

Metaphorical Images of Pre-service Teachers in “Nasreddin Hodja-Child-Anecdote” Triad

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Introduction

It is widely known that every nation has rich cultural resources both written and oral forms and those who live in this society feed themselves by these literary sources via their symbolic popular heroes as Nasreddin Hodja is. He lived during the reign of Alaaddin Keykubat of Anatolian Seljukian (1208-1284). It is said that Nasreddin Hodja is the only one humour genius Turkish folk created (Güleç, 2005). Nasreddin Hodja, who is famous for his anecdotes and humours, is one of the most powerful figures in Anatolian culture and history (Boratav, 2006). His anecdotes have spread over from Middle Asian to Near Eastern and from Balkanian to Chinese lands (Kışibekov and Kışibekov, 2005). The main characteristics of Hodja’s anecdotes is to be contradiction to the conditions of the people before him. In addition, the core themes of his anecdotes focused mostly on love, kidding, mockery and appraisal. His tales are so invariably marked by a rich, distinctive humour that anybody takes some lessons by the realization of his own flaws, often through self-mockery. What distinguishes Hodja’s tales and anecdotes is of course the humour he used skillfully, which can be invaluable educational tool for people (Tor, 1986).

Not only are Nasreddin Hodja’s anecdotes used as educational tools but also, they function as a vehicle to pass socio-cultural values from one generation to other. Nasreddin Hodja’s fame and popularity arise from hundreds of anecdotes originated from the folk with whom he lived, in which he melt humour and irony together in the same pot and literally serviced people as a pot of cold water (Kışibekov & Kışibekov, 2005). While doing these, Hodja can sometimes be seen to play a contradictory role of literate, illiterate, greedy, easy-going, conscience prof, timid, reckless, silly, synical, coward, and daring. It is also very common to witness any situation to be exemplified by Nasreddin Hodja’s anecdotes or humours both in the classrooms while the teachers manipulating their subjects and in the meetings in social cultural lives of Albenean, Serbian, Bosnian and Turkish people (Recepoğlu, 2005). In this way, Turkish people can be said to apply for Hodja’s anecdotes and humours frequently as educational tools to balance their socio-cultural lives and train their society like a social trainer (Güleç, 2005). It is also seen that children are also special thematic group in his anecdotes (Anovska, 2005). Hodja’s anecdotes are very important in that they contribute children’s social, cognitive, personal development as they have educational value (Ateş, 2005; Yakıt, 2005). Now that Nasreddin Hodja appears to be so many different characters in his anecdotes and lives in many houses and in many events of Turkish people social

lives that it is worth studying this eminent figure of Anatolia and his anecdotes from prospective teachers' metaphoric perspectives.

It has been possible to see many researches about use of metaphors both in social and educational sciences since 1980's (Casebeer, 2015; Kucuk & Yalcin, 2014; Kabadayı, 2012; Alger, 2009; Yıldırım, Ünal ve Çelik, 2009; Cerit, 2008; Saban, 2008; Kabadayı, 2008; Yob, 2003; Saban, Koçbeker ve Saban, 2006; Ocak ve Gündüz, 2006; Cerit 2006). But, there is some limited research on Nasreddin Hodja as a great humourist living in many cultures with different name and his anecdotes (Kabak, 2012; Lytra, 2011; Aşlıoğlu, 2008; Kabadayı, 2005; Çevirme, 2004). Lakoff & Johnson (1980) pointed out the fundamental importance of metaphor as a basis for everyday cognition. In line with their explanation, Bowers (1993) also puts forward that all human thinking is both cultural and metaphorical at the core. The essence of metaphorical thinking is to comprehend a new concept or occurrence by relating it to something else. Furthermore, it is explained that people tend to understand their world through metaphors, which relate complex phenomena to something previously experienced (Buaraphan, 2012). In addition to this, Johnson (1987) describes that metaphors are primary means by which we construct or constitute order and not mere passive receptacles into which experience is poured. It can be inferred that metaphors can be constructed to link our bodily experience of something to our more abstract thinking, and to "give shape, structure, and meaning to our imagination" (Sfard, 1994, p.47). In short, metaphors are something that constructed by our minds that help us to present something in terms of something else. Turkish culture is also rich with colorful and interesting metaphors of teaching in which we determine how we interpret reality and experience. Identifying our own metaphors allows us to reflect on the way we define our role and purpose in the life (Bowman, 1998-1999).

