

A Comparison of Metaphors Created by Teachers about eTwinning in Turkey and Abroad

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Abstract:

It is highly important that teachers have the necessary professional knowledge, skills and attitudes for the efficiency of the teaching and learning process, which has an important role in gaining the required qualifications to individuals. One of the educational platforms that can be used for teachers to develop both their personal and professional skills is the eTwinning platform. It offers various opportunities for both teachers and students. Literature review has shown that the number of researches on eTwinning, which is used by more and more teachers in Turkey, is insufficient in number. The participants of this research, which aims to compare metaphors created by teachers in Turkey and abroad, consist of 224 teachers. In the study, the content analysis method has been adopted, and the data have been collected through a fixed form questionnaire. According to the results of the research, it has been found out that eTwinning projects have mostly been carried out by teachers working at primary schools. The metaphors produced by teachers for eTwinning projects have been grouped under 8 different categories. Lastly, teachers also use various tools while carrying out their projects.


Keywords:

Metaphors, online teaching, online learning, eTwinning, teachers


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INTRODUCTION

The use of technology in education is in the spotlight in recent decades and massive advances in technology have considerably changed the quality of learning and the way of teaching. E-learning approaches and methods can be examples to these advances. One of the best examples to e-learning activities can be eTwinning projects which first started as an internet platform providing activities from shared projects for schools at national and international levels, collaborative spaces and professional development opportunities for teachers (Galvin, 2006; Güzel et al., 2010; Kearney & Velázquez, 2015).

eTwinning was launched on the 14th of January, 2005, in the beginning, to enable partnerships between preuniversity education institutions in Europe. In time, the portal “www.etwinning.net” became a community of schools in Europe (Akıncı, 2018; Gençtürk Erdem, 2021; Velea, 2011). Turkey has become a part of this programme on the 18th of February, 2009, and since then, eTwinning projects are quite popular among Turkish teachers. Statistics, also, confirm this popularity among the teachers. In Turkey, as of June 2021, the number of schools enrolled in the project is around 52000, the number of teachers enrolled is around 285000, and the number of completed projects is around 50000, and these numbers are increasing each and every day (Erasmus+, n.d.).

Moreover, the eTwinning portal is highly useful for its users. For instance, the participants of the portal can share educational materials by means of portal tools. Since an eTwinning project is completely out of charge, every school, every teacher and every student can sign up the portal. All the tools in the portal are accessible for its users. The use of tools is not limited to the tools available on the portal as well. Users can also make use of their own tools.

An eTwinning project can start anytime during the year. Although there are no limits regarding the duration of a project, they usually last between 6 to 12 months, and if necessary, they can last even longer (Ministry of National Education, n.d.a). The projects can be carried out with at least two partners from two different schools, but the number of partners may increase as well. To improve the project, partners discuss the stages of the project in the course of the time (Gajek, 2010; Gençtürk Erdem, 2021).

In essence, eTwinning projects include school partnerships, and online activities between partners (Akdemir, 2017; Başaran et al., 2020). Additionally, some other goals of eTwinning are to involve teachers and students in new learning and teaching activities and the creation of different educational out products involving new educational technologies and cooperative development. Moreover, in the long term, it aims to improve teachers’ and students’ ability to use digital technologies, their communicative skills, knowledge and intercultural dialogue (Velea, 2011, p. 142).

Some contributions of eTwinning projects to teachers can be; having an idea about educational practices in different national schools or schools in Europe, getting a chance to

improve their foreign language, using information technologies during the courses, being able to make the courses fun and professional self-improvement. The projects also contribute to the students as well. Some of the contributions can be; getting motivated for the course, getting to know different cultures, having a chance to practice the foreign language, using technology for educational purposes and being more participant in the courses (Ministry of National Education, n.d.b).

In schools where eTwinning projects are carried out, teachers, principals and all the school members are encouraged to share good practices in order to improve teaching and learning experiences (Licht et al., 2020, p. 6). That's to say, the projects give the partners an opportunity to learn from each other. To sum up, eTwinning projects, going beyond the borders, can be highly beneficial for teachers, school principals and students who want to share their ideas and experiences with the project partners to enhance their teaching methods and getting aware of new approaches in education (Avcı, 2021; Gilleran, 2019).

On the other hand, recently, there has been an explosion in the number of studies dealing with metaphors. A significant part of researches carried on metaphors suggest that metaphors are not just figures of speech, but they are specific mental mappings that influence how people think, and imagine in everyday life (Gibbs, 1999, p. 309). According to studies, the word metaphor comes from the Greek word "metapherein". Meta means "to change" and pherein means "to bear". Using the metaphor as a "change bearing" agent helps people adapt what they know into new contexts (Levine, 2005, p. 172).

Metaphors, involve an active, partial transformation of one kind of thing that is the topic, under the guidance of another kind of thing, the vehicle (Dent-Read & Szokolszky, 1993, p. 227). In different disciplines there may be different definitions of a metaphor. However, it can simply be defined as "an implicit comparison, one which calls attention to similarities between two things by speaking of one thing as if it were another" (Carlson, 2001, p. 49). In addition to being freedom for the narrator (Ülker, 2018, p. 1) metaphors connote rich images of the things being described. They can clearly deliver just a single idea or a set of experiences. Today metaphors are accepted as highly accurate descriptions of the speaker's perceptions. When we talk about our problems, our emotions, our desires, our relationships, we are likely to use metaphors to describe how deep and complex they are (Tompkins & Lawley, 2002).

