

Metaphoric Perceptions of Primary School Students on Reading, Writing, Speaking and Listening Skills

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Abstract

In the study, it was aimed to determine the metaphorical perceptions of primary school students towards reading, writing, listening and speaking. The phenomenology design was used in the study. The research includes a sample of 88 students, selected by random sampling, who study in Trabzon province. In the study, metaphors are like “Reading..... Because..... is like Writing..... Because is like speaking..... Because.....,Listening is like..... Because” was collected with the missing expressions and analyzed with the content analysis technique. As a result of the analysis; It was revealed that primary school students produced 65 metaphors (61 positive, 4 negative) regarding reading skills. Metaphors produced by primary school students about reading skills; "guidance", "need", "development-information transfer", "habit", "entertainment-relaxation", "dreaming", "empathy", "physical activity", "tiring-boring". was found in the category. It was revealed that primary school students produced 75 metaphors (55 positive, 20 negative) related to writing skills. Metaphors produced by primary school students about writing skills; It has been determined that they are collected in 10 categories as “entertaining occupation”, “success tool”, “information transfer”, “art activity”, “imagination tool”, “relaxing”, “transferring emotions”, “need”, “Physical activity”, “tiring-boring”. has been done. Among the 73 metaphors (69 positive, 4 negative) produced by primary school students regarding speaking skills; “Personality Reflection”, “Relaxing Tool”, “Need”, “Transfer of Emotion”, “Must be Controlled”, “Communication Tool”, “Physical activity”, “Fun Activity”, “Enriching and conveying information”, “tiring comprehension” It has been determined that it consists of 10 categories, including “power”. Among the 75 metaphors (67 positive, 8 negative) produced by primary school students about listening skills; "Selective action", "Acquiring information-learning", "Production-Transformation", "Empathy", "Imagination", "Recording Tool", "Rest-relaxation", "Physical Activity", "Entertainment", "Change of emotion" It was determined that they were collected in the categories of “Need”, “Boring Activity”.

Keywords: Metaphor, primary school students, listening and speaking, reading and writing

Introduction

In order for people to express their feelings and thoughts to others or to understand the feelings and thoughts of others, they need to be able to communicate well with each other. For communication that can be established verbally or in writing; reading, writing, listening and speaking language skills are required. Because people who spend more than half of a day communicating; almost half of this one-day process uses listening, a little more than a quarter of it speaks, and the remaining quarter uses reading and writing skills (Başaran & Erdem, 2009). In addition, it is thought that not all language skills can be acquired at the same time, but can be acquired gradually.

It is seen that the first language skill that people acquire is listening. Although listening is an important language skill, it remains in the background when other language skills are taken into account (Özbay & Melanlıoğlu, 2012). The main purpose of listening (Karakuş Tayşi & Özbay, 2016), which is necessary for people to be successful in their social and individual relationships, is to enable the individual to master verbal communication (Yazıcı & Kurudayıoğlu, 2017). Only purposeless text readings, students' lack of awareness of the goals, a monotonous expression, the speaker's poor language skills, and the student's trying to take notes while listening prevent the development of listening skills (Epçaçan, 2013), but listening skills can be improved through education (Cihangir, 2004). In order to develop listening skills through education, it is necessary to create course contents equipped with active learning techniques, to activate them with different teaching techniques such as critical thinking-based listening training, and to use listening styles more (Aytan, 2011; Güneş & Aytan, 2021; Maden & Durukan, 2011; Şahin, 2009). In this way, individuals' self-confidence in listening increases, develops a positive attitude towards listening, decreases their anxiety, and indirectly enables them to be successful in academic and social fields (MacIntyre & Gardner, 1989; Maden, 2021; Şahin, 2009).

Listening skill is the first important skill required for speaking skill (Barani, 2011). Speaking skill gained after listening skill; it emerges as the most important communication tool that individuals gain in their environment and use throughout their lives (Keskin, Baştuğ & Akyol, 2013). Speaking, which includes perceiving, processing and producing information, is an interactive meaning-making process and affects people's education, work and private lives (Florez, 1999; Işcan, 2015). For this reason, in a good speaking, the tone of voice should be used effectively, body language should be applied, the subject should be important, the speaker

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should have a good command of the subject and should use a plain, plain and self-reflecting style (Temizkan, 2013; Topçuoğlu-Ünal & Özden, 2014). It is necessary to develop speaking skills, to give students confidence, to provide many practice opportunities, to prepare appropriate environments, to give immediate correct feedback and to motivate students (Güneş, 2014). In this way, students can interpret information, evaluate the behavior of their friends, maintain their social relations, transfer their personal experiences and knowledge, and increase their school success (Akyol, 2006; Doğan, 2009).