The aim of this study was to discover and explain metaphorical images of pre-service preschool teachers enrolled in preschools teaching department on "Nasreddin Hodja – Anecdotes – Child" chain via their self-generated metaphors. To guide this study, the following research question was investigated:

What is "Nasreddin Hodja – Anecdotes – Child" like? In addition to this, the participants were required to write as following formatte:

"Nasreddin Hodja – Anecdotes – Child" is like..... because,,,,,,,,,,,,,,,,,,,,,

Participants

In this study qualitative research model used to collect the study data from the participants involved the research pointed out as the concepts like metaphor and imitation in Turkish has become one of the most important data collection methods in

qualitative researches (Güven & Belet, 2010; Aydın ve Pehlivan, 2010; Boyacı, 2009). For this reason, several scholars have recommended the use of metaphor analysis as a research tool (Armstrong, 2008; de Guerrero & Villamil, 2002). Metaphor analysis is an analytical approach that examines linguistic metaphors and then categorizes these metaphors in terms of conceptual metaphors in order to provide some insight into participants' thought patterns and understandings of a given topic.

For the present study in which qualitative research method was adopted, the participants were selected through criterion sampling method out of purposeful sampling methods. The data was collected from 43 participants involving the study. They were all preservice preschool teachers attending the A. K. Faculty of Education of Necmettin Erbakan University with a population of 11.000 students. About % 10 (4) of the participants were male % 90 (39) of them female. The proportion of the male and female choosing the preschool teaching profession is more or less the same in the researchs carried out in the world (Hmelak & Lepicnik Vodopivec, 2012). The participants' age mean was 21.5.

The analysis of the metaphors generated by the participants was attained in four stages: (1) Sample metaphor image phase (2) Coding and sorting out phase (3) Developing category phase (4) Ensuring reliability and validity phase

Sample Metaphor Image Phase

Metaphor was introduced to the class as a tool to assist them to think about what it is to be a "Nasreddin Hodja – Anecdotes – Child" like. To illustrate the ways in which metaphor and its analysis might lead to insights into their understanding of "Nasreddin Hodja – Anecdotes – Child" chain, a sample metaphor was presented including: Nasreddin Hodja as Psychologist, Child as Patient and his Anecdote as Therapy. To illustrate the way in which metaphor might inform personal analysis of ideas about "Nasreddin Hodja – Anecdotes – Child", I outlined the situation to reveal aspects of how I viewed "Nasreddin Hodja – Anecdotes – Child" chain: *"Nasreddin Hodja is a psychologist, child is a patient. Because, Nasreddin Hodja makes the children laugh by his humour just as the psychologist heals the patient who is psychologically in bad condition by his therapy."* After exemplifying the situation the participants were invited to construct their metaphors about "Nasreddin Hodja – Anecdotes – Child" chain and to explain relevant attributes of them in written format on the sheet of paper on which *"Nasreddin Hodja – Anecdotes – Child" is like because....."* was printed beforehand. The participants were not limited to write a few numbers of metaphors in question above. They could write more than one metaphors if they wished. The participants completed the blanks by fixing appropriate metaphors from their lenses on the papers they were handed out beforehand.

Coding and Sorting out Phase

The responses of the participants checked and tested on basis of content analysis of the qualitative research method. The metaphores they generated were analyzed and sorted out. The metaphors which did not meet the metaphor generated criteria or those having the missing part of the metaphore chain in question on the basis of “Nasreddin Hodja – Anecdotes – Child” chain were excluded from the list. 57 metaphor chains were generated during the generation process. 8 of them were excluded from the list as they did not meet the research criteria determined mentioned above for instance, *Hodja-Neighbor-Donkey* does not meet the criteria chain as the “Donkey” leg of the process failed.

Developing Category Phase

In the analytical process, some themes and some sub-themes were formed and the appropriately generated metaphores were included in the study sycrutunized according to the themes and sub-themes. According to the content analysis of the study 8 themes are constructed, which are; *healer, teacher, judge, entertainer, punisher, advisor, and magician, persuader*. 49 sub-themes are formed and classified under the main themes mentioned above.