Purpose of the research

This research aims to determine and compare the perceptions of teachers in Turkey and abroad about eTwinning through metaphors, and with this aim, it seeks answers to the following questions:

1. Which metaphors do teachers in Turkey and abroad use to explain their perceptions towards eTwinning?

2. Under which conceptual categories can the metaphors that teachers in Turkey and abroad developed for eTwinning be categorized in terms of common features?
3. How is the distribution of metaphors in the conceptual categories created?
4. How do conceptual categories in Turkey and abroad differ?

METHOD

This research aims to compare the metaphors about eTwinning created by teachers working for the Ministry of National Education in Turkey and teachers working abroad. Phenomenology has been adopted as a qualitative research design. Phenomenology is the study of experiences from the reflections of the experiencer. The experiencer actively conveys his/her experience about the phenomenon and describes it (Costantino, 2008, p. 116). Data sources in a phenomenological design must be the people who have already experienced the phenomenon in question. For this reason, the participants of this study are teachers who have already taken part in an eTwinning project.

On the other hand, metaphors are not simple ornaments, that's to say, they are not just decorative words, but they are everywhere in the language. They cannot be simply replaced by literal statements (Zhou & Heineken, 2009, p. 25). Therefore, it can be stated that metaphors pervade our lives. Actually, metaphors cannot give us the exact solutions to the problems we face in life, but they definitely help us become aware of various new points of view (Guilherme & Freitas, 2018, p. 947). Metaphors can lead people think and interpret things or events in different ways. Thus, in this research, teacher perceptions of eTwinning in Turkey and abroad, the meanings they attribute to it, and the expressions they put forward as the reasons for creating and using those metaphors have been investigated.

Participants

Sampling is thought to have a critical role on the quality of any research. In this research purposeful sampling, also known as the judgement sampling, method has been adopted. This is the most common sampling technique in qualitative researches. In this technique the researcher selects the most productive sample to answer the research questions (Marshall, 1996, p. 523). Additionally, researchers also prefer purposeful sampling to broaden the scope of situations investigated in detail (Bradley, 1993, p. 438). Participants of this research are teachers working at state schools in Turkey and teachers working abroad. They have already taken part in an eTwinning project before and answered the research form voluntarily. Table 1 below shows the demographic information of the participants.

Table 1*Demographic information of participants*

		Teachers in Turkey	Teachers Abroad
Gender	Male	27	13
	Female	87	97
Type of School Currently Served	Pre-School	16	9
	Primary School	61	44
	Middle School	16	23
	High School	21	34
Job Seniority	1-5 Years	1	9
	6-10 Years	20	6
	11-20 Years	69	34
	20 Years or More	24	58
	Total	114	110
	Participants in Total		224

Sample size is one of the important questions of a researcher. In order to get reliable results, the researcher must determine the appropriate sample size or number of participants for the research (Yılmaz, 2019, p. 8-9). Some researchers think that sample size is not a big matter for qualitative researches since it does not require statistical generalizations as in quantitative researches (Boddy, 2016, p. 427). Considering the minimum sample size in qualitative researches Morse (1994) suggests that phenomenological researches aiming to distinguish participant experiences need about six participants, ethnographies and grounded theory studies need minimum participants of 30 to 50, and qualitative ethological studies need minimum participants of 100 to 200 (Sandelowski, 1995, p. 182). Taking the minimum sample size requirements in qualitative studies it is clear that participant number of this research meets the requirements above.

Data Collection

Data collection has been carried out through google forms by means of a semi-structured interview form. In the questionnaire, the participants of the study have been asked to complete the phrases, "eTwinning is" "because" In the interview form, the first phrase requires the participants to make an analogy and the second phrase requires them to express the reason for their analogy. Since the form allows no missing values, all of the participants completed the form thoroughly.

Analysis of Data

Choosing the appropriate analysis method is always crucial for any research. In the analysis of the data, qualitative content analysis, one of the most widely preferred

techniques, has been adopted. Although there are no universal rules about how to use content analysis (Cavanagh, 1997, p. 8), it briefly aims to classify the research data into categories representing similar meanings (Moretti et al., 2011, p. 420). However, content analysis is more than counting words and analysing research data with the aim of classification. The goal of the technique is “to provide knowledge and understanding of the phenomenon under study” (Hsieh & Shannon, 2005, p. 1278). First, in the analysis of data, participant answers to the phrases “eTwinning is ...because ...” have been considered as metaphors. Then, similar expressions have been grouped and nodes have been formed. In the light of the nodes, categories have been created.

In order to find out the reliability of the research, a consistency analysis has also been done. For that purpose, both researchers took part in this stage. Using the research data, researchers created the conceptual categories. Then the researchers consulted an expert on qualitative studies. They asked the expert match the metaphors with the conceptual categories. Miles and Huberman, (1994) offers that reliability analysis in qualitative studies can be calculated by (Reliability = Number of agreements / Number of agreements + disagreements) formula (O'Connor & Joffe, 2020, p. 8). It is recommended that interrater agreement should not be less than 90% (Leclerc & Dassa, 2010, p. 83). According to this formula, coding reliability has been found to be %91 and finally, 8 number of categories have come out. These are “Different View Point, Exploratory View, Cooperation, Education, Values, Analytical View, Emotionality, and Negative View”.

