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***METAPHORS OF LITERARY GENRES: A STUDY ON
PERCEPTIONS OF LEARNERS***

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CHAPTER 1

INTRODUCTION

1.1 Background to the Study

Perception and attitudes towards literature and literary genres may change from person to person as a result of culture, context, past experiences and various personal factors. The most favoured and attempted definitions inevitably change over time. Sir Philip Sidney (1582) places literature in a hierarchical relationship with all other forms of learning; literature inhabits the highest and most influential tier. He defines literature as "the first light-giver to ignorance", and from it all other sources of knowledge have been nurtured. Literature may be defined as a road that is much travelled by the reader or it may also be defined as an ocean in which the reader can deepen sense of value of a work. Therefore, the only certain thing about defining literature is that definitions will change.

1.2 Statement of the Problem

The perception of language has been studied in various aspects up to now whereas the perception of literature is still a less researched area. Therefore, the amount of qualitative research on perception of literature with respect to literary genres needs to be increased. In doing this, the perceptions should be elicited in such a way that would reveal the personal images. Metaphor has been recently used as a research tool in eliciting perceptions with the assumption that our thought processes are largely metaphorical in nature. As a research tool, metaphor has been used recently investigating attitudes and perceptions. The need to investigate students' perceptions of literature is yet unfulfilled. The present study aims to fill this gap by exploring students' perception with respect to the concept of literary genres through the use of metaphor.

1.3 Purpose of the Study

The purpose of this study is to understand ELL learners' perception of literary genres. With the aim of enhancing this understanding, the study explores how the ELL participants conceptualize the literary genres through the metaphoric images. In addition, the study investigates whether there is a difference in perceptions of junior and senior learners in regard to their perceptions of literary genres. It also searches into the difficulties learners claim to experience while reading literary genres.

1.4. Research Questions

In this study, answers to the following research questions were investigated:

1- What are the conceptual metaphors of first and fourth graders enrolled in ELL Department in regard to their perception of novel?

2- What are the conceptual metaphors of first and fourth graders enrolled in ELL Department in regard to their perception of short stories?

3- What are the conceptual metaphors of first and fourth graders enrolled in ELL Department in regard to their perception of poetry?

4- What are the conceptual metaphors of first and fourth graders enrolled in ELL Department in regard to their perception of drama?

5- Which literary genres do ELL learners mostly have difficulty in reading/analyzing?

6- What are the preferences of ELL learners in regard to types of literary genres?

1.5. Limitations of the Study

The scope of this study will be limited to the elicitation of metaphors for the four literary genres. (novel, poetry, drama and short story) The research will be done only in one educational context (Istanbul University ELL Department).

Therefore, the results cannot be generalized to larger groups. In addition, personal factors such as gender, language proficiency, social and economic background will not be taken into consideration in the analysis of the data.

1.6. Operational Definitions

Metaphoric Image: On the surface, metaphor appears to convey analogy between relatively two independent subjects or events. (Marchant, 1992, p.33).

Conceptual Metaphor: Conceptual metaphor refers to the understanding of one idea in terms of another in cognitive linguistics. To illustrate, love is a journey.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Definition of Metaphor

Metaphor has been traditionally thought as only a concern of arts. However, the concept of metaphor has recently changed and metaphor seems to have been the study of researchers of diverse fields and backgrounds.

In a related study, Munby claims that what is a metaphor and what is not a metaphor is an acute problem within a professional and academic language (1986, p 201). If we go back to the early roots of the term we find that metaphor is derived from Greek 'metaphora' meaning transfer to carry over (Hawkins and Allen, 1991: reported in Leino and Drakenberg, 1993, p10). Aristotle was interested in metaphor as a figurative device and he was especially appreciative of the illuminative function of metaphor, revering Homer as the first great revealer of the world of truth, nature and reality. For Aristotle, to be "a master of metaphor" was to be a revealer. It was, Aristotle said, "The greatest thing of all by far... to be a master of metaphor...the one thing cannot be learned from others...a sign of original genius, since a good metaphor implies the intuitive perception of similarity in dissimilar" (Murry, 1968,p3:cited in Wilkes, 1989,p70)

Leino and Drakenberg point out that the concept of metaphor itself has become a multidisciplinary concern. Literal language has been the language of science with its empirical and rational modes of inquiry, and its unprecedented importance in modern thought has moved metaphor from a place from the ornamental fringes of discourse to the core of educational questions the mind's endless attempt to make sense of reality" (1993, p7)

George Lakoff and Mark Johnson (1980) have contributed to the general interest in metaphor with their famous book, "Metaphors We Live By". Lakoff and Johnson (1980) show how metaphors are part of our everyday speech, how they pervade not only language but also thought and action, and how essential

they are to human understanding. In fact metaphor is a process by which we view the world and the heart of how we think and learn. That is why they may help us to understand how people construct their realities and perceive the world (Munby, 1987). Since metaphors help us to explain unknown by known experiences (Lakoff and Johnson, 1980), they present an economical way to communicate a complex idea (Crider and Crillo, 1991). They also help us to describe important features of a complex array of variables in a simple form (Morgan, 1980) and transmit a complete story using only one image (Dickmeyer, 1989)

Mc Arthur states that apart from being an effective poetic device and an essential component of literary language, metaphors have served as a tool for establishing a relationship between two things whether quite simple or rather elaborate (1992). In Lakoff and Johnson's opinion (1980), "the essence of metaphors is understanding and experiencing one kind of thing in terms of another". A metaphor consists of two parts called "the metaphortopic" and "the metaphor vehicle" (Chiappe et al., 2003). The metaphoric topic stands for the subject that will be stated and the metaphor vehicle is the term or terms used metaphorically (Stichert, 2005).

To sum up, metaphors are fundamental vehicles that human beings have evolved to understand, express, construct, and organize their world (Kliebard, 1982; Lakoff and Johnson, 1980; Munby, 1987). In line with Lakoff and Johnson, Perry and Cooper (2001) point out that metaphors help to structure our thinking and our understanding of events. Metaphors can be of different types in "metaphor theory" One of the more commonly identified types of metaphors is conceptual metaphor which is the main element of this study.

2.2 Metaphor Theory

Metaphors are much more powerful instruments than we think according to Lakoff and Johnson. Metaphors have entailments that organize our experience, uniquely express that experience, and create necessary realities.

Lakoff and Johnson object to the two commonly accepted theories of metaphor. The abstraction theory — that there exists one neutral and abstract concept that underlies both the literal and metaphoric use of word — failed on six counts. The abstraction doesn't apply throughout, in height, emotion, future, etc. We can say A is B, but the reverse, B is A, is not equivalent. The theory doesn't account for the structuring of different aspects of a concept, nor with the fact that when we say A is B, the B is always the more concrete and clearly defined. The systematic way in which metaphors apply is not explained, nor how metaphors are made to fit the occasion. Equally, on several counts, the homonymy theory — that the same word may be used for different concepts — also fails. In its strong form the theory cannot account for relationships in systems of metaphors, nor for extensions of such metaphors. In its weak form the theory doesn't account for categories of metaphor. In addition to the above-mentioned difficulty that B is always more concrete and clearly-defined than A, it is to be doubted that statements like "I'm on a high" really involved similarities at all.

Lakoff and Johnson believe that previous theories derive from a naive realism that there is an objective world, independent of ourselves, to which words apply with fixed meanings. But the answer is not to swing to the opposite and embrace a wholly subjectivists view that the personal, interior world is the only reality. Metaphors, for Lakoff and Johnson, are primarily matters of thought and action, only derivatively of language. Metaphors are culturally-based, and define what those with certain assumptions and presuppositions find real. The "isolated similarities" are indeed those created by metaphor, which simply create a partial understanding of one kind of experience in terms of another kind of experience. They are grounded in correlations within our experience.

As this study uses the conceptual metaphor theory, the definition of a conceptual metaphor will be discussed in detail. In cognitive linguistics,

conceptual metaphor, or cognitive metaphor, refers to the understanding of one idea, or conceptual domain, in terms of another, for example, understanding quantity in terms of directionality (e.g. "prices are rising"). The common conceptual metaphors described by Lakoff and Johnson (1980) are as follows:

1. Event Structure Metaphor: The Event Structure Metaphor can be considered to be one of the most widespread of all the conceptual metaphors. It maps from the source domain of space to the target domain of events, and leads to the concepts: states are locations, changes are movements and causes are forces

2. The 'Love is a Journey' Metaphor: The "love is a journey" metaphor is descended from the Event Structure Metaphor, taking its conception of a long-term and purposeful activity as a journey. (Lakoff, 1992) Lakoff states that here love is being conceptualized as a journey, with the implication that the relationship is stalled, that the lovers cannot keep going the way they've been going, that they must turn back, or abandon the relationship altogether. Culturally we consider of love as purposeful, with a beginning and an end. The lovers are travellers on a journey together, with their common life goals seen as destinations to be reached. The relationship is their vehicle, and it allows them to pursue those common goals together. The relationship is seen as fulfilling its purpose as long as it allows them to make progress toward their common goals. Goals in love are destinations, and difficulties in love are impediments to that motion. This metaphor inherits all the features of the Event Structure Metaphor, mapping from the source domain of space to the target domain of love. Examples include

Look how far we've come.

It's been a long, bumpy road.

We can't turn back now.

We're at a crossroads.

We may have to go our separate ways.

The relationship isn't going anywhere.

We're spinning our wheels.

Our relationship is off the track.

The marriage is on the rocks.

We may have to bail out of this relationship.

2.3 Metaphor as a Reflective Tool

In order to explore the internal world of the people and the way they think, many different techniques such as narrative, storytelling and reflection have been used. Metaphors can also be powerful reflective tools that help people to reflect their common everyday experiences in a new light. They have the ability to reach a deeper level of knowing. They are particularly vivid and powerful because they arouse emotions in us. Therefore, nowadays, metaphors have been an essential part of the studies investigating the beliefs and values. Lakoff and Johnson (1980) state that “metaphors not only make our thoughts more vivid and interesting but they actually structure our perceptions and understanding”. When a metaphor is employed, the schema is transported from its customary realm to a new realm. In Lakoff and Johnson’s opinion (1980) metaphors help us in comprehending experiences and understanding what goes on around us. The reasons why metaphors are a powerful reflective tool vary. In Kliebart’s opinion (1982) metaphors are “a fundamental vehicle of human thought”. In addition, their expressibility, compactness, and vividness make metaphors be better conceptualized (Nikitina and Furuoka, 2008; Ortony and Fainsilber, 1989). In the view of the philosophy of constructivism “knowledge is a constructed version of the world and each individual makes sense of his/her own world on the basis of his/her own personal experiments constructs, and hypotheses” (Kelly, 1955). Bredeson (in Balci, 1999) extends the importance of metaphors in unearthing beliefs by emphasizing that metaphors help people in generating ideas, concepts and theories for describing, examining, and understanding phenomena in education

2.4 Metaphor in Related Studies

Metaphors and metaphoric analysis as analytic and descriptive tools have recently been used in educational research. The elements of education have been analyzed with the help of the metaphors to understand the perceptions of individuals and to solve the problems they experience.

In the field of education, researchers have started to see metaphor as a powerful tool that can be used to understand and to explore the current state of educational practices. A brief search in the international educational literature reveals the following research interests which employed metaphorical analysis; educational change, school improvement and educational reform (Zachariah, 1985; Cole, 1990; Schlechty and Joslin, 1986) reported in Lieberman, 1986), teacher education (Hanson, 1984; Berliner 1990; Bullough, 1991; Marchant 1992; Dana and Pitts, 1993), school quality, staff development and organizational culture (Steinhoff and Owens, 1989), and classroom management (Weinstein, 1994), organizational, classroom, student, and learning level (Bibik, 1997 ; Dooley ,1998 and Karbach, 1997)., metaphors in student, school, and institutional writing.(Elford, 1996; Godina,1995; Herbst, 1997; Johnson-Sheehan, 1997 and Rosenfeld and Bhusan, 1995). A review of literature in Turkey indicated that following studies uses metaphorical analysis; metaphorical perceptions of EFL learners (Ahkemoğlu, 2011), Turkish EFL learner's Metaphors with Respect to English Language Course books (Kesen, 2010), Metaphorical Images of School (Balci, 1999) Metaphoric analysis is a less explored area in Turkey and the researchers are not aware of metaphors and their importance in our thinking and perception.

2.5 Literary Genres

The word *genre* comes from the French (and originally Latin) word for 'kind' or 'class'. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive *type* of 'text' (Chandler, 1997)

While the number of literary genres and their subdivisions has extended since classical times, the four common genres are *novel*, *poetry*, *drama*, *short story* and they are distinguished by their forms.

2.5.1. Novel as a Literary Genre

The word “novel” comes from the Italian, *Novella*. The novel developed in England and America. It was originally developed in the region from other forms of narrative nonfiction, such as letters, biographies, and history. However, with a shift in society and development time, the novel is not only based on data nonfiction, author of novel can change according to the desired imagination. Sumardjo (1998, p.29) states that “novel is a story with the prose form in long shape, this long shape means the story including the complex plot, many character and various setting”. Novel is narrative text informing of prose with a long shape including some figures and fiction event. The intrinsic elements of a novel are plot, setting characterization, point of view, and theme.

2.5.2 Poetry as a Literary Genre

The word “poetry” comes from the Greek *poiesis*, which means “making”, is a form of literary art which uses the aesthetic qualities of language to evoke meanings.

Poetry uses forms and conventions to evoke emotive responses. Devices such as assonance, alliteration, onomatopoeia, and rhythm are sometimes used to achieve musical or incantatory effects. The use of ambiguity, symbolism, irony, and other stylistic elements of poetic diction often leaves a poem open to multiple interpretations. Similarly, metaphor, simile, metonymy create a resonance between disparate images, forming connections previously not perceived.

2.5.3 Drama as a Literary Genre

Drama' is an Ancient Greek word meaning 'act' or 'deed'. The Ancient Greek philosopher Aristotle used this term in a very influential treatise called the *Poetics*. (335 BC) In this text, Aristotle classified different forms of poetry according to basic features he thought could be commonly recognized in their composition. He used the term 'drama' to describe poetic compositions that were 'acted' in front of audiences in a theatre.

While Aristotle offered drama as a general term to describe forms of poetry that were 'acted', he identified different types of composition within this category, including comedy and tragedy. He regarded comedy as a form of drama because it represented acts that made audiences laugh and he considered tragedy a form of drama because it represented acts that made audiences feel pity or fear. The Roman theorist Horace introduced another view of these poetic forms when he suggested that their purpose was to either delight or instruct. Although various definitions and developments in drama must be considered in addition to Aristotle's original assessment of dramas, many of the terms of classification he introduced are still used or debated today.

2.5.4 Short Story as a Literary Genre

There have been many attempts to define the short story as a literary genre. However, most of them are unanimous. A short story is a piece of prose fiction which can be read at a single sitting. Poe proposed that it ought to present a unified impression of tone, colour and effect "unity of effect". Its plot is not very complex. It mostly shows a decisive moment of life. It ought to combine matter-of-fact description with poetic atmosphere.

Atwell (2002) summarizes the structure of a short story:

- It creates a narrative lead showing the main character in action, dialogue or reaction

- It introduces the character's character.
- It introduces the setting: the time, place and relations of the main character's life.
- It introduces and develops the problem the main character is facing.
- It develops the plot and problem toward a climax with a decision, action, conversation, or confrontation that shows the problem at its height.
- It develops a change in the main character as an acknowledgement of understanding of something, a decision, a course of action, a regret.
- It develops a resolution: how does the main character come to terms – or not –with his or her problem

2.6 The Studies on the Perceptions of Literature and Literary Genres

Students' perception of language has been studied in various aspects up to now whereas students' perception of literature is still a less researched subject. There are some survey studies in this area and they are important as they are remarkable attempts to examine students' attitudes toward literature. Fan-ping Tseng summarizes these studies (Akyel & Yalçin, 1990; Davis, Gorell, Kline, & Hsieh, 1992; Hirvela & Boyle, 1988) in his survey. Tseng points out that Davis, Gorell, Kline, and Hsieh (1992) investigated university students' attitudes toward the study of literature in a foreign language as well as the factors affecting their opinions about literature in general. The participants in their study were undergraduates enrolled in introduction to literature courses in departments of French and Spanish. Analyses of the participants' responses to a questionnaire showed that most of them held positive attitudes toward foreign language literature. Moreover, two factors were found to be significantly related to their attitudes toward literature study, namely, the amount of leisure reading done in the foreign language, and the preferred learning styles, such as being given opportunities to express their personal opinions, to look for the underlying meaning of the text, and to read about people and experiences different from

their own. In other words, students' attitude toward literature may be influenced not only by their own reading habits but also by the teachers' instructional methods.

Hirvela and Boyle (1988) and Akyel and Yalçin (1990) were concerned with learners in ESL/EFL settings. Hirvela and Boyle (1988) surveyed ESL working adult learners' attitudes toward literature courses offered in a part-time degree program in a university. The aim of their survey was to find out which literary genres were most favoured or feared by the students and which aspects of literature gave the students most trouble. Results of their survey showed that the students enjoyed 'prose fiction' (i.e. novel and short story) most and feared 'poetry' most; in addition, the students found 'interpretation of theme' most difficult when studying literature, followed by some language-related aspects of literature (e.g. vocabulary in non-modern texts). These results are valuable for literature teachers because, with students' preferences and perceived difficulty of literature in mind, teachers can provide students with more suitable literary texts and more crucial or immediate help.

Akyel and Yalçin (1990) investigated EFL senior high school students' reactions to the specific contributions of prose fiction, drama, and poetry, in developing language competence and literary competence. Their survey results showed that the students regarded 'novel' as the most effective literary form in helping them develop their linguistic skills and cultural awareness, and 'drama' as the most effective in helping them improve oral expressions. Moreover, the students considered 'poetry' and 'short stories' not having much effect on their language skills. 'Poetry' in particular was thought to make the least significant contribution to their language skills development. The survey also revealed a link between the students' language proficiency and their attitudes towards literature: Those who rated their English proficiency as high appreciated the literary texts selected; by contrast, those who rated their proficiency as average found the literary texts boring and difficult.

The study of Tseng (2010) aimed to document a teacher-researcher's teaching of literature and to explore students' perceptions of the literary works introduced and their attitudes toward different literary genres. His survey results showed that among the four genres presented, most students preferred prose fiction (i.e. novels and short stories) and plays to poems. Students usually favoured the works which they had chances to appreciate the performances on other media. It revealed that plot summaries of novels and plays could motivate fewer than half of the participants to read the original texts, most of which were Shakespeare's tragedies. Students especially like to read contemporary literature rather than classic literature, and such works as movie novels, realistic fiction, fantasies, and mysteries are their favourites. The results of his study also shed some light on *what* literature to teach in EFL classes. In general, many EFL students are interested in prose fiction. Thus, short stories and novels, especially movie tie-in novels, can be first introduced to students since those works might easily arouse students' interest. On the other hand, poems or plays can be introduced later in EFL classes and should be presented with some well-designed activities.

These four studies give us an idea about the students' attitudes toward literature of different populations. For instance, ESL/EFL students generally seem to appreciate 'novels' most and 'poetry' least as indicated in Hirvela and Boyle (1988) and Akyel and Yalçin (1990). Nevertheless, there is still a need to investigate EFL learners' perceptions or attitudes toward different literary genres. For one, although Hirvela and Boyle (1988) had investigated students' preferences over different literary genres, their participants were working adult ESL learners, whose literary tastes might not be similar to those of adolescent EFL students in normal educational settings. For another, Akyel and Yalçin (1990), though involving EFL high school students, surveyed their reactions to literature as means of developing their language skills. (Tseng, 2010) Lastly,

Tseng surveyed the EFL students' preferences of literature. There is still a gap in understanding the students' perception of literary genres.

It is possible that students have different perceptions of 'literature as an area of knowledge' or 'literature as pleasure' (escaping from daily problems, and filling leisure moments) or "literature as self-discovery" (understanding themselves through literature). To accept or deny this possibility, another survey of students' perceptions of literature seems to be a reasonable solution. With the aim of understanding students' perceptions of literary genres from a different perspective, a survey about metaphoric perceptions of literary genres by students will be a reasonable solution.

CHAPTER 3

METHOD

3.1 Introduction

The methodology of the study will be presented in this chapter. The participants of the study, the instruments to be used and the procedure for both data collection and analysis of the data, materials and research procedures will be described.

3.2. Research Questions

In this study, responses to the following questions were sought:

- 1) What are the conceptual metaphors of first and fourth graders enrolled in ELL Department in regard to their perception of novel?
- 2) What are the conceptual metaphors of first and fourth graders enrolled in ELL Department in regard to their perception of poetry?
- 3) What are the conceptual metaphors of first and fourth graders enrolled in ELL Department in regard to their perception of drama?
- 4) What are the conceptual metaphors of first and fourth graders enrolled in ELL Department in regard to their perception of short story?
- 5) Which genres do ELL learners have difficulty in reading/analyzing?
- 6) What are the preferences of ELL learners in regard to types of literary genres?

3.3 Design of the Study

The present study adopted both quantitative and qualitative data collection design to find out the conceptual metaphors of literature learners. Qualitative methods “allow the researcher the flexibility to probe initial participant responses- that is, to ask why or how”. The qualitative data were

collected through metaphor elicitation method and interview. The quantitative data was collected via a multiple choice questionnaire with two questions.. The reason for using three methods of data collection was to achieve triangulation of the data. The metaphors generated by learners were described, categorized, compared and analyzed by means of content analysis since data format was textual not numerical. The data collected through multiple choice questionnaires were numerical .The SPSS statistical program was utilized to see whether there was a significant difference between the two groups (1st Graders of English Language and Literature Department and 4th Graders of English Language and Literature Department). The following table summarizes the research design of the study.

