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EVALUATION OF PERCEPTIONS OF PRESCHOOL EDUCATION TEACHER CANDIDATES TOWARDS DRAMA*

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ABSTRACT

Drama has greatly contributed to gaining required skills for an individual in 21st century. To effectively realise drama applications during preschool period, preschool teachers must have adequate knowledge and skills. Opinions and attitudes of preschool teachers towards drama directly effects application processes. It is important to determine perceptions of teachers who will plan and realise drama applications towards drama. This study was conducted to reveal the perceptions of preschool education teacher candidates towards drama by using metaphors. Phenomenological approach under qualitative research method was adopted in this study. The study group consisted of 138 second grade preschool education teacher candidates participating in drama class in Afyon Kocatepe University Education Faculty, Preschool Education Department during the spring semester of the 2014-2015 academic year. An opinion statement form consisting of 7 open-ended questions was used as a data collection tool. Content analysis was applied to the data of this study and the data were represented with numerical values. The results of this study indicated that preschool education teacher candidates produced different metaphors for drama, stages of drama, roles of teacher and children in drama (n=523), different metaphors for drama and drama stages, and produced “life” (n=42) category metaphors for drama and “leader/guide” (n=63) category metaphors for role of teacher.

STRUCTURED ABSTRACT

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Introduction

In the 21st century, which is regarded as the science and technology age, effective methods are used for raising individuals to meet the requirements of this age. Drama as one of these effective methods, has greatly contributed to gaining required skills for an individual in 21st century (Brown, 2017). It is seen that drama is a popular field in our country for the past forty years (Adıgüzel, 2010). Adıgüzel (2013) explained drama as “impersonation of a purpose, an idea based on experiences of members of a group by using improvising, role-playing techniques.” Drama is important for the children to subjectify, learn, and make knowledge useful. It is also important as developmental properties are activated during learning process (Fazlıoğlu & Gül Ercan, 2014).

Purpose of the Research

To effectively realise drama applications during preschool period, preschool teachers must have adequate knowledge and skills. Opinions and attitudes of preschool teachers towards drama directly effects application processes (Farran & Mindrila, 2016). It is important to determine perceptions of teachers who will plan and realise drama applications towards drama. Accordingly, the purpose of this study is to reveal drama perception of preschool teacher candidates with metaphors.

Method

Phenomenological approach under qualitative research method was adopted in this study. Phenomenological approach aims to help understanding a phenomena better and deeper way (Yıldırım & Şimşek, 2008). The purpose of this method is to understand and interpret perception of individual of himself/herself and outer world in unique way, emotions, perceptions, and subjective (Fraenkel & Wallen, 2008). In this study, it was thought that there is a relationship between perception of preschool teacher candidates towards drama and phenomenological approach.

Study Group

Study group consisted of 138 second grade preschool education teacher candidates participated in drama class in Afyon Kocatepe University Education Faculty, Preschool Education Department during spring semester of 2014-2015 academic year.

Data Collection Tool

Opinion statement form consisting of 7 open-ended questions was used as data collection tool. The form included question related with “drama”, “teacher in drama applications”, “children in drama applications”, and “drama stages”. For preschool education teacher candidates to express their ideas clearly, the form was structured as “Drama is like.... Because....”.

Data Analysis

Data from the study were analyzed with content analysis. The analyses and interpretation of the metaphors created by early childhood teacher candidates were undertaken in four stages.

Conclusion, Discussion and Recommendations

This study was conducted to reveal the perceptions of preschool education teacher candidates towards drama by using metaphors where results indicated that preschool education teacher candidates produced different metaphors for drama, drama stages, role of teacher and children in drama (n=523). Mreiwed, Carter, and Shabtay (2017) analysed experiences of preschool teacher candidates receiving drama class in Canada towards drama class and indicated that experience gained by preschool teacher candidates in drama classes were effective for raising awareness of factors effecting class environment. Under the scope of this study, it is thought that different metaphors produced by preschool teacher candidates may express perspectives regarding drama applications.

At the end of the study, metaphors of preschool teacher candidates towards drama were collected under eight different categories and most metaphors were produced under “Life” (n=42) and “Game” (n=29) categories. Direct connection between these metaphors and drama are visible as drama is based on life and prepare children to life. Özgür İşyar (2017) analysed metaphorical perception of class teachers towards drama and indicated that drama concept is “life itself”. Metaphors provided by preschool teacher candidates regarding role of teacher were collected under six different categories and most metaphors were produced in “Leader/Guide” (n=63) category. Çetingöz (2014) investigated competence perception of preschool teachers when applying creative drama activities and found that teachers listed leadership as a fundamental property when applying drama activities. Metaphors provided by preschool teacher candidates regarding role of children were collected under seven different categories and most metaphors were produced in “Object” (n=22) category and “Nature/Nature Events/Animal” (n=22). Adıgüzel (2009) found that Turkish and German participants reached the result that they likened the drama most to “animal” and “object”. Metaphor findings of preschool teacher candidates towards drama preparation stage were under “Preparation” (n=51), and “Start” (n=36) categories where drama impersonation stage were under “Life” (n=27), and “Art” (n=24) categories. Metaphor findings of preschool teacher candidates towards drama relaxing stage were under “Relaxing” (n=36), and “Peace” (n=29) categories where drama evaluation stage were under “Measurement/Evaluation” (n=48), and “Result” (n=42) categories. Fırat Durdukoca (2015) examined the opinions of pre-school teacher candidates about dramas to increase the usage frequency of drama technique and to make it easier for pre-school students to reach various achievements, and founded that drama lessons meet expectations, the drama course should be added to all levels of education. Sotiropoulou-Zormpala, Trouli and Linardakis (2015) emphasize that in teacher education, arts lessons should contribute to their personal development as well as their future professional experience. To reveal perception of preschool education teacher candidates towards drama by using metaphors, metaphors were mostly produced in life (n=42) for drama, “leader/guide” (n=63) for role of teacher in drama activities, “object” (n=26) for role of child in drama activities, “preparation” (n=51) for preparation stage of drama, “life” (n=27) for impersonation stage of

drama, “relaxing (n=36) for relaxing stage of drama, and “measurement/evaluation” (n=48) for evaluation stage of drama.

