Exploring Pre-service and In-service English Language Teachers' Cognitions via Similes and Metaphors: A Cross-Sectional Survey

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ABSTRACT

The study of teacher cognition – what teachers think, know, and believe – and of its relationship to teachers' classroom practices has recently gained interest as a significant domain of study and has influenced thinking in the field of language teaching and teacher education. The purpose of the study is to explore pre-service and in-service teachers' cognitions about teaching English and the role of English language teachers. To realize this aim, metaphorical images and similes were used in data collection tools. The study, which is designed as a cross-sectional survey, included two groups of participants. One group of participants who represented the pre-service teachers were the student teachers who were studying in the Department of English Language Teaching at Eastern Mediterranean University, an English medium university in the Turkish Republic of Northern Cyprus. The other group, i.e., in-service teachers, were represented by the English teachers teaching at secondary and high schools in five main geographical and administrative districts in North Cyprus, viz Lefkoşa, Gazimağusa, Girne, Güzelyurt, and İskele. The findings were categorized according to Oxford et al.'s (1998) typology of educational philosophies. Thus, collected data were grouped into four different philosophies of education, which are: a) 'Social Order', b) 'Cultural Transmission', c) 'Learner-Centered Growth', and d) 'Social Reform.' The results of the given similes indicated that the educational philosophies of the pre-service and in-service teachers about 'teaching English' were 'Cultural Transmission' and 'Learner-Centered Growth' respectively. As regards 'teacher of English' both groups embraced 'Social Reform' philosophy.

When the picture metaphor choices of both groups are evaluated, 'conductor' emerged as the common metaphor which best represents the role of English language teachers. The findings from the participants' self-suggested metaphors/similes revealed that student-centered paradigm outweighed the teacher-centered paradigm in both groups of participating teachers. Based on the research findings, the study suggests some awareness-raising activities which trigger teachers' reflection on their images of teaching and their images of self as a teacher. In conclusion, this work is expected to contribute to a growing body of teacher cognition studies and related literature by employing metaphor analysis which promises to be a fruitful line of inquiry.

Keywords: Teacher cognitions, metaphors, philosophies of education, teaching English, the role of English language teachers

ÖZ

Öğretmen algı çalışmaları (öğretmenlerin düşünceleri, bilgileri ve inançları) ve bu çalışmaların öğretmenlerin sınıf uygulamalarıyla olan bağlantısı son zamanlarda kayda değer bir araştırma alanı olarak ilgi çekmektedir. Bu çalışmalar dil öğretimi ve öğretmen eğitimi alanındaki düşünceyi de etkilemektedir. Bu çalışmanın amacı aday öğretmenler ile deneyimli öğretmenlerin İngilizce dil öğretimi ve İngilizce öğretmenlerinin rollerine ilişkin görüşlerini araştırmaktır. Bu amacı gerçekleştirmek için veri toplama yönteminde metaforlar (mecazlar) ve benzetmeler kullanılmıştır. Kesitsel bir çalışma olan bu araştırmada iki katılımcı grup bulunmaktadır. Birinci grup, Kuzey Kıbrıs Türk Cumhuriyeti'nde İngilizce eğitim veren Doğu Akdeniz Üniversitesi'nin İngilizce Öğretmenliği Bölümü'nde okumakta olan öğretmen adaylarıdır. İkinci grup ise, Kuzey Kıbrıs'ın beş ana coğrafi ve idari bölgesindeki (Lefkoşa, Gazimağusa, Girne, Güzelyurt ve İskele'de) ortaokul ve liselerde görev yapmakta olan İngilizce öğretmenleridir. Çalışmada elde edilen bulgular, Oxford ve diğerlerinin (1998) önerdikleri felsefi kavramsal çerçeve kullanılarak gruplandırılmıştır. Bu bağlamda veriler dört farklı eğitim felsefesine göre sınıflandırılmıştır. Bunlar: a) 'Sosyal Düzen', b) 'Kültürel Aktarım', c) 'Öğrenci-Odaklı Gelişim' ve d) 'Sosyal Reform'dur. Sonuçlar incelendiğinde, İngilizce öğretmen adaylarının ve İngilizce öğretmenlerinin 'İngilizce öğretmek' ile ilgili olan eğitim felsefelerinin sırasıyla, 'Kültürel Aktarım' ve 'Öğrenci-Odaklı Gelişim' olduğu ortaya çıkmıştır. 'İngilizce öğretmeninin rolü' ile ilgili olarak ise her iki grubun da 'Sosyal Reform' felsefesini benimsedikleri gözlenmiştir. Her iki öğretmen

grubunun resim metaforu seçimleri değerlendirildiğinde, 'orkestra şefi' metaforunun İngilizce öğretmenlerinin rolünü en iyi temsil eden ortak metafor olarak görüldüğü ortaya çıkmıştır. Katılımcıların önerdiği metaforik imgelerden elde edilen bulgular, her iki katılımcı öğretmen grubu için de öğrenci-merkezli yaklaşımın öğretmen-merkezli yaklaşıma oranla daha ağırlıklı olduğunu göstermiştir. Çalışmada araştırma sonuçlarına dayanarak gerek aday gerekse deneyimli öğretmenlerin 'öğretmek' ve 'öğretmen' imgeleri üzerine düşünmelerini sağlayacak farkındalık artırıcı bazı etkinlikler önerilmektedir. Sonuç olarak, verimli bir araştırma yöntemi olan metafor çözümlemesini kullanan bu çalışmanın gelişmekte olan 'öğretmenlerin algı araştırmaları' alanına ve literatüre katkıda bulunacağı düşünülmektedir.

Anahtar kelimeler: Öğretmen algıları, metaforlar, eğitim felsefeleri, İngilizce dil öğretimi, İngilizce öğretmenlerinin rolleri

To the memory of **MUSTAFA KEMAL ATATÜRK:**

the genius who is always a source of inspiration

with his heroic deeds, inspiring words, great insight, the will to succeed

and strong character.

"Teachers are the one and only people who save nations."

"Teachers: the new generation will be your devotion."

"Teachers all over the world are the most self-sacrificing and esteemed
elements of society."

"Being a teacher means being a lifelong learner."

"Our true mentor in life is science."

"Victory is for those who can say 'Victory is mine.'
Success is for those who can begin saying 'I will succeed' and say
'I have succeeded' in the end."

"Freedom and independence form my character."

"Peace at Home, Peace in the World."

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Ph.D. is an exploratory journey we undertake. We embark on this journey with numerous aspirations, hopes and ambitions. We learn to climb mountains or sail our ship. The journey is by no means an easy one. On the way, we can experience a lot of difficulties. When we fall from time to time, or when the weather gets stormy, we learn that complaining is not our luxury and that we have to get up to complete our journey. My Ph.D. journey has contributed immensely to both my professional and personal development. I learned that three words are very important: perfectionism, perseverance and patience. I also experienced once more the meaning of the saying "God helps those who help themselves". Throughout this long, challenging, arduous, and invaluable intellectual journey, I have accumulated many debts. It is a pleasant task to express my thanks to all those who contributed in many ways to the success of this study, to my education in general, and to my personal development.

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because it creates all the other professions. The role of a teacher in society is significant and valuable. Teachers touch lives for a lifetime, and generations for eternity. I believe my role as a teacher is to awaken joy in learning. I am an awakener, a leader, and an architect. I enjoy teaching because I believe teaching means creating the society, impacting on the world for the better, and changing the future. I thank my students who help me experience in practice what I already know in theory that being a 'great teacher' is a constant struggle to always improve and that every single student is worth knowing. I help my students learn English and achieve their true potential. In return, I have learned humility, tolerance, understanding and patience from them. They taught me that I am always a student; we never stop learning. I am forever grateful to them for helping me grow both as a teacher and as a person. I have always enjoyed English, both language and literature, and now I am delighted to share with my students the joy of teaching and learning English. I thank them for enlivening my classes and enriching my life with their contagious energy, enthusiasm, never-ending questions, and humor.

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INTRODUCTION

1.1 Presentation

This chapter first presents information about the background to the study, problem statement and the background to the present research. Then, the aim of the study is given and the significance of the study is emphasized. This is followed by definition of terms.

1.2 Background to the Study

The need to learn English as a foreign/second language is an undeniable fact in today's world where we are surrounded by news and information in English in all areas of life: technology, education, medicine and social sciences. Due to the inevitability of learning English in this information age, teaching it is just as, if not more, significant and deserves attention. Learning is inextricably related to teachers, and as Richards (1998) states there is no good teaching but there is good teacher. Teachers have always been the key factors in teaching languages. Therefore, what they think, know, and believe are of utmost importance.

The study of teacher cognition – what teachers think, know, and believe – and of its relationship to teachers' classroom practices has gained interest as a significant domain of study for the past three decades and has influenced thinking in the field of

language teaching and teacher education. This increase in research in teacher cognitions, according to Borg (2006), is largely due to the "recognition of the fact that teachers are active, thinking decision-makers who play a central role in shaping classroom events" (p. 1) and "this recognition has suggested that understanding teacher cognition is central to the process of understanding teaching" (p. 1). The implication of this perspective on teachers and teaching has been to provide insights into the process of teacher education and the nature of teachers' instructional practices. In order to plan a training program for pre-service teachers or in-service teachers, investigating both groups of teachers' cognitions is indispensable.

In fact, perceptions, cognitions, and beliefs have always been an important part of our lives, both professional and personal. Insights from the field of psychology have shown how knowledge and beliefs have a strong influence on human action. Experiences and observations that form by accumulating in time shape our perceptions. They are expressed in many forms such as verbal, written and visual. Most of the time, we reflect our perceptions in the form of images and metaphors. Lakoff and Johnson (1980) argue further that our literary mode of thinking is metaphorical. We tend to express what we think, know and believe about something by using similes or metaphors. Several more scholars emphasized that metaphorical expression is more than a way of using language but a way of thinking, and that there also exists a link between metaphor and thought (Cameron & Low, 1999; Marchant, 1992; Strickland & Iran-Nejad, 1994). In fact, metaphors reflect our worldview and how we think.

Studying people's cognitions helps us understand how they see certain themes and how they view the world in general. Teachers are no exception to this. Examining perceptions and perspectives expressed in many different forms helps us learn about the underlying beliefs, personal theories or constructs. Whether they are pre-service teachers who have just entered their English language teaching program or practicing teachers who are already teaching in schools for years, all teachers possess perceptions whether expressed as metaphors or in explicit form. Since 1980s teacher perspectives have been explored in teacher education research under different terms such as 'beliefs', 'constructs' or 'images'; 'personal theories'; and, 'implicit theories' (Feldman, 1992).

Many teachers, regardless of the range of experience, bring with them to the classroom a set of practical theories acquired from many experiences or influences. These theories are hard to change because of their nature. Feldman (1992) refers to permanent practical theories as 'practical paradigms' and these practical theories may overweigh the theories taught in teacher education programs. In order to modify these personal theories that have accumulated and become solid over time, the first step is to invite teachers to reflect on and evaluate classroom situations and their own values and beliefs; and compare and contrast their own theories with the ones presented to them in books. Only in this way can they have awareness about the similarities and/or differences between the theories given in books they read and the ones they already have acquired and personalized. Reflection on these personal theories is very important because teachers' beliefs and conceptions about teaching and learning may influence classroom decisions and teaching approaches. This has

been well-documented in the related literature (Borko & Putnam, 1996; Chan & Elliot, 2004; Richardson & Placier, 2001).

There is a consensus that a teacher's mind is one of the main variables in the puzzling phenomenon of teaching (Munby, Russell, & Martin, 2001, quoted in Tubin 2005). In current constructivist views of teacher education, it is of utmost importance to provide student teachers as well as practicing teachers with opportunities to explore their own values and attitudes, their views towards teaching and learning and their own role in order to ensure sustainability of teacher education and professional development. Encouraging teachers to reflect on their own role as teachers, the teaching profession and issues like teaching and learning will help influence and bring about change in their professional practices and ultimately in better educational outcome.

Murphy and Barfield (1996) state that "if we are going to improve language teaching, the first place we must begin is with the teachers" (as cited in Loughran & Russel, p. 25). Because people tend to teach the way they were taught, Murphy and Barfield indicate that to plant new trees or adjust the existing ones, we need to unearth the perceptions and perspectives already held. As stated by Loughran and Russel (1997), "the student teacher is a learner who is actively constructing views of teaching and learning based on personal experiences strongly shaped by perceptions held before entering the program" (p. 20). For that, we need to learn perceptions of prospective teachers about teaching and teachers. This is necessary because we have to know where we stand before setting a road map. According to contemporary constructivist views of teacher education, teacher learning takes place through the

interaction between what trainees bring to the teacher education program and the experiences and content they encounter. We need to pay attention to what trainees bring to the teacher education program in order to facilitate internalization of new ideas teachers are exposed to and practices they are encouraged to adopt (Loughran & Russel, 1997).

Teacher education is an enormously complex enterprise. Educational researchers Putnam and Borko (2000) note that "[t]eacher educators have long struggled with how to create learning experiences powerful enough to transform teachers' classroom practice" (pp. 5-6). Others like Cochran-Smith and Lytle (1990) argue that "[w]hat is missing from the knowledge base for teaching are the voices of teachers themselves, the questions teachers ask, the ways teachers use writing and intentional talk in their work lives, and the interpretive frames teachers use to understand and improve their own classroom practices" (p. 93).

It is important to note that a school (i.e., the teaching and learning environment) is more than a collection of students, educators, administrators and learning materials. It is, in fact, a community, with the potential of being what Senge (1990) calls a learning organization -- a place where people learn how to learn together. To make this environment an actual learning organization where teacher inquiry and research are indeed possible, new mental models must be developed for schools to respond creatively and adaptive to changes in education and society. However, agreement in terms of a specific way to create conditions that best support teacher research is still lacking.

In exploring the issues that encompass a learning organization and teacher education, it is clear that a school must be more than a place of instruction or a "knowledge distribution center;" it must also be a community of practice where members negotiate their own enterprise and shape their own boundaries while remaining congruent with larger institutional policies and procedures (http://elgg.net/csessums/weblog/124446.html).

Regarding the significance of teacher beliefs, Baki and Çelik (2005) emphasize that for any educational reform to be successful, teachers need to believe in this reform's usefulness and need to be educated to apply this reform in their classroom. This necessity of teacher belief in educational reforms to take effect is valid for all studies regardless of the subject. Dickinson, Flick and Lederman (1998) state that in science education it is well understood that teachers' scientific conceptions can influence students' learning. Similarly, it is claimed that teachers' language conceptions affect student's learning (Bunts-Anderson, 2003; Freeman & Richards, 1993; Meskill et al., 2002).

1.3 Problem Statement

Pre-service teachers are presented to a variety of approaches and theories of education throughout their undergraduate program. Special attention is given to presenting the most fashionable methods to pre-service teachers. By the time they are expected to do practice teaching, based on the researcher's observations, it has been a common complaint topic among university supervisors of pre-service teachers that this approach and theory input is not necessarily inherently readily accepted by these future teachers and thus not reflected to their teaching. These future teachers can be seen to apply traditional teaching methods that they have observed as students for

years. One way to open the minds of these pre-service teachers for alternative or up-to-date methods can be by uncovering their previous perceptions about language teaching and teachers, so that they become aware of their own views and they are in a position to compare and contrast their own perceptions with the ones presented to them. The same is true for in-service teachers who throughout their teaching practices are presented with fashionable methods through seminars that they attend. Usually the presenters are from outside the context of the practicing teachers and therefore are not familiar with the teaching atmosphere of the in-service teachers. No matter how interesting, useful, and state-of-the-art teaching methods and ideas are presented in these seminars, they may not be applied readily in classes because the conceptions of the in-service teachers may not change.

1.4 Background to the Present Research

The present research was undertaken within the 2006-2007 academic year. However, its seeds had been planted in the 2004-2005 academic year. Then, the researcher was interested in investigating the perceptions, beliefs and attitudes of both teachers and learners by making use of metaphors. The use of metaphors has proven to be a great technique, used by many scholars (for example, Beijaard et al., 2000; Ben-Peretz et al., 2003; Block, 1992; Bullogh, Knowles, & Crow, 1992; Cortazzi & Jin, 1999; De Guerrero & Villamil, 2000, 2002; Ellis, 1998; Mahlios & Maxson, 1998; Munby, 1986; Oxford et al., 1998; Prawat, 1992; Tobin, 1990).

The researcher's continued interest in the field of beliefs, perceptions and images led to even more readings in the area of teacher cognition. The readings have shown that there has been an enormous growth in the past three decades in the field of language teacher cognition research. It is possible to see a continuing interest in the study of

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teacher cognition in important journals in education and specifically in teacher education (Borg, 2003; Brousseau, Book & Byers, 1988; Calderhead & Robson, 1991; De-Leon Carillo, 2007; Farrell, 2006; Hewson, Kerby & Cook, 1995; Kagan, 1990, 1992; Pajares, 1993, Saban, 2006; Thomas & Beauchamp, 2011; Yung, 2001).

Having been impressed by the effective use of metaphors in some of the above-mentioned studies, the researcher decided to use metaphors, too, as a tool to enable the prospective participants to communicate complex concepts more easily and to convey their meaning concisely. The researcher was inspired specifically by De Guerrero and Villamil's (2000), Ben-Peretz et al.'s (2003), and Oxford et al.'s (1998) studies. In De Guerrero and Villamil's study, the purpose was to explore teachers' beliefs about their roles as ESL (English as a Second Language) teachers through an analysis of metaphors they produced. To this end, De Guerrero and Villamil (2000) asked twenty-two ESL teachers to produce a simile beginning with "An ESL teacher is like……." Then, they analyzed and categorized the produced metaphors, elucidating at the same time some of the theoretical assumptions about teaching and learning ESL reflected in those metaphors. Ben-Peretz et al. (2003), on the other hand, investigated the relationship between the context of teachers' work and their views of themselves as professionals. They asked sixty teachers in Israeli vocational senior high schools who taught high-achieving and low-achieving students to match their images of themselves as teachers with drawings of other occupations and to comment on their choices. The authors reported that the use of metaphoric pictures was found to be a meaningful vehicle for raising teachers' awareness of their roles and functions in school. In Oxford et al.'s (1998) comprehensive study which will be

elaborated on later in the present study, a philosophical framework was employed to analyze teacher metaphors.

Despite the fact that the researcher's previous small scale case study was inspired by the last three studies, it differed from them in some respects, such as the profile of the participants and the scope of the study. The purpose of the small scale study was to attain an understanding of how language teachers (English language teachers as well as other foreign language teachers) and their students perceive the role of language teachers compared to subject matter teachers. As one part of the study, the respondents were asked to fill in missing statements by producing similes on four teaching- and learning-related topics which were: 'Teaching English is like…… because ….', 'Learning English is like …… because ….', 'An English teacher is like … because …...', 'An English learner is like …. because …...', 'An ideal English teacher is like… because …...', 'An ideal English learner is like …. because …...'.

Having obtained interesting and illuminating findings from the above-mentioned small case study, the researcher felt encouraged to employ this research tool, i.e., using metaphors, to explore the conceptualizations of teachers (both pre-service and in-service) on teaching English language and being an English language teacher. Thus, the small scale case study became the 'seed study' as it provided the backbone of the present research. The significance of the 'seed study' for the current research will be elaborated in Chapter 3.

1.5 Aim of the Study

The aim of this study was firstly to investigate pre-service and in-service teachers' conceptualizations of English language teaching and the role of English language teachers, secondly to see to what extent the perceptions of the two parties (pre-service teachers and in-service teachers) match, and thirdly to find out how these conceptualizations are evaluated within the framework of Oxford et al.'s (1998) typology of educational philosophies.

1.6 Research Questions

The study attempted to investigate the cognitions that pre-service and in-service teachers hold about teaching English and the role of English language teachers. In order to be able to do this, the following research questions were formulated:

1. What are the cognitions of pre-service teachers and in-service teachers about teaching English and the role of English language teachers?

2. To what extent do the cognitions of pre-service teachers and in-service teachers match as regards teaching English and the role of English language teachers?

3. How are these cognitions evaluated within the framework of Oxford et al.'s (1998) typology of educational philosophies?

1.7 Significance of the Study

Study of perceptions of teaching and learning is well documented in a plethora of published reports (Baştürkmen, Loewen & Ellis, 2004; Borg, 2003, 2006; Kabadayı, 2008; Kern, 1995; Richardson, 1996; Saban, 2003, 2004, 2006, 2007, 2010). As argued by Borg (2006), the study of language teacher cognition is a young domain of inquiry but it "has demonstrated its potential for deepening our understandings of what it means to become and to be a teacher" (p. 2). Borg (2006) further notes in his

analysis of the scope of language teacher cognition research that "despite the volume of work available, though, it is still vastly unrepresentative of language teaching contexts worldwide and is dominated by research ….conducted largely in the USA" (p. 273). He states that we should not make generalizations about the findings of the existing work to language teaching contexts globally. He adds that "secondary schools in state sector education … have been the focus of very little attention" (p. 274). This study contributes to filling in the research gap in that it includes the state sector secondary schools in the local research context. The present study is unique and significant because it explores the cognitions of both pre-service and in-service teachers in the local context (i.e., the Turkish Republic of Northern Cyprus). So it is expected to play a pioneering role in bringing the cognitions of teachers into light in the TRNC context and thus in contributing to the literature on comparative studies in the local context. Moreover, it explores both groups of teachers' cognitions via metaphors/similes and analyzes the findings within a philosophical framework. It also includes suggestions about awareness raising reflection tasks to be integrated into teacher development programs. This study of language teacher cognition research will be particularly relevant and beneficial to researchers, teacher educators, policy makers and curriculum developers working in second and foreign language education contexts.

Images are influential in our lives. For example, Tanrıöver (1995) states that "country image,…, tremendously affects people's perceptions, preferences and decisions about that country, itself, its products and people" (p. 30). He asserts that it "can be identified and can change over time. Once the image of a country is defined, strategies to manage that image, whether to change the existing image or to create a

new one, can be developed" (p. 30). Similarly, in the present study, the images of English language teaching and English language teachers are explored. After defining the images of these educational phenomena under investigation, some strategies about how to make them come to surface are suggested (see Appendix L).

Everyone has their own views about the characteristics of schools, classrooms and teachers. We form these views from incidents we experience at school. This is called 'apprenticeship of observation' (Lortie, 1975, as cited in Roberts, 1998). In Lortie's terms, this 'apprenticeship of observation' is "the thousands of hours we have spent in classrooms", and learners may spend "some 15,000 hours in protracted face to face consequential interactions with established teachers" (Lortie, 1975, as cited in Roberts, 1998, p. 61). He notes that this interaction with a teacher is so powerful and intense that the student is able to have empathy with the teacher.

Keeping in mind that teachers' conceptions and class teaching are beliefs driven, it would be more useful for pre-service and in-service teachers to make their beliefs they have gained through 'apprenticeship of observation' and/or experience explicit. It would help their learning about how to teach through discussion and analysis of what they believe to work in their teaching. If teacher educators or supervisors help teachers become aware of their own epistemological beliefs, they can help them how epistemological beliefs influence teachers' conceptions about teaching.

The rationale of the present study is to find out whether pre-service and in-service teachers have a common conceptualization about teaching English and being a teacher of English. While doing this, the study also attempted to use a recent way of

research methodology, i.e. metaphors and similes, in the analysis of exploring and understanding teachers' thinking and conceptions.

1.8 Definition of Terms

Teacher cognition: According to Borg (2003), teacher cognition is "what language teachers think, know and believe—and its relationship to instructional decisions" (p. 96). Borg (2003) uses the term teacher cognition to refer to "the unobservable cognitive dimension of teaching" (p. 81). To put it in Borg's (1999) words: "it is the store of beliefs, knowledge, assumptions, theories, and attitudes about all aspects of their work which teachers hold and which have a powerful impact on teachers' classroom practices" (p. 19). Borg (2006) uses 'teacher cognition' as an inclusive term to embrace the complexity of teachers' mental lives (p. 50). This study adopts the definition of 'cognition' by Borg (2006).

