



## Gastronomy and Culinary Arts Students' Gastronomy, Culinary, and Art Perception: A Metaphor Analysis

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### Article History

Received: 19.09.2024

Accepted: 27.02.2025

### Keywords

Gastronomy education

Culinary arts

Metaphor analysis

Cognitive Metaphor Theory

Qualitative research

### Abstract

This study explores the gastronomy and culinary arts students' metaphorical perceptions of gastronomy, culinary, and art. Using a qualitative phenomenological research design, the study employed semi-structured interviews with purposively selected students to uncover the cognitive, cultural, and emotional frameworks shaping their understanding of these concepts. Findings reveal that students perceive gastronomy as a fusion of art, science, and cultural expression, frequently conceptualizing it through metaphors such as a journey, a laboratory, and a canvas of creativity. Culinary are framed within themes of discipline, exploration, and craftsmanship, while art is metaphorically linked to expression, identity, and transformation. The study contributes to gastronomy and culinary arts education by highlighting the pedagogical implications of metaphorical thinking. The research underscores the potential for cross-cultural studies in metaphorical perceptions of gastronomy and culinary arts, offering avenues for future research.

### Article Type

Research Article

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DOI: 10.21325/jotags.2025.1561

## INTRODUCTION

Gastronomy and culinary arts are deeply woven into the cultural, social, and economic fabric of societies. Beyond preserving and promoting cultural heritage, these fields also serve as platforms for creative expression and drivers of economic growth (Jones & Jenkins, 2002; Richards, 2015). As students of gastronomy and culinary arts learn to navigate the intersections of culture, creativity, and commerce, understanding how they perceive and conceptualize key aspects of their discipline becomes essential. These perceptions shape not only their approach to their craft but also their potential contributions to the culinary world (Gokee & Logan, 2014).

Metaphors, as both linguistic and cognitive tools, play a crucial role in how people articulate complex ideas and emotions (Lakoff & Johnson, 1980). By framing abstract concepts in more familiar and tangible terms, metaphors provide valuable insights into the underlying beliefs and cognitive frameworks individuals use to navigate their fields (Gibbs, 2008). For students in gastronomy and culinary arts, metaphors offer a way to express and reflect on their understanding of key concepts such as gastronomy, culinary, and art. These metaphorical expressions are not just linguistic embellishments but reveal how students internalize and engage with their discipline on a deeper cognitive level.

Despite the rich potential of metaphors as a source of insight, research exploring how gastronomy and culinary arts students perceive and describe these fundamental concepts remains limited. This study aims to fill that gap by examining the metaphorical language used by students to express their understanding of gastronomy, culinary, and art. The main purpose of this study is to explore the metaphorical perceptions of gastronomy, culinary, and art perception of gastronomy and culinary arts students. By examining the metaphors students use, this study aims to reveal the underlying cognitive, cultural, and emotional frameworks that shape their understanding of their field. On the other hand, sub-purposes of this study are to examine the cognitive and cultural influences on students' metaphorical perceptions, to explore the role of metaphors in shaping students' professional identity and attitudes toward their discipline, and to assess how metaphorical frameworks can inform and improve pedagogical strategies in gastronomy and culinary arts education.

Unlike previous studies that primarily focus on metaphor use among chefs or scholars (e.g., Güngör & Güngör, 2022; Kivela & Crotts, 2009; Seyitoğlu, 2019; Yilmaz et al., 2018) this research captures the perspectives of students, shedding light on how future professionals in gastronomy and culinary arts develop their conceptual understanding. In addition, while previous studies addressed the metaphorical perception of the concept of "gastronomy and culinary arts" as a whole, this research examines the subject in depth by separately analyzing the metaphors related to the concepts of "gastronomy", "culinary", and "art" that constitute this whole. The study's pedagogical contributions are also noteworthy. By identifying key metaphors that shape students' perceptions, it provides a framework for educators to enhance curriculum design in gastronomy and culinary arts education. Therefore, this research contributes to the expansion of the academic discourse on metaphors in the field of gastronomy and culinary arts.