Based on the obtained results, the following suggestions could be made:

- Studies investigating perspectives of preschool teacher candidates towards drama and relationship with different variables can be planned.
- The effect of applications of drama classes by preschool teacher candidates on occupation knowledge and skills can be investigated.
- Planning, application, evaluation skill development of preschool teacher candidates towards drama activities should be supported and monitored.
- For preschool teacher candidates to effectively use drama in their occupation, teacher candidates may be encouraged to attend courses and seminars.

Keywords: Drama, Metaphor, Preschool Education Teacher Candidate

OKUL ÖNCESİ EĞİTİMİ ÖĞRETMEN ADAYLARININ DRAMAYA İLİŞKİN ALGILARININ İNCELENMESİ

ÖZET

Drama, 21. yüzyıl insanının sahip olması gereken becerilerin kazandırılmasına büyük ölçüde katkı sağlamaktadır. Okul öncesi dönemde drama uygulamalarının etkili bir şekilde gerçekleştirilebilmesi için okul öncesi öğretmenlerinin gerekli bilgi ve becerilere sahip olmaları gerekmektedir. Okul öncesi öğretmenlerinin drama uygulamalarına ilişkin görüşleri ve tutumları öğretmenlerin doğrudan uygulama süreçlerine etki etmektedir. Drama uygulamalarını planlayacak ve gerçekleştirecek olan öğretmenlerin dramaya yönelik algılarının belirlenmesi büyük önem taşımaktadır. Bu araştırma, okul öncesi eğitimi öğretmen adaylarının dramaya ilişkin algılarını metaforlar aracılığıyla ortaya çıkarmak amacıyla gerçekleştirilmiştir. Araştırmada nitel araştırma yöntemi kapsamında fenomenolojik yaklaşım kullanılmıştır. Araştırmanın çalışma grubunu, 2014-2015 eğitim öğretim yılı bahar döneminde Afyon Kocatepe Üniversitesi Eğitim Fakültesi Okul Öncesi Eğitimi Anabilim Dalı’nda drama dersini almış olan toplam 138 ikinci sınıf okul öncesi eğitimi öğretmen adayı oluşturmuştur. Araştırmada veri toplama aracı olarak 7 açık uçlu sorudan oluşan bir görüş bildirme formu kullanılmıştır. Araştırmadan elde edilen verilerin analizinde içerik analizi kullanılmış olup veriler sayısal değerlerle ifade edilmiştir. Araştırmada, okul öncesi eğitimi öğretmen adaylarının dramaya, dramanın aşamalarına, dramada öğretmenin ve çocuğun rolüne yönelik (n=523) farklı metafor ürettikleri, öğretmen adaylarının dramaya ve dramanın aşamalarına yönelik farklı metaforlar ürettikleri, dramaya ilişkin en çok hayat (n=42), drama

etkinliklerinde öğretmenin rolüne ilişkin ise en çok “Lider/rehber” (n=63) kategorisi altında metaforlar ürettikleri sonucuna ulaşılmıştır.

Anahtar Kelimeler: Drama, Metafor, Okul Öncesi Eğitimi Öğretmen Adayı

Introduction

In the 21st century, which is regarded as the science and technology age, effective methods are used for raising individuals to meet the requirements of this age. Drama as one of these effective methods, has greatly contributed to gaining required skills for an individual in 21st century (Brown, 2017). It is seen that drama is a popular field in our country for the past forty years (Adıgüzel, 2010). Drama can be defined as transforming intellectual to actual and it is accepted as education and teaching method (Aslan, 2011). San (1990) defined drama as “interpretation and impersonation of lives, events, abstract concepts or behaviour by individual within a group by using improvising, role-playing, theatre, or drama techniques”. Adıgüzel (2013) explained drama as “impersonation of a purpose, an idea based on experiences of members of a group by using improvising, role-playing techniques.”

It is stated that drama has a special value in teaching methods. The most important thing in teaching is to transform children from a passive state to an active state. When preschool children are considered, it can be shown that drama is a suitable method to stimulate body and sense organs and impersonating topics to make these topics alive (Üstündağ, 1996; Koç 1999, trans. Bulut Pedük & Erdoğan, 2014). Additionally, there is an important relationship between active participation with drama and learning by doing-experiencing (Köksal Akyol, 2010). Drama offers play-based learning environment to children and this method is used in learning by doing and experiencing (Körükçü, 2014). Drama is important for the children to subjectify, learn, and make knowledge useful. It is also important as developmental properties are activated during learning process (Fazlıoğlu & Gül Ercan, 2014).