Perception: It is defined as "A physical and intellectual ability used in mental processes to recognize, interpret and understand events" (Da Silva, 2005, as cited in Borg, 2006, p. 48).

Metaphor: It is broadly defined as "any comparison that cannot be taken literally" (Bartel, 1983, p. 3). Stephen (1986) also states that metaphor is "a comparison between two objects for the purpose of describing one of them. A metaphor states that one object *is* another" (p. 45). Similarly, Holman (1980) states that metaphor can be defined as "an implied analogy which imaginatively identifies one object with another" (p. 264). Lakoff and Johnson (1980) argue that "humans live by metaphors" (Oxford et al., 1998, p. 4). They further state that metaphors "provide ways of comprehending experience; they give order to our lives…[and] are necessary for making sense of what goes on around us" (pp. 185-186). Lakof and Johnson (1980) also state that "A large part of self-understanding is the search for appropriate

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metaphors that make sense of our lives" (p. 233). Other scholars also provide definitions for metaphor. For example, Massengill Shaw, and Mahlios (2008) explain metaphor as "…analogic devices that lie beneath the service [sic] of a person's awareness and serve as a cognitive device… as a means for framing and defining experience in order to achieve meaning about one's life" (p. 35). Oxford et al. (1998) suggest that metaphor "involves employing a familiar object or event as a conceptual tool to elucidate features of a more complex subject or situation…" (p. 4). Similarly, Yob (2003) states that "… a metaphor is employed when one wants to explore and undertand something esoteric, abstract, novel or highly speculative" (p. 134). Zhao, Coombs, and Zhou (2010) state that "metaphors are not just figures of speech, but constitute an essential mechanism of the mind allowing the modeling and reification of prior experience. Thus, metaphors can be understood of (sic) as a psychological modeling experience leading to new forms of conceptual insight" (p. 381). Finally, Gillis and Johnson (2002) state that "Because they [metaphors] reveal our educational values, beliefs, and principles, they contain information essential to our growth as professionals" (p. 37). In similar vein, Saban (2006) states that "metaphors provide useful windows into teachers' professional thinking and cognition" (p. 301).

Simile: Simile is different from metaphor in that it compares something to something else, using the words 'like' or 'as': 'a face like a mask', or 'as white as snow' (Oxford Advanced Learner's Dictionary, 2005, p. 1422).

Images: They are defined as "General metaphors for thinking about teaching that not only represent beliefs about teaching but also act as models of action" (Johnson, 1994, p. 439).

Chapter 2

REVIEW OF LITERATURE

2.1 Presentation

This chapter primarily aims to focus on the concept of cognition and perception, and to provide a brief overview of prominent studies in the field of teacher cognition. It deals with what we know about the origins of language teacher cognition (LTC). The study of LTC can be better understood if it is examined in its historical context. To do this, an outline of the origins of teacher cognition research in education is presented. Significance of metaphor/simile and three studies that were influential for the present research are reported. Then, a general overview of the terminology use in language teacher cognition research is given. This is followed by an overview of other significant research in LTC on pre-service and in-service teachers.

2.2 A General Overview of Cognition Studies

Perception and cognition are two key words that need to be defined. The word 'perception' comes from the Latin perceptio, from 'percipere' meaning "the way that you notice things with your senses of sight, hearing, etc." (Longman Dictionary of Contemporary English, 2003, p. 1219). In its first sense, it is defined as "the way you think about something and your idea of what it is like" (Longman Dictionary of Contemporary English, 2003, p. 1219).

As for teacher cognition, it refers to the "unobservable cognitive dimensions of teaching –what teachers know, believe, and think" (Borg, 2003, p. 2). The study on teacher cognition has gained interest over the last three decades and its impact on teachers' professional lives has been recognized by educational research. The assumptions on which teacher cognition is based are given by Borg (2003) as follows: "Teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (p. 81).

The study of teacher learning and thinking has been a neglected area of research in language teaching. However, in the last thirty years, this has changed and teacher learning and thinking have become key concepts in educational research. This caused the stories and common assumptions by which teaching and teacher education are done to be reinvestigated (Clark & Peterson, 1986, as cited in Freeman, 1996, p. 351). The present study can have an effect on research on teacher education.

Researchers have recently been interested in pre-service and in-service teachers' perceptions about teaching (Barkhuizen, 1998; Brown & McGannon, 1998; Chan, Tan & Khoo, 2007; Cochran-Smith & Lytle, 1990; Freeman & Johnson, 1998; Freeman, 2002; Joram & Gabriele, 1998; Woods, 1996). Studying pre-service teacher perceptions has been found to be advantageous for pre-service teachers in helping them reflect on their beliefs. These perceptions are important for a number of reasons. First, their being successful and engaged in teaching may be measured mainly by their perceptions of "Can I be a good teacher?" Second, their perceptions of teaching can affect their decisions about which language teaching techniques and

methods to use in the future. Third, some of their perceptions can influence their affective state to a great degree (Young, 1998). This idea can be traced back to Bandura (1977), who originally proposed that an individual's beliefs or efficacy expectations are major determinants of activity choice, willingness to expend effort, and persistence. Drawing on this proposition, it can be claimed that exploring the beliefs of teachers is of paramount importance because once teachers are aware of their own beliefs, they can decide to strive for improvement.

Perceptions may have an impact not only on teachers' affective state, but also on how teachers see the content of the teacher education program. As argued by Farrell (2006), pre-service teachers enter teacher education courses with prior experiences, knowledge and beliefs about learning and teaching. This is related to Lortie's (1975) term 'apprenticeship of observation.' These prior experiences and knowledge and belief systems may act as a filter for the content of teacher education. Thus, they need to be uncovered for new learning to take place effectively. One way of unmasking these prior belief systems is to use metaphors as a tool for reflection. Once this uncovering is complete, teachers may be receptive to looking at the up-to-date information in a new light. Use of metaphors as a reflection tool may help pre-service and in-service teachers to become more analytical about their professional selves and their teaching. Including metaphors in a reflective teacher education program may be promising since it can heighten teachers' awareness of their own work and thus can help them take charge of their own professional development.

What constitutes the teacher identity? This question has been a concern of several scholars for long years (to quote a few, Britzman, 1994; Cooper & Olson, 1996;

Knowles & Holt-Reynolds, 1991; Knowles, 1992; Palmer, 1997; Vinz, 1996; Weber & Mitchell, 1995). Whether or not a teacher is aware of his or her professional identity is also very important. According to Woods (1996), teachers' general level of self-awareness will affect their awareness of their beliefs about language and learning, which in turn, will influence the content and mode of their teaching. In the same vein, Franzak (2002) and Roberts (1998) emphasize the significance of studying teachers' (both pre-service and in-service teachers') perception of their role in the teaching process.

Studying teacher perceptions has benefits for the development of a professional identity. Bullough, Knowles and Crow (1991) suggest that "learning to be a teacher requires the development of a professional self-concept" (as cited in Calderhead & Shorrock, 1997, p. 15). They argue that this is achieved through "a reassessment of oneself and the context in which one works" (as cited in Calderhead & Shorrock, 1997, p. 15). Bullough, Knowles and Crow (1991) state that in their studies of student teachers "metaphors are frequently used to conceptualize aspects of the self, to give coherence and meaning to life and to capture a teacher's core self-perception" (as cited in Calderhead & Shorrock, 1997, p. 15). In their studies, they found that students entered teaching with 'unrealistic or fantasy-like' metaphors of themselves. When these metaphors were replaced with more steady professional ones, this sometimes also influenced their feelings about themselves positively (as cited in Calderhead & Shorrock, 1997, p. 15).

2.3 The Origins of Teacher Cognition Research

Language teacher cognition (LTC) research has a history of over 30 years. It can be traced back to the 1970s where changing perspectives in the study of teaching

appeared. In 1974 Dunkin and Biddle offered a model for the study of teaching. This model established relationships between presage variables (e.g. teachers' personal characteristics and teacher training experiences), context variables (e.g. learners' personal characteristics), process variables (e.g. interactions between teachers and learners in the classroom) and product variables (e.g. learning outcomes) (as cited in Borg, 2006, p. 5).

The origins of teacher cognition research dates back to the 1970s. During that time perspectives in the study of teaching have started to change. The approach to the study of teaching implied in Dunkin and Biddle (1974, p. 38) is referred to as a process-product approach aimed to explain what happens in classrooms in terms of observable behaviors and to associate them with the performance of learners (as cited in Borg, 2006). In the 1970s, there was no reference to teachers' cognitive processes and how they might influence teaching. Learning was considered as a product of teaching, and teaching as teacher behaviors performed in class. The aim of research on teaching was focused on describing teacher behaviors in order to find the effective ones and investigate the relationship between these behaviors and learning outcomes.

In the late 1960s there was an emergence of alternatives to this conception of teaching. Three causes have been given for this change (Calderhead, 1987, 1996; Carter, 1990). Firstly, developments in cognitive psychology had emphasized the influence of thinking on behavior. It was accepted that to understand teachers, an understanding of their mental lives was necessary. Secondly, it was an accepted fact that teachers had a more effective role in shaping educational processes. An important research focus had become exploring teacher decisions and the cognitive

basis of these decisions. Thirdly, people have become aware of the limitations of studying observable teacher behaviors in a quantitative manner and searching for generalizable models of teacher effectiveness. Instead, studies of teaching started to focus on individual teachers' work and cognitions holistically and qualitatively (Borg, 2006).

In 1975 The National Institute of Education in the United States organized a conference to define an agenda for research on teaching. At that conference, an important report prepared by a group of experts in different areas of teaching marked the start of a tradition of research into teacher cognition. The report argued that:

> it is obvious that what teachers do is directed in no small measure by what they think…To the extent that observed or intended teaching behavior is "thoughtless", it makes no use of the human teacher's most unique attributes. In so doing, it becomes mechanical and might well be done by a machine. If, however, teaching is done and, in all likelihood, will continue to be done by human teachers, the question of relationships between thought and action becomes crucial. (Borg, 2006, p. 7)

This report stressed that it was necessary to study teachers' perceptions of their work. With this focus on cognitive processes, the views of teaching and teachers have dramatically changed. Teaching was now seen as a "thoughtful behavior" and teachers not as "mechanical implementers of external prescriptions" but as "active, thinking decision-makers, who processed and made sense of a diverse array of information in the course of their work" (Borg, 2006, p. 7).

In the 1980s, there was an increase in the study of cognition in teaching. One of the main contributions during this period has been from Shavelson and Stern (1981), who reviewed studies on teachers' pedagogical thoughts, judgements and decisions published since 1976. In this review, "They highlighted two justifications for

examining teachers' mental activities" (Borg, 2006, p. 32). The first justification was that for a behavioral model of teaching to be complete, it had to account for teachers' cognitions. The second one was about the contribution of studies combining intentions and behavior to teacher education and educational innovation.

In the 1990s, there were significant reviews of the literature on teacher cognition. The reviews were comprised of a variety of topics including: the meaning of belief in research on teaching (Pajares, 1992), learning to teach (Borko & Putnam, 1996; Carter, 1990; Carter & Doyle, 1996), subject-matter knowledge (Ball & McDiarmid, 1990; Fennema & Franke, 1992; Shulman & Quinlan, 1996; Thompson, 1992), teachers' craft knowledge (Grimmett & Mackinnon, 1992), attitudes and beliefs (Richardson, 1996), and beliefs and knowledge (Calderhead, 1996).

Since 2000, there has been a continuing interest in the study of teacher cognition. 'Teacher knowledge' has been the most dwelled on topic. It has been focused on by scholars like Verloop, Van Driel and Meijer (2001), who call teacher knowledge 'teacher practical knowledge'. They define teacher knowledge as "the whole of the knowledge and insights that underlie teachers' actions in practice" (p. 446). They use teacher knowledge as an inclusive concept and as a superordinate term for all kinds of cognitive constructs.

As it can be seen clearly, there's a multiplicity of concepts and labels used in describing teachers' cognitions. Table 2.1 below displays this multiplicity of concepts in the literature on language teacher cognition as well as the definitions provided by respective researchers.

Table 2.1. Terminology in language teacher cognition research

Term	Description	Source
BAK	a construct analogous to schema, but emphasizing the notion that 'beliefs', 'assumptions' and 'knowledge' are included	Woods (1996)
beliefs	statements teachers make about their ideas, thoughts and knowledge that are expressed as evaluations of what 'should be done', 'should be the case', and 'is preferable'	Baştürkmen, Loewen & Ellis (2004)
conceptions of practice	a set of ideas and actions teachers use to organize what they know and to map out what is possible; they guide individual action but are also affected by new situations	Freeman (1993)
culture of teaching	the nature of teachers' knowledge and beliefs systems, their views of good teaching and their views of the systems in which they work and their role within them	Richards et al. (1992)
epistemonological beliefs	implicit or intuitive beliefs or theories about the nature of knowledge, knowing and learning	Flores (2001)
folklinguistic theories idealized cognitive models (ICMs)	teacher adaptations of expert theories/systems propositions or constructs that combine two or more concepts to form a subjective mini-theory	Warford & Reeves (2003) Murray (2003)
image	a personal meta-level, organizing concept in personal practical knowledge in that it embodies a person's experience; finds expression in practice; and is the perspective from which new experience is taken	Golombek (1998)
images	general metaphors for thinking about teaching that not only represent beliefs about teaching	Johnson (1994)

	but also act as models of action	
knowledge about language	the collection of attitudes towards language and knowledge about English grammar which teachers possess	Borg (2005)
maxims	personal working principles which reflect teachers' individual philosophies of teaching	Richards (1996)
pedagogic principles	shaped and generated by underlying and more abstract beliefs, these serve to mediate between beliefs and ongoing decision-making in particular instructional contexts	Breen et al. (2001)
pedagogical knowledge	the teacher's accumulated knowledge about the teaching act (e.g. its goals, procedures, strategies) that serves as the basis for his or her classroom behavior and activities	Gatbonton (1999)
pedagogical reasoning	the process of transforming the subject matter into learnable material	Richards et al. (1998)
perception	a physical and intellectual ability used in mental processes to recognize, interpret and understand events	da Silva (2005)
personal pedagogical systems	stores of beliefs, knowledge, theories, assumptions and attitudes which play a significant role in shaping teachers' instructional decisions	Borg (1998)
personal practical knowledge	a moral, affective and aesthetic way of knowing life's educational situations	Golombek (1998)
personal theories	an underlying system of constructs that student teachers draw upon in thinking about, evaluating, classifying and guiding pedagogic practice	Sendan & Roberts (1998)

practical knowledge	the knowledge teachers themselves generate as a results of their experiences as teachers and their reflections on these experiences	Meijer et al. (1999)
routines	habitualized patterns of thought and action which remove doubts about what to do next, reduce complexity and increase predictability	Crookes & Arakaki (1999)
specific pedagogical knowledge	knowledge related specifically to the teaching of a particular subject	Spada & Massey (1992)
teacher cognition	the beliefs, knowledge, theories, assumptions and attitudes that teachers hold about all aspects of their work	Borg (1999)
theoretical beliefs	the philosophical principles, or belief systems, that guide teachers' expectations about student behavior and the decisions they make	Johnson (1992)
theories for practice	the thinking and beliefs which are brought to bear on classroom processes	Burns (1996)

(Borg, 2006, p. 47)

Despite the variety of terms in the table above, there exists a substantial similarity among them (Borg, 2006). As a whole they mark "the personal nature of teacher cognition, the role of experience in the development of these cognitions and the way in which instructional practice and cognition are mutually informing" (p. 49). Borg (2006) states that teacher cognition is a multidimensional concept and it makes two closely related notions such as 'belief' and 'knowledge' less complicated. A review of literature reveals that researchers who focus on one psychological construct

includes others in their discussion as well. For example, Grossman, Wilson and Schulman (1989, p. 31) in their study of teacher knowledge, concluded that "while we are trying to separate teachers' knowledge and belief about subject matter for the purposes of clarity, we recognize that the distinction is blurry at best" (as cited in Borg, 2006, p. 50). Other researchers also arrived at the same conclusion in their studies. For example, Alexander, Schallertand and Hare (1991) concluded that it was not reasonable to distinguish between knowledge and belief (p. 50). Verloop et al. (2001) offered a justification for this, "in the mind of the teacher, components of knowledge, beliefs, conceptions, and intuitions are inextricably intertwined" (p. 446). Throughout the present study the term cognition is used since it is a comprehensive term that covers what Borg (2006) states as the "complexity of teachers' mental lives" (p. 59).

To conclude, understanding teacher knowledge, its growth and use are major foci of research. Teacher cognition research is closely related to studies on teacher education. The implication of such research is to support teacher learning at both pre-service and in-service level (Borg, 2006).

2.4 Significance of Metaphor and Simile

Metaphor is a Greek word, which means 'transfer' ('meta' means 'trans', or 'across'; 'phor' means 'fer', or 'ferry') (Fenwick, 2000). Lakoff and Johnson (1980) argue that metaphors are fundamental to understanding, thought, and action. They suggest that metaphors are a powerful tool for "trying to comprehend what cannot be comprehended totally: our feelings, aesthetic experiences, moral practices and spiritual awareness" (p. 193). There are three main hypotheses for using metaphors

in our language (Fainsilber & Ortony, 1987; Gibbs, 1994; Ortony, 1975 as cited in Kasoutas & Malamitsa, 2009, p. 66). They are as follows:

(a) *inexpressibility hypothesis*, suggesting that metaphors allow us express things that cannot be expressed through the use of literal language
(b) *compactness hypothesis*, suggesting that metaphors allow the richness of communication capturing the complexity of experience
(c) *vividness hypothesis*, suggesting that metaphors communicate ideas more vividly than through the use of literal language

Metaphor has had various usage areas. Traditionally, it has been widely used as a linguistic device in literature. For example, metaphor is a kind of figurative language. It "is associated with a particular rule of transference" which can be formulated as F= 'like L' (Leech, 1969, p. 151). It can be explained as "…the figurative meaning F is derived from the literal meaning L in having the sense 'like L', or perhaps 'it is as if L'. A line from Shakespeare's Macbeth could illustrate this simple type of metaphor:

Out out brief candle!
Life's but a walking shadow, a poor player
That struts and frets his hour upon the stage,
And then is heard no more: it is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.
[Macbeth, V. v]

These series of definitions of life cannot be found in a dictionary. We are aware that the lines cannot be taken at face value. Literally speaking, we know that "life is not a walking shadow, nor a poor player, nor a tale told by an idiot" (Quirk, 1980, as cited in Leech, 1969, p. 151). 'Out out brief candle' is a metaphor for short life which ends abruptly, unexpectedly and reflects his disappointment. Then he emphasizes the insignificance of life. Another example for metaphor can be given from literature:

The sky rejoices in the morning's birth

[Wordsworth, Resolution and Independence].

Simile is different from metaphor in that it compares something to something else,

using the words 'like' or 'as': 'a face like a mask', or 'as white as snow' (Oxford Advanced Learner's Dictionary, 2005, p. 1422). According to Leech (1969), "simile and metaphor have complementary virtues. Poets quite often take advantage of both by producing a hybrid comparison, in which simile and metaphor are combined" (p. 157). An example of such a hybrid comparison is Wordsworth's

> The City now doth, like a garment, wear
> The beauty of the morning
>
> [Sonnet composed upon Wesminster Bridge]

"in which *wear* is used figuratively, whereas *garment* is introduced by a simile" (p. 157).

Metaphors are necessary instruments of understanding not only in poetry, but also in science. In addition to poets, it is usual for scientists to use metaphors. For example, the physicist George Lemaitre stated that the evolution of the cosmos as it is today "can be compared to a display of fireworks that has just ended" (Kennedy & Gioia, 2000, p. 610). The importance of comparing and thus metaphors is well explained by the astrophysicist and poet Alan Lightman with these words:

> We can't help envisioning scientific discoveries in terms of things we know from daily life—spinning balls, waves in water, pendulums, weights on springs. We have no other choice. We cannot avoid forming mental pictures when we try to grasp the meaning of our equations, and how can we picture what we have not seen? (Kennedy & Gioia, 2000, p. 610)

Shuell (1990) claims that "If a picture is worth 1,000 words, a metaphor is worth 1,000 pictures" (p. 102). This is because "a picture provides only a static image whereas a metaphor provides a conceptual framework for thinking about something" (p. 102). This beautifully reflects Lakoff and Johnson's (1980) idea of "cognitive theory of metaphor."

Several scholars emphasized that metaphorical expression is more than a way of using language but a way of thinking, and that there also exists a link between metaphor and thought (ideology) (Cameron & Low, 1999; Lakoff & Johnson, 1980; Marchant, 1992; Strickland & Iran-Nejad, 1994). In fact, as De Guerrero and Villamil (2000) point out, through metaphors we understand "how people know the world and how they think" (p. 341).

Metaphor appropriation is not a plain process. It includes a certain amount of reconstructing culturally shared metaphors on the part of individuals while internalizing them. This is so because personal experiences and multiple social discourses one is exposed to influence personal reconstruction. The concept of 'heteroglossia' (multiplicity of social voices, Bakhtin, 1981, p. 263 as cited in De Guerrero & Villamil, 2002, p. 97) "may help explain the reconstructive process involved in the internalization of metaphors" (p. 97).

All people use metaphors in their everyday language. Below you can find some of the familiar expressions we use when describing ideas as food, plants, and commodities (www. TeachersMind.com):

Ideas are Food: (e.g., "That argument *smells fishy";*
"We don't need to *spoonfeed* our students";
"He *devoured* the book")
Ideas are Plants: (e.g., "His ideas have finally *come to fruition*";
"The *seeds* of his great ideas were planted in his
youth";
"She has a *fertile* imagination")
Ideas are Commodities: (e.g., "That idea just won't *sell*";
"Good ideas are *currency* in the intellectual
marketplace")

Metaphors are also popular discourse tools in education. For example, recently they have been used as a research tool to explore personal teaching views. Metaphors have been used by many scholars to describe teachers. Weber and Mitchell (1995) quote De Castell, who notes the images used by scholars through the centuries to describe teachers, beginning with "Socrates' teacher as midwife, Dewey's teacher-as-artist/scientist, Skinner's teacher-as-technician, Stenhouse's teacher-as-researcher, Eisner's teacher-as-artist, Greene's teacher-as-stranger, and her [De Castell's] own teacher-as-strategist" (p. 24). They also describe very aptly how metaphors can both enhance and clarify our understanding by creating new meanings and perspectives and yet how they also may limit the understanding of the true nature of the concept due to their inherent simplification. In other words, metaphors "always constrain as well as empower or enable our thinking and action" (Wertsch, 1995, p. 128 as cited in De Guerrero & Villamil, 2002, p. 97).

Like all people, "teachers use metaphorical language when they talk about their work" (Yero, 2002, p. 39). For example, they may say: "My classroom is a zoo!"; "I try to weave all of the concepts together"; "Those kids are really blossoming"; "He's one of my top students" (p. 39). More studies indicate that teachers use metaphorical language in their professional and daily discourse (Tobin, 1990 as cited in De Guerrero & Villamil, 2002, p. 97; Munby, 1987). The use of traditional metaphors for memory, teaching, learners, and communication (such as 'mind as container', 'classroom as workplace', 'learner as receptacle', and 'language as conduit') has been well-documented in the literature regarding the language of teachers (Munby, 1987; Strickland & Iran-Nejad, 1994; Williams & Burden, 1997).

In educational research, "metaphor analysis has been used as a heuristic tool to raise awareness about theoretical assumptions, challenge established beliefs, and promote change in classroom practices" (Bullough, 1991; Tobin, 1990 as cited in De Guerrero & Villamil, 2002, p. 97; Marchant, 1992; Marshall, 1990; Munby, 1987; Strickland & Iran-Nejad, 1994).