Table 1

Instruments and Linkages with Research Questions

Research Question	Instruments	Rationale
1. What are the conceptual metaphors of first and fourth graders enrolled in ELL Department in regard to their perception of novel? 2. What are the conceptual metaphors of first and fourth graders enrolled in ELL Department in regard to their perception of poetry? 3. What are the conceptual metaphors of first and fourth graders enrolled in ELL Department in regard to their perception of drama? 4. What are the conceptual metaphors of first and fourth graders enrolled in ELL Department in regard to their perception of short story?	Metaphor elicitation sheet	To elicit learners' beliefs regarding the concept of literary genres
1.What are the conceptual metaphors of first and fourth	Interview	To clarify the

<p>graders enrolled in ELL Department in regard to their perception of novel?</p> <p>2. What are the conceptual metaphors of first and fourth graders enrolled in ELL Department in regard to their perception of poetry?</p> <p>3. What are the conceptual metaphors of first and fourth graders enrolled in ELL Department in regard to their perception of drama?</p> <p>4. What are the conceptual metaphors of first and fourth graders enrolled in ELL Department in regard to their perception of short story?</p>		<p>points that might seem unclear to the researcher. To evaluate the findings and interpretations obtained through metaphor elicitation.</p>
<p>5. Which literary genres do ELL learners mostly have difficulty in reading/ analyzing?</p> <p>6. What are the preferences of ELL learners in regard to types of literary genres?</p>	<p>Multiple Choice Questionnaire</p>	<p>To find the results of the learners' choices for the most difficult literary genre in reading/analyzing and the genre they mostly prefer to read</p>

3.4. Participants

The participants for the present study were 101 English Language and Literature learners enrolled at İstanbul University. 58 of these learners were chosen from the first graders of English Language and Literature Department. 43 of them were selected from the 4th graders of English Language and Literature Department. The literary background of the first and fourth graders was different from each other. The first graders were just starting out literature

and attending the courses; Introduction to English Literature, Mythology in English Literature, Applied Textual Studies 1 and Fantasy Fiction whereas the fourth graders attended most of the courses of İstanbul University ELL Department such as Introduction to English Literature, Mythology in English Literature, Applied Textual Studies 1, Fantasy Fiction, Outlines of English Literature, Textual Analysis, Applied Textual Studies 2, Composition, Critical Approaches to English Literature, English Theatre, Popular English Literature, Selected Works in English Literature, 16th Century English Literature, Author and His/Her Works, Milton and his Time, 18th Century English Literature, Composition, Short Story, Literature and Performing Arts.

The table below displays detailed information about the participants.

Table 2

Information about the Participants

Number of participants		Department	Grades	Average Age
58		English Language and Literature	1	18,2
43		English Language and Literature	4	22,5
Total	101			

3.5. Data Collection Tools

In this study qualitative and quantitative data collection tools and procedures were used. The instruments utilized in the study are as follows:

- Metaphor elicitation sheet
- Semi-structured interviews
- Multiple choice questionnaire

In the following section, detailed information about these tools and procedures will be given.

3.5.1. Metaphor Elicitation Sheet

A metaphor elicitation sheet prepared by the researcher was used as to elicit the metaphors participants generated (Appendix). The sheet consisted of two parts. In the first part of the four questions, participants were to complete the prompt “Novel is a/an.....”, “Poetry is a/an.....”, “Drama is a/an.....” And “Short Story is a/an.....”. In the second part they were to write the reason why they generated those specific metaphors for the literary genres. The participants were free to use their mother tongue (Turkish) in developing their metaphors if they wished to as it was believed that using the target language (English) might cause some learners to have difficulty in generating metaphors and expressing themselves in the correct way. There was no limitation regarding the time used for developing the metaphors. As for the number of metaphors, the participants were asked to write the first metaphor that they produced with respect to the concept of the literary genres.

3.5.2 Interview

The interviews were the second instrument for data collection. The purpose of conducting interviews was two-fold. Initially, the interviews aimed to clarify the points that seemed unclear to the researcher. All the participants were interviewed by the researcher after completing the metaphor elicitation sheet. During the interviews, the participants answered the questions. The interviews which were also utilized to triangulate the data collection process were semi-structured and conducted either in English or Turkish depending on the choices of the participants. The reason for using semi-structured interviews was that they “give the interviewee a degree of power and control over the course of the interview and a great flexibility to the interviewer” (Nunan, 1994, p.150). The second aim of the interviews was to give the participants the

chance to modify their views or add anything they wished to regarding the metaphor they produced and the explanation they offered. The responses in which the researcher identified as inconsistent were not taken into consideration in the analysis of the data.

3.5.3 Multiple Choice Questionnaires

The multiple choice questionnaire was the third instrument for data collection. A multiple choice questionnaire prepared by the researcher was used to clarify the choices of the participants. The aim of using this instrument was to collect quantitative data. All the participants were firstly asked to choose the genre they have mostly difficulty in reading/analyzing. Secondly, they were asked to choose the genre they mostly prefer to read and also they were asked to explain the reasons for their choices in order to find the most difficult genre and the most preferred genre for the participants and to understand the reasons of their choices.

3.4. Procedure

In this study, data were collected through three instruments; namely metaphor elicitation sheet, interview and multiple choice questionnaire. The metaphor elicitation sheet and the questionnaire with two questions were given to all the participants in a classroom setting. Each participant was asked to complete the four prompts Novel/Poetry/Drama/Short Story is a/an.....and two questions with four choices about their most preferred genre and the genre they mostly have difficulty in reading and analyzing. They were also asked to explain their reasons. After completing these prompts all the participants were also asked to clarify their choices of metaphors for the concept of the literary genres. In order not to cause confusion on the part of the participants, they were free to write their explanations in Turkish. There was no time limitation and all the participants were told to write the first metaphor that they came up with. Upon completing the metaphor sheet, all the participants were asked to

elaborate more on their perception of the literary genres. Lastly, all the participants were asked to answer a multiple choice questionnaire with two questions. They were firstly asked to choose the genre they have mostly difficulty in reading/analyzing and secondly, the genre they mostly prefer to read and also they were asked to explain the reasons for their choices in order to find the most difficult genre and the most preferred genre for the participants and to understand the reasons of their choices

3.7 Data Analysis

The obtained data were analyzed and interpreted using the content analysis method. The reason for utilizing this method was that “concepts and themes that are not noticeable using the descriptive approach may be seen by using the content analysis” (Yıldırım and Şimşek, 2005). In addition, in content analysis, the researcher focuses on coding and categorizing the data, which makes this technique rich (Sternler, 2001). In addition to the researcher conducting the present study, the data were read by two other instructors as to check their relevance to the study. Following this procedure, all the metaphors created by the participants were classified under various themes as categories. The themes in the present study were based on the reasons that the participants stated in their choice of metaphors in regard to their perceptions of literary genres unlike many studies on metaphors,

The steps in which the analysis and interpretation of the metaphors were carried out can be summarized as follows:

1. The metaphors that both 1st graders and 4th graders of English Language and Literature Department created and wrote in the metaphor elicitation sheet were listed verbatim alongside with the entailments that participants wrote.

2. The students' interview data were analyzed to see how the students elaborated on the reason for creating a specific metaphor for the concept of literary genres. The analysis of the interview was carried out to strengthen the

entailments that students wrote in their metaphor elicitation sheet. The entailments acquired from the students' interviews were added to the list of metaphors prepared by the researcher.

3. The metaphors which had common characteristics in relation to the concept of literary genres were grouped under the same theme at the category development level.

4. The themes of the study were created on the basis of the entailments obtained from four instruments used in the study (metaphor elicitation sheet and interview). In other words, the conceptual categories such as illumination, pleasure and discovery etc. were created on the basis of the participants' reasons for choosing a specific metaphor.

5. Two instructors (familiar with studies on metaphors) were given the list of themes and related metaphors prepared by the researcher and they were asked to decide whether the metaphors and the categories in which they appeared matched or not in order to provide the reliability of the study, .There were some disagreements between the researcher and the two instructors on some of the metaphors and the categories in which they should appear. The interviews were processed once more for those metaphors, and the names of the themes were changed.

6. The metaphors that the 1st graders and the 4th graders of English Language and Literature Department created were first analyzed separately.

7. All of themes and the related metaphors were analyzed in detail. The metaphors created by the participants were analyzed on the basis of the metaphor elicitation sheet and interview data in the analysis process. Representative quotations of participants were used in elaborating on participants' metaphors for the concept of literary genres.

8. In the multiple choice questionnaire part, all the choices of 1st and 4th graders of ELL participants were analyzed first separately. The aim was to find the most difficult genre and the most preferred genre for the participants and to

understand the reasons and the similarities/discrepancies of 1st and 4th graders of ELL participants' choices.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1. Introduction

This study aimed to explore learners' perception with respect to the concept of literary genres through the use of metaphor. In the study, the perceptions of both 1st graders and 4th graders of English Language and Literature major learners were elicited.

4.2. Analysis of the Metaphors for Novel Developed by the 1st Graders of ELL

The analysis of the metaphors including the themes and the metaphors under each theme can be seen in Table 3 below.

Table 3

Metaphors Developed by the 1st Graders of ELL Department for the Concept of Novel

Theme	Metaphor	f	%
Depth of meaning	1. Ocean	7	15,47
	2. Forest	1	2,21
	3. Sea	2	4,42
	Total	10	22,1
Reality	4. History	1	2,21
	5. Life	3	6,63
	6. An event	1	2,21
	Total	5	11,05
Discovery	7. Narnia	1	2,21
	8. World	5	11,05
	9. Time machine	1	2,21
	10. Wonderland	1	2,21

		Total	8	17,92
Nutrition	11.	Food	1	2,21
	12.	Water	1	2,21
	13.	Vitamin	1	2,21
		Total	3	6,63
Pleasure	14.	Apple	1	2,21
	15.	Chocolate cake	1	2,21
	16.	Love	1	2,21
		Total	3	6,63
Fun	17.	Movie	1	2,21
	18.	Pop music	1	2,21
	19.	TV programme	1	2,21
		Total	3	6,63
Power	20.	Father	1	2,21
		Total	1	2,21
Beauty	21.	Wine	1	2,21
		Total	1	2,21
Guidance	22.	Life coach	1	2,21
	23.	Guide	1	2,21
		Total	2	4,42
Illumination	24.	Candle	1	2,21
		Total	1	2,21
Imagination	25.	Dream	1	2,21
		Total	1	2,21

Self Journey	26. Escaping	1	2,21
	27. Journey	2	4,42
	Total	3	6,63
Challenge	28. Labyrinth	1	2,21
	Total	1	2,21
Quantity	29. Restaurant	1	2,21
	Total	1	2,21
Emotion	30. Cloud	1	2,21
	Total	1	2,21

4.2.1. Metaphors Under the Theme of “Depth of Meaning”

It is seen in Table 3 that 4 different metaphors are developed by 11 students for the theme depth of meaning, which appears for novel. As stated in "ocean" metaphor (n:7, 15,47%) the students associated it with novel. The reason may come from the view that learners would like to go further down in their minds. Just as human beings enjoy exploring the unknown depth of the sea, the learners in parallel, show similar tendency and dive into the depth of meaning. Similarly, "ocean", "sea" and "forest" metaphors expressed the same ideas of students as "deep" metaphor and learners reflected their views what those metaphors mean to them. The metaphors which form this category are "ocean " (n:7; 15,47%) and "forest" (n:1; 2,21%), and "sea" (n:2; 4,42%). In addition to these metaphors we see "ocean" with a higher frequency. Six students associated "ocean" with the theme "depth of meaning". For the participants creating the metaphors above, they may claim that the metaphors are all related with their effort to understand a novel's deep meaning. The

following quotation from the interview of the participant presents the reasons for his choice of the metaphor “sea”:

Novel is an ocean because in it you can find many things waiting to be explored. It can come in various colours which symbolize what it contains just like a black ocean promising perilous storm or a blue one which promises relaxation. You can find many surprises. An ocean might look calm on the surface yet have churning tides beneath which is a reason why books shouldn't be judged by their covers. The ocean vastness means no matter how much you explore it, there'll still be places left unexplored which can be associated with a novel's ability to show you new things every time you re-read it

The following quotation from the interview of the participant presents the reasons for her choice:

Novel is a sea because it contains all of the situations of human and the world. It always changes for its topic. Sometimes it is about happiness, sometimes sadness, sometimes another topic it has like the waves of the sea, it changes.

A quotation from the interview for the metaphor "forest" is as follows:

Novel is a forest because the characters in a forest are just like the trees in a forest.

4.2.2. Metaphors under the Theme of “Reality”

3 metaphors created by 5 participants form this category. It is seen in Table 3 that of the metaphors under the theme "Reality" the metaphors “life” (n:3; 6,63%) has a higher frequency as compared to the metaphor “history” (n:1;, 21%). The reason for learners' choice of “event” (n:1; 21%) metaphor for the concept of a novel might be due to a novel's similarity to their early experiences in life

The following quotation from the interview of a participant presents the reasons for her choice:

Novel is a glance at life in a quite detailed way because it is some sort of the reflection of the real world. Weather pierced by joy or hit by gloom or shot by the red of the blood. It –in a way- conveys a message through the deeds of the characters. It has a lot of room to evaluate the characters, just like the primary world, itself

A quotation from the interview for the metaphor "history" is as follows:

Novel is a history because it contains the parts of the life style of the age it is written whenever it is written

A quotation from the interview for the metaphor "event" is as follows:

Novel is an event from life because I can guess the next when I read a novel as the theme in the novel is not something different from the real life for me. The word choices of the characters and the narration of the events are just like in the real life.

4.2.3. Metaphors under the Theme of “Discovery”

Four metaphors created by eight students form this category. The metaphors which form this category are “Narnia” (n:1; 2,21%), “World” (n:5; 11,05%), "Time Machine" (n:1; 2,21%) and "Wonderland "(n:1; 2,21%). In addition to these metaphors we see "world" with a high frequency. Five students associated "world" with the theme "discovery". For the participants creating these metaphors, it can be claimed that these metaphors are all related with their willing to explore a new world

The reason why the participant used the metaphor “Narnia” is as follows :

Novel is Narnia because you can never stay where you are while you are reading a novel. Your feelings, thoughts, actions cannot stay the same as the rational world. To open your eyes in a different world is inevitable when you devote yourself to a book.

The reason why the participant used the metaphor “Time Machine” is as follows :

Novel is a Time Machine because it takes you from the world you live in to its own world. When you concentrate to the novel, you live the novel. You witness the characters, events and everything in the novel.

The reason why the participant used the metaphor "Wonderland" is as follows :

Novel is a Wonderland because it has many fancy things. It is so deep that you have to dive into it. You might even get lost if you are not adequate enough to keep abreast of things going on. Time does stop while you are reading a novel. It is another indication for us that are crashing through another realm.

The reason why the participant used the metaphor "World" is as follows :

Novel is a world because it gives us characters that don't exist in the real world but exist in a fictional world.

Another sample quotation for the metaphor "World" is as follows:

Novel is a different world for me because I feel really relived when I go into the other people's fictional world.

4.2.4 Metaphors under the Theme of "Nutrition"

Table 3 presents 3 metaphors forming the theme nutrition in regard to novel. The metaphors "food" (n:1; 2,21%) "water" (n:1; 2,21%) and "vitamin" (n:1; 2,21%) imply that participants associate nutrition with the given metaphors. Perception of such entities like "food" "water" and "vitamin" may empower nutrition of feelings and thoughts of the students. The participant using the metaphor "food" gives the rationale for her choice as follows:

Novel is food because it feeds me in cultural and emotional way. It introduces me new views of life.

A sample quotation from the interview for the metaphor of "water" is as follows:

Novel is water because water is a source of life like a novel for me.

A quotation from the interview for the metaphor “vitamin” is as follows:

Novel is a vitamin because it feeds people.

4.2.5. Metaphors under the Theme of “Pleasure”

Table 3 reveals 3 metaphors under the theme of pleasure. All the metaphors in this category share the same frequency and they all imply that for 3 of the participants novel is something that has pleasure. The metaphors in this category are “apple” (n:1; 2,21%), “chocolate cake” (n:1; 2,21%) and “love” (n:1;2, 21%). The reason of these particular choices may be revealing the strongly positive emotions underneath their psychological boundaries and carry them to the surface of their consciousness. All in those metaphors seem to have power to evoke pleasure from the fantasy world of the novels. The following quotation from the interview of the participant presents the reasons for her choice:

Novel is a chocolate cake because reading a novel is just like eating a cake at the beginning; we enjoy it and try to understand its ingredients. At first it is on the surface level, we understand the characters, the events and all the things of the novel. Than as we read, just like tasting the inside of the cake, it gives us pleasure slowly. The end of a novel and a chocolate cake give the most pleasure.

A representative quotation from the interviews of the participants using the metaphor "apple" is given below:

Novel is an apple because it is tasty and easy to read if you have the right material.

Another quotation from the interviews of the participants using the metaphor "love" is given below:

Novel is love because both reading and writing a novel needs love and patience.

4.2.6 Metaphors under the Theme of “Fun”

Table 3 reveals 3 metaphors under the theme of “fun”. All the metaphors in this category share the same frequency and they all imply that for 3 of the participants novel is something that amuses the learners. The metaphors in this category are “pop music” (n:1; 2,21%), “movie” (n:1; 2,21%) and “TV program” (n:1;2, 21%). The participant using the metaphor “TV programme” gives the rationale for her choice as follows:

Novel is a TV program for me because I enjoy reading a novel, it fills my free time and makes me use my imaginary.

The sample quotation for the metaphor "movie" is presented below:

Novel is a movie because it is visual, enjoyable version of novel. It also includes characters and events.

Another quotation from the interviews of the participants using the metaphor "pop music" is given below:

Novel is pop music because it is remarkable by everyone and it is a mainstream.

4.2.7 Metaphors under the Theme of “Power”

We see the metaphor under the theme “Power” is "father" in table 3. The student using this metaphor sees novel as someone who has the power to change his life. We can claim that the participant using this metaphor refers to the influence of the novel on the readers, which has the power to control to change our lives and perceptions. The participant using the metaphor “father” gives the rationale for his choice as follows:

Novel is the father of a family if literature is a home because novel is superior to other literary genres as a good novel has the right to change our lives.

4.2.8 Metaphors under the Theme of “Beauty”

One metaphor created by a single student forms this category. It is seen in Table 3 that under the theme of “Beauty”, stated metaphor “Wine” (n:1;

2,21%) takes its place. Below is the quotation from the interview with the participant for the metaphor "Wine":

Novel is a wine because the older it is, the more beautiful it is.

4.2.9 Metaphors under the Theme of “Guidance”

In this category, we see two metaphors developed by two students. One participant associate “life coach” (n:1; 2,21%) with novel. The other metaphor in this category is “guide” (n:1; 2,21%). A sample quotation from the interview for the metaphor "life coach" is as follows:

Novel is a guide because you can find everything about life in a novel. You can experience everything without living. You can prepare yourself to your future as a reasonable person.

Another quotation from the interviews of the participants using the metaphor "life coach" is given below:

Novel is a life coach because it can show you the strongest lives openly. Even if you are a completely different person, you feel like one of the characters. You can also learn lots of things to do or not to do in some special situations.

4.2.10 Metaphors under the Theme of “Illumination”

One metaphor created by a single student form this category. It is seen in Table 3 that under the theme of “Illumination”, stated metaphor “Candle” (n:1;2,21%) takes its place. The student using this metaphor sees novel as a candle which gives light. We can claim that we live an enlightenment when we read a novel and nothing will be same for us after finishing it. Below is the quotation from the interview with the participant for the metaphor "Candle".

Novel is a candle because when it is finished, it will not be the same for the second time.

4.2.10 Metaphors under the Theme of “Imagination”

One metaphor created by a single student forms this category. It is seen in Table 3 that under the theme “Imagination”, stated metaphor “Dream” (n:1; 2,21%) takes its place. Below is the quotation from the interview with the participant for the metaphor "Dream":

Novel is a dream because you have no obligation to tell the truth. You have the liberty to imagine, to tell the dreams you haven't achieved.

4.2.11 Metaphors under the Theme of “Self-Journey”

Table 3 presents 3 metaphors forming the theme “Self-Journey”. It is seen that two students associate "journey" and one student associate "a way of escape" with novel. We may conclude that students connect novel to a spiritual journey, like travelling somewhere or escaping from something. As journeys make people relieve, novels may have similar effect in students' inner worlds. The sample quotation for the metaphor "a way of escape" is presented below:

Novel is a way of escape because it leads you through a world that's familiar without exception

Another quotation from the interviews of the participants using the metaphor "journey" is given below:

Novel is a journey because we find ourselves in the novel

4.2.12 Metaphors under the Theme of “Challenge”

In this category, we see one metaphor created by one student. It is seen in Table 3 that the metaphor “Labyrinth” (n:1; 2,21%) is used under the of “Challenge”. Below is the quotation from the interview with the participant for the metaphor "Labyrinth":

Novel is a labyrinth because it is a walking through our consciousness and sub-consciousness and it sometimes becomes a dilemma.

4.2.13 Metaphors under the Theme of “Quality”

In this category, we see one metaphor developed by a student. The participant associate “restaurant” (n:1; 2,21%) with novel. .A sample quotation from the interview for the metaphor "restaurant" is as follows:

Novel is a restaurant because some of them are very popular and everybody prefers to eat there. Some of them are good but not popular and everything is up to a good suggestion. Some of them are bad and only the people, who don't give importance to what they eat, prefer them.

4.2.14 Metaphors under the Theme of “Emotion”

We see one metaphor developed by one student in this category. It is seen in Table 3 that under the theme of “Emotion”, the metaphor “Cloud” (n:1; 2,21%) is developed. Below is the quotation from the interview with the participant for the metaphor "Cloud":

Novel is a cloud because it can be exciting like a rain cloud and it can be relaxing like a cloud in a sunny day as it enables shadows and it can be fluent.