Reliability

It is important to put forward the detailed report of the information and how the researchers obtained the presented results fort he validity and relaibility of the data (Yıldırım & Şimsek, 2006). Some experts were asked to rate the metaphors whether they represented the relavant category since the information was handled via the responses of pre-service teachers to the semi-structured questions. The experts were required to write the metaphors in the related category and then the groups created by the expert and the outcomes of the experts were compared. To ensure the reliability of the study, the papers were examined by 4 field experts including the researcher him/herself, and then the agreement and disagreement items were determined. The formula suggested by Miles and Huberman (1994, p. 64) was practiced to provide the reliability of the study, which is P (Percentage of divergence) = $(N_a \text{ (Number of agreement)} / N_a \text{ (Number of Agreement)} + N_d \text{ (Number of Disagreement)}) \times 100$. As a result of the application the rule, $49 / (49 + 4) \times 100 = \% 92$ was found, which provides the reliability in line with the studies carried out by the researchers (Eren, Çelik, & Aktürk, 2013; Güven & Belet, 2010; Boyacı, 2009).

Discussion

In this part, all metaphores generated by the participants were collected and reviewed

and analyzed in respect of content analysis one by one. Although there is no clear-cut classification between some metaphors they are categorized under themes as the sub-themes. These themes and sub-themes are examined detailly in the tables as follows;

Table 1. Subthemes of “Nasreddin Hodja-Child-Anecdotes” Metaphor Under the Theme of “HEALER”

Themes	Sex	Sub-Themes	f	Significant Metaphor Sample
HEALER	M F	Doctor-Patient-Medicine (6),	6	Doctor-Patient-Medicine: Nasreddin Hodja is a doctor, child is a patient. Because, Nasreddin Hodja makes the children recover by his anecdotes just as the doctor heals the patient by his medicine.
	3 22	Operator-Wounded-Operation (5), Pharmatics-Patient-Medicine (4), Healer-Helpless-Cure (4), Dentist-Patient-Treatment (3) Medicine man- Hopeless-Remedy (3).		

In the table 1. 25 participants of whom 3 are male and 22 are female generated 6 metaphors. % 12 of the metaphores generated are under the theme of “Healer”. These are Doctor-Patient-Medicine (5), Operator-Wounded-Operation (4), Pharmatics-Patient-Medicine (4), Healer-Helpless-Cure (3), Dentist-Patient-Treatment (3) Medicine man- Hopeless-Remedy (2). In these sub-themes Nasreddin Hodja is metaphorized as the “Healer” who saves the hopeless people from their disasters. While metaphorizing, the participants mostly used the medical terms to resemble Hodja and his anecdotes. In these metaphors, Hodja mostly functions as a remedy man and his anecdotes as remedy to the hopeless people who are always in search for remedy for their disasters. The participant K explains “*Operator-Wounded-Operation: Nasreddin Hodja is an operator and a child is the wounded. Nasreddin Hodja heals the wounded and makes their pains forget by his humour and jokes just as an operator operates, serves a remedy and disinfects the wounds of the wounded and saves their lives by operation.*” In addition to this, the participant E looks the metaphor chain from different lenses as follows “*Pharmatics-Patient-Medicine: Nasreddin Hodja is a pharmasist, child is a patient and Hodja’s humour is a medicine for them. The children need Hodja’s witt and go to to get his advise to solve a complex problem similarly, a patient goes to the pharmacist’s to buy the medicine to recover from the illness.*”

Table 2. Subthemes of “Nasreddin Hodja-Child-Anecdotes” Metaphor Under the Theme of “TEACHER”

Themes	Sex	Sub-Themes	f	Significant Metaphor Sample
TEACHER	M F	Humourist-Child-Humour (4),	8	Tale-teller-Child-Lessons learned: Nasreddin Hodja is like a tale-teller because, children could listen to his humour with pleasure just as they could usually enjoy fairy tales which involve surrealistic events without getting fed up with listening to Hodja and learn lessons related to life.
	3 21	Taleteller-Children-Lessons learned (4), Professor-Student-Lesson (3), Coach- Basketball-Tactics (3), Master -Apprentice-Technique (3), Spherd-Herds-Posture (3), Technical Director-Footballer-Tactics (2), Bird lover-Bird-Fredoom (2).		