After gaining speaking skills, individuals gain reading skills in the pre-school period or in the first grade of primary school. The purpose of reading, which is defined as the correct and fast vocalization of a text; It is to discover students' interests, to gain thinking, evaluating, fortifying, visualizing, rationalizing (adapting to logic) and problem solving skills in order to understand people and the world (Chettri & Rout, 2013; Little & Hart, 2016; Palani, 2012). Reading can negatively affect students' reading skills due to both the mental disabilities of the students and the hasty and oppressive attitudes of the teachers in teaching reading in schools. For this reason, students can mix letters during reading, cannot match the shape of the letter with its sound, have difficulty in spelling and separating words, make inversions and repetitions, make mistakes in reading aloud, lose their place during reading and switch to another line, and fall behind their peers in terms of speed and correct reading. It is seen that students have deficiencies in spelling and comprehension, have difficulty in understanding what they read and cannot fulfill the instructions given in the classroom (Akyol, 2003; Cain, 2010; Dağ, 2010; Koçer, 2018; Sidekli & Yang, 2005; Yılmaz, 2008). In order to overcome these problems experienced by students, it is necessary to know how to improve reading, which is an improvable skill. For this, parents and teachers need to work in cooperation and be a model for students (Fletcher, 2017). In addition, it is necessary to increase students' reading motivation, improve their attitudes (Collins & Svensson, 2008; Kirchner & Mostert, 2017), encourage reading, and give immediate feedback to students (Wigfield, Guthrie, Tonks, & Perencevich, 2004). In addition, it is beneficial to do reading with methods such as interactive reading, in which students can be active in the process, rather than in the form of continuous traditional reading (Yurtbakan, 2022).

After reading skills, students' writing skills develop (Comley, Hamilton, Klaus, Scholes, & Sommers, 2007). Writing, which is a very effective and useful method for the individual to confront his own feelings within himself (Arıcı & Ungan, 2013); It is among the expressive

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language skills and is defined as expressing feelings, thoughts and information using various symbols in line with certain principles (Göçer, 2014). The development of writing skills may be difficult for an individual who does not know in which order he should transfer his feelings and thoughts to the paper, has trouble in creating a coherent text, and is worried about making spelling and punctuation mistakes (Zorbaz, 2011). It is seen that students who do not develop their writing skills fail in situations such as writing titles, creating text sections, expressing the main idea clearly, including auxiliary ideas, using vocabulary effectively, protecting semantic integrity, transferring information correctly, writing legibly, following the rules of spelling and punctuation. (Duran and Özdil, 2020). Writing, which has many cognitive, sensory and psychomotor aspects, requires a planned and effective teaching process (Allal, 2018). In order to overcome the difficulties of writing, it is important that teachers do not neglect the preparation stage before the lesson and make the writing activity attractive with some motivating games before moving on to writing activities. Teachers should prepare sample sentences before the activity on how they can make the narration effective; should embody the act of writing by bringing sample expressions from sources such as magazines, newspapers and books to the classroom environment. The best way to gain writing skills is to support text creation with effective examples (Saluk & Pilav, 2018).

One of the specific aims of the Turkish teaching program is to improve students' listening, speaking, reading and writing language skills (Ministry of National Education [MEB], 2019). In order to achieve this goal in schools, teaching activities are carried out by teachers. The richness of the course content offered by the teachers, their attitudes and behaviors during teaching, the interests of the students; It can create different perceptions in students towards listening, speaking, reading and writing skills. The perceptions that students attribute to these skills can be brought to light with the help of metaphors. Because metaphor is a powerful mental tool that one can use to explain and understand a very abstract, complex or theoretical phenomenon (Saban, Koçbeker & Saban, 2006). Metaphors; it is of great importance in terms of helping people determine their point of view in making sense of situations, events, facts, objects and concepts, that is, the world (Susar-Kırmızı & Çelik, 2015). In the field of educational sciences, it is important to analyze concepts by associating them with life in order to determine perceptions about a concept or phenomenon, to transfer experiences, and to share feelings and thoughts (Aykaç & Çelik, 2014). In addition to detecting perception, it also helps to teach abstract concepts and terms by embodying them (Morgan, 1998).