In addition to an effective method in education, drama is an important process that supports personal development (Özbek, 2014). General purpose of drama work is to raise individuals who are creative, self-contained, self-aware, communicate with surrounding, develop such communication, and has high expression power and styles (Can Yaşar & Aral, 2011). Drama offers aesthetic development in children (Turner, Mayall, Dickinson, Clark, Hood, Samvels & Wiggings, 2004), learning critical thinking skills (Yaffe, 1998), developing moral and ethical values, increasing self-confidence, developing decision-making skills, developing language, communication, and social skills (Rances, 2005), learning experiences for different status, and developing empathy skills (McCaslin, 1990; Ömeroğlu 1990), increasing academic success (Hendrix, Eick & Shannon, 2012; Tımbıl, Göçmen Taşkın, Şenler & Kozcu Çakır, 2013; Ulubey & Toraman, 2015).

As in other education levels, drama is effectively used in preschool education. Preschool period which is critically important for individuals, drama enables application of what is learned and recently, this subject has been emphasised. In such important area, providing opportunities for children can develop creativity, problem solving, discovery and handling problems, increase their self-confidence, and enable children to think freely and multi-dimensionally. This is because children can learn better when they are active. Knowledge gained by doing and experiencing is permanent for children and can be easily realised. (Ulutaş, 2011). Therefore, supporting drama participation of children from young ages is important for both support developmental area and enabling self-knowledge, self-discovery, and showing their creativity. (Can Yaşar & Aral, 2011). Additionally, effectively planned drama events support learning process, emotional development, and social skills of children (Lindberg, 2015).

Under YÖK/World Bank pre-service teacher education project, restructuring of education faculties were discussed and drama classes in teacher education was emphasised (Güven & Adıgüzel, 2015). Drama classes in teacher education contributes to personal, social, and academic development of teacher candidates as well as gaining knowledge related with drama (Landy & Montgomery 2012). Since drama provides different perspectives and enables different problem-solving styles, drama develops education and teaching process and teacher education quality (Bowell & Heap, 2010). Akin (2014) evaluated studied about drama in pre-service teacher education in our country and indicated that these studies mainly focused on attitudes towards drama, opinions about drama, and effects of drama. In literature, there are studies focusing on social intelligence area of preschool education teacher candidates in drama events (Ünver ve Semiz, 2016); self-competency levels (Pekdoğan ve Korkmaz, 2017); self-management skills (Koşucu ve Hursen, 2017). Opinions of teacher candidates towards drama will affect drama strategies in their occupational life, skills, and quality of drama events in classes (Jindal-Snape & Vettraino, 2007). Therefore, opinions of teacher candidates towards drama during teacher education should be determined.

Saban (2004) described metaphor as “one of the most powerful mental tools that structure, guide, and control our ideas regarding creating and operation of events”. With metaphor, two concepts are connected in mind. These connections form new schemes. As the frequency between schemes increase, retainment of information increases (Çoban & Çeçen, 2013). Acay Sözbir and Çamlıbel Çakmak (2016) stated that metaphor can present perceptions regarding any phenomenon rather than having only emulating properties. In addition to all these, it is important to determine perception of teacher and learner to completely realise teaching and learning activities (Çoban & Çeçen, 2013). To effectively realise drama applications during preschool period, preschool teachers must have adequate knowledge and skills. Opinions and attitudes of preschool teachers towards drama directly effects application processes (Farran & Mindrila, 2016). It is important to determine perceptions of teachers who will plan and realise drama applications towards drama. Accordingly, the purpose of this study is to reveal drama perception of preschool teacher candidates with metaphors.

Method

Phenomenological approach under qualitative research method was adopted in this study. Phenomenological approach aims to help understanding a phenomena better and deeper way (Yıldırım & Şimşek, 2008). The purpose of this method is to understand and interpret perception of individual of himself/herself and outer world in unique way, emotions, perceptions, and subjective (Fraenkel & Wallen, 2008). In this study, it was thought that there is a relationship between perception of preschool teacher candidates towards drama and phenomenological approach.

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Data Collection Tool

Opinion statement form consisting of 7 open-ended questions was used as data collection tool. The form included question related with “*drama*”, “*teacher in drama applications*”, “*children in drama applications*”, and “*drama stages*”. For preschool education teacher candidates to express their ideas clearly, the form was structured as “*Drama is like.... Because....*”. In studies where metaphor was adopted as data collection tool, to represent the connection between “subject of metaphor” and “source of metaphor”, “like” statement was used (Saban, 2009; Kaya, 2010). Additionally, by using “because” word in the sentences, teacher candidates were asked to provide a reason for their metaphors (Saban, 2009).

Data Analysis

Data from the study were analyzed with content analysis. The analyses and interpretation of the metaphors created by early childhood teacher candidates were undertaken in the stages given below (Saban, 2009):

Coding and Exclusion

Metaphors and reality related with these metaphors were analysed on preschool education teacher candidates' forms. Since each participant provided one metaphor example and reason, all forms were included.

Creating sample metaphor list

After coding and sorting stage, valid metaphors and reasons were re-evaluated. Metaphors of participants were written separately, and a list was created.

Category selection

At this stage, common properties of metaphors presented by participants regarding "drama" were analysed. Metaphors provided by preschool teacher candidates regarding drama, stages of drama, role of teacher and children in drama were collected under suitable categories. Metaphor examples representing the most common 2 metaphors under each category were selected from preschool teacher candidates forms and directly quoted in (TC-35, TC-79, TC-3) format.