## Literature Review

Metaphors play a crucial role in shaping human cognition, perception, and communication, particularly in fields where sensory, cultural, and artistic elements are deeply intertwined, such as gastronomy and culinary arts. The study of metaphors within these disciplines provides valuable insights into how individuals conceptualize food, culinary

practices, and artistic expression (Belhassen, 2020; Domínguez, 2015; Morgan, 1980).

Tseng (2017) highlights the significance of primary and multimodal metaphors in food-related contexts, demonstrating how metaphorical expressions bridge tangible sensory experiences and abstract cognitive processes. The use of metaphors in gastronomy extends beyond mere language, influencing the way individuals perceive and interact with food, as well as how they interpret cultural and aesthetic dimensions in culinary practices. Kivela and Crofts (2009) explore how travelers' experiences with gastronomy are shaped through etymology and narration, emphasizing that gastronomic experiences are not only influenced by flavors but also by the cultural and symbolic meanings attached to food. Their findings suggest that metaphorical representations of gastronomy shape consumer experiences, expectations, and satisfaction, reinforcing the idea that food consumption is both a sensory and intellectual experience. Yilmaz et al. (2018) examine metaphors used by restaurant employees, revealing that professional perceptions of gastronomy often blend technical, artistic, and cultural elements. Their study finds that employees frequently describe the culinary as a "stage" or a "battlefield," indicating the dynamic and performative nature of culinary work. This aligns with broader discussions on how professionals navigate the dual demands of creativity and discipline in gastronomy. Güngör and Güngör (2022) extend the analysis of metaphorical perceptions by focusing on culinary arts students' gourmet perception, showing that students conceptualize gastronomy through metaphors such as "a symphony of flavors" or "an alchemy of ingredients." These findings highlight the interplay between scientific precision and artistic creativity in culinary education, emphasizing the importance of metaphorical thinking in shaping students' learning experiences and professional identities.

Beyond these key studies, additional research underscores the role of cognitive metaphor theory in culinary and gastronomic contexts. Lakoff and Johnson's (1980) foundational work on conceptual metaphors establishes that human thought is inherently metaphorical, meaning that individuals understand abstract concepts through familiar, concrete experiences. This is particularly relevant in gastronomy, where the act of cooking and consuming food is often framed within metaphors related to art, science, and culture. Moreover, Domínguez (2015) argues that metaphors function as cultural artifacts that convey shared meanings within communities. This perspective suggests that students' metaphorical descriptions of gastronomy reflect broader societal values and expectations regarding food, taste, and professional identity. Similarly, Seyitoğlu and Çakar (2017) emphasize the importance of metaphor analysis in tourism and hospitality education, proposing that metaphorical frameworks influence students' career aspirations and their understanding of customer experiences. Additionally, Seyitoğlu (2019) revealed that gastronomy scholars perceive the concept of gastronomy through the themes of tangible qualities, intangible qualities, living beings, food and nature, places and miscellaneous comparisons.

The existing literature supports the argument that metaphors are powerful cognitive and linguistic tools that shape perceptions of gastronomy and culinary arts. However, it is noteworthy that studies generally focus on the concept of gastronomy, while the concepts of culinary, and art are ignored. In fact, the concept of "gastronomy and culinary arts" is formed by the concepts of "gastronomy" as a science, "cuisine" as a practice, and "art" as a creativity (Hegarty & O'Mahony, 2001). In this context, the authors of this study argue that these three concepts should be considered separately and the whole picture can be seen this way. By building upon the literature, the current research aims to provide a deeper exploration of how students in gastronomy and culinary arts education conceptualize their field, ultimately contributing to educational strategies that better align with students' cognitive and emotional engagement.

## Methodology

### Research Design

This study adopts a qualitative research approach to explore the metaphorical representations used by gastronomy and culinary arts students to express their perceptions of gastronomy, culinary, and art in the Şırnak University, Türkiye. Qualitative research enables an in-depth understanding of individuals' subjective experiences and perspectives, making it suited for investigating complex and nuanced phenomena such as perceptions (Kempster & Parry, 2011). The research was conducted using a phenomenological research design that focuses on phenomena that people are conceptually familiar with but do not have an in-depth and detailed understanding of (Yıldırım & Şimşek, 2013).

