THE METAPHORS DEVELOPED BYE STUDENTS FOR THE CONCEPTS IN 'THE PARTICULATE STRUCTURE OF MATTER' UNIT OF SCIENCE AND TECHNOLOGY COURSE

Öğr. Gör. Gülşen Altintaş
Celal Bayar Üniversitesi
Eğitim Bilimleri Eğitim Programları Anabilim dalı
Manisa
gulsencbu@gmail.com

Emine Kahraman
eminekahraman07@gmail.com

Eda Ülger
Muğla Üniversitesi
Fen Fakültesi Matematik Bölümü
Muğla
edaulgr@hotmail.com

S. Uğur Altıntaş
Cumhuriyet İlkokulu Sınıf Öğretmeni
Manisa
ugur45tr@mynetm.com

Abstract

In this research, the metaphors developed by 6th grade elementary school students for the concepts in ‘The Particulate Structure of Matter’ unit of Science and Technology course were examined. Working group consists of 6th grade 28 students at Salih Mustafa-Zehra-Saliha Kul Secondary School during 2011-2012 academic year. Students were taught to develop metaphors in the teaching process. The students were asked for developing animal metaphors for the concepts before they started learning the unit. The students were asked for developing metaphors for the same concepts after the unit was taught and this was repeated three weeks later again. The students were asked for developing metaphors for fourteen concepts by completing the sentences such as; “the Atom is like……, because ……. ‘. Metaphors were categorised and analyzed according to the classification of the animals: 1) Invertebrates, 2) Vertebrate animals, 3) Prokaryotic organisms and according to their diet: 1) Herbivorous animals, 2) Carnivorous animals, 3) Both herbivorous and carnivorous animals. In the study, content analysis technique was used and the data were analyzed with quantitative method. The metaphors, the students developed for the concepts, were analyzed and interpreted considering their gender

Key Words: Metaphor, science and technology, concept.