One of the specific aims of the Turkish teaching program is to improve students' listening, speaking, reading and writing language skills (Ministry of National Education [MEB], 2019). In order to achieve this goal in schools, teaching activities are carried out by teachers. The richness of the course content offered by the teachers, their attitudes and behaviors during teaching, the interests of the students; It can create different perceptions in students towards listening, speaking, reading and writing skills. The metaphor studies carried out for Turkish language skills in the field of education that students attribute to these skills; It is seen that language education in schools is based on which theory (Pishgadam & Navari, 2010) and it is done to determine the perceptions of teacher candidates about reading, writing, listening and speaking skills (Çetinkaya-Özdemir & Kaya, 2021; Erdağı-Toksun, 2019; Tiryaki & Demir, 2016; Ulu, 2019; Ulusoy, 2013). It is seen that metaphor studies are carried out to determine the meanings that primary school students attribute only to reading and writing (Bulut & Kuşdemir, 2018; Köksal, Erginer & Baloğlu, 2016). The lack of a metaphor study to determine primary school students' perceptions of listening and speaking necessitates the study. Also in the study; It is important to determine the perceptions of the students whose mother tongue is Turkish about the four basic language skills of reading, writing, speaking and listening, in terms of determining which language skills are more emphasized in schools or how effective the studies while trying to develop language skills are in reaching the goal. The metaphorical perceptions of primary school students towards reading, writing, listening and speaking will be determined. Sub-purposes:

1. What are the metaphorical perceptions of primary school students about reading skills?
2. What are the metaphorical perceptions of primary school students about writing skills?
3. What are the metaphorical perceptions of primary school students about listening skills?
4. What are the metaphorical perceptions of primary school students about speaking skills?

Method

Research Design

The phenomenology design was used in the study conducted to determine the metaphorical perceptions of primary school students about reading, writing, speaking and listening skills. In the phenomenology design, the views of individuals on a particular subject are defined and

interpreted (Yıldırım & Şimşek, 2006). In the study, it was tried to determine what primary school students think about Turkish basic language skills, which is a special subject.

Study Group

A total of 88 (42 girls, 46 boys) primary school students, who were selected via random sampling. 14 of the students are in the 2nd grade, 30 of them are in the 3rd grade, and 44 are in the 4th grade.

Data Collection Tool

In the study, there is a form prepared by the researcher for data collection. In the first part of the form, which consists of two parts, there are 2 questions to determine the gender and grade level of the students. In the second part of the form, there are incomplete sentences that students need to fill in order to determine their basic Turkish language skills. These sentences are as follows;

Reading is like Because.....,

Writing is like..... Because.....

Speaking is like..... Because.....

Listening is like..... Because.....

Data Collection and Analysis

The data were collected in the last week of September of the 2022-23 academic year. Fourty minutes was given to the primary school students to fill out the form given to those who want to fill it out voluntarily. During this period, students were asked to write down what they likened to reading, writing, speaking and listening, along with their reasons. The data obtained with the help of the form were analyzed by content analysis. Content analysis is defined as a systematic, repeatable technique in which some words of a text are summarized with smaller content categories with coding based on certain rules (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2008). The steps in the studies of Erdağ-Toksun, (2019) and Bulut and Kuşdemir (2018) were followed in the analysis of the metaphors produced by primary school students regarding reading, writing, speaking and listening. First, the papers of the students were checked and 3 papers that did not include the reason part were not evaluated. Because for the metaphor to be accepted, its justification must be explained (Forceville, 2002). Then, the metaphors produced by primary school students for each language skill were transferred to a

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temporary list, and similar metaphors were classified by looking at how often they were repeated. Excerpts were made from the examples of students who were thought to represent the classification well. Then, the metaphors produced by the students were presented by grouping them under conceptual categories. At this stage, the categories created from the metaphors previously produced by pre-service teachers and primary school students about Turkish language skills were used (Bozpolat, 2015; Bulut & Kuşdemir, 2018; Çetinkaya-Özdemir & Kaya, 2021; Erdağı-Toksun, 2019; Köksal, Erginer & Baloğlu, 2016; Tiryaki & Demir, 2016; Ulu, 2019; Ulusoy, 2013). Finally, according to the reliability calculation formula of Miles and Huberman (1994), the agreement between researchers was 95% in the data analyzed by an independent researcher and a lecturer with a doctorate degree from primary school who had done reading and metaphor studies before. Incompatible metaphors were discussed and a common result was reached. According to Miles and Huberman, reliability; It is found by dividing the consensus by the sum of the agreement and the disagreement, and it must be at least .70.