In the table 2. 24 participants of whom 3 are male and 21 are female generated 8

metaphors. % 16,3 of the metaphores produced are under the theme of “Teacher”. These are Humourist-Child-Humour (4), Taleteller-Children-Lessons learned (4), Professor-Student-Lesson (3), Coach- Basketballer-Tactics (3), Master -Apprentice-Technique (3), Spherd-Herds-Posture (3), Technical Director-Footballer-Tactics (2), Bird lover-Bird-Fredoom (2). In this metaphores, Nasreddin Hodja functions as a literate and knowledgable man who always sheds light on the illiterate and the dark corners. The participant D explains *“Coach-Player-Tactic: Nasreddin Hodja is like coach and children are the basketball players who need some technique and tactics to win the game. Nasreddin Hodja gives the children some tactics by the way of his humour to get out of the hard combat.”* In the other example of the metaphor the participant C metaphorizes Hodja as bird-lover as follows: *“Bird trainer-Bird-Freedom: Nasreddin Hodja is a bird trainer, child is a bird and Hodja’s humour is freedom for them. Hodja opens new horizons for children to surf and to have new tastes just as a bird trainer cares, feeds and teaches new tricks to the pigions and then releases the pigions out of their cages.”* This metaphore is in line with the metaphor of a well-known philosph Gazali who describes the child rearing which is quite meaningfull to us *“Child is resembled to a bird in your hands. If you tighten your hands the child feels breathless and may die, if you wide-open your hands it may fly away outof your hands this time. To keep it alive you have to keep your hand half released”*

Table 3. Subthemes of “Nasreddin Hodja-Child-Anecdotes” Metaphor Under the Theme of “ENTERTAINER”

Themes	Sex	Sub-Themes	f	Significant Metaphor Sample
ENTERTAINER	M F	Animator-Guest-Animation (3), Clown-Audience-Demonstration(3),Comedian-Spectators-Laughter (3), Caricaturist-Readers-Cartoon (3), Musician-Audience-Ceremony (2), Illusionist-Greedy-Illusion (2), Footballer-Spectators-Hat trick (2)	8	Comedian-Spectators-Laughter: Nasreddin Hodja is a comedian who has role of teacher teaching while entertaining a child and audience is the child just as comedian wears various masks to entertain a child who needs life lessons by having great joy and laughter.
	2 16			

In the table 3, 18 participants of whom 2 are male and 16 are female generated 8 metaphors. % 16.3 of the metaphores generated are under the theme of “Entertainer”. These are Animator-Guest-Animation (3), Clown-Audience-Demonstration (3), Comedian-Spectators-Laughter (3), Caricaturist-Readers-Cartoon (3), Musician-Audience-Ceremony (2), Illusionist-Greedy-Illusion (2), and Footballer-Spectators-Hat trick (2). The common points of the metaphores generated are that Nasreddin Hodja is man of comedy and entertains people who are in distressed. The anecdotes of Nasreddin Hodja are so multi-sided that they both make people laugh, entertain and think (Güleç, 2005). The participants J looks the phenomene from hotel guest as follows: *Animator-Guest-Animation: Nasreddin Hodja, as a great humourist, entertains the children by his*

logical jokes similarly, he is like an animator who animates and entertains the the hotel guests by his demonstration and animation activities”. While the other participant K explains the situation as “Clown-Audience-Demonstration: Nasreddin Hodja is a clown who entertains people by making them laugh and audience is a child who needs joy and laugh by his stage performance and demonstration.” Following the principle of “one laughter is worth a kilo of chop meat” the participant T explains “Comedian-Spectators-Laughter: Nasreddin Hodja is a comedian who has role of entertainer who is entertaining a child and audience is the child just as comedian wears various masks to entertains a child who needs life lessons by having great joy and laughter.”

Table 4. Subthemes of “Nasreddin Hodja-Child-Anecdotes” Metaphor Under the Theme of “ADVISOR”

Themes	Sex	Sub-Themes	f	Significant Metaphor Sample
ADVISOR	M			
	F			
	1	14	6	
		Guide-Tourist-Journey (4), Prophet-Sinful-Paradise (3), Ombudsman-Solution (3), Robin Hood-Hopeless-Help (2), Leader-Lost-Route (2), Father-Son/Girl-Advice (1).		Guide-Tourist-Journey: Nasreddin Hodja is a guide and a child is a tourist who does not know where to go, how to go and one who needs sightseeing and tries to learn new information about the places they visit. Nasreddin Hodja opens new horizons for the children who are in need of learning new knowledge about the life by his jokes just as the guide give information about the hidden historical and the social lives of the places the guide guides the tourist and illuminates them.