Metaphors have been used to express complex concepts for a long time. The first educational and political metaphors can be traced as far back as Plato's "world of caves and shadows" (Halliwell, 1986 as cited in Jensen, 2006, p. 2). Postman (1995) cites early writers on the topic of education such as Plato, Comenius, Locke, and Rousseau. These people "made their metaphors explicit and in doing so revealed how their metaphors controlled their thinking" (as cited in Jensen, 2006, pp. 174-175). In ancient texts such as the Mishnah, an early part of the Talmud written in the second century, four kinds of students are proposed:

> …The sponge, the funnel, the strainer, and the sieve. It will surprise you to know which one is preferred. The sponge, we are told, absorbs all; the funnel receives at one end and spills out at the other, the strainer lets the wine drain through it and retains the dregs; but the sieve—that is the best, for it lets out the flour dust and retains the fine flour. (Yero, 2002, p. 43)

Metaphor has been one of the cognitive devices that people use to interpret their world and personal lives. As for Ortony (1993), it refers to "those analogic devices that lie beneath the surface of a person's awareness", and functions "as a means for framing and defining experience in order to achieve meaning about one's life" (Hardcastle et al., 1985; Yamamoto et al., 1990 as cited in Mahlios & Maxson, 1998, p. 228).

Lakoff and Johnson (1980) define metaphors as "windows into conceptual systems" (p. 4). Metaphors make it possible to connect information about a familiar concept to another familiar concept and the process of comparison between the two concepts form new meaning (Jensen, 2006). This quality of metaphors, i.e., their operation as a process in which new perspectives on the world come into existence was classified by Schön as 'generative'. In this way, they help us express and structure our thinking and see events from a different perspective by giving a known but a clear and interesting description of the world (Inkson, 2004). Linguist George Lakoff and philosopher Mark Johnson (1980) argue that metaphors "may be people's primary mode of mental operation" (as cited in Yero, 2002, p. 41). These scholars further suggest that people conceptualize abstract concepts through metaphors which also influence how we make sense of these concepts. Therefore, metaphors eventually organize thought and influence our conceptualization of the world on a broader level. Furthermore, according to Senge (1990, p. 175), "metaphors, or mental models…not only determine how we make sense of the world, but how we take action" (as cited in Farrell, 2006, p. 238).

Metaphors have been recognized for their essential contribution to identifying, understanding and verbalizing experience (Robertson, 2003). Due to this contribution, metaphors are preferred to be used as tools for research and instruction (Ben-Peretz et al., 2003). The varieties of educational functions of metaphors are listed by Saban (2006, p. 301) as follows:

1. Metaphor as a blueprint of professional thinking (Bozlk, 2002; Inbar, 1996; Martinez, Sualeda, & Huber, 2001).
2. Metaphor as an archetype of professional identity (Ben-Peretz, Mendelson, & Kron, 2003; Fenwick, 2000; Saban, 2004).
3. Metaphor as a pedagogical device (Hoban, 2000).

4. Metaphor as a medium of reflection (Black & Halliwell, 2000; Perry & Cooper, 2001).
5. Metaphor as a tool for evaluation (Kemp, 1999).
6. Metaphor as a research tool (Mahlios & Maxson, 1998; Guerrero & Villamil, 2002; Oxford et al., 1998).
7. Metaphor as a curriculum theory (Kliebard, 1982).
8. Metaphor as a mental model (Cook-Sather, 2003).
9. Metaphor as an instrument of discovery (Hagstrom, Hubbard, Hurtig, Mortola, Ostrow, & White, 2000).
10. Metaphor as a springboard for change (Gillis & Johnson, 2002).

The recognition of all these functions made metaphors attract the attention of researchers. In educational research, the use of metaphor as a cognitive tool has been widespread as it offers opportunities to unmask hidden presuppositions, foster reflection and change in educational beliefs and practices (De Guerroro & Villamil, 2000). Metaphors are very important in self-exploration because their usage is "a ubiquitous feature of our thinking and discourse, the basis of the conceptual systems by means of which we understand and act within our worlds" (Taylor, 1984, as cited in Bullough & Stokes, 1994, p. 200). With the help of metaphors we understand ourselves better. This was clearly indicated by Lakoff and Johnson (1980):

> …. metaphors are at the center of our investigation to find what unifies our own diverse experiences in order to give coherence to our lives. Just as we seek out metaphors to highlight and make coherent what we have in common with someone else, so we seek out personal metaphors to highlight and make coherent our own pasts, our present activities, and our dreams, hopes, and goals, as well. A large part of self-understanding is the search for appropriate personal metaphors that make sense of our lives. (pp. 232-233)

The use of metaphors can be a helpful tool in describing and conceptualizing various dimensions of the teaching and learning enterprise (Bullough, Knowles & Crow, 1991; Francis, 1995 as cited in Black, 1999). Metaphors "enable teachers to structure experience into coherent wholes" (Warford & Reeves, 2003, p. 50). They

"summarize, at a high level of abstraction, the way individual teachers think" (Calderhead & Robson, 1991 as cited in Bullough & Stokes, 1994, p. 200).

Using metaphor in academic discourse is not an uncommon practice in foreign language teaching literature. Tessa Woodward's (1991) book titled *Models and metaphors in language teacher training? Loop input and other strategies* is perhaps the best example for it. In this book the author uses metaphors (usually visual ones) to explain the complex issues in language teacher training. Similarly, metaphors are generously used to explain the changing trends and shifts in Teaching English to Speakers of Other Languages (TESOL) in the 40th volume of TESOL Quarterly (2006). For instance, in his state-of-the-art essay titled "TESOL at Forty: What Are the Issues?", Canagarajah (2006) quotes Silberstein's metaphors 'growth', 'solution', and 'stability' (p. 10), referring to three earlier crucial issues in TESOL; Larsen-Freeman's metaphors 'transition from infancy to adolescence', 'older adolescence', 'young adulthood' (p. 10), the terms referring to the developments in the field of Second Language Acquisition (SLA); Kumaravadivelu's metaphors 'awareness' and 'awakening' (p.11), referring to the development in the TESOL field; and his own metaphor suggestions 'search' and 'messy practice' (p. 30) to refer to the current notions in the English language teaching (ELT) world. He even concludes his article with a folk tale, which is definitely a very strong version of a metaphor itself, to convey his message to his readers in the shortest and most effective way (p. 30).

So far many scholars made use of metaphors in investigating the perceptions, beliefs and attitudes of both teachers and learners (for example, Beijaard et al., 2000; Ben-Peretz et al., 2003; Block, 1992; Bullogh, Knowles, & Crow, 1992; Cortazzi & Jin,

1999; De Guerrero & Villamil, 2000, 2002; Ellis, 1998; Fisher, 2012; Mahlios & Maxson, 1998; Munby, 1986; Nikitina & Furuoka, 2008; Oxford et al., 1998; Patchen, & Crawford, 2011; Pinnegar, Mangelson, Reed, & Groves, 2011; Prawat, 1992; Saban, 2003, 2004, 2010; Saban, Koçbeker, & Saban, 2007; Thomas & Beauchamp, 2011; Tobin, 1990; Wan, Low & Li, 2011).

The effective use of metaphors in the above-mentioned studies encouraged the researcher to use metaphors as a tool to enable the participants in the present study to communicate complex concepts more easily and to convey their meaning concisely.

2.5 A Review of the Studies on the Cognitions of Language Teachers

The complexity of teaching has been a research concern for many years. Studies have focused not only on the teaching profession itself, but also on the characteristics of teachers (Borg, 2006; Mollica & Nuessel, 1997; Reichel & Arnon, 2009; Sullivan, 2004; Timmering, 2009). Despite the characteristics all teachers have in common, teachers of different subjects are assumed to have distinguishing features. Being a foreign language teacher can necessitate different skills and strategies from being a teacher of physics, for example. The difference could be related to the nature of the subject matter, i.e. language. Foreign language teachers are perhaps one of a kind teachers because in foreign language teaching, the content and the process for learning the content are the same. Borg (2006) reports that foreign language teachers are different from other subject teachers because of the "dynamic nature of language, the scope and complexity of the content of language teaching, the range of materials, methods and activities available to language teachers, the especially close relationships between language teachers and learners, and issues relating to the status of native and non-native language teachers" (p. 29). Earlier than Borg, Hammadou

and Bernhardt (1987, p. 302) have proposed some factors that distinguish the experience of foreign language (FL) teachers from that of teachers of other subjects:

i) *the nature of the subject matter itself* (FL teaching is the only subject where effective instruction requires the teacher to use a medium the students do not yet understand)

ii) *the interaction patterns necessary to provide instruction* (Effective FL instruction requires interaction patterns such as group work which are desirable, but not necessary for effective instruction in other subjects)

iii) *the challenge for teachers of increasing their knowledge of the subject* (Language teachers teach communication, not facts. In other subjects, teachers can increase their subject matter knowledge through books, but it is harder for FL teachers to maintain and increase their knowledge of the FL because doing so requires regular opportunities for them to engage in FL communication)

iv) *isolation* (FL teachers experience more than teachers of other subjects feelings of isolation resulting from the absence of colleagues teaching the same subject)

v) *the need for outside support for learning the subject (*For effective instruction, FL teachers must seek ways of providing extracurricular activities through which naturalistic learning environments can be created. Such activities are less of a necessity in other subjects). This uniqueness is naturally reflected in the roles that foreign language teachers play in class, which necessitates a much deeper investigation.

The role of the teacher and conceptions of teachers and other stakeholders have always been foci of research among scholars (Biddle, et al., 1961; Cannon, 1964;

Finlayson & Cohen, 1967; Hoyle, 1969; Kisiel, 1966; Kob, 1961; Musgrove & Taylor, 1965; Terrien, 1953; Wilson, 1962; Wright, 1987). There have been an even more growing number of studies on the cognitions of language teachers in the last decades. We can identify many reasons for studying teacher cognition. Borg (2009) lists some of these reasons as follows:

- to provide a conceptually more complete account of teaching than a solely behavioural model offers
- to understand teaching by gaining insight into the psychological context of instruction
- to engage teachers in a form of reflective learning, by making them aware of the psychological bases of their classroom practice
- to help teachers understand their mental lives, not to dictate practice to them
- to develop a new conceptualisation of teaching which supports and improves the quality of teachers' professional practice
- to provide the basis of effective pre- and in-service teacher education and professional development
- to provide descriptive information about subject-specific teacher cognition and pedagogy. (Borg, 2009, p. 1)

Before moving on to review research on teacher cognition in the field of language education, it is useful to provide a summary of the main accepted points about the nature of teacher cognition and its relationship to what teachers do:

- teachers' cognitions can be powerfully influenced by their own experiences as learners;
- these cognitions influence what and how teachers learn during teacher education;
- they act as a filter through which teachers interpret new information and experience;
- they may outweigh the effects of teacher education in influencing what teachers do in the classroom;
- they can be deep-rooted and resistant to change;
- they can exert a persistent long-term influence on teachers'
- instructional practices;
- they are, at the same time, not always reflected in what teachers do in
- the classroom.
- they interact bi-directionally with experience (i.e. beliefs influence
- practices but practices can also lead to changes in beliefs). (Borg, 2009, p. 3)

For the purposes of the present research, a summary of these studies is provided. The majority of studies has appeared since mid-1990s and has been conducted not only in contexts where English is taught as a first, second, or third language but also in Japanese, Chinese, Turkish, German, Dutch, Spanish, French, Latin, Malay, Tamil, and Greek. By referring to the substantial body of work available, Borg (2006) argues that "the study of language teacher cognition is a well-established domain of research activity" (p. 45). Despite this, he points out that "it is diverse, with little evidence of replication or of programmatic approaches to research whereby a particular theme or methodological approach is engaged within a sustained manner by different researchers" and "this makes the field a largely fragmented one, with an array of diverse issues being studied from different perspectives" (p. 45). Borg (2006) argues that in order to systematically examine the various studies that make up the field of language teacher cognition research, it is necessary to have a coherent system for categorizing these studies. Borg (2006) mentions a number of criteria which might form the basis of such a system such as, thematic, chronological, methodological or geographical. He chooses the thematic classification in order to make "substantive sense of language teacher cognition research" (p. 46). His classification divides language teacher cognition research into three types of studies which have three broad foci: a) pre-service teachers' cognitions, b) in-service teachers' cognitions, c) specific curricular domains. This classification is given in Table 2.2.

Table 2.2. A classification of research on language teacher cognition

Broad Focus	Specific Concerns
Pre-service Teachers	- trainees' prior learning experiences - trainees' beliefs about language teaching - trainees' decision-making, beliefs and knowledge during the practicum - change in trainees' cognitions during teacher education
In-service Teachers	- the cognitions of novice language teachers - cognitions and reported practices of in-service teachers - cognitions and actual practices of in-service teachers - cognitive change in in-service teachers - comparisons of expert-novice cognitions and practices

Specific Curricular Domains	- teachers' cognitions and/or practices in relation to the teaching of:
	    - grammar
	    - reading
	    - writing

(Borg, 2006, p. 46)

Since the present research centers on the pre-service and in-service teachers, the first two types of research foci are presented in this review.

2.5.1 The Cognitions of Pre-service Language Teachers

Literature review revealed that a number of studies have explored and analyzed pre-service language teachers' beliefs, thinking, knowledge and decision-making. According to Borg (2006), four major themes were addressed in the related literature on the cognitions of pre-service language teachers and they can be grouped as:

a) the influence of prior language learning experience on pre-service teachers' cognitions;

b) pre-service teachers' beliefs about language teaching;

c) cognitions in relation to practicum experiences, and

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d)   pre-service teachers' instructional decision-making and practical knowledge. (p. 52)

Since one of the foci of the present research is on capturing, describing and classifying pre-service language teacher cognitions, studies that fall only into group (b) will be reviewed in this section.

Conventional research on pre-service teachers revealed that "at the start of their teacher education programs, pre-service teachers may have inappropriate, unrealistic or naïve understandings of teaching and learning" ((Borg, 2006, p. 54). Borg mentions a few such studies: Brookhart & Freeman, 1992; Brown & McGannon, 1998; Cumming, 1989). To give another specific example, Urmston (2003) found out that pre-service teachers' beliefs about language teaching were not likely to lead to effective teaching.

Some recent studies focused on the cognitions and conceptions of pre-service teachers. For example, Warford and Reeves (2003) in their study of pre-service teachers' cognitions analyzed the metaphors they used to express their conceptions of TESOL and identified three categories of metaphors: a) metaphors that described how they got into teaching (most teachers stated that they had "fallen into it"); b) metaphors that describe the English language, mainly as a source of power (e.g. 'ammunition', in the words of one teacher); and c) metaphors for English language teaching (e.g. teachers' 'blindness' to students). The respondents in the study used the language of constructivism and learner-centeredness when they talked about their conceptions of TESOL. Another reported characteristic of the teachers in the study was 'presentism' (a term taken from Lortie, 1975); that is their view about their

careers were short-term and "very few…dared to visualize, with confidence and clarity what their inservice experience might be like" (p. 59). Warford and Reeves (2003) argue that the use of metaphors, folklinguistic theories and presentism can be analyzed to comprehend pre-service teachers' cognitions.

Another study comes from Inbar (1996), who collected and analyzed a large number of metaphors (7042), related to student, teacher, school head and school from two parties (educators and students). The findings revealed that 18% of the educators saw students as 'empty vessels' ('glass', 'cup', 'vase' etc.) whereas only 7% of the students shared this perception. In a similar vein, 10% of the educators likened students to 'mud in the hands of a potter' (and other similar metaphorical images were 'chewing gum', 'toothpaste', 'flour' etc.). Only 3% percent of the students' metaphorical images were under this category. Interestingly, 33% of the students perceived the learner as 'captive' (e.g. 'slave', 'prisoner', 'bird in cage') and 8% of the educators shared the same perception. It appears that the majority of the educators and the students in Inbar's (1996) study focused on different aspects of teaching. The educators highlighted the caring role of the teacher while the students emphasized the evaluative aspect of teaching.

Mahlios and Maxson (1998) explored elementary and secondary teacher-education students' perceptions of their schooling experiences. When the participants were provided with a list of metaphors (i.e., family, team, garden, circus, prison, zoo, stages, crowd, and factory), most of the elementary teacher-education students remembered their elementary school experiences as being in a family (52%) or in a team (24%). They remembered their secondary school experiences in a more varied

way (i.e., family 25%, team 23%, crowd 18%, prison 12%). Their preferred secondary school metaphors, however, were more focused on being in a family (43%) and being in a team (43%). Similar to the elementary teacher-education students, the secondary teacher-education students remembered their elementary school experiences as being in a family (49%), in a garden (9%), or in a team (8%). Their preferred secondary school metaphors were more focused on being in a team (50%) and being in a family (17%). Thus, the elementary teacher education students preferred more family-like secondary school metaphors when compared with the secondary teacher-education students.

Bozlk (2002) asked freshman students to create metaphors for themselves as learners at four points during an academic year. The analyzed metaphors were categorized into four groups: (1) animal metaphors (e.g., snail, fish), (2) object metaphors (e.g., sponge, crayon), (3) human metaphors (e.g., toddler, entrepreneur), and (4) action metaphors (e.g., drying a counter). According to Bozlk (2002), the data seem to suggest that most students come to higher education seeing themselves as passive learners, like sponges, ready to absorb the teacher's knowledge.

Saban (2004a) investigated the metaphors entry-level teacher candidates hold on the concept of teacher. The pre-service teachers were asked to complete the statement "Teacher is like… because…" and the results were content-analyzed. The findings revealed that two third of the participants saw the teacher as the source and transmitter of knowledge (e.g. 'encyclopedia'); the person who shapes students (e.g. 'carpenter'), and the person who cures students (e.g. 'doctor'). One third of the participants saw the teacher as someone who entertains while teaching (e.g. 'theater

player'); someone who supports individual development of students (e.g. 'gardener'), and somebody who guides students in the learning process (e.g. 'compass').

In another study, Saban (2004b) examined 363 exit-level Turkish teacher candidates' metaphorical images of elementary teachers, cooperating teachers and self as a future teacher. The study yielded interesting results. According to the results, the 10 most representative metaphors that received the highest ratings from the participants can be seen in Table 2.3.

Table 2.3. Prospective classroom teachers' metaphorical images of elementary teacher, cooperating teacher and self as a future teacher

	Elementary teachers	**Cooperating teachers**	**Themselves**
1.	potter	potter	juggler
2.	shopkeeper	shopkeeper	conductor
3.	mechanic	mechanic	baby sitter
4.	commander	baby sitter	tool provider
5.	baby sitter	gardener	coach
6.	parent	coach	tour guide
7.	compass	commander	compass
8.	conductor	juggler	gardener
9.	prison guard	conductor	comedian
10.	jockey	compass	parent

According to the results of the study, prospective teachers appeared to be less teacher-centered and more student-centered than both of their former and mentor teachers.

Silman and Şimşek (2006) carried out a comparative study of teachers' and administrators' metaphors of teacher, school, administrator, parent and administration in the USA and Turkey. The findings showed that the culture of cooperation and participation were more dominant in American schools.

Another interesting study titled 'The Teacher is an Octopus' by Farrell (2006) aims to uncover pre-service English language teachers' prior beliefs through metaphor analysis. The writer argues that pre-service teachers enter teacher education courses with prior experiences, knowledge and beliefs about learning and teaching and that, their belief systems have an impact on how they see the content of the teacher education program. Farrell (2006) argues that it is extremely important and necessary that teacher educators consider these prior beliefs. Farrell (2006) claims that one way of making this prior knowledge explicit is to explore the metaphors pre-service teachers use during their practice teaching. The study focused on the metaphors three pre-service English teachers used before, during and after a six-week practice teaching experience in Singapore. The metaphors used were categorized in three perspectives: social order, cultural transmission and learner-centered growth.

Leavy, McSorley, and Bote (2007) examined the changes in 124 Irish and American freshman pre-service teachers' beliefs about teaching and learning by asking them to provide metaphors at the beginning and the end of the semester. The results were classified into four groups: (a) metaphors showing behaviorist perspective, (b) constructivist metaphors, (c) socio-cognitive metaphors, (d) self-referential metaphors. The teacher trainees' primary perspective was the behaviorist perspective in the initial stage but after training this was replaced by the constructivist perspective.

Another very important study is from the Philippines. In that study, De Leon-Carillo (2007) explored Filipino pre-service teachers' perceptions of teacher roles through a

metaphorical lens. Five groups of metaphors (teacher as knowledge source; teacher as direction-setter; teacher as character formatter; teacher as change agent; and, teacher as learner) emerged from the findings. The five groups with their corresponding metaphoric images together with their associated meanings and representative significant statements are given in Table 2.4.

Table 2.4. The teacher as a knowledge source

Teacher as:	Metaphoric images	Associated meanings	Significant statements
Knowledge Source	bulb sunlight candle	provides illumination	"For me, a teacher is a candle. Without her, there can be no learning. The teacher is the root of all professions."
	chalk pen	writes on blank pages/space	"The teacher is like a chalk that fills the board (the students) with information and ideas."
	book encyclopedia notebook computer television	gives information	"A teacher for me is an open book that is ready to give information and share ideas to the reader."
	fountain sprinkler full cup/pitcher cabinet	transfers/transmits contents to others	"A teacher is a fountain of knowledge; a teacher gives what he/she knows to his/her students. The water in the fountain represents knowledge and wisdom."
Direction Setter	map compass star road/pathway signpost kite flyer guide	gives sense of direction	"A teacher is a map that gives us direction, guidance in life."
Character Formatter	potter/molder sculpting tools	guides form and shape	"The potter is the teacher while the clay is the student. I believe that the teacher molds the students into the person that society expects him to be."
Change Agent	key bridge	change in learning status	"A teacher is a key that opens the door so we can get away from ignorance."

	magnifying glass microscope	change in perspective about the self	"A teacher is a microscope that sees through the lives of students, to discover their capabilities."
	hammer spoon pillar	change in strength and endurance	"Without a teacher it is hard to build a strong and concrete foundation."
	earthworm mother bird heart	change towards maturity	"A teacher is a mother bird tending to her chicks. She takes care and teaches them until they can survive in the wild later on."
	puzzle candy	change in thinking style	"A puzzle makes a person creative and innovative. That's a teacher to his/her students."
Learner	clay rubber band gelatin water	shows flexibility	"Teachers are flexible or versatile in order to relate with the students. They can change shape to suit the need."
	actor/actress sorceress	needs constant training	"Teachers must be able to laugh, smile, stay calm, turn serious…so they can make students really learn and love to learn. It takes practice to do that."
	seed plant tree butterfly	undergoes growth and change	"A teacher is a seed that continues to need nourishment to grow."

(De Leon-Carillo, 2007, p. 215)

The metaphors used were mainly instructivist or teacher-centered. The writer concludes that "teacher education programs need to review their practical orientations while teacher educators need to examine their practices as these manifest their own metaphoric images of teacher roles" (De Leon-Carillo, 2007, p. 215).

Saban, Koçbeker and Saban (2007) explored 1142 Turkish pre-service teachers' (prospective primary school teachers, prospective English teachers, prospective computer teachers) metaphorical images of teacher. Altogether 64 metaphorical

images were identified, out of which 10 conceptual themes (teacher as molder/craftsperson, curer/repairer, superior authority figure, knowledge provider, nurturer/cultivator, facilitator/scaffolder, entertainer, counselor, change agent, and cooperative/democratic leader) were developed. The findings revealed that while prospective primary teachers generated more "shaping-oriented" (e.g., sculptor) metaphors, prospective English teachers produced more "facilitation-oriented" (e.g., compass) metaphors, and prospective computer teachers provided "transmission-oriented" (e.g., public fountain) metaphors. Females appeared to be more "counseling-oriented" (e.g., psychologist) than males who provided more "cooperation-oriented" (e.g., tour guide) metaphors. Entry-level participants appeared to be more "growth-oriented" (e.g., gardener) than their exit-level peers, who in turn generated more "facilitation-oriented" (e.g., lighthouse) metaphors.

