The Metaphors of Teacher Candidates on Distance Learning[1]

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Article Info

Abstract

This study aims to determine the metaphoric perceptions of candidate teachers of special education and candidate teachers of other departments on distance education. The phenomenology pattern, which is a qualitative research method, was used for the study. The study group consists of 150 candidate teachers of special education and 150 candidate teachers of other departments, which is a total of 300 teacher candidates. The data of the research was collected using Google forms. In order to collect data for the study, the teacher candidates participating in the study were asked to complete the following sentences: 'Distance education is like .... because ....' The content analysis technique was used for analyzing the data obtained. As a result of the analysis made, the metaphors created by teacher candidates in both groups on distance education were studied under different categories such as 'living things-non-living things, abstract-concrete metaphors, entertainment and needs. The data obtained in the study reveals that candidate teachers of special education and candidate teachers of other departments have negative metaphors concerning distance learning, and they have created metaphors such as cold tea, homesickness, effort in vain and sin for distance education.

INTRODUCTION

When individuals wish to explain their expectations, wishes and thoughts in daily life clearly, or when they feel the need to express their wishes to the opposite party more effectively, they use words figuratively as well as making different resemblances between words (Korkmaz & Ünsal, 2016). These connections, which are created using similarities, enable the speaker to express himself/herself more effectively and use fewer words in an interesting way instead of having to explain a situation by using longer sentences and speech. In this context, individuals need metaphors that force them to think creatively, have dreams and add meanings to these aspects in their own lives as well as enabling individuals to be creative by preventing individual limitations (Tompkins and Lawley, 2002). A metaphor is a cognitive tool that the individual uses to understand and explain a high-level abstract, complex and conceptual phenomenon (Saban, Koçbeker & Saban, 2006) Metaphors make it easier to structure realities as they affect the way we understand events (Shaw & Mahlios, 2011). Metaphors offer a chance to provide rich and different point of views by focusing on individualization and enable us to express concepts indirectly to others through metaphors.

Metaphors are used in research to identify individual perceptions (Ceylan, 2016). Perception is the process of getting to know surroundings and gaining awareness by interpreting and organizing knowledge (Lenka & Kant, 2012). Metaphors give individuals a change to observe their experiences and developmental process in a different way. In this context, how individuals perceive education, which is an important part of their lives and takes a long time to complete, and which metaphors they create are important for identifying suggestions for education. It is important to understand how students perceive the terms distance education as students experience distance education at times due to the Covid-19 pandemic. If the situation is considered in terms of teacher candidates as teachers have face to face education in their past experiences and as they resume their educational facilities through distance learning, they have comprehensive views on both types of education. In a traditional classroom setting, education may be defined as a system in which the teacher and the student are in the same environment, and which does not require continuous use of technology.

At present, the term distance education is used in different ways as web-based, online, blended, mobile and e-learning, and these terms are used in place of each other (Karataş, Yilmaz, Bagriacik, Dikmen, Ermis & Gürbüz, 2017). No matter which term is preferred, distance learning is a basic component of higher education (Bernat & Frailing, 2015; Toven-Lindsey, Rhoads & Lozano, 2015) and is accepted as one of the fastest developing educational methods of the last decade (Holly, 2009). According to Mehrotra, Hollister & McGahey (2001) distance learning is not a future possibility that higher education has to prepare for. Rather than that, it is a current reality that creates opportunities and difficulties for educational institutions. The increase in the number of individuals who wish to receive education, targeting to provide educational facilities to bigger crowds, offering equality in education, as well as eliminating the limitations of traditional educational practices by meeting the needs of children who are unable to attend school reveals the necessity of distance learning (Yalın, 2007). The main reason for the emergence and the preference of distance learning is the search that arose in the educational system.

Distance education, which became obligatory with the onset of COVID-19 in which at least 80% of class content is online, and which uses computers and the internet as delivery mechanism (Allen & Seaman, 2011; Shelton and Saltsman, 2005) has brought both new difficulties and advantages to the design and distribution education (Tirzui & Vrabie, 2014).With the pandemic, students have become distanced to learning environments, teachers and lecturers, there have been problems with internet connection as well as limitations regarding teaching methods, techniques and strategies. There is also lack of curriculum adaptivity to distance learning in addition to shortcomings in material development. All these factors have decreased students' interest in classes. There is a decrease in productivity and participation in classes, which has resulted in insufficient learning outcomes. In order to provide a better learning experience to students and to increase their participation in classes, it is necessary to question the quality of distance learning. It is vital to have the students evaluate the positive and negative aspects of both learning methods. Identifying these aspects will contribute to resuming the positive aspects and changing the negative aspects.