In the table 4. 15 participants of whom 1 is male and 14 are female generated 6 metaphors. % 12.3 of the metaphores generated are under the theme of “Advisor”. The sub-themes included are Guide-Tourist-Journey (4), Prophet-Sinful-Paradise (3), Ombudsman-Solution (3), Robin Hood-Hopeless-Help (2), Leader-Lost-Route (2), and Father-Son/Girl-Advice (1). Under this theme, Nasreddin Hodja functions as an information stocker and knowledge transmitter. Nasreddin Hodja observes human behaviours, examines and finds solutions by the methods special to him (Güleç, 2005). Anyone who needs advice, route, solution and shortcut to cover the long distance come to hodja and advice as a result s/he is satisfied with the knowledge they transmitted. Once, in one his anecdotes, Hodja solved the conflict among the children by saying that “Who pays the pippor calls the tune.” In line with this saying, the participant U points out “Ombudsman-Stateman-Solution: Nasreddin Hodja is a ombudsman who could brings practical solutions for the problems of the children who are like the statesmen wha are drowned in the problems. Nasreddin Hodja gives them advice and the effective ways to get out the crises by his humours.” The participant J likens Hodja to Prophet who shows the true road and route to the sinfull who are in deadlock: “Prophet-Sinful-Prayer: Nasreddin Hodja is a prophet, child is a sinful and Hodja’s humour is a prayer for them. Hodja gives advice and teach new ways to the children to get out of hard situation just as the prophet saves the sinfuls’ soul by prayer.”

Table 5. Subthemes of “Nasreddin Hodja-Child-Anecdotes” Metaphor under the Theme of “NAVIGATOR”

Themes	Sex	Sub-Themes	F	Significant Metaphor Sample
NAVIGATOR	M 2 F 16	Discoverer- Adventurer- Discovery (3), Pilot- Passanger- Route (2), Driver- Passenger- Destination (2), Inventor- Folk- Invention (2), Wind- Sailboat – Sea (2), Captain-Ship-Route (2)	6	Discoverer-Adventurer-Discovery: Nasreddin Hodja is a discoverer discovered the secrets of the life for his life long and children are like the adventurers who are willing to visit and looking for the best way to go to the unknown continent. Nasreddin Hodja tells them the right route to find their ways to reach the desired place in short cut by his humour. Thanks to Hodja, the children could travel and visit the unknown continent and learn new thing related to life virtually.

In the table 4. 18 participants of whom 2 are male and 16 are female generated 6 metaphors. % 12.3 of the metaphores generated are under the theme of “Navigator”. Under this theme, Discoverer-Adventurer-Discovery (3), Pilot- Passanger- Route (2), Driver-Passenger-Destination (2), Inventor- Folk-Invention (2), Wind-Sailboat – Sea (2), Captain-Ship-Route (2) sub-themes can be displayed. In this theme, Nasreddin Hodja is likened to a navigator tool which always shows the very true route for the lost to find their ways. Child in this chain is metaphorized to the one who got lost in the chaos of the worlds of plays. Hodja’s wisdom and wiliness are used to illuminate their path like a torch and shed light for those who got into dead-end street (Recepoğlu, 2005). The participant S explains: “*Captain-Vessel-Route: Nasreddin Hodja is a captain who is the only one who knows the right route and children are like vessels that lost their ways and roaming aimlessly on the sea. Nasreddin Hodja tells them the right route to find their ways on the sea by his humour.*” One of his anecdotes, Hodja also shows the way to the children who want to send up him as follows: The spoiled children of the village wanted to make fun of Hodja who was passing nearby them while they were playing on the bank of the river.

They put their feet in the river and said “Dear Hodja, our legs got into knots and could not find our feet. Could you help us to find them?”

Hodja said “Okey!” and he grabed a long and thick stick and began to hit their legs with it randomly. When the children pulled their feet hurt by the stick Hodja laughed and said “Is it O.K.? Have just found your feet?”

