

**GEOGRAPHY TEACHERS' METAPHORS CONCERNING THE CONCEPT OF "MAP"****Fatih AYDIN***Assoc. Prof. Karabuk University, Faculty of Arts, Department of Geography, Karabuk.**fatihaydin@karabuk.edu.tr***Öznur YAZICI***Assist. Prof. Karabuk University, Faculty of Arts, Department of Geography, Karabuk.**oznuryazici@karabuk.edu.tr***ABSTRACT**

Maps are the most important tool for learning and teaching Geography. In that case, it has a very big importance of what the term of "map" expressed by the Geography teachers. The purpose of the present study is to reveal Geography teachers' perception on the concept of "map", by means of the metaphors they use. The study was participated by 116 Geography teachers working in several high-schools in Istanbul City in Turkey. Phenomenological design was used in the study. And also the technique of "content analysis" has been used on evaluation of the data that have been obtained in this study. The Geography teachers who have participated to the study have been produced 59 different valid metaphors related to the term of "Map". This result has been showed that, it is not possible of the term of "Map" can be explained as a complete with only one metaphor. The metaphors, of which the Geography teachers presented, have been grouped under 4 different cognitive categories by studying in terms of their common specifications. These categories could order from the most to the less in following: (1) Lodestar and guide, (2) Informative, (3) Life facilitator and (4) Assistant to the science of Geography.

**Keywords:** Metaphor, map, Geography teachers

**COĞRAFYA ÖĞRETMENLERİNİN HARİTA KAVRAMINA İLİŞKİN METAFORLARI****ÖZET**

Bu araştırmanın temel amacı coğrafya öğretmenlerinin haritaya ilişkin algılarının metafor analizi yöntemiyle incelenmesidir. Araştırmada olgu bilim deseni kullanılmıştır. Araştırmanın çalışma grubunu 2012–2013 eğitim-öğretim yılında, İstanbul il merkezindeki çeşitli liselerde coğrafya öğretmenliği yapan 116 kişi oluşturmaktadır. Araştırmada veri toplama aracı olarak hazırlanan formda "Harita" kavramına ilişkin algıları ortaya çıkarmak için katılımcılardan "Harita... gibidir, çünkü..." cümlesini tamamlamaları istenmiştir. Toplanan verilerin analizinde nitel analiz tekniklerinden içerik analizi kullanılmıştır. Çalışmaya katılan coğrafya öğretmenleri "Harita" kavramına yönelik olarak 59 farklı metafor (*Dedemin bastonu, rehber, pusula, coğrafyanın şifresi, göz, vücuttaki damarlar vb*) üretmişlerdir. Bu sonuç, "Harita" kavramının sadece tek bir metafor ile bir bütün olarak açıklanabilmesinin mümkün olmadığını göstermektedir. Coğrafya öğretmenlerinin ileri sürdüğü metaforlar ortak özellikleri bakımından irdelenerek 4 farklı kavramsal kategori altında toplanmıştır. Bunlar: (1) Yol gösterici ve rehber, (2) Bilgi verici, (3) Yaşamı kolaylaştırıcı ve (4) Coğrafya bilimine yardımcı.

**Anahtar Kelimeler:** Metafor, harita, coğrafya öğretmenleri

**INTRODUCTION**

Metaphors are structured on our previous physical and cultural experiences. They are not only based on our physical and cultural experiences, but also affect our experiences and our actions. Metaphors can, in this way, create new realities. Particularly for this reason metaphors can constitute a guide for our future actions. In all dimensions of life we first define our facts according to metaphors and then act on the basis of the metaphors. "Although most of the metaphors directing our lives are the products of our cultural experience, some are imposed upon us by mass media, advertisements and the power groups such as religious or political leaders that direct the society" (Lakoff and Johnson, 1980).

"Map is transferring of the natural or artificial spatial-topographic objects (*forest, river, motorway, building, tree, etc.*) or the subjects which have spatial relation (*air pollution, distribution of income, precipitation ratio, etc.*) which have been under the sun or at the other celestial bodies, within a scale, as part of cartographic rules to a two or three dimensional surface (*paper, glass, computer screen, relief surface, etc.*)" (Bilgi, 2007: 48). As being understood from the description; when the content specifications, colour and symbols were interpreted good, the maps tell much things. Moreover according to Sauer (1956), the maps call out to beyond of language barrier and sometimes it has been supposed of the map is the language of Geography.