Another study which investigated the metaphorical images of teachers was conducted in Turkey. Kabadayı (2008) investigated teachers' professional self-images and their retrospective elementary schooling images. Participants were pre-service teachers majoring in pre-school teaching; pre-bachelor students enrolled in child development and education department; and their cooperating teachers. Results of the study indicated a marked difference between pre-service and cooperating pre-school teachers' current and elementary schooling metaphorical images. Kabadayı (2008) collected the metaphors that were produced under two theoretical perspectives (viz. teacher-centered and student-centered), each having four conceptual categories and six participant-generated metaphors. Teacher-centered perspective involved the conceptual categories: 'teacher as information conveyor'; 'teacher as a pearl oyster'; 'teacher as a prophet'; 'teacher as disciplinarian'. Student-

centered perspective included the following conceptual categories: 'teacher as care-taker'; 'teacher as comedian'; 'teacher as facilitator'; and, 'teacher as team captain' (Kabadayı, 2008, p. 77). The strength of the study was using a conceptual categoriziation in order to make meaning out of the metaphors. What the writer saw as the most important result of the study was that the participants' current preferred metaphors differed from the ones they recalled from student experience. He also mentioned that the reforms in teacher training systems in Turkish education were beginning to show their effects in that more cooperating pre-school teachers seemed to hold the student-centered perspective rather than the teacher-centered perspective.

A recent study has been by Saban (2010) who investigated the metaphorical images of 2847 prospective teachers in Turkey on the concept of the 'student'. To draw out the teachers' conceptualizations of learner, participants in the study were asked to complete the phrase "A student is like…because…" The produced metaphors were categorized into 12 conceptual themes. These were: 1) student as empty vessel; 2) student as knowledge recipient; 3) student as reflector of knowledge; 4) student as knowledge carrier; 5) student as raw material; 6) student as defective being; 7) student as absolute compliant; 8) student as social capital; 9) student as significant being; 10) student as developing organism; 11) student as constructor of knowledge; 12) student as social participant. These conceptual themes were compared across the participants' gender, class level and program type, and a meaningful relationship was found between these variables and teachers' conceptualizations.

Another recent study by Thomas and Beauchamp (2011) examined the metaphors that new teachers used to describe their professional identities. The metaphors

suggested that new teachers struggle to develop a professional identity during their first year, and that this development process is gradual, complex and often problematic. As for implications for teacher education, the authors pointed to the need for greater emphasis on exploring professional identity in pre-service programs.

Pinnegar, Mangelson, Reed, and Groves (2011) analyzed 20 elementary teachers' application letters by using positioning theory. In their analysis, they aimed to uncover metaphor plotlines for teaching and they found that the teachers' application letters had 12 metaphor plotlines which are presented by the authors in terms of the definition, the role of the teacher and the role of the student. The authors concluded with implications for the content of teacher education, development as a teacher, and the ability to engage students.

2.5.2 The Cognitions of In-service Language Teachers

According to Borg (2006), five major themes were addressed in the related literature on the cognitions of in-service language teachers. They were grouped as:

a)   cognitions of novice language teachers;

b)   cognitions and reported practices of in-service teachers;

c)   cognitions and actual practices of in-service teachers;

d)   cognitive change in in-service teachers; and

e)   comparisons of the cognitions of expert and novice language

teachers. (p. 46)

Since one of the foci of the present study is on capturing, describing and classifying in-service language teacher cognitions, studies that fall only into group (b) will be reviewed in this section.

Richards, Tung, and Ng (1992) analyzed the beliefs and reported practices of 249 secondary school teachers of English in Hong Kong. The results were grouped under five headings: views of the ESL curriculum; views of language and language teaching; views of classroom practices; views of the teacher's role; and, views of the profession. Differences were observed between teachers with more experience and those with less experience in three areas: "their views of the aims and approach of language teaching in Hong Kong; some aspects of their classroom practice and their views of professional support and professional development" (as cited in Borg, 2006, p. 82). For example, more inexperienced and untrained teachers tended to think that grammatical theories of language are useful to language teaching. Also, the experienced teachers believed that training and in-service support are most important for their teaching whereas the inexperienced teachers reported that what is most important is their philosophy of teaching. In terms of classroom practices, two orientations to language teaching surfaced from the findings: functional-based and grammar-based. Richards et al. (1992) suggested a relationship between teachers' stated beliefs and their reported practices. Borg (2006) views this with caution and warns that we must not "interpret this to mean that teachers reported their practices accurately or that their actual practices are consistent with their beliefs" (p. 86).

Another related study to mention is Şenel's (2006) study, in which teachers' beliefs on the concept of good language teaching were explored. The sub-questions of the study aimed to find the teachers' beliefs on: 'academic orientation of a teacher', 'teacher as a person', 'classroom management', 'organising for instruction', 'classroom implementation', and 'monitoring student potential and progress'. The participants of the study were 175 teachers who have been working at various state and private institutions. First, 75 teachers were asked an open-ended question "What

is good language teaching?" to identify their beliefs. Their statements were partly used to prepare the questionnaire. Second, the questionnaire was given to a pilot group, which consisted of 25 teachers. Based on their feedback, some modifications were made to the questionnaire. Third, the final form of the questionnaire was given to 75 teachers. The findings of the study revealed that teachers usually preferred relatively mild expressions and they stated strong beliefs only about the issues which are generally accepted and approved.

Still another study worth mentioning is a Ph.D. research carried out in Turkey. In her research, Balcı (1999) explored how 'school' was conceptualized by students, teachers, and parents through metaphorical images. The sample consisted of 517 4-8 grade students, 47 primary and secondary teachers and 101 parents from 3 public primary schools and 1 private school located in different districts of Ankara. In addition to the researcher's focus on the participants' conceptualizations of the school, she also analyzed the metaphorical images of 'the teacher', 'the student', 'the school principal', and 'parent' separately. The results showed that the main functions of schools were care-giving, transmission of knowledge and cultivation of young people. The findings revealed that the school system was teacher- and knowledge-centered. Further, schools were found to have a highly disciplined, authoritarian, and chaotic atmosphere. As for the images on teachers, the participants exhibited a positive attribute to teachers. The main roles for the teachers were perceived as care-giving, transmitting the knowledge, enlightening the people, and shaping young generations.

Yet another Ph.D. study was by Polat (2008), who compared primary teachers', students', and parents' views on the conceptions of 'education', 'school', 'pupil', 'teacher', and 'child'. He evaluated these conceptions in respect of constructivist education approach. The findings of the study indicated that pupils and parents preferred mostly the traditional education approach whereas teachers rather appreciated the views appropriate to constructivist education approach.

Patchen and Crawford (2011) reported their examination of teacher-generated metaphors by 32 practising teachers. Although the surface results of metaphor topics appeared to be participation-based models, a closer investigation revealed the existence of acquisition-based teaching models.

Wan, Low, and Li (2011) explored a group of Chinese university teachers' and two groups of their English major students' personal 'teacher' metaphors regarding EFL teachers' roles. They asked the participants to complete a metaphor prompt "An English teacher is…because…". The findings revealed discrepancies between students' and teachers' interpretations of the teachers' roles and between student groups at different proficiency levels.

Yeşilbursa (2012) aimed to find the perceptions of 35 Turkish university English language instructors regarding their professional role identity. The participants used a metaphor to describe their roles. The metaphors were analyzed in terms of content and the findings revealed 9 themes, the most common of which was 'guide'. The remaining themes were: 'flexible', 'nurturer', 'frustrated', authority', 'entertainer', 'challenger', 'novice', and 'other'.

2.5.3 Studies on Both Pre-service and In-service Language Teacher

   Cognitions

Martinez, Sauleda, and Huber (2001) investigated experienced elementary school teachers' and fourth-year teacher-education students' metaphorical perceptions of teaching and learning. The results of the study were grouped into three theoretical perspectives: (1) the behaviorist perspective, which perceives learning as passively acquiring knowledge, (2) the cognitive perspective, which views learning as individually constructing schemata, and (3) the socio-cultural perspective, which conceives learning as authentically participating in a social community. The findings showed that the majority of both experienced teachers (57%) and prospective teachers (56%) shared traditional metaphors depicting teaching and learning as transmission of knowledge. Some teachers (38% experienced teachers and 22% prospective teachers) expressed constructivist metaphors (e.g., "Learning is like a detective who looks for things and into things"). More prospective teachers' (22%) metaphors reflected teaching and learning as a social process (e.g., "teaching is like tourist guide who negotiates a route with the tourists") than those of experienced teachers (5%).

Zapata and Lacorte (2007) explored 64 secondary language (L2) Spanish and English as a Foreign Language (EFL) pre-and in-service teaching assistants' and instructors' conceptualization of L2 teachers and students. The 'conduit' metaphor was the prevalent metaphor (thus, Cultural Transmission perspective) in most participants' conceptualizations. The results of the study showed that most participants, despite the primacy of the communicative approach and an emphasis on learner-centered classes in their work environments in Europe and North and South America, view

themselves as gatekeepers of knowledge and see their students as having a passive role in the learning process.

Another study is from Turkey where Seferoğlu, Korkmazgil and Ölçü (2009) explored metaphorical images of pre-service and in-service teachers regarding 'teacher'. They collected data from 58 junior students, 92 senior year students studying in a pre-service English teaching program and 70 in-service English language teachers. The participants completed a given stem "A teacher is…" by using a metaphor or simile. It was found that the participants conceptualized teacher as guide.

In another study Erdem (2009) compared pre-service and in-service teachers' beliefs concerning language and language learning. In addition to describing these beliefs, the writer also questioned the influence of some variables such as gender, graduation, teaching experience and socio-economic status. The results of the study revealed that both pre-service and in-service teachers hold strong beliefs about language and language learning. Some significant changes in pre-service teachers' beliefs were identified in relation to independent variables, namely gender, grade, and high school graduation whereas no significant differences were found in the beliefs of the in-service teacher sample, except gender. The findings of the study pointed out that the in-service teachers' beliefs stay stable and become resistant to change throughout their professional life since they do not differ according to variables such as teaching experience, faculty graduation and school type they currently work in. She concluded that teachers' beliefs evolve mainly during pre-service teacher education and teachers start their career with certain set of beliefs which are resistant to change.

2.5.4 Three inspirational studies

There are three more studies worth mentioning in detail as they were inspirational for the researcher in terms of the unique features they possessed and highly influential for the present study.

The first study was by Ben-Peretz, Mendelson, and Kron (2003) who investigated the relationship between the context of teachers' work and their views of themselves as professionals. They asked sixty teachers in Israeli vocational senior high schools who taught Group 1 (high-achieving) students and Group 2 (low-achieving) students to match their images of themselves as teachers with drawings of other occupations and to comment on their choices. Their aim was to see if teachers' workplace conditions affected their perceptions of professional self. The findings indicated three dominant pictorial metaphors chosen by teachers: animal keeper, conductor, and shopkeeper. Animal keeper was chosen by 35% of the teachers and it was preferred by Group 2 teachers more. About 30% of the teachers opted for the conductor metaphor, with the Group 1 teachers inclining towards this choice more. Both groups of teachers chose the shopkeeper metaphor (23.3%) about the same level. The authors reported that the use of metaphoric pictures was found to be a meaningful vehicle for raising teachers' awareness of their roles and functions in school. In this study, the use of picture metaphors was found to be an excellent and promising way to uncover participants' existing metaphors.

The second study was De Guerrero and Villamil's (2000, 2002) study. In that study, the purpose was to explore teachers' conceptualizations about their roles as ESL (English as a Second Language) teachers through an analysis of metaphors they

produced. To this end, De Guerrero and Villamil asked twenty-two ESL teachers in Puerto Rico to produce a simile beginning "An ESL teacher is like…… ." Then, they analyzed and categorized the produced metaphors, elucidating at the same time some of the theoretical assumptions about teaching and learning ESL reflected in those metaphors. As a result, 28 teacher-images were identified, out of which nine conceptual themes were developed. These were: 'co-operative leader'; 'provider of knowledge'; 'challenger/agent of change'; 'nurturer'; 'innovator'; 'provider of tools'; 'artist'; 'repairer'; and 'gym instructor' (p. 95). Metaphorical conceptualizations of the ESL teacher and entailed learner, teaching and learning concepts are summarized in Table 2.5.

De Guerrero and Villamil (2002) argue that the study "provides evidence of the extent to which ESL teachers' mental framework is socio-culturally constructed and affected by popular metaphorical beliefs that are sanctioned and available in the language of their academic community" (p. 113).

The third study that was inspirational for the present research was Oxford et al.'s (1998) study. This study, like the other two studies, explored teachers' perceptions through metaphors but went one step further and provided a philosophically driven conceptual framework for the analysis of metaphors. In this comprehensive study, conducted by Oxford, Tomlinson, Barcelos, Harrington, Lavine, Saleh and Longhini (1998), the authors attempted to conceptualize the process of teaching and the role of

Table 2.5. Metaphorical conceptualizations of the ESL teacher and entailed learner, teaching and learning

		Metaphor	Entailments	
Conceptual Category for Teacher	**Exemplar Metaphors**	**The learner is…**	**Teaching is…**	**Learning is…**
Co-operative leader	coach, little leagues coach, trail guide, movie/theater director, instrument of God, symphony director	an active participant	guiding and directing students; helping students to achieve goals; establishing an atmosphere of trust in the classroom	moving or working toward a goal; being guided; receiving orientation and support
Provider of knowledge	moon, wire in a thick wall, television set, sun, missile, tree full of apples	a recipient of knowledge	dispensing language knowledge to students; providing input	receiving input and processing information
Challenger/agent of change	snag in the river, window to the world, bullfighter, lion tamer, gateway to the future; shooting star	an object of change	Creating challenges; bringing about change; procuring opportunities for learning	change and advancement
Nurturer	bee, busy bee, mother, nature, gardener	a developing organism	Fostering the potential capabilities of students; mediating the language learning process by giving feedback and constant support	growth and development; a process affected both by nature and nurture

Innovator	explorer, convertible car	a resistor	keeping abreast of new methods and developments in the field and implementing them in the classroom	resisting change
Provider of tools	tool carrier	a constructor	making language available to students as a tool to construct meaning; participating in the language learning process as co-constructor of language	constructing knowledge; participating in joint activity
Artist	Potter	raw material	molding learners into works of art; an aesthetic experience requiring a high degree of skill and creativity	being molded; being shaped
Repairer	mechanic of the mind	a defective individual	correcting students' language, strategies, and attitudes	making errors and being corrected; being shown the right way to learn the language
Gym instructor	person starting an aerobics class	a gymnast	training and exercising learners' minds	exercise; practice; hard work

(De Guerroro & Villamil, 2002, pp. 104-105)

a language teacher. Data were collected from students, teachers, and education experts and from different sources such as narratives of teachers and of students; interviews; articles and texts by education theorists and methodologists in order to explore various perspectives on teachers and teaching in classrooms, especially language classrooms and what constitutes the concept of a language teacher. The authors identified 14 distinct metaphors for teachers (teacher as manufacturer, teacher as competitor, teacher as hanging judge, teacher as doctor, teacher as mind-and-behavior controller, teacher as conduit, teacher as repeater, teacher as nurturer, teacher a slover or spouse, teacher as scaffolder, teacher as entertainer, teacher as delegator, teacher as acceptor, teacher as learning partner) and they organized them around four different philosophies of education: a) 'Social Order', b) 'Cultural Transmission', c) 'Learner-centered Growth', and d) 'Social Reform' (p. 4). Oxford et al. (1998) argued that these four philosophies of education "have shaped educational thought through the centuries, and which, in addressing basic issues about the nature of mind, the individual and society, cause shifts in the curriculum" (p. 7). Each of the four fundamental philosophical perspectives is given in detail with its respective significant characteristics below.

a) 'Social Order' Philosophy

'Social Order' perspective rests on the idea that societies are responsible for their reconstruction. In this perspective, "the teacher, often viewed as a technician, was in the process of social engineering, molding learners for the needs of society" (Oxford et al., 1998, p. 8). So the learners are seen as people who "must be molded appropriately by society" (p. 8). In short, the key idea of this perspective was: shaping learners through external reinforcement with strong teacher control and little concern paid to student interests. 'Molding' was the archetypal metaphor used for

this type of educational process, and 'manufacturer', 'competitor', 'hanging judge', 'doctor', and 'mind-and-behaviour controller' were the metaphors used to describe the teacher.

b) 'Cultural Transmission' Philosophy

'Cultural Transmission' perspective "is traditionally associated with elitist visions of high culture and the education of an intellectual and moral aristori (aristocracy)" (Oxford et al., 1998, p. 8). Both "classicists and multiculturalists emphasize the importance of history and see the teacher as a gatekeeper who initiates learners into the good life made possible by culturally evolved modes of understanding, value and expression" (p. 8). In this concept, "learners become initiated into the 'correct' canon of a certain culture" (p. 8). In short, the key words of this perspective were: 'unidirectional information giving' and 'gatekeeping'.

c) 'Learner-Centered Growth' Philosophy

In contrast to the 'Social Order' concept and the 'Cultural Transmission' concept, 'Learner-Centered Growth' perspective considers that "learners are born with a rich biological endowment that must be actualized" (Oxford et al., 1998, p. 9). According to child-centered theorists, "like a gardener, the teacher's job was to construct the optimal environment in which the inner nature of the mind could grow and flourish" (Oxford et al., 1998, p. 9). The authors also claim that Noam Chomsky, one of the supporters of "learner-centered or humanistic education… still regards the teacher as a facilitator of personal growth and a protector of the individual from the controlling and corrupting power of the state" (p. 9). In short, the main ideas were: facilitating development of innate potential; 'gardening' being the archetypal metaphor for this learning process, and teacher as 'nurturer', 'lover or spouse', 'scaffolder', 'entertainer', and 'delegator'.

d) 'Social Reform' Philosophy

Oxford et al. (1998) point out that 'Social Reform' movement was initiated by John Dewey and Archambault. The full name of this approach is 'democratic social reconstruction'. Oxford et al. report Dewey's view as "any curriculum theory that fractures the needs of society from those of the learner or that separates the means and the ends of schooling can offer only a one-sided conception of education" (1998, p. 9). Accordingly individual and society, subject and object, learner and curriculum should not be separated from each other. They continue reporting that for Dewey, "the whole process of education had to be reconceptualized around the interactive character of life, as witnessed in the process of organic adaptation" (Oxford et al., 1998, p. 9). In short, the leading features of this philosophy were: encouraging multiple viewpoints in community of learners; a democratic social reconstruction; teacher as 'acceptor' and 'learning partner'. We can see a different dimension of the Social Reform perspective in Freire's (1970) suggestion that "education is a partnership between the learner and the teacher" (Freire, 1970, as cited in Oxford et al., 1998, p. 42). This reminds us of the 'teacher as learner' metaphor, which is expressed well by Richard-Amato (1988), who summarized Freire's concepts:

> The teacher and students are partners. Meaning is inherent in the communication. Through it students are involved in acts of cognition and are not simply empty heads waiting to be filled with information. The process is a dialectical one. Sometimes the teacher is a student and the students are teachers in a dialogue through which all individuals can benefit.… Meaningful interaction seems to be the key. (p. 33)

The four-type typology can be described in a compact way in the following table (Table 2.6).

Table 2.6. Four perspectives on education

Key aspects	Social Order	Cultural Transmission	Learner-Centered Growth	Social Reform
Control	Teacher control	Teacher control	Shared teacher-and-student control	Shared teacher-and-student control
Focus	Shaping learners through external reinforcement	Unidirectional information-giving	Facilitating development of innate potential	Encouraging multiple viewpoints in community of learners
Archetype	Molding	Gatekeeping	Gardening	Democratizing

Source: Oxford et al., 1998, p. 7.

2.6 Teachers and Postmodernism

After reviewing the relevant literature, it may be useful to mention some of the postmodern ideologies in teacher education. Knowing about postmodernism and its possible effects on education and teaching can help us find the studies on teachers' conceptions and perceptions more meaningful. Constructivism is a key postmodern educational concept. In this main underlying theory in postmodern education, the basic idea is that all knowledge is invented or constructed in the minds of people.

The characteristics of postmodernism are listed as "border-crossing, de-colonization, decentralization, deconstruction, eclecticism, pastiche, relativism self-contradiction, self-reference and self-reflexiveness" (Finch, 2006, p. 1). These can be observed in "contemporary art, architecture, economics, education, literature, media, medicine, philosophy, politics, and science" (Finch, 2006, p. 1). Finch (2006) states that there is an increasing change rate in these areas of knowledge and this rate of change has

become a characteristic sign of the 21st century. Hutcheon (1989) argues that this change "will inevitably affect the nature of those disciplines that both reflect our society and help to shape it" (p. vii). It is inevitable that this situation has some implications for education. This is acknowledged by Rogers (1969) who states that rapid change is the only thing that does not change in the environment we live in and in this new situation the target of education is "the facilitation of change and learning" (pp. 151-152).

Although it is almost impossible to define postmodernism, Hutcheon (1989) tries to state what it is and what it is not:

> Nevertheless, it seems reasonable to say that the postmodern's initial concern is to de-naturalize some of the dominant features of our way of life; to point out that those entities that we unthinkingly experience as 'natural' (they might even include capitalism, patriarchy; and liberal humanism), are in fact 'cultural' –made by us, not given to us. Even nature, postmodernism might point out, doesn't grow on trees. (pp. 1-2)

Ward (2003) states that there exists a number of concepts and debates in postmodernism about the meaning of life in today's world. Common themes of these debates are given below:

1. They propose that society, culture and lifestyle are significantly different from what they were 1000, 50 or even 30 years ago.
2. They are concerned with concrete subjects like the developments in mass media, the consumer society and information technology.
3. They suggest that these developments have an impact on our understanding of more abstract matters, like meaning, identity and even reality.
4. They claim that old styles of analysis are no longer useful, and that new approaches and new vocabularies need to be created in order to understand the present. (p. 6)

Although meanings and definitions of postmodernism cannot be generalizable, some characteristics can be identified (Ward, 2003, as cited in Finch, 2006, p. 2). Table 2.7 shows these characteristics.

Table 2.7. Characteristics of postmodernism

Characteristic	Description
1. Border-crossing	breaking down of barriers
2. De-colonization	diversification and regionalism
3. Decentralization	lateral, rather than hierarchical decision-making
4. Deconstruction	questioning traditional assumptions about certainty, identity, truth
5. Eclecticism	mixing features from different systems and fields
6. Pastiche	imitating and satirizing the works of others
7. Relativism	time, space, truth and moral values are not absolute but are relative to the people holding them
8. Self-contradiction	duplicity; the making of self-undermining statements
9. Self-reference and self-reflexiveness	use of meta-language and self-constructing forms

Some metanarratives of the 'Modern' Age of Reason which affected Western thought are: "i) progress; ii) optimism; iii) rationality; iv) the search for absolute knowledge in science, technology, society and politics; and v) the idea that gaining knowledge of the true self was the only foundation for all other knowledge" (Ward, 2003, as cited in Finch, 2006, p. 4). When science took religion's place, it was accepted as: "i) progressive (moving towards a state of 'complete knowledge'); ii) unified (all sub-disciplines shared the same goal); iii) universal (aiming at total truths which would benefit all of human life); and iv) self-justifying (since it was intent on the betterment of the 'human race')" (Finch, 2006, p. 4).