### Data Collection and Analysis

A purposive sampling technique was employed to ensure the selection of participants who could provide rich and diverse insights into the research topic. The sampling criteria included enrollment in a gastronomy or culinary arts program, completion of at least one semester of coursework to ensure familiarity with key concepts, and volunteering to participate in the study. The research data were collected between May 10-25, 2024. In phenomenological studies, it is important to focus on the quality of the information collected from the participants rather than interviewing more people (Baş & Akturan, 2017). For this reason, a data saturation approach was used to determine the sample size. After collecting responses from each participant, the researchers conducted iterative data analysis to assess whether new themes and metaphors emerged. Once no new insights were being generated, data collection was concluded (Yıldırım & Şimşek, 2013). In this context, 75 participants were reached.

The question forms were conducted face-to-face with the participants. At this stage, the participant was asked three open-ended questions in order: (1) What would you say gastronomy is like and why? (2) What would you say culinary is like and why? (3) What would you say art is like and why? The participant's answers to each question were recorded manually by the researcher. The analysis of the collected data involved a systematic content analysis. In this context, the participants' responses' main words were examined, the subject areas were grouped, and the patterns were determined (Xiao & Smith, 2006). Several measures were implemented to ensure the research's validity and reliability. First, the interviews were conducted at a place where the participants felt comfortable and at a time convenient for them. This is important so that participants do not feel pressured and can respond honestly. Second, the data collected by the first author was analyzed by both authors of the study. Third, this process was carried out three times to ensure internal consistency in terms of coding. Finally, the final findings with which both authors agree have emerged (Decrop, 2004; Yıldırım & Şimşek, 2013). The necessary permission for the research was obtained by the decision of the Ethics Committee of Şırnak University No. 89340.

### Findings

During the data collection phase, an attempt was made to reach equal numbers of students and genders in all four grades. Although these rates were not reached exactly, it can be said that they were approximately. Some descriptive characteristics of the participants are presented in Table 1.

**Table 1.** Some descriptive characteristics of the participants

Participant (P)	Gender	Age	Class	Participant (P)	Gender	Age	Class
P1	F*	22	2	P39	F	24	4
P2	F	23	2	P40	F	22	4
P3	F	20	2	P41	M	23	4
P4	F	22	2	P42	M	25	4
P5	F	21	2	P43	M	21	4
P6	F	23	3	P44	M	25	4
P7	F	21	3	P45	F	22	4
P8	F	22	3	P46	M	33	4
P9	F	23	3	P47	M	21	4
P10	F	20	3	P48	M	22	4
P11	M**	25	3	P49	M	25	4
P12	F	22	3	P50	F	20	1
P13	F	21	3	P51	F	20	1
P14	M	22	3	P52	F	21	1
P15	M	23	3	P53	F	25	1
P16	F	22	3	P54	F	20	1
P17	M	23	3	P55	F	21	1
P18	F	21	3	P56	F	22	1
P19	F	21	2	P57	F	19	1
P20	F	20	2	P58	F	23	2
P21	F	21	2	P59	F	20	1
P22	M	24	2	P60	F	20	1
P23	F	22	2	P61	F	21	1
P24	F	24	2	P62	F	20	1
P25	F	19	2	P63	F	19	1
P26	F	20	2	P64	M	22	2
P27	F	22	2	P65	M	23	1
P28	F	23	2	P66	M	22	1
P29	F	23	2	P67	M	24	2
P30	F	27	4	P68	M	22	1
P31	F	25	4	P69	M	27	1
P32	F	24	4	P70	F	31	1
P33	M	23	4	P71	M	25	3
P34	M	25	4	P72	M	24	3
P35	F	23	4	P73	M	21	3
P36	F	25	4	P74	F	21	3
P37	F	24	4	P75	M	21	3
P38	F	23	4	<b>*Female; **Male</b>			

Participants' metaphors regarding the concept of gastronomy are presented in Table 2. Table 2 reveals that gastronomy and culinary arts students use a wide range of metaphors to describe their perceptions of gastronomy, reflecting different dimensions of the field. Many students equate gastronomy with art and creativity, frequently referring to it as "art," "food art," or likening it to painting and a canvas, which illustrates the strong connection they see between culinary practices and artistic expression. In addition to creativity, gastronomy is also seen as a form of exploration and discovery, as shown by metaphors such as "philosophy," "traveling/tourism," "dream/imagination," and "discovery." These metaphors emphasize the notion that gastronomy involves personal growth and uncovering new experiences.