Findings

In this part of the study, metaphors produced by primary school students regarding reading, writing, speaking and listening skills will be included.

The metaphors produced by primary school students regarding reading skills are shown in Table 1.

Table 1. Metaphors of Primary School Students on Reading Skills

Category	Metaphor	f	Metaphor	f	Metaphor	f	Total
Guidance	Treasure	2	Information	1	Dere	1	12
	Plane	1	Turtle	1	Imagine	1	
	Moon	1	Işınlanma	1	Travel	1	
	Chess	1	Dream	1			
Need	Parrot	1	heart	1	Beatiful	1	3
Development- information transfer	Information	6	Brain	2	Race	1	19
	Reading	1	Football	1	Study	1	
	Happiness	1	Star	1	Construction	1	
	Jewel	1	Gold	1	Tree	1	
	Sürprise	1					
Habit	Not to notice	1	dream	1	storm	1	5
	Crystal	1	Bilgi küpü	1			
Entertainment- relaxation	game	4	Entartainment	5	Rest	3	25
	beatiful	2	Bird	1	car	1	
	Pearl	1	Birthday	1	Pipe	1	
	Adventure	1	World	1	Imagination	1	
	Flower	1	Comfort	1	Game	1	
Dreaming	Dream	4	Writing	1	Dream	1	14

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	Rainbow	1	Speaking	1	Life	1
	Adventure	2	Heart and Brain	1	Bird	1
	Hope	1				
Empathy	Movie	1	Conversation	1		2
Physical activity	Bike	2	car	2		4
Tiring-boring	Notebook	1	Snail	1	Monster	1
	Snake	1				4

It is seen that primary school students produce 65 metaphors (61 positive, 4 negative) regarding reading skills. Metaphors produced by primary school students; “guidance”, “need”, “development-information transfer”, “habit”, “entertainment-relaxation”, “dreaming”, “empathy”, “physical activity”, “tiring-boring”. appear to be grouped together. Examples of metaphors in each category are as follows:

S62: Reading is like a dream. Because when I read, I open the doors of a different realm. (guidance)

S12: Reading is like a parrot. Because parrots always talk, I always read books. (need)

S13: Reading is like racing. Because the more you read, the more you progress. (Development-information transfer)

S35: Reading is like a dream. Because the story always changes. (Habit)

S17: Reading is like a game. Because I have a lot of fun while reading, it's like a game. (Entertainment-relaxation)

S46: Reading is like heart and brain. Because reading allows me to dream. (Dreaming)

S69: Reading is like a movie. Because I put myself in the character's shoes. (Empathy)

S44: Reading is like a bike. I read very fast, but not that fast. (Physical activity)

S60: Reading is like a snake. Because I don't like to read. For me, reading is a very bad thing. (tiring-boring)

The metaphors of primary school students regarding writing skills are shown in Table 2.

Table 2. Metaphors of Primary School Students on Writing Skills

Category	Metaphor	f	Metaphor	f	Metaphor	f	Total
Entertainment occupation	Sugar	2	Park	1	Fastmoving	1	10
	Travel	1	Dream	1	Beatiful	1	
	game	1	World	1	School	1	
Success tool	jewel	2	Stream	1	Vehicle	1	8
	Car	1	water	1	Sun	1	
	Durability	1					

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Information transfer	Dökme	1	Pencil	1	Picture	3	13
	Casting	1	Map	1	Learning	1	
	Express the feeling	1	Mouth	1	Miracle	1	
	Conversation	1	School	1			
Art activity	Conversation	2	Nice	1	Book	1	5
Imagination tool	Plain	1	Fish	1	Adventure	1	5
	World	1	Reading	1			
Relaxing	Picture	1	Beatiful	1	Mount the horse	1	7
	Flower	1	Relaxing	1	Entertainment	1	
	Bed	1					
Transferring emotions	Picture	1					1
Need	Water	1	Numbers	1	Exam	1	5
	Beauty	1	School	1			
Physical activity	Pencil	1	Şimşek	1	Gold	1	7
	Fly	1	Car	1	Race	1	
	Jet	1					
Tiring-boring	Race	2	Tiring	3	fast	1	27
	Transportation	1	Keep up	1	Heaviness	2	
	Sledge	3	Break	1	To be unemployment	1	
	Knife	1	Bad cheese	1	Drop	1	
	Distress	1	Accerelation	1	Strange	1	