Einstein's 'physics of relativity', Heisenberg's 'uncertainty principle' and 'quantum mechanics' prevented the progress of these common sense notions in the 20th century (Hofstadter, 1999, as cited in Finch, 2006, p. 4). They not only made the Enlightenment's ideals of 'absolute knowledge' and 'absolute truth' questionable, but they also "refuted the possibility of their existence" (Finch, 2006, p. 4). Furthermore, Jacques Derrida (1967) showed that "there is no system, no theory, and no science or political system which rests on entirely rational foundations" (as cited in Finch, 2006, p. 4). The reasons for the end of the modernism are summarized as:

1. the contribution of science to ecological disasters (e.g. pollution, greenhouse gasses, acid rain) and mass killing (nuclear, chemical and biological weapons);
2. the commercialization of science (e.g. the withholding of permission by pharmaceutical corporations in the US to make cheaper, generic versions of their life-saving drugs in under-developed countries [World Trade Organization]);
3. the loss of faith in the ability to measure reality (due to findings in complexity theory, relativity theory, quantum mechanics, etc.); and
4. the division of science into a mass of specialisms (diverse disciplines and sub-disciplines now follow their own paths and speak their own languages). (Finch, 2006, p. 5)

All of these caused people "to become skeptical about the notion of unified, objective science" (Finch, 2006, p. 5). In the eyes of people, politicians do not give importance to significant issues such as acid rain, global warming, and chemical waste landfills. To them, politicians argue for descructive developments like 'the bomb', 'napalm' and 'preemptive invasions' (Finch, 2006, p. 5). They also mislead the public over the dangers of weapons of mass destruction which is in fact non-existent. All of these caused people not to believe in experimental science. New postmodern branches of science such as chaos theory, game theory, and quantum physics replaced absolute knowledge, absolute truth and objective inquiry (Finch, 2006, p. 6).

How does all this affect education? Mass education was perceived to provide progress, development and security. This was going to be achieved through an educated workforce (Finch, 2006, p. 7). O'Farrell (1999) criticizes this:

A school system which promised social equality and enlightenment for all has done little more than reinforce social division and entrench new forms of conformity, ignorance and exclusion. Was this the happiness and social harmony promised by the Enlightenment philosopher Jean-Jacques Rousseau and the 19th century economist Karl Marx? (p. 13)

Hargreaves (1994) argues that the singular political ideologies failed. The credibility of traditional knowledge foundations, and the reliability of scientific knowledge decreased. All of these have far-reaching consequences for education, and teachers (pp. 7-12). He puts forward three main consequences which are "i) fact-based curricula become obsolete; ii) the purposes of education are questioned; and iii) no single teaching approach holds all the answers" (Hargreaves, 1994, pp. 7-12).

Education was known to resist postmodern ideas, because it was conventionally through schools and universities that the ideals of Enlightenment were delivered (Finch, 2006, p. 7). Decentered subject which is formed by language, discourse desire and the unconscious is the focus of postmodernism and it is in contradiction with the aim of education (Edwards & Usher, 1994, p. 2). Too much nurturing and protection in schools cause young people not to experience "meaningful involvement in their own communities" (Postman, 1995, p. 102). People are not given any chances of taking any democratic action because although the system wants to make people ready for a democratic society it does this through "the autocratic, teacher-centered, compulsory classroom" (Finch, 2006, p. 7). Commercialization is another characteristic of today's education. In the postmodern world, education is made responsible for capitalist market forces (Finch, 2006, p. 7). In return for the money invested, it is necessary to show a measurable result and this is called "the discourse of instrumentalism" (Mockler, 2004, p. 3). As a result, the stakeholders (the state, universities, schools, students, and parents) are interested in the practicality of knowledge (e.g., getting a job and obtaining scholarships) and not in intrinsic knowledge. Knowledge is evaluated in terms of how effective it is at making money (Lyotard, 1984).

In the postmodern period, education cannot be seen separate from economic, historical, and cultural factors. Therefore schools must be made appropriate for a postmodern society. Edwards and Usher (1994) offer some suggestions:

1. Education should be more diverse in terms of goals and processes and consequently in terms of organisational structures, curricula, methods and participants.
2. Education should no longer function as a means of reproducing society or as an instrument in large-scale social engineering. It [should] become limitless both in time and space.
3. There should be no attempt to place education into a straitjacket of uniform provision, standardized curricula, technicized teaching methods, and universal 'messages' of rationality or morality.
4. Education in the postmodern world must enable greater participation in a diversity of ways by culturally diverse learners.
5. Education in the postmodern world is likely to be marked both by a general decentering and a general loosening of boundaries. (as cited in Finch, 2006, p. 9)

Hutcheon (1989) argues that postmodernism attempts to "de-doxify" our cultural representations and their accompanying political import (p. 3). This de-politicization has significant implications for Teaching English as a Foreign Language, which is a way of conveying economic, cultural and religious values (e.g. evangelical English teaching in Korea) under the assumption of "correctness," named by Phillipson as "English linguistic hegemony" (Phillipson, 1992, p. 73). Language learning has a political nature. For example, the words like 'ideology' and 'empowerment' are now part of the vocabulary of language education. This reflects an increase of concern with "the social implications of language learning and the culturally invasive nature of much language education" (Phillipson, 1992; Pennycook, 1998, as cited in Finch, 2006, p. 10).

A postmodern approach to language learning challenges the modern metanarratives such as "teacher-direction, teacher control, textbooks, standardized tests, experimental research, and standard pronunciation" (Finch, 2006, p. 9). For a comparison of modern and postmodern ELT metanarratives, see the table below (Table 2.8).

Table 2.8. A comparison of modern and postmodern ELT narratives

Modern ELT narratives	Postmodern ELT narratives
High-stakes, standardized testing Normative, summative measurement 'One-off' mid-term 'final' tests Focus on the product of learning Centralization, totalization	Classroom-based performance assessment Absolute, formative measurement Continuous assessment Portfolios, journals, self/peer-assessment Focus on the learning process Deconstruction of standardized testing
Competition Aggression, division Individualization, 'winner-takes-all' Mutually Exclusive Goals Attainment (MEGA) (Kohn, 1992)	Collaboration Inter-personal and intra-personal Responsibility in group work Social learning team work Decentralization
Studying English through its 'highest' achievements' --- English literature Strict boundaries Restrictions of genre	Learning English through pop-culture, Comics, cartoons, movies, the Internet, etc. Plurality of genres Boundary-crossing Eclecticism
Structural , propositional syllabi Totalization	Process, task-based/project-based syllabi Deconstruction of traditional language learning concepts
Behaviorism Language learning as predictable and Independent of emotions	Recognition of affective and social filters Language learning as social, cultural, emotional and unpredictable
Linear, sequential learning Language as code Structural syllabi 'Absolute,' grammatical truths	Cyclic, contextual learning Meta-language and learning strategies Complex, dynamic, cyclic learning Self-reflexiveness, self-reference
Linguistic and cultural imperialism Standardized, Western English	Postcolonialism, De-colonialism Regional Englishes, dialects and

The 'native-speaker' of English Studying and imposing the culture of the target language Centralization, Colonialism Totalization	pronunciations (e.g. Konglish) express local cultures Death of the 'native speaker' Studying regional and global cultures through the target language Regionalism, Globalism, Diversification
Quantitative, experimental, 'objective' research Statistical measurement of rigorously Isolated and independently observed 'truths' 'Absolute' 'scientific' 'truth'	Qualitative, subjective, action research Recognition that beliefs and perceptions control learning Systems analysis of the whole learning environment, triangulation Subjective, individual, personal truths Psychological Relativism
Teacher-centered learning Teacher-controlled learning Autocratic instruction	Student-centered learning Involving students in their learning Recognizing individual differences in learning
Teaching the same thing to everyone at the same time Teacher as fount of knowledge Transfer of knowledge to the 'empty vessels' of the students Grammar-translation Totalization, Centralization	Needs, learning styles, learning preferences, proficiency levels, etc. Teacher as facilitator of learning Facilitation of the appropriate learning experience for the appropriate student at the appropriate time Task-based and Project-based learning Decentralization, Empowerment

Source: Finch, 2006, p. 11.

"The success of European colonization, and in particular the scope and breath of the British Empire (on which the sun never set) had an effect. It was the spread of Western religions, customs, social and cultural behavior and moral values throughout the 'civilised' world" (Finch, 2006, p. 10). Linguistic colonization came along with this 'civilization' and authors such as Phillipson (1992), Pennycook (1998) and Canagarajah (1999) recorded this. "The 'linguistic imperialism' debate highlights postmodern, postcolonial attempts to diversify English language learning, and to make a decentralized 'Lingua Franca,' free of totalizing cultural and intellectual agendas" (Finch, 2006, p. 10).

Postmodern TEFL theory "presents English as a lingua franca with regional variations—a global language in which there are no native speakers, no standard pronunciations or grammars, and no target culture (de-colonization, diversification, and regionalization)" (Finch, 2006, p. 16). Western-oriented language teaching practices are replaced with new ones considering the local learning needs and sociopolitical factors.   For example, more effective and collaborative studying models (decentralization) which are preferred by the society take the place of high-stakes testing (totalization). Language is employed as a way of learning language (self-reference) and learning to learn is perceived as a process which will last for a lifetime (Finch, 2006, p. 16). In the modern era, everyone was expected to learn the same language at the same time and at the same rate, and was subject to the same exam (totalization). In the postmodern era, a project approach is used. By using this approach, "the diversity of learning needs, learning styles, language proficiencies, beliefs, attitudes and levels that exist in the typical EFL multilevel class" are recognized (Finch, 2006, p. 15). Being able to access and use knowledge is now seen as more important than knowledge. Having multi skills is preferred to having one skill in one's lifespan. The students are in the forefront (decentralization), and active communication skills (cooperation, discussion, negotiation, etc.) and identifying a problem, setting target, reflection and assessing oneself are promoted (Legutke & Thomas, 1991, as cited in Finch, 2006, p. 15). In this new understanding, the role of the teacher is "to facilitate learning by being a language resource and providing guidance (linguistic, emotional, cognitive and social) where appropriate" (Finch, 2006, p. 15).

In short, in the postmodern TEFL situation the end of: "i) the 'native speaker'; ii) structuralism; iii) imperialism; and iv) the 'teacher'" (Finch, 2006, p. 13) can be listed. These ends can be viewed as beginnings of new paradigms of teaching and learning such as: the birth of i) multi-lingual, local facilitators of learning; ii) integrated, holistic approach of learning; iii) a local English; and iv) student-directed learning, where the 'teacher' is a mentor, language resource, and adviser (Finch, 2006, p. 13).

In line with the major concerns of the language teacher cognition research to date, the main objective of the current research is to explore pre-service and in-service teachers' conceptualizations of English language teaching and the role of English language teachers, secondly to see to what extent the perceptions of the two parties (pre-service teachers and in-service teachers) match, and thirdly to find out how these conceptualizations can be evaluated within the framework of Oxford et al.'s (1998) typology of educational philosophies. The research method followed to realize this three-fold aim is explained in detail in the following chapter.

Chapter 3

METHOD

3.1 Presentation

This chapter provides a detailed account of the research, specifically research design, research questions and implementation. It elaborates on the context and participants of the study. Then, components and framework of data collection instruments, and procedures of data collection and data analysis are presented. This is followed by assessment of trustworthiness. The chapter concludes with the discussions of the limitations as well as the delimitations of the study.

3.2 Research Design

The research was designed as a cross-sectional survey in that its major tools for data collection were questionnaires and follow-up interviews. The study involved two different groups of participants who were of different age groups and with different background. The purpose of this study is to explore pre-service and in-service teachers' conceptualizations of English language teaching and English language teachers. To realize this, the study followed both qualitative and quantitative research design. As Fraenkel and Wallen (2003) argue, what is more appealing to most researchers is the quality of research, rather than the frequency of a certain action or its alternative evaluation. They point out that "research studies that investigate the

quality of relationships, activities, situations, or materials are frequently referred to as qualitative research" (p. 430). In their view, 'holistic description', that is, detailed description of whatever happens in a certain situation or the attitudes or behaviors of people receives a special emphasis in this kind of research.

Qualitative research is "an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible" (Merriam, 1998, p. 5). Other terms often used interchangeably are 'naturalistic inquiry', 'interpretive research', 'field study', 'participant observation', 'inductive research', 'case study', and 'ethnography' (p. 5). The key philosophical assumption of qualitative research is that reality is constructed by individuals interacting with their social worlds. Qualitative researchers are interested in understanding the meaning people have constructed (i.e., how they make sense of their world, and the experiences they have in the world). Secondly, the researcher is the primary instrument for data collection and analysis. A third characteristic of qualitative research is that it usually involves fieldwork. Fourthly, it primarily employs an inductive research strategy. In other words, qualitative research "builds abstractions, concepts, hypotheses, or theories rather than tests existing theory" (Merriam, 1998, p. 7). Finally, a qualitative study has richly descriptive product as it "focuses on process, meaning, and understanding" (p. 8). In carrying out qualitative research, rather than numbers, words and pictures are used and descriptions of the context and the participants are included. In addition, "data in the form of participants' own words, direct citations from documents, excerpts of videotapes, and so on, are likely to be included to support the findings of the study" (Merriam, 1998, p. 8). The present study made use of these aspects of qualitative

research to the full in order to reflect the perceptions of the participants as accurately as possible.

Some of the major characteristics of qualitative research are also pointed out by Patton (1990, as cited in Fraenkel & Wallen, 2003), which can also be observed in this study.

First, one of the main characteristics of qualitative research is its being a naturalistic inquiry and investigating real-world situations in a 'nonmanipulative', 'unobtrusive' and 'noncontrolling' way. The present study followed this characteristic and explored 'real-world situations', i.e., the perceptions of teachers about teaching English and English teachers, without any manipulation.

Second, inductive analysis is another characteristic of qualitative research. The analysis of this study was inductive as it explored open questions rather than testing theoretically derived hypotheses. The researcher in this study did not have predetermined set of hypotheses about perceptions of pre- and in-service teachers. Rather, the researcher was interested in exploring the perceptions of teachers without having any hypotheses.

Third, having a holistic perspective is another characteristic of qualitative research. That is, "the whole phenomenon under study is understood as a complex system that is more than the sum of its parts" (Patton 1990, as cited in Fraenkel & Wallen, 2003, p. 432). The present study had a holistic perspective as well since the researcher

reflects the perceptions of the participants in a complex system (i.e., their context). In other words, the study gave information about the context of the participants as well.

Qualitative data (i.e., detailed, thick description; inquiry in depth; direct quotations capturing people's personal perspectives and experiences) is another characteristic of qualitative research (p. 432). The data in the study were qualitative because they were detailed, they provided thick description, and they reflected the perceptions of the participants by referring to their direct quotations.

'Context sensitivity' (i.e., placing findings in a social, historical, and temporal context; being dubious of the possibility or meaningfulness of generalizations across time and space) is another characteristic of qualitative research. The study was context sensitive and thus put the findings in a social, historical and temporal context and did not claim to generalize the findings. The aim of the study was to comprehend the 'mental' world of teachers, both pre- and in-service teachers, without making any reductions or simplifications or generalizations.

'Emphatic neutrality' was another characteristic of qualitative research. According to this characteristic, "the researcher's passion is understanding the world in all its complexity—not proving something, not advocating, not advancing personal agendas, but understanding" (Fraenkel & Wallen, 2003, p. 432). The study followed this characteristic as well and just focused on understanding the English teachers' cognitions of teachers and teaching rather than proving or advocating any personal agendas.

Additionally, three prominent assumptions of qualitative researchers can be seen in the present study. The first one, which the study mainly draws on, is that it is the individuals who construct reality and that "realities exist in the form of multiple mental constructions" (Fraenkel & Wallen, 2003, p. 433). In this study, metaphors and images were attributed a special emphasis as forms of mental constructions. Another assumption is that "research investigations produce alternative visions of what the world is like" (Fraenkel & Wallen, 2003, p. 433). The present study was interested in exploring teachers' viewpoints of what English teaching and the role of English teachers meant to them not through simple, standard, conventional statements but through metaphors and similes. This helped the participants produce alternative visions of what teaching and teachers are. The third assumption is related to the purpose of educational research. Qualitative researchers assume that the aim of educational research is "an understanding of what things mean to others" (p. 433). Again the study followed this assumption because the whole research was based on what things (i.e., teaching/teachers) mean to the participants (pre-service and in-service teachers).

There are a number of approaches to qualitative research. Creswell (1994) has identified five: biography, phenomenology, grounded theory, case studies and ethnography. Fraenkel and Wallen (2003) state that two or more of these approaches can be found in a single study. The present study uses a phenomenological approach because the researcher "hopes to get some insight into the world of her participants and to describe their perceptions" (Fraenkel & Wallen 2003, p. 437). The general assumption in phenomenology is that "there is some commonality to the perceptions that human beings have in how they interpret similar experiences, and they seek to

identify, understand, and describe these commonalities. This commonality of perception is referred to as the essence" (p. 437). The researchers using this approach want to identify and describe the essential structure of a phenomenon. They study multiple perceptions of a phenomenon as experienced by different people, and compare these perceptions. In this study, too, the researcher aimed to bring to light 'the essence' of the cognitions of pre- and in-service teachers regarding English language teaching and teachers.

In qualitative research, the researcher deals with social settings where humans are involved. The research is open to whatever comes out as the result, because there is no fixed belief before starting the inquiry. The aim is not to verify predetermined idea but to discover new insights (Sherman & Webb, 1988). Keeping this point in mind, the researcher did not start the study with any presumptions. In qualitative study, people's perspectives and experiences are given importance. Qualitative researchers try to study objectively the personal states of the subjects. They are concerned with understanding behavior from the subject's own frame of reference and capturing perspectives accurately (Bogdan & Biklen, 1982). The idea expressed by the metaphor 'capturing perspectives accurately' was the driving force behind this study. In this 'capturing' process, all descriptive information is coded into categories i.e., content analysis is used. Content analysis is a means of systematizing data, and a "technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications" (Fraenkel & Wallen 2003, p. 483). There are two ways to convert descriptive information into categories. One way is determining "the categories before any analysis begins. These categories are based on previous knowledge, theory, and/or experience" (p. 483). The present study used

the second way, i.e., the researcher allowed "the categories to emerge as the analysis continues" (p. 485).

The study is both descriptive and interpretive in scope. According to Best (1970, as cited in Cohen, Marion, & Morrison, 2001), descriptive research is concerned with "conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held..." (p. 169). At the descriptive level, the present study aimed to illustrate the nature of teacher cognitions about certain educational issues, in particular, their perceptions about teaching and being a teacher of English as a foreign language. At an interpretive level, the aim of the study was to provide an emic ('insider's perspective') understanding of teachers' cognitions (Merriam, 1998, p. 6). It was emic because it tried to bring the respondents' approach or views to light (Türkdoğan, 2003). More specifically, the purpose of this study was to contribute to the development of a comprehensive understanding of teachers' perceptions of English language teaching and teachers.

The present study has also a quantitative aspect to it. Fraenkel and Wallen (2003) argue for the use of both quantitative and qualitative approaches in educational research. In addition to qualitative design, quantitative research features were also used in the present study to assist the reader in understanding the overall picture by reducing the data to numerical scores where necessary, that is, when giving the total number of respondents for each multiple choice questions in the questionnaire, or when giving the number of participants who produced their own metaphors of teaching English and the role of English language teachers.

The first part of the current study, that is the part that focused on pre-service teachers, also has some characteristics of case studies because as Fraenkel and Wallen (2003) point out, "A case involves the study of just one individual, classroom, school, or program" (p. 438). The present study focuses on the perceptions of pre-service teachers at one university, Eastern Mediterranean University (hereafter, EMU) and one department, Department of English Language Teaching (hereafter, ELT) and this part can be regarded as a case study. The second part of the study, that is the part which focused on in-service teachers' perceptions, however, cannot be regarded as a case study because it involved the in-service teachers in 46 schools, which comprised the total number of secondary and high schools in North Cyprus.

The present study is also a survey, which is one of the quantitative research methodologies employed in social sciences. In this kind of research, researchers ask a large group of people questions about a particular topic or issue and they obtain answers from a large group of people to carefully designed and administered questions. The major purpose of surveys is to describe the characteristics of a population. There are three major characteristics of all surveys:

1. Information is collected from a group of people in order to describe some aspects or characteristics (such as abilities, opinions, attitudes, beliefs, and/or knowledge) of the population of which that group is a part.
2. Information is mainly collected through asking questions; the answers to these questions by the members of the group constitute the data of the study.
3. Information is collected from a sample rather than from every member of the population (Akers & Gillams, 1993, p. 343).

There are two types of surveys: longitudinal survey and cross-sectional survey (Cohen, Mannion, & Morrison, 2001). A longitudinal survey collects information at

different points in time in order to study changes that take place over time. A cross-sectional survey, however, collects information from a sample that has been drawn from a pre-determined population. Furthermore, the information is collected at just one point in time. The time it takes to collect the data may take anywhere from a day to a few weeks or more. The present study is a cross-sectional survey because a sample was drawn from a pre-determined population, i.e. both pre-service and in-service teachers and its data collection process took approximately four months.

The most widespread types of instruments in this kind of research (i.e., surveys) are the questionnaire and the interview schedule. "The questionnaire is self-administered by the respondent, while the interview schedule is administered by the researcher (or trained assistant)" (Fraenkel & Wallen, 2003, p. 401). Regardless of the fact that a questionnaire is mailed or self-administered, it has to be attractive and it should not be too long and the questions should be easy to answer (p. 401). The researcher adhered to these rules in the preparation stage of the instruments.

There are four basic ways to collect data in a survey – by administering the survey instrument live to a group; by mail; by telephone, or through face-to-face interviews. The present study used all these ways at one point in the data collection process (to be explained in detail in 3.5.4 Data Collection Procedures).

3.3 Research Questions

The study attempted to investigate the cognitions of pre-service and in-service teachers about teaching English and the role of English language teachers. In order to be able to do this, the following research questions were formulated:

1. What are the cognitions of pre-service teachers and in-service teachers about teaching English and the role of English language teachers?

2. To what extent do the cognitions of pre-service teachers and in-service teachers match as regards teaching English and the role of English language teachers?

3. How are these cognitions evaluated within the framework of Oxford et al.'s (1998) typology of educational philosophies?

3.4 Context

The two groups under investigation in the present study were (1) pre-service English language teachers studying at the Department of ELT at EMU, an English medium university in the Turkish Republic of Northern Cyprus, and (2) in-service English language teachers working at secondary and high schools in five main geographical and administrative districts in North Cyprus, viz Lefkoşa, Gazimağusa, Girne, Güzelyurt, and İskele.

3.4.1 Pre-service Teachers

3.4.1.1 Pre-service Teachers' Context

The first data source was the pre-service English language teachers who were studying at the Department of ELT at EMU. EMU is an international university with a population of about 14,000 students from 68 different countries. With around 1,000 academic staff from around the world from at least 35 nationalities, the University is committed to maintaining and developing international standards of excellence in teaching and research at both undergraduate and graduate levels. It has 11 faculties, namely Law, Engineering, Education, Communication and Media Studies, Business and Economics, Arts and Sciences, Architecture, Health Sciences, Medicine, Pharmacy, Tourism and 4 schools, namely School of Justice, Foreign Languages and

English Preparatory School, School of Applied Disciplines and School of Computing and Technology, and 3 institutes, namely Institute of Graduate Studies and Research, Institute of Advanced Technology, Research and Development, and Institute of Distance Education, and 30 research centers.

The Department of English Language Teaching serves under the Faculty of Education and offers a four-year program that prepares students to become teachers of English. The main goal of the Department of English Language Teaching is to train students to be well-qualified English teachers who are equipped with the knowledge and the skills that contemporary foreign language education requires, and as individuals who are open for continuous self-improvement. "Training qualified researchers and academics capable of conducting interdisciplinary research" and "disseminating the results of quality and original research" are also among the mission and vision statements of the department (http://elt.emu.edu.tr/).

The four-year B.A. program at the Department of English Language Teaching consists of a total number of 58 courses with 159 credits. The breakdown of the courses can be given as: 1st year—16 courses; 2nd year—14 courses, 3rd year—14 courses, 4th year—14 courses. According to the classification on the webpage of the Turkish Higher Education Council, (www.yok.gov.tr/eğitim), 34 courses out of 58 are labeled as content area courses; 13 of them are teaching-related courses, and the remaining 11 are general culture courses. It can be seen that content courses are the highest in number and general culture courses are the lowest.