Furthermore, students often describe gastronomy through the lens of skill and craftsmanship, using metaphors like "discipline/management" and "talent/development," highlighting the importance of expertise and continuous improvement in this field. Cultural integration is another prominent theme, with metaphors such as "culture," "language," and "dictionary/book," reflecting the role of gastronomy as a bridge between different cultures and

traditions. Students also employed metaphors that relate to a scientific and analytical approach, such as "science," "doctor," "chemical," and "puzzle," indicating that they perceive gastronomy as a field requiring scientific understanding and problem-solving skills. Lastly, emotional and personal connections are expressed through metaphors like "happiness," "family/unity," and "emotion/mood," suggesting that students associate gastronomy with personal fulfillment and emotional engagement.

**Table 2.** Metaphors for gastronomy

Category	Metaphor	Participant(s)
<b>Art and Creativity</b>	Art/Food Art	P2, P7, P12, P18, P26, P37, P43, P47, P49
	Painting	P22, P31, P72
	Canvas	P48, P75
<b>Exploration and Discovery</b>	Philosophy	P17, P71
	Traveling/tourism	P27, P40, P59
	Dream/imagination	P9, P55, P64, P73
	Discovery	P19, P41, P71
<b>Skill and Craftsmanship</b>	Discipline/Management	P20, P33, P50, P53,
	Talent/Development	P21, P23, P25, P36, P42, P60, P61, P63
<b>Cultural Integration</b>	Culture	P1, P4, P6, P30, P34, P67, P69
	Language	P28
	Dictionary/Book	P30, P39
<b>Scientific and Analytical Approach</b>	Science	P5, P15, P24, P38, P51
	Doctor	P8
	Chemical	P13, P44
	Puzzle	P74
<b>Emotional and Personal Connection</b>	Happiness	P29, P58
	Family/Unity	P16
	Emotion/Mood	P14, P57
	Love/Passion	P10
	Flavor/taste	P3, P35, P72
<b>Holistic and Comprehensive Experience</b>	Universe/World	P52, P54, P56
	Food plate	P62
	Human/Society	P11, P45, P69

Participants' metaphors regarding the concept of culinary are presented in Table 3. According to Table 3, the metaphors students used to describe culinary practices also cover a broad spectrum of associations. Creativity and art emerge again as central themes, with metaphors such as "art," "painting workshop," "tool shed," "laboratory," and "creativity." These metaphors underline the students' view of the culinary arts as a domain that fosters artistic innovation and requires a variety of tools and techniques. Freedom and expression were also commonly associated with culinary practices, with metaphors like "freedom," "life," "joy," "utopia," and "imagination" used to capture the liberating and imaginative aspects of cooking.

In contrast, some students highlighted discipline and order in their metaphors, referring to the culinary arts as a "hospital," "factory," "military zone," and "restaurant," which reflects the structured and organized nature of kitchen work. Similarly, culinary practices are described in communal and social terms, with metaphors such as "society," "culture," "national domain," "home," and "refuge," illustrating the role of food in creating connections and fostering a sense of belonging. Metaphors related to tools and functionality, such as "knife," "virtual game world," "tool depot," and "mechanism," further highlight the technical and functional aspects of the culinary profession.