It is observed that there is research in literature conducted with teacher candidates on metaphors on distance learning. In a study conducted by Bağrıaçık-Yılmaz (2018) to identify the perceptions of students on distance learning compared to face-to-face learning, students who had distance learning described distance learning using the metaphors gold, great opportunity and necessity. Taş, Yavuzalp & Gürer (2016) conducted research with CEIT candidate teachers in which they identified their perceptions on distance learning using metaphors. They studied the concept in three categories which were: 1) facilitates learning, 2) not necessary and 3) a new type of learning. In another study carried out by Kaleli-Yılmaz & Güven (2015) to determine the perceptions of candidate teachers on distance learning using metaphors, it was found out that candidate teachers described distance learning in different categories such as need, variety, choice and necessity. Tuncay & Özçınar (2009) tried to find out the perceptions of candidate teachers of CEIT on distance learning, and reached the conclusion that candidate teachers described distance learning as an ocean which had no end. This study aims to examine the mental perceptions of teacher candidates regarding the distance education which they themselves experience as a student through metaphors. Thus, an extensive reflection for educational process they have experienced for the first time was tried to obtained. With this study, it was aimed to have a broader perspective to the distance education through the metaphors generated by teacher candidates from different departments and to reveal where there are different experiences or not. The aim of this study is to reveal the perceptions of special education candidate teachers and candidate teachers of other departments on distance learning using metaphors. For this reason, answers were sought to the following questions:

1) What are the metaphors that candidate teachers of special education and candidate teachers of other departments have created for distance learning?

2) Under which conceptual categories have these metaphors been listed?

METHOD

Research Design
For this study, the phenomenology method, which is a qualitative research pattern, has been used. Phenomenological research is a research pattern which aims to focus on the perceptions and experience of individuals based on their own point of view (Seggie & Bayyurt, 2015). The phenomenology pattern focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding of. Individual experiences form the basis of phenomenology and the researcher deals with the subjective experiences of the participants, their perceptions and the meanings they attribute to the events. Since it is a descriptive research design, it aims to describe the cases (Patton, 1990). It is important that the participants of the study group have direct experience (Patton, 2014). The phenomenological research pattern has been preferred for this study as there will be a detailed study of the perceptions and experience of candidate teachers regarding distance learning. For the present study ethics committee approval was taken from Necmettin Erbakan University, Ethics Committee for Researches on Social Sciences and Humanities.

Participants and Procedure
Convenience sampling method was preferred to determine the study group. The convenience sampling method provides speed and practicality to a research while being of low cost and enabling the rapid collection of data. As working with a familiar sampling is considered to be more practical and easier by some researchers, researchers wish to include an easily accessible group in the study (Yıldırım & Şimşek, 2016). According to the Creswell (2020) in phenomenological studies there are studies which have participants from one (Dukes, 1984) to 325 (Polkinghorne, 1989). Researcher can continue adding participants until the required data obtained (Kleiman, 2004). This can be explained with reaching enough data. In this research, the study group of this research consists of 300 teacher candidates who are students at different departments of faculty of education including Special Education Department, Department of Turkish Teaching, Psychological Counselling and Guidance, English Language Teaching, Pre-School Teaching, Mathematics Teaching, Class Teaching, PE Teaching, Biology Teaching, Geography Teaching, Music Teaching, Science Teaching, History Teaching, German

Teaching and Social Sciences Teaching. The demographic aspects of teacher candidates who have accepted to participate in the research are presented in Table 1.