It is seen that primary school students produce 75 metaphors (55 positive, 20 negative) related to writing skills. Metaphors produced by primary school students; It is seen that they are collected in 10 categories as “fun occupation”, “success tool”, “information transfer”, “art activity”, “imagination tool”, “relaxing”, “emotion transfer”, “need”, “tiring-boring”. . Examples of metaphors in each category are as follows:

S28: Writing is like an adventure. Because as I write, I want to write. (fun job)

S72: Writing is like a jewel. Because you will learn very useful information. (Success tool)

S79: Writing is like telling. Because when you write, you can write in your diary what you can't tell anyone. (Transfer information)

S17: Writing is like pleasant. Because you make art by drawing. (Art Event)

S37: Writing is like a plain. Because the magic and excitement of writing never ends. (Imagination tool)

S34: Writing is like riding a horse. Because when I ride, I relax. (Relaxing)

S27: Writing is like drawing a picture. Because when I write, I express myself while I draw. (Emotion transfer)

S43: Writing is like an exam. Because if we don't write, we will fail the exam. (Need)

T47: Writing is like a jet. Because I type very fast. (Physical Activity)

S7: Writing is like a hammer. When I write a lot, I get tired, I feel like I've lifted a hammer. (Exhausting-Boring activity)

The metaphors of primary school students regarding speaking skills are shown in Table 3.

Table 3. Metaphors of Primary School Students on Speaking Skills

Category	Metaphor	f	Metaphor	f	Metaphor	f	Total
Personality reflection	Goldcrest	1	Butterfly	1	Cat	1	5
	Game	1	Song	1			
Relaxing tool	Beatiful	2	Narration	1	Breathe	1	14
	Chocolate	1	Parrot	1	Race	1	
	Time	1	Relaxing	1	Stream	1	
	Flood	1	Emotion	1	Rest	1	
	Sun	1					
Need	Gold	2	Art	1	Love	1	26
	drug	1	Important	1	Speaking	1	
	Eternity	1	Weather	1	Rabbit	1	
	Silver	1	Relaxing	1	Joy	2	
	Fighting	1	Voice	1	Book	1	
	Day	1	Tidy	1	beatiful	1	
	Desk	1	Trouble	1	Conversation	2	
	Moon	1	Tree	1			
Transfer of emotions	Reading	1	Think	1	Advise	1	8
	Listen	2	Everyting	2	Art	1	
Must be controlled	pass	1	Parrot	5	Have not eraser	1	14
	Funfair	1	Repeating rifle	1	Dream	1	
	Fable	1	Thrill	1	Graywacke	1	
	Strong	1					
Communication tool	Gum	1					1
Physical activity	Be irradiated	1					1
Fun activity	Smile	2	Kiss the dog	1	Relaxing	1	9
	Funfair	1	Love	1	Treasure	1	
	Chocolate	1					
Enriching and conveying information	Pencil case	1	Jewelr	1	Parrot	1	3
Tiring comprehension	Tirng	3	End of life	2	Snappish	1	7
	Different	1					

Among the 73 metaphors (69 positive, 4 negative) produced by primary school students regarding speaking skills; “Personality Reflection”, “Relaxing Tool”, “Need”, “Transfer of Emotion”, “Must be Controlled”, “Communication Tool”, “Physical activity”, “Fun Activity”, “Enriching and conveying information”, “tiring comprehension” power” consists of 10 categories. The metaphors of each category related to speech are as follows:

S59: Speech is like a butterfly. Because I am always afraid that I will say the wrong thing. Butterflies are also afraid of dying at any moment. (Reflecting personality)

S10: Speaking is like breathing. Because when I talk, I breathe. (Relief tool)

S14: Speaking is like air. Because we talk all the time. (Need)

S1: Talking is like reading. Because you read what's going on. (Emotion transfer)

S17: Speaking is like no eraser. Because once you say something, you can't take it back and face the consequences. (action to be checked)

S15: Speaking is like chewing gum. Once you start talking, you don't stay silent. (Communication tool)

S36: Talking is like teleporting. Because it is fast. (Physical activity)

S19: Talking is like kissing a dog. Because it's great. (Fun activity)

S21: Talking is like a pencil case. Because everything comes out of it. (Enriching and informing)

S39: Speaking is like dying. Because you get very tired talking. (Tiring-hard to understand)

The metaphors of primary school students regarding listening skills are shown in Table 4.