**Table 3.** Metaphors for culinary

Category	Metaphor	Participant(s)
<b>Freedom and Expression</b>	Freedom	P9, P11, P33
	Life	P10
	Joy/ Happiness/ Passionate Love	P18, P19, P20, P24, P61, P66
	Utopia/ Another World	P14, P23
	Imagination/ Meditation	P58, P72
<b>Discipline and Order</b>	Hospital	P8
	Factory	P15, P22, P46
	Military Zone	P22, P44
	Restaurant	P4
	Discipline/Order	P12, P60, P64
	Machinery	P71
<b>Creativity and Art</b>	Art	P7
	Workshop/Painting Workshop	P17, P33
	Tool Shed	P22
	Laboratory	P25, P33
	Creativity	P43
	Painting/ Sculpture	P63, P68
	Puzzle	P13
<b>Tools and Functionality</b>	Knife	P6, P70
	Virtual Game World	P2
	Tool Depot	P22, P29
	Mechanism	P40, P71
	Utility	P32, P34
<b>Community and Social</b>	Society	P1
	Culture	P5, P28
	National Domain	P3
	Home	P16, P48
	Refuge	P16, P64

Participants' metaphors regarding the concept of art are presented in Table 4. Table 4 reveals that students used metaphors to describe art, which often overlapped with the metaphors for gastronomy and culinary practices. Creativity and art were again emphasized, with metaphors such as "creativity," "art," "painting," "unique work," and "innovation/discovery," showing that students view art as a form of self-expression and innovation. Life and emotions were also central, as metaphors like "life," "happiness," "instinct," "family/home," and "heart" were used, revealing a deeply emotional and personal connection to art.

Expression and communication emerged as another important theme, with students using metaphors like "self-expression," "reflection of emotion," "storytelling," and "reflection of thoughts" to describe art as a medium through which emotions and ideas are conveyed. Finally, metaphors related to nature and the universe, such as "nature," "world," "rain," "mirror," and "universe," indicate that students associate art with the broader natural world and the cosmos, while metaphors like "aesthetic object," "personal belonging," "gift," and "machine" highlight the tangible, functional, and sometimes mechanical aspects of art.

**Table 4.** Metaphors for art

Category	Metaphor	Participant(s)
<b>Creativity and Art</b>	Creativity/Art/Esthetics/Painting	P5, P7, P9, P17, P19, P22, P24, P38, P43, P46, P55, P68
	Unique Work	P12, P41, P65
	Innovation/Discovery	P58, P67
<b>Life and Emotions</b>	Life	P3, P20, P48
	Happiness	P16, P21
	Instinct	P4, P24
	Family/Home	P40, P52, P64
	Heart	P36
<b>Nature and the Universe</b>	Freedom	P49, P74
	Nature	P8, P30, P60
	World	P69, P73
	Rain	P71
	Mirror	P13
<b>Expression and Communication</b>	Universe	P6, P30
	Self-expression	P11, P43, P66
	Reflection of Emotion	P14, P50, P62
	Storytelling	P29
<b>Objects and Functionality</b>	Reflection of Thoughts	P72
	Aesthetic Object	P45
	Personel Belonging	P33
	Gift	P65
	Machine	P57

**Discussion and Conclusion**

The findings of this study reveal a complex and multi-dimensional understanding of gastronomy, culinary arts, and art among students in gastronomy and culinary arts programs. By employing a variety of metaphors, students provide insight into their perceptions and the ways in which these fields intersect with broader themes of creativity, exploration, skill, culture, science, and personal connection. These findings contribute to the growing body of research that highlights the importance of metaphor in shaping how individuals understand abstract concepts (Lakoff & Johnson, 2008).

The prominent use of metaphors related to art and creativity in the descriptions of both gastronomy and culinary practices aligns with existing literature that identifies culinary arts as a form of artistic expression. Scholars such as Lee (2022) and Brillat-Savarin (2020) emphasize the artistry involved in cooking, where chefs not only combine ingredients but also use aesthetic principles to create visually and sensorially stimulating experiences. The metaphors of "painting," "canvas," and "art" reflect this view and reinforce the idea that, for students, gastronomy transcends mere food preparation—it becomes a medium of creative expression where visual aesthetics play a critical role (Hegarty, 2011). The notion of gastronomy as a form of art is also consistent with the view that cooking involves a synthesis of cultural heritage and personal creativity (Korsmeyer, 1999), as seen in the frequent association with metaphors like "culture" and "traveling/tourism."