The map literacy which have big importance for the education of Geography can be realized by sufficient map abilities that will be gained at the lessons. These have been given Ministry of National Education Secondary School Geography Programme (2005: 19) like this: geolocation on the map, data transcription on map, relevant to map selection, making calculate by using maps, perception spatial distribution, interpreting the map properly, forming outline map, using globe and book of maps. "The map literacy is also required in metaphoric meaning holistic vision and reading of every kind of sociologic, biologic, psychological events, facts, objects and problems" (Duman and Girgin, 2007: 187). How a student can read and comprehend the map good, he will read and analyze better his immediate surroundings and spatial knowledge at global scale (Taş, 2006).

The map images of the geography teachers and determination of what the map means for them can be one of a determiner factors on how, in what way and to what extent they have benefit from the maps at teaching the lesson. Because according to Lakoff and Johnson "*We explain our own realities by metaphors and we behave according to these metaphors*" (1980: 158). Kabdolov (1983: 231; quoted from Otyzbayeva, 2006: 18) describes the metaphor as, telling the word by developing, changing, in order to reveal, beautify the object or event that has been imaged seeing equal to another object or event similar to it, so that fortification the effect of meaning of the object or event profoundly that has been searched.

By the constructivist approach; for the realization of the focuses, especially in order to make the students active, to encourage thinking creative and critical, to build the knowledge in order memorizing by giving the meaning, to reify

the subjects as far as with using material, to support teaching a lesson with remarkable and pleasant activities, to carry the personal experiences to learning environment; using metaphor also has taken place effectively. According to Midgley and Trimmer (2013: 1) metaphors can be practical cognitive tools “of education researches”, “at education researches”, “for education researches”. Likewise, Küçükturan (2003) has written that metaphors has acted an important part on learning and developing of cognitive opinion and terms and have been one each high powerful learning and teaching tools.

### ***Problem Of Research***

The purpose of this study is to set forth geography teachers’ perception about the concept of “map” through metaphors. In line with this general purpose, answers to the following questions were sought:

1. Through which metaphors do Geography teachers explain their perception about the concept of “map”?
2. Under what categories the metaphors used by Geography teachers concerning the concept of “map” are gathered according to their common traits?

### ***Aim Of The Research***

The map is a tool to supply learning. Its success is related with its ability of being used. The teacher who will fill in the method and techniques s/he used and who will ensoul them is, her/himself. Knowing the specifications and limitedness of the map of the teacher will increase the productive using and teaching function of the map. Because of the teachers whose map abilities are more and using level from map is higher at the lesson, will be one of each good role model, it is expected from their students to be more successful on using and reading map. In that case, for the teachers it has a big importance of what the term of “map” expressed. In this study, it has been focused to determine the metaphors of the Geography teachers related to the term of “map”. It has not been prevailed in “map” metaphor in either Turkish or foreign publications within the literature deal with the subject.

### ***Methodology Of Research***

In this study, “phenomenology among qualitative study designs” was used. The phenomenological design focuses on the phenomena that we are aware of, but lacks an in-depth and detailed comprehension. “Phenomenology provides a suitable basis for the studies intended to examine the phenomena that are not completely unknown to us, but the meaning of which we cannot fully comprehend” (Yıldırım and Şimşek, 2006). According to Marton (1986), phenomenology is a qualitative study approach and it is defined as “a structure that enables individuals to perceive from different perspectives the experiences, conceptualizations and perceptions concerning the phenomena in the world they live in, and to establish a structure through qualitative means”.

**Sample Of Research**

The Geography teachers in Turkey has been formed the population, 116 Geography teachers who have worked at the senior high schools in Istanbul have been formed the research sample. The research has been done on the basis of voluntariness at 2012-2013 education period (months of December-January). The personal information relating to the geographic teacher who have participated to the study have been given on Table 1.