An Overview for the Metaphors of Novel Developed by 1st Graders

When we analyze the findings revealed in Table 3, we see that the 1st graders of English Language and Literature Department developed 34 metaphors under 15 themes. Among the themes of the metaphors, the theme "depth of meaning" has the highest number of metaphors (n:11). That is, 22% of the participants believe that novel is the genre in which you may find deeper meanings of life as you read. These participants are of the opinion that the novel improves their perceptions of life with the main ideas in it. Of the metaphors developed by 58 students of 1st graders in English Language and Literature Department, the metaphors "ocean" (n:7; 15,47%) under the theme of "depth of meaning" and the metaphor "life"(n:4; 8,84%) under the theme of "reality" have the highest frequency. It is remarkable that the metaphor "ocean" and “life” were used for the concept of novel. The keywords the participants use

for the metaphor “ocean” were deepness, no boundaries, various colours and finding many things. We can conclude that the 1st grader literature students feel the depth of a novel and find the underlined meanings of it amazing because of their choices of words like various colours, no boundaries. We can also conclude from the second mostly frequent metaphor “life” that the learners find their own experiences in a novel. As for the use of metaphors “life” and “ocean”, we may conclude that there is a tendency to see novel as deep and close to reality as a educational background because language students deal with novels and short stories before the university education.

4.3. Analysis of the Metaphors for Poetry Developed by the 1st Graders of English Language and Literature Department

The analysis of the metaphors for poetry including the themes and the metaphors under each theme can be seen in Table 4.

Table 4
Metaphors Developed by the 1st Graders of ELL Department for the Concept of Poetry

Theme	Metaphor	f	%
Discovery	1. Pomegranate	1	2,7
	2. Ocean	1	2,7
	3. New Day	1	2,7
	Total	3	8,1
Challenge	4. Mathematics	1	2,7
	5. Puzzle	2	5,4
	6. Brain	1	2,7
	7. Ivy	1	2,7
	8. Highly intellectual	1	2,7
	person	1	2,7
	9. Conflict	1	2,7
	10. A cup of tea		

		Total	8	21,6
Depth of Meaning	11.	Horizon Line	1	2,7
	12.	Woman	2	5,4
	13.	Forest	1	2,7
	14.	Ocean	1	2,7
		Total	5	13,5
Beauty	15.	Rose	1	2,7
		Total	1	2,7
Annoyance/Dislike	16.	Cabbage	1	2,7
	17.	Headache	1	2,7
	18.	Lie	1	2,7
		Total	3	8,1
Art	19.	Classical music	1	2,7
	20.	Melody	1	2,7
	21.	Picture	1	2,7
		Total	3	8,1
Journey	22.	Emotional Travel	1	2,7
		Total	1	2,7
Emotion	23.	Nature	1	2,7
	24.	Scream	1	2,7
	25.	Autumn	1	2,7
	26.	Romantic	1	2,7
	27.	Soul	1	2,7
		Total	5	13,5
Illumination	28.	The Ring	1	2,7
		Total	1	2,7
Reality	29.	Universality	1	2,7

		Total	1	2,7
Fun	30.	Fun	1	2,7
	31.	Joy	1	2,7
		Total	2	5,4
Imagination	32.	Dream	1	2,7
		Total	1	2,7
Reflection	33.	Mirror	1	2,7
	34.	Reflection of the inner world	1	2,7
		Total	2	5,4
Form	35.	Web	1	2,7
		Total	1	2,7

4.3.1. Metaphors under the Theme of “Discovery”

It is seen in Table 4 that 3 different metaphors are developed by 3 students for the theme of discovery, which appears for poetry. The metaphors which form this category are “pomegranate ” (n:1; 2,7%), "ocean" (n:1; 2,7%) and "new day" (n:1; 2,7%). We see these metaphors with an equal frequency. The following quotation from the interview of the participant presents the reasons for his choice of the metaphor “pomegranate”:

Poetry is a pomegranate because it appears as a tiny, wholesome yet once you get into it, you discover that it is much more than it appears; “big things come in small packages” can be an ideal phrase for this. Once you go beyond the lines or rather verses of poetry you’ll discover that it is made up of an infinite number of small things such as the poet’s personal life, the features of the era in which it was written and etc. This pretty much resembles the opening of a pomegranate, upon which we are joyous to discover how one is able to satisfy you beyond your limit.

A sample quotation from the interview of the participant for the metaphor "new day" is as follows:

Poetry is a new day because we begin a new day with new hopes, thinking that we live different experiences just as beginning to reading a poem. In every different mood, we perceive life in a different way, we realize the beauties that we haven't noticed before and we get pleasure just like a poem gives different pleasures every time we read it.

Another quotation from the interview for the metaphor "ocean" is as follows:

Poetry is an ocean because it has no boundaries.

4.3.2 Metaphors under the Theme of "Challenge"

Table 4 displays 6 metaphors in the context of the theme of "challenge". 7 participants believe that poetry is challenge. Equally shared metaphors in terms of frequency are "mathematics" (n:1; 2,7%), "brain"(n:1; 2,7%), and "ivy" (n:1; 2,7%), "highly intellectual person" (n:1; 2,7%), "conflict" (n:1; 2,7%) and "a cup of tea" (n:1; 2,7%).The highest frequency belongs to the metaphor "puzzle" (n:3, 8,1%) The rationale behind the choice of the guide metaphor might be that the participants need to think to solve and analyze a poem as a poem may have different meanings. The following quotation from the interview of the participant presents the reasons for his choice:

Poetry is a puzzle because it always has a different meaning. It is funny but hard to find the way.

A sample quotation from the interview for the metaphor "ivy" is as follows:

Poetry is ivy because it is sometimes impossible to understand what is beyond the words. Metaphors are far from real objects.

Another quotation from the interview for the metaphor "brain" is as follows:

Poetry is a brain because readers should think deeply and go inside it.

The participant using the metaphor "highly intellectual person" gives the rationale for her choice as follows:

Poetry is a highly intellectual person because you don't get its idea easily. You should go deeper to see what is happening.

A representative quotation from the interview of the participant using the metaphor "Mathematics" is given below:

Poetry is mathematics because it gives pleasure to the person who understands but it is only numbers for the person who doesn't understand.

A quotation from the interview of the participant using the metaphor "conflict" is given below:

Poetry is conflict because it requires mental effort as well as a deep knowledge of other poems.

A sample quotation from the interview for the metaphor "a cup of tea" is as follows:

Poetry is a cup of tea because you can't understand a single line of it if you don't feel like a British sir.

4.3.3 Metaphors under the Theme of "Depth of Meaning"

Table 4 presents 6 metaphors forming the theme "depth of meaning". It is seen that 5 students came up with 4 metaphors where they associate them with poetry. We can conclude that students associate poetry with "woman" (n:2; 5,4%), "horizon line" (n:1; 2,7%), "forest" (n:1; 2,7%) and "ocean" (n:1; 2,7%) as they believe that poetry is as deep as women, oceans, forests and horizon line. As we clearly observe, these images describe the poetry as the depth of meaning. The sample quotation for the metaphor "woman" is presented below:

Poetry is a woman because sometimes it is hard or easy to understand it. It is various, limitless and mysterious.

Below is the quotation from the interview of the participant for the metaphor "woman":

Poetry is a woman because even if she says everything is clear, it is not actually true. The poem is as deep as a woman. Everybody thinks they

understand it but it is not true all the time. In fact, to understand a good poem gives you different feelings and sorrows to you.

The sample quotation for the metaphor "ocean" is presented below:

Poetry is an ocean because it has deep meaning that anyone cannot see it.

A quotation from the interview with the participant for the metaphor "horizon line":

Poetry is a horizon line because you discover different meanings as you understand it. You can't reach an end as you comment it.

4.3.4 Metaphors under the Theme of "Beauty"

In this category, one metaphor is created by one student. It is seen in Table 4 that under the theme of "beauty", the metaphor "rose" (n:1; 2,7%) is developed. We may conclude from the metaphor "rose" that the poem is an aesthetic art although it is difficult to deep into its meaning. Below is the quotation from the interview with the participant for the metaphor "rose":

Poetry is a rose because it is nice to see but painful to touch.

4.3.5 Metaphors under the Theme of "Annoyance/Dislike"

Table 4 presents the number and the percentage of the participants who developed the metaphors forming the theme "annoyance/dislike". In Table 4, we see that 3 different metaphors are represented by 3 participants. It can be seen from the students' metaphors that for them poetry may have negative influence on the students. The metaphors in this category share the same frequencies "cabbage" (n: 1; 2,7%) , "headache" (n:1; 2,7%) and "lie" (n:1; 2,7%). The participant using the metaphor "cabbage" gives the rationale for her choice as follows:

Poetry is a cabbage that I don't like a cabbage.

The participant using the metaphor "headache" gives the rationale for her choice as follows:

Poetry is a headache because it is difficult for me to understand it because of the irrelevant sentences that are combined in a more irrelevant way.

Below is the quotation from the interview with the participant for the metaphor "lie".

Poetry is a lie because it is not intimate.

4.3.6 Metaphors under the Theme of "Art"

Table 4 presents the number and the percentage of the participants who developed the metaphors forming the theme "art". In Table 4, we see that 4 different metaphors are represented by 4 participants. It can be seen from the metaphors that poetry has an artistic influence on the students. The metaphors in this category share the same frequencies. ["music" (n: 1; 2,7%), "melody"(n:1; 2,7%), and "classical music" (n:1; 2,7%)]. The participant using the metaphor "classical music" gives the rationale for his choice as follows:

Poetry is classical music because both are trying to plant a specific thought in readers or listeners' mind without actually saying it.

The sample quotation for the metaphor "picture" is presented below:

Poetry is a picture because it takes attention to various things that you can't realize as you read and makes you feel different things every time you read.

The participant using the metaphor "melody" gives the rationale for her choice as follows:

Poetry is a melody because it can magnify you when you read and listen.

4.3.7 Metaphors under the Theme of "Journey"

One metaphor was created by a single student forms this category. It is seen in Table 4 that under the theme of "self-journey", the metaphor "emotional travel" (n:1; 2,7%) is developed. We may conclude from the metaphor

“emotional travel” that the poem is an aesthetic art although it is difficult to go deeper its meaning. Below is the quotation from the interview with the participant for the metaphor "emotional travel":

Poetry is an emotional travel because it awakens our sleeping emotions.

4.3.8 Metaphors under the Theme of “Emotion”

Table 4 presents the number and the percentage of the participants who developed the metaphors forming the theme “emotion”. In Table 4, we see that 5 different metaphors are represented by 5 participants. It can be seen from the students’ metaphors that for them poetry may have emotional influence on the students. The metaphors in this category share the same frequencies.(“nature” (n:1; 2,7%) and following this are the metaphors “scream”(n:1; 2,7%) , “romantic” (n:1; 2,7%), “autumn” (n:1; 2,7%) and “soul” (n:1; 2,7%))The participant using the metaphor “nature” gives the rationale for her choice as follows:

Poetry is nature because you feel indefinable emotions when you read a poem just as when you look a natural beauty. In both poetry and nature, there is more than the appearance.

The sample quotation for the metaphor "scream" is presented below:

Poetry is a scream because it is one’s reflecting his/her emotions to the others.

The participant using the metaphor “autumn” gives the rationale for her choice as follows:

Poetry is autumn because it is like the leaves of the poet’s life.

4.3.9 Metaphors under the Theme of “Illumination”

In this category, we see one metaphor developed by a student. The participant associate “the ring” (n:1; 2,7%) with poetry. The following quotation from the interview of the participant presents the reasons for her choice:

Poetry is the ring in the Lord of the Rings because in my opinion once you are enchanted by the charms of poetry, there’s no way out for you. It does change your opinions about world both in good and bad ways. If you don’t completely know how to deal with your emotions, poetry will deal.

4.3.10 Metaphors under the Theme of “Reality”

In this category, we see one metaphor developed by a student. The participant associate

“Universality” (n:1; 2,7%) with poetry. The sample quotation for the metaphor “universality” is presented below:

Poetry is universality because it consists of the emotions of human. Humans are different but their emotions are the same. They all are happy, sad, and nervous or something like these.

4.3.11 Metaphors under the Theme of “Fun”

Table 4 presents the number and the percentage of the participants who developed the metaphors forming the theme “fun”. In Table 4, we see that 2 different metaphors are represented by 2 participants. Students stated the metaphors “fun”. (n:1; 2,7%) and “joy” (n:1; 2,7%). These metaphors share the same frequency. The following quotation from the interview of the participant presents the reasons for her choice of the metaphor “joy”:

Poetry is joy because entering in a poet’s inner feelings and trying to figure it out is quite enjoyable.

The following quotation from the interview of the participant presents the reasons for his choice of the metaphor “fun”:

Poetry is fun because I am literally in love with analyzing a poem. Verses are interesting to work on. I like symbols and stuff. I also fancy the tricks which the poet plays on the words such as assonance, alliteration, pun etc.

4.3.12 Metaphors under the Theme of “Imagination”

In this category, we see one metaphor developed by a student. The participant associate “dream” (n:1; 2,7%) with poetry. Below is the quotation from the interview with the participant for the metaphor "dream":

Poetry is a dream because we're in a dream when we read it.

4.3.13 Metaphors under the Theme of “Reflection”

Two metaphors created by two students forms this category. It is seen in Table 4 that under the theme “reflection”, the metaphor “mirror” (n:1; 2,7%) and the other metaphor “reflection of the world” are developed. We may conclude from these metaphors that poetry is a reflection of our inner world. Below is the quotation from the interview with the participant for the metaphor "mirror":

Poetry is a mirror because it reflects writer's thoughts as well as the reader's.

4.3.14 Metaphors under the Theme of “Form”

Under the theme of “form”, one metaphor created by a single student. It is seen in Table 4 that the metaphor “web” (n:1; 2,7%) is developed. We may conclude from the metaphor “web” that the poem has got a systematic form just like a web. Below is the quotation from the interview with the participant for the metaphor "web":

Poetry is a web because all the words combine together and make it into something valuable.

An Overview for the Metaphors for Poetry Developed by 1st Graders

When we analyze the findings revealed in Table 4, we see that the 1st graders of English Language and Literature Department developed 36 metaphors under 14 themes. Among the themes of the metaphors, the theme "depth of meaning" has the highest number of metaphors (n:7). That is, 18,9% of the participants believe that poetry is the genre in which you may find deeper sides of life and human beings as you read. These participants are of the opinion that poetry reveals their deep emotions under their psychological boundaries and carries them to the surface of their consciousness so their ability to understand themselves and the other people improves. Of the metaphors developed by 37 students of 1st graders in English Language and Literature Department, the metaphors "woman" (n:2; 5,4%) under the theme of "depth of meaning" and the metaphor "deep"(n:2; 5,4%) under the theme of "depth of meaning" have the highest frequency. It is remarkable that the metaphor "woman" and "deep" were used for the concept of poetry. The keywords the participants use for the metaphor "woman" are a woman's being deep, limitless, and mysterious like poetry. Women and their inner worlds are mostly considered as more complicated than men in the most of the cultures as the way they think and use language is different from men. We can conclude that the 1st grader literature students associate the depth of poetry with woman as they are both unclear and they both don't say directly what they mean. We can also conclude from the other metaphor "puzzle" that they find challenging and difficult to analyze a poem like a puzzle. As for the use of metaphors "woman" and "puzzle", we may conclude that there is a tendency to see the poetry genre as deep and difficult to solve as a previously formed beliefs about poetry regardless of which poem they read

4.4. Analysis of the Metaphors for Drama Developed by the 1st Graders of ELL

The analysis of the metaphors for drama including the themes and the metaphors under each theme can be seen in below.

Table 5

Metaphors Developed by the 1st Graders of ELL for the Concept of Drama

Theme	Metaphor	f	%
Pleasure	1 A bar of chocolate	1	2,78
	2 Dessert	1	2,78
	3 Pickles	1	2,78
	4 Hourglass	1	2,78
	5 Car	1	2,78
	6 Fire	1	2,78
	7 Starbucks	1	2,78
	Total	7	18,9
Reflection	8 Mirror	3	8,34
	9 Reflection	3	8,34
	Total	6	16,68
Depth of Meaning	10 Ocean	1	2,78
	Total	1	2,78
Beauty	11 Statue	1	2,78
	Total	1	2,78
Discovery	12 Another world	1	2,78
	Total	1	2,78
Art	13 Blues	1	2,78
	Total	1	2,78
Liberation	14 A way to get out of the	1	2,78

	flesh		1	2,78
		Total		
Power /Control	15	Puppet	1	2,78
	16	Changing personalities	1	2,78
		Total	2	5,56
Reality	17	Life	5	13,9
		Total	5	13,9
Fun	18	Amusement	1	2,78
	19	Entertainment	1	2,78
	20	90's music	1	2,78
		Total	3	8,34
Imagination	21	Movie	1	2,78
	22	Game	1	2,78
	23	Dream	1	2,78
	24	Revival of thoughts	1	2,78
		Total	4	11,12
Challenge	25	Effort	1	2,78
	26	Challenge	1	2,78
		Total	2	5,56
Form	27	Many-sided	1	2,78
		Total	1	2,78
Value	28	Purse	1	2,78
		Total	1	2,78

4.4.1. Metaphors under the Theme of “Pleasure”

Table 5 presents the number and the percentage of the participants who developed the metaphors forming the theme “pleasure”. In Table 5, we see that 7 different metaphors are represented by 7 participants. It can be seen from the students’ metaphors that students have positive attitudes toward drama. The metaphors in this category share the same frequencies. “fire” (n:1; 2,78%), “hourglass” (n:1; 2,78%), “dessert” (n:1; 2,78%), “a bar of chocolate” (n:1; 2,78%), “Starbucks” (n:1; 2,78%), “car” (n:1; 2,78%), and “pickles” (n:1; 2,78%). The following quotation from the interview of the participant presents the reasons for his choice of the metaphor “fire”:

Drama is fire because it might seem to get its source from things like logs or stones yet it is important to realize that in order to warm yourself you need to do more than bringing a couple of woods together; you need to prepare its place, get paper or other sorts of kindlers to start it. In the same way, one must prepare oneself “to feel the warmth” which drama can provide.

A representative quotation from the interview of the participant using the metaphor "Hourglass" for drama is given below:

Drama is a hourglass. As the sands decrease, you don't want it to finish. You always want it to restart but the pleasure of watching it won't be the same again.

A quotation from the interview of the participant using the metaphor "dessert" is given below:

Drama is a dessert because you can imagine it.

The sample quotation for the metaphor "a bar of chocolate" is presented below:

Drama is a bar of chocolate because you can't guess inside of it.

The sample quotation for the metaphor "Starbucks" is presented below:

Drama is Starbucks because everybody may love it but it is preferred by only a certain part of society.

The participant using the metaphor “car” gives the rationale for his choice as follows:

Drama is a car because it gives you pleasure when you drive.

A representative quotation from the interview of the participant using the metaphor

"Pickles" is given below:

Drama is a pickle because it is sour but enjoyable.

4.4.2 Metaphors under the Theme of “Reflection”

It is seen in Table 5 that 2 different metaphors are developed by 8 students for the theme reflection, which only appears for novel. The metaphors which form this category are “mirror” (n:3; 8,34%) and “reflection” (n:3; 8,34%) have the same frequency. The metaphors, mirror and reflection, the metaphors may indicate drama's reflection of our lives, inner world, thoughts and feelings for the participants. The reason why the participant used the metaphor "mirror" is as follows:

Drama is a mirror because it shows what we are or we were or we will be.

Another quotation from the interview for the metaphor "mirror" is as follows:

Drama is a mirror because a part of life is acted with its sweet and bitter sides. The characters at the stage reflect us. It is one of the best ways to understand how we are perceived by the others.

A sample quotation from the interview for the metaphor "reflection" is as follows:

Drama is a reflection because it reflects our traditional events and gives information about society.

4.4.3 Metaphors under the Theme of “Depth of Meaning”

One metaphor created by a single student forms this category. It is seen in Table 5 that of the metaphors under the theme “Depth of meaning”, the metaphor “ocean” (n:1; 2,78%) is developed. Below is the quotation from the interview with the participant for the metaphor "ocean".

Drama is an ocean because it is as deep as an ocean.

4.4.4 Metaphors under the Theme of “Beauty”

In this category, we see one metaphor is developed by a student. The participant associate “statue” (n:1; 2,78%) with drama. A sample quotation from the interview for the metaphor statue" is as follows:

Drama is a statue because aesthetic values are more important in this genre.

4.4.5 Metaphors under the Theme of “Discovery”

One metaphor created by a single student forms this category. It is seen in Table 5 that under the theme “Discovery”, the metaphor “another world” (n:1; 2,78%) is developed. Below is the quotation from the interview with the participant for the metaphor "another world":

Drama is another world because everything changes when it is written and also when it is played. It can be comic, tragic etc but it has the other reality of life.

4.4.6 Metaphors under the Theme of “Art”

In this category, we see one metaphor developed by a student. The participant associate “blues” (n:1; 2,78%) with drama. A sample quotation from the interview for the metaphor “blues" is as follows :

Drama is blues because it is capable of stimulating any kind of emotion.

4.4.7 Metaphors under the Theme of “Liberation”

One metaphor created by a single student forms this category. It is seen in Table 5 that under the theme “Liberation”, the metaphor “a way to get out of the flesh...” (n:1; 2,78%) is developed. Below is the quotation from the interview of the participant for the metaphor “a way to get out of the flesh...”:

Drama is a way to get out of the flesh in which we are housed because imagination is the greatest thing you could ever use in drama. It is the way to convey imaginary elements on the wooden staged when claret curtain lead you to an audience. It is the way to set you free with flesh and blood men.

4.4.8 Metaphors under the Theme of “Power/Control”

Table 5 presents 2 metaphors forming the theme of “power/control” in regard to drama. The metaphors “puppet” (n:1; 2,78%) and “changing personalities” (n:1; 2,78%) imply that participants associate power/control with the given metaphors. The participant using the metaphor “puppet” gives the rationale for her choice as follows:

Drama is a puppet because you can create an action every way you wish. It is exciting, it is easy to write yet hard to create.

The following quotation from the interview of the participant presents the reasons for her choice of the metaphor “changing personalities”:

Drama is changing personalities because you can never have one personality as long as you perform or watch a drama. If you're an actor, you will wear another life to tell the story to the audience. If you are an audience, then you'll see yourself as the character as long as to understand the story.