Table 3.1. Kinds of courses offered at the Department of ELT

Course types	Content area courses	Teaching-related courses	General culture courses
Year 1	9	2	5
Year 2	9	3	2
Year 3	10	2	2
Year 4	6	6	2
Total	34	13	11

Source: http://elt.emu.edu.tr/curriculum_undergrad.mht

While some of the content area courses aim to improve students' language skills and knowledge, others cover subject matter and pedagogical knowledge necessary for pre-service teachers. Some of the content area courses offered are: 'Contextual Grammar', 'Advanced Reading and Writing', 'Listening and Pronunciation', 'Oral Communication Skills', 'Linguistics', 'Language Acquisition', 'Approaches in English Language Teaching', 'Literature and Language Teaching', 'Materials Development and Adaptation in English', and 'Testing and Evaluation in English Language Teaching'. It can be seen from the table that content area courses are offered predominantly within the first three years.

The second type of courses offered in the Department consists of teaching-related courses. Teaching-related courses focus on aspects of teaching in general. They are: 'Introduction to Educational Sciences', 'Educational Psychology', 'Principles and Methods of Instruction', 'Special Teaching Methods', 'Instructional Technology and Materials Design', 'Classroom Management', 'Measurement and Evaluation',

'School Experience', 'Comparative Education', 'Counseling', 'Turkish Education System and School Administration', and 'Teaching Practice'. As can be seen from the table, in the fourth year, there is an increase in the number of teaching-related courses, which is only too natural as the pre-service teachers are coming towards the completion of their studies in their department.

The third type of courses, the general culture courses, aims to equip pre-service teachers with vital general skills and knowledge that they would be required to possess. Some of these courses are: 'Turkish 1: Written Communication', 'Turkish 2: Oral Communication', 'Computer 1 and 2', and 'Effective Communication Skills', 'History of Turkish Education' and 'Research Methods in English Language Teaching', 'Applications of Service to Community', and 'Atatürk Principles and History of Turkish Reforms 1 and 2'. It can be seen from the table that most of the general culture courses are offered in the first year of the curriculum. The completion of most of these general culture courses in the first year enables the pre-service teachers to benefit from their other courses in the following years of their undergraduate studies.

The Department of English Language Teaching provides not only a 4-year undergraduate program but also an M.A. and a Ph.D. program. All these programs are fully accredited by the Council of Higher Education (YÖK) of the Republic of Turkey. This enables graduates of EMU to find jobs in Turkey since most of the graduates are from Turkey and upon graduation they return back to their country to work there.

As for job opportunities, graduates of the Department are entitled to be appointed as English language teachers at every level of schools which are run by the Ministry of National Education and Culture. Most graduates of the ELT Department become teachers in secondary state or private schools in North Cyprus, in Turkey or in other countries. Besides, they can also be employed as translators, communication experts and teaching advisors at private teaching institutions if they prefer (http://www.emu.edu.tr/e/academic/elt.htm).

3.4.1.2 Pre-service Teachers as Participants

Out of 423 participant teachers who participated in the current research, 226 of them were pre-service teachers. The proportional division between male and female pre-service teachers participating in the study was as follows: 168 female and 58 male. These pre-service teachers were undergraduate ELT students studying at EMU across four years as follows: 50 freshmen, 26 sophomores, 62 juniors, and 88 seniors.

When asked why they chose to study in the ELT Department and become an English teacher, they reported a variety of reasons. The primary reason was because 'English teaching is one of the most advantageous professions'. This was followed by 'English was my favorite subject and I was the most successful in English'. They also reported as another reason that 'English is inevitable in today's world, so I wanted to help people learn it'. In addition to these reasons, teacher factor was also observed in the choices made; 'I liked and admired my English teacher(s) in high school and I wanted to be like him/her/them'. Overall, it can be seen that both intrinsic and extrinsic motivation played role in their choice. It was also seen that very few pre-service teachers chose their department coincidentally. This can be

regarded as a positive thing because teaching is not a job to be accidentally chosen.

Table 3.2 shows pre-service teachers' ranking of reasons for choosing to study ELT.

Table 3.2. Pre-service teachers' reasons for choosing to study ELT

Reasons	f	%
English teaching is one of the most advantageous professions.	155	68.6
English was my favorite subject and I was the most successful in English.	129	57.1
English is inevitable in today's world, so I wanted to help people learn it.	118	52.2
It is easy to find an English teaching job.	117	51.8
I liked and admired my English teacher(s) in high school and I wanted to be like him/her/them.	103	45.6
It is possible to move from English teaching to other jobs.	77	34.1
My family encouraged me to study ELT.	69	30.5
Some of my relatives are teachers.	43	19
I will have more time for my family.	37	16.4
My university entrance exam result score was enough for the ELT Department only.	9	4
I was coincidentally placed in the ELT department.	6	2.7
Others (various reasons)	2	0.9

The last part of the background information inquired about where pre-service teachers saw themselves on a horizontal scale of teacher-student identity. The scale consisted of five numbers where 1 represented student identity at one end of the scale and 5 represented teacher identity at the other end of the scale. The majority of the participating pre-service teachers perceived themselves as having an identity between student and teacher identities represented with number 3 on the scale. This is understandable as they were still undergraduate students and shared identities of both a student and teacher. The table showing pre-service teachers' identity scale is given in Table 3.3.

Table 3.3. Pre-service teachers' identity scale

Identity scale	1	2	3	4	5
Valid %	8.9	16	45.8	24	5.3

3.4.2 In-service Teachers

3.4.2.1 In-service Teachers' Context

In-service teachers, the second data source of the study, were comprised of the teachers who were working at secondary and high schools in North Cyprus. These teachers have to pass an exam prepared by the Ministry of National Education and Culture before they get appointed. Those who meet the necessary requirements are given jobs in places where there is a need for English teachers. It is observed that new or less experienced teachers are usually appointed in rural areas as the need for teachers is more in these areas. In time, these teachers apply to move to city schools. Their applications are contingent upon vacancy, i.e. their applications are considered and when there is an unoccupied teaching position, they are placed in those schools.

As for the working conditions of in-service teachers, they teach between 8-18 hours a week depending on their experience and the needs of the schools they work for. For example, a teacher with 20 years of experience teaches 16 hours a week and teachers who are even more experienced teach 8 hours a week. In addition to teaching, in-service teachers have other duties like being the 'main' teacher of a class; i.e. they are responsible from a class and deal with the problems of that particular class. They also contribute to exam preparation. Moreover, they have extracurricular duties on Monday afternoons where they guide students in their extracurricular activities like photographing, drawing, music, drama, sport, etc. (personal conversation with an inspector at the Ministry of National Education and Culture).

As for the working hours, in theory, in-service teachers have to be in school between 8:00 a.m. and 13:00 p.m., but in practice, teachers' working hours depend on the

discretion of the principal of the school (personal conversation with an inspector at the Ministry of National Education and Culture). The inspector stated that the regulations have to be revised because working hours are not explicitly stated in the current law. This points out to an inconsistency and inequality of the application of working rules, which may lead to demoralized and unproductive teachers.

As for class conditions, the information obtained from the inspector was as follows: The class size is maximum 35 students in secondary and high schools. The classes have heating and cooling systems as well as equipment like tape-players. Every school has one smart board but in-service teachers do not know how to use it yet.

As is expected, in-service teachers undergo a supervision program. According to the information obtained from the inspector at the Ministry of National Education and Culture, at present there are only three inspectors responsible from 300 English teachers. Since it is not feasible to supervise all of them, the inspectors give priority to teachers who are in the first five years in their profession. The inspectors try to do supervision approximately twice for each new teacher in a year. They focus on a new weakness and problematic aspect of teaching practice in each supervision and expect that to be improved by the next supervision. The aim of these supervisions is reported to have a developmental purpose. The inspector has also noted that after five years in the profession, teachers enter a period of stagnation and after fifteen years they become fossilized and they think they don't have to improve anymore.

Another important factor in in-service teachers' performance is the unions. They have an important role in the implementation of new education system initiated in

2004 by the Ministry of National Education and Culture. Their overall effect on education and curriculum is reported to be 90% (personal communication with an inspector). To exemplify this effect, it can be noted that teachers' unions rejected implementing a curricular change in teacher supervision which officially required teachers to prepare weekly lesson plans (unit plans). The aim of this requirement was to help the teacher to evaluate his/her performance but the inspector who was interviewed in the present study reported that the union for secondary teachers was against it on the grounds that it was needless for experienced teachers to prepare lesson plans. As a result, the proposed system could not be put into practice. Sometimes, the teachers' unions and the Ministry of National Education and Culture come face to face as opponents on some serious issues and the unions use their persistence including the right to go on strike.

In-service teachers in North Cyprus have a number of teacher training, development and promotion opportunities. They have the opportunity to attend in-service seminars and conferences organized by the Ministry of National Education and Culture and other organizations like the British Council, the American Center, or international publishing houses. In addition to these seminars, there are short-term and M.A. scholarships offered by the European Union. As for the requirements for promotion of in-service teachers, these requirements have undergone some changes. Before 2004, teachers who wanted to apply for the position of school principal or assistant principal had to sit a written exam. Those who passed that exam were called for an interview. Yet, under the government which was in power between 2004-2009, the rules for promotion changed. According to the new system, all teachers receive scores for a number of things like participating in non-governmental associations

(e.g. Association of Women with University Degree, or Civil Defense), completing postgraduate degrees such as M.A., Ph.D., and doing scientific publications, and of course their teaching performance. Teachers who receive a very high score (e.g. 750) over 1000 and who pass written exams on national constitution, teachers' code and national education codes, are eligible to apply for the position of school principal or assistant principal. The teacher with the highest score is appointed for the position he/she has applied for. Three authorities are responsible for keeping the teachers' register records. These are the school head, undersecretary and minister of education. Seniority is calculated annually on an automatic system, that is, teachers receive a certain amount of score for every year they work.

3.4.2.2 In-service Teachers as Participants

Out of 423 participant teachers in total, 197 in-service teachers teaching at secondary and high schools in North Cyprus participated in the study. Like in the population of pre-service teachers, the female in-service teachers outnumbered the male in-service teachers (150:37). Therefore, it can be said that female English teachers outnumber male English teachers in this study. This is in line with the natural and universal trend in English language teaching which has always been dominated by female teachers. The seniority of in-service teachers ranged from one year to thirty-seven years of experience. Table 3.4 shows the percentage of teachers across a range of professional experiences.

Table 3.4. Experience range of in-service teachers

Years of experience	1-10	11-20	21-30	31-40
Valid percent	53.9	36	8.4	1.6

It can be seen that the majority of the in-service teachers had between 1-10 years of professional experience in their jobs. Only a very small percentage of teachers

(1.6%) had more than 30 years of experience. As for the qualifications of these teachers, 22% had a master's degree.

Although both groups of the participant teachers (pre-service and in-service) reported that they had a variety of reasons for choosing to become an English teacher, the in-service teachers' ranking of the reasons for choosing to become an English teacher was different from those of the pre-service teachers. The in-service teachers' first reason was 'English was their favorite subject and they were the most successful in English'. The inevitability of English in today's world was given as the second most frequent answer. Admiration they had for their English teachers in their school years was accounted for the third frequent reason by in-service teachers. As the fourth reason, they reported that 'It is possible to move from English teaching to other jobs'. Although pre-service and in-service teachers' order of reasons was different, both groups shared a common point. For a majority of them, their choice to become an English teacher was not coincidental. Table 3.5 shows in-service teachers' reasons for choosing to study ELT.

Table 3.5. In-service teachers' reasons for choosing to study ELT

Reasons	f	%
English was my favorite subject and I was the most successful in English.	135	68.5
English is inevitable in today's world, so I wanted to help people learn it.	75	38.1
I liked and admired my English teacher(s) in high school and I wanted to be like him/her/them.	69	35
It is possible to move from English teaching to other jobs.	39	19.8
Some of my relatives are teachers.	33	16.8
My family encouraged me to study ELT.	31	15.7
English teaching is one of the most advantageous professions	26	13.2
It is easy to find an English teaching job.	26	13.2
I will have more time for my family.	20	10.2
My university entrance exam result score was enough for the ELT Department only.	14	7.1
I was coincidentally placed in the ELT department.	6	3

Others (various reasons)	1	0.5

When the in-service teachers were inquired about where they saw themselves on a scale of professional development, the majority reported that they saw themselves in the middle (3) of the scale where number 1 meant 'I am still learning new things in my profession and 5 meant 'I have nothing new to learn in my profession'. It is good to observe that only a minority of the in-service teachers thought they had nothing new to learn in their profession. This may mean that a great majority of the in-service teachers are open to learning new things in their profession and that they perceive learning as a life-long process. The table on teacher identity scale can be seen below.

Table 3.6. In-service teachers' identity scale

Identity scale	1	2	3	4	5
Valid percent	21	17.4	39	21.5	1.0

The study included all the secondary and high schools (46 in number) in North Cyprus (see Appendix M for a full list). These schools were from five main geographical and administrative areas: Lefkoşa, Gazimağusa, Girne, Güzelyurt and İskele. The schools are categorized as secondary schools (13 in number), high schools (18), vocational high schools (11), and private schools (4). A list of the schools according to five disctricts and school type can be seen in Appendix N.

3.5 Data Collection

In this part the data collection instruments will be explained in detail. Then, procedures of data collection will be described.

3.5.1 Data Collection Instruments

3.5.2 Survey Questionnaire

According to Wilson and McLean (1994, as cited in Cohen, Manion, & Morrison, 2001), "The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze" (p. 245). Also, as pointed out by Cohen et al. (2001), in designing a questionnaire, directions have to be few and simple both in the cover letter and in the questionnaire itself. Following this suggestion, the researcher prepared a brief yet explanatory cover letter for the questionnaire and distributed them to the in-service teachers. Cohen et al. (2001) state that there are a number of features that must be included within the questionnaire. Some of them are: 1) the title of the research, 2) the purpose of the study, 3) an appeal to the respondent which indicates the importance and benefits of the research, 4) the directions for filling the questionnaire out, 5) guarantee of anonymity, and 6) the researcher's name, address, organization contact telephone/e-mail address, together with an indication to feel free to contact the researcher for further clarifications or details. The questionnaire and the cover letter prepared for this study included all of the above-mentioned features.

Most surveys rely on multiple-choice or other forms of close-ended questions. These questions allow respondents to select their answers from a number of options. They may be used to measure opinions, attitudes, or knowledge. Another type to questioning is open-ended questions which require the respondents to express their opinions, attitudes, or knowledge in their own words without being limited to a number of options (Akers & Gillams, 1993). In this particular study, in addition to

close-ended questions, a certain part of the questionnaire included open-ended questions to obtain more individualized responses which give respondents more freedom in expressing their views.

3.5.2.1 Components of the Questionnaire

The research focused on finding out the conceptualizations of the teachers (both pre-service and in-service) on teaching the English language and being an English language teacher. To reach this aim, a more detailed questionnaire than the one used in the 'seed study' (mentioned in Chapter 1) was prepared. The findings (similes together with their explanations) that had been obtained from the 'seed study' were grouped into the four-part typology (philosophical perspectives on education) as given in Oxford et al.'s (1998) study: 'Social Order', 'Cultural Transmission', 'Learner-Centered Growth', and 'Social Reform'. In other words, the real data received from the 'seed study' were incorporated into the questionnaire used in the current study. This made the new questionnaire not only more elaborate but also realistic and original as its questions were derived from the real data. Details of the framework for the similes will be given below.

The questionnaires that were administered to the pre-service teachers studying at the ELT Department and the in-service English language teachers working at secondary and high schools were similar in format and content and differed only in terms of the part inquiring about the respondents' background. They were given to the participants in the middle of the spring semester of the 2006-2007 academic year.

The questionnaires were comprised of two parts. The first part (Part A) involved questions which aimed to obtain background information about the participants. The

second part (Part B) aimed at obtaining the participants' conceptualizations of 'English language teaching and teachers.'

Part A: Background Information

In the pre-service teachers' version (see Appendix A), the respondents were requested to indicate their name, student number, sex, year of education in the ELT Department, reason(s) for choosing to study in the ELT Department and where they see themselves on a continuum of teacher identity and student identity. In the in-service teachers' version (see Appendix B), the background questions were similar with slight differences. They asked for the participants' name, sex, name of the school s/he is currently teaching at, number of years in the teaching profession, qualifications, and why they chose to become an English teacher. The in-service teachers were also asked where they see themselves on a continuum scale of professional development, one end of the continuum (number 1) stating 'I am still learning new things in my profession' and the other end (number 5) saying 'I have nothing new to learn in my profession'.

Part B: Perceptions

This part was organized in two broad sections. The first section aimed at finding out the participants' conceptualizations of English language teaching and teachers. The second section aimed to bring the conceptualizations of the participants on role metaphors into sharp focus.

Section One, titled 'Teaching and Teachers', consisted of two sub-components: 1) English language teaching, 2) the role of English teachers. The participants were asked to choose from a number of options to complete sentences with the following

structure: 'Teaching English language is like… because …..' and 'An English teacher is like…. because …….'.

Section Two, titled 'Role Metaphors', presented a list of picture metaphors representing different occupations and asked the participants to choose one of them that they think represents the English language teachers' role in teaching English best. The respondents were then asked to produce their own metaphors/images that reflect the image of English language teachers. The rationale for asking teachers to suggest an additional metaphor to describe an English language teacher's role was to give them a free choice and thus avoid the limitations of pre-defined options. This part allowed the respondent more space than seems necessary, as a stimulus for the participant to write a fairly generous response. This picture metaphor part of the questionnaire was adapted from Ben-Peretz, Mendelson, and Kron's study (2003) after obtaining the necessary permission to use it from Ben-Peretz as well as the publisher.

3.5.2.1.1 Framework for the Similes in Section One

The first section of the questionnaire employs four categories of Oxford et al.'s (1998) study, each of which reflects a key philosophical perspective, namely 'Social Order', 'Cultural Transmission', 'Learner-centered Growth' and 'Social Reform' .

The backbone of the formation of section one of the questionnaire was the 'seed study' (mentioned in Chapter 1), which required respondents to complete statements like 'Teaching English is like…… because ….', and 'An English teacher is like… because …...' by choosing one of the four given options each representing a different philosophy of education.

The 74 participants in the 'seed study' had completed the given missing statements by suggesting original images together with their explanations. Keeping the four perspectives (i.e., 'Social Order', 'Cultural Transmission', 'Learner-Centered Growth', and 'Social Reform') in mind, the researcher grouped the recurring similes together with their explanations derived from the 'seed study' and matched them to the four philosophical perspectives on education because the similes produced in the 'seed study' fit well into Oxford et al.'s (1998) philosophical category. Thus, the suggested original similes in the 'seed study' formed Section One of the questionnaire given to the participants (pre-service and in-service teachers) in the present research. In other words, the participants in the current study were asked to choose from statements originating from the real data. This was important as it contributed the qualities of uniqueness and authenticity to the research.

The four pairs of statements used in the questionnaire are explained below in detail. The first statement of each pair was related to 'teaching English', while the second statement was related to 'the role of English teacher'.

1   a) 'Teaching English is like programming a computer because without
        programming, it won't work.'
     b) 'An English teacher is like a manufacturer because s/he shapes the learner
        into the prescribed mold.'

These two statements and similes were selected as representing the 'Social Order' perspective of Oxford et al.'s (1998) classification because in these images, learners were seen as something that had to be filled by an external factor. The teacher treats students as objects and that characteristics of humans such as creativity and intuition

are "less valued than explicit means-end skills" (p. 13). Also, one has to obey the rules of the commander or person in a high position. The above similes also involve the characteristics of the teacher as 'an overarching bureaucratic authority' and of the motivators as 'extrinsic rewards and punishments' (p. 13).

2   a) 'Teaching English is like driving a car because it requires attention and control.'

b) 'An English teacher is like a conduit because s/he gives information unidirectionally into the student's empty mind and has strong classroom control.'

The common characteristic that is shared by the similes above is information-giving by the teacher in a unidirectional way which is the characteristic of 'Cultural Transmission'. The metaphors in this perspective represent education as a "one-way flow of information, skills and values from the teacher as expert to learners as empty receptacles" (Oxford et al., 1998, p. 24). In other words, it is seen that the individual receives information from one source and uses it later and there is external control. These features reflect the 'Cultural Transmission' category as it involved characteristics of the teacher as 'external intellectual' and source of knowledge that passes on his/her information.

3   a) 'Teaching English is like swimming against the current because teachers have to persuade students that learning English is useful and enjoyable.'

b) 'An English teacher is like a scaffolder because the teacher provides assistance when needed and in the right amount until the learner no longer needs it.'

The above similes representing the 'Learner-centered Growth' perspective of Oxford et al.'s (1998) classification, possess characteristics that involve both teacher and student control and the idea of helping develop natural quality of learners. Also, it is acknowledged that the individual's potential is the driving force behind his/her success. Similarly, the aim of education is the development of the individual's powers in this philosophical perspective (Oxford et al., 1998, p. 41).

4   a) 'Teaching English is like being married because both partners

should respect each other's differences.'

b) 'An English teacher is like a learning partner because the teacher

learns from the students as well. Students are not empty heads

waiting to be filled with information.'

The above similes represent the 'Social Reform' perspective of Oxford et al.'s (1998) classification and share the characteristic of seeing the teacher as a 'learning partner' and topics like democracy and open expression (Oxford et al., p. 14). In the above similes the teacher could be seen as someone who is "tolerant of diverse opinions and viewpoints and who treats students with dignity and respect" (Oxford et al., p. 43). In the similes it can be seen that learning and teaching are dialectical processes where the teacher and student can exchange places where necessary (i.e., sometimes the teacher is a student and the students are teachers) and interaction is meaningful (Richard-Amato as cited in Oxford et al., p. 42).

To summarize the classification of similes according to the typology in Oxford et al.'s (1998) study, Table 3.7 can be viewed.

Table 3.7. Grouping of the similes into the four perspectives of Oxford et al.'s (1998) classification

Perspectives	Similes Regarding Teaching English	Similes Regarding the Role of English Teachers
Social Order	Teaching English is like *programming a computer* because without programming, it won't work.	An English teacher is like a *manufacturer* because s/he shapes the learner into the prescribed mold.
Cultural Transmission	Teaching English is like *driving a car* because it requires attention and control.	An English teacher is like a *conduit* because s/he gives information unidirectionally into the student's empty mind and has strong classroom control.
Learner-Centered Growth	Teaching English is like *swimming against the current* because teachers have to persuade students that learning English is useful and enjoyable.	An English teacher is like a *scaffolder* because the teacher provides assistance when needed and in the right amount until the learner no longer needs it.
Social Reform	Teaching English is like *being married* because both partners should respect each other's differences.	An English teacher is like a *learning partner* because the teacher learns from the students as well. Students are not empty heads waiting to be filled with information.

3.5.2.1.2 Framework for the Picture Metaphors in Section Two

The second section of the questionnaire employs a data collection tool called 'picture metaphors'. This tool was used in Ben-Peretz et al.'s (1998) study. The authors explain that they used picture metaphors in their study keeping in mind the view that teaching is often compared to other professions such as medicine or law, and they draw on the idea that "considering the assumptions and practices of other professions would provide the field of teaching with new viewpoints and understanding" (Soder, 1998, as cited in Ben-Peretz et al., 2003, p. 280). It is further reported that the reason for using the picture metaphors representing the specific professions and occupations was their relevance to teaching (Ben-Peretz et al., 2003). 'Shopkeeper' sells goods

and is seen as representing the 'transmission role in education'. 'Judge' is thought to represent 'authority, strict rules and a judgmental attitude'. 'Animal keepers' are seen as representing the role of 'looking after a rather difficult and demanding population acting in the role of care-givers'. 'Entertainer' image represents 'the role of amusers'. 'Conductor' image reflects the role from a number of factors such as design and atmosphere of the result and the group and the individuals in the group. 'Puppeteers' image has the underlying meaning of passivity of the puppets. Finally, 'animal trainers' image represents methods of behaviorism through the use of reward and punishment without considering the feelings of the trainees.