**Table 1.** Personal information of the Geography teachers that participated in the study

Variables	Demographic Features	Number of teacher (116)	Percentage (%100)
<b>Gender</b>	Male	75	64.7
	Female	41	35.3
<b>Graduation</b>	Faculty of Education	45	38.8
	Faculty of Science and Letters	66	56.9
	Training Institute	3	2.6
	Other	2	1.7
<b>Work experience year</b>	0-5 Year	25	21.6
	6-10 Years	17	14.7
	11-15 Years	29	25.0
	16-20 Years	23	19.8
	21 Years and above	22	19.0

As it can be seen from the table, a total of 116 Geography teachers participated in the study; while 75 (64.7%) of them were males, the remaining 41 (35.3%) teachers were females. 45 (38.8%) of the participating Geography teachers were graduates of faculties of education, 66 (56.9%) of them were graduates of science and letters faculties and 3 graduated from institutes of education; 25 (21.6%) of the participating Geography teachers had professional experience between 0-5 years, while 17 (14.7%) had 6-10 years, 29 (25%) had 11-15 years, 23 (19.8%) had 16-20 and 22 (19%) had more than 21 years of professional experience.

**Data Gathering Tool**

The researches (Saban 2009; Aydın 2010, 2011; Yazıcı, 2013; Sağdıç, 2013; Camadan and Kahveci, 2013) have been searched which have been used of the metaphors as one of each tool for preparing of data collection and for revealing the perceptions of the participants. In these researches it has been requested generally from the participants to fill the blanks that has been in the expressions (*knowledge is like as...,because...,or Geography is like to...,because...*) that were given to them. In this study, by taking the researches above mentioned into consideration, in order to reveal the perceptions related to the term of map” of them, an empty paper on which only was written the sentence of “*Map is like as...;because...*” has been given to the Geography teacher who have participated to the research. It has been requested from the Geography teachers to put into words of their

thoughts by using this sentence and by concentrating on only one metaphor. These compositions of which the Geography teachers wrote has been formed the main data source of this research as one of each document.

### **Data Analysis**

The technique of “*content analysis*” has been used on evaluation of the data that have been obtained in this study. A temporary list of the metaphors that have been produced by the Geography teachers participated to the study, has been done in alphabetical order. The metaphors that have mentioned on the paper of which each Geography teacher presented have been coded (For example; *walking stick of my grandfather, GPS, boussole... etc*). In this research, on account of the fact that 8 paper did not include any metaphor and 14 paper were discordant in terms of the relation between the subject of metaphor and the source of metaphor, totally 22 paper has been excluded from the research by elimination. After being winnowed out of the weak structured metaphors that were produced by the Geography teachers, totally 59 valid metaphors have been obtained. The metaphors have been examined in terms of the common specifications that have related of the term of “*map*”. During this process by taking into consideration of “*the metaphor list*” that has been formed about 59 metaphors, it has been looked how each metaphor conceptualized the fact of “*map*” and by correlating each metaphor according to its point of view with a determined theme, totally 4 *different cognitive categories* have been formed. In order to provide the credibility of the research, it has been applied to expert opinion (two lecturers, one of is at educational sciences and the other is at the education of Geography) in order to confirm if the metaphors that were given under 4 different cognitive categories represented a cognitive category as mentioned. In accordance with this purpose, two lists have been given to expert persons: These are; (a) a list in which 59 sample metaphors were listed according to the alphabetical order, (b) a list which included the names and specifications of 4 different cognitive categories. It has been requested from the expert to match the sample metaphor list at the first list with the 4 cognitive categories (the way that any metaphors will not excluded) at the second list by using these two lists. Then, the matchings’ of which the expert did, has been compared with the own categories of researcher. At the comparisons; by determining the number of agreements and disagreements, the credibility of research has been calculated by being used the formula of Miles and Huberman (1994: 64) (*Credibility = agreement / agreement + disagreement*). At the credibility of this research at the rate of 95% a credibility has been provided.

### **FINDINGS**

#### ***The metaphors of the Geography teachers related to the term of “Map” and cognitive categories***

The Geography teachers have produced totally 59 *valid metaphors* related to the term of “*Map*”. From the total 59 metaphors 49 of them have been produced by only one Geography teacher. Being produced situation of the remained metaphors have been changed between 2 and 12 Geography teachers.

**Category 1: Map as “Lodestar and guide”**

In this category that the most metaphor was presented, the Geography teachers have featured the Lodestar and guide specification of the map. The frequency (f) and percentage (%) values of the metaphors that were expressed by the Geography teachers in this category has been showed on Table 2.