Establishing reliability and validity

For validity of data obtained in this study, data analysis was presented in detail and all findings regarding each metaphor under each category were explained. For data reliability, data analysis was conducted by each researcher separately, and by adopting consensus and dissensus formula of Miles and Huberman (1994), the value was found 97%.

Converting metaphors to numerical data and interpretation

In this stage, number of metaphors under categories were presented in table form.

Findings

Metaphor findings of preschool teacher candidates towards drama were presented in Table 1.

Table 1. *Metaphors of Preschool Teacher Candidates Towards Drama*

Category	Metaphors	Number
Life	Life (n=11), Life rehearsal (n=8), Life itself(n=4), Mirror of life (n=3), Part of life (n=3), Role inside life (n=2), Inside life (n=2), Preparation to life (n=2), Impersonation of life (n=1), Trial of life (n=1), Advertisement of life (n=1), Recurrence of life (n=1), Imitation of life (n=1), Trailer of life (n=1), Living (n=1)	42
Game	Game (n=23), Pretend (n=3), Game field (n=1), Gamification of life (n=1), Playing (n=1)	29
Fun	Fun (n=6), Funfair (n=5), Entertainment centre (n=3), Entertainment parkour (n=1), Puzzle (n=1), Fun education (n=1), Fun time interval(n=1)	18
Object/Being/Food	Rainbow (n=3), Book (n=2), Chameleon (n=2), Tree(n=1), Food (n=1), Antidepressant (n=1), Long path (n=1), Child (n=1), Fish (n=1), World (n=1), Bee (n=1), Forest (n=1), Monkey (n=1), Bird (n=1)	18
Imagination/Creativity	Creativity (n=2), Imagination (n=1), Sky expressing imagination (n=1), Using Creativity (n=1), Integrated activity with dream world (n=1), Living our dreams (n=1)	8
Self-Expression	Self-expression (n=4), self-recognition (n=1), self-discovery tool (n=1)	6
Different Place	A different world (n=3), being in a different life (n=1)	4
Other	Theatre (n=1), Empathy (n=1), Collecting positive energy (n=1), Forgetting activity (n=1), Dream (n=1), Relaxation (n=1), Children's literature (n=1), Small animations (n = 1), Returning to childhood (n=1), Journey to childhood horizon (n=1), Event unity (n=1), Freedom (n=1)	13
TOTAL		138

As seen in Table 1, metaphors of preschool teacher candidates towards drama were grouped under eight categories namely *“Life”*, *“Game”*, *“Fun”*, *“Object/Being/Food”*, *“Imagination/Creativity”*, *“Self-Expression”*, *“Different Place”*, and *“Other”*. Preschool teacher candidates mainly used metaphors as *“Life”* (n=42) and *“Game”* (n=29).

For example:

“Drama is like life, because all roles in life is here.” (TC-3)

“Drama is like rehearsal of life, because we repeat everything in life in drama.” (TC-15)

“Drama is like the mirror of life, because all parts of life are in here.” (TC-39)

“Drama is like game, because it is a fun activity like game and we can get carried away.” (TC-73)

“Drama is like game, because it is fun, you can relax and find yourself.” (TC-66)

“Drama is like game, because activities have various games.” (TC-16)

Metaphor findings of preschool teacher candidates towards teacher in drama applications were presented in Table 2.

Table 2. Metaphors of Preschool Teacher Candidates Towards Teacher in Drama Applications

Category	Metaphors	Number
Leader/Guide	Leader (n=19), Counsellor (n=19), Manager (n=3), Director (n=3), Captain (n=3), Compass (n=1), Guide (n=2), Helper (n=2), Pilot (n=1), President (n=1), Executive (n=1), Commander (n=1), Presider (n=1), King (n=1), Ruler (n=1), Referee (n=1), Film director (n=1), Directioner (n=1)	63
Child	Child (n=22), Student (n=7)	29
Relatives/Family	Friend (n=9), Mother-father (n=2), Mother (n=2), Father (n=1), Family (n=1)	16
Occupation	Player (n=7), Observer (n=2), Cashier (n = 1), Teacher (n=1), Screenplay Writer (n=1), Instructor (n=1), Clown (n=1)	12
Object/Being/Food	Chameleon (n=2), Observer (n=1), Participant (n=1), Sun (n=1), Salt (n=1), Light (n=1), Adult (n=1), Book (n=1) Traffic Light (n=1), Creative bird (n=1)	7
Other	Protein (n=1), Fairy (n=1), Joker (n=1), Tampon (n=1)	6
TOTAL		122

As seen on Table 2, metaphors of preschool teacher candidates towards teacher in drama applications were under six categories namely **“Leader/Guide”**, **“Child”**, **“Relative/Family”**, **“Occupation”**, **“Object/Being/Food”**, and **“Other”**. Preschool teacher candidates mainly used metaphors for teachers in drama applications as **“Leader/Guide”** (n=63) and **“Child”** (n=29). For example:

“In drama applications teacher is like a guide because teacher guides the group.” (TC-14)

“In drama applications teacher is like a guide, because teacher encourages children for applications or when they feel intimidated.” (TC-45)

“In drama applications teacher is like a referee, because teacher manages the drama and guides.” (TC-84)

“In drama applications teacher is like a child, because teacher is included in the process, thinks, and acts like them.” (TC-109)

“In drama applications teacher is like a child, because teacher is comfortable, fun, and creative like a child.” (TC-130)

“In drama applications teacher is like a small and fun child, because teacher is also becoming a child in drama.”(TC-75).