In order to arrive at a richer and consistent understanding of the conceptualizations of the participants in the current research, a parallel was drawn between the framework for the 'picture metaphors' and that of 'similes'. This was done by corresponding the above-mentioned 'picture metaphors' taken from Ben-Peretz et al.'s (2003) study to the four educational perspectives in Oxford et al.'s (1998) typology. Considering what each 'picture metaphor' entailed, they were grouped as shown in Table 3.8.

Table 3.8. Grouping of the picture metaphors in Ben-Peretz et al.'s (2003) study into the four perspectives of Oxford et al.'s (1998) classification

Picture Metaphors	Educational Perspectives
Conductor Animal Trainer Puppeteer Judge	Social Order
Shopkeeper	Cultural Transmission
Entertainer Animal keeper	Learner-Centered Growth
_____	Social Reform

'Conductor' which reflects the characteristics of determining the nature of performances and setting the tone of the outcome; 'animal trainer' which uses behaviorist methods to achieve certain behaviors; 'puppeteer' and 'judge' which represent being deeply concerned about control all correspond to the 'Social Order' perspective.

The 'shopkeeper' metaphor which represents a transmission role in education can be matched to the 'Cultural Transmission' perspective. 'Entertainer' which represents the humanistic aspect of teaching and concern about keeping learners' motivation high, and 'animal keeper' which focuses on learner needs and interests fall into the 'Learner-Centered Growth' perspective. No picture metaphor was observed in the 'Social Reform' perspective.

Except for one perspective ('Social Reform'), a parallel could be drawn between the three perspectives in Oxford et al.'s (1998) typology and the 'picture metaphors' used in Ben-Peretz et al.'s (2003) study.

3.5.3 Interview

In deciding which type of interview to use, it is important to determine the amount of structure needed (Merriam, 1998). Interviews are structured in terms of the following 3 points on a continuum. "At one end of the continuum fall highly structured, questionnaire-driven interviews; at the other end are unstructured, open-ended, conversational formats" (Merriam, 1998, p. 74). The prominent feature of highly structured interviews is that everything is predetermined, i.e., the wording and order of questions are determined in advance. On the other hand, open-ended questions and flexible, exploratory features are characteristics of unstructured interviews which are

more like a conversation. The semi-structured interview stands halfway between the ends of the continuum (Merriam, 1998).

The interview in this study was designed as a semi-structured one. Although the semi-structured interview in this study had a structured overall framework, it allowed greater flexibility (McDonough & McDonough, 1997). It was "a mix of more and less structured questions" (Merriam, 1998, p. 74). There were five questions asked in the interview (see Appendices C and D). The first question was related to the metaphors they chose in the questionnaire and inquired about the reasons for their choice. In questions 2 and 3, the participants were asked about their definition of effective English language teaching, and also the most important characteristics, roles and responsibilities of a teacher of English. Questions 4 and 5 included two open-ended sections which asked teachers to complete two statements as to what English teachers should always and never do.

3.5.4 Data Collection Procedures

Data for the present research were collected through two types of documents namely questionnaires and interviews. The questionnaires which were administered to the two groups of teachers were designed in parallel form in terms of both content and format to enable comparison between the pre-service and in-service teachers' perceptions. Before administering them, the questionnaires were piloted on a number of pre-service and in-service teachers.

The questionnaire which was designed to explore the pre-service and in-service teachers' conceptualizations of the English language teaching and the role of English teachers was first given to a group of pre-service teachers to obtain their written and

verbal reflections. In the light of the feedback given, modifications were made to the phrasing and format of the questionnaire. The revised questionnaire was then given to another group of the pre-service teachers, to a group of the in-service English teachers working in secondary schools, and also to the ELT Department instructors teaching at EMU for further comments and feedback.

Feedback was mainly related to the quantity of the questions and layout of the questionnaire. Some sections in the open-ended part of the questionnaires were found too numerous and difficult to answer. To give a few examples, questions asking the participants to complete ten open-ended sentences like "An English teacher is like...." were found quite challenging and not structured enough. Instead, in the revised questionnaire the researcher reduced the open-ended sentences from ten to four and also provided four options of statements where the respondents could put a tick next to the metaphor that completes the given statement in the best possible way e.g. "An English teacher is like a) a manufacturer, b) a conduit, c) a scaffolder, d) a learning partner". This was found to be effective in the second cycle of the piloting process. After making the suggested changes which were based on the feedback received from the pilot groups, there was only one step left, that is, the application for permission.

Prior to administering the questionnaires and the interviews, official permissions were sought from the Faculty of Education at EMU for the pre-service teachers and the Ministry of National Education and Culture for the in-service teachers, successively. Following this stage, the questionnaire was ready to be administered to the related parties, i.e. the pre-service and in-service teachers.

The questionnaires were administered starting from the end of March 2007 until the end of May of the same year. The interviews were designed as a follow-up of questionnaires and therefore they were held after receiving the administered questionnaires, towards the end of May up until the middle of June 2007. The questionnaires were sent to the schools via mail or in person. After waiting for a few days for the questionnaires to reach schools throughout North Cyprus (from the east to the west, i.e., from Karpaz to Lefke), a lot of school visits and/or telephone conversations took place with the school principals, assistant principals or English unit heads. They were kindly asked to facilitate the questionnaire administration by making sure that questionnaires were collected by the given deadline (within a week after receiving them). When necessary, these telephone calls and/or individual visits to schools had to be repeated several times to remind the schools about the questionnaires.

3.5.4.1 Procedures of Data Collection from Pre-service Teachers

The questionnaires were administered to the pre-service teachers either by the ELT Department instructors or the researcher herself. Some of the questionnaires were given to the pre-service teachers by their ELT Department instructors to be filled out at their convenient time and submitted within approximately two weeks' time. Alternatively, the researcher administered the questionnaire to some of the pre-service teachers in their classes herself. To do this, first she made an appointment with the ELT department's teaching staff to explain the purpose of her research to each of them and obtain permission to administer the questionnaire. The ELT instructors were willing to contribute to the researcher by either giving her 20-30 minutes of their teaching time (in this case, the researcher administered the questionnaire herself in their classes) or by offering to distribute the questionnaire to

the pre-service teachers themselves (in this case, the researcher collected the completed questionnaires herself later from the instructor of that class). Direct administration of the questionnaires to the group had advantages such as high response rate, instant return of questionnaires, and immediate feedback from the respondents both on the questions and the overall research upon completion of the questionnaires.

The individual interviews, another tool to gather data, were conducted as a follow-up investigation to get more in-depth information about the participants' views. The interviews took place with 50 randomly selected participants who had answered the questionnaire. Each interview was carried out in one-off session by the researcher and tape-recorded if the interviewee gave permission. The interviews were conducted both in English and Turkish. The interviews were held either in the researcher's office on the campus, in reading rooms or at the canteen on the ground floor of the Education Faculty. The canteen was especially preferred by the pre-service respondents for its easy access as it was within their faculty building. The interviews were pre-planned and appointments were arranged with all of the participating pre-service teachers beforehand. Each interview lasted an average of 30 minutes. The interviews were intended to serve as a follow-up on the questionnaire. The aim was to clarify some of the answers given in the questionnaire by asking for the participants' reasons for choosing a particular answer and not another one.

The interviews were completed in a highly positive academic environment. When the researcher first introduced herself and expressed her intention to hold a follow-up interview of the questionnaire they had already filled in, the interviewees responded

as "Oh, yes, the one with pictures, it was a different questionnaire" and they welcomed the researcher very warmly. A considerable number of the respondents reflected positively and said that they benefited from both the questionnaire and the interview. One of the pre-service teachers wrote her positive comments on the questionnaire (verbatim): *"It is a different questionnaire from the others: It is more enjoyable. It reflects your enthusiasm. Good luck to you."* (PT141). Both during and after the interview, the interviewees reported that it was an interesting and different experience for them.

3.5.4.2 Procedures of Data Collection from In-service Teachers

Most of the questionnaires were mailed to the in-service teachers. The mailed questionnaires included a cover letter which aimed to explain the purpose of the questionnaire and to raise interest in the respondents. The researcher also attached permission letters from the Ministry of National Education and Culture to show the schools that the bureaucratic requirements and standards of professional ethics had been met. The researcher called all 46 schools and visited some of them, and talked with school principals and heads of English sections over the telephone or face-to-face to explain the purpose of the questionnaire immediately after mailing the questionnaires.

The interviews held with the in-service teachers took place face-to-face in a somewhat quiet place in the staffrooms of the schools, English service rooms or as in one case, in the school computer lab, depending on the in-service teachers' preference. Some interviews took place over the telephone when face-to-face conversation was not feasible either due to time constraints or working schedule of the researcher or in-service teachers. It is useful to mention that teachers working at

secondary and high schools in North Cyprus work from 8:00 until 13:00 but the researcher works from 8:00 until 17:00 at the university. For this reason, taking appointments from the in-service teachers during school hours to conduct the interviews was a challenging task.

It should be noted that the majority of the data was collected in English. However, in some cases in the interviews, the interviewees preferred to speak in Turkish, their mother tongue. In these cases, while quoting from the original text, direct translation from Turkish to English was made by the researcher herself.

Some interviews were tape-recorded after obtaining the consent of the interviewees. In cases when the participants did not prefer to be tape recorded, note-taking was used. To ensure objectivity and to reflect all the views of the respondents as they were, the researcher read out what she wrote to the participants to get their final confirmation after each question of the interview was completed.

Like the pre-service teachers, the in-service teachers also reported that they found the questionnaire interesting and they benefited from answering it. Especially the in-service teachers confessed that while answering the questionnaire, many times the questions made them stop and think and they expressed that answering the questions helped them review their roles and raised their awareness of teaching and learning English. From the atmosphere in the staff rooms with the in-service teachers coming in and going out, it could be seen that they had a hectic schedule. It may be said that they rarely had a chance (if any) to reflect on these topics. Therefore, this study and similar further studies on the in-service teachers are opportunities for these teachers

to give break to their busy timetables and reflect on important topics about their job. The interviewees looked pleased about being selected for such a study. It was motivating for the researcher to see smiling faces and hearing words of encouragement from the participants. It was evident that they appreciated the significance of the study because they expressed their wish to see the results of the study upon its completion. However, unlike the positive attitude of a considerable number of the in-service teachers, the negative attitude of some of them also deserves a few lines. Most in-service teachers were kind and helpful at the data administration and collection stage but regrettably some were unexpectedly uncooperative and made the data collection stage an unforgettable and problematic experience for the researcher. It was observed first-hand by the researcher that these in-service teachers found filling out questionnaires or taking part in interviews as burdensome. Some even walked away as the researcher attempted to explain her aim. Their negative attitude was towards filling out the questionnaires in general and their complaint was that they were given a lot of questionnaires (approximately 5 questionnaires per week). This sounded like an exaggeration and even if it were the case, this should not have been a sound reason for their lack of cooperation in such an educational research. It was only through the researcher's kindness and patience that some previously uncooperative teachers changed their mind and contributed to the data collection.

3.6 Data Analysis Procedure

The present study employed both quantitative and qualitative data collection design. One of the instruments was a questionnaire prepared by adapting the picture metaphors from Ben-Peretz et al.'s (2003) study and by making use of the educational philosophical framework from Oxford et al.'s (1998) study. It consisted of 13 items to find out the conceptions about teaching English and the role of English teachers held by the pre-service and the in-service teachers in North Cyprus. After administering the questionnaire, the results of the close-ended items in the questionnaire were coded and fed into the SPSS 11 package program to find out the frequency of the responses by carrying out descriptive statistical analysis. This allowed the researcher to find out the frequency of the background information such as the gender of the participants, the year of study in the case of the pre-service teachers, the number of years in the profession in the case of the in-service teachers. Furthermore, the frequency of the similes chosen to complete the statements about teaching English and the role of an English teacher, and picture metaphors chosen to represent best the English language teachers' role in teaching English were all found through descriptive statistical analysis.

In addition to the close-ended items, there were some open-ended items in the questionnaire where participants were inquired about their reasons for choosing a particular picture metaphor and where they were asked to make their own original suggestions about another occupation or metaphor which reflects the image of English language teachers. The analysis of the answers given to open-ended questions was realized through a qualitative method, specifically content analysis. Content analysis involves searching for meaningful phenomena in the data. "A

checklist is made to count how frequently certain ideas, words, phrases, images or scenes appear in order to be able to draw some conclusions from the frequency of their appearance" (Walliman, 2001, p. 259). Using this method makes it possible for the researcher to generate common concepts, categories, or themes that interpret the meaning of the data by searching out patterns in it (Merriam, 1998).

The first step of the content analysis process involved reading all the data that included reasons for choosing one picture metaphor that represents best the English language teacher's role in teaching English from among seven picture metaphors provided. In addition to these reasons, explanations regarding the original metaphorical images produced by the participants themselves were subjected to the same procedure of content analysis. Second, recurring themes in images were identified and organized into a meaningful whole by classifying them thematically. In other words, recurrent themes were grouped under unifying generic labels considering the essence of the explanations in order to make sense of the data in a meaningful systematized way. To illustrate, images such as 'the captain of a football team', 'a football coach', 'a captain of a ship', 'a football trainer' are grouped under an umbrella label called "team leader, organizer" as the suggested images all share leadership characteristics. When giving the participants' original metaphors, quotes from the participating teachers (both pre-service and in-service) were taken verbatim in order to reflect their views in their original forms. However, some grammatical or lexical corrections were made especially in the pre-service teachers' reportings when necessary to ensure the comprehension of the intended meaning.

The second type of instrument used in the study was an interview. The data collected through the interviews were analyzed for content. Similar to the content analysis method, the answers from both interviewee groups (i.e., the pre-and in-service teachers) to common questions in the interview schedule were grouped and similarities and differences of opinions were noted.

3.7 Trustworthiness

In order to increase the credibility of the study, the researcher discussed each stage of the present research with the supervisor of the dissertation, who has extensive expertise in conducting educational research. In addition to this expert help, the researcher obtained approval from bodies such as the Ministry of National Education and Culture, Rector's Office at EMU, and the Dean of the Faculty of Education for administering the data collection instruments. The researcher also piloted each instrument with a number of teachers (both pre-service and in-service teachers) before administering them on a larger scale. As for the design of the study, the data collection instruments and procedures, the researcher also benefited from the consultation of an expert in the field of educational sciences who was a member of the monitoring committee of this study. His expertise in qualitative research provided guidance in carrying out the research and contributed to the trustworthiness of the study.

3.7.1 Ethics

The study met the ethical standards as well. In order to meet the requirements of ethical standards, the researcher completed a set of administrative procedures prior to the preparation and administration of the survey questionnaires and interviews. First, in the preparation stage of the questionnaire, the researcher wrote an e-mail to Ben-Peretz to ask for her permission to use the 'picture metaphors' which were

introduced in her article titled "How Teachers in Different Educational Contexts View Their Roles," co-authored by Mendelson and Kron, and published in *Teaching and Teacher Education* in 2003 (Vol. 19, Issue 2). After receiving a positive reply from the writer of the article, the researcher also asked for the copyright to be able to re-use 'picture metaphors' in her dissertation from the publisher ('Elsevier') of the journal where the article appeared. To do this she completed an online order form provided on the website of the publisher. The Licence Agreement of the article between the researcher and the publisher can be seen in Appendix E.

Prior to the administration of the questionnaire, the researcher wrote an application letter (see Appendix F) to the Department of ELT to get permission to administer the questionnaire. The Department passed the letter to the Dean of the Faculty of Education. The Faculty then passed the letter to the Rector's Office, the highest body at EMU, to obtain the final approval.

As soon as the researcher obtained the consent of the Rector's Office, she wrote another letter of application to the Ministry of National Education and Culture explaining briefly the purpose of the research and giving the necessary guarantee of the anonymity of the study.

When she received informed consent (see Appendix G) from the Ministry of National Education and Culture, she wrote 46 letters (see Appendix H), one to each school principal, requesting their participation in the administration of the questionnaires. She also attached to each of the letters, the consent letter obtained from the Ministry. In addition to the letters addressed to the school heads, she also

wrote letters which were in the form of cover letters to the questionnaires, to individual teachers (Appendix I). In her letters addressed to teachers, the researcher explained the purpose of the study. She also added in her letter that the respondents would benefit from filling in the questionnaire. She also assured prospective participants of the anonymity of the study and provided the requirements about filling in and returning the questionnaires. The researcher also provided her phone numbers and e-mail address in case they wanted to ask something or share their comments. Participation in the study was on a voluntary basis. The teachers were in no way under pressure to participate in the study. Those who responded to the questionnaire did so because they really wanted to do so. Based on her experience, the researcher, being a Turkish Cypriot herself, can state with confidence that using pressure is totally against the nature of the teachers in Turkish Cypriot culture and does not work.

3.7.2 Triangulation

Traditionally, triangulation was perceived as "using multiple investigators, multiple sources of data, or multiple methods" for the purpose of increasing internal validity (Merriam, 1998, p. 204). To ensure the use of a variety of data collection instruments, the researcher gathered data from not only the questionnaires but also the interviews. Relatively recent interpretation of triangulation is moving from "a technological solution for ensuring validity" to "holistic understanding of the situation to construct plausible explanations about the phenomena being studied" (Mathison, 1998, as cited in Merriam, 1998, p. 204). Responses collected from the participants through the questionnaires were later combined with the responses received from the interviews. This allowed the researcher to project a more complete

and comprehensive picture of the conceptualizations of the participants involved in the study.

3.8 Validity and Reliability of Instruments

Validity and reliability are two important key concepts in all kinds of research. Validity is a criterion that a particular instrument measures what is intended to measure (Yıldırım & Şimşek, 2005). In qualitative data like the one in the present study, validity can be "addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher" (Cohen, Manion, & Morrison, 2000, p. 105). It should be noted, however, that "it is impossible for research to be 100 per cent valid.... validity, then, should be seen as a matter of degree rather than as an absolute state" (Gronlund, 1981, as cited in Cohen, Manion, & Morrison, 2000). It is stressed that a researcher's use of the term validity has to be consistent with the research paradigm he/she uses. Maxwell (1992) suggests that 'understanding' is a more suitable term than 'validity' in qualitative research (as cited in Cohen, Manion, & Morrison, 2000, p. 106). Validity "attaches to accounts, not to data or methods" (Hammersley & Atkinson, 1983, as cited in Cohen, Manion, & Morrison, 2000, p. 106).

As stated by Hatch and Lazaraton (1991), test instrument or observations used in research should be valid and consistent. In the present study, the questionnaires and the interview schedules were identical to meet requirements of validity and consistency. According to Şimşek (1992), a schedule is reliable if the same results are obtained after the administration of the schedule in similar situations or by different researchers. Also pilot tests need to be conducted to increase the validity. In

this study, to ensure validity and reliability of the instruments, the questionnaires were piloted on a number of the pre-service teachers and in-service teachers. The suggested changes in relation to both the content and format of the questionnaire were reflected in the final copy before administering it. According to the obtained feedback, some of the questions in the questionnaire were omitted and some questions were clarified. Also, the respondents' feedback regarding the format of the questionnaire was considered during the revision stage. After omission, clarification and reformatting, the revised questionnaire which was made similar for both groups of the respondents was then administered to a few pre-service, in-service teachers, and ELT instructors teaching at EMU for piloting purposes. This second phase of the piloting process necessitated only a few minor changes like spelling and punctuation.

This study was conducted in order to identify the conceptualizations of the pre-service and the in-service teachers on teaching English and the role of English teachers by using similes and metaphors. Therefore, the researcher made a special effort not to paraphrase or correct the statements (in terms of grammar) during note-taking in interviews. She used leading probes in order to elicit more in-depth feedback from the participants where necessary but made sure not to influence their answers.

The participation in both the questionnaire and the interviews was on a voluntary basis to increase the reliability of the answers. This feature was especially important because it has been stressed that voluntary participation is a necessary component of research ethic and human rights (Sümer, Demirutku, & Özkan, 2007).

Finally, Hatch and Lazaraton (1991) maintain that to be able to generalize the results of a study to other circumstances, we need to give a detailed description of the population to which we hope to generalize. In this study, all steps of how the present research was conducted are explained in detail.

3.9 Limitations and Delimitations

The study is not without its limitations. Firstly, one group of participants the present study involved (i.e., pre-service teachers) were from only one institution (i.e., EMU) in North Cyprus. In other words, pre-service teachers studying at other five universities in North Cyprus were not included. Thus, the generalizations about pre-service teachers are limited only to the EMU sample. Therefore, more research is needed to obtain a complete picture of how pre-service English language teachers conceptualize teaching English and the role of English teachers in this particular research context. As a delimitation, however, it is worth mentioning that the student profile in all ELT departments of other universities is similar and that the number of the pre-service teachers included in the current study (226) is quite high. Also, the dimension of the sample was much higher for the in-service teachers since the study reflects the opinions of the in-service teachers (197) from all of the 46 secondary and high schools in North Cyprus. Having a considerable number of respondents from both the pre-service and in-service teachers makes it possible to compare and contrast between the two groups of teachers.

Another limitation was again related to the sample. The participants of the current research were limited to the teachers only. In other words, students' views about the research questions in the study were not investigated. Including the perceptions of

learners would necessitate another research question which would have enlarged the scope of the research in an unmanageable way.

The third limitation of the present study is related to the data collection procedure. In the interview stage of the data collection procedure, the researcher asked the interviewers' permission before tape-recording the interview. Some interviewers expressed their wish not to be tape-recorded offering various reasons for this. They said they would not feel comfortable and it would not be natural talking to a machine. In order not to inhibit the interviewees and to show respect to their preference, the researcher used the note-taking technique in such cases. This might have involved several shortcomings such as not being able to reflect the respondents' views verbatim, being selective in writing down the responses of the interviewees during note-taking, making changes in meaning while paraphrasing and adding the interviewer's perceptions into the notes. However, in order to prevent all these possibilities, a genuine effort was made during the interviews and the researcher read aloud the responses she noted down and regarded her notes complete only after receiving the confirmation of the interviewees.

Despite these limitations, it should be noted that a study of this nature would hopefully contribute to the educational research by bringing the conceptualizations of teachers into light and to the generation of new research topics in this field.

Chapter 4

FINDINGS AND DISCUSSION

4.1 Presentation

Taking the research questions into consideration, this chapter first reports and elaborates on the research findings in order to develop a comprehensive insight into the conceptualizations of pre-service and in-service English language teachers regarding English language teaching and the role of English language teachers. Then, conceptualizations of these two groups of teachers on themes 'teaching English' and the 'role of English language teachers' are compared.

4.2 Pre-service Teachers' Cognitions

In order to collect data on pre-service teachers' cognitions of teaching English and the role of English language teachers, three kinds of sources were used. These were:

i)   similes regarding 'teaching English' and 'the role of English language teachers' (provided in the questionnaire);

ii)   picture metaphors regarding 'the role of English language teachers' (provided in the questionnaire);

iii) metaphors/similes generated by the participants regarding 'the role of English language teachers'.

Obviously, some of these findings generated from these sources were confirmed by the participating teachers in the interviews. Firstly, pre-service teachers' conceptualizations of 'teaching English' will be presented.

4.2.1 Findings Related to Pre-service Teachers' Choices Regarding 'Teaching English'

Pre-service teachers' choices as to which simile reflects 'teaching English' best from among a number of given choices in the form of statements involving similes in the questionnaire are shown with percentages in the table below. Each simile represents one category of the four philosophical perspectives outlined by Oxford et al. (1998).