The students' use of exploration and discovery metaphors, such as "philosophy" and "dream/imagination," suggests that they perceive gastronomy as a field that allows for intellectual and imaginative engagement. This finding resonates with research by Johnston and Baumann (2014), who argue that the rise of modern gastronomy emphasizes creativity, experimentation, and intellectual engagement with food. These metaphors reflect a shift from traditional, rigid culinary practices to more dynamic, exploratory approaches, consistent with current trends in the



gastronomic world where chefs are increasingly seen as innovators (Cousins et al., 2010). Another important theme that emerged is the scientific and analytical approach to gastronomy, as reflected in metaphors such as "science," "doctor," and "chemical." This highlights students' recognition of the importance of scientific knowledge in culinary practices, particularly in the context of molecular gastronomy and food chemistry. This aligns with the study of This (2006), who introduced the concept of molecular gastronomy, where scientific principles are applied to enhance culinary techniques and create novel experiences. The metaphor "puzzle" also suggests that students see gastronomy as a problem-solving activity, where precision and experimentation are crucial to achieving the desired outcomes (Vega & Ubbink, 2008).

Metaphors associated with skill and craftsmanship, such as "discipline/management" and "talent/development," further emphasize the technical and professional aspect of culinary arts. This reflects the dual nature of gastronomy as both an art form and a craft requiring rigorous discipline and continuous improvement. Similar findings were reported by Bouty & Gomez, 2013 (2013), who argues that mastery in gastronomy involves both creativity and a high level of technical expertise, especially in professional kitchens where precision and time management are critical. The frequent association with metaphors related to family, unity, and emotion—such as "happiness," "family," and "love/passion"—suggests that students also view gastronomy as a deeply personal and emotional experience. This emotional connection is often discussed in the context of food memories and the role of food in familial and social relationships (Abarca & Colby, 2016; Pottier, 2005; Sutton, 2008). The findings related to culinary reveal a similar pattern, with a strong focus on creativity and freedom. Metaphors such as "freedom," "life," "joy," and "utopia" highlight how students view cooking as a liberating and fulfilling practice that allows them to express their individuality. These findings resonate with the notion of culinary autonomy, where chefs and cooks are able to innovate and push the boundaries of traditional cooking (Confidential, 2000; Palmer et al., 2010). At the same time, the frequent use of metaphors associated with discipline and order—such as "hospital," "factory," and "military zone"—reflects the structured, high-pressure environment of professional kitchens, as described by Fine (1996; 2009). This duality between creativity and discipline mirrors the professional reality of culinary arts, where innovation must coexist with efficiency and precision.

Lastly, the metaphors used to describe art provide further insight into the students' understanding of art as both a personal and universal form of expression. Metaphors like "self-expression," "reflection of emotion," and "storytelling" reflect the view that art, much like gastronomy, serves as a medium for conveying emotions, ideas, and cultural narratives. This supports existing literature that positions art as a means of personal and cultural communication (Dissanayake, 2000; Leddy, 2004). The metaphors associated with nature and the universe, such as "universe" and "world," suggest that students see art as connected to larger existential and natural forces, indicating a holistic view of the role of art in human experience.

This study provides valuable insights into the metaphors used by gastronomy and culinary arts students to describe their fields of study, reflecting their perceptions of gastronomy, culinary, and art as intertwined domains of creativity, discipline, exploration, and personal expression. The findings reveal that students view gastronomy and culinary arts not only as technical skills but as forms of artistic and intellectual engagement that allow for personal fulfillment, cultural expression, and scientific innovation. The frequent use of metaphors related to art and creativity indicates that students strongly associate gastronomy with artistic expression, while the metaphors of exploration and discovery

suggest that they see their work as a journey of intellectual and sensory discovery. The presence of metaphors related to science and craftsmanship emphasizes the dual nature of gastronomy as both an art form and a technical discipline requiring precision and expertise. Moreover, the emotional and personal connections reflected in the metaphors suggest that students view their field as deeply meaningful, both in terms of personal identity and social relationships. These findings contribute to a deeper understanding of how future professionals in gastronomy and culinary arts conceptualize their field, which has implications for culinary education and professional development. By recognizing the diverse ways in which students understand gastronomy—as an art, a science, a craft, and a personal journey—educators and industry leaders can better support the development of well-rounded professionals who are equipped to innovate and excel in the evolving culinary landscape.