Table 4. Metaphors of Primary School Students Regarding Listening Skills

Category	Metaphor	f	Metaphor	f	Metaphor	f	Total
Selective action	Student	1	Dog	1	Jewel	1	4
	Patience	1					
Acquiring information-learning	Speaking	1	Party	1	Baby	1	12
	Pearl	1	Good	1	Rainbow	1	
	Water	1	Learning	1	farcis	1	
	fable	1	Song	1	Emerald	1	
Production-transformation	Understand	1	Black hole	1	Initialize	1	7
	Learning	1	Light	1	Hit the ball	1	
	Carve	1					

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Empathy	Love	1	Respect	1	Proverb	1	3
Imagination	Worry	1	Dream	1	Rose	1	5
	Race	1	Movie	1			
Recording tool	Cassette	1	Radio	1			2
Rest-relaxation	Travel	1	Massage	1	Bed	1	12
	Fable	1	Music	1	ear	1	
	Tranquility	2	Sleeping	1	Relaxing	3	
Physical activity	Sighting	1	Carve	1	Hearing		3
Entertainment	Beautiful	3	Song	1	Flower	1	10
	Joy	1	Music	1	Fruit	1	
	Wonderful	2					
Change of emotion	Wheel of fortune	1	Bird	1			2
Need	Food	1	Spirit	1	Paper	1	13
	Valuable	1	ear	1	Beautiful	1	
	Table	1	Relaxing	1	Think	1	
	Pearl	1	Sleep	1	Important	1	
	Sun	1					
Boring activity	Job	2	Snappish	1	Boredom	2	15
	Sleeping	1	Die	3	Tiring	3	
	Bad dream	1	Boring	2			

The 75 metaphors (67 positive, 8 negative) produced by primary school students about listening skills are "Selective action", "Accessing information-learning", "Production-Transformation", "Empathy", "Imagination", "Record Tool", "It is seen that they are collected in the categories of rest-relaxation", "Physical Activity", "Entertainment", "Change of emotion", "Need", "Boring Activity".

S59: Listening is like a dog. Because dogs listen very focused when listening to their owners. When I listen to someone, I focus on that person. (Selective action)

S19: Listening is like a party. Because while listening, you learn different information like learning new music. (Accessing information-learning)

S80: Listening is like a lamp. Because listening to the beautiful things people do enlightens me that other people also have a very good imagination. It shows what people who I think I've done wrong and I think I can't do. (Production-conversion)

T88: Listening is like a proverb. Because when I listen to the other person, I put myself in their shoes. (Empathy)

S27: Listening is like a movie. Because while I am listening, I visualize what I am listening to in my mind as if I were watching a movie. (Dreaming)

S5: Listening is like a radio. You can't finish most things by listening to them. (Record tool)

S26: Listening is like peace. Because I'm listening to both. (rest-relaxation)

S30: Listening is like eye contact. Because I make eye contact with everyone while listening. (Physical activity)

T42: Listening is like music. Because music is good for my ears and it is good to listen to. (Fun)

S35: Listening is like a passion wheel. Because when I listen, my feelings change. (Change of emotion)

S14: Listening is like eating. Because in order to learn, we must listen. (Need)

S34: Listening is like sleeping. Because I don't understand what you say, I'm getting sleepy. (boring activity)

Discussion

In the study, it was revealed that primary school students produced 65 metaphors (61 positive, 4 negative) related to reading skills. These metaphors produced by primary school students; "guidance", "need", "development-information transfer", "habit", "entertainment-relaxation", "dreaming", "empathy", "physical activity", "tiring-boring" category was determined. In Ulu's (2019) study, there are 11 categories: being a prerequisite for reading, acquiring knowledge, establishing meaning, closeness, continuity, developing other language skills, effect on success in other disciplines, improvable, permanent, selectivity, and reading difficulties. In Erdağı-Toksun's study, while students' metaphors were mostly in the category of "development/expansion, need/necessity, door to other worlds/freedom, guiding, benefit and happiness, the least metaphors were in the category of habit/continuity, mediocrity, wealth/diversity, and intimacy." (Erdağı-Toksun, 2019). In this sense, it is seen that the perceptions of the students towards reading are not completely positive, but the majority of the perceptions are positive. Below the positive reading perceptions of the students; There may be factors such as understanding the importance of reading, setting an example for children to gain reading skills, buying books that are suitable for their interests, visiting libraries, and doing fun reading activities at home and at school.