Ethical Issues

The research data have been collected, anonymously, by means of Google forms. The first part of the data collection tool had a consent form and informed the participants about the study.

Additionally, the researchers followed all the rules stated in "Higher Education Institutions Scientific Research and Publication Ethics Directive" and they avoided all the actions stated under the title "Actions against Scientific Research and Publication Ethics", which is the second part of the directive aforementioned. Detailed information regarding the ethical documents is below.

Ethical review board name: Necmettin Erbakan University, Social Science Researches Ethics Committee

Date of ethics review decision: 21/05/2021

Ethics assessment document issue number: 2021/311

Findings

In this part of the study, the findings of the research, metaphors for “eTwinning Projects” produced by teachers in Turkey and abroad, have been presented in tables. Table 2 shows the distribution of metaphors for eTwinning projects.

Table 2:*Metaphors for eTwinning projects produced by the participants*

Teachers Abroad				Teachers in Turkey			
SN	Metaphors	-f-	%	SN	Metaphors	-f-	%
1	Window	7	6,35	1	Sharing	10	8,87
2	Bridge	5	4,54	2	Improving	5	4,39
3	Learning	4	3,63	3	School	4	3,51
4	Being twins with others	3	2,72	4	Innovation	4	3,51
5	Dream	3	2,72	5	Door	3	2,63
6	Magic box	3	2,72	6	Ocean	3	2,63
7	Sharing	3	2,72	7	Window	3	2,63
8	World road	3	2,72	8	The Universe	3	2,63
9	Container	2	1,82	9	Family environment	2	1,75
10	Creativity toolbox	2	1,82	10	Connector	2	1,75
11	Creativity	2	1,82	11	Friend maker	2	1,75
12	Friendship	2	1,82	12	The World	2	1,75
13	Great emotion	2	1,82	13	Web	2	1,75
14	Happiness	2	1,82	14	Different point of view	2	1,75
15	Melting pot	2	1,82	15	Collaboration	2	1,75
16	Motivating	2	1,82	16	Wing	2	1,75
17	Platform	2	1,82	17	Butterfly	2	1,75
18	Sea	2	1,82	18	Book	2	1,75
19	Tool	2	1,82	19	Teacher	2	1,75
20	Wing	2	1,82	20	Advertisement	2	1,75
21	Addiction	1	0,91	21	Love	2	1,75
22	Additional material	1	0,91	22	Horizon expander	2	1,75
23	Airplane	1	0,91	23	Showcase	2	1,75
24	Amazing	1	0,91	24	Race	2	1,75
25	Another world	1	0,91	25	3D glasses	1	0,88
26	Bands people together	1	0,91	26	Tree	1	0,88
27	Beautiful flower	1	0,91	27	Friendship	1	0,88
28	Birds	1	0,91		Not looking through the		
29	Colorful hand-knotted carpet	1	0,91	28	blinkers	1	0,88
30	Colorful world	1	0,91	29	Springtime	1	0,88
31	Communication	1	0,91	30	Balloon	1	0,88
32	Dictionary (D.V.P.)	1	0,91	31	Step	1	0,88
33	Dictionary (E.)	1	0,91	32	Uniter	1	0,88
34	Discovering	1	0,91	33	Blank board	1	0,88
35	Encouragement	1	0,91	34	Diversity	1	0,88
36	Enjoyable	1	0,91	35	Mountain	1	0,88
37	Free gateway	1	0,91	36	Binoculars	1	0,88
38	Freedom	1	0,91	37	Education	1	0,88
39	Game	1	0,91	38	Child	1	0,88
				39	Sacrifice	1	0,88

40	Good information	1	0,91	40	Sapling	1	0,88
41	Good online portal	1	0,91	41	Planet	1	0,88
42	Good opportunity	1	0,91	42	Pigeon	1	0,88
43	Great family	1	0,91	43	Air	1	0,88
44	Heaven	1	0,91	44	Treasure chest	1	0,88
45	Innovation	1	0,91	45	Exciting	1	0,88
46	Inspiring	1	0,91	46	Light	1	0,88
47	İstanbul	1	0,91	47	Cooperation	1	0,88
48	Journey	1	0,91	48	Socializing	1	0,88
49	Key	1	0,91	49	Bridge	1	0,88
50	Large vessel	1	0,91	50	Respect for the king	1	0,88
51	Light	1	0,91	51	Cultural ambassador	1	0,88
52	Live	1	0,91	52	Globalization	1	0,88
53	Net	1	0,91	53	Lectern	1	0,88
54	New starting point	1	0,91	54	Laboratory	1	0,88
55	New strategy	1	0,91	55	Matryoshka doll	1	0,88
56	Obsession	1	0,91	56	Metropolis	1	0,88
57	Ocean	1	0,91	57	Source of motivation	1	0,88
58	Open door	1	0,91	58	Learning enriching	1	0,88
59	Party	1	0,91	59	Leader	1	0,88
60	Pear	1	0,91	60	Freedom	1	0,88
61	Poker game	1	0,91	61	Self-confidence builder	1	0,88
62	Power fuel	1	0,91	62	Puzzle	1	0,88
63	Powerful engine	1	0,91	63	Rocket	1	0,88
64	Progress	1	0,91	64	Dream	1	0,88
65	Sea of opportunities	1	0,91	65	Virtual glasses	1	0,88
66	Star	1	0,91	66	Art	1	0,88
67	Story of sharing	1	0,91	67	Unlimited	1	0,88
68	Teacher	1	0,91	68	Life style	1	0,88
69	Translator of differences	1	0,91	69	Rebirth	1	0,88
70	Treasure	1	0,91	70	Meal	1	0,88
71	Train	1	0,91	71	Brainteaser	1	0,88
72	Uplifting	1	0,91				
73	Way	1	0,91				
74	Web	1	0,91				
75	Yoghurt yeast	1	0,91				
Total		110	100	Total		114	100