Table 6. Subthemes of “Nasreddin Hodja-Child-Anecdotes” Metaphor Under the Theme of “JUDGE”

Themes	Sex	Sub-Themes	f	Significant Metaphor Sample
JUDGE	M 2 F 16	Judge-Culprit-Acquittal (3), Lawyer-Accused-Case (3), Guardian-Prisoner-Punishment (2), Referee-Footballer-Punishment (2), Commander-Soldier-Punishment (3), Employer-Employee-Dismissal (2)	6	Judge-Culprit-Acquittal: Judge-Accused-Acquittal: Nasreddin Hodja is a judge and a child is a accused who has committed any crime. Nasreddin Hodja solves a complex problem among children by his witt and humour and the children feel comfortable by a practical solution just as the judge judges the condition of the accused and acquits them consequently. The accused is acquitted from their so-called crimes by the decision of the judge and feel very happy.

In the table 6, 18 participants of whom 2 are male and 16 are female generated 6 metaphors. % 12.3 of the metaphores generated are under the theme of “Judge”. Under the theme “Judge” Judge-Culprit-Acquittal (3), Lawyer- Accused- Case (3), Guardian-Prisoner-Punishment (2), Referee-Footballer-Punishment (2), Commander-Soldier-Punishment (3), Employer – Employee-Dismissal (2) are classified as sub-themes. In the most of his anecdotes, Hodja function as Kadi, the man of law, who always judges the situation by his practical witt and shows the solution in the shortest way. In his anecdotes, Hodja sometimes functions as a punisher who punishes the child beforehand as a preventive measure for him not to break the pot while bringing back after having filled with water from the fountain.

Table 7. Subthemes of “Nasreddin Hodja-Child-Anecdotes” Metaphor Under the Theme of “PERSUADER”

Themes	Sex	Sub-Themes	f	Significant Metaphor Sample
PERSUADER	M 1 F 8	Politician – Folk – Persuasion (3), Tradesman-Clint-Trade (3). Manager – Employee – Excuse (2) Husband – Wife - Flowers (1)	4	Politician-Folk-Persuasion: Nasreddin Hodja is a politician and a child is one of the the members of the folk. Nasreddin Hodja persuades the child the by logical deduction and induction methods similarly, politician persuades the poor who want to what they desire easily by giving them believable promises, which are sometimes hard to be realized.

In the table 7, 9 participants of whom 1 is male and 8 are female generated 4 metaphors. % 8.2 of the metaphores generated are under the theme of “Persuader”. Four sub-themes are categorized under this theme as Politician – Folk –Persuasion (3), Tradesman-Clint-Trade (3). Manager – Employee – Excuse (2), Husband – Wife - Flowers (1). The participants liken Hodja as a man of persuader who makes them believe or people had to believe against the logical ways Hodja found. It is the charecteristics of Hodja that he gives surprising answer when one tries to make fun of him in his anecdotes. He considers

word plays in his anecdotes. Hodja makes his humours by benefitting from word plays and simily (Güleç, 2005). In one of his anecdotes “*Children get hodja’s turban and play among them as a ball. Hodja lets the children play his turban. One of the man asks where his turban is. Hodja answers “My turban wants to be child”.*

Table 8. Subthemes of “Nasreddin Hodja-Child-Anecdotes” Metaphor Under the Theme of “MAGICIAN”

Themes	Sex	Sub-Themes	F	Significant Metaphor Sample
MAGICIAN	M	Medium- (3), Fortune teller- Augury (2), Human- Soothsaying (2)	3	Medium- Poor-Treasure: Nasreddin Hodja is a medium and a child is a poor who is striving of life lessons literally. Nasreddin Hodja shows the child the only way of happiness in the life similarly, medium tells the exact place of the treasure to the poor who is striving to death.
	F			
	1			
	7			

In the table 8, 8 participants of whom 1 is male and 7 are female generated 3 metaphors. % 6.1 of the metaphores generated are under the theme of “*Magician*”. Under this theme, Medium- Poor-Treasure (3), Fortune teller- Unlucky- Augury (2), Soothsayer- Human- Soothsaying (2) are formed as sub-themes. The participants metaphorize Hodja as magician who has extraordinary solutions to the matter and as a figure who has super natural powers among the adults and children. In line with the metaphor chain Medium- Poor-Treasure, in one of his anecdotes Hodja mediates the children face to face to the life experience as follows; “*One of the children comes to hodja and tells him s/he wants to learn the alphabet to be literate. Hodja accepts his demand and wants the child to climb up the tree as far as possible and tells him to release his hands and the child does and falls down and he cries as aaaaaah! in a grief. Hoca tells him to come tomorrow to introduce the second letter of the alphabet to him.*” Literally, Nasreddin Hodja functions as the medium of experience to the child who wants to learn the alphabet by offering the child first hand-on experience as Hodja always gives a great value to “*experience*” in his life (Güleç, 2005).

