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## Pre-service Teachers' Perceptions on the Concept of Oral Communication: A Metaphor Research

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### Abstract

This research aims to determine pre-service teachers' mental images of the concept of "Oral Communication" by using the metaphor technique. The qualitative research method was used in the research. The pattern of the study is phenomenology, which is one of the qualitative research method designs. The participants of the research are 84 teacher candidates, 16 male, and 68 female, studying in various departments in the education faculty of a state university in the spring semester of the 2020-2021 academic year. To get the opinions of pre-service teachers as a data collection tool, "Oral Communication... like/similar. Because..." An open-ended question form was used. In this context, pre-service teachers were provided to fill in the blanks in the form using a metaphor. Easily accessible sampling (study group), which is one of the purposive sampling methods, was used in the selection of the sample. The obtained data were analyzed through the content analysis technique. As a result of the analysis of the data obtained from the research, it was determined that the teacher candidates produced a total of 64 metaphors in 6 different categories. These categories, in terms of the metaphors they contain; "Oral Communication as a tool, Oral Communication as an abstract concept, Oral Communication as a basic need, oral communication as an analogy, oral communication as a profession expression, oral communication as the expression of living things" Categorically, it was determined that the density of metaphors was in the category of "oral communication as a tool" and that the pre-service teachers produced metaphors reflecting their generally positive perceptions and thoughts about the concept of oral communication.

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### Introduction

A human is a social being who feels the need to produce something new in the context he thinks and shares it with others (Cüceloğlu, 1979, p. 308). As social being human feels the need to communicate with other people and therefore realizes their feelings, thoughts, and wishes through language. Language fulfills the function of communication in the realization of all verbal art branches in the transfer of this art (Şendöseyici et al., 2015, p.15). Communication, defined as "transferring feelings, thoughts or interests to others in any imaginable way, transmission, communication" (TDK, 2019, p.1173), is an interactive activity for individuals to get to know themselves and their environment better. The characteristic of the human being as a social being is that he can

transfer what he has learned to the next generations through the interaction in his life. In this respect, communication is a form of expression and agreement for humans, whom we can call the only cultured creature among living things. (Yüksel, 2012, p.4-5). Communication is handled under two headings, verbal and nonverbal. Oral Communication has been the primary communication tool in all areas of communication since the existence of human beings, in short in all areas of life, in terms of sound and language features (Erdönmez, 2019, p. 82). The oldest form of communication in communication, which emerged with the existence of human beings and continues to exist today, is Oral Communication (Çalışır& Uncu, 2018, p.9).

Oral Communication is defined as the verbal transmission and sharing of our feelings, and thoughts to the people in communication (Vural, 2007). Oral Communication is the oral communication of feelings, thoughts, impressions, and designs. Oral Communication, which plays an important role in personal and social relations, has important functions in keeping the language alive and protecting it (Saraç, 2006). “Oral Communication is the type of communication that everyone has to use in every field of social life and their professional life. Since the sender and receiver are in a one-to-one relationship in oral communication, the transfer of feelings, thoughts, and information is healthier. In oral communication, feedback takes place instantly and many feelings and thoughts are conveyed to the other party in a short time. To create a lasting effect in oral communication, it is very important to pay attention to the choice of words, tones, colors, and accents of the voice” (Çalapkulu, 2019). Mankind, trying different ways of communication, has been in a constant search from past to present. This situation paved the way for the emergence of different types of communication. Oral Communication, one of these types of communication, is based on speech activity.

Language is the most important element of Oral Communication. Interactions that take place in daily life are usually through conversation. For this reason, Oral Communication is based on spoken language, which is the basis of social life (Temizyürek, 2007, p.117). Speech, which is an oral communication tool (Gündüz & Şimşek, 2014; Işık, 2013), is the transformation of some thoughts formed in the mind into words through vocal organs (Gündüz & Şimşek, 2014). Speech is accepted as the most basic form of communication (Zeyrek, 2021, p.97). This form of communication, called oral communication or speaking, is the most used but least noticed area in education (Yangın, 2002, p.46). Speech is an activity that directly affects and directs both the private and professional life of a person. The more effective and systematic the speech, also called oral communication, the more success is achieved. The basis of effective communication is the ability to speak well, be intelligible and use the voice effectively. When we look at history, it is seen that historical figures who have shaped humanity have influenced the masses with their effective rhetoric and art of speech and achieved many successes (Kurudayıoğlu, 2003, p.288). Despite scientific and technological developments, Oral Communication skills are one of the most used communication skills in our social life, even though there are negative situations and obstacles. Therefore, oral communication skills can affect the level of communication positively or negatively. To understand and interpret individuals' perceptions of the concept of oral communication, it is necessary to investigate the concept of “oral communication”, which is the “basic tool of effective communication”, from different perspectives. In this context, metaphors are defined as similes that help to understand the perceptions of individuals. As with many concepts, metaphors can be used to understand individuals' perceptions of the concept of “oral communication”.