Considering the left column of Table 2, it is clear that 110 teachers working abroad produced 75 different metaphors. These are; “window” 7 times, “bridge” 5 times, “learning” 4 times, “being twins with others”, “dream”, “magic box”, “sharing” and “world road” 3 times, “container”, “creativity toolbox”, “creativity”, “friendship”, “great emotion”,

“happiness”, “melting pot”, “motivating”, “platform”, “sea”, “tool” and the “wing” metaphors twice. The remaining 55 metaphors are repeated just once.

On the other hand, on the right column of Table 2, it is clear that 71 different metaphors for eTwinning have been produced by 114 teachers in Turkey. Teachers repeated the metaphors of “sharing” 10 times, “improving” 5 times, “school” 4 times, “innovation” 4 times, and metaphors of “door”, “ocean”, “window”, and “the universe” 3 times, respectively. Moreover, they repeat the metaphors of “family environment, connector, friend maker, The World, web, different point of view, collaboration, wing, butterfly, book, teacher, advertisement, love, horizon expander, showcase and race” twice. The remaining 47 metaphors are repeated only once.

Considering the metaphors produced by teachers abroad and teachers in Turkey, it can be said that teachers abroad have produced more metaphors than teachers in Turkey. Below, Table 3 shows the categories, the numbers, frequencies and percentages of metaphors for eTwinning projects produced by teachers in Turkey and abroad.

Table 3

eTwinning Metaphors by Categories

Teachers Abroad			Categories	Teachers in Turkey		
%	-f-	Number of Metaphors		Number of Metaphors	-f-	%
11,81	13	11	Different View Point	17	24	21,05
25,45	28	16	Exploratory View	11	22	19,29
23,63	26	14	Cooperation	8	19	16,67
18,18	20	15	Education	10	18	15,79
2,72	3	2	Values	9	13	11,40
2,72	3	3	Analytical View	8	8	7,02
15,45	17	14	Emotionality	3	3	2,64
-	-	-	Negative View	5	7	6,14
100	110	75	Total	71	114	100

According to Table 3, it is clear that metaphors produced by teachers abroad can be grouped under 7 categories which are “Different View Point, Exploratory View, Cooperation, Education, Values, Analytical View, and Emotionality”.

It is obvious that the metaphors produced most by the participants are in the category of “Exploratory View”. 28 teachers have produced 16 metaphors in this category. In the “Education” category 20 teachers have produced 15 metaphors, and the teachers have produced the least number of metaphors in “Values and Analytical View” categories.

On the other hand, again, according to Table 3, it is clear that metaphors produced by teachers in Turkey can be grouped under 8 categories which are “Different View Point, Exploratory View, Cooperation, Education, Values, Analytical View, Emotionality, and Negative View”.

It is clear from the table above that the metaphors produced most by the teachers in Turkey are in the category of "Different View Point". In the "Exploratory View" category, which is the second category with the most metaphors, 22 teachers have produced 11 metaphors. Teachers have produced the least number of metaphors, only 3, in the “Emotionality” category. Table 4, below, shows the metaphors that teachers have produced under the category of “Different View Point”.

Table 4

Metaphors in Different View Point Category

Teachers Abroad			Teachers in Turkey		
Metaphors	-f-	%	Metaphors	-f-	%
Magic box	3	2,72	Ocean	3	2,63
Another world	1	0,91	The Universe	3	2,63
Beautiful flower	1	0,91	The world	2	1,75
Colorful hand-knotted carpet	1	0,91	Showcase	2	1,75
Colorful world	1	0,91	Butterfly	2	1,75
Dictionary	1	0,91	Springtime	1	0,88
Heaven	1	0,91	Diversity	1	0,88
Large vessel	1	0,91	Planet	1	0,88
Party	1	0,91	Treasure chest	1	0,88
Translator of differences	1	0,91	Not looking through the blinkers	1	0,88
Train	1	0,91	Lectern	1	0,88
			3D glasses	1	0,88
			Metropolis	1	0,88
			Meal	1	0,88
			Globalization	1	0,88
			Life style	1	0,88
			Matryoshka doll	1	0,88
Total	13	11,82	Total	24	20,19

Table 4 shows that, 13 teachers abroad have produced a total of 13 metaphors for eTwinning in the category of “Different View”. Teachers have mostly produced the “magic box” metaphor, 3 times, in this category. Additionally, they have produced different metaphors like “another world, beautiful flower, colorful hand-knotted carpet, colorful World and dictionary”. The results show that teachers have described eTwinning as a magic box open to surprises, a colorful world, and a hand-woven carpet with colorful patterns.