4.4.9 Metaphors under the Theme of “Reality”

It is clearly seen in Table 5 that one metaphor is represented by 5 students for the theme "reality". These five students associate drama with the

metaphor, "life" (n:5; 13,9%) A sample quotation for the metaphor life"" is as in the following:

"Drama is my life because it is just every day is another page which I live. It is so much fun, as well."

4.4.10 Metaphors under the Theme of "Fun"

Table 5 presents the number and the percentage of the participants who developed the metaphors forming the theme "fun". In Table 5, we see that 3 different metaphors are represented by 3 participants. The metaphors "90's music", "amusement" and "entertainment" share the same frequency. We can conclude that students associate fun with "90's music" (n:1; 2,78%), "amusement" (n:1; 2,78%), and "entertainment" (n:1; 2,78%) as they believe that drama may be connected to fun. A representative quotation from the interview of the participant using the metaphor "90's music" is given below:

Drama is 90's music because I know it is good, enjoyable but it is not popular as much as it is used to be.

The sample quotation for the metaphor "entertainment" is presented below:

Drama is an entertainment because both watching and reading a drama is entertaining.

4.4.11 Metaphors under the Theme of "Imagination"

Table 5 presents the number and the percentage of the participants who developed the metaphors forming the theme "imagination". In Table 5, we see that 4 different metaphors are represented by 4 participants. The metaphors "movie", "game" and "imagination" and "the imagination of thoughts" share the same frequency. We can conclude that students associate imagination with "movie" (n:1; 2,78%), "game" (n:1; 2,78%), "dreaming" (n:1; 2,78%) and "revival of thoughts" (n:1; 2,78%) as they believe that drama may be connected to imagination . A representative quotation from the interview of the participant using the metaphor "movie" is given below:

Drama is a movie because you create a movie from it while you are reading it.

The sample quotation for the metaphor "game" is presented below:

Drama is a game because you imagine the scenes while you are reading the text.

Another quotation for the metaphor "dream" is presented below:

Drama is a dream because you dream the characters, events as they are given in a descriptive way while you are reading a drama.

The reason why the participant used the metaphor "revival of thoughts" is as follows:

Drama is revival of thoughts because you can combine your thoughts with a character you want and you can make this character do whatever you want.

4.4.12 Metaphors under the Theme of “Challenge”

In this category, we see two metaphors developed by two students. One participant associates “effort” (n:1; 2,78%) with drama. The other metaphor in this category is “challenge” (n:1; 2,78%). A sample quotation from the interview for the metaphor "effort" is as follows:

Drama is effort because you should take lots of factors into consideration in the play

Another quotation from the interview for the metaphor "challenge" is as follows:

Drama is a challenge because you have to try hard not to miss anything.

4.4.13 Metaphors under the Theme of “Form”

One metaphor created by a single student forms this category. It is seen in Table 5 that of the metaphors under the theme “Form”, stated metaphor “many sided” (n:1; 2,78%) takes its place amongst the metaphors. Below is the quotation from the interview with the participant for the metaphor "many sided":

Drama is many sided because it has various ways to tell the plot and convey its main idea.

4.4.14 Metaphors under the Theme of “Value”

It is clearly seen in Table 5 that one metaphor is represented by one participant for the theme "value". The participant associates drama with the metaphor, "purse" (n:1; 2,78%). A sample quotation for the metaphor “purse” is as in the following:

Drama is a purse because there are a lot of values in drama.

An Overview for the Metaphors of Drama Developed by 1st Graders

When we analyze the findings revealed in Table 5, we see that the 1st graders of English Language and Literature Department developed 28 metaphors under 14 themes. Among the themes of the metaphors, the theme "pleasure" had the highest number of metaphors (n:7; 18,9%). That is, 18.9% of the participants believe that drama evokes their positive feelings and gives them pleasure. Of the metaphors developed by 36 first graders of ELL department the metaphors "life"(n:5; 13,9%) under the theme of "reality" and the metaphor “mirror” under the theme of “reflection” and the metaphor “reflection” (n:3; 8,34%) under the theme of reflection had the highest frequency.

4.5. Analysis of the Metaphors for Short Story developed by the 1st Graders of ELL

The analysis of the metaphors for short story including the themes and the metaphors under each theme can be seen in Table 6 below.

Table 6

Metaphors Developed by the 1st Graders of ELL for the Concept of Short Story

Theme	Metaphor	f	%
Pleasure	1 Chocolate	1	2,86
	2 Candy	3	8,58
	3 The Second half of football match	1	2,86
		1	2,86
	4 Tequila	1	2,86
	5 Lyric notes	1	2,86
	6 Being surprised	1	2,86
	7 Free time activity	1	2,86
	8 Spare time	1	2,86
	9 Low fat latte		
	Total	11	31,46
Nutrition	10 Snacks	1	2,86
	Total	1	2,86
Source of knowledge	11 Life lesson	1	2,86
	12 Father	1	2,86
	13 More than the appearance	1	2,86
	Total	3	8,58
Challenge	14 Hard exam	1	2,86
	15 Puzzle	2	5,72
	16 Closed box	1	2,86
	17 Core	1	2,86
	Total	5	14,3
Limitedness/Time	18 Empty frame	1	2,86
	19 Part	1	2,86
	20 Dream	1	2,86
	21 Short summary of life	1	2,86
	22 Fragment	1	2,86

	23	Midget	1	2,86
	24	Town tempo	1	2,86
	25	Soup mix	1	2,86
	26	Breathing	1	2,86
	27	Childhood	1	2,86
		Total	10	28,6
Illumination	28	Spark in the darkness	1	2,86
		Total	1	2,86
Discovery	29	Shared world	1	2,86
	30	A second life	1	2,86
	31	Reflection	1	2,86
		Total	3	8,58
Reality	32	Life	1	2,86
		Total	1	2,86

4.5.1 Metaphors under the Theme of “Pleasure”

It is clearly seen in Table 6 that 10 different metaphors are represented by 10 students for the theme "pleasure". The metaphor "candy" (n:3; 8,58%) displays the highest frequency in this category. The other metaphors in this category are "chocolate" (n:1; 2,86%), "second half of football match" (n:1; 2,86%), "tequila" (n:1; 2,86%), "lyric notes" (n:1; 2,86%), "surprise" (n:1; 2,86%), "free time activity" (n:1; 2,86%), "spare time" (n:1; 2,86%), and "low fat latte" (n:1; 2,86%). The rationale behind choosing these metaphors may be that short story reveals and carries the strongly positive emotions to the surface of their consciousness. The participant using the metaphor "candy" gives the rationale for her choice as follows:

Short Story is a candy because they are short and when you read them, they suddenly ends and you say “why?” they give happiness to you. They don’t make you feel bored.

A representative quotation from the interviews of the participants using the metaphor "chocolate" is given below:

Short Story is a chocolate because it can give you an immense amount of short-lived pleasure.

The sample quotation for the metaphor "second half time football match" is presented below:

Short Story is a second half of football match because it becomes more exciting and ends quickly.

A quotation for the metaphor "tequila" is presented below:

Short Story is tequila because all you need is in one little shot.

Another quotation for the metaphor "lyric notes" is presented below:

Short Story is lyric notes because it is meaningful and enjoyable.

The reason why the participant used the metaphor "surprise" is as follows :

Short Story is a surprise because you are surprised when you see how much you learned from such a “short” story.

The following quotation from the interview of the participant presents the reasons for her choice of the metaphor “spare time”:

Short Story is spare time activity because I like reading short story, I harmonize them.

The participant using the metaphor “low-fat latte” gives the rationale for her choice as follows:

Short Story is low-fat latte because it is easy and nice to drink and you don't have to use your mind that much to remember everything.

4.5.2 Metaphors under the Theme of “Nutrition”

In this category, we see a single metaphor developed by only one participant (see Table 6). The participant associates short story with the metaphor "snacks" (n:1; 2,86%). A sample quotation for the metaphor “snacks” is given below :

Short Story is snacks because you can never be full after eating some snacks when you are starving. But it will help you to bear the hunger.

4.5.3 Metaphors under the Theme of “Source of Knowledge”

Table 6 presents the number and the percentage of the participants who developed the metaphors forming the theme “depth of meaning/knowledge”. In Table 6, we see that 3 different metaphors are represented by 3 participants. The metaphors “life lesson”, “father” and "more than the appearance" share the same frequency. We can conclude that students associate knowledge with “life lesson” (n:1; 2,86%), “father” (n:1; 2,86%), and “more than the appearance” (n:1; 2,86%) as they believe that short story may be the source of knowledge . A representative quotation from the interview of the participant using the metaphor "life lesson" is given below:

Short Story is a life lesson because a certain main idea is given at the end of the short story no matter how long it is narrated.

The following quotation from the interview of the participant presents the reasons for her choice of the metaphor “father”:

Short Story is a father because they generally give a lesson or message.

4.5.4 Metaphors under the Theme of “Challenge”

Table 6 displays 4 metaphors in the context of the theme “challenge”. The highest frequency in this category belongs to “puzzle” metaphor (n: 2; 5,72%). That is, 2 participants believe that short story is a puzzle as it gives less information about the characters and the story but you should think more to analyze it. As a result of this, short story is a puzzle for them to solve. The other metaphors in this category share the same frequencies. “hard exam” (n:1; 2,86%), “closed box” (n:1; 2,86%), and “core” (n:1; 2,86%). The participant using the metaphor “puzzle” gives the rationale for her choice as follows:

Short story is a puzzle with deficient pieces because there aren't details as much as in a novel. You should complete the details with your imagination.

Below is the quotation from the interview with the participant for the metaphor “core”.

Short Story is a core because it can be hard to analyze or understood as there is nothing detailed.

4.5.5 Metaphors under the Theme of “Limitedness/Time”

It is clearly seen in Table 6 that 10 different metaphors are represented by 10 students for the theme “limitedness/time”. All the metaphors in this category display equal frequency. The metaphors in this category are “empty frame” (n:1; 2,86%), “part” (n:1; 2,86%), “dream” (n:1; 2,86%), “fragment” (n:1; 2,86%), “midget” (n:1; 2,86%), “town-tempo” (n:1; 2,86%), “soup mix” (n:1; 2,86%), “breath” (n:1; 2,86%), “childhood”(n:1; 2,86%), and “short summary of life” (n:1; 2,86%). The following quotation from the interview of the participant presents the reasons for her choice:

Short Story is an empty frame on a wall because the frame doesn't show another picture, only a part of the wall but only a little, not the integrity. It is still a part of it, though not all of it. The wall, the life is a whole made of holes and

short story is a frame, a hole of life's, only showing a part of it, conveying a message based on that moment.

A sample quotation from the interview for the metaphor "dream" is as follows:

Short story is a dream because it doesn't last long but it is told as if it is very long when it finishes.

The participant using the metaphor "fragment" gives the rationale for his choice as follows:

Short story is a fragment because it can tell even a life if it continues. It is a fragment compared with a novel.

The following quotation from the interview of the participant presents the reasons for his choice of the metaphor "soup mix":

Short story is a soup mix because it gives its message in a short time just as a soup mix giving the hot soup you want in a short time.

Another quotation from the interview for the metaphor "breath" is as follows:

Short story is a breath because it takes you in without tiring you and you lost yourself and it suddenly finishes.

4.5.6 Metaphors under the Theme of "Illumination"

In this category, we see one metaphor developed by a student. The participant associates "spark in the darkness" (n:1; 2,86 %) with short story. A sample quotation from the interview for the metaphor "spark in the darkness" is as follows:

Short Story is a spark in the darkness because even though it is small in the size, it can be seen from very much distance.

4.5.7 Metaphors under the Theme of “Discovery”

It is seen in Table 6 that 3 different metaphors are developed by 3 students for the theme of discovery, which also appeared for novel. The metaphors which form this category are “second life” (n:1; 2,86%), "reflection" (n:1; 2,86%) and "shared world" (n:1; 2,86%). We see these metaphors with an equal frequency. The following quotation from the interview of the participant presents the reasons for her choice:

Short Story is a second life because I think you can't experience and discover everything in your real life but I feel as if I were living a second life and experiencing everything in it when I am reading a short story. I sometimes laugh and sometimes cry as if I were the main character of the short story.

Another quotation from the interview for the metaphor "reflection" is as follow:

Short Story is the reflection because it reflects writer's imagination so it opens the doors of a new world.

4.5.7 Metaphors under the Theme of “Reality”

In this category, we see a single metaphor developed by only one participant (see Table 6). The participant associates short story with the metaphor, "life" (n:1; 2,86%) A sample quotation for the metaphor “life” is as in the following :

Short Story is life because there are lives of different people in every short story.

An Overview for the Metaphors of Short Story Developed by 1st Graders

When we analyze the findings revealed in Table 6, we see that the 1st graders of English Language and Literature Department developed 32 metaphors under 8 themes. Among the themes of the metaphors, the theme "pleasure" had the highest number of metaphors (n:11; 31,46%). That is, 31.46 percent of the participants believe that short story evokes their positive feelings and gives them pleasure. The theme, limitedness/time had the second highest

frequency. (n:10; 28,6%). 28,6 percent of the participants believe that short story gives a limited pleasure or knowledge in terms of time and length but some of the participants think it is short but effective enough. Of the metaphors developed by 35 first graders of ELL department, the metaphors "candy" (n:3; 8,58%) under the theme of "pleasure" and the metaphor "puzzle" under the theme of "challenge" (n:2; 5,72%) had the highest frequency.

4.6 Analysis of the Metaphors for Novel Developed by the 4th Graders of ELL

The analysis of the metaphors for novel including the themes and the metaphors under each theme can be seen in Table 7.

Table 7
Metaphors Developed by the 4th Graders of ELL Department for the Concept of Novel

Theme	Metaphor	f	%
Depth of Meaning	1 Metaphor itself	1	2,5
	2 Open sea	1	2,5
	3 Pandora's box	1	2,5
	4 Well	1	2,5
	5 Vast body of water	1	2,5
	6 Ocean	2	5
	Total	7	17,5
Discovery	7 Door	1	2,5
	8 Gate	1	2,5
	9 Window	1	2,5
	10 New world	1	2,5
	Total	4	10
Challenge	11 Dark hall	1	2,5
	12 Danger	1	2,5
	Total	2	5

Self-journey	13	Journey	1	2,5
	14	Train	1	2,5
	15	Time machine	1	2,5
	16	Travel	1	2,5
	Total		4	10
Reality	17	Life	8	20
	18	Different story	1	2,5
	Total		8	22,5
Reflection	19	Mirror	8	20
	Total		8	20
Beauty	20	Rainbow	1	2,5
	Total		1	2,5
Cure/Treatment	21	Psychologist	1	2,5
	Total		1	2,5
Illumination	22	Star	1	2,5
	Total		1	2,5
Nutrition	23	Main dish	1	2,5
	Total		1	2,5
Art	24	Picture	1	2,5
	Total		1	2,5
Imagination	25	Dream	1	2,5
	Total		1	2,5
Subjectivity	26	Closed box	1	2,5
	Total		1	2,5

4.6.1 Metaphors under the Theme of “Depth of Meaning”

It is clearly seen in Table 7 that 6 different metaphors are represented by 7 students for the theme "depth of meaning". The metaphor "ocean" (n:2; 5%) displays the highest frequency in this category. The other metaphors in this category are “metaphor itself” (n:1; 2,5%), “open sea” (n:1; 2,5%), “Pandora’s box” (n:1; 2,5%), and “well” (n:1; 2,5%) which share the same frequencies. A sample quotation for the metaphor "metaphor itself" is as in the following:

Novel is a metaphor itself because it is interlaced with many motifs, double entendres and there is never just the text but a powerful subtext which is vital if you want to really get a full comprehension of the work.

A representative quotation from the interviews of the participants using the metaphor "open sea" is given below:

Novel is an open sea because it takes you to an unending journey. Once you read a novel, it leaves certain effects on you. When you read it second time, you realize some details that you haven't figured before.

A representative quotation from the interviews of the participants using the metaphor "Pandora’s box" is given below:

Novel is Pandora’s Box because it actually reveals much more than it seems. A character may have a bond with the deeper associations that include real characters or other characters in other literary genres. The events and the characters bring you to another realities or fictions that essentially bear the significance of it

The participant using the metaphor “well” gives the rationale for his choice as follows:

Novel is a well because it contains what is stored in the mind of the society and the writer. It nourishes. It cultivates psychological and philosophical mind of people. It is the dark side of the world that feed the on the light.

A representative quotation from the interviews of the participants using the metaphor "vast body of water" is given below:

Novel is a vast body of the water because it involves currents from different directions and there is no end to the depths to which it expands. One can talk about a novel at length, without even repeating the same pattern of thought. It is a vast and free ocean of thought and you are at liberty to see it and experience it as you wish.

The sample quotation for the metaphor "ocean" is presented below:

Novel is an ocean because there are usually many characters, a complicated plot, and relative ending in it.

4.6.2 Metaphors under the Theme of "Discovery"

Table 7 presents the number and the percentage of the participants who developed the metaphors forming the theme "discovery". In Table 7, we see that 4 different metaphors are represented by 4 participants. The metaphors "door" (n:1; 2,5%), "gate" (n:1; 2,5%), "window" (n:1; 2,5%), and "new world" (n:1; 2,5%) share the same frequency. We can conclude that students associate discovery with "door" (n:1; 2,5%), "gate" (n:1; 2,5%), "window" (n:1; 2,5%), and "new world" (n:1; 2,5%) as they believe that novel may be connected to a discovery of new characters or experiences from the view of a window or entering through a door or gate to a new world. The rationale they give for these choices of these specific metaphors reflects that novel may lead them to discover different lives or characters. A representative quotation from the interview of the participant using the metaphor "door" is given below:

Novel is a door because it opens a writer's life experiences and choices by using created characters.

The students/participant using the metaphor "gate" gives the rationale for her choice as follows:

Novel is a gate because it represents alternative lives and enables the reader escape from the daily life. It is better than other literary genres in this case because the experience it gives is longer.

A representative quotation from the interview of the participant using the metaphor "New World" is given below :

Novel is a a new world because it is full of characters and events we can't see, experience and evaluate in daily life

A sample quotation from the interview for the metaphor "window" is as follows:

Novel is a window because it opens you new kind of lives.

4.6.3 Metaphors under the Theme of "Challenge"

Table 7 presents 2 metaphors forming the theme "Challenge" by two students. The metaphors in this category are "dark hall" (n:1; 2,5%) and "danger" (n:1; 2,5%) . They share equal frequencies. It is seen that students associate "dark hall" and "danger" with novel and we may conclude that students connect novel to a challenging place or activity. The sample quotation for the metaphor "dark hall" is presented below:

Novel is a dark hall because you can't see anything when you look at it. But if you begin to go through it, you can perceive many things which belong either to your real or your dream world.

The reason why the participant used the metaphor "danger" is as follows :

Novel is a danger because it makes you anxious and makes you one with character. Thus, we all have confusing ideas after reading novels.

4.6.4 Metaphors under the Theme of "Self-Journey"

Table 7 presents 4 metaphors forming the theme self-journey in regard to novel. When we compare the number of metaphors developed for novel with respect to "self-journey" we see that 4 students developed 4 metaphors under the theme self-journey. The metaphors "journey" (n:1; 2,5%) "train" (n:1; 2,5%), "time machine" (n:1; 2,5%) and "travel" (n:1; 2,5%) imply that participants

associate self-journey with the given metaphors. The participant using the metaphor "journey" gives the rationale for her choice in her interview as follows:

Novel is a journey because I find myself in a long way where I observe the lives of those characters as they laugh, love, get disappointed, misunderstand and I am the only one there who knows all those things and examine them. In that journey, I also have the opportunity to see different thoughts, histories and cultures so I learn lots of things. On the other hand, in that journey, I find characters with whom I identify myself and I can feel what they feel and I can feel empathy.

A sample quotation from the interview for the metaphor "train" is as follows:

Novel is a train because you can come across different events and different people in each wagon.

The following quotation from the interview of the participant presents the reasons for her choice of the metaphor "time machine":

Novel is a time machine because I live the atmosphere in it. My imagination works without hesitating or stopping any minute. I can feel the characters and the era they live in.

A representative quotation from the interview of the participants using the metaphor "travel" is given below:

Novel is a travel because it takes you different places on a spiritual level and you are able to assess what you see and what you feel.

4.6.5 Metaphors under the Theme of "Reality"

When we look at Table 7, we see that participants used 2 metaphors under the theme of "reality". These metaphors are "life" (n:8; 20%) and "different story" (n:1; 2,5%). It is interesting to see that the participants associate novel with reality. The quotation taken from the interviews of the participant clarifies her choice of the metaphor "life" for the concept of an English language teacher.

Novel is life because it is complicated and it has different ways and doors in the novel. You can go in and out from the door you choose as in the life because life is also a choice and it is complicated.

Another quotation from the interview of the participant using the metaphor "life" is given below:

Novel is life because it shows you new and different ways. It teaches you a lot of things and makes you see unknown things. It includes a world which you are not familiar with.

A representative quotation from the interview of the participant using the metaphor "different story" is given below:

Novel is different story because you learn different the people's life from different ages.

4.6.6 Metaphors under the Theme of "Reflection"

In this category, we see one metaphor developed by seven students. The participants associate "mirror" (n:8; 20%) with novel. A sample quotation from the interview for the metaphor "mirror" is as follows:

Novel is a mirror because it shows the world from different perspectives.

Another quotation from the interview for the metaphor "mirror" is as follows:

Novel is a mirror because it reflects society and it is about all human beings.

4.6.7 Metaphors under the Theme of "Beauty"

One metaphor created by a single student forms this category. It is seen in Table 7 that under the theme "Beauty", the metaphor "rainbow" (n:1; 2,5%) is developed. Below is the quotation from the interview with the participant for the metaphor "rainbow":

Novel is a rainbow because it has different colours of life, different aspects of life and characters, social events so you can look at it like a rainbow

4.6.8 Metaphors under the Theme of “Cure/Treatment”

In this category, we see one metaphor developed by a student. The participant associates “psychologist” (n:1; 2,5%) with novel. A sample quotation from the interview for the metaphor “psychologist” is as follows:

Novel is a psychologist because I feel relieved when I read a novel

4.6.9 Metaphors under the Theme of “Illumination”

One metaphor created by a single student forms this category. It is seen in Table 7 that the metaphor “star” (n:1; 2,5%) is developed under the theme of “Illumination”. Below is the quotation from the interview with the participant for the metaphor "star":

Novel is a star because it gives a light to one’s dark insight.