Table 1. Demographic Characteristics of the Participants

		f	%
Department	Special education teaching	150	50%
	Other teaching departments	150	50%
Gender	Female	203	67.7%
	Male	97	32.3%
Place of residence	Village	42	14%
	Borough	93	31%
	City	165	55%
Technology used in distance education	Telephone	94	31.3%
	Tablet	3	1%
	Computer	203	67.7%
Access to internet	Wifi	226	75.3%
	Mobile internet	74	24.7%

Data Collection

When the studies conducted to reveal certain concepts examined, phenomenon or events regarding education, it was seen most of those studies used a survey which consisted of open-ended/one or a few words answers (e.g. "student is like a....; because...) (Saban, 2010). In this study the research data has been collected by using Google forms on which the following sentences were written: 'Distance education is like .... because ....'. In the present research, teacher candidates were asked to use this expression to write the experiences about "the distance learning they experienced" and they to focus on only one image. In researches in which metaphors are used as a tool, 'like' is used to express the similarity between the metaphor topic and the source of it, whereas 'because' is used to offer participants a logical reason for their metaphors (Saban, 2009). For this reason, two example metaphors were given in the instruction part of the Google form to enhance understanding.

Data Analysis

The data obtained in the study have been analyzed using content analysis technique. Content analysis is classifying related data under specific concepts or themes and presenting them so that the reader can interpret them (Yıldırım & Şimşek, 2016). The metaphors created by candidate teachers on distance learning have been studied in five steps. However, prior to that, teacher candidates were divided into two groups as Candidate Teachers of Special Education and Candidate Teachers of Other Departments, and the metaphors created by each group are studied in its own group. Initially, the metaphors created by candidate teachers were documented using Google form. Following that, the metaphors were written in detail and whether they were clearly stated by candidate teachers and whether any sentences were left unanswered were checked. The metaphors which were stated were tried to be grouped regarding their similar aspects. The metaphors which were thought to be linked to each other were listed and categories were identified by making connections. During the process of data analysis, the written data was digitized. The metaphors identified and their justifications were reviewed and coded by two experts. Discussions were held about metaphors which did not overlap within the framework of feedback from experts and the final metaphors and categories used in the study were presented as tables. In order to provide trustworthiness of the study, the list of metaphors was evaluated by three different experts. The codes were divided into categories identified by the experts and the

confirmation percentages were calculated. The coefficients of the study were calculated as 91%. The quotations of participants were presented to increase the trustworthiness of the research.

FINDINGS

The candidate teachers of special education have created 115 metaphors for distance education. Among these metaphors, the ones with the highest frequency are 'infertile (used 6 times)', 'homesickness', 'video' and 'cold tea' (each used 4 times)'. In addition, it is observed that the metaphors 'difficult' and 'medicine' are mentioned 3 times whereas the metaphors 'wood', 'film', 'inequality', 'insufficient', 'empty', 'class', 'torture', 'a sign of wealth', 'home', 'emptiness', 'headphones', 'bad' are each used twice. However, the candidate teachers of other departments have created 124 metaphors for distance learning. The metaphors with the highest frequency are 'robot' and 'film' (each used 3 times), 'flight recorder', 'book', 'trouble', 'documentary', 'emptiness', 'ocean', 'tree', 'toy', 'light', 'soap opera', 'infertile', 'bad' (each used 2 times). It is seen that the metaphors of candidate teachers of special education and other departments on distance education are negative. It is observed that candidate teachers emphasize that distance learning is infertile and insufficient, and they have supported their views with metaphors such as fizzy drink and sin. Although distance learning seems to be sufficient, it does not fully meet the learning needs of candidate teachers. Tables 2 and 3 show the living things metaphors and explanations created by the candidate teachers.

Table 2. The Living Things Metaphors of Candidate Teachers of Special Education on Distance Learning.

N	Plant	f	%	N	Animal	f	%	N	Person	f	%
1.	Tree	1	14.28%	**1.**	A bee that cannot make honey	1	14.28%	**1.**	Father	1	14.28%
2.	Cactus	1	14.28%	**2.**	Bird	1	14.28%	**2.**	Customer services	1	14.28%
3.	Thorn	1	14.28%								

When Table 2 is studied, it is observed that the metaphors created by candidate teachers of special education on distance learning for the category 'living things' are studied in 3 sub categories which are 'plant', 'animal' ve 'people'. It is observed that the frequency values of 'tree', 'cactus' and 'thorn' are the same. The statement of the candidate teacher who has used the metaphor 'tree' is as follows: *"It is like a poplar tree because it gives no fruit (K153)."* There are two metaphors in the category 'animal', which are 'a bee that does not make honey' and 'bird'. The frequency values of both metaphors are the same. The metaphor of the candidate teacher is as follows: *"Distance learning is like a bee which does not make honey because there is something missing (K15)."* It is observed that there are two metaphors in the category **''people''** with the same frequency value and that these metaphors are 'father' and 'customer services'. The statement of the candidate teacher is as follows: *"Distance education is like customer services because we experience difficulties with connection (K3)."*

Table 3. The Living Things Metaphors of Teacher Candidates of Other Departments On Distance Learning.