On the contrary, according to Table 4, 24 teachers in Turkey produced 17 different metaphors for eTwinning in the category of “Different View”. Teachers have mostly

produced “ocean” and “the universe” metaphors in this category, 3 times. The metaphors of “the world, showcase and butterfly” have been produced by two teachers each. Teachers regard eTwinning as a tool, containing unlimited diversity such as an ocean, The World, the universe, a butterfly, and a showcase providing the visibility of products inside. Some examples of the metaphors in this category are given below.

“eTwinning is a magic box, because it’s full of surprises.” (T. A. 30)

“eTwinning is another world, because it can take me to different places.” (T. A. 100)

“eTwinning is a beautiful flower, because it’s a pleasure to see and to smell it.” (T. A. 2)

“eTwinning is an ocean, because an ocean takes me to vast different interactions.” (T.T.40)

“eTwinning is the World, because it is a wealth of different people, different ideas, and differences.” (T.T. 96)

“eTwinning is a showcase, because it shows the most beautiful products.” (T.T. 111)

Table 5

Metaphors in Exploratory View Category

Teachers Abroad			Teachers in Turkey		
Metaphors	-f-	%	Metaphors	-f-	%
Window	7	6,36	Innovation	4	3,51
Dream	3	2,72	Door	3	2,63
Container	2	1,81	Window	3	2,63
Creativity	2	1,81	Different point of view	2	1,75
Sea	2	1,81	Book	2	1,75
Wing	2	1,81	Wing	2	1,75
Airplane	1	0,91	Horizon expander	2	1,75
Birds	1	0,91	Pigeon	1	0,88
Discovering	1	0,91	Freedom	1	0,88
Freedom	1	0,91	Dream	1	0,88
Innovation	1	0,91	Rebirth	1	0,88
Inspiring	1	0,91			
Journey	1	0,91			
Key	1	0,91			
Light	1	0,91			
Pear	1	0,91			
Total	28	25,45	Total	22	19,30

Table 5 shows that 28 teachers abroad have produced 16 different metaphors in the "Exploratory View" category. They have mostly produced the “window” metaphor, 4 times, in this category. Then, they have produced “dream, container, creativity, sea and wing”

metaphors respectively. Teachers think of eTwinning as a window or a wing for new places, people and cultures, a dream to reach, a container or sea full of ideas enhancing creativity.

Moreover, according to Table 5, 22 teachers in Turkey have produced 11 different metaphors in this category. The most repeated, four times, metaphor in this category is "innovation". "Door and window" metaphors have been produced by three teachers each. "Different point of view, book, wings and emotionality" metaphors have been produced four times. Teachers perceive eTwinning as a book that offers a new perspective, opens up horizons and needs to be discovered. Furthermore, they perceive it as a wing, a door or a window that leads to differences and innovations. Some examples of the metaphors in this category are given below.

"eTwinning is a window, because it gives students different perspectives." (T. A. 9)

"eTwinning is a dream, because it shows me wonderful places and great ideas for working with children." (T. A. 49)

"eTwinning is a container, because ... it's full of ideas." (T. A. 29)

"eTwinning is an innovation, because in my 20th year in profession, I came across concepts and trainings that I did not know. I experienced new things. This allowed me to renew myself." (T.T. 15)

"eTwinning is a door, because it opens the door to the creation of many ideas and creative activities with cooperation." (T.T. 4)

"eTwinning is wings, because it adds differences and innovations to my work. New approaches offer environments for applying new methods and techniques; it offers the opportunity to develop a dialogue with friends with whom you do the same job, to introduce new products and to work together with our colleagues working in different environments." (T.T. 75)

Table 6

Metaphors in Cooperation Category

Metaphors	Teachers Abroad		Teachers in Turkey		
	-f-	%	Metaphors	-f-	%
Bridge	5	4,54	Sharing	10	8,77
Being twins with others	3	2,72	Connector	2	1,75
Sharing	3	2,72	Collaboration	2	1,75
World road	3	2,72	Cultural Ambassador	1	0,88
Melting pot	2	1,81	Uniter	1	0,88
Platform	2	1,81	Cooperation	1	0,88
Bands people together	1	0,91	Bridge	1	0,88
Communication	1	0,91	Puzzle	1	0,88
Good opportunity	1	0,91			
Net	1	0,91			
Story of sharing	1	0,91			

Treasure	1	0,91		
Web	1	0,91		
Yoghurt yeast	1	0,91		
Total	26	23,6	Total	19 16,67

According to Table 6, 26 teachers abroad produced 13 different metaphors for eTwinning in the "Cooperation" category. In this category, they mostly associated "the bridge" metaphor for eTwinning. They have also produced "being twins with others, sharing, and world road" metaphors. Teachers have also produced the "melting pot" and "platform" metaphors for eTwinning. Teachers consider eTwinning as a bridge that allows sharing and collaboration with others in educational practices, a melting pot for the same goal or a path to be walked together.