4.6.10 Metaphors under the Theme of “Nutrition”

As we see in Table 7, there is one metaphor developed by a student under the theme of “Nutrition”. The participant associates “main dish” (n:1; 2,5%) with novel. A sample quotation from the interview for the metaphor “main dish” is as follows:

Novel is a main dish because I must eat it if I’m hungry. (in a spiritual way)

4.6.11 Metaphors under the Theme of “Art”

We see one metaphor developed by a student in this category in the Table 7. The participant associates “picture” (n:1; 2,5%) with novel. A sample quotation from the interview for the metaphor “picture” is as follows:

Novel is a picture because you sometimes look closer and catch all the details but you sometimes look further and see the total.

4.6.12 Metaphors under the Theme of “Imagination”

One metaphor created by a single student forms this category. It is seen in Table 7 that the metaphor “dream” (n:1; 2,5%) is developed in this category. Below is the quotation from the interview with the participant for the metaphor “dream”:

Novel is a dream because the writer writes it dreaming. S/he can do anything with his/her imagination.

4.6.13 Metaphors under the Theme of “Subjectivity”

It is seen in Table 7 that there is one metaphor developed by a student under the theme of “Nutrition”. The participant associates “main dish” (n:1; 2,5%) with novel. A sample quotation from the interview for the metaphor “main dish” is as follows:

Novel is a closed box because everybody can see what they want just like the box in the “Little Prince”.

An Overview for the Metaphors of Novel Developed by 4th Graders

When we analyze the findings revealed in Table 7, we see that the 4th graders of English Language and Literature Department developed 26 metaphors under 13 themes. Among the themes of the metaphors, the theme “reality” had the highest number of metaphors (n:9; 22,5%). That is, 22,5% of the participants believe that they feel the similarity between their lives and the novels they read. Of the metaphors developed by 40 fourth graders of ELL department the metaphors “life” (n:8; 20%) under the theme of reality, “mirror” (n:8; 20%) under the theme of reflection and the metaphor “ocean”(n:2; 5%) under the theme of “depth of meaning” had the highest frequency.

4.7 Analysis of the Metaphors for Poetry Developed by the 4th Graders of ELL Participants

The analysis of the metaphors for poetry including the themes and the metaphors under each theme can be seen in below.

Table 8

Metaphors Developed by the 4th Graders of ELL Department for the Concept of Poetry

Theme	Metaphor	f	%
Challenge	1 Puzzle	3	7,5
	2 Riddle	1	2,5
	3 Labyrinth	1	2,5
	4 Dark place	1	2,5
	5 Confusion	1	2,5
	Total	7	17,5
Pleasure	6 Present box	1	2,5
	7 Chocolate	1	2,5
	8 Joint	1	2,5
	Total	3	7,5
Form	9 science	1	2,5
	10 ghost	1	2,5
	11 different language	1	2,5
	12 way	1	2,5
	Total	4	10
Art	13 Abstract painting	1	2,5
	14 Music	2	5
	15 Song	3	7,5
	16 Harmony	1	2,5
	17 Aesthetic part	1	2,5
		1	2,5

		Total	9	22,5
Emotion	18	passion	1	2,5
	19	feeling	3	7,5
	20	tear	1	2,5
		Total	5	12,5
Depth of Meaning	21	river	1	2,5
		Total	1	2,5
Provider of understanding life/people	22	key	1	2,5
	23	cipher	1	2,5
		Total	2	5
Reflection	24	mirror	4	10
		Total	4	10
Beauty	25	box with lots of ornaments	1	2,5
		Total	1	2,5
Reality	26	life	1	2,5
	27	world	1	2,5
		Total	2	5
Journey	28	brief voyage	1	2,5
		Total	1	2,5
Illumination	29	light	1	2,5
		Total	1	2,5

4.7.1 Metaphors under the Theme of “Challenge”

It is seen in Table 8 that 5 different metaphors are developed by 7 students for the theme “challenge”, which appears for poetry. The metaphors

which form this category are “puzzle” (n:3; 7,5,%) “riddle ” (n:1; 2,5%), “labyrinth”(n:1; 2,5%), "dark place"(n:1; 2,5%) and “confusion”. (n:1; 2,5%) We see the metaphor "puzzle" with a higher frequency than the other metaphors under this theme. Three students associated "puzzle" with the theme "challenge". For the participants creating these metaphors above, they may claim that these metaphors are all related with their effort to analyze a poem'. The following quotation from the interview of the participant presents the reasons for his choice:

Poetry is a riddle because it takes more than one perspective to see it for what it really is. It unfolds before you as try to break the locks on the words. Once manage to slip past one layer, there's an equally fascinating one waiting for you.

The reason why the participant used the metaphor "puzzle" is as follows:

Poetry is a puzzle because you interpret it by analyzing and you bring symbols together in it so that you can understand it.

The following quotation from the interview of the participant presents the reasons for her choice:

Poetry is a labyrinth because I can't find the meanings of the metaphors in it easily. It feels as if I know anything except the poem that I'm reading at that moment. I doubt about my knowledge.

A sample quotation from the interview for the metaphor "dark place" is as follows:

Poetry is a dark place because it is a creature from Tophet

The participant using the metaphor “confusion” gives the rationale for her choice as follows:

Poetry is confusion because it is sometimes very difficult and confusing to understand that it is just annoying rather than enjoyable. I only like Turkish poetry.

4.7.2 Metaphors under the Theme of “Pleasure”

Table 8 presents the number and the percentage of the participants who developed the metaphors forming the theme “pleasure”. In Table 8, we see that 3 different metaphors are represented by 3 participants. It can be seen from the students’ metaphors that for them poetry may have positive influence on them. The metaphors in this category share the same frequencies; “present box” (n:1; 2,5%), “chocolate” (n:1; 2,5%), and “joint” (n:1; 2,5%). The participant using the metaphor “present box” gives the rationale for her choice as follows:

Poetry is a present box because if you can open it, you can get many links which are associated with people in the past, history or the poet’s emotions. When you analyze it, it takes you from your present life to the past life.

A representative quotation from the interview of the participant using the metaphor "joint" is given below:

Poetry is a joint because a joint can also let you find yourself saluting Coleridge’s Kublai Khan. Besides, the impact of a poem is the same with a joint’s. It lasts short but the experience you get is much more glorious.

4.7.3 Metaphors under the Theme of “Form”

In this category, we see 4 metaphors developed by 4 participants (see Table 8). Students stated the metaphors and associate metaphors under the theme of "Form", “science” (n:1; 2,5%), "ghost” (n:1; 2,5%), “different language” (n:1; 2,5%) and “way” (n:1; 2,5%). These metaphors share the same frequency. The following quotation from the interview of the participant presents the reasons for her choice of the metaphor “science” for poetry:

Poetry is science because in science you have a kind of order, a system and poetry needs to have a kind of system in a way. You order lines, meanings, metaphors as you categorize the formulas in science

A sample quotation from the interview for the metaphor "ghost" is as follows

Poetry is a ghost because it is transparent

The following quotation from the interview of the participant presents the reasons for her choice of the metaphor “different language”:

Poetry is a different language because if we call emotions a different kind of language, people who speak this language may have better communication.

4.7.4 Metaphors under the Theme of “Art”

It is seen in Table 8 that 6 different metaphors are developed by 9 students for the theme art, which only appears for poetry. The metaphors which form this category are “abstract painting”(n:2; 5%) , “music”(n:1; 2,5%), “song” (n:3; 7,5%), “harmony” (n:1; 2,5%), “aesthetic paint” (n:1; 2,5%), and “abstraction”(n:1; 2,5%). We see that the metaphor "song" has the highest frequency. The reason why the participant used the metaphor "abstract painting" is as follows.

Poetry is an abstract painting because you can't see what is behind it at the first look. You have to have the knowledge and patience to look over and over again and then you are able to pick out the meaning what the poet put there and more. Hard as it is, the taste when you understand a poem is beautiful.

A sample quotation from the interview for the metaphor "music" is as follows:

Poetry is music because it touches to your sense.

The participant using the metaphor “song” gives the rationale for her choice as follows:

Poetry is a song because it sings to readers' ears

A representative quotation from the interview of the participant using the metaphor "Harmony" is given below:

Poetry is harmony because you hear different words in consistency in a poem.

Another quotation from the interview for the metaphor "abstraction" is as follows:

Poetry is an abstraction because it consists of too much images and symbols which stems from poets individual poetic language.

4.7.5 Metaphors under the Theme of “Emotion”

Table 8 presents 2 metaphors forming the theme “emotion”. It is seen that 5 students came up with 3 metaphors where they associate them with poetry. The students associate poetry with “passion” (n:1; 2,5%), “feeling” (n:3; 7,5%) and “tear” (n:1; 2,5%). As we clearly observe, these images describe poetry as the source of intense emotions. The sample quotation for the metaphor "passion" is presented below.

Poetry is passion because you can't let it go through your fingers. Consciously or unconsciously, it becomes a way, a window from which you look. It's passion because both writing and reading a poem is passion.

The sample quotation for the metaphor "feeling" is presented below:

Poetry is feelings because it usually expresses deep emotions of the poet.

Another quotation for the metaphor "tear" is presented below:

Poetry is a tear because when you are happy or sad, you have it.

4.7.6 Metaphors under the Theme of “Depth of Meaning”

One metaphor created by a single student forms this category. It is seen in Table 8 that of the metaphors under the theme “Depth of Meaning”, stated metaphor “river” (n:1; 2,5%) takes its place amongst the metaphors. Below is the quotation from the interview with the participant for the metaphor "river":

Poetry is a river because Wordsworth suggests; “poetry is the spontaneous overflow of powerful feelings.”

4.7.7 Metaphors under the Theme of “Provider of Understanding”

Table 8 presents 2 metaphors forming the theme “provider of understanding”. It is seen that 2 students came up with 2 metaphors. The students associate poetry with “cipher” (n:1; 2,5%), and “key” (n:1; 2,5%). As we clearly observe, these images describe poetry as the source of understanding the poet, the life and ourselves. The sample quotation for the metaphor "cipher" is presented below.

Poetry is a cipher because it reflects the poet’s world and point of view.

The sample quotation for the metaphor "feeling" is presented below:

Poetry is a key because it opens the heart of the reader.

4.7.8 Metaphors under the Theme of “Reflection”

In this category, we see 4 metaphors developed by 4 participants (see Table 8). Students stated the same metaphor, “mirror” (n:4; 10%) and associate it under the theme of "reflection". The following quotation from the interview of the participant presents the reasons for her choice:

Poetry is a mirror because it can reshape the truth or it can reflect the one who reads or hears it. It is a mirror of sub consciousness of the reader.

4.7.9 Metaphors under the Theme of “Beauty”

One metaphor created by a single student forms this category. It is seen in Table 8 that the metaphor “box with lots of ornaments” (n:1; 2,5%) is developed under the theme of “Beauty”. Below is the quotation from the interview with the participant for the metaphor “box with lots of ornaments”

Poetry is a box with lots of ornaments on it because when you open it, you find lots of different things in it.

4.7.10 Metaphors under the Theme of “Reality”

Table 8 presents 2 metaphors developed by 2 students forming the theme “reality”. The students associate poetry with “life” (n:1; 2,5%), and “world” (n:1; 2,5%).As we clearly observe, these images describe poetry as the reality itself. The sample quotation for the metaphor "life" is presented below.

Poetry is life because it contains emotions and feelings.

The participant using the metaphor “world” gives the rationale for her choice as follows:

Poetry is the world because we can explain our worlds, emotions, feelings with poetry.

4.7.11 Metaphors under the Theme of “Journey”

As we see in Table 8, there is one metaphor developed by a student under the theme of “Journey”. The participant associates “brief voyage” (n:1; 2,5%) with poetry. A sample quotation from the interview for the metaphor “brief voyage” is as follows:

Poetry is a brief voyage because you have a brief voyage to the poet’s feelings, and he/she writes dismissing many words.

4.7.12 Metaphors under the Theme of “Illumination”

We see one metaphor developed by a student in this category in the Table 8. The participant associates “light” (n:1; 2,5%) with poetry. A sample quotation from the interview for the metaphor “light” is as follows:

Poetry is a light because our feelings gain voices in the poetry.

An Overview for the Metaphors of Poetry Developed by 4th Graders

When we analyze the findings revealed in Table 8, we see that the 4th graders of English Language and Literature Department developed 30 metaphors under 12 themes. Among the themes of the metaphors, the theme

"art" had the highest frequency (n:9; 22,5%). That is, 22,5 percent of the participants believe that they feel the similarity between poetry and the other types of art such as music and painting. Of the metaphors developed by 40 fourth graders of ELL department the metaphors "music" (n:3; 7,5%) under the theme of art, "puzzle" (n:3; 7,5%) under the theme of challenge and the metaphor "feeling "(n:3; 7,5%) under the theme of "emotion" had the highest frequency.

4.8 Analysis of the Metaphors for Drama Developed by the 4th Graders of English Language and Literature Department

The analysis of the metaphors for drama including the themes and the metaphors under each theme can be seen in Table 9 below.

Table 9

Metaphors Developed by the 4th Graders of ELL Department for the Concept of Drama

Theme	Metaphor	f	%
Self-journey	1 Blue voyage	1	2,44
	2 Journey	1	2,44
	3 Train journey	1	2,44
	4 Adventure	1	2,44
	Total	4	9,76
Superiority	5 Hamlet	1	2,44
	6 Shakespeare	2	4,88
	Total	3	7,32
Discovery	7 Another world	1	2,44
	8 Alternative reality	1	2,44
	Total	2	4,88
Reflection	9 Mirror	5	12,2
	10 Glass	1	2,44

		Total	6	14,64
Pleasure	11	Dessert	1	2,44
		Total	1	2,44
Cure/Treatment	12	Psychologist	1	2,44
		Total	1	2,44
Power	13	The eye at your back	1	2,44
	14	Veritaserum	1	2,44
		Total	2	4,88
Vitality	15	The blood	1	2,44
		Total	1	2,44
Challenge	16	Discussion board	1	2,44
		Total	1	2,44
Fun	17	Game	2	4,88
	18	Enjoyment	1	2,44
		Total	3	7,32
Art	19	Music	1	2,44
		Total	1	2,44
Reality	20	World	3	7,32
	21	Life itself	1	2,44
	22	Truth	1	2,44
	23	Photograph book	1	2,44
		Total	6	17,08
Guidance	24	Compass	1	2,44
		Total	1	2,44

Provider of understanding	25	Bridge	1	2,44
	Total		1	2,44
Emotion	26	Catharsis	1	2,44
	27	Excitement	1	2,44
	Total		2	4,88
Depth of meaning	28	Encyclopaedia	1	2,44
	Total		1	2,44
Form	29	Way	3	7,32
	30	Action	1	2,44
	31	Vein	1	2,44
	Total		5	12,2

4.8.1 Metaphors under the Theme of “Self-Journey”

Table 9 presents the number and the percentage of the participants who developed the metaphors forming the theme “fun”. In Table 9, we see that 4 different metaphors are represented by 4 participants.. The metaphors in this category are “blue journey”(n:1; 2,44%),”train journey” (n:1; 2,44%), “adventure” (n:1; 2,44%) and “way” (n:1; 2,44%). These metaphors share the same frequency. The following quotation from the interview of the participant presents the reason for her choice of the metaphor “blue journey”:

Drama is a blue journey because it takes you on a journey.

The reason why the participant used the metaphor "train journey" is as follows :

Drama is a train journey because everything goes fast but slowly at the same time to let grasp a great view of landscape.

The sample quotation for the metaphor "adventure" is presented below:

Drama is an adventure because I enjoy sharing the action, especially when it climbs to climax.

Another quotation for the metaphor "way" is as follows: :

Drama is a way because this way leads you to read the bitterest and sweetest aspects of life and feel catharsis deep through while empathizing with the fallen or defected hero.

4.8.2 Metaphors under the Theme of “Superiority”

Table 9 presents 2 metaphors forming the theme “superiority”. It is seen that 3 students came up with 2 metaphors where they associate them with drama. We can conclude that students associate drama with "Shakespeare" (n:2; 4,88%), and “Hamlet” (n:1; 2,44%) as they believe the importance and superiority of drama. The sample quotation for the metaphor "Shakespeare" is presented below:

Drama is Shakespeare because it represents a picture of humankind.

Another quotation for the metaphor "Shakespeare" is presented below:

Drama is Shakespeare because he is the best like drama.

The reason why the participant used the metaphor "Hamlet" is as follows:

Drama is Hamlet because I can find everything about life in it.

4.8.3 Metaphors under the Theme of “Discovery”

Table 9 presents 2 metaphors forming the theme “discovery”. It is seen that 2 students came up with 2 metaphors. The students associate drama with “alternative reality” (n:1; 2,44%), and “another world” (n:1; 2,44%). As we clearly observe, these images describe poetry as the reality itself. The sample quotation for the metaphor "alternative reality" is presented below.

Drama is an alternative reality because it brings us to a different kind of world where everything is positioned according to the mind of the playwright.

Another quotation for the metaphor "another world" is presented below.

Drama is another world because it tells another world you are not accustomed to. In drama, you notice that you are in another world that presents a lot of different character and events you try to figure out.

4.8.4 Metaphors under the Theme of “Reflection”

Table 9 presents 2 metaphors forming the theme “reflection”. It is seen that 6 students came up with 2 metaphors for drama. The students associate drama with “mirror” (n:5; 12,2%), and “glass” (n:1; 2,44%). These images describe drama as the reflection of the life or the inner world of the writer. The sample quotation for the metaphor "alternative reality" is presented below.

Drama is a mirror because it reflects human lives, human relationships and the world.

The reason why the participant used the metaphor "Hamlet" is as follows :

Drama is a glass because in it we can see different occasions such as crying

4.8.5 Metaphors under the Theme of “Pleasure”

As we see in Table 9, there is one metaphor developed by a student under the theme of “Pleasure”. The participant associates “dessert” (n: 1; 2,44 %) with drama. A sample quotation from the interview for the metaphor “dessert” is as follows:

Drama is dessert because I like eating it after every meal

4.8.6 Metaphors under the Theme of “Cure/Treatment”

One metaphor created by a single student forms this category. It is seen in Table 9 that the metaphor “psychologist” (n:1; 2,44%) takes its place under

the theme “Cure/Treatment”. Below is the quotation from the interview with the participant for the metaphor “psychologist”

Drama is a psychologist because it cures us.

4.8.7 Metaphors under the Theme of “Power”

Table 9 presents 2 metaphors developed by 2 students forming the theme “power”. The students associate drama with “veritaserum” (n:1; 2,44%), and “the eye at your back” (n:1; 2,44%). We may infer that these images describe drama’s power to give the invisible sides and truths of life. The following quotation from the interview of the participant presents the reasons for her choice:

Drama is a veritaserum because it gives you the truths of life without the sugar coating that you would normally expect. Upon watching and reading drama, we confront our own realities and fears. Then catharsis ensues and we come out wholly reformed. It is a changing experience.

The sample quotation for the metaphor “the eye at your back” is presented below:

Drama is the eye at your back because it sees what is invisible.

4.8.8 Metaphors under the Theme of “Vitality”

As we see in Table 9, there is one metaphor developed by a student under the theme of “Vitality”. The participant associates “blood” (n:1; 2,44 %) with drama. A sample quotation from the interview for the metaphor “blood” is as follows:

Drama is the blood running through people’s veins because a society without drama can’t be thought.

4.8.9 Metaphors under the Theme of “Challenge”

One metaphor created by a single student forms this category. It is seen in Table 9 that the metaphor “discussion board” (n:1; 2,44%) is developed under the theme of “Challenge”. Below is the quotation from the interview with the participant for the metaphor “discussion board”

Drama is a discussion board because there is no narrator and the audience, reader is open to interpret the characters.

4.8.10 Metaphors under the Theme of “Fun”

2 metaphors created by 3 participants form this category. It is seen in Table 9 that of the metaphors under the theme "Fun", the metaphor “game” (n:2; 4,88%) has a higher frequency as compared to the metaphor “enjoyment” (n:1; 2,44%). The following quotation from the interview of a participant presents the reasons for her choice:

Drama is a game because when you watch or read it, you just think it is there. It makes you forget yourself and other things.

The sample quotation for the metaphor "the eye at your back" is presented below:

Drama is enjoyment because it is written and performed on stage that you can visualise what you've read. It is enjoyable because you can see how other people can put it on the stage when you read the written one.

4.8.11 Metaphors under the Theme of “Art”

As we see in Table 9, there is one metaphor developed by a student under the theme of “Art”. The participant associates “music” (n:1; 2,44%) with drama. A sample quotation from the interview for the metaphor “music” is as follows:

Drama is music because it triggers your different feelings, sometimes makes you think, sometimes makes you enjoy.

4.8.12 Metaphors under the Theme of “Reality”

It is clearly seen in Table 9 that 4 different metaphors are represented by 6 students for the theme "reality". The metaphor "world" (n:3; 7,32%) displays the highest frequency in this category. That is, 3 students associate drama with world as drama is related with the realities of the world. The other metaphors in this category are “life itself” (n:1; 2,44%), “truth” (n:1; 2,44%), and “photograph book” (n:1; 2,44%). A sample quotation for the metaphor "world" is as in the following:

Drama is real world because we live real world and encounter with dramatic events and get upset, crying son on.

Below is the quotation from the interview with the participant for the metaphor "life itself":

Drama is life itself because the characters are one of us; they are real or real-like and reflect human condition on stage.

A representative quotation from the interviews of the participants using the metaphor "photograph book" is given below:

Drama is a photograph book because as I look at it, I live the same moments again.