N	Plant	f	%	N	Animal	f	%	N	Person	f	%
1.	Tree	4	44.44%	**1.**	Cat	1	11.11%	**1.**	Father	1	11.11%
				2.	Acarine	1	11.11%	**2.**	Exdarling	1	11.11%
								3.	Baby	1	11.11%

When Table 3 is studied it is observed that the metaphors created by candidate teachers of other departments on distance learning are studied under 3 sub-categories as 'plant', 'animal' and 'people'. There is only one

metaphor for the category 'plant', and the statement of the candidate teacher is as follows: "*Distance education is like a fir tree as it has no fruit (K51).*" It is observed that there are two metaphors for the category 'animal', and they are 'cat' and 'acarine'. These two metaphors have the same frequency. The statement of the candidate teacher who used the metaphor 'cat' is as follows**:** *''Distance learning is like a baby cat because it is inexperienced with situations it faces for the first time (K67).''* It is observed that three metaphors have been created for the category 'people' and they are 'father', 'ex darling' and 'baby'. The statement of the teacher candidate for the metaphor 'ex darling' is as follows: *''Distance learning is like an ex-darling because you cannot be sure if he/she is there or not and it tires you (K202)."* It is observed that candidate teachers have commented on distance education by resembling it to various living things, and that they have put emphasis on the negative aspects of these living things. Both groups have resembled distance learning to a tree, and have stated that it has no contribution and is difficult to have access to. It is seen that the metaphor 'father' has also been used by both groups for the category 'people'. Tables 4 and 5 show the non-living things metaphors and explanations created by the candidate teachers.

Table 4. The Non-Living Things Metaphors of Candidate Teachers of Special Education on Distance Education.

N	Object	f	%	N	Place	f	%	N	Natural Environment	f	%
1.	A photo of the sea	1	3.70%	**1.**	Prison	1	3.70%	**1.**	Walking on the sand	1	3.70%
2.	Drums	1	3.70%	**2.**	Abroad	1	3.70%	**2.**	Land	1	3.70%
3.	Book	1	3.70%	**3.**	Home	2	7.40%	**3.**	Village road	1	3.70%
4.	Material	1	3.70%	**4.**	Slippery floor	1	3.70%	**4**	Sea	1	3.70%
5.	A photo of food	1	3.70%	**5**	Oxford	1	3.70%	**5.**	Desert	1	3.70%
6	Headphone	1	3.70%	**6.**	Mum's house	1	3.70%	**6.**	Air	1	3.70%
7.	TV	1	3.70%					**7.**	Swamp	1	3.70%
8.	Puzzle	1	3.70%								
9.	Dress in a shop window	1	3.70%								
10.	Table	1	3.70%								
11.	Glass	1	3.70%								

When Table 4 is studied it is seen that the metaphors of candidate teachers of special education on distance education for the category 'non-living things' are studied under 3 sub-categories which are 'object', 'place' and 'natural environment'. All the metaphors created for the category 'object' have equal frequencies. The statement of the candidate teacher for the metaphor 'a photo of food' is as follows: "*Distance education is like a visual of food when you are on a diet because when you look at the visual you feel less hungry, but your stomach is empty (K146)."* The metaphor with the highest frequency for the category 'place' is 'home'. The statement of the teacher candidate for the metaphor 'prison', which is another metaphor for this category, is as follows: "*It is like a prison because we watch classes from behind iron bars (K8)."* The metaphors created for the category 'natural environment' have the same frequency. A candidate teacher who has used the metaphor 'desert' has created this sentence: *''It is like a desert because it has no productivity''.*

Table 5. The Non-Living Things Metaphors of Candidate Teachers Of Other Departments On Distance Education.