Conclusion

In this study, the participants were required to generate metaphors by making relations among “*Nasreddin Hodja-Child-Anecdote*” triple chain. The participants made some reasonable relations and produced some metaphors from their lenses by following the procedure in question. The metaphors produced by the participants were evaluated placed in the themes and sub-themes determined beforehand. According to the content analysis of the study 8 themes are constructed, which are; *healer, teacher, judge, entertainer, punisher, advisor, and magician, persuader*. 49 sub-themes are formed and classified under the main themes mentioned above. The distribution of the themes and sub-themes as follows: 6 metaphors. % 12 of the metaphores generated are under the theme of “*Healer*”. These are Doctor-Patient-Medicine (5), Operator-Wounded-

Operation (4), Pharmatics-Patient-Medicine (4), Healer-Helpless-Cure (3), and Dentist-Patient-Treatment (3) Medicine man- Hopeless-Remedy (2).

8 (% 16,3) of the metaphores produced are under the theme of “*Teacher*”. These are Humourist-Child-Humour (4), Taleteller-Children-Lessons learned (4), Professor-Student-Lesson (3), Coach- Basketballer-Tactics (3), Master -Apprentice-Technique (3), Spherd-Herds-Posture (3), Technical Director-Footballer-Tactics (2), Bird lover-Bird-Fredoom (2).

8 (% 16,3) of the metaphors generated are under the theme of “*Entertainer*”. These are Animator-Guest-Animation (3), Clown-Audience-Demonstration (3), Comedian-Spectators-Laughter (3), Caricaturist-Readers-Cartoon (3), Musician-Audience-Ceremony (2), Illusionist-Greedy-Illusion (2), and Footballer-Spectators-Hat trick (2).

6 (% 12. 3) of the metaphors generated are under the theme of “*Advisor*”. The sub-themes included are Guide-Tourist-Journey (4), Prophet-Sinful-Paradise (3), Ombudsman-Statesman-Solution (3), Robin Hood-Hopeless-Help (2), Leader-Lost-Route (2), and Father-Son/Girl-Advice (1).

6 (% 12. 3) of the metaphors generated are under the theme of “*Navigator*”. Under this theme, Discoverer-Adventurer-Dicovery (3), Pilot- Passanger- Route (2), Driver-Passenger-Destination (2), Inventor- Folk-Invention (2), Wind-Sailboat – Sea (2),. Captain-Ship-Route (2) sub-themes can be displayed.

4 (% 8.2) of the metaphors generated are under the theme of “*Persuader*”. Four sub-themes are categorized under this theme as Politician – Folk –Persuasion (3), Tradesman-Clint-Trade (3), Manager – Employee – Excuse (2) Husband – Wife - Flowers (1).

3 (% 6. 1) of the metaphores generated are under the theme of “*Magician*”. Under this theme, Medium- Poor-Treasure (3), Fortune teller- Unlucky- Augury (2), Soothsayer-Human- Soothsaying (2) are formed as sub-themes.

In these metaphors it is revealed that Nasreddin Hodja sometimes takes a role of *healer* relieving people from their problems, *teacher* giving ironic lessons, and *judge* solving the disputes among the people, sometimes behaves as an *entertainer* making people think while making them laugh, *punisher* punishing the greedy severely, *advisor* giving logical solution to the matter in deadlock, and *magician* having supernatural power etc.

Regarding preschool teachers’ metaphorical images “*Nasreddin Hodja-Child-Anecdote*” triple chain, a multitude questions warrant further research by using qualitative and quantitative research methods, for example: What are the pedagogical implications of Nasreddin Hodja’s anecdotes about children? What are the contributions of Nasreddin Hodja’s anecdotes to the multiple intelligences of children? How can very simplified

forms of Nasreddin Hodja's anecdotes illustrated be used as teaching materials in preschool settings? What are the similarities and differences between the teaching methods in action and the teaching methods Nasreddin Hodja used? There is generally much to learn about relations and contributions of Nasreddin Hodja's anecdotes to children as a socio-cultural agent.

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