What is more, Table 6 shows that teachers in Turkey produced 8 metaphors for eTwinning in the "Cooperation" category. They have mostly associated eTwinning with "sharing" metaphor in this category. They have preferred "connector" and "collaboration" metaphors twice for each. They perceive eTwinning as a tool for sharing knowledge and skills, collaborating on educational activities, supporting professional and personal development and presenting cultural values. Some examples of the metaphors in this category are given below.

"eTwinning is a bridge, because it links different cultures and unites people." (T.A. 23)

"eTwinning is being twins with others, because while working together we are at the same place, time and purpose." (T. A. 72)

"eTwinning is a world road, because it connects us to people." (T. A. 92)

"eTwinning is sharing, because good things multiply when shared." (T.T.1)

"eTwinning is a connector, because it connects us with different cultures. It allows us to be together even though there are distances between us." (T.T. 52)

"eTwinning is collaboration, because when you work in it, everyone helps each other, learns and supports each other." (T.T. 3)

Table 7

Metaphors in Education Category

Teachers Abroad			Teachers in Turkey		
Metaphors	-f-	%	Metaphors	-f-	%
Learning	4	3,63	Improving	5	4,39
Creativity toolbox	2	1,82	School	4	3,51
Tool	2	1,82	Teacher	2	1,75
Additional material	1	0,91	Art	1	0,88

Dictionary	1	0,91	Blank board	1	0,88
Good information	1	0,91	Brainteaser	1	0,88
Good online portal	1	0,91	Learning enriching	1	0,88
New starting point	1	0,91	Education	1	0,88
New strategy	1	0,91	Laboratory	1	0,88
Ocean	1	0,91	Sapling	1	0,88
Progress	1	0,91			
Sea of opportunities	1	0,91			
Star	1	0,91			
Teacher	1	0,91			
Way	1	0,91			
Total	30	27,27	Total	18	15,79

Table 7 shows that, 30 teachers abroad have produced 16 different metaphors for eTwinning in "Education" category. In this category "learning" is the most frequently produced metaphor, 4 times. In this category, "creativity toolbox and tool" have been produced by two teachers each. The participants regard eTwinning as a helpful element in developing effective learning and creativity.

According to Table 7, in the category of "Education", 10 different metaphors have been produced by a total of 18 teachers in Turkey, it is obvious that "improving" is the most frequently produced metaphor. In this category, 4 teachers associated eTwinning with "school" and 2 teachers with the metaphor of the "teacher." The participants consider eTwinning as a school, a tool that constantly develops themselves and their students personally and professionally, like a teacher. Some examples of the metaphors in this category are given below.

"eTwinning is learning, because it allows educational cooperation and knowledge from other countries' working ways." (T. A. 98)

"eTwinning is a creativity toolbox, because it also surprises me and my students raising our positive energy." (T.A. 7)

"eTwinning is a good online portal, because it gives the opportunity to collaborate with different people all around the world." (T. A. 19)

"eTwinning is improving, because it improves our teaching techniques with Web 2.0 tools and new generation technological tools." (T.T. 51)

"eTwinning is a school, because it develops people, encourages learning, research and cooperation." (T. T. 8)

"eTwinning is art, because it makes a masterpiece." (T. T. 44)

Table 8*Metaphors in Values Category*

Teachers Abroad			Teachers in Turkey		
Metaphors	-f-	%	Metaphors	-f-	%
Friendship	2	1,82	Love	2	1,75
Great family	1	0,91	Web	2	1,75
			Family	2	1,75
			Environment		
			Friend Maker	2	1,75
			Tree	1	0,88
			Friendship	1	0,88
			Socializing	1	0,88
			Child	1	0,88
			Sacrifice	1	0,88
Total	3	2,72	Total	13	11,40

Table 8 shows that, 2 different metaphors have been produced by 3 teachers abroad in "Values" category. In this category, teachers associated eTwinning with the metaphors of "friendship", twice, and "great family" once. Teachers think of eTwinning as a platform providing an environment for values such as friendship and family.

Furthermore, according to Table 8, a total of 9 metaphors have been produced by 13 teachers in Turkey in "Values" category. In this category, teachers associated eTwinning with the metaphors of "love, network, family environment, and friend-making" twice, and the metaphors of "tree, friend, socializing, child, and sacrifice" once. Teachers consider eTwinning as a tool that provides integration by creating a love of network that cares about values such as family and friendship. Some examples of the metaphors in this category are given below.

"eTwinning is friendship, because ... gathering us together." (T. A. 42)

"eTwinning is a great family, because helps to enrich knowledge." (T. A. 86)

"eTwinning is love, because it multiplies when shared. Our bond with distant schools becomes stronger." (T.T. 13)

"eTwinning is a friend maker, because it is knowing partners. In this way, it is possible to meet new friends and unite on common points." (T.T. 44)

Table 9*Metaphors in Analytical View Category*

Teachers Abroad			Teachers in Turkey		
Metaphors	-f-	%	Metaphors	-f-	%
Free gateway	1	0,91	Unlimited	1	0,88
Open door	1	0,91	Step	1	0,88
Poker game	1	0,91	Mountain	1	0,88
			Binoculars	1	0,88
			Lights	1	0,88
			Leader	1	0,88
			Rocket	1	0,88
			Virtual Glasses	1	0,88
Total	3	2,72	Total	8	7,02

Table 9 shows that, in the category of "Analytical View", 3 teachers abroad have produced 3 different metaphors for eTwinning, which are "free gateway, open door and poker game". Teachers regard eTwinning as an open door to development and change, a method to be followed freely, a game that requires strategy.