Metaphors are widely used in everyday relationships. Metaphors that enable complex issues to be understood help individuals communicate effectively and influence others (Thibodeau et al., 2019, p. 1).

### **Purpose of the Study**

This study aims to determine the metaphorical perceptions of pre-service teachers about the concept of “oral communication” through the metaphors they produce. In line with these purposes, answers to the following questions were sought:

1. Which metaphors do pre-service teachers usually use to explain their perceptions of the concept of “oral communication”?
2. Under which conceptual categories were pre-service teachers' metaphors regarding the concept of “oral communication” gathered according to common characteristics?

Oral Communication is one of the basic language skills that allow feelings, thoughts, and wishes to be given based on speech through voice and vocal organs. For this reason, it is aimed to investigate the metaphorical perceptions of pre-service teachers about the concept of oral communication, which is important for them to have effective communication skills, to speak and address in front of the public.

### **Method**

#### **Research Design**

This research, which was conducted to determine the metaphors produced by pre-service teachers regarding the concept of “oral communication”, is qualitative. The design of the research is the phenomenology design, which is one of the qualitative research method designs. “The phenomenology design allows us to focus on a set of phenomena that we are aware of but do not have a deep, detailed understanding of. The events, experiences, perceptions, orientations, concepts, and situations we encounter in the world we live in appear in different ways in our daily lives. This familiarity does not mean that we understand the facts. Phenomenology provides a suitable research environment to investigate phenomena that are not foreign to us but that we cannot fully comprehend” (Yıldırım & Şimşek, 2008, p.72).

#### **Study Group/Participants**

The study group of the research consisted of students in the faculty of education of a university in the spring term of the 2020-2021 academic year Turkish Language and Literature Education, Turkish Education, Guidance and Psychological Counseling, Social Studies Education, Painting Education, Music Education, Geography Education, Philosophy Group Education, Studied in History Education, German Education, French Education, Preschool Education, Science Education, Physical Education, and Sports departments. It consists of 84 teacher candidates, 16 male, and 68 female. Easily accessible sampling, which is one of the purposive sampling methods, was used in the selection of the study group of the research. “This sampling method gives the researcher speed and practicality. Because, in this method, the researcher chooses a situation that is close and easy to reach”

(Yıldırım & Şimşek, 2008, p.113). In this context, pre-service teachers were provided to express their opinions by filling out an online open-ended written question form. The distribution of teacher candidates included in the study according to their branches is shown in Table 1 to ensure the internal validity of the research, the determination of the participants was done voluntarily. Since the participants are kept confidential, in answering the questions PT1: Teacher candidate 1...etc. codes/abbreviations are used.

Table 1. Distribution of Teacher Candidates by the Branches

<b>Department</b>	<b>f</b>	<b>%</b>
Turkish language and literature education	22	26.1
Guidance and psychological counseling	18	21.4
Social studies education	12	14.2
Pre-school education	6	7.1
Turkish education	5	5.9
Geography education	5	5.9
Painting-business education	4	4.7
Music education	3	3.5
History education	3	3.5
Philosophy group education	2	2.3
German education	1	1.2
French education	1	1.2
Science education	1	1.2
Department of physical education and sports	1	1.2
<b>TOTAL</b>	<b>84</b>	<b>100</b>

According to Table 1, f=22, 26.1% of the pre-service teachers constituting the study group of the research Turkish Language and Literature Education; f=18, 21.4% Guidance and Psychological Counseling; f=12, 14.2% Social Science Education; f=6/7.1% Pre-School Education; f=5/ 5.9% Turkish Education; Likewise, f=5, 5.9% Geography Education; f=4, 4.7% Art-Painting Education; f=3, 3.5% Music Education; likewise f= 3, 3.5% History Education; f=2/2.3 Philosophy Group; f=1.2% German Language; f=1.2% French Language; f=1.2% Science Education; f=1, 1.2% for Physical Education and Sports Department. The metaphors of the pre-service teachers participating in the research regarding the concept of “Oral communication” and the findings obtained within the scope of the study are given in tables and interpreted. The metaphors of the pre-service teachers regarding the concept of “Oral communication” are shown in the tables as frequency and percentage. It was seen that they produced a total of 64 metaphors, and as a result of the analysis, the metaphors were collected in 6 different conceptual categories and the metaphors were analyzed in tables.

