able to reflect positive aspects of the writing to their students in their future teaching careers. In addition, results gathered from the study provide various data for future studies on perception of writing self-efficacy, on difficulties faced in writing and self-regulation for these difficulties, and on attitudes towards writing. Findings of the research display meanings and values attributed to writing by pre-service teachers. Future research that will follow this should focus on teaching skills related to writing, making comparisons; thus, reflections of the perceptions onto the teaching process could be evaluated.

In the light of abovementioned research and this particular study, it can be recommended that further research on pre-service teachers' metaphoric perceptions should investigate the subject in different contexts.

In addition, it is plausible to recommend that similar studies should include quantitative data collection tools to gather stronger results in mixed research techniques.

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