Metaphor findings of preschool teacher candidates towards children in drama applications were presented in Table 3.

Table 3. *Metaphors of Preschool Teacher Candidates Towards Children in Drama Applications*

Category	Metaphors	Number
Object	Dough (n=3), Blank page (n=2), Mercury (n=2), Puppet (n=2), Note (n=1), Baby (n=1), Pawn (n=1), Kite (n=1), Ore (n=1), Gold (n=1), Balloon (n=1), Pen (n=1), Magic wand (n=1), Toy (n=1), Music instrument (n=1), All materials (n=1), Green colour (n=1), Empty box (n=1), Full plate (n=1), Raw clay (n=1), Empty plate (n=1)	26
Nature/Natural/Events/Animals	Butterfly (n=4), Bird (n=3), Flower (n=2), Water (n=2), Plant (n=1), Rainbow (n=1), Chameleon (n=1), Wet tree (n=1), Wind (n=1), Earth (n=1), Free cloud (n=1), Field (n=1), Waterfall (n=1), Sapling (n=1), Mud (n=1)	22
Player	Player (n=10), Participant (n=5), Hero (n=2), Lead role (n=1), Artist (n=1), Active person (n=1), Active teacher (n=1)	21
Child	Herself/himself (n=10), Child (n=4), Student (n=2)	16
Occupation	Explorer (n=4), Teacher (n=2), Philosopher (n=1), Artist (n=1), Master (n=1), Clown (n=1), King (n=1), Author (n=1), Imitator (n=1), Painter (n=1), Magician (n=1)	15
Creativity	Free (n=6), Creator (n=4), Mimic and improvise (n=1), Imaginary world (n=1), Curious (n=1), Daydreamer (n=1), In dream (n=1)	15
Other	Everything (n=4), Adult (n=3), Leader (n=2), Necessary (n=1), Mature Role (n=1), Client (n=1), Owner of everything (n=1), Happy (n=1), Receiver (n=1), Play (n=1), Different world (n=1), Lost passenger (n=1), Multiple personality (n=1), Natural (n=1), Actant (n=1)	21
TOTAL		119

As seen from Table 3, metaphor findings of preschool teacher candidates towards children in drama applications were under seven categories namely **“Object”**, **“Nature/Natural Events/Animal”**, **“Player”**, **“Child”**, **“Occupation”**, **“Creativity”**, and **“Other”**. Preschool teacher candidates mainly used metaphors for children in drama applications as **“Object”** (n=26) and **“Nature/Natural Events/Animal”** (n=22). For example:

“In drama application children are like mercury, because you cannot know where they will go. They have different roles and identities and change constantly. They are open to differences, new things, and changes.” (TC-71)

“In drama application children are like notes because they add new melody and fun to each activity.” (TC-20)

“In drama application children are like kites, because they can fly freely as they like.” (TC-62)

“In drama application children are like free clouds, because they can move comfortably and freely in line with drama.” (TC-93)

“In drama application children are like saplings, because they grow and blossom with games.” (TC-135)

“In drama application children are like rainbow, because they have all colour emotions in them.” (TC-23).

Metaphor findings of preschool teacher candidates towards drama preparation stage were presented in Table 4.

Table 4. Metaphors of Preschool Teacher Candidates Towards Drama Preparation Stage

Category	Metaphors	Number
Preparation	Preparation (n=15), Getting prepared (n=6), Preparation for lesson-topic (n=4), Practice (n=4), Warming (n=3), Meeting (n=3), Preparation to game (n=2), Preparation to life (n=2), Preparation stage (n=1), Preparation to something (n=1), Preparation to match (n=1), Preparation to activity (n=1), Preparation class (n=1), Breathing (n=1), Interaction moment (n=1), Preparation to process (n=1), Preparation to day (n=1), Preparation to drama (n=1), Preparation for making dough (n=1), Preparing dinner (n=1)	51
Start	Introduction (n=4), Preparation (n=3), Crawling (n=3), Soup (n=2), Preface (n=2), Start for learning (n=2), First steps of child to life (n=1), Morning sun (n=1), First step of stairs (n=1), Baby starting walking (n=1), Sleepiness (n=1), To start (n=1), Beginning of film (n=1), Beginning (n=1), Waking up in morning (n=1), First stage (n=1), One step (n=1), Starting journey (n=1), Calm moment before sleeping (n=1), First hours of day (n=1), Water that starts boiling (n=1), Start of childhood (n=1), first rays of sun in morning (n=1), Turning on the stove (n=1), Breakfast (n=1), Trailer (n=1)	36
Game	Game (n=11), Game world (n=1), Playing (n=1), Game stage (n=1), Show (n=1), Toy (n=1)	16
Sport	Sport (n=4), Training-exercise (n=4), Motion (n=2), Relaxing (n=1), Morning sport (n=1), Warmup in sport (n=1), Morning walk (n=1), Walking (n=1)	15
Nature/Natural/Events/Objects/Beings	Yellow light (n=2), Tree trunk (n=1), Rabbit (n=1), Dove (n=1), Starters (n=1), Butterfly (n=1), Fresh air (n=1), Rainbow (n=1)	9
Life	Life (n=4), Flow of life (n=1), Living (n=1)	6
TOTAL		122