### **Data Collection Tools**

In this study, an online open-ended question form was used as a data collection tool to determine the metaphorical perceptions of pre-service teachers about the concept of Oral communication. In this context, “Oral

communication... is/similar to e/a. Because..." An online open-ended question form was used. Teacher candidates were asked to write the metaphors they created together with their reasons. In the data collection questionnaires prepared online, the "personal information" section was also included for service teachers to indicate their gender and education fields. The data collection link prepared online was voluntarily filled by the participants via Google Forms and their consent was obtained through their e-mail addresses.

The most common types of online data collection used in qualitative research are virtual-focused groups, email and text-based chat rooms, blogs and diaries, and web-based interviews with the help of internet messaging platforms" (Garcia, Standlee, Beckhoof, & Cui, 2009; James and Busher, 2007; Nicholas et al., 2010; cited by Creswell, 2020, p.161). "It has advantages in terms of cost and time efficiency as it reduces the costs of collecting, transporting, and copying data over the internet. It also gives participants the flexibility of time and space, giving them more time to reflect and respond to the information being questioned. Therefore, it can provide an in-depth reflection of the issue under discussion" (Nicholas et al., 2010; cited by Creswell, 2020, p.161).

### **Analysis of Data**

The content analysis technique was used in the analysis of the data obtained from the pre-service teachers with the online questionnaire. "Content analysis is a research tool used to understand many phenomena in different disciplines. The content analysis and descriptive analysis techniques were used together in the evaluation of the data obtained in this study. The main purpose of content analysis is to reach concepts and relationships that can explain the collected data. The data summarized and interpreted in the descriptive analysis are subjected to deeper processing in content analysis, and as a result of this analysis, concepts, and themes that cannot be noticed with a descriptive approach can be discovered. For this purpose, it is necessary to conceptualize the collected data first, then organize it logically according to the emerging concepts and determine the themes that explain the data accordingly. Concepts lead us to themes and through themes, we can organize things better and make them more understandable.

In this framework, we define the data with content analysis and try to reveal the truths that may be hidden in the data. The basic process in content analysis is to collect similar data within the framework of certain concepts and themes, and to organize and interpret them in a way that the reader can understand" (Yıldırım & Şimşek, 2008, p.227-228). The following stages were used in the analysis of the metaphors and their justifications that the participants filled in online via the Google Forms link (Miles & Huberman, 1994):

- a) Coding and Inference Stage: The metaphors produced were listed, their reasons were examined, and the answers and explanations that did not answer the question that did not have any justification for the metaphor they expressed were not analyzed.
- b) Category Development: Oral communication concept categories were created for the metaphors and justifications of teacher candidates.
- c) Ensuring Validity and Reliability: The opinions of academicians who are experts in their fields were consulted and their opinions were taken on the appropriateness of the distribution of metaphors according to categories. Different from the researchers, in the categories created in line with the expert opinion, it

was determined that there were differences of opinion in the five metaphors called “means of expression, a bridge between people, short wall transitions, half of an apple and a part of life” opinions. In this context, Reliability = (consensus/consensus + disagreement) X 100] 64/64+5x100 formula, the percentage of agreement among the coders was calculated as 92%. In qualitative studies, in the evaluations made by experts and researchers, 90% compliance is sufficient in terms of reliability.

- d) Category Presentation and Metaphor Distributions: The categories, frequencies, and percentages of the metaphors created for the concept of Oral communication are shown in tables by making them clear and understandable, and some of the answers given by the pre-service teachers to some questions are given in the form of direct quotations. Permission was obtained from the relevant Ethics Committee for the study.

## Findings

In this section, the metaphors of the pre-service teachers regarding the concept of “Oral communication” are presented under two main headings. These titles are; the metaphors developed by the pre-service teachers regarding the concept of Oral communication and the metaphor categories developed by the pre-service teachers regarding the concept of “Oral communication” are shown in Table 2.