4.8.13 Metaphors under the Theme of “Guidance”

As we see in Table 9, there is one metaphor developed by a student under the theme of “Guidance”. The participant associates “compass” (n: 1; 2,44%) with drama. A sample quotation from the interview for the metaphor “compass” is as follows:

Drama is a compass because it shows you where you are and where you will be.

4.8.14 Metaphors under the Theme of “Provider of Understanding”

One metaphor created by a single student forms this category. It is seen in Table 9 that the metaphor “bridge” (n:1; 2,44%) is developed under the theme of “Provider of Understanding”. Below is the quotation from the interview with the participant for the metaphor “bridge”

Drama is a bridge because you don't stay long over it and you pass it but it is crucial to connect two sides of human psyche.

4.8.15 Metaphors under the Theme of “Emotion”

In this category, we see two metaphors developed by two students. One participant associates “excitement” (n:1; 2,44%) with drama. The other metaphor in this category is “catharsis” (n:1; 2,44%). A sample quotation from the interview for the metaphor "excitement" is as follows:

Drama is an excitement because it is one of the most realist ways of telling something.

The reason why the participant used the metaphor "catharsis" is as follows :

Drama is a catharsis because it causes pity and terror.

4.8.16 Metaphors under the Theme of “Depth of Meaning”

As we see in Table 9, there is one metaphor developed by a student under the theme of “Depth of Meaning”. The participant associates “encyclopaedia” (n:1; 2,44%) with drama. A sample quotation from the interview for the metaphor “encyclopaedia” is as follows:

Drama is an encyclopaedia because I think; it is a tool that we can apply when we read it. It lightens our thoughts and decisions. It reminds me Shakespeare firstly and his perception that is accepted for hundreds of years. I can see what I have been up to now in his plays.

An Overview for the Metaphors of Drama Developed by 4th Graders

When we analyze the findings revealed in Table 9, we see that the 4th graders of English Language and Literature Department developed 31 metaphors under 17 themes. Among the themes of the metaphors, the theme "reflection" and "reality" had the highest number of metaphors (n:6; 14,64%). That is, 14.64 percent of the participants believe that drama reflects the lives and inner worlds of human beings. Of the metaphors developed by 41 first graders of ELL department, the metaphors "mirror" (n:5; 12,2%) under the theme of "Reflection", "world" (n:3; 7,32%) under the theme of "Reality" and the metaphor "way" (n:3; 7,32%) under the theme of "Form" had the highest frequency.

4.9 Analysis of the Metaphors for Short Story Developed by the 4th Graders of English Language and Literature Department

The analysis of the metaphors for short story including the themes and the metaphors under each theme can be seen in Table 10.

Table 10

Metaphors Developed by the 4th Graders of ELL Department for the Concept of Short Story

Theme	Metaphor	f	%
Fun	1 Enjoyable play	1	3,23
	2 Party	1	3,23
	3 Soup opera	1	3,23
	4 Surprise box	1	3,23
	5 Fun club	1	3,23
	Total	5	16,15
Challenge	6 Labyrinth	1	3,23
	7 Small watercolour	1	3,23
	Total	2	6,46
Pleasure	8 Delicious meal	1	3,23

	9 Small bar of chocolate	1	3,23
	10 Breakfast	1	3,23
	11 Song	1	3,23
	12 Tasty little marsel of food		3,23
	Total	5	16,15
Limitedness	13 First impression	1	3,23
	14 Child	1	3,23
	15 Sequent of life	1	3,23
	16 Glimpse	1	3,23
	17 A piece of cake	1	3,23
	18 Small box	1	3,23
	19 Sigh	1	3,23
	Total	7	22,61
Power	20 Concentre detergent	1	3,23
	21 Gin	1	3,23
	22 Syrup	1	3,23
	Total	3	9,69
Depth of meaning	23 Tree	1	3,23
	Total	1	3,23
Discovery	24 close door	1	3,23
	Total	1	3,23
Self-journey	25 long journey	1	3,23
	26 endless road	1	3,23
	Total	2	6,46
Reality	27 a brief collection of life	1	3,23
	28 gossip	1	3,23

		Total	2	6,46
Provider of understanding	29	notebook	1	3,23
		Total	1	3,23
Value	30	my precious one	1	3,23
		Total	1	3,23
Form	31	way	1	3,23
		Total	1	3,23

4.9.1 Metaphors under the Theme of “Fun”

Table 10 reveals 5 metaphors under the theme of happiness. All the metaphors in this category share the same frequency and they all imply that for 5 of the participants short story is a literary genre which makes the students enjoy reading and feel happy. The metaphors in this category are “enjoyable play” (n:1; 3,23%), “party” (n:1; 3,23%), “soup opera” (n:1; 3,23%), “surprise box” (n:1; 3,23%) and “fun club” (n:1; 3,23%). The reason of these particular choices may be short story’s revealing strongly positive emotions. The participant using the metaphor “enjoyable play” gives the rationale for her choice as follows:

Short Story is an enjoyable play because we can spend enjoyable time when we read it as we are sometimes bored of our ordinary lives.

Below is the quotation from the interview with the participant for the metaphor "life itself":

Short Story is a party because it entertains me.

The reason why the participant used the metaphor "surprise box" is as follows :

Short Story is a surprise box because I can never predict how it will end.

4.9.2 Metaphors under the Theme of “Challenge”

Table 10 presents 2 metaphors forming the theme “Challenge”. It is seen that students associate "labyrinth"(n:1; 3,23%) and "small watercolour" (n:1; 3,23%) with short story. These two metaphors have the same frequency. We may conclude that students connect the short story to a challenging place or thing like a labyrinth or small watercolour As they bring difficulties to people, short story may have similar effect in students' conceptual systems. The sample quotation for the metaphor "labyrinth" is presented below:

Short Story is a labyrinth because there is no exit.

The reason why the participant used the metaphor "small watercolour" is as follows:

Short Story is small watercolour because the less space you have, the more economic you will be in choosing your words. Most words will have more than one meaning and it makes me feel as if I am solving an ever-evolving riddle.

4.9.3 Metaphors under the Theme of “Pleasure”

Table 10 reveals 5 metaphors under the theme of pleasure. All the metaphors in this category share the same frequency and they all imply that for 5 of the participants short story is a literary genre which gives the students pleasure. The metaphors in this category are “delicious meal” (n:1; 3,23%), “small bar of chocolate” (n:1; 3,23%), “breakfast” (n:1; 3,23%), “song” (n:1; 3,23%) and “tasty little morsel of food” (n:1; 3,23%). The reason of these particular choices may be that it reveals the strong positive emotions. The participant using the metaphor “delicious meal” gives the rationale for her choice as follows:

Short Story is a delicious meal because you finish it in a moment reluctantly.

Below is the quotation from the interview with the participant for the metaphor "small bar of chocolate":

Short Story is a small bar of chocolate because it leaves inadequate taste in me.

A sample quotation from the interview for the metaphor "breakfast" is as follows:

Short Story is breakfast because it is short but fulfilling.

The following quotation from the interview of the participant presents the reasons for her choice of the metaphor "song":

Short Story is a song because when you finish the story, you don't understand how the time passes. You don't want it to be finished because there are still unknown images and complicated figures which are unsolved in your mind.

4.9.4 Metaphors under the Theme of "Limitedness/Time"

The metaphors which form this category are "first impression" (n:1; 3,23%), "child" (n:1; 3,23%), "sequent of life" (n:1; 3,23%), "glimpse" (n:1; 3,23%), "a piece of cake" (n:1; 3,23%), "small box" (n:1; 3,23%) and "sigh" (n:1; 3,23%). All of the metaphors under this theme share the same frequency. For the participants creating these metaphors; a sequent of life, a glimpse, a piece of cake, a small box and a sigh best represent a short story as they are considered limited in terms of amount or time. The rationale given by the participant during the interviews for the metaphor "first impression" can be summarized as follows:

Short Story is a first impression because in a limited frame, you have lots of feelings, thoughts more than the words it contains.

Below is the quotation from the interview with a participant for the metaphor "child".

Short Story is a child because it says what it has to say by using less sentences comparing to novel.

The sample quotation for the metaphor "sequent of life" is presented below:

Short Story is a sequent of life because it only deals with certain aspects of life.

The reason why the participant used the metaphor "glimpse" is as follows :

Short Story is a glimpse in one's life in a specific time because it emphasizes on a certain issue and certain characters without being too detailed in a sense.

A sample quotation from the interview for the metaphor "a piece of cake" is as follows:

Short Story is a piece of cake because it contains a short time of life.

A representative quotation from the interview of the participant using the metaphor "small box" is given below:

Short Story is a small box because it is limited; it has this limitation because of the events. You can't enlarge it very much. You open the box, you can only analyze it from a very limited point of view then you close the box.

The following quotation from the interview of a participant presents the reasons for her choice:

Short Story is a sigh because it is short like a breath but it is not just breathing. It is a short but effective and sometimes more than a novel, like a sigh is more than a breath. It carries experiences of life.

4.9.5 Metaphors under the Theme of “Power”

Table 10 reveals 3 metaphors under the theme of power. All the metaphors in this category share the same frequency and they all imply that for 3 of the participants, short story is a literary genre, which has strong effects on the readers. The metaphors in this category are “concentre detergent” (n:1; 3,23%), “gin” (n:1; 3,23%) and “syrup” (n:1; 3,23%). The reason of these particular choices may be revealing the strongly positive effects on the readers. All those metaphors seem to express that short story has the power to achieve the most in spite of its shortness. The participant using the metaphor “concentre detergent” gives the rationale for her choice as follows:

Short Story is a concentre detergent because it achieves the most with the least ingredients.

The sample quotation for the metaphor "gin" is presented below:

Short Story is a gin because it takes you in.

A representative quotation from the interview of the participant using the metaphor "syrup" is given below:

Short Story is a syrup because when you add little amount of it into your taste, it gives a dense taste. It can be enough to figure out its message.

4.9.6 Metaphors under the Theme of “Psychology”

One metaphor created by a single student forms this category. It is seen in Table 10 that the metaphor “human mind” (n:1; 3,23%) is developed under the theme of “Psychology”. Below is the quotation from the interview with the participant for the metaphor "human mind":

Short Story is human mind because it has different voices of a human mind.

4.9.7 Metaphors under the Theme of “Depth of Meaning”

We see in Table 10 that the metaphor "tree" is developed under the theme of “Depth of Meaning”. The student using this metaphor sees short story as something which has more than its appearance as we can't see the roots of a tree like the deep meaning of a short story.. The participant using the metaphor “tree” gives the rationale for his choice as follows:

Short Story is a tree because you see with naked eyes mostly its branches and leaves but you know it has roots that go under and deep.

4.9.8 Metaphors under the Theme of “Discovery”

One metaphor created by a single student forms this category. It is seen in Table10 that the metaphor “close door” (n:1; 3,23%) is developed under the theme of “Discovery”. Below is the quotation from the interview with the participant for the metaphor "close door":

Short Story is a close door because when you look at it, first you see the colour of it, the style of it but when you open that door you see all the things which is hidden behind of it, you analyze, you think twice...

4.9.9 Metaphors under the Theme of “Self-Journey”

When we look at Table 10, we see that participants used 2 metaphors under the theme of "self-journey". These metaphors are "long journey" (n:1; 3,23%) and "endless road"(n:1; 3,23%). For the participants using these metaphors, short story is a self journey on which you may have difficulties or pleasure. A representative quotation from the interview of the participant using the metaphor "long journey" is given below:

Short Story is a long journey because it gives lathery to someone

A sample quotation from the interview for the metaphor "endless road" is as follows:

Short Story is an endless road because its end is open to inquiry and comments.

4.9.10 Metaphors under the Theme of "Reality"

In this category, we see two metaphors developed by two students. One participant associate a "brief collection" (n:1; 3,23%) with short story. The other metaphor in this category is "gossip" (n:1; 3,23%). That is, one participant is of the opinion that gossip represents short story. A sample quotation from the interview for the metaphor "brief collection" is as follows:

Short Story is a brief collection because it has the minor details about life

The participant using the metaphor "gossip" gives the rationale for her choice as follows:

Short Story is a gossip because it tells you the other people's lives.

4.9.11 Metaphors under the Theme of "Provider of Understanding"

As we see in Table 10, there is one metaphor developed by a student under the theme of "Provider of Understanding". The participant associates "notebook" (n:1; 3,23%) with short story. A sample quotation from the interview for the metaphor "notebook" is as follows:

Short Story is a notebook because by it I understand writer's inner state of mind.

4.9.12 Metaphors under the Theme of "Value"

As we see in Table 10, there is one metaphor developed by a student under the theme of "Value". The participant associates "my precious one" (n:1;

3,23%) with drama. A sample quotation from the interview for the metaphor “my precious one” is as follows:

Short Story is my precious one because it gives you more than a novel with shorter phrases and simple implications. It is like precious stones as expensive as gold.

An Overview for the Metaphors of Short Story Developed by 4th Graders

4th grade learners developed 31 metaphors in regard to their perception of short story. These metaphors were categorized under 12 conceptual themes (fun, challenge, pleasure, limitedness, power, depth of meaning, discovery, self-journey, reality, provider of understanding, value and form). When we analyze the findings revealed in Table 10, we see that the 4th graders of English Language and Literature Department developed 31 metaphors under 12 themes. Among the themes of the metaphors, the theme "limitedness/time" had the highest number of metaphors (n:7; 22,61%). That is, 22.61 percent of the participants associate short story with small, a few/little things in terms of time. Of the metaphors developed by 31 participants from fourth graders of ELL department, all of the metaphors share the same frequencies as it is seen in Table 10, each metaphor is created once in each theme.

4.10 Analysis of the First Three Most Frequently Used Metaphors Developed by both 1st Grader and 4th Grader of ELL Department for the Concept of Novel

Table 11

The First Three Most Frequently Used Metaphors Developed by both 1st and 4th Graders of ELL Department for the Concept of Novel

1 st Graders			4 th Graders		
Metaphor	f	%	Metaphor	f	%
1.Ocean	7	15,47	1.Life	8	20
2.World	5	11,05	2.Mirror	8	20

3.Life	3	6,63	3.Ocean	2	5
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Table 11 displays the most frequently used metaphors for novel. We see in table 11 that the metaphors "ocean" (n:7; 15,47%), "world" (n:5; 11,05%) and "life" (n:3; 6,63%) have the highest frequency among all the other metaphors developed by 1st graders of ELL Department participants. That is to say, 7 out of 44 participants believe that novel is an ocean. 11,05 percent of the participants are of the opinion that novel can be best described as "world". The reason why participants associate world with novel may be due to the discovery of a new world which has some similarities and differences with the world they live in. In addition, these participants may see the novel as the key to a new world of unknown experiences. We see the metaphors "life" as the metaphor with the third highest frequency. For the 1st grader participants using this metaphor, novel is best represented as the representative of reality and real lives just like the lives of characters may have similarities with the readers' lives

When we look at the most frequently used metaphors developed by 4th graders of ELL department participants, we see two common metaphors "life" and "world". The metaphors "life" (n:8; 20%), "mirror"(n:8; 20%) and "world" (n:2; 5%) are the ones with the highest frequency

In this study we see in Table 11 that 20 percent of the participants see the novel as "life". In addition, 8 of the participants are of the opinion that novel is "mirror". These two metaphors may indicate that in the novels, the learners find themselves, their previous life experiences and the society they live in.

4.11 Analysis of the First Three Most Frequently Used Metaphors Developed by both 1st and 4th Graders of ELL Department for the Concept of Poetry

Table 12

The First Three Most Frequently Used Metaphors Developed by both 1st and 4th Graders of ELL Department for the Concept of Poetry

1 st Graders			4 th Graders		
Metaphor	f	%	Metaphor	f	%
1.Puzzle	2	5,4	1.Puzzle	3	7,5
2.Woman	2	5,4	2.Song	3	7,5
			3.Feeling	3	7,5

Table 12 displays the most frequently used metaphors. We see in Table 12 that the metaphors "puzzle" (n:2; 5,4%) , and " world" (n:2; 5,4%) have the highest frequency among all the other metaphors developed by 1st graders of ELL Department participants. The other metaphors are used only by one student. That is to say 2 out of 37 participants believe that poetry is a puzzle as analysing a poem is a challenging activity like solving a puzzle. As in the metaphor "puzzle", 5,4 percent of the participants are of the opinion that poetry can be best described as "woman". The reason why participants associate poetry with woman may be due to the language of both women and poetry is similar as they do not say what they mean directly.

When we look at the most frequently used metaphors developed by 4th graders of ELL department participants, we see only one common metaphor "puzzle" (n:3; 7,5%) between 1st and 4th graders of ELL department. It is an interesting result that poetry is a challenging activity like a puzzle for both 1st and 4th graders of ELL participants. The learners' attitude towards poetry does

not seem to change much in years. The metaphors "puzzle" (n:3; 7,5%), "song" (n:3;7,5 %) and "feeling" (n:3;7,5 %) are the ones with the highest frequency

In this study we see in Table 12 that 7,5 percent of the participants see poetry as "puzzle". In addition, 3 of the participants are of the opinion that poetry is "song" and 3 of the participants are of the opinion that poetry is "feeling". These three metaphors may indicate that poetry influences our feelings like a song but it is difficult to solve like a puzzle for the participants.

4.12 Analysis of the First Three Most Frequently Used Metaphors Developed by the 1st and 4th Graders of ELL Department for the Concept of Drama

Table 13

The First Three Most Frequently Used Metaphors Developed by both 1st and 4th Graders of ELL Department for the Concept Drama

1 st Graders			4 th Graders		
Metaphor	f	%	Metaphor	f	%
1.Life	5	13,9	1.Mirror	5	12,2
2.Mirror	3	8,34	2.World	3	7,32
3.Reflection	3	8,34	3.Way	3	7,32

Table 13 displays the most frequently used metaphors. We see in table 13 that the metaphors "life" (n:3; 8,34%), "mirror" (n:3; 8,34%) , and "reflection"(n:3; 8,34%) have the highest frequency among all the other metaphors developed by 1st graders of ELL Department participants. That is to say, 3 out of 36 participants believe that drama is life as the participants can find their previous experiences in drama. As in the metaphor "life", 8,34 percent of the participants are of the opinion that drama can be best described as "mirror" and "reflection". The reason why participants associate drama with mirror or reflection may be due to drama's reflection of the readers' inner conflicts or lives.

When we look at the most frequently used metaphors developed by 4th graders of ELL department participants, we see only one common metaphor "mirror" (n:5; 12,2 %) between 1st and 4th graders of ELL department. It is an interesting result that drama is a mirror reflecting the inner world and lives for both 1st and 4th graders of ELL participants. The learners' thoughts about drama do not seem to change much throughout the years. The metaphors "mirror" (n:5; 12,2 %) , "world"(n:3; 7,32%) and "way" (n:3; 7,32%) are the ones with the highest frequency

In this study we see in Table 13 that 12,2 percent of the participants see drama as "mirror". In addition, 3 of the participants are of the opinion that drama is "world" and the metaphor "way" has the same frequency with the metaphor "world". These metaphors may indicate that drama reflects the society, our inner worlds, and the drama is a world itself in which we have new experiences.

4.13 Analysis of the First Three Most Frequently Used Metaphors Developed by the 1st and 4th Graders of ELL Department for the Concept of Short Story

Table 14
The Most Frequently Used Metaphors Developed by both 1st and 4th Graders of ELL Department for the Concept of Short Story

1 st Graders			4 th Graders		
Metaphor	f	%	Metaphor	f	%
1.Candy	3	8,58	-	-	-
2.Puzzle	2	5,72	-	-	-

Table 14 displays the most frequently used metaphors. We see in table 14 that the metaphors "candy" (n:3; 8,58%) and "puzzle" (n:2; 5,78%) have the highest frequency among all the other metaphors developed by 1st graders of ELL Department participants. That is to say 3 out of 35 participants believe that short story is candy as drama evokes the participants' positive feelings and give them pleasure. 5,72 percent of the participants are of the opinion that short

story can be best described as “puzzle”. The reason why participants associate short story with puzzle as short story gives less about the characters and events than novel so it is more difficult to analyze with less details and it is like a puzzle, difficult to solve.

When we look at the metaphors developed by 4th graders of ELL department participants, we see that all of the metaphors share the same frequency. (See Table 14)

4.14 Analysis of Common Metaphors Developed by 1st and 4th Graders of ELL Department

In the following part, the commonalities and differences are analyzed in detail (See Table 15 and Table 16)

Table 15
Common Metaphors of the Literary Genres Developed by 1st and 4th Graders of ELL Department (under the same theme)

Literary Genres	Theme	Metaphor
Novel-Poetry-Drama-Short Story	Depth of Meaning	Ocean
		Forest
		Sea
Novel-Poetry-Drama-Short Story	Reality	Life
Novel-Poetry-Drama-Short Story	Discovery	World
		Time Machine
Novel-Poetry-Drama-Short Story	Reflection	Mirror
		Reflection
Novel-Poetry-Drama-Short Story	Pleasure	Chocolate
Novel-Poetry-Drama-Short Story	Imagination	Dream
Novel-Poetry-Drama-Short Story	Challenge	Puzzle

In Table 15 we see 7 themes and 11 metaphors developed by both 1st and 4th graders of ELL participants for the concept of literary genres. We see the metaphors "ocean", "forest" and "sea" under the theme of depth of knowledge. As we see, regardless of their major participants believe that literary genres are deep. That is to say, both for 1st and 4th graders of ELL participants, literary genres give you more as you go deeper into them. We may conclude that the participants like to go further down in their minds by these literary genres. Secondly, we see the metaphor, "life" under the theme of reality. We can conclude that the experiences and feelings they have with literary genres are as real as life for them as they can find everything in life. The other common metaphors we see in Table 15 are "mirror" and "reflection" under the theme of reflection. We may come to the conclusion that the literary genres reflect the learners' inner thoughts, feelings and the society they live in. The other metaphor which is used by both the 1st and the 4th graders of ELL participants is "chocolate" under the theme of pleasure. By using this metaphor, participants may refer to the pleasure they have which is provided by the literary genres. The metaphor "dream" is also used under the theme of imagination by both the 1st and 4th graders of ELL. We can conclude that the literary genres improve their imagination. The last metaphor the 1st and 4th graders both use is "puzzle" under the theme of challenge. By using this metaphor, the participants may refer to the difficulty they have in understanding and analysing the literary genres.