As seen from Table 4, metaphor findings of preschool teacher candidates towards children in drama applications were under seven categories namely **“Preparation”**, **“Start”**, **“Game”**, **“Sport”**, **“Nature/Natural Events/Animal”**, **“Fun”**, and **“Other”**. Preschool teacher candidates mainly used metaphors for drama preparation stage as **“Preparation”** (n=51) and **“Start”** (n=36). For example:

“Preparation stage of drama is like preparation, because you can adapt.” (TC-44)

“Preparation stage of drama is like preparation, because children will get ready for next stage.” (TC-25)

“Preparation stage of drama is like preparation, because you can get ready for impersonation.” (TC-2)

“Preparation stage of drama is like preface, because children have an idea of what they will do.” (TC-68)

“Preparation stage of drama is like crawling, because you need to crawl before learning to walk.” (TC-43)

“Preparation stage of drama is like soup of dinner, because soup will prepare our stomach to main course.” *“Preparation stage of drama will prepare mentally and physically trying job like impersonation.”* (TC-79).

Metaphor findings of preschool teacher candidates towards drama impersonation stage were presented in Table 5.

Table 5. *Metaphors of Preschool Teacher Candidates Towards Drama Impersonation Stage*

Category	Metaphors	Number
Life	Life (n=18), Part of life (n=3), Rehearsal of life (n=2), Life stage (n=1), Role-playing from life (n=1), Youth (n=1), Striking point of life (n=1)	27
Art	Theatre (n=15), Artist (n=1), Concert (n=1), Tale (n=1), Chorus of song (n=1), Film (n=1), Novel (n=1), Action film (n=1), Dancing (n=1), Fiction (n=1)	24
Game	Game (n=7), Puppet (n=2), Building sand castles (n=1), Play house (n=1), Mimic (n=1), Game area (n=1), Impersonating story (n=1), Fixing a toy (n=1)	15
Fun	Match (n=3), Fun (n=2), Most fun stage (n=2), Entertainment (n=1), Negative energy discharge (n=1), Most fun place (n=1), Football (n=1), Fun event (n=1), Funfair (n=1), Fun activity (n=1), Most exciting part of film (n=1)	15
Object/Nature/Being	Afternoon sun (n=1), Nice meal (n=1), Main course (n=1), Branches of tree (n=1), Birds (n=1), Flower blossoms in spring (n=1), Legs of chair (n=1), Meal (n=1), Balloon (n=1), Blossoming moment (n=1), Dough (n=1), Box full of surprises (n=1), Car (n=1), Hidden chest(n=1), Green light (n=1)	15
Creativity	New product (n=1), Problem and solution (n=1), Math problem (n=1), Creating a type (n=1), Presenting what is learned (n=1), Showing free spirit (n=1), Highest dimension of creativity (n=1), Fun unique idea (n=1), Creative job (n=1), Guess (n=1), Creativity (n=1)	11
Main/Fundamental/Basic	Inventory (n=1), Foundation of structure (n=1), Main topic (n=1), Depth of topic (n=1), Educating part (n=1), Development (n=1), Real face of event (n=1), Moment of fire (n=1), Cooking stages of meal (n=1),	9
Other	Dream (n=2), Learning (n=2), Empathy (n=2), Finding self (n=2), Uniting (n=1), Learning by doing and experiencing (n=1), Learning new things (n=1), Running (n=1), Environment of role (n=1), Second stage (n=1), Journey itself (n=1), Noon (n=1), Harvest (n=1), Midday (n=1), Brainstorm (n=1), Breathing (n=1), Being one-self (n=1)	21
TOTAL		137

As seen from Table 5, metaphor findings of preschool teacher candidates towards drama impersonation stage were under eight categories namely **“Life”**, **“Art”**, **“Game”**, **“Fun”**, **“Object/Nature/Being”**, **“Creativity”**, **“Main/Fundamental/Basis”** and **“Other”**. Preschool teacher candidates mainly used metaphors for drama impersonation stage as **“Life”** (n=27) and **“Art”** (n=24). For example:

“Impersonation stage of drama is like life, because problems and solutions encountered in impersonation stage are real-life problems.” (TC-72)

“Impersonation stage of drama is like life itself, because we can experience anything in life.” (TC-79)

“Impersonation stage of drama is life rehearsal of life, because it gives a chance to live events beforehand.” (TC-99)

“Impersonation stage of drama is like a concert, because it is one of the moments where child has fun.” (TC-22)

“Impersonation stage of drama is like chorus of a song, because this is the most striking point of drama.” (TC-76)

“Impersonation stage of drama is like a novel, because we meet different characters at this stage.” (TC-119).

Metaphor findings of preschool teacher candidates towards drama relaxing stage were presented in Table 6.