**Table 2:** The metaphors that have been expressed related to map category as “Lodestar and guide”

Category	No	Metaphors	Male	Female	Total (f)	No	Metaphors	Male	Female	Total (f)
Map as lodestar and guide	1	Key	2	2	4	17	Guide	2	1	3
	2	Friend	1	-	1	18	Book index	1	-	1
	3	Mirror	2	1	3	19	Pole star	1	-	1
	4	Father	-	1	1	20	Leader	1	-	1
	5	Brain	1	-	1	21	Boussole	7	5	12
	6	Conqueror of discoveries	1	-	1	22	Guide	5	5	10
	7	Mountaintop	-	1	1	23	Telescope	1	-	1
	8	The walking stick of my grandfather	1	-	1	24	Inverse telescope	1	-	1
	9	Lighthouse	-	1	1	25	Touring by flying carpet	1	-	1
	10	The picture of the world	1	-	1	26	The board of jigsaw puzzle	-	1	1
	11	Finding the way of home	-	1	1	27	Assistant	1	-	1
	12	Migratory bird	1	-	1	28	Road	-	1	1
	13	Sun	1	1	2	29	Fellow traveller	2	-	2
	14	Light	1	-	1	30	Way	1	-	1
	15	Light in the darkness	-	1	1	31	Lifesaver of stranded people	-	1	1
	16	Scout	1	-	1		TOTAL	37	23	60

At the following some sample expressions have been placed in this category.

The number that showed of which the metaphor has been expressed by which participant has been indicated and in order to remark the gender of the participant M (man) and W (woman) letters have been used. These explanations have been used for all direct quotations.

*“The map is like as guide. Because it is a factor that shows us the right way when we got lost. We recognize our environment by map. We can discover new places.” (42; M)*

*“The map is like as boussole. Because boussole is marking way. Selfsame as boussole maps also help us finding where of the world we are, to where how we will go.” (13; M)*

"The map is like as light in the darkness. Because how we need light to find the way in the darkness, in order to know the earth and the environment that we live on, to find our way and to perceive the nature it has the characteristics of a indispensable guide." (47; W)

"The map is like as the walking stick of my grandfather. Because our grandfather hold on to world by this stick after a certain age. The walking stick is lodestar of unseeing eyes, unwalking feet. The maps are also the walking stick of humanity. We know, discover our world and we step strongly by maps." (14; M)

### Category 2: The Map As "Informative"

This category that brings the informative specification into the forefront, has been formed by 15 metaphors (key, book, computer, knowledge, etc.). The frequency (f) and percentage (%) values of the metaphors that were expressed by the Geography teachers in this category has been showed on Table 3.

**Table 3:** The metaphors that have been expressed related to map category as "informative"

Category	No	Metaphors	Male	Female	Total (f)	No	Metaphors	Male	Female	Total (f)
Map as Informative	1	Perception	1	-	1	9	Pages of the book	-	1	1
	2	Encyclopedia	1	-	1	10	Book	-	1	1
	3	White	1	-	1	11	Birds	-	1	1
	4	Knowledge	1	-	1	12	Box	-	1	1
	5	Computer	-	1	1	13	Small world	1	-	1
	6	The lock of the world	-	1	1	14	Puzzle	1	-	1
	7	Discover the world	1	-	1		TOTAL	8	6	14
	8	Picture	1	-	1					

At the following some sample expressions have been placed in this category.

"The map is like as the lock of the world. Because without opening the map we can only guess the items in the world such as land, sea, mountain. By using map, we can see clearly like as all the world was in front of us." (106; W)

"The map is like as birds. Because how the birds can fly freely to everywhere, people also can have information about the places where they can never go, never see by the help of maps. The maps concretize the knowledge." (37; W)

"The maps are like as encyclopedia. Because a person who had the education of map, understands how a rich information bank he meets when he started to read it. In this respect the maps are one of each important tools in which the Geographical information's had stored..." (21; M)

**Category 3: Map As “Facilitate Life”**

The Geography teacher who have brought the specification of maps that facilitate for human life into the forefront, have expressed their these ideas by the metaphors such as “Navigation, GPS, Eyeglass. The frequency (f) and percentage (%) values of the metaphors that were expressed by the Geography teachers in this category has been showed on Table 4.

**Table 4:** The metaphors that have been expressed related to map category as “facilitate life”

Category	No	Metaphors	Male	Female	Total (f)	No	Metaphors	Male	Female	Total (f)
Map as Facilitate Life	1	Hand lamp	1	-	1	5	Navigation	2	-	2
	2	Eye	1	4	5	6	Technology	1	-	1
	3	Eyeglass	1	-	1	7	ZIP file	-	1	1
	4	GPS	1	-	1	TOTAL	7	5	12	

At the following some sample expressions have been placed in this category.