Table 16
Common Metaphors of the Literary Genres Developed by 1st and 4th Graders of ELL Department (under different themes)

Theme		Metaphor
1 st Graders of ELL	4 th Graders of ELL	
Reflection	Discovery	World
Reality	Discovery	Life
Depth of	Discover	Ocean

meaning		
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Table 16 displays the common metaphors developed by 1st and 4th Graders of ELL under different themes. It is seen that the 2 common metaphors appear under different themes. One of the common metaphors we see in Table 16 is "world". When the metaphor "world" is used by the 1st grader of ELL participants, it refers to "reflection". However when the concept is used by the 4th grader of ELL participant, it shifts into discovery. The second common metaphor is "life". Its meaning changes under two different themes. When it is used by the first grader ELL participant, it means reality, on the other hand, when the same metaphor is used by the fourth grader of ELL participant, it means discovery. The last common metaphor "ocean" is used under the theme of depth of meaning by all the students using that metaphor in that study, except one student from the fourth graders. He used it under the theme of discovery.

4.15 Analysis of the Positive and Negative Metaphors of the 1st and 4th Graders of ELL for Novel

The positive metaphors of the 1st and 4th graders of ELL for novel can be seen in Table 17.

Table 17

The Positive Metaphors of the 1st and 4th Graders of ELL Department for Novel

1 st Graders of ELL		4 th Graders of ELL	
Theme	Metaphor	Theme	Metaphor
Depth of meaning	Ocean Forest Sea	Depth of meaning	Metaphor itself Open sea Well Vast body of water Ocean

Reality	History Life Event	Discovery	Door Gate Window New world
Discovery	Narnia World Time Machine Wonderland	Self-Journey	Journey Train Time machine Travel
Nutrition	Food Water Vitamin	Reality	Life Different story
Pleasure	Apple Chocolate cake Love	Reflection	Mirror
Fun	Movie Pop music TV programme	Beauty	Rainbow
Power	Father	Cure/Treatment	Psychologist
Beauty	Wine	Illumination	Star
Guidance	Life coach	Nutrition	Main dish
	Guide		
Illumination	Candle	Art	Picture
Imagination	Dream	Imagination	Dream
Self Journey	A way of escape Escaping Journey	Subjectivity	Closed box
Quantity	Restaurant		

Emotion	Cloud
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Table 17 displays the positive metaphors of the 1st and 4th graders for novel. The common themes of positive metaphors are “depth of meaning”, “discovery”, “reality”, “illumination”, “beauty”, “imagination”, “nutrition” and “self-journey”. Some of the positive metaphors of 1st and 4th graders are under different themes such the themes of the 1st graders, “pleasure”, “fun”, “power”, “guidance”, “quantity” and “emotion” and the themes of 4th graders such as “reflection”, “cure/treatment”, “ nutrition”. “art” and “subjectivity”. The various metaphors the participants use reflect the positive influence of novel in different aspects.

The negative metaphors of the 1st and 4th graders of ELL for novel can be seen in Table 18 below.

Table 18
The negative metaphors of the 1st and 4th graders of ELL Department for Novel

<i>The 1st Graders of ELL</i>		<i>The 4th Graders of ELL</i>	
Theme	Metaphor	Theme	Metaphor
Challenge	Labyrinth	Challenge	Dark Hall Danger
		Depth of Meaning	Pandora’s Box

Table 18 displays the negative metaphors of the 1st and 4th graders of ELL for novel. The common theme of 1st and 4th graders’ negative metaphors is “challenge”. The metaphor “labyrinth” is developed under the theme of challenge by the 1st grader participant. The metaphors “dark hall” and “danger” are developed by the 4th graders. In addition, the negative metaphor “Pandora’s box” is developed under the theme of “depth of meaning” by the 4th grader participant. Except for the metaphor “Pandora’s box”, the theme “depth of meaning” includes positive metaphors in this study.

4.16 Analysis of Positive and Negative Metaphors of the 1st and 4th Graders of ELL Department for Poetry

The positive metaphors of the 1st and 4th graders of ELL for poetry can be seen in Table 19 below.

Table 19

The Positive Metaphors of the 1st and 4th Graders of ELL Department for Poetry

The 1 st Graders of ELL		The 4 th Graders of ELL	
Theme	Metaphor	Theme	Metaphor
Discovery	Pomegranate Ocean New Day	Pleasure	Present box Chocolate Joint
Depth of Meaning	Horizon Line Woman Forest Ocean	Form	science ghost different language way
Beauty	Rose	Art	Abstract painting Music Song Harmony Aesthetic part
Art	Classical music Melody Picture	Emotion	passion feeling
Journey	Emotional Travel	Depth of Meaning	river
Emotion	Nature Scream Autumn Romantic Soul	Provider of understanding life/people	key cipher
Illumination	The Ring	Reflection	mirror
Reality	Universality	Beauty	box with lots of ornaments
Fun	Fun Joy	Reality	life world
Imagination	Dream	Journey	brief voyage
Reflection	Mirror Reflection of the inner world	Illumination	light
Form	Web		

Table 19 displays the positive metaphors of the 1st and 4th graders for poetry. The common themes of positive metaphors are “depth of meaning”, “beauty”, “art”, “illumination”, “self-journey”, “emotion”, “nutrition”, “reflection” “form” and “reality”. Some of the positive metaphors of 1st and 4th graders are under different themes such the theme of the 1st graders, “fun” and the theme of 4th graders such as “provider of understanding life/people”. The positive influence of poetry can be seen from different aspects due to the metaphors the participants use.

The negative metaphors of the 1st and 4th graders of ELL for poetry can be seen in Table 20 below.

Table 20
The Negative Metaphors of the 1st and 4th Graders of ELL Department for Poetry

The 1 st Graders of ELL		The 4 th Graders of ELL	
Theme	Metaphor	Theme	Metaphor
Annoyance/Dislike	Cabbage Headache Lie	Challenge	Puzzle Riddle Labyrinth Dark place Confusion
Challenge	Mathematics Puzzle Brain Ivy Highly intellectual person Conflict A cup of tea		

Table 20 displays the negative metaphors of the 1st and 4th graders of ELL for poetry. The common theme of 1st and 4th graders’ negative metaphors is “challenge”. In addition, the negative metaphors “cabbage”, “headache”, and “lie” is developed under the theme of “annoyance/dislike” by the 1st grader participants. The metaphor “puzzle” is commonly used by the 1st and 4th grader learners.

4.17 Analysis of the Positive and Negative Metaphors of the 1st and 4th Graders of ELL for Drama

The positive metaphors of the 1st and 4th graders of ELL for drama can be seen in Table 21.

Table 21

The Positive Metaphors of the 1st and 4th Graders of ELL Department for Drama

The 1 st Graders of ELL		The 4 th Graders of ELL	
Metaphor	Theme	Metaphor	Theme
Pleasure	A bar of chocolate Dessert Pickles Hourglass Car Roaring fire Starbucks	Self-journey	Blue voyage Journey Train journey Adventure
Reflection	Mirror Reflection	Superiority	Hamlet Shakespeare
Depth of Meaning	Ocean	Discovery	Another world Alternative reality
Beauty	Statue	Reflection	Mirror Glass
Discovery	Another world	Pleasure	Dessert
Art	Blues	Cure/Treatment	Psychologist
Liberation	A way to get out of the flesh	Power	The eye at your back Veritaserum
Power /Control	Puppet Changing	Vitality	The blood

	personalities		
Reality	Life	Fun	Game Enjoyment
Fun	Amusement Entertainment 90's music	Art	Music
Imagination	Movie Game Dream Revival of thoughts	Reality	World Life itself Truth Photograph book
Form	Many-sided	Guidance	Compass
Value	Purse	Provider of understanding	Bridge
		Emotion	Catharsis Excitement
		Depth of meaning	Encyclopaedia
		Form	Way Action Vein

Table 21 displays the positive metaphors of the 1st and 4th graders for drama. The common themes of positive metaphors are “pleasure”, “reflection”, “depth of meaning”, “discovery”, “art”, “reality”, “fun” “power” and “form”. Some of the positive metaphors of 1st and 4th graders are under different themes such the themes of the 1st graders, “beauty”, “liberation”, “power/control”, “imagination”, “value” and the themes of 4th graders such as “superiority”, “cure/treatment”, “vitality”, “guidance” and “provider of understanding people”. These metaphors reflect the positive influence of drama on the learners.

The negative metaphors of the 1st and 4th graders of ELL for drama can be seen in Table 22 below.

Table 22

The Negative Metaphors of the 1st and 4th Graders of ELL Department for Drama

The 1 st Graders of ELL		The 4 th Graders of ELL	
Theme	Metaphor	Theme	Metaphor
Challenge	Effort Challenge	Challenge	Discussion board

Table 22 displays the negative metaphors of the 1st and 4th graders of ELL for drama. The common theme of 1st and 4th graders' negative metaphors is "challenge".

4.18 The Positive and Negative Metaphors of the 1st and 4th Graders of ELL Department for Short Story

The positive metaphors of the 1st and 4th graders of ELL for short story can be seen in Table 23 below

Table 23

The Positive Metaphors of the 1st and 4th Graders of ELL Department for Short Story

The 1 st Graders of ELL		The 4 th Graders of ELL	
Metaphor	Theme	Metaphor	Theme
Pleasure	Chocolate Candy Second half time football match Tequila Lyric notes Being surprised Free time activity Spare time Low fat latte	Fun	Enjoyable play Party Soup opera Surprise box Fun club
Nutriments	Snacks	Pleasure	Delicious meal

			Small bar of chocolate Breakfast Song Tasty little morsel of food
Source of knowledge	Life lesson Father More than the appearance	Time	A piece of cake Small box Sigh
Time	Dream Short summary of life Town tempo Soup mix Breathing Childhood	Power	Concentrate detergent Gin Syrup
Illumination	Spark in the darkness	Depth of meaning	Tree
Discovery	Shared world A second life Reflection	Discovery	close door
Reality	Life	Self-journey	long journey endless road
		Reality	a brief collection of life gossip
		Provider of understanding	notebook
		Value	my precious one
		Form	way

Table 23 displays the positive metaphors of the 1st and 4th graders for short story. The common themes of positive metaphors are “pleasure”, “time”, “discovery” and “reality”. Some of the positive metaphors of 1st and 4th graders are under different themes such the themes of the 1st graders,

“nutrition”, “source of knowledge”, “illumination” and the themes of 4th graders such as “fun”, “power”, “self-journey”, “guidance”, “provider of understanding”, “value” and “form”. These metaphors reflect the positive influence of short story on the learners.

Table 24
The Negative Metaphors of the 1st and 4th Graders of ELL Department for Short Story

The 1 st Graders of ELL		The 4 th Graders of ELL	
Metaphor	Theme	Metaphor	Theme
Challenge	Hard exam	Challenge	Labyrinth
	Puzzle		Small watercolour
	Closed box		
	Core		
Limitedness	Empty frame	Limitedness	First impression
	Part		Child
	Short summary of life		Sequent of life
	Fragment		Glimpse
	Midget		

Table 24 displays the negative metaphors of the 1st and 4th graders of ELL for short story. The themes of 1st and 4th graders’ negative metaphors are common as “challenge” and “limitedness”.

4.19 Analysis of the Most Difficult Genre in Reading and Analyzing for the 1st Graders of ELL Department

Table 25
The Choices of the 1st Graders for the most Difficult Genre in Reading/Analysing

GENRES	f	%
Novel	3	5,25
Poetry	49	85,75

Drama	2	3,5
Short Story	3	5,25

Table 25 displays the most difficult genre in reading and analyzing for the 1st Graders of English Language and Literature Department. We see in table 25 that 49 of 58 participants choose poetry (n:49;85,75%). The survey results of Hirvela and Boyle (1988) showed that the students feared 'poetry' most. Similarly, the study of Tseng (2010) showed that among the four genres presented, most students preferred prose fiction (i.e. novels and short stories) and plays to poems. In addition, the research findings of Akyel and Yalçın (1990) indicated that the students considered 'poetry' and 'short stories' not having much effect on their language skills. 'Poetry' in particular was thought to make the least significant contribution to their language skills development.

The other choices of the participants are novel (n:3; 5,25%), drama (n:2;3,5%) and short story (n:3; 5,25%). As it is clearly seen in Table 25, poetry is remarkably mostly chosen as the most difficult genre in reading/analysing by the 1st graders of ELL participants. The reasons are the abstract language of poems, metaphors, images and devices such as ambiguity, symbolism, irony, and other stylistic elements of poetic diction that leaves a poem open to multiple interpretations.

4.20 Analysis of the Most Preferred Genre for the 1st Graders of ELL Department

Table 26

The Choices of the 1st Graders of ELL Department for the most Preferred Genre

GENRES	f	%
Novel	44	75,68
Poetry	3	5,16
Drama	1	1,72
Short Story	10	17,2

Table 26 displays the most preferred genre in reading and analyzing for the 1st Graders of English Language and Literature Department. We see in Table 26 that 44 of 58 participants choose novel (n:44; 75,68%). The other choices of the participants are poetry (n:3; 5,16%), drama (n:1; 1,72%) and short story (n:10; 17,2%). As it is clearly seen in Table 26, novel is remarkably mostly chosen as the most preferred genre to read by the 1st graders of ELL participants. The choices of the participants might be due to the long pleasure a novel gives, the escaping of the novel reader from his/her daily life, discovering a new world, new experiences, characters in the novel. The survey results of Akyel and Yalçin (1990) showed that the students regarded 'novel' as the most effective literary form in helping them develop their linguistic skills and cultural awareness. In addition, the research findings of Hirvela and Boyle (1988) and Tseng (2010) showed that the students enjoyed 'prose fiction' m

4.21 Analysis of the Most Difficult Genre in Reading and Analyzing for the 4th Graders of ELL

Table 27

The choices of the 4th Graders for the most difficult genre in reading/analysing

GENRES	f	%
Novel	5	11,65
Poetry	27	62,91
Drama	5	11,65
Short Story	5	11,65

Table 27 displays the most difficult genre in reading and analyzing for the 4th graders of English Language and Literature Department. We see in table 27 that 27 of 42 participants choose poetry (n:27; 62,92%). The other choices of the participants are novel(n:5; 11,65%), drama(n:5; 11,65%) and short story(n:5; 11,65%). As it is clearly seen in Table 25 and Table 27, poetry is chosen as the most difficult genre in reading/analysing by the 1st and 4th graders

of ELL participants. The choices of the participants might be due to any metaphors, images and the devices such as ambiguity, symbolism, irony, and other stylistic elements of poetic diction that leaves a poem open to multiple interpretations.

4.22 Analysis of the Most Preferred Genre for the 4TH Graders of ELL Department

Table 28

The choices of the 4th Graders for the most preferred genre to read

GENRES	f	%
Novel	22	51,26
Poetry	4	9.32
Drama	7	16,31
Short Story	10	23,3

Table 28 displays the most preferred genre in reading and analyzing for the 4th graders of English Language and Literature Department. We see in table 28 that 22 of 43 participants choose novel (n:22;51,26%). The second frequently choice is short story. (n:10;23,3%). The other choices of the participants are poetry(n:4;9,32%) and drama(n:7;16,31%). As it is clearly seen in Table 26 and Table 28, novel is chosen as the most preferred genre to read by the 1st and 4th graders of ELL participants. The choices of the participants might be due to the long pleasure a novel gives, the escaping of the novel reader from his/her daily life, discovering a new world, new experiences, characters in the novel.

4.23 Analysis of Choices of the 1st and 4th Graders of ELL Department for the most Difficult Genre in Reading and Analyzing

Table 29

The percentages of choices of the 1st and 4th Graders for the most difficult genre in reading/analysing

GENRES	%(1st Graders)	%(4th Graders)
Novel	5,25	11,65
Poetry	85,75	62,91
Drama	3,5	11,65
Short Story	5,25	11,65

Table 29 displays the most difficult genre in reading and analyzing for the 1st and 4th graders of English Language and Literature Department. It is a remarkable result, as it is clearly seen in table 29, that both 1st and 4th graders chose poetry as the most difficult genre in reading/analysing. The negative attitudes towards poetry do not change although the percent of participants decrease. (1st graders (n:49; 85,75%), 4th graders (n:27; 62,91)).

4.24 The Chi-Square Test 1

When we analyze the choices of the most difficult genre in reading and analyzing for the 1st and 4th graders of ELL Department, we see that there is not a significant difference between the two groups.

Table 30

The Chi-Square Test

$$\chi_{STAT}^2 = \sum_{\text{all cells}} \frac{(f_o - f_e)^2}{f_e}$$

$$= \frac{(3 - 4.61)^2}{4.61} + \frac{(5 - 3.39)^2}{3.39} + \dots + \frac{(5 - 3.39)^2}{3.39} = 0.0884344$$

f_o : observed frequencies

f_e : expected frequencies

4.25 Analysis of the most frequently preferred Genre by the 1st and 4th Graders of ELL for the most Preferred Genre

Table 31

The Percentages of the Choices of the 1st and 4th Graders for the most Preferred Genre

GENRES	%(1 st Graders)	%(4 th Graders)
Novel	75,68	51,26
Poetry	5,16	9,32
Drama	1,72	16,31
Short Story	17,2	23,3

Table 31 displays the most preferred genre to read for the 1st and 4th graders of English Language and Literature Department participants. It is a remarkable result, as it is clearly seen in table 31 that both 1st and 4th graders preferred novel to read. There is not a change between 1st and 4th graders in terms of most preferred genre although the percent of the participants decrease. (the 1st graders (n:44; 75,68%), the 4th graders (n:22, 51,26%)

4.26 The Chi-Square Test 2

When we analyze the choices of the most preferred genre to read for the 1st and 4th graders of ELL Department, we see that there is not a significant difference between the two groups.

Table 32

The
Chi Square Test

$$\chi_{STAT}^2 = \sum_{all\ cells} \frac{(f_o - f_e)^2}{f_e}$$

$$= \frac{(44 - 37.90)^2}{37.90} + \frac{(22 - 28.10)^2}{28.10} + \dots + \frac{(10 - 8.51)^2}{8.51} = 0.0018837$$

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. INTRODUCTION

This study attempted to investigate the conceptual metaphors of both 1st and 4th graders of English Language and Literature Department in regard to their perception of literary genres.(novel, poetry, drama and short story) In addition, the study searches into the most difficult and mostly preferred genre.

This chapter includes discussion and the conclusion of the findings that were presented in chapter four. The findings and discussion are presented in relation to research questions. The chapter also presents implications of the study and suggestions for further research.

5.2. RESEARCH QUESTIONS AND DISCUSSION

The research questions that were addressed in this study and the related findings are as follows:

1-What are the Conceptual Metaphors of the 1st Graders in Regard To Their Perception of Novel?

The 1st graders developed 34 metaphors in regard to their perception of novel. These metaphors were categorized under 15 conceptual themes (depth of meaning, reality, discovery, nutrition, pleasure, fun, power, beauty, guidance, illumination, imagination, self-journey, guidance, quantity and emotion). Among the themes of the metaphors, the theme "depth of meaning" had the highest number of metaphors (n:10; 22,1%). That is, 22.1 percent of the participants believe that they like to go further down in their minds and feel like exploring the unknown depth of the oceans and the learners in parallel, feel the similarity with

diving into the depth of meaning. Of the metaphors developed by 44 first graders of ELL department the metaphors "ocean" (n:7;15,47%) under the theme of "depth of meaning", "life" (n:3; 6,63%) under the theme of "reality", the metaphor "world" (n:5; 11,05%) under the theme of "discovery" had the highest frequency.

2-What are the Conceptual Metaphors of the 1st Graders in Regard To Their Perception of Poetry?

The 1st graders developed 36 metaphors in regard to their perception of poetry. These metaphors were categorized under 14 conceptual themes (discovery, challenge, depth of meaning, beauty, annoyance/dislike, art, self-journey, emotion, illumination, reality, fun imagination, reflection, illumination and form). Among the themes of the metaphors, the theme "challenge" had the highest number of metaphors (n:8; 21,6%). That is, 21.6 percent of the participants believe that they have difficulty in analysing and understanding a poem. Of the metaphors developed by 37 first graders of ELL department the metaphors "puzzle"(n:2; 5,4%) under the theme of "challenge" and the metaphor "woman" (n:2; 5,4%) under the theme of "depth of meaning" of "depth of meaning" had the highest frequency.

3-What are the Conceptual Metaphors of the 1st Graders in Regard To Their Perception of Drama?

The 1st graders developed 28 metaphors in regard to their perception of drama. These metaphors were categorized under 14 conceptual themes (pleasure, reflection, depth of meaning, beauty, discovery, art, liberation, power/control, reality, fun, imagination, challenge, form and value). Among the themes of the metaphors, the theme "pleasure" had the highest number of metaphors (n:7; 18,9%). That is, 18,9 percent of the participants believe that drama evoke their positive feelings and give them pleasure. Of the metaphors developed by 36 first graders of ELL department the metaphors "life" (n:5;

13,9%) under the theme of "reality" and the metaphor "mirror" under the theme of "reflection" and the metaphor "reflection" (n:3; 8,34%) under the theme of "reflection" had the highest frequency.

4-What are the Conceptual Metaphors of the 1st Graders in Regard To Their Perception of Short Story?

The 1st graders developed 32 metaphors in regard to their perception of short story. These metaphors were categorized under 8 conceptual themes (pleasure, nutriment, source of knowledge, challenge, limitedness/time, illumination, discovery and reality). Among the themes of the metaphors, the theme "pleasure" had the highest number of metaphors (n:11; 31,46%). That is, 31,46 percent of the participants believe that short story evokes their positive feelings and gives them pleasure. Of the metaphors developed by 35 first graders of ELL department the metaphors "candy" (n:3; 8,58%) under the theme of "pleasure" and the metaphor "puzzle" under the theme of "challenge" (n:2; 5,72%) had the highest frequency.

5-What are the Conceptual Metaphors of the 4th Graders in Regard To Their Perception of Novel?