Table 6. *Metaphors of Preschool Teacher Candidates Towards Drama Relaxing Stage*

Category	Metaphors	Number
Resting	Resting (n=16), Resting work-activity-sport (n=4), Resting hour (n=3), Break (n=2), Resting process (n=2), Listening to self (n=1), Restful (n=1), Massage j(n=1), Calming (n=1), Rested stage (n=1), Resting on grass (n=1), Resting centre (n=1), Resting dough (n=1), Resting facility (n=1)	36
Peace	Peace (n=7), Therapy (n=5), Calmness (n=3), Tea(n=3), Moment of relaxation (n=1), Relaxing (n=1), Getting away from boredom (n=1), Moment of relief (n=1), Sound of wind (n=1), Water (n=1), Flying on clouds (n=1), Medication given to asthma patient (n=1), Blue colour (n=1), Music (n=1), Bird sounds (n=1)	29
Sleep	Sleep (n=11), Sleeping (n=4), Preparation before sleeping (n=1), Bed (n=1), Midday sleep (n=1), Nap (n=1)	19
Object/Nature/Being	Night (n=2), Clean air(n=2), Afternoon sun (n=1), Medication (n=1), Swing (n=1), Written exam (n=1), Cold water (n=1), Thoughtful turtle (n=1), Niece (n=1), Ramadan fest meal (n=1), Bird (n=1)	13
Action	Breathing (n=4), Openness to information (n=1), Flying (n=1), Participation (n=1), Eating fruits (n=1), Swimming in sea (n=1), Listening to tales (n=1), Going for a journey (n=1), Recovering (n=1), Getting wet while raining (n=1)	13
OTHER	Result (n=3), Game (n=2), Sport (n=2), Preparation to drama (n=2), Getting used to (n=1), Helper (n=1), Focusing stage (n=1), Championship celebration (n=1), Assessing journey (n=1), Saviour (n=1), Walk (n=1), Adulthood (n=1), Thought Provoking (n=1), Fun (n=1), Gymnastic (n=1), Eating stage (n=1), Breath(n=1)	22

As seen from Table 6, metaphor findings of preschool teacher candidates towards drama relaxing stage were under eight categories namely **“Resting”**, **“Peace”**, **“Sleep”**, **“Object/Nature/Being”**, **“Action”** and **“Other”**. Preschool teacher candidates mainly used metaphors for drama relaxing stage as **“Resting”** (n=36) and **“Peace”** (n=29). For example:

“Drama relaxing stage is like listening to one-self, because you will be by yourself at this stage and relax after other stages.” (TC-3)

“Drama relaxing stage is like a break, because it makes you ready for other stages and helps releasing tiredness and relaxing.” (TC-72)

“Drama relaxing stage is like relaxing, because this enables children who are tired in activity to rest.” (TC-50)

“Drama relaxing stage is like peace, because you can feel comfortable.” (TC-59)

“Drama relaxing stage is like therapy, because it relieves stress.” (TC-95)

“Drama relaxing stage is like water, because you can feel comfortable, and recover.” (TC-87).

Metaphor findings of preschool teacher candidates towards drama evaluation stage were presented in Table 7.

Table 7. *Metaphors of Preschool Teacher Candidates Towards Drama Evaluation Stage*

Category	Metaphors	Number
Measurement/Evaluation	Exam (n=9), Test (n=5), Presentation of the learners (n=4), Measurement (n=2), Repetition of Learning (n=2), Testing ourselves (n=2), Evaluation of day (n=2), Evaluation of what is learned (n=2), Evaluation of life (n=1), Quality control (n=1), Total process (n=1), What have we learned though (n=1), Answer to what we have learned question (n=1), Controlling (n=1), Control (n=1), Review (n=1), Attendance (n=1), Taking what is given (n=1), Consolidating what is learned (n=1), Consolidator (n=1), Note (n=1), Exam paper (n=1), Reaping what you saw (n=1), General perspective to drama (n=1), Evaluation(n=1), Survey (n=1).	48
Result	Result (n=10), Beared tree (n=3), Final (n=2), Summary (n=2), End of film-TV show (n=2), Night (n=2), End point (n=2), Dairy (n=2), Afternoon sun (n=1), Results stage (n=1), End of game (n=1), Exam result (n=1), Competing journey (n=1), Last sentence on novel (n=1), Last meeting of the day (n=1), Feeling satisfied (n=1), Effective process (n=1), Last moment of day (n=1), Cooked meal (n=1), Last stop (n=1), Understanding day (n=1), End of ice cream (n=1), Recovery (n=1), Learning a lesson (n=1), Doomsday (n=1)	42
Discussion	QA (n=3), Brainstorm (n=2), Analysis-synthesis (n=2), Discussion (n=1), Symposium (n=1), Bull session (n=1), Debate (n=1), Telling feelings (n=1), Thinking of self (n=1), Sharing the dream with listener (n=1), Psychological talk (n=1), Council (n=1), Thinking (n=1), Comment (n=1), Questioning (n=1), Critics (n=1).	20
Other	Happiness (n=3), Lifeblood (n=1), Deserving good sleep (n=1), Avenue (n=1), Knowing self (n=1), Growing and developing (n=1), Interpreting everything (n=1), Going in traffic (n=1), Walking (n=1), Teaching stage (n=1), Therapy (n=1), Balance (n=1), Experience (n=1), Knowledge (n=1), Wish box (n=1), Time machine (n=1), Elder age (n=1), Effective learning (n=1), Class environment (n=1), Completing piece (n=1), Radio show (n=1), Game (n=1), Puzzle (n=1), Refreshing memory (n=1).	26
TOTAL		136

As seen from Table 7, preschool teacher candidates towards drama evaluation stage were under four categories namely **“Measurement/Evaluation”**, **“Results”**, **“Discussion”**, and **“Other”**. Preschool teacher candidates mainly used metaphors for drama evaluation stage as **“Measurement/Evaluation”** (n=48) and **“Results”** (n=42). For example:

“Evaluation stage of drama is like quality control, because we review knowledge.” (TC-13)

“Evaluation stage of drama is like an exam, because this stage measures and presents what we have learned.” (TC-73)

“Evaluation stage of drama is like reaping what we saw, because it is necessary to understand what we learned.” (TC-94)

“Evaluation stage of drama is like night, because everything ends, and questions are asked.” (TC-1)

“Evaluation stage of drama is like doomsday, because it is the analysis of all our activity.” (TC-124)

“Evaluation stage of drama is like a dairy, because at evaluation stage, we share what we feel throughout the day and relax.” (TC-72).