On the other hand, Table 9 shows that, 8 teachers in Turkey have produced 8 different metaphors for eTwinning in the "Analytical View" category, which are "unlimited, step, mountain, binoculars, light, leader, rocket, and virtual glasses".

According to teachers, eTwinning is a tool which is open to development, offers unlimited learning and teaching opportunities, and offers opportunities to recognize and solve problems. Some examples of the metaphors in this category are given below.

"eTwinning is a free gateway, because I enter in a world with kind people where cooperation, sharing and fun are everywhere." (T. A. 98)

"eTwinning is an open door, because it supports connections and relationships that overcome distances." (T. A. 36)

"eTwinning is a poker game, because eTwinning presents you with good and bad, risks and rewards, opportunities and setbacks. When making decisions (big or small) I've found things that work best if I keep my objectives and trust my own judgment." (T. A. 4)

"eTwinning is unlimited, because it travels to dreams and dreams have no end." (T.T. 4)

"eTwinning is a step, because you always go higher. The new Web 2.0 tools teach and give pleasure." (T.T. 19)

"eTwinning is a mountain, because you keep rising." (T.T. 33)

Table 10*Metaphors in Emotionality Category*

Teachers Abroad			Teachers in Turkey		
Metaphors	-f-	%	Metaphors	-f-	%
Great emotion	2	1,82	Self-confidence builder	1	0,88
Happiness	2	1,82	Source of motivation	1	0,88
Motivating	2	1,82	Exciting	1	0,88
Addiction	1	0,91			
Amazing	1	0,91			
Encouragement	1	0,91			
Enjoyable	1	0,91			
Game	1	0,91			
İstanbul	1	0,91			
Live	1	0,91			
Obsession	1	0,91			
Power fuel	1	0,91			
Powerful engine	1	0,91			
Uplifting	1	0,91			
Total	17	15,45	Total	3	2,64

Table 10 shows that, 17 teachers abroad produced 14 different metaphors in the category of "Emotionality". In this category teachers have associated eTwinning with "great emotion, happiness and motivating" metaphors. Teachers think that, eTwinning projects have a motivating and happy environment that makes people feel good.

According to Table 10, 3 different metaphors have been produced by 3 teachers in Turkey in the "Emotionality" category. In this category, eTwinning is associated with "self-confidence builder, source of motivation and exciting" metaphors once. According to teachers, to achieve better educational practices, eTwinning has exciting and motivating qualities. Some examples of the metaphors in this category are given below.

"eTwinning is a great emotion, because it feels good." (T. A. 94)

"eTwinning is happiness, because it gives me power and moral." (T. A. 78)

"eTwinning is motivating, because it allows different possibilities." (T. A. 45)

"eTwinning is a self-confidence builder, because it made me feel more self-confident. I learned a lot." (T.T. 36)

"eTwinning is motivation, because my students are incredibly happy and enthusiastic in the lessons." (T.T. 34)

"eTwinning is exciting, because it always renews you." (T.T. 71)

Table 11*Metaphors in Negative View Category*

Teachers in Turkey		
Metaphors	-f-	%
Advertisement	2	1,75
Race	2	1,75
Balloon	1	0,88
Air	1	0,88
Respect for the King	1	0,88
Total	7	6,14

Table 11 shows that, 5 different metaphors have been produced by 7 teachers in Turkey in the "Negative View" category. While 2 teachers associated eTwinning with "advertising and racing" metaphors each, one teacher associated it with "balloon, air and respect for the king" metaphors each. They think that, eTwinning is a race, an unnecessary effort, a show tool that has no depth which loses its feature in a short time; it has appearance but has no weight. Some examples of the metaphors in this category are given below.

"eTwinning is a race, because it's a useless hustle." (T.T. 81)

"eTwinning is an advertisement, because it is an advertisement that is forced on people. I don't believe it's really helpful and most of what appears to be done is fake, just photos videos." (T.T. 26)

"eTwinning is air, because its existence or non-existence is not certain." (T.T. 88)

CONCLUSION & DISCUSSION

In this research, 110 teachers abroad have produced 75 different metaphors and 114 teachers in Turkey have produced 71 different metaphors for eTwinning. It has been found that while teachers abroad produced metaphors that can be grouped in 7 categories teachers in Turkey produced metaphors that can be grouped in 8 categories. Depending on the results, it can be concluded that the variety of metaphors produced by teachers abroad is more than the ones produced by teachers in Turkey. This result may be due to the participation of teachers from different countries abroad.

eTwinning, with teachers from 36 European countries and 8 neighbouring countries, is a huge digital platform serving in 31 languages. It allows users to find partners from their own country or abroad, interact, collaborate on projects, participate in professional development activities organized nationally or across Europe (Gilleran, 2019, p. 6). Therefore, it helps teachers discover different languages, cultures, people, educational practices, places, history and so on.