The findings of this study contribute to the growing body of literature on metaphorical cognition in specialized disciplines by demonstrating how metaphors structure thought processes in gastronomy and culinary arts education. By applying cognitive metaphor theory, this research reinforces the idea that metaphors are not merely stylistic devices but essential cognitive tools that shape professional identity formation, perception of discipline, and learning experiences. Furthermore, this study highlights the intersection of cognitive linguistics and educational psychology, emphasizing the need to integrate metaphor analysis into pedagogical approaches. Understanding how students conceptualize their discipline through metaphorical frameworks allows educators to design curricula that align with students' cognitive and emotional engagement with gastronomy and culinary arts. The use of metaphor as a pedagogical tool can enhance students' ability to articulate complex ideas, fostering a deeper connection between theory and practice in culinary education. This study also has implications for cross-cultural research, as metaphorical perceptions are influenced by cultural narratives and societal values. Future research could explore how students from different cultural backgrounds employ metaphors to conceptualize gastronomy, offering comparative insights into cultural variations in culinary education. Additionally, this research opens avenues for interdisciplinary studies, particularly in semiotics, narrative theory, and experiential learning, by positioning metaphors as key components in shaping disciplinary discourses.

This study acknowledges several limitations. The findings are derived from a specific group of students from potentially one institution, which may restrict the generalizability of the results to a broader population. To enhance the applicability of these findings across various educational contexts and cultural settings, future research should aim to include a more diverse sample of students. Another limitation lies in the methodological approach employed. The study relies on metaphorical analysis, which, despite providing valuable qualitative insights, may be subject to interpretive biases. This subjectivity could limit the accuracy of the findings. Incorporating mixed methods approaches, such as quantitative surveys or experimental designs, could offer a more comprehensive understanding of students' perceptions and mitigate potential biases. Temporal and contextual factors also pose limitations. The study captures perceptions at a specific point in time, which may not reflect changes as students progress through their studies or enter the professional field. Longitudinal studies that track changes over time could provide a deeper insight into how perceptions evolve with experience and exposure to the practical realities of the profession. Additionally, the cultural and regional context of the study may influence the findings. Gastronomy and culinary arts are deeply embedded in cultural practices, and perceptions may differ significantly across various cultural settings. Cross-cultural comparisons could highlight variations and commonalities in metaphorical perceptions across different cultural and regional contexts, providing insights into the influence of cultural factors. Future research

should explore how cultural and regional contexts impact metaphorical perceptions in different geographical locations to understand these variations better. Furthermore, the study focuses on certain metaphors related to gastronomy, culinary, and art. There may be other relevant metaphors or dimensions of perception that were not explored. Expanding the scope to include a broader range of metaphors and symbolic representations could offer a more nuanced understanding of students' conceptualizations. Finally, expanding the range of metaphors examined and investigating the impact of hands-on culinary experiences on students' perceptions could offer new dimensions of understanding. Exploring additional metaphors and the effects of practical engagement, such as internships or culinary competitions, would contribute to a deeper understanding of the relationship between theory and practice in the culinary arts.

### Declaration

All authors of the article contributed equally to the article process. The authors have no conflicts of interest to declare. The necessary permission for the research was obtained by the decision of the Ethics Committee of Şırnak University No. 89340.

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## Appendix 1. Ethics Committee Permission

Evrak Tarih ve Sayısı: 30.01.2024-E.92113

T.C.  
**ŞIRNAK ÜNİVERSİTESİ**  
**Etik Kurulu Başkanlığı**

Sayı: 2024/ 89340

Tarih: 22/01/2024

Sayın; Öğr. Gör. Taner NUR;

Aşağıda bilgileri olan çalışmanızda kullanacağımız veri toplama aracı üniversitemiz Etik Kurulu tarafından incelenmiş olup, söz konusu veri toplama aracının içerik olarak etik yönden uygun olduğuna karar verilmiştir.

**Çalışmanın Başlığı:** Gastronomy, culinary, and art: A metaphorical view

**Sorumlu Araştırmacı:** Doç. Dr. Çağdaş ERTAŞ (Şırnak Üniversitesi)

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