Conclusion, Discussion and Recommendations

This study was conducted to reveal the perceptions of preschool education teacher candidates towards drama by using metaphors where results indicated that preschool education teacher candidates produced different metaphors for drama, drama stages, role of teacher and children in drama (n=523). Mreiwed, Carter, and Shabtay (2017) analysed experiences of preschool teacher candidates receiving drama class in Canada towards drama class and indicated that experience gained by preschool teacher candidates in drama classes were effective for raising awareness of factors effecting class environment. Under the scope of this study, it is thought that different metaphors produced by preschool teacher candidates may express perspectives regarding drama applications.

At the end of the study, metaphors of preschool teacher candidates towards drama were collected under eight different categories and most metaphors were produced under “Life” (n=42) and “Game” (n=29) categories. Direct connection between these metaphors and drama are visible as drama is based on life and prepare children to life. Özgür İşyar (2017) analysed metaphorical perception of class teachers towards drama and indicated that drama concept is “life itself”. Mentiş Taş (2013) evaluated drama perception of class teacher candidates and stated that class teacher candidates mostly produced “life” metaphor. Ülker Erdem, Aydos, and Gönen (2017) analysed opinions of preschool teachers and preschool teacher candidates towards application of drama and found that teacher candidates defined drama as game. Çoban and Çeçen (2013) presented that perception of Turkish language teacher candidates towards drama was life-centred game and life itself.

Metaphors provided by preschool teacher candidates regarding role of teacher were collected under six different categories and most metaphors were produced in “Leader/Guide” (n=63) category. Çetingöz (2014) investigated competence perception of preschool teachers when applying creative drama activities and found that teachers listed leadership as a fundamental property when applying drama activities. Gray (2015) stated that drama application by teacher candidates increased drama experience and self-confidence and positive attitude towards drama enabled positive and effective application processes. In this study, in addition to theoretical knowledge provided to preschool teacher candidates in drama classes, based on gains and indicators in Preschool National Education Program (2013), drama activity preparation and leader and teacher plans were applied. This could be explained as teacher candidates that plan and apply drama activities gained awareness as leader/guide role. After leader/guide category, most metaphors were produced in “Child” (n=29) category. Lummis, Morris,

and Lovering (2015) emphasized the child-centred direction of drama, especially in the study of prospective teachers' views on drama and their influence on their experience with drama.

Metaphors provided by preschool teacher candidates regarding role of children were collected under seven different categories and most metaphors were produced in “Object” (n=22) category and “Nature/Nature Events/Animal” (n=22). Adıgüzel (2009) found that Turkish and German participants reached the result that they likened the drama most to “animal” and “object”.

Metaphor findings of preschool teacher candidates towards drama preparation stage were under “Preparation” (n=51), and “Start” (n=36) categories where drama impersonation stage were under “Life” (n=27), and “Art” (n=24) categories. Metaphor findings of preschool teacher candidates towards drama relaxing stage were under “Relaxing” (n=36), and “Peace” (n=29) categories where drama evaluation stage were under “Measurement/Evaluation” (n=48), and “Result” (n=42) categories. Çetingöz (2012) analysed self-competence level of preschool teacher candidates using drama method and found that candidates had high self-competence and stated that candidates with high self-competence level and drama planning stages were connected, subject and objectives should be priority determined, and flexibility can be provided. Tanrıseven and Aykaç (2013) investigated opinions of university students regarding contribution of creative drama to personal and occupation life and found that students who took drama class had positive impression about drama supporting their personal and occupational life. Fırat Durdukoca (2015) examined the opinions of pre-school teacher candidates about dramas to increase the usage frequency of drama technique and to make it easier for pre-school students to reach various achievements, and founded that drama lessons meet expectations, the drama course should be added to all levels of education. Sotiropoulou-Zormpala, Trouli and Linardakis (2015) emphasize that in teacher education, arts lessons should contribute to their personal development as well as their future professional experience. In the study conducted by Kilinc, Chapman, Kelley, Adams & Millinger (2016), the effects of drama activities on views of preschool teachers regarding learning processes of children were examined. Results indicate that the teachers stated that children discovered learning processes during drama activities and displayed their talents through drama practices.

To reveal perception of preschool education teacher candidates towards drama by using metaphors, metaphors were mostly produced in life (n=42) for drama, “leader/guide” (n=63) for role of teacher in drama activities, “object” (n=26) for role of child in drama activities, “preparation” (n=51) for preparation stage of drama, “life” (n=27) for impersonation stage of drama, “relaxing” (n=36) for relaxing stage of drama, and “measurement/evaluation” (n=48) for evaluation stage of drama.

Based on the obtained results, the following suggestions could be made:

- Studies investigating perspectives of preschool teacher candidates towards drama and relationship with different variables can be planned.
- The effect of applications of drama classes by preschool teacher candidates on occupation knowledge and skills can be investigated.
- Planning, application, evaluation skill development of preschool teacher candidates towards drama activities should be supported and monitored.
- For preschool teacher candidates to effectively use drama in their occupation, teacher candidates may be encouraged to attend courses and seminars.

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