“The map is like as technology. Because technology makes easier our life. Maps also make easier either Geography or our life with the opportunities that presented.” (68; M)

“The map is like as navigation. Because how we can go and see the places that we could not see before by navigation devices, the map is same.” (65; M)

“The map is like as ZIP file. Because how a lot of knowledge are being brought together by ZIP file, you can reach the information which will reserve a lot of pages in the books by only one map.” (83; W)

**Category 4: Map As “A Part Of The Science Of Geography”**

The Geography teachers have emphasized the importance of the map in the science of Geography at the metaphors that have been placed in this category. The frequency (f) and percentage (%) values of the metaphors that were expressed by the Geography teachers in this category has been showed on Table 5.

**Table 5:** The metaphors that have been expressed related to map category as “a part of the science of Geography”

Category	No	Metaphors	Male	Female	Total (f)	No	Metaphors	Male	Female	Total (f)
Map as a part of the Science of Geography	1	The Key of Geography	1	-	1	5	Problem	1	-	1
	2	The Language of Geography	1	1	2	6	Virtual Reality	1	-	1
	3	The Code of Geography	1	-	1	7	Vessels in the Body	1	-	1
	4	Distribution Principle	1	-	1	TOTAL	7	1	8	



At the following some sample expressions have been placed in this category.

*“The map is like as the language of Geography. Because the most concrete way of making sense of and putting at the disposal of people is the maps. The most effective way of using distribution principle is also the maps.” (6; W)*

*“The map is like as the code of Geography. Because it is a enciphering, when we looked at the map maybe we could not see a lot of thing but in which we can see physical and human items completely.”(92; M)*

*“The map is like as virtual reality. Because all natural and human events are transferred to map. So, distribution principle of Geography is practiced. Being of overview and used scale supplies it is done according to reality principles. Also, being on it symbols is a result of virtual reality.” (44; M)*

## DISCUSSION

This study has been prepared to obtain the metaphors that the Geography teachers had related to the term of “Map” and to group these metaphors under determined cognitive categories. The metaphors listed as data in the study have reflected the intangible opinions and perspectives of the Geography teachers about “Map”. According to the findings obtained, the Geography teachers in the study group have produced 59 different metaphors intended to the term of “Map”. It has been determined that the most propounded metaphors are “boussole (f=12)” and “guide (f=10)”. So, it has showed that the term of “Map” cannot be explained as a whole with only one metaphor. Also this result has supported the findings of the other metaphor studies (*because of it did not be encountered to any metaphor study related to the term of “map”*) that were done for different terms and various kind of sample groups. For example; Camadan and Kahveci (2013) related to the term of “counselor” 161, Yazıcı (2013) related to the term of “environment” 49, Pilav and Elkatmış (2013) related to the term of “Turkish” 55, Yalmanlı and Aydın (2013) related to term of “Biology” 38, Aksoy (2013) related to term of “Earthquake” 72, Kurt and Özer (2013) related to the term of “Technology” 120, Kalyoncu (2013) related to the term of “Art Education Lesson” 73, Sarıtaş and Çelik (2013) related to the term of “Classroom concept” 67, Ateş and Karatepe (2013) related to the term of “Global Warming” 114 Gültekin (2013) related to the term of “Regarding Curriculum” 84, Nalçacı and Bektaş (2012) related to the term of “School” 83, Aydın (2010) related to the term of “Geography” 44, Saban (2009) related to the term of “student” 166, Sadık and Sarı (2012) related to the term of “democracy” 75 different valid metaphors have produced.

As a result of content analysis that has been done related to the metaphors that the Geography teachers propounded, four categories have been formed. These are; (1) map as *Lodestar and guide* (f=60; %63.8) (2) map as *informative* (f=14; %14.9), (3) map as *facilitate life* (f=12; %12.8) and (4) map as *a part of the science of Geography* (f=8; %8.5). The Geography teachers who have participated to the study have emphasized to; *at the category of map as lodestar and guide* (the metaphors such as boussole, telescope, migratory bird, pole star, leader, boussole,

fellow traveller) the opportunities that the map supplied about finding place and way, *at the category of map as informative* (key, book, computer, knowledge, etc.) the informative specification of the map about the various places of earth, *at the category of the map as facilitate life* (the metaphors such as navigation, GPS, eyeglass, etc.) by the some easinesses that the map provided its facilitate life way, *at the category of the map as a part of the science of Geography* (the metaphors such as the language of Geography, the key of Geography, the code of Geography, etc.) the importance of the maps in the science of Geography.