Table 2. Frequency and Percentage of Metaphors Regarding the Concept of Oral Communication

No	Metaphor	f	%	No	Metaphor	f	%
1.	Water	4	4.7	33.	The bond between people	1	1.2
2.	Bridge	4	4.7	34.	The world built with language	1	1.2
3.	Mirror	3	3.5	35.	An odorless flower	1	1.2
4.	Life	3	3.5	36.	Writing on water	1	1.2
5.	Oxygen	3	3.5	37.	Two halves of an apple	1	1.2
6.	to breathe	2	2.3	38.	The tea/water that comes to us when we are thirsty in summer	1	1.2
7.	Friendship	2	2.3	39.	A blank page	1	1.2
8.	Sincerity and intimacy	2	2.3	40.	Pouring rain	1	1.2
9.	Easy way to express	2	2.3	41.	Multifaceted phenomenon	1	1.2
10.	Medicine	2	2.3	42.	A means of expression	1	1.2
11.	Pen	2	2.3	43.	Interview	1	1.2
12.	Shopping	2	2.3	44.	Fruit	1	1.2
13.	Key	2	2.3	45.	The light that illuminates the tunnel	1	1.2

No	Metaphor	f	%	No	Metaphor	f	%
14.	Love	1	1.2	46.	Puzzle	1	1.2
15.	Talking	1	1.2	47.	The Well	1	1.2
16.	Dancing	1	1.2	48.	Machines	1	1.2
17.	Skills	1	1.2	49.	Vehicle	1	1.2
18.	The important part of the picture	1	1.2	50.	Mind	1	1.2
19.	Cat	1	1.2	51.	Bread	1	1.2
20.	Robot	1	1.2	52.	Art	1	1.2
21.	Unwritten communication	1	1.2	53.	Onion in Menemen	1	1.2
22.	Communication tool	1	1.2	54.	Knife	1	1.2
23.	Map	1	1.2	55.	Theatrical stage	1	1.2
24.	Spirit	1	1.2	56.	Growing flowers	1	1.2
25.	Books We Read	1	1.2	57.	Chat	1	1.2
26.	Part of life	1	1.2	58.	Impressive music	1	1.2
27.	Poker face	1	1.2	59.	Sound concept	1	1.2
28.	Truck without brakes	1	1.2	60.	Short wall passes	1	1.2
29.	Chinese torture	1	1.2	61.	Speaking	1	1.2
30.	30. Driving	1	1.2	62.	Electric wire	1	1.2
31.	A ray of light from the dark	1	1.2	63.	Human	1	1.2
32.	Treatment	1	1.2	64.	Stuffed Lemon with Olive Oil	1	1.2
<b>Total</b>						<b>84</b>	<b>100</b>

When Table 2 is examined, it is seen that a total of 64 metaphors were produced by 84 teacher candidates. These metaphors; water(4), bridge(4), mirror(3), life(3), oxygen(3), breath(2), friendship(2), sincerity and intimacy (2), easy way to express (2), medicine (2), pen(2), shopping(2), key(2), love(1), chat(1), dance(1), skills(1), important part of painting(1), cat ( 1 ) , robot(1), unwritten communication(1), communication tool(1), map(1), spirit(1), books we read(1), part of life(1), poker face(1) , popped truck (1), Chinese torture (1), driving (1), a beam of light from the darkness (1), healing (1), the bond between people (1), the world built by language (1), a flower without odor (1) 1), writing on water (1), two halves of an apple (1), tea/water that comes to us when we are thirsty in summer (1), a blank page (1), pouring rain (1), multifaceted phenomenon (1), means of expression(1), interview(1), fruit(1), light that illuminates the tunnel(1), puzzle (1), well (1), machines(1), tool(1), mind(1), bread( 1), art (1), onion in menemen dish (1), knife (1), theater stage (1), flower growing (1), conversation (1), impressive music (1), sound (1), short wall passes (1), speech (1), electric wire (1), human (1), stuffed olive oil and lemon (1). Among these metaphors, the metaphors most produced by pre-service teachers are; water(4), bridge(4), mirror(3), life(3), oxygen(3), breath(2), friendship(2), sincerity and intimacy (2), easy way to express (2), medicine (2), pen (2), shopping (2), key (2).