N	Object	f	%	N	Place	f	%	N	Natural Environment	f	%
1.	Flight recorder	2	6.89%	1.	Cheap shop	1	3.44%	1.	Infertile soil	1	3.44%
2.	Book	2	6.89%	2.	Library	1	3.44%	2.	Space	1	3.44%
3.	Robot	3	10.34%					3.	Sea	1	3.44%
4.	Gas lamp	1	3.44%					4.	Desert	1	3.44%
5.	Fridge	1	3.44%					5.	Ocean	1	3.44%
6.	Çracked glass	1	3.44%					6.	Leaf	1	3.44%
7.	Picture	1	3.44%					7.	Mountain	1	3.44%
8.	Tv	1	3.44%					8.	Star	1	3.44%
9.	Toy	1	3.44%					9.	Sky	1	3.44%
10.	Curtain	1	3.44%					10.	Air	1	3.44%
11.	Drum	1	3.44%					11.	Rain	1	3.44%
12.	Bulb	1	3.44%								

When Table 5 is studied it is seen that the metaphors that the candidate teachers of other departments created on distance education for the category 'non-living things' are studied under 3 sub-headings which are 'object', 'place' and 'natural environment'. The highest frequencies in the category 'object' are for the metaphors 'flight recorder', 'book' and 'robot'. The statement of a teacher candidate who has used the metaphor 'robot' for distance education is as follows: "*Distance education is like a robot life because you teach classes without any feeling (K45)."* It is observed that the metaphor 'library' and 'cheap shop', which have the same frequency, are used for the category 'place'. The statement of the candidate teacher is as follows: "*Distance education is like a library because if we wish to, we can make nice contributions to the educational process (K91)."* Similarly, the metaphors for the category 'natural environment' have an equal frequency. The comment of a candidate teacher, who has used the metaphor 'ocean' to describe distance learning is as follows: *''It is like an ocean because we can share large amounts of information and share it with other people (K96)."* It is observed that candidate teachers of special education have created more metaphors for the categories object and place when compared to teacher candidates of other departments, and that both groups have used the metaphor 'book' for the category 'object'. It is seen that candidate teachers of other departments have created more metaphors for the category natural environment and the metaphors 'sea' and 'air' have been used by both groups. It is observed that candidate teachers of special education have negative comments on distance education in the category 'non-living things', and consider it to be a infertile and inactive process whereas the teacher candidates of other departments consider distance learning to be positive in this category as well as emphasizing that they can make use of distance learning. Tables 6 and 7 show the concrete metaphors and explanations created by the candidate teachers.

When Table 6 is studied, it is observed that the metaphors that candidate teachers of special education have created on distance learning for the category 'concrete metaphors' are studied under 2 sub-headings which are 'food and drinks' and 'objects and tools'. The metaphor with the highest frequency in the category 'food and drinks', 'cold tea'. One of the responses of candidate teachers is as follows: "*It is like cold tea that you drink*

alone. You do not even want to have the last sip. There is only one metaphor in the category (K142). '' The statement of a candidate teacher on the metaphor 'paper' is as follows: *''Distance education is like paper. The more we write, the better it is (K278).''*

Table 6. The Concrete Metaphors of Candidate Teachers of Special Education on Distance Learning

N	Food	f	%	N	Objects and Tools	f	%
1.	Yoghurt drink	1	8.33%	**1.**	Paper	1	8.33%
2.	Cold tea	4	33.33%				
3.	Buns	1	8.33%				
4.	Medicine	3	25.0%				
5.	Fruit	1	8.33%				
6.	Chewing gum	1	8.33%				

Table 7. The Concrete Metaphors of Candidate Teachers of Other Departments on Distance Learning

N	Food	f	%	N	Objects and Tools	f	%
1.	Lemon	1	8.33%	**1.**	Car	1	8.33%
2.	Snacks	1	8.33%	**2.**	Internet line	1	8.33%
3.	Chilly	1	8.33%	**3.**	Ring binder	1	8.33%
4.	Ice-cream	1	8.33%	**4.**	Telephone	1	8.33%
5.	Painkiller	1	8.33%				
6.	Sandwich	1	8.33%				
7.	Fizzy drink	1	8.33%				
8.	Honey	1	8.33%				