At the result of the study it has been determined that the Geography teachers have propounded more metaphors related to the easinesses that the map provided and its practical benefits. So indeed, the current function of the maps is further more than to show only location or way. Duman and Girgin (2007: 190) have expressed this situation as *"more map, more world"*. Uluğtekin and İpbüker (2005: 3) have indicated regarding this issue that; the maps answered only the question of "where" in the past, at the present time the also they should answer the questions such as "why", "when", "how" and "by whom". The map knowledge which is expected from the students should not be memorized of names, heights, and distances, should be fictionalized of the data and specifications belongs to the place in the mind. This aim finds its the most beautiful meaning in the sentence of Castner (1990; Quoted from: Taş, 2006: 221): "The students should learn by map instead of to learn the map".

Some of the Geography teachers who have been participated to the research have propounded the metaphors such as "navigation, GPS, technology, etc." related to the term of map. This have showed that; the improvements on information and communication technology, besides, especially being started to be used of Geography Information Systems especially on education have added functionality more than before. According to Demiralp (2009: 970), at the studies of learning by maps and teaching using of maps, it has been used from computer technology and Geography information systems. Because these bring the teaching Geography more flexible and creative by *sound, image, colour, motion and animations*, it has presented interactive learning setting by including the student to learning setting actively.

8.5% of the participants have propounded the metaphors that expressed the map as a part of the science of Geography. The map, especially at Geography is one of the most main sources of education. According to Özgüç and Tümertekin (2000: 57), from the time of the map appeared, it has continued to be a powerful metaphor-trope reflecting how we see the world and shapes this idea. Geography has been expressed by Haggett (1990) as *"the art of being mapping"*. "Because spatial distribution of Geography phenomena can be showed the best by map" (Ünlü, Üçışık, Özey, 2002: 19). So, the distribution principle of the science of Geography come to life on maps as symbolical and spring to life.

**CONCLUSION**

In this research it has been searched of the metaphors that the Geography teachers have propounded related to the map which is a part of Geography lesson. As in a lot of studies, (Saban, 2009; Aydın, 2010, 2011; Aydın & Unaldı, 2010; Coşkun, 2010; Aksoy, 2013; Yazıcı, 2013; Sağdıç, 2013), the metaphors can be used as one of each effective search tool determining and interpreting the perceptions that the participants have had related to the terms (*knowledge, teacher, Geography, map, environment, etc.*) that were given. Also it can be given place to the metaphors as one of each pedagogic tool in the lessons. In this study the map metaphors of Geography teachers have been determined in order to be searched of the subject more detailed the similar studies can be practiced to Geography preservice teachers and secondary education students. In the direction of the findings that have been obtained from this study, quantitative studies can be done by being prepared scales in form of likert.

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## GENİŞ ÖZET

Harita; yeryüzünde ya da diğer gök cisimlerinde yer alan, doğal ya da yapay mekânsal-topoğrafik objelerin (*orman, nehir, otoyol, bina, ağaç vb*) veya mekânsal ilişkisi bulunan konuların (*hava kirliliği, gelir dağılımı, yağış oranı vb*) belirli bir ölçek dâhilinde, birtakım kartoğrafik kurallar çerçevesinde, iki veya üç boyutlu bir yüzey (*kâğıt, cam, bilgisayar ekranı, kabartma yüzey vb*) üzerine aktarılmasıdır (Bilgi, 2007: 48). Coğrafya eğitimi için büyük önem taşıyan harita okuryazarlığı, derslerde kazandırılacak yeterli harita becerileri ile gerçekleştirilebilir. Bunlar, MEB Ortaöğretim Coğrafya Programı’nda (2005) şu şekilde verilmiştir: Harita üzerinde konum belirleme, harita üzerine bilgi aktarma, amacına uygun harita seçme, haritalardan yararlanarak hesaplamalar yapma, mekânsal dağılışı algılama, haritayı doğru şekilde yorumlama, taslak haritalar oluşturma, küre ve atlas kullanma (s. 19). Harita okur yazarlığı da metaforik anlamda her türlü sosyolojik, biyolojik, psikolojik olayları, olguları, nesnelere ve problemleri bütüncül görme ve okumayı gerektirir (Duman ve Girgin, 2007: 187). Öğrenci haritayı ne kadar iyi okur ve kavrar, yaşadığı yakın çevresi ve küresel ölçekteki mekânsal bilgileri daha iyi okuyup, analiz edecektir (Taş, 2006).