Table 3. Categories, Frequency, and Percentage Distribution of Metaphors Developed for the Concept of “Oral Communication”

Category	Metaphors	Number of Metaphors	<i>f</i>	%
<b>Category of Oral Communication as tools and equipment</b>	mirror (3), bridge (4), robot (1), important part of the picture (1), pen (2), map (1), books we read (1), part of life (1), poker face (1), truck with no brakes (1), wrench (2), (1), machines (1), vehicle (1), knife (1), onion in menemen meal (1), theatrical stage (1), electric wire (1), stuffed olive oil and lemon (1), communication tool (1).	20	27	32.1
<b>Oral Communication category as an abstract concept</b>	easy way to express (2), sincerity and intimacy (2), friendship (2), love (1), conversation (1), communication without writing (1), spirit (1), writing on water (1), conversation (1), art (1), impressive music (1), short wall passes (1), half of an apple (1), mind (1), skills (1)	15	18	21.4
<b>Oral Communication category as an analogy</b>	a ray of light from the darkness (1), healing (1), the bond between people (1), the world created by language (1), an odorless flower (1), a blank page (1), pouring rain (1), a multifaceted phenomenon (1), a means of expression (1), the light that illuminates the tunnel (1), the bridge between people (1), the well (1), the concept of sound (1).	13	13	15.4
<b>Oral Communication category as a basic need</b>	life (3), water (4), oxygen (3), breath (2), bread (1), medicine (2), and fruit (1).	7	16	19.0
<b>Oral Communication category as a professional profession</b>	growing flowers (1), dancing (1), shopping (2), driving (1), Chinese torture (1), interviewing (1), and speaking (1)	7	8	9.5
<b>Oral Communication category as the expression of living beings</b>	human (1), cat (1).	2	2	2.3
<b>Total</b>		<b>64</b>	<b>84</b>	<b>100</b>

### 1. Category of Oral Communication as Tools and Equipment

In this category; there are 27 teacher candidates and 20 metaphors. These metaphors; mirror (3), bridge (4), robot (1), important part of the picture (1), pen (2), map (1), books we read (1), part of life (1), poker face (1), truck with no brakes (1), wrench (2), machines(1), vehicle(1), knife(1), onion in menemen meal(1), theatrical stage(1), electric wire(1), stuffed olive oil and lemon (1), communication tool (1). The opinions of some pre-service teachers in this category are direct as follows:

**PT<sub>3</sub>**: *“Oral communication is like a 'mirror'. Since people see themselves in the mirror, it is the way of expressing themselves in Oral communication, and therefore there is a connection between the individual who sees himself in the mirror and verbal expression.”*

**PT<sub>12</sub>**: *“Oral communication is like a robot. Because they listen, understand and apply what they say.”*

**PT<sub>18</sub>**: *“Oral communication is like the books we read. Because books teach us style and this is a basic need for us.”*

**PT<sub>33</sub>**: *“Oral communication is key. Because it opens the lock between people and allows the desired emotion and thought to be conveyed.”*

**PT<sub>60</sub>**: *“Oral communication is like a bridge. Because just as people use the bridge to cross the other side, they also use oral communication to convey their feelings and thoughts to the other side.”*

### 2. Oral Communication Category as an Abstract Concept

There are 18 teacher candidates and 15 metaphors in this category. These metaphors; are “easy way to express (2), sincerity and intimacy (2), friendship (2), love (1), conversation (1), communication without writing (1), spirit (1), writing on water (1), conversation (1), art (1), impressive music (1), short wall passes (1), half of an apple (1), mind (1), skills (1)”. The opinions of some pre-service teachers in this category are direct as follows:

**PT<sub>2</sub>**: *“It looks like love. Because we can know love as it is written in books, but we cannot understand it until we experience it.”*

**PT<sub>6</sub>**: *“Oral communication is like a way of expressing oneself easily and comfortably. Because the easiest form of communication is oral communication.”*

**PT<sub>17</sub>**: *“It is like a soul. Because a person who does not communicate verbally is no different from a person who does not have a soul, that is, a lifeless body.”*

**PT<sub>52</sub>**: *“Oral communication is like friendship. Because being friends with the wrong person can break a heart.”*

**PT<sub>62</sub>**: *“Oral communication is like mind. Because it is the most basic feature that distinguishes human beings from other beings, and oral communication is a part of it.”*

### 3. Oral Communication Category as an Analogy

In this category; It was determined that 13 teacher candidates and 13 metaphors were produced. These metaphors; a ray of light from the darkness (1), healing (1), the bond between people (1), the world created by language (1),

an odorless flower (1), a blank page (1), pouring rain (1), a multifaceted phenomenon (1), a means of expression (1), the light that illuminates the tunnel (1), the bridge between people (1), the well (1), the concept of sound (1). The opinions of some pre-service teachers in this category are direct as follows:

**PT27:** *“Oral communication is like walking towards a small beam of light in the dark. Because we are in contact with someone else's self that is separate from ourselves. It is the most important stage of enlightenment.”*

**PT32:** *“Oral communication is like a world built with language. Because the building blocks and foundations of the created world are based on language.”*

**PT47:** *“It is like a tool that helps people express themselves and express their thoughts by speaking. It is also the easiest form of communication. Because communication is a tool that establishes the bond between people.”*

**PT57:** *“Oral communication is a cultural phenomenon, that is, it is like a bridge between people. Because the most effective communication is oral communication.”*

#### **4. Oral Communication Category as Basic Need**

In this category; It was determined that 7 metaphors were produced by 16 pre-service teachers. These metaphors; are life (3), water (4), oxygen (3), breath (2), bread (1), medicine (2), and fruit (1). The opinions of some pre-service teachers in this category are direct as follows:

**PT15:** *“Oral Communication is like life. Because the foundation stones necessary for life are similar to the elements that ensure the establishment of healthy oral communication. If any of these cornerstones and elements are removed, we cannot talk about life and healthy oral communication.”*

**PT29:** *“Oral communication is a need like oxygen. Because people get along by talking, everything happens by talking, and we wouldn't be able to get along without oral communication.”*

**PT37:** *“It is like water. Because one of the basic needs of people is the need to speak.”*

**PT71:** *“Oral communication is like medicine. Because, just as medicine heals our body and soul, good oral communication also affects communication, bond, etc. between people develops.”*

#### **5. Oral Communication Category as a Professional Profession**

In this category; It is seen that 8 pre-service teachers produced 7 metaphors. These metaphors; growing flowers (1), dancing (1), shopping (2), driving (1), Chinese torture (1), interviewing (1), and speaking (1). The opinions of some pre-service teachers in this category are direct as follows:

**PT23:** *“It looks like Chinese torture because I have a hard time speaking.”*

**PT48:** *“Oral communication is like an interview. Because in oral communication, life experience and education level are certain.”*

**PT69:** *“Oral communication is like growing flowers. Because in the environment where they interact with each other, what living things want to tell each other and their interactions are mutual. Flowers need water and sun, people need beauty and fragrance. As long as they provide these opportunities to each other, a bond is established between them.”*

**PT<sub>79</sub>:** *“Oral communication is like chatting. Because we immediately think about a subject, try to grasp it, and start talking.”*

## **6. Oral Communication Category as the Expression of Living Beings**

In this category; There are 2 teacher candidates and 2 metaphors. These metaphors; are human (1), and cat (1).

The opinions of the pre-service teachers in this category are direct as follows:

**PT<sub>11</sub>:** *“Oral communication is like a cat. Because every word we use in oral communication has counter feedback. If we give food to the cat, just as the cat comes again or does not come again when we do not give it, there is feedback in every sentence we make or every word we say in oral communication. Just as we get good feedback when we make good and mature sentences, we also get bad feedback when we use wrong and bad sentences.”*

**PT<sub>81</sub>:** *“It resembles a human. Because it makes people human.”*

## **Discussion, Conclusion, and Recommendations**

This research aims to determine pre-service teachers' perceptions of the concept of “oral communication” based on the use of some mental metaphors regarding the concept of “oral communication” and to explain some emerging metaphors in a systematic and understandable way under certain conceptual frameworks. A total of 64 different metaphors were produced by 84 pre-service teachers participating in this research. When we look at the explanations of the metaphors produced by the pre-service teachers after the conjunction “because” at the root of the problem, it is seen that the metaphors they produce about the subject are generally “positive” in terms of meaning.

Metaphors that can be defined as “negative” by pre-service teachers; They explained this with the metaphors of “Chinese torture, writing on water, empty leaf”. It has been determined that the metaphors of “knife, machine, love, an important part of the picture, cat, pouring rain, sound and the well” are produced both positively and negatively in oral communication. The number of positive metaphors (f=53, 82.8%), the number of negative metaphors (f=3, 4.6%), and the number of both positive and negative metaphors (f=8, 12.5%). For the concept of “oral communication”, teacher candidates mostly; water (f=4, 4.7%), bridge (4.7%), mirror (3.5%), life (3.5%), oxygen (3.5%), breathing (2%, 3), friendship (2.3%), sincerity and intimacy (2.3%), relaxed expression (2.3%), medicine (2.3%), pens (2.3%), shopping (2.3%), (2.3%) and the total ratio of these metaphors is 38.3%. The number of other metaphors is 51 and the rate of these metaphors is 61.7%.

