

## Chapter 4

# STUDENTS' METAPHORICAL PERCEPTION OF TENNIS AT SCHOOL OF PHYSICAL EDUCATION AND SPORTS

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### INTRODUCTION

Concepts are usually perceived in line with other concepts that they have something in common. A new feature of a concept is usually associated with some features of well-known concepts or situations or some comparisons are made on the mind (Geçit, Y., and Gençer, K. 2011). Therefore, formal and informal education methods often benefit from metaphors because they enable teachers to compare a complicated concept to a well-known concept. A metaphor can be defined as explaining an individual a concept by using familiar or simple concepts (Aydın, 2010). Although two compared concepts may actually have a few points in common, close familiarity with one of these concepts allows us to understand the other easily (Tamimi, 2005). Metaphor as a concept can be considered as a mental tool which an individual uses to understand and explain a highly abstract, complex or theoretical phenomenon (Saban, et al., 2006). According to Lakoff and Johnson (2005), metaphor is a way of understanding

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3. Various positive and negative perceptions of tennis were found out in the present study. Therefore, future studies may focus on the analysis of the reasons for these perceptions. Negative perceptions of tennis can be particularly analyzed, and seminars can be organized to develop tennis as a sport branch.
5. Metaphors used for tennis as a concept can be also used to develop scales for tennis training.
6. Individuals' perceptions of tennis can be better revealed if the present study is repeated in different populations and using different samples (managers, teachers, parents etc.). Therefore, it can be possible to offer enlightening findings for educational managers and decision makers. Perception of tennis can also be analyzed using different variables.

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