Harita, öğrenmeyi sağlamak için bir araçtır. Onun başarısı, kullanıma becerisine bağlıdır. Kullandığı yöntem ve tekniklerin içini dolduracak, onlara ruh verecek olan öğretmenin kendisidir. Öğretmenin haritanın özelliklerini ve sınırlılıklarını iyi bilmesi, haritanın verimli kullanımını ve öğretim işlevini arttıracaktır (Ünlü, Üçışık, Özey, 2002: 23). Harita becerileri fazla ve derslerde haritadan yararlanma düzeyleri yüksek olan öğretmenler iyi birer rol modeli olacaklarından, öğrencilerinin de harita kullanma ve okumada daha başarılı olmaları beklenir. O halde öğretmenler

için “harita” kavramının ne ifade ettiği, büyük önem arz etmektedir. Bu çalışmada, coğrafya öğretmenlerinin “harita” kavramına ilişkin metaforlarını belirlemek hedeflenmiştir. Konuyla ilgili yazın içerisinde gerek Türkçe gerekse yabancı yayınlarda “harita” metaforuna rastlanmamıştır.

Bu araştırmada nitel araştırma desenlerinden “*olgubilim*” kullanılmıştır. Araştırmanın evrenini Türkiye’deki coğrafya öğretmenleri, örneklemini ise İstanbul’daki liselerde görev yapan 116 coğrafya öğretmeni oluşturmaktadır. Örneklem seçiminde tesadüfi örneklem yöntemi kullanılmıştır. Araştırma 2012-2013 eğitim öğretim döneminde (Aralık-Ocak aylarında) gönüllülük esasına göre yapılmıştır. Araştırmada veri toplama aracının hazırlanması ve katılımcıların algısının ortaya çıkarılmasında metaforların birer araç olarak kullanıldığı araştırmalar (Saban, 2008, 2009; Aydın 2010, 2011; Aydın ve Ünalı, 2011; Yazıcı, 2013; Sağdıç, 2013; Camadan ve Kahveci, 2013) incelenmiştir. Bu araştırmalarda genel olarak katılımcılardan kendilerine verilen ifadelerdeki (*Bilgi ... gibidir, çünkü ... veya Coğrafya ... benzer, çünkü ...*) boşlukları doldurmaları istenmiştir. Bu çalışmada ise, yukarıda değinilen araştırmalar göz önünde bulundurularak katılımcıların “Harita” kavramına ilişkin algılarını ortaya çıkarmak için, araştırmaya katılan coğrafya öğretmenlerine “*Harita... gibidir; çünkü ...*” ibaresinin yazılı olduğu boş bir kağıt verilmiştir. Coğrafya öğretmenlerinden bu ibareyi kullanarak ve sadece tek bir metafor üzerinde yoğunlaşarak, düşüncelerini dile getirmeleri istenmiştir. Bu çalışmada elde edilen verilerin değerlendirilmesinde “*içerik analizi*” tekniği kullanılmıştır. İçerik analizinde temelde yapılan işlem, birbirine benzeyen verileri belirli kavramlar ve temalar çerçevesinde bir araya getirmek ve bunları okuyucunun anlayabileceği bir biçimde organize ederek yorumlamaktır (Yıldırım ve Şimşek, 2006:27). Öğretmenlerin geliştirdikleri metaforların analiz edilmesi ve yorumlanması beş aşamada gerçekleştirilmiştir. Bu aşamalar şunlardır: **(1) Adlandırma Aşaması, (2) Tasnif Etme (Eleme ve Arıtma) Aşaması, (3) Kategori Geliştirme Aşaması, (4) Geçerlik ve Güvenirliği Sağlama Aşaması ve (5) Verileri Bilgisayar Ortamına Aktarma Aşaması.**