The 4th grade learners developed 26 metaphors in regard to their perception of novel. These metaphors were categorized under 13 conceptual themes (depth of meaning, discovery, challenge, self-journey, reality, reflection, beauty, cure/treatment, illumination, nutrition, art, imagination and subjectivity). Among the themes of the metaphors, the theme "reality" had the highest number of metaphors (n:9; 22,5%). That is, 22,5 percent of the participants believe that they feel the similarity between their lives and the novels they read. Of the metaphors developed by 40 fourth graders of ELL department, the metaphors "life" (n:8; 20%) under the theme of reality, "mirror" (n:8; 20%) under the theme of "reflection" and the metaphor "ocean"(n:2; 5%) under the theme of "depth of meaning" had the highest frequency.

6-What are the Conceptual Metaphors of the 4th Graders in Regard To Their Perception of Poetry?

The 4th grade learners developed 30 metaphors in regard to their perception of poetry. These metaphors were categorized under 12 conceptual themes (challenge, pleasure, form, art, emotion, depth of meaning, provider of understanding life/people, reflection, beauty, reality, self-journey and illumination). Among the themes of the metaphors, the theme "art" had the highest number of metaphors (n:9; 22,5%). That is, 22,5 percent of the participants believe that they feel the similarity between the poetry and the other types of art such as music and painting. Of the metaphors developed by 40 fourth graders of ELL department, the metaphors "song" (n:3; 7,5%) under the theme of "art", the metaphor "puzzle" (n:3; 7,5%) under the theme of "challenge" and the metaphor "feeling" (n:3; 7,5%) under the theme of "emotion" had the highest frequency.

7-What are the Conceptual Metaphors of the 4th Graders in Regard To Their Perception of Drama?

The 4th grade learners developed 31 metaphors in regard to their perception of drama. These metaphors were categorized under 17 conceptual themes (self-journey, superiority, discovery, reflection, pleasure, cure/treatment, power, vitality, fun, art, reality, guidance, provider of understanding, emotion, depth of meaning and form). Among the themes of the metaphors, the theme "reflection" and "reality" had the highest number of metaphors (n:6; 14,64%). That is, 14.64 percent of the participants believe that drama reflects the lives and inner worlds of human beings. Of the metaphors developed by 41 first graders of ELL department the metaphors "mirror" (n:5; 12,2%) under the theme

of reflection, "world" (n:3; 7,32%) under the theme of reality and the metaphor "way "(n:3; 7,32%) under the theme of "form" had the highest frequency.

8-What are the Conceptual Metaphors of the 4th Graders in Regard To Their Perception of Short Story?

The 4th grade learners developed 31 metaphors in regard to their perception of short story. These metaphors were categorized under 12 conceptual themes (fun, challenge, pleasure, limitedness, power, depth of meaning, discovery, self-journey, reality and provider of understanding, value and form). Among the themes of the metaphors, the theme "limitedness/time" had the highest number of metaphors (n:7; 22,61%). That is, 22,61 percent of the participants associate short story with small, a few/little things in terms of time. Of the metaphors developed by 31 fourth graders of ELL department, all of the metaphors share the equal frequencies as it is seen on table 10, each metaphor is created once in each theme.

9-What are the Similarities and/ or Discrepancies between the 1st and 4th Graders of ELL Participants in Their Perception of Novel?

The similarities and/or discrepancies between two groups were analyzed from two different perspectives. First, the common metaphors under the same themes were compared. As a result of this comparison, it is seen that both 1st and 4th graders used the metaphors "ocean", and "sea", (under the theme of depth of meaning), "life" (under the theme of reality), and "world" (under the theme of discovery). As for the common metaphors under different themes, we see the metaphors "way" (1st graders' theme: self-journey; 4th graders' theme: form)

The findings regarding students' perceptions of novel can be summarized as follows:

- 1- The 1st graders of ELL participants developed 34 metaphors under 15 themes while the 4th graders of ELL produced 26 metaphors under 13 themes.
- 2- The theme “depth of meaning” with the metaphors "ocean", "forest", “woman” and "sea" had the highest frequency amongst all the themes developed for the metaphors used by 1st graders of ELL participants.
- 3- Of the metaphors developed by 44 first graders of ELL department, the metaphors "ocean"(n:7; 15,47%) under the theme of "depth of meaning" and the metaphor "world" (n:5; 11,05%) under the theme of "discovery" had the highest frequency
- 4- Among the themes of the metaphors developed for the metaphors used by 4th graders of ELL participants, the theme "reality" had the highest number of metaphors (n:9; 22,5%).
- 5- Of the metaphors developed by 40 fourth graders of ELL department, the metaphors “life” (n:8; 20%) under the theme of reality, “mirror” (n:8; 20%) under the theme of reflection and the metaphor "ocean"(n:2; 5%) under the theme of "depth of meaning" had the highest frequency.
- 6- While there was only one metaphor with negative connotations among the metaphors produced by 1st graders (“labyrinth”), 4th grade learners developed 2 metaphors (“dark hall” and “danger”) which imply a negative attitude towards novel.
- 7- The metaphors "ocean", "sea", "life", “world” and “way” were the common metaphors developed by 1st and 4th grade learners. While the metaphors "ocean", "sea", "life", “world” appeared under the same theme, the metaphors "way” appeared under different themes.
- 8- The metaphors " ocean” (n:7; 15,47%) , "world" (n:5; 11,05%) and “life” (n:3; 6,63%) have the highest frequency among all the other metaphors developed by 1st graders of ELL Department participants.
- 9- Of the metaphors developed by 40 fourth graders of ELL department the metaphors “life” (n:8; 20%) under the theme of reality, the metaphor “mirror”

(n:8; 20%) under the theme of “reflection” and the metaphor "ocean" (n:2; 5%) under the theme of "depth of meaning" had the highest frequency

10-What are the Similarities and/ or Discrepancies between the 1st and 4th Graders of ELL Participants in Their Perception of Poetry?

The findings regarding students’ perceptions of poetry can be summarized as follows:

1- 1st graders of ELL participants developed 36 metaphors under 14 themes while 4th graders of ELL produced 30 metaphors under 12 themes.

2- Among the themes of the metaphors, the theme "challenge" with the metaphors “mathematics”, “puzzle”, “brain”, “ivy”, “highly intellectual person” and “conflict” had the highest number of metaphors (n:8; 21,6%) by 1st graders of ELL participants.

3- Of the metaphors developed by 37 first graders of ELL department the metaphors "puzzle" (n:2; 5,4%) under the theme of "challenge" and the metaphor “woman” (n:2; 5,4%) under the theme of “depth of meaning” had the highest frequency.

4- Among the themes of the metaphors, the theme "art" had the highest number of metaphors (n:9; 22,5%) by the fourth graders of ELL participants

5- Of the metaphors developed by 40 fourth graders of ELL department the metaphors “song” (n:3;7,5%) under the theme of “art”, “puzzle” (n:3; 7,5%) under the theme of “challenge” and the metaphor "feeling" (n:3; 7,5%) under the theme of "emotion" had the highest frequency.

6- While there were 3 metaphors with negative connotations under the theme of annoyance/dislike among the metaphors produced by 1st graders (“cabbage”, “headache” and “lie”), there wasn’t any metaphor under the theme of annoyance/dislike by the 4th graders learners

7- The metaphors “puzzle”, "life", “mirror” and “world" were the common metaphors developed by 1st and 4th grade learners. While the metaphors

"puzzle", "life" and "mirror" appeared under the same theme, the metaphors "world" appeared under different themes.

11-What are the Similarities and/ or Discrepancies between 1st and 4th Graders of ELL Participants in Their Perception of Drama?

The findings regarding students' perceptions of drama can be summarized as follows:

1- 1st graders of ELL participants developed 28 metaphors under 14 themes while 4th graders of ELL produced 31 metaphors under 17 themes.

2- Among the themes of the metaphors, the theme "pleasure" with the metaphors "a bar of chocolate", "dessert", "pickles", "hourglass", "car", "roaring fire" and "starbucks" had the highest number of metaphors (n:7; 18,9%) by 1st graders of ELL participants.

3- Of the metaphors developed by 36 first graders of ELL department the metaphors "life"(n:5; 13,9%) under the theme of "reality" and the metaphor "mirror" under the theme of "reflection" and the metaphor "reflection" (n:3; 8,34%) under the theme of reflection had the highest frequency.

4- Among the themes of the metaphors, the theme "reflection" and "reality" had the highest number of metaphors (n:6; 14,64%).

5-The metaphors "candy" (n:3; 8,58%) under the theme of pleasure and "puzzle" (n:2; 5,78%) under the theme of challenge have the highest frequency among all the other metaphors developed by 1st graders of ELL Department participants.

7- The metaphors "world", "life" and "mirror" were the common metaphors developed by 1st and 4th grade learners. All of the metaphors appeared under the same theme

12-What are the Similarities and/ or Discrepancies between the 1st and 4th Graders of ELL Participants in Their Perception of Short Story?

The findings regarding students' perceptions of short story can be summarized as follows:

1- The 1st graders of ELL participants developed 32 metaphors under 8 themes while 4th graders of ELL produced 31 metaphors under 12 themes.

2- Among the themes of the metaphors, the theme "pleasure" with the metaphors "chocolate", "candy", "second half time football match", "tequila", "lyric notes", "spare time", "surprise" and "low-fat latte" had the highest number of metaphors (n:11; 31,46%).

3- Of the metaphors developed by 35 first graders of ELL department the metaphors "candy"(n:3; 8,58%) under the theme of "pleasure" and the metaphor "puzzle" under the theme of "challenge" (n:2; 5,72%) had the highest frequency

4- . Among the themes of the metaphors, the theme "limitedness/time" had the highest number of metaphors (n:7; 22,61%).

5- Of the metaphors developed by 31 fourth graders of ELL department, all of the metaphors share the equal frequencies as it is seen in Table 10, each metaphor is created once in each theme.

6- There are not any metaphors in common for short story by the 1st and 4th graders of ELL department participants.

13. What are the Similarities and/ or Discrepancies between 1st and 4th Graders of ELL Participants in Their Choices of the most Difficult Genre?

It is clearly seen in table 29, that both 1st and 4th graders chose poetry as the most difficult genre in reading/analysing. However the percentage of 4th graders of ELL participants choosing poetry as the most difficult genre decrease.(1st graders (n:49; 85,75%), 4th graders (n:27; 62,91)).

14. What are the Similarities and/ or Discrepancies between the 1st and the 4th Graders of ELL Students in Their Choices of the most Preferred Genre?

It is clearly seen in Table 31, that both 1st and 4th graders preferred novel to read. There is not a change between 1st and 4th graders in terms of most preferred genre although the percent of the participants decrease. [the 1st graders (n:44; 75,68%), the 4th graders (n:22, 51,26%)]

5.3. Implications for Literature Education

The results of the study have several implications for the English literature instructors. In literature education, one of the most crucial points seems to be learners' beliefs and attitudes toward literary genres. Each student may have a different perception of a literary genre. Therefore, learners' perceptions of a literary genre should certainly be elicited. Since metaphors have proven to be a reliable research tool to elicit beliefs and attitudes of literary genres, the use of metaphors in developing insights into learners' perceptions of a literary genre should be given utmost importance. As Lakoff (1980) states "metaphors not only make our thoughts more vivid and interesting but they actually structure our perceptions and understanding". For this reason, it should be within the objectives of the literature instructors to elicit learners' views of literary genres as to help learners have positive attitudes towards literature and eliminate negativity caused by their previous experiences.

5.4. Suggestions for Further Research

There are some limitations in this study. First of all, the number of participants was rather limited. A bigger number of participants would give slightly different or more significant results. For future research, it could be more effective to explore the metaphors of both literature instructors and literature learners in respect to their perception of a literary genre and thus to see the

differences and/or similarities. Another suggestion for further research could be investigating whether gender affects learners' perceptions of literary genres.

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APPENDICES

T.C.
İSTANBUL ÜNİVERSİTESİ
İNGİLİZ DİLİ VE EDEBİYATI BÖLÜM BAŞKANLIĞINA

Yüksek Lisans tezini yönettiğim öğrencim Merve BIYIK'ın "METAPHORS OF LITERARY GENRES: A STUDY ON LEARNERS' PERCEPTIONS" adlı tezi için gerekli veriyi İngiliz Dili ve Edebiyatı bölüm öğrencilerinizden toplayabilmesi için gerekli iznin verilmesi konusunu saygılarımla arz ederim.

21. 11. 2012

A. Keleş

Yrd Doç. Dr. Aynur KESEN

İstanbul Aydın Üniversitesi Eğitim Fakültesi

İngilizce Öğretmenliği Bölümü

21. 11. -2012

İng. D. ve Ed. Bölümü
A. Bolom Bolom

Dear participant,

This study aims to find out the literature students' metaphoric perceptions in regard to their concept of literary genres. Please write the metaphor you would like to use to describe the literary genres and elaborate on your reasons for choosing that specific metaphor.

Thank you for your co-operation.

Age: 18

Gender: Male

Name: OSMAN UZUNBAY

Level of English: Advanced

1. Novel is (a/an) ocean because... it you can find many things waiting to be explored. It can come in various colours which symbolize what it contains just like a black ocean promising a perilous storm or a blue one which promises relaxation. You can find many surprises on an ocean might look calm on the surface yet have churning tides beneath which is a reason why books shouldn't be judged by their covers. The ocean's vastness means no matter how much you explore it there'll still be places left unexplored which can be associated with a novel's ability to show you new things everytime you re-read it.

2. Poetry is (a/an) pram granate because... it... appears as a tiny, wholesome piece yet once you get into it you discover that it is much more than it appears; "big things come in small packages" can be an ideal phrase for this. Once you go beyond the lines - or rather, verses - of poetry you'll discover that it is made up of an infinite number of small things - the poet's personal life, the features of the era in which it was written and etc. This pretty much resembles the opening of a pram granate, upon which we are joyous to discover how one is able to satisfy you beyond your limit.

3. Drama is (a/an) noaring fire because... it... might seem to get its source from one thing (logs or stones in the case of a fire) yet it is important to ~~see~~ ^{real} that in order to warm yourself you need to do more than bringing a couple of woods together; you need to prepare its place, get paper or other sorts of kindlers to start it. In the same way, one must prepare oneself to "feel the warmth" which drama can provide.

3. Tiyatro yazını.....dır/dir çünkü.....

4. Short Story is (a/an) chocolate.....because...it...can give you an immense amount of "short-lived" pleasure.

4. Öykü.....dır/dir çünkü.....

5. a.) Which one of the following genres do you mostly have difficulty in reading/analyzing?

a) novel b) poetry c.) drama d) short story

5. b.) Explain the reason(s) for your choice: It doesn't have a spacious realm where you can endlessly explore. It is limited and the bit that can be analyzed is mostly tucked away into corners,

6. a.) Which one of the following genres do you mostly prefer to read?

a.) novel b.) poetry c) drama d) short story

6. b.) Explain the reason(s) for your choice: As I've stated in my metaphor: The novel is excellent at providing a realm which can be endlessly explored and the best part is its ability to show new things when re-explored. This re-exploration is also a good way for one to reflect upon oneself and see the changes which have occurred.

Dear participant,

This study aims to find out the literature students' metaphoric perceptions in regard to their concept of literary genres. Please write the metaphor you would like to use to describe the literary genres and elaborate on your reasons for choosing that specific metaphor.

Thank you for your co-operation.

Age: 21

Gender: female

Name: Aylin YILDIZLI

Level of English: Advanced.

1. Novel is (a/an) *rainbow*.....because...*it has different colours of life, different aspects of life and characters, social events so you can look at it like a rainbow; from my point of view.*

1. Roman*dır/dir çünkü*.....

2. Poetry is (a/an) *science*.....because...*in a science you have a kind of order, a system and poetry needs to have a kind of system in a way. You order lines, meanings, metaphors as you categorize the information in a science.*

2. Şiir*dır/dir çünkü*.....

3. Drama is (a/an) *music* because...*it ^{triggers in} ~~gives~~ you different feelings, sometimes makes you think, sometimes makes you cry*

3. Tiyatro yazını.....dır/dir çünkü.....

4. Short Story is (a/an) small box.....because it is limited, it has stis limited because of the events. You cannot enlarge it very much you open the box - you can only analyse it from very limited point of view then close the box.

4. Öykü.....dır/dir çünkü.....

5. a.) Which one of the following genres do you mostly have difficulty in reading/analyzing?

a) novel b) poetry c.) drama d) short story

5. b) Explain the reason(s) for your choice:

Because poetry is a genre which includes many different meanings and one word may have many associations. You can look at one single line from different approaches and I cannot choose ^{from} which point of view I can analyse it.

6. a.) Which one of the following genres do you mostly prefer to read?

a.) novel b.) poetry c.) drama d) short story

6. b.) Explain the reason(s) for your choice:

I mostly prefer to read novel because novels have many characters and to be able to understand the relationships among a lot of characters is more enjoyable to me and I feel lost in its world, sometimes I associate the characters with myself, my life and I can follow it from the beginning to the end, it is not like short story which stops immediately so I prefer novels.

Dear participant,

This study aims to find out the literature students' metaphoric perceptions in regard to their concept of literary genres. Please write the metaphor you would like to use to describe the literary genres and elaborate on your reasons for choosing that specific metaphor.

Thank you for your co-operation.

Age: 17

Gender: Female

Name: Yağmur Tatar

Level of English: Advanced

1. Novel is (a/an) Narnia.....because...you can never stay where you are while you're reading a novel. Your feelings, thoughts, actions can not stay the same as the rational world. To open your eyes in a different world is inevitable when you devote yourself to a book.

1. Romandır/dir çünkü.....

2. Poetry is (a/an) The Ring.....because...in my opinion once you are enchanted by the charms of poetry, there's no way out for you. It does changes your opinions about world in both good and bad ways. If you don't completely know how to deal with your emotions, poetry will be

(the ring from The Lord of the Rings)

2. Şiirdır/dir çünkü.....

3. Drama is (a/an) changing personalities because...you can never have one personality as long as you perform or watch a drama. If you're an actor, you'll wear another life to tell the story to the audience. If you're a watcher, then you'll see yourself as the character as long as to understand the story.

3. Tiyatro yazını.....dır/dir çünkü.....

4. Short Story is (a/an).....snacks.....because...you...can...never be full after eating some snacks when you're starving. But it'll help you to bear the hunger and last longer to survive.

4. Öykü.....dır/dir çünkü.....

5. a.) Which one of the following genres do you mostly have difficulty in reading/analyzing?

a) novel b) poetry c.) drama d) short story

5. b.) Explain the reason(s) for your choice:

I never understand the reason for passing your emotions to the reader in a difficult way. It's generally hard for me to analyze a poem; decipher all the hidden feelings.

6. a.) Which one of the following genres do you mostly prefer to read?

a.) novel b.) poetry c) drama d) short story

6. b.) Explain the reason(s) for your choice:

I support that if you have something to explain or have a message to tell, you can always use words and make the world know your thoughts. But in contrast to the poetry I believe the novels are more sincere. In a novel, nothing remains hidden.

ABSTRACT

Bıyık Merve, *Metaphors of Literary Genres: A Study on Perceptions of Learners*, Master of Arts, İstanbul, 2013

The perception of language has been studied in various aspects up to now whereas the perception of literature is still a less researched area. Therefore, the amount of qualitative research on perception of literature needs to be increased. The present study aims to fill this gap by exploring students' perception with respect to the concept of literary genres through the use of metaphor as they reflect the way we perceive the world and shape our professional ideas and attitudes. In addition, the study investigates whether there is a difference in perceptions of junior and senior learners in regard to their perceptions of literary genres. It also searches into the difficulties learners claim to experience while reading literary genres.

The study consists of 58 first and 43 fourth graders of ELL students of İstanbul University. The data were collected with semi-structured interviews, multiple-choice questionnaires and metaphor elicitation papers

The metaphors of literary genres exhibited positive and negative perceptions of the learners. The Ring, Narnia, concentre detergent, veritaserum and pomegranate are some of the unique positive metaphors of the learners. Some metaphors seem to be negative such as Pandora's box, dark hole, ivy and labyrinth.

KEY WORDS:

1. Perception of Literature
2. Literary Genres
3. Metaphorical Perceptions
4. Conceptual Metaphors

ÖZET

Bıyık Merve, Edebi Türler ile İlgili Metaforlar: Öğrencilerin Algıları Üzerine Bir Çalışma, Yüksek Lisans Tezi, İstanbul, 2013

Dilin algılanması ile ilgili farklı açılardan çalışmalar yapılmış olmasına rağmen edebiyatın algılanışı daha az araştırma yapılmış bir alandır. Bu nedenle edebiyatın algılanışı ile ilgili daha fazla niteliksel araştırmanın yapılması gerekmektedir. Bu çalışma, öğrencilerin edebi türler ile ilgili algılarını kullandıkları metaforik kavramlar ile araştırmayı amaçlamıştır çünkü metaforlar dünyayı algılama biçimimizi yansıtır ve profesyonel fikirlerimizi ve tutumlarımızı biçimlendirir. Ayrıca bu çalışma birinci sınıf ve dördüncü sınıf öğrencilerinin edebi türlere bakış açılarındaki farkı araştırmaktadır.

Bu çalışmaya, İstanbul Üniversitesi İngiliz Dili ve Edebiyatı bölümü birinci sınıf öğrencilerinden 58, dördüncü sınıf öğrencilerinden 43 kişi katılmıştır.

Edebi türler ile ilgili metaforlar, öğrencilerin olumlu ve olumsuz bakış açılarını yansıtmaktadır. Yüzük, Narnia, yoğunlaştırılmış deterjan, iksir ve nar öğrencilerin oluşturdukları özgün ve olumlu metaforlardan bir kısmıdır. Pandora'nın kutusu, kara delik, sarmaşık ve labirent gibi bazı metaforların olumsuz olduğu görülmektedir.

Anahtar Kelimeler:

1. Edebiyatın Algılanışı
2. Edebi Türler
3. Metaforik Algılar
4. Kavramsal Metaforlar