When the metaphors created by the pre-service teachers regarding the concept of “Oral Communication” are evaluated according to the number of metaphors in the categorical classification, it is the category in which the pre-service teachers produce the most metaphors. It is seen that pre-service teachers produced 20 metaphors in this category and 32.1% of the participants were in this category. In this category, oral communication was tried to be explained by associating it with objects with some functions.

Oral communication in this category; “mirror” reflecting people; “bridge” due to the interconnection function; “part of the picture” in terms of the picture; part of life “part of life”; “truck without brakes” describing the possibility of causing a difficult situation if left unchecked; “key” with unlocking and problem solving; the “poker face”, which can take different forms at any moment and have consequences; the “puzzle”, which when combined forms a meaningful whole; “tools” with important functions, tools-equipment “machines” that have many functions and make life easier, “knife” with a single face and can be used in different ways; “onion” as material/tool; a “theatrical stage” that reflects life, an “electric wire” that can be considered indispensable for meals and fulfills the function of transmission; the staple food that gives the dish its name, “lemon” as the medium; and “communication tool”, which is a basic tool for human beings as a social being, is seen to be explained metaphorically. It is emphasized that there are some aspects that add color, taste and sociability to human life. According to Vatansver Bayraktar (2015), interpersonal communication, which is the basis of relationships, finds its place in all areas of life in mutual interaction. Therefore, the individual, who is a social being, feels the need to communicate in order to “perceive, understand, tell, teach, influence, share and own”. A healthy learning-teaching process in the context of educational activities also depends on effective communication.

When we look at the number of metaphors produced by the pre-service teachers participating in the research, it is seen that the category of oral communication as an abstract concept ranks second categorically. It is seen that pre-service teachers produced 15 metaphors in this category and 21.4% of the participants were in this category. Oral communication; has been tried to be explained by associating with some abstract concepts. In this category, Oral Communication, “love” represents extreme love and devotion; “easy way to express” that provides comfortable communication, “speech” that symbolizes mutual communication; unwritten communication “unwritten communication”, the “spirit” that reveals the abstract self-concept of human; “writing on water” as it is constantly changing, “sincerity and intimacy” as a sign of being natural and reliable, “friendship” as a supportive and shoulder to shoulder element; “chat” as a sign of friendship, sharing, cooperation and mutual communication; “art” to indicate that it has an aesthetic aspect; “Impressive music” because sound plays an important role and influences people; “short wall pass” representing swap; half of a piece, “half of a piece”; “apple in the sense of thinking, understanding and grasping”; “reason”, which symbolizes thinking, understanding and comprehension; Metaphorical perceptions have emerged in the form of “skills” representing mastery and skills. In this category, the concept of oral communication refers to effective thinking and effective communication skills that are not based on writing and require mastery and skill. It is understood that the human being, which includes extreme love and devotion such as abstraction, naturalness, aesthetics, love, is the manifestation of an inseparable and holistic perspective that makes concepts indispensable.

In the study conducted by Çakmak and Aktan (2016), it is the fact that communication techniques should play an important role in the successful implementation of education, and knowing and transferring information are different things. For this reason, it is very important for teachers, who are the basic elements of education, to know communication very well and to consider these issues in the education of students. It has been stated that teachers' speaking style, approach to students, perspective, words and tone of voice, and some other behaviors play an important role in the education of students. It can be said that the oral communication revealed by the pre-service

teachers through the metaphors they produced in the category of “oral communication as an abstract concept” coincides with their views on “communication that requires mastery and dexterity”.

It is seen that the metaphors produced by the pre-service teachers participating in the research in the category of “oral communication as a simile expression” ranked third proportionally. It is seen that pre-service teachers produced 13 metaphors in this category and 15.4% of the participants were in this category. Oral communication has been tried to be explained by analogy to some things. Oral communication in this category; “Light beam from the dark” describing the piece of light that illuminates the human, “treatment” denoting the elimination of human discomfort, “connection between people” as a unifying element, and “world built with language” with its shaping function; “flower”, which is odorless but with an aesthetic aspect, “empty leaf” denoting a new beginning, “multidimensional phenomenon” resembling cause-effect relationships; means of communication, means of “expression”; means “bridge” in terms of connecting people. In terms of expressing depth, “well” is in the form of “a concept consisting of sound” as the integrity of the strings formed by the combination of sounds. Pre-service teachers use the concept of oral communication as an analogy with its versatile functions among people; It is seen that they explain with elements that connect, illuminate, heal, comfort, direct, and mediate new beginnings. On the other hand, İşcan et al. (2017) in their research titled “*A Study on The Attitudes of Teacher Candidates Towards Verbal Lecture Course and Verbal Lecture*”, expressing myself verbally relaxes me.” It was determined that 72.3% of the teacher candidates who answered this question gave a positive opinion. According to the results of the research, pre-service teachers stated that they were relieved when they expressed themselves through oral communication. There are similar results with the “relaxing” function of oral communication in the metaphors produced by the pre-service teachers in the category of “oral communication as a simile”.