Elde edilen bulgulara göre, çalışma grubunda bulunan coğrafya öğretmenleri “*Harita*” kavramına yönelik olarak 59 farklı metafor (*Dedemin bastonu, rehber, pusula, coğrafyanın şifresi, göz, vücuttaki damarlar vb.*) üretmişlerdir. En fazla ileri sürülen metaforların “*pusula (f=12)*” ve “*rehber (f=10)*” olduğu belirlenmiştir. Böylelikle “*Harita*” kavramının sadece tek bir metafor ile bir bütün olarak açıklanabilmesinin mümkün olmadığını göstermiştir. Bu sonuç ayrıca, farklı kavramlar ve çeşitli türde örneklem grupları için yapılan diğer metafor çalışmalarının bulgularını (“*harita*” kavramına ilişkin herhangi bir metafor çalışmasına rastlanmadığından) desteklemektedir. Örneğin; Camadan ve Kahveci (2013) “*rehber öğretmen*” kavramına yönelik 161 adet, Yazıcı (2013) “*çevre*” kavramına ilişkin 49 adet, Çapan (2010) “*üstün yetenekli öğrenci*” kavramına yönelik 128 adet, Kaya (2010) “*depresyon*” kavramına ilişkin 55 adet, Sevim, Veyis ve Kınay (2012) “*Türkçe*” kavramına ilişkin 134 adet, Aydın (2010) “*Coğrafya*” kavramına ilişkin 44 adet, Saban (2008) “*bilgi*” kavramına ilişkin 106 adet, Saban (2009) “*öğrenci*” kavramına ilişkin 166 adet, Sadık ve Sarı (2012) “*demokrasi*” kavramıyla ilgili 75 adet, Özder, Kaya ve Ünlü (2012) “*turizm*” kavramına ilişkin 44 adet, Çiftçi ve Tanguş (2012) “*Atatürk İlkeleri*” kavramıyla ilgili 190 adet ve Erarslan (2011) “*sosyoloji*” kavramına ilişkin 76 adet farklı geçerli metafor üretmişlerdir.

Coğrafya öğretmenlerinin ileri sürdüğü metaforlara ilişkin yapılan içerik analizi sonucunda dört kategori oluşturulmuştur. Bunlar (1) *Yol gösterici ve rehber* olarak harita (f=60; %63.8) (2) *Bilgi verici* olarak harita (f=14; %14.9), (3) *Yaşamı kolaylaştırıcı* olarak harita (f=12; %12.8) ve (4) *Coğrafya biliminin bir parçası* olarak harita (f=8; %8.5). Araştırmaya katılan coğrafya öğretmenleri *yol gösterici ve rehber olarak harita kategorisinde* (pusula, teleskop, göçmen kuş, kutup yıldızı, lider, pusula, yol arkadaşı gibi metaforlar) haritanın yer ve yön bulma konusunda sağladığı imkanlar, *bilgi verici olarak harita kategorisinde* (anahtar, kitap, bilgisayar, bilgi vb.) haritanın yeryüzünün çeşitli yerleri hakkında bilgi verici özelliği, *yaşamı kolaylaştırıcı olarak harita kategorisinde* (Navigasyon, GPS, Gözlük vb. metaforlar) haritanın sağladığı bir takım kolaylıklar ile yaşamı kolaylaştırıcı yönü ve *coğrafya biliminin bir parçası olarak harita kategorisinde* (coğrafyanın dili, coğrafyanın anahtarı, coğrafyanın şifresi vb. metaforlar) haritaların coğrafya bilimi içerisindeki önemine vurgu yapmışlardır.

Bu araştırmada coğrafya dersinin bir parçası olan haritaya ilişkin coğrafya öğretmenlerinin ileri sürdüğü metaforlar incelenmiştir. Yapılan birçok çalışmada (Saban, 2008, 2009; Aydın, 2010, 2011; Aydın ve Ünaldı, 2010; Coşkun, 2010; Aksoy, 2013; Yazıcı, 2013; Sağdıç, 2013; Öztürk, 2007) olduğu gibi metaforlar, katılımcıların verilen kavramlara (bilgi, öğretmen, coğrafya, harita, çevre vb.) ilişkin sahip oldukları algıları belirleme ve yorumlamada etkili birer araştırma aracı olarak kullanılabilir. Yine derslerde metaforlara birer pedagojik araç olarak yer verilebilir. Bu çalışmada coğrafya öğretmenlerinin harita metaforları tespit edilmiştir. Konunun daha detaylı bir şekilde incelenmesi için benzer çalışmaların coğrafya öğretmen adaylarına ve ortaöğretim öğrencilerine uygulanabilir. Bu çalışmadan elde edilen bulgular doğrultusunda likert tipi ölçekler hazırlanarak nicel çalışmalar yapılabilir.