When Table 7 is studied, it is seen that the metaphors created by candidate teachers of other departments on distance education for the category 'concrete metaphors' are studied under 2 sub-headings as 'food and drinks' and 'objects and tools'. There is only one of each metaphor created for the category 'food and drinks'. The statement of a candidate teacher who resembled distance learning to a sandwich is as follows: "*Distance learning is like a small sandwich because you feel less hungry but it is never enough (K216)*". A similar metaphor is observed in the category 'objects and tools'. The statement of a candidate teacher who used the metaphor 'car' is as follows: "*Distance education is like a car because if you do not have full control of it, you will have an accident (K78).*" It is observed that candidate teachers have put an emphasis on the negative aspects of distance learning by using metaphors using food and drink items for the category concrete metaphors'. In the objects and tools category distance learning is stated to be useless and that the students have control of things. Thus, it is in their hands to direct the learning process correctly. Tables 8 and 9 show the abstract metaphors and explanations created by the candidate teachers.

Table 8. The Abstract Metaphors of Candidate Teachers of Special Education on Distance Learning.

N	Feelings	f	%	N	Thoughts	f	%
1.	Disappointment	1	14.28%	**1.**	Time-consuming	1	14.28%
				2.	Empty	4	57.14%
				3.	Torture	1	14.28%

When Table 8 is studied, it is seen that the metaphors created by candidate teachers of special education on distance learning for the category 'abstract metaphors' are studied under 2 sub- headings as 'feelings' and 'thoughts'. Candidate teachers of special education have created only one metaphor for the category 'feelings'. The statement for the metaphor 'disappointment' is as follow: *''Distance education is like disappointment because internet connection is low in my village and I have problems during classes (K23).''* The metaphor with the highest frequency for the category 'thoughts' is 'empty'. One of the sentences for this metaphor is as follows: "*It is like emptiness because productivity and motivation is low (K270)."*

Table 9. The Abstract Metaphors of Candidate Teachers of Other Departments on Distance Learning.

N	Feelings	F	%	N	Thoughts	f	%
1.	Regret	1	33.3%	**1.**	Difficult	1	33.3%
				2.	Sin	1	33.3%

When Table 9 is studied, it is seen that the metaphors created by candidate teachers of other departments on distance education for the category 'abstract metaphors' are studied under 2 headings as 'feelings and thoughts'. It is seen that there is only one metaphor for the category 'feelings'. The statement of a teacher candidate for the metaphor 'regret' is as follows: "*It is like when a student wants to live away from one's family and later regrets it because we used to think that distance education was better than traditional education (K130)."* There are two metaphors for the category 'thoughts' as 'difficult' and 'sin', and a candidate teacher's comment on the metaphor 'difficult' is as follows: "*Distance education is like a difficult person because it challenges you and you get tired."* When considered as a whole, it may be said that the thoughts and feelings of both groups on distance education are negative. Tables 10 and 11 show the environment and need metaphors and explanations created by the candidate teachers.

Table 10. The Metaphors of Candidate Teachers of Special Education on Distance Learning For The Category Entertainment And Need

N	Metaphor	f	%	N	Metaphor	f	%	N	Metaphor	f	%
1.	Video	1	10%	**1.**	Soap opera	1	10%	**1.**	Life	1	10%
2.	Vacation	1	10%	**2.**	Concert	1	10%	**2.**	Film	2	20%
3.	Cinema	1	10%	**3.**	Reading a book	1	10%	**3.**	Swamp	1	10%

When Table 10 is studied, it is seen that when the metaphors that candidate teachers of special education have created for distance learning are studied under the category 'entertainment and need', the metaphor with the highest frequency is 'film'. A statement which defines distance learning with the metaphor 'concert' is as follows**:** "*Distance education is like a concert because only those who have tickets can attend it. Similarly, those who have the opportunity can make use of distance learning (K207)."*

Table 11. The Metaphors of Candidate Teachers of Other Departments on Distance Learning For The Category Entertainment And Needs.