It is seen that the category of “oral communication as a source of basic needs” of the teacher candidates participating in the research ranks fourth proportionally. It is seen that pre-service teachers produced 7 metaphors in this category and 19.0% of the participants were in this category. Oral communication has been tried to be explained by associating it with some basic needs. Oral communication in this category; “life” describes our living, “water” with vital properties, “bread” with vital properties, “oxygen” with vital properties such as water, and “breath”, which is also vital and completes the metaphor of “oxygen”, “medicine” with problem-solving function. and the “fruit”, which provides strength and vitamins to people. It is seen that pre-service teachers explain the concept of oral communication with concepts such as “oxygen, water, bread, and breath” that ensure the continuity of vital functions that are necessary in human life. In addition, it is understood from the metaphors that the concept of Oral Communication emphasizes the therapeutic drug function that gives strength and energy to people. It has been determined that there are studies in the literature that support the results of this research. In the study titled “*University Students’ Metaphorical Perception about the Concept of Communication*” by Koç Akran et al., (2018), when the metaphorical perceptions of university students about the concept of “communication” are examined, the concept of “communication” is in the “basic needs” category; It has been determined that they see it as a tool in meeting daily needs and ensuring the continuity of life, and in this context, they produce metaphors such as “bread, water, breath, oxygen”. Therefore, it is seen that the metaphors that emerged in this study were produced and similar results emerged with the findings in the category of “Oral Communication as a basic need source”.

It is seen that among the metaphors produced categorically by the pre-service teachers participating in the research, “oral communication category as a profession expression” ranks fifth. It is seen that pre-service teachers produced 7 metaphors in this category and 9.5% of the participants were in this category. Oral communication has been tried to be explained according to various professions. In this category, oral communication concepts are “growing flowers”, which requires fine craftsmanship and precision, “dancing”, which refers to a profession performed in different ways, “shopping” as an activity, “driving a car” as doing a job. “Chinese torture” denotes hard work, “interview”, which expresses meeting, interview, and meeting, is “conversation”, which expresses mutual conversation. Pre-service teachers explained the concept of oral communication as a difficult profession that requires the expression of the profession, competence, and skill together. Pre-service teachers also defined Oral Communication as a process of establishing a dialogue based on sincerity and intimacy, in which delicacy and sensitivity are at the forefront. As a matter of fact, as Toruř (2019, pp.5-6) said, oral communication can be considered as an action that pushes people more than written communication and causes excitement. For this reason, oral communication is the form of communication that students have the most difficulty in communicating with their immediate environment. In oral communication, problems are encountered in many subjects such as making sense, distinguishing sounds, and having sufficient vocabulary, grammar, attention, and concentration. The development of oral communication skills is accepted as an important indicator for the rise of the individual as a career, gaining prestige and reputation. It is seen that the “oral communication category as the expression of living beings” of the pre-service teachers participating in the research is in the last place proportionally among the metaphors. It is seen that pre-service teachers produced 2 metaphors in this category and 2.3% of the participants were in this category. Oral communication has been tried to be explained by associating it with some living beings. In this category, pre-service teachers define the concept of oral communication; explaining with the metaphor of “human” and “cat” in terms of communication. With these metaphors obtained from the research, it was emphasized that communication is indispensable for living things, contains positive or negative feedback, and is based on interaction.

In the context of the results obtained from this study, the following suggestions were put forward:

- This research reveals how pre-service teachers perceive the concept of “Oral Communication”, which has important functions in human communication. The metaphors that emerged in this context can provide important data on the “non-communication problem” based on the lack of oral communication that has emerged in parallel with some studies to be made on oral communication skills and scientific and technological developments in our age.
- This research, which is conducted at the higher education level and for teacher candidates, can be carried out in different ways at primary and secondary education levels.
- Based on this study, in which the concept of oral communication is investigated, metaphorical research can be conducted to raise awareness about the concept of written communication.

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