It is seen that metaphorical perceptions about reading and writing are positive (Çetinkaya-Özdemir & Kaya, 2021). In the study, it was determined that the fourth grade students of

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primary school developed more positive metaphors in writing skills as well as in reading skills. More than two-thirds of the metaphors are positive; It has been revealed that it is collected in 10 categories as “fun occupation”, “success tool”, “information transfer”, “art activity”, “imagination tool”, “relaxing”, “transferring emotions”, “need”, “tiring-boring” out. In Ulu's (2019) study, metaphors related to writing; being a prerequisite, can be developed, acquiring knowledge, showing individual differences, expressing feelings and thoughts, requiring psychomotor skills, being related to other language skills; In the study of Tiryaki and Demir (2016); While the category in which the students developed metaphors the most was "transference" (41.6%), the category in which the students developed the least metaphor was determined as "infinity" (8.3%). In the study of Bulut and Kuşdemir (2018), it is seen that primary school fourth grade students produce 6 negative metaphors about writing, in addition to producing positive metaphors such as painting, a pleasurable occupation, mind-opening, happiness, and vocabulary. Among them are students who liken writing to Chinese torture, torment, tedious occupation, and necessity. The reason why students develop a few negative metaphors about writing skills; It may be that teachers give too much homework in schools, and that students give a lot of writing tasks in school lessons. Students may get tired of writing because of the finger muscles that are not fully developed due to their developmental period. For this reason, students may be producing negative metaphors against writing.

In the study, it was revealed that primary school students produced 73 metaphors (69 positive, 4 negative) related to speaking skills. These metaphors are “Reflecting personality”, “Relaxing Tool”, “Need”, “Transmitting Emotions”, “Need to be Controlled”, “Communication Tool”, “Physical activity”, “Fun Activity”, “Enriching and conveying information”, “ It has been determined that they are collected in 10 categories as “tiring and difficult to understand”. In Ulu's (2019) study, it was revealed that students' metaphors about speech were gathered in the categories of being a prerequisite, expressing feelings and thoughts, requiring qualifications, being related to other language skills, being developable, and difference in style and dialect. In students' positive perceptions of speaking skills; The activities carried out by the teachers on the students, both in the classroom and in the school, may have been effective. Because teachers make students do activities such as telling fairy tales and stories, reading poetry, telling an event that happened to them, asking them to share how they feel about a case study, or reading poems, compositions, and showing off on certain days and weeks celebrated in schools. The purpose

of having these activities done may be to provide students with the ability to speak in front of the public.

In the study, it was found that primary school students produced 75 metaphors (67 positive, 8 negative) related to listening skills and these metaphors were "Selective action", "Acquiring knowledge-learning", "Production-Transformation", "Empathy", "Imagination", "Recording". Mediator", "Rest-relaxation", "Physical Effect", "Entertainment", "Emotional Change", "Need", "Boring Activity" categories. In Ulusoy's (2013) study, students' listening to economic value, goods, psychology, food-beverage, plants, sleep, medicine, stasis, manners-morality; speech psychology, few-many, food-beverage, art, goods; reading, sea, supernatural events, vertical mobility, enlightenment, means of transportation, religion, sleep, part-whole, continuity; It was seen that they perceived writing as psychology, art-craft, expression, food-beverage, goods, sea, permanence. In Ulu's (2019) study, it is seen that the categories of students' metaphors about listening are grouped under the headings of being a prerequisite, acquiring knowledge, aimlessly applying, communication element, therapeutic, showing continuity (Ulu, 2019). The reason why students' metaphors for listening are positive may lie in the fact that teachers use traditional teaching methods such as narration in the teaching of lessons. Because in the classrooms taught with traditional teaching methods, teachers constantly give advice on why they should listen to their students and warn students about listening. In this way, students' perceptions of listening skills may have been positive.

Suggestions

1. Creative writing activities can be done to eliminate the negative metaphors in primary school students' writing skills.
2. Qualitative studies can be conducted to reveal the reasons for the negative perceptions of primary school students in writing skills.

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