N	Metaphor	f	%	N	Metaphor	f	%	N	Metaphor	f	%
1.	Business meeting	1	5.88%	**1.**	Vacation	1	5.88%	**1.**	Serum	1	5.88%
2.	Documentary	2	11.76%	**2.**	Film	3	17.64%	**2.**	Video	1	5.88%
3.	Cinema	2	11.76%	**3.**	Series	2	11.76%	**3.**	Online shopping	1	5.88%
4.	Health	1	5.88%	**4.**	Watching a match	1	5.88%				
5.	Premium membership	1	5.88%	**5.**	Ambulance	1	5.88%				

When Table 11 is studied, it is observed that the metaphor with the highest frequency for the category 'entertainment and needs' is 'film'. The statement that defines distance education as 'film' is as follows: "*Distance education is like a cinema because we watch it much later than it is filmed. For this reason, you cannot give feedback to actors (K218)."* The statement which describes distance education using the metaphor 'documentary' is as follows: "*For me it is like watching a documentary because you can observe the life of animals as much as you see on TV but you do not remember much after watching it (K117)."* It is observed that teacher candidates have put an emphasis on the metaphor 'film' for the category 'entertainment and needs'. It may be said that there are negative aspects of distance learning as only those who have the opportunity can join it and as retention is more difficult.

DISCUSSION AND CONCLUSION

This study aimed to find out the metaphoric perceptions of teacher candidates of special education departments on distance education. It is observed that the metaphors derived from teachers in both groups are listed under different categories, and that metaphors which are different from each other have been created. The metaphors of teacher candidates on distance education have been studied under the headings 'living things and non-living things', 'positive negative expressions', 'abstract-concrete entities' and 'entertainment and need'. When a general evaluation is made, it is observed that candidate teachers of special education have created 115 metaphors for distance learning while the number is 124 metaphors with candidate teachers of other departments.

According to finding of the study, candidate teachers in both groups have a negative perception towards distance learning, and have described it as 'unnecessary' and 'a waste of energy'. Candidate teachers have emphasized that they face many difficulties during distance learning and that they cannot get the expected results. Various difficulties such as lack of individual help, insufficient feedback, lack of communication, interaction and socialization have been mentioned with distance education (Yurdakul, 2005). In other words, although distance education offers various contributions to students concerning time and place, it may cause students to experience negative events in education due to lack of active interaction and low productivity (Uşun, 2006) and as there is not a healthy learning process (Horzum, 2003). It is observed that similarly there is emphasis on these negative aspects in the metaphors created by candidate teachers. It is seen that in the research the metaphors created by resemblance to living things mainly focus on negative aspects, and in this way candidate teachers have actually expressed that distance learning fails to make a contribution to them. On the other hand, in metaphors for which non-living things are used, there is division of opinion among candidate teachers. Teacher candidates of special education have created negative metaphors for distance learning whereas candidate teachers of other departments have created positive metaphors. It is seen that some candidate teachers think that distance education offers easier learning and education. When evaluated as a

whole, it is observed that negative metaphors are more dominant for both groups. When literature is reviewed, it is seen that there is a study which supports this finding of the study. Kaleli-Yılmaz & Güven have reached the conclusion that the perceptions of candidate teachers on distance differ from each other depending on the department.

The concrete metaphors created by candidate teachers are 'insufficient, useless, lacking fun, whereas the abstract metaphors are 'disappointment' and 'regret'. There are other negatives aspects too as not everyone has access to distance learning and as it does not offer immediate feedback. When the related literature is reviewed, it is understood that there are studies which have similar results to this study. Bağrıaçık-Yılmaz (2018) has reached the conclusion that university students have described distance education using the metaphors 'gold, opportunity, blessing and necessary'. Bozdağ & Dinç (2020) gave found out that candidate teachers of sports department have negative metaphors on distance education and they have described distance education using the expressions 'torture, prison, rubbish and hell'. The fact that there are negative perceptions in studies regarding distance education may be explained with the fact that the pandemic had negative effects on daily life and the teaching- learning process is the field which has been most affected by this change. Educational facilities were planned parallel to face to face education and there was an unexpected and sudden transition to distance learning. Consequently, this may be the reason why candidate teachers have created negative metaphors.

The limitations of this study are not being able to collect data face to face due to the pandemic and collecting data online through google form. In addition, the study is limited to the metaphors created by 300 teacher candidates who have participated in the study. In the light of findings obtained in the study, it may be beneficial to provide the necessary technical support, increase interaction between lecturers and students as well as the motivation of candidate teachers in order to create positive perceptions regarding distance learning. Further qualitative studies may be conducted to identify in detail the thoughts of candidate teachers regarding distance education.

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