Teachers abroad have emphasized the diversity and labour-intensive aspects of eTwinning in the “Different View” category, with metaphors such as the magic box full of surprises, another world, and a colorful hand-woven carpet. Teachers in Turkey, on the other hand, by comparing it to a showcase, have drawn attention to the aspect of eTwinning providing awareness of the works produced. As Başaran et al. (2020) stated, teachers become aware of cultural diversity, different teaching practices and develop different perspectives by observing and interacting with educational environments in different countries with their eTwinning projects.

While teachers abroad have produced 16 different metaphors in the category of “Exploratory View”, teachers in Turkey have produced 11 different metaphors. In both teacher groups, the window metaphor has been produced in terms of innovation and reaching differences. According to Ülker (2018), a window makes the individual feel free in the space they are in and provides access to outside, just as a teacher abroad has stated “*eTwinning is a window that gives students different perspectives*” (T. A. 9). When the explanations of the metaphors used by both groups of teachers in the “Exploratory View” category are examined, it is clear that teachers have emphasized the fact that eTwinning offers a new perspective, opens the horizon, and gives an opportunity to discover differences and innovations. eTwinning allows teachers to work and communicate collaboratively with other teachers via the eTwinning platform or eTwinning Live, it also allows students to communicate and work collaboratively with other students through Web 2.0 tools, write stories or have the work of project partners evaluated by other peers (Galvin et al., 2006).

In “Cooperation” category, teachers abroad have produced 13 different metaphors and teachers in Turkey have produced 8 different metaphors for eTwinning. Teachers abroad have used the “bridge” metaphor for eTwinning's ability to bring together those with the same goal; teachers in Turkey, on the other hand, have frequently preferred “sharing” metaphor because it allowed them to share useful practices. Metaphors produced by both teacher groups in this category draws attention to the importance of cooperation such as supporting each other for personal and professional development, increasing the knowledge and skills of students, and working together towards the same goal to achieve better. The existence of an environment in the eTwinning portal where everyone supports each other, solutions to problems are developed, and good examples are praised (Akıncı, 2018), is due to the fact that it is planned as an educational social network that collaborates, using information Technologies, working on a common project remotely (Başaran et al., 2020). Similarly, Kearney and Gras-Velázquez (2015) found out in their studies that many teachers developed their collaborative skills with other teachers during eTwinning projects.

While teachers abroad have produced 16 different metaphors for eTwinning, teachers in Turkey have produced 10 different metaphors in the category of “Education”. The metaphors produced in this category show that teachers abroad think of eTwinning as an online toolbox offering multiple opportunities for permanent, effective and collaborative

learning. Teachers in Turkey, with the metaphors they have produced, on the other hand, emphasized the developmental feature of eTwinning, which increases their personal and professional knowledge, skills and attitudes, which constantly encourages research. A teacher in Turkey (T.T. 8) said, *"eTwinning, like school, develops people, encourages learning, research and cooperation"*. In the study done by Gençtürk Erdem et al. (2021) it has been found that eTwinning, offering important opportunities for the development of learning and innovation skills which are becoming increasingly important in the 21st century, teachers' digital literacy skills develop as the time they are engaged in eTwinning activities increases (Avcı, 2021).

Teachers in Turkey have produced more metaphors in the "Values" category than the teachers abroad. This is due to the fact that societies differ in their perceptions of values due to some reasons like religion, beliefs, social and political structure, culture and history. On the other hand, in the category of "Emotionality", for which teachers abroad have produced more metaphors than teachers in Turkey all participants of the research have described eTwinning with similar metaphors like a source of happiness, a great feeling that makes them feel good, motivating, excitement and self-confidence. In short, during eTwinning projects, teachers experience positive emotional processes and their motivation levels increase (Güzel et al., 2010).

It has been found that all of the metaphors in the "Negative View" category, for which teachers abroad have not produced any metaphors, have been produced by teachers in Turkey. This result may be due to the fact that teachers in Turkey think that some eTwinners use eTwinning to make themselves more visible, and that some school principals force teachers produce eTwinning projects. As a matter of fact, as some other researchers have stated, teacher thoughts like eTwinning does not directly provide any benefits, the projects are not original, and some oppressive approaches of school principals like making it compulsory to do projects can negatively affect the views of teachers (Timur & İmer Çetin, 2017).

RECOMMENDATIONS

It is thought that the results of this study may guide new studies to be done in terms of revealing the eTwinning perceptions in the minds of teachers in Turkey and abroad. It is recommended to increase the number of users and the effectiveness of the eTwinning portal, which provides opportunities for meeting, cooperation and professional and personal development for the increasing number of educators and students.

It is also recommended to investigate the causes of negative perceptions towards eTwinning and carry out studies to eliminate those negative perceptions. It is may be beneficial to implement encouraging regulations so that more teachers from different fields can take part in eTwinning activities.

In addition, the increase in comparative studies on different countries and societies will enable cross-cultural comparisons and benefit from different practices. In sum, increasing the number of eTwinning projects should be encouraged. In addition to information exchange in educational processes, it is thought that it may be beneficial for school principals to carry out eTwinning activities for the dissemination of positive practices in administrative processes.

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