Table 4.1. Valid percentages of 'teaching English' similes selected by pre-service teacher participants

Teaching English is like	f	Valid %
driving a car	85	38.1
swimming against the current	73	32.7
programming a computer	35	15.7
being married	30	13.5

Pre-service teachers' favorite simile was 'Teaching English is like driving a car'. This was followed by 'Teaching English is like swimming against the current' and 'Teaching English is like programming a computer'. The last simile of pre-service teachers was 'Teaching English is like being married'. Keeping Oxford et al.'s (1998) typology in mind (see Table 3.7), it can be stated that the majority of pre-service teachers opted for the Cultural Transmission perspective followed by Learner-Centered Growth, Social Order, and Social Reform.

4.2.2 Findings Related to Pre-service Teachers' Choices Regarding the 'Role of English Teachers'

In order to collect data on pre-service teachers' conceptualizations of the 'role of English language teachers', given similes, picture metaphors and self-generated metaphors/similes were considered.

4.2.2.1 Data Collected via Given Simile Statements

Pre-service teachers' choices as to which simile reflects the role of English language teachers best are shown with percentages in the table below.

Table 4.2. Valid percentages of 'teacher of English' similes selected by pre-service teacher participants

An English teacher is like	f	Valid%
a learning partner	94	42.3
a scaffolder	67	30.2
a manufacturer	36	16.2
a conduit	25	11.3

As can be seen, the pre-service teachers' favorite simile was 'An English teacher is like a learning partner'. Their second simile in order was 'An English teacher is like a scaffolder'. Their third simile was 'An English teacher is like a manufacturer,' and the last one was 'An English teacher is like a conduit'. The rank order of the four similes regarding teacher of English corresponds to Oxford et al.'s (1998) four educational philosophy perspectives in this order: 'Social Reform', 'Learner-Centered Growth', 'Social Order', and 'Cultural Transmission'.

4.2.2.2 Data Collected via Given Picture Metaphors

Table 4.3 shows that the primary and secondary visual metaphors chosen by the participating pre-service teachers as the roles they thought best represent the English language teachers' role in teaching English are 'conductor' and 'shopkeeper' with the percentages 47.7% and 14.4% respectively. The least popular roles were found to be 'animal keeper' and 'judge'.

Table 4.3. Pre-service teachers' choice of picture metaphors for the role of English teachers (n=216)

Metaphors	f	Valid %
Conductor	103	47.7
Shopkeeper	31	14.4
Animal trainer	29	13.4
Entertainer	26	12
Puppeteer	14	6.5
Animal keeper	9	4.2
Judge	4	1.9

Pre-service Teachers' Explanations Regarding Their Choice of Picture Metaphors

Participating teachers have chosen one picture metaphor from among seven metaphors that they thought best represents the role of English language teachers. While choosing their favorite representative picture metaphors, they also provided their reasons for their choices. The justifications are as much important, if not more, as the options themselves. Below are the most frequent representative metaphors opted for each of the picture metaphors together with their reasons. The quotes to exemplify the given reasons will be labeled with the acronym PT, standing for 'Pre-service Teachers' followed by a number (1-226) to indicate the individual respondent. The justifications are given starting with the most frequently opted ones and finishing with the ones least frequently chosen. It is possible to group the findings under three headings as a) primary and secondary roles, b) roles in middle rank, and c) the least favored roles (as shown in Table 4.4).

Table 4.4. Pre-service teachers' choices

A Primary and secondary roles	B Roles in middle rank	C The least favored roles
conductor shopkeeper	animal trainer entertainer puppeteer	animal keeper judge

A) Conductor, Shopkeeper: The First Two Choices of Pre-service Teachers

1) Reasons for Opting for 'Conductor' Metaphor

Participating teachers chose the conductor metaphor for a variety of reasons. In order to find out the fine distinctions between them, all the explanations for responses for this option were categorized according to the recurrent sub-topics under the central theme. The recurrent reasons that emerged in the explanations were 'establishing control', 'creating harmony', 'being an organizer', 'showing the way', 'leading', 'giving shape to learners', 'behaving according to the learner', and 'being a role model'.

i) Establishing control

In some explanations, the teacher was seen as someone who starts and ends the lesson. In addition to this, the teacher was viewed as someone who *"determines the way of teaching and applies it to the students"* (PT205). Even the class atmosphere was believed to be under the teacher's control as sated in one of the explanations: *"A teacher should have all the authority in the class. S/he should conduct a classroom environment very well even if there is a joke, it should be—somehow—under the teacher's directions"* (PT107). In addition to this explicit emphasis of the control factor, the teacher was at the same time seen as someone from whom students can get help.

In some of the explanations for the 'conductor' image of the teacher, the teacher was perceived as possessing subject matter competence and subject matter competence was equated with the ability to teach well: *"If a teacher has the control over his/her knowledge and teaching profession, s/he can teach English well"* (PT125). The students were not seen as empty vessels. This was stated as *"Students should have gained the information, so they have knowledge and the teacher behaves them like a conductor. S/he shapes their knowledge, gives directions and controls them as a group or individually"* (PT207).

Another respondent equated conducting an orchestra to classroom management: *"Teacher must conduct the classroom for classroom management and for students' understanding the lessons better"* (PT96). Here it can be seen that conducting the classroom was depicted as providing the necessary conditions that were conducive to learning. For some respondents, the ability to teach well, being knowledgeable, and managing the class well were the reasons for choosing the conductor image: *"Teacher has enough information. S/he can try to give this information and s/he should manage her/his classroom effectively"* (PT126). Another explanation says, *"A teacher resembles a conductor, because a conductor guides everything in front of the orchestra. Similarly, a teacher controls the behaviours of students in the classroom"* (PT92). It was also stated that control is not an end in itself but it is a means to learn and reach objectives: *"A teacher conducts the students and controls them while achieving an objective and teaching something"* (PT128). In a similar vein, another respondent stated that *"An effective teacher is a kind of organizer who organizes and controls everything for the best production"* (PT137). According to another

respondent, the teacher *"gives orders, corrects the mistakes and warns students"* (PT196).

Acceptance and respect for student variety and uniqueness were other factors that led participating teachers to choose the 'conductor' image. Some of them expressed their ideas as: *"I chose conductor because there isn't a better one that represents an English language teacher. Also, I think that students are different from each other, their capabilities to learn something are different but teacher must control all of them and give the information in the best way. Like an orchestra, there may be different instruments but conductor should be able to control them"* (PT3). Emphasizing that students have different abilities, one teacher gave the following reason for choosing the conductor image: *"The teacher should know the strengths and weaknesses of the individual students and should facilitate the learning of all the students"* (PT144).

Teachers were perceived to have a non-restrictive personality. This was stated in words such as *"Because teacher must control students in suitable ways and they mustn't act in a strict way and also they mustn't be very relaxed in classroom management"* (PT16) / *"Just like how a conductor conducts the orchestra, English teachers should control the students"* (PT21) / *"An English teacher teaches something and directs his/her students like a conductor"* (PT53) / *"No matter how much a student wants to do what he/she wants to do, the final word is the teacher's. It is only the teacher who always succeeds in keeping the learners together"* (PT24).

A respondent pointed out the importance of the role of the conductor as a processor: *"I think students are raw materials. These materials should be processed. At that point there should be an authority to control the process; otherwise, processing the material may not go well or the material may be lost"* (PT26).

It can be said that a teacher was seen as possessing a number of characteristics even though only one picture metaphor was chosen as the best one to represent the teacher's role. This multiplicity of characteristics can be observed in some pre-service teachers' explanations for choosing the conductor metaphor: *"I chose this metaphor because teacher should be a controller and an adviser like a conductor. Teacher should show the good and useful ways to students. And teacher should also be a listener to help and understand students"* (PT42) / *"....because she or he conducts the class well. Sometimes she or he entertains and sometimes she or he becomes serious about the matter"* (PT43). One pre-service teacher pointed out that the teacher was the only one person in the classroom against many students so teachers *"have to manage everybody"* (PT46). The teacher who was seen like a conductor was expected to focus on improving students' learning by regularly checking what they have learnt: *"I chose conductor because teacher has to control the class (students) during the class time and also after class by giving them some amount of assignment, and by checking them how they are doing, whether they are improving their level of learning or not. If not, he/she must try more"* (PT51).

The teacher was also seen as someone who organizes the learning material: *"The teacher organizes everything and she teaches everything in a good way. She organizes everything, then, students learn correctly"* (PT57). The organizer aspect of

a teacher was also mentioned in another explanation: *"Teacher is like a conductor who tries to organize everything in a perfect way. The teacher tries to make his/her students to take the information in a well organized way"* (PT58). The teacher was also depicted in one of the explanations as the conductor of knowledge: *"An English teacher is like a conductor because s/he stands in front of the classroom and gives the knowledge of himself/herself to the rest of the class. In other words, he/she conducts knowledge"* (PT59). Some of the explanations pointed at 'being under somebody's direction' by the 'conductor' metaphor. In such responses teachers were seen as someone exhibiting characteristics of control, management, or advice: *"A conductor directs an orchestra but doesn't interfere with their playing. A teacher is also like a conductor who directs the students but also lets them play their own instrument. He/she tells them how to do it and lets them do the remaining task by themselves"* (PT63). This reflection implies that it is the teacher's role to create room for creativity and maintain control at the same time. Like a stage director, the teacher gives directions to his/her players (students): *"I think teacher is like a conductor, he/she is a person who stands in front of an orchestra and directs their performance, somebody who does this as a profession. And a teacher directs the whole class and helps his/her students while they are performing"* (PT69) / *"Teacher gives the directions and according to those instructions, students participate"*/ *"Just like a conductor, the teacher leads and directs the students"* (PT71). Correcting students' mistakes was also seen as controlling them: *"A teacher should control the students. He/she corrects their mistakes when it is necessary. In this way, students learn better. They see their mistakes and understand better"* (PT110).

In the 'conductor' metaphor, the teacher was also perceived as fostering independence. To do this, the teacher first lays the foundations and then expects his/her students to build a building from this solid foundation, i.e., put what they have learnt into practice: *"The teacher teaches the rules, all important points and gets the students to use the language as a conductor"* (PT213). This point was emphasized by another participant as *"English language teachers present the language first. By learning the rules, every single student can shape their own language form and use English language for communication or for whatever purpose they need. But students need someone to direct or scaffold them through the learning process. And then, students become free language speakers"* (PT222).

To summarize, the teacher was perceived as someone who controls different students in a manner that is neither strict nor relaxed. By keeping them all together, he/she creates a classroom atmosphere. He/she monitors the development of students and also organizes the instructional material or knowledge to be imparted.

ii) Creating harmony

'Creating and promoting harmony' was another reason for choosing the 'conductor' metaphor. As stated in some of the responses, the teacher was said to establish and maintain harmony in the class: *"There are many students with different personalities in the class and the teacher should direct the class and establish harmony within the class"* (PT7). Another quote to support this view was: *"Teacher brings out the best education like a melody by organizing learners with different personalities"* (PT13). While creating harmony in class, the teacher was also expected to impart the necessary knowledge differently to different learners: "*A conductor says something, wants it to be played and directs them (the players). Different players can play*

differently so they produce beautiful tones of music. Everyone has a different learning style and the conductor informs the player according to his/her instrument. Similarly, a teacher teaches different learners differently. A teacher should be able to bring out different tones from different students" (PT14). It was emphasized that the learners were free to follow their own styles: *"I chose 'conductor' because I think that a teacher shows the way and that learner follows in his/her own style and way. For example, the musicians play different instruments but they all follow the conductor"* (PT20).

Two similarities were drawn between teachers and conductors, and learners and music: *"Teachers, just like conductors, conduct their students and in the end they develop their students as informed people just like conductors create a harmonious music"* (PT47). Being harmonious was found to be related to certain factors by some respondents. The prerequisite for a harmonious class was to obey teacher's directions: *"He (the teacher) gives directions and students follow them. If students obey the directions, there will be harmony like in an orchestra"* (PT95).

To be able to maintain harmony in class, the teacher should possess a mixture of teacher qualities such as being strict or entertaining, depending on the context. A respondent put this as *"A teacher should neither be too funny nor too strict or disciplinarian. The teacher has to be educative. Students should listen to him/her. The teacher should entertain when it is appropriate to do so and should give his lesson in a strict way"* (PT76). While explaining the reason for choosing the 'conductor' image, participants sometimes used other images in their responses. One such example was when classroom was perceived as an orchestra saloon, students

were seen as instruments or players, and the teacher as the conductor: *"For me a classroom is an orchestra saloon, students are the different instruments (players) of an orchestra and the teacher should be a good conductor who has the ability to control, to create harmony within this complex group. Also I think teaching is an art, and without a conductor, the orchestra can't have the harmony which is needed to learning"* (PT133). The connection between harmony and learning was emphasized in the reflections. It was perceived that a harmonious atmosphere was conducive to learning. One respondent said: *"An English language teacher is a conductor, because he/she controls the class, students. The teacher has the responsibility to create a positive environment for effective teaching"* (PT161). In short, the teacher reaches out to different students, brings out unique styles to the foreground without sacrificing from the target by 'creating a harmonious melody'.

iii) Being an 'organizer'

Organizing quality of teachers was the focal point of some of the reflections. This prominent quality involved synonyms like 'arrange, plan, run', and very meaningfully, 'orchestrate' which all shared the meaning of 'organizing a plan of event very carefully, and to make arrangements for something to happen' (Oxford Learner's Thesaurus, 2008). This organizer quality was reflected in one of the explanations as *"I chose this metaphor because the teacher is someone who organizes information, directs it and presents it to the learner in an organized way"* (PT79). Another respondent reflected on the 'conductor' image as *"A teacher organizes class activities and manages the classroom as an orchestra leader would"* (PT158). It was also implied in one of the reflections that learning does not happen automatically as soon as teachers complete their duty to teach; it is the students' responsibility to internalize what they have been presented. This was expressed as *"A*

teacher can teach in a limited range. For example, when a teacher finishes the items he/she intended to teach, what about the rest? For the rest, I think, students should learn or produce themselves so I selected conductor because here he is just managing and students are producing" (PT169). In another reflection it was stated that the teacher is a conductor because *"a good teacher firstly should conduct the students well so he/she can teach the students more easily"* (PT183). Another participant said, *"As an organizer, the teacher gives the rules and students try to perform actions under the teacher's control"* (PT187). By organizing, the teacher gives the learners a chance to speak and show their performance. A participant drew attention to what would happen in the case of lack of a conductor with these words: *"Both teachers and conductors control people. Without a conductor or teacher, the things which will be done do not occur in an order"* (PT226).

iv) Showing the way

Another reason for choosing the 'conductor' image was because the teacher was seen as somebody who shows the way and because teacher gives useful information to the students about how they made something well. Therefore, teachers are good managers. The idea of showing the way was expressed in other responses as *"I have chosen the conductor because he/she drives the students to the right way! If the students want to play something or if students are only able to play an instrument, conductor shows them how to play it! If the kid doesn't want to play the piano but the guitar, then the teacher has to show the way!"* (PT8) / *"Teacher guides the students about what they should do"* (PT99). Giving direction was stressed as well: *"The teacher is the person who directs 'the class' and an appropriate direction is very important in students' life"* (PT122). The conductor was seen as someone who is knowledgeable and eager to transfer his/her knowledge in addition to giving

direction to his/her students: *"Teachers form students' knowledge. They inform them about all needs of English"* (PT67) / *"Because teacher is like a conductor who possesses knowledge and tries to give it to his students, to give direction to the students to help them to follow the right way, and to correct students' mistakes, so later on they would realize them by themselves and won't repeat them one more time"* (PT32). It was implied that it is the student's responsibility to take an active role in his/her learning. The teacher was seen as someone who shows the way but the rest is up to the learner. This was captured in a response as *"Teachers should start the lesson and motivate learners to participate. Teacher should give the instructions and show the way but s/he shouldn't do all the stuff for students"* (PT197). This idea was also expressed by another participant: *"English language teachers are like the director of students. Students are responsible for their own learning"* (PT97).

Showing the right way was reflected in some of the responses as follows: "*Conductor manages his or her group's members and guides students in a good way"* (PT48) / *"S/he always shows way to her/his students. S/he teaches them right things"* (PT80).

The teacher was also portrayed as someone who keeps learners on task and does not intrude: *"A conductor directs an orchestra but he doesn't interfere with their playing. A teacher is also like a conductor who directs the students but also lets them play their own instrument. She or he tells them how to do it and lets them do the remaining task by themselves"* (PT63).

v) Leading

Leadership was also found as an underlying feature in the 'conductor' image: *"Teacher is a leader and says all the things which students should do and then he checks all behaviors of students according to his orders"* (PT73). The teacher was not necessarily expected to take a firm leadership role. This was expressed in a reflection as, *"Teacher is a conductor because teachers foster learning and they enable students to learn. Furthermore, teachers direct students' learning. He/she can be a boss or a friend"* (PT74). In some other responses the conductor's role was acknowledged as the leader but this was not an unquestioning acceptance of the impeccable leadership or guidance, as nicely put by one of the pre-service teachers: *"The teacher is like a conductor, because the conductor conducts the opera and leads them. Teacher shows students ways of learning and helps them to find the 'right' way. But not every time a conductor does everything right. So, not every teacher gives the right help to students!"* (PT34) and this particular participant further added that *"I chose 'conductor' ...but I don't like conductor's managing the opera. The teacher shouldn't be a manager, but he/she should be a facilitator!"* (PT34). It can be inferred that the teacher's manager role should always consider students' needs. Being useful and directing the students have been equated in the explanation by another pre-service respondent: *"Teacher is like a conductor, because a teacher is successful in as much as he/she directs the chorus well. A teacher becomes successful in as much he/she is useful to his/her students"* (PT40). The ability to motivate and give directions was also included in the 'conductor' image as in the explanation: *"The conductor can lead the group and can motivate and help them what to do and when to do it"* (PT214).

vi) Giving shape

Shaping learners was also among the explanations for choosing the 'conductor' image. As one respondent said, *"The teacher gives explanations and instructions. Also, the teacher corrects the mistakes, so teacher shapes the students like a conductor"* (PT102). Teachers' giving shape to learners was clearly stated in some further responses as "*Teachers shape students' knowledge. They are always under the teachers' control just like the players who are under the conductor's control"* (PT68). Giving shape also involved shaping and using knowledge. This was expressed as "*Teachers teach the most appropriate ways to use the knowledge both individually or co-operatively"* (PT75).

vii) Behaving according to the learner

Teachers were also described as people who take into consideration the abilities and needs of the students and behave accordingly. This was nicely put by one of the participant teachers as "*Because everyone's abilities and needs are different, teacher must be someone who can behave according to the learner"* (PT10) / "*If a teacher uses a teaching strategy like a conductor, all of the students can learn more easily, because each of the students has different learning abilities so a teacher must be flexible"* (PT18). Organizing and bringing out each individual's ability to light by appreciating them is captured in another explanation: "*I have chosen the conductor, because in an orchestra every person plays the instruments. Every person has a value and all of them have abilities to play their instruments. The people in the orchestra are students and the conductor is the teacher. The conductor (teacher) only guides them how to organize in a classroom environment"* (PT49).

viii) Being a role model

It is understood that when asked to choose a picture metaphor that best represents the role of the English teachers, some pre-service teachers have thought of their ELT Department instructors. This can be seen clearly in one of the reflections: "*I think an English teacher is like a conductor because both conductor and teacher have something to teach people and then learner becomes as the conductor or teacher in the future. Conductor and teacher share their knowledge with learners and then learners use this knowledge*" (PT38). In some other responses, qualities of teachers like controlling, guiding and being a role model were found to exist all in one explanation. One such example was *"Because in this case, conductor is like a guide or an adviser. Mostly, students see their teachers as a model and so teacher's behaviour is very important for them. The teacher also controls and guides students' behaviours"* (PT89).

The conductor metaphor was like an all-in-one metaphor for the majority of pre-service teachers. One participant (PT216) reflected that the other professionals in the other picture metaphors were either too strict or too lenient but that conductor was the best among the choices in terms of control, doing a good job and generating enthusiasm. It was perceived as involving a variety of characteristics suitable for teachers. Some of these were establishing the right amount of control, creating harmony, organizing learning, considering students' abilities and needs, not perceiving them as empty vessels, and being a role model for them.

2) Reasons for Opting for 'Shopkeeper' Metaphor

Participating teachers' explanations revealed that the 'shopkeeper' metaphor was perceived to have a number of characteristics. The most important characteristic of a teacher was seen as a 'provider'. This involved giving knowledge and information to the students. Respondents explained their choices for 'shopkeeper' by mostly using this characteristic of the teacher as 'provider', *"I think an English language teacher is like a shopkeeper, because as a shopkeeper, there is a lot of information in a teacher. And he/she tries to give this important information to his/her students"* (PT177). Another similar response also draws attention to the fact that the teacher is the person responsible to take students' attention: *"The teacher arises interest like a shopkeeper and he/she must give his/her information to students"* (PT44). In another response, provider was also expected to be a good presenter: *"A teacher should know what to present to the student. He/she should have a lot of materials under her/his hand, but he/she should know when to use what"* (PT111). Also, it was mentioned that the teacher should have many qualifications as a provider: *"Teachers are like shopkeepers. They try to give something to the students and students take them. If the teacher can give the information successfully, students take it easily. So, effective teacher should have many qualifications to sell his/her knowledge like a shopkeeper"* (PT140). Here it can be seen that the student's success in buying knowledge is related to the teacher's success in selling it, so the responsibility is on the teacher (shopkeeper). The ability to persuade was perceived as an important teacher characteristic which the respondents articulated as: *"Because the best shopkeeper is a person who is capable of selling his portions and the best teacher knows what to teach and how to teach and he persuades all the time"* (PT134). A similar response implies that the student has choice and freedom: *"I think shopkeeper is the most*

suitable image because like shopkeepers, English teachers also have to sell their product to the students (customer). If customers aren't satisfied with the product, they will not prefer the same product again…. Shopkeepers should have alternative products for the customer with different price or quality. I think diversity of the product means more customers. English teachers also have always diversity in their method and techniques. All have plan B" (PT141).

Another characteristic of teachers related to marketing their 'product' (i.e. knowledge) is also emphasized, that is, *'using techniques while selling their knowledge'*. Here the respondents saw knowledge as a commodity: *"Shopkeeper tries to sell his products; and at the same time, the teacher tries to give his/her knowledge"* (PT164) / *"You sell the knowledge in your head to the other side. Furthermore, if the students find the things presented to them interesting, then that lesson is an enjoyable one. Both the seller and the buyer are satisfied"* (PT6) / *"Shopkeepers can do everything they can to sell what they possess. English language teachers use different methods to teach English"* (PT45). Here selling techniques of a shopkeeper are equated with the teacher's teaching methods. A similar response states that this selling technique is a 'trick': *"I think shopkeeper represents best English language teacher's role in teaching English, because shopkeepers know different techniques to sell their product, sometimes by applying trick. An English teacher should also know how to teach the information to students. If trick is necessary, he/she should use it"* (PT83). Another respondent emphasized the teacher's ability to transfer his/her knowledge: *"Rather than being knowledgeable, it is more important that the teacher transfer that knowledge to his/her students. If a well-educated and knowledgeable teacher does not know how to present that to*

his/her students, he/she is not well qualified" (PT93). Another respondent used relevant metaphors for school as well, *"I think teachers are like a shopkeeper and students are like customers. School is like a shop. Teachers sell their knowledge to students. Students buy teachers' knowledge"* (PT113).

A few respondents equated education with shopping: *"To me, education is shopping"* (PT15) / *"A teacher is always responsible for his/her students and continuously needs to give something. If the students are buyers, shopping is completed"* (PT194). It was also mentioned in some of the responses that it is not compulsory for students to 'buy' and that they may not be willing to 'buy', i.e. to learn. One respondent said: *"I chose this picture because a teacher is like a shopkeeper who sells the goods (i.e., teaches) and the people can buy it or not. If they buy it, it means they are interested in it so they gain something (i.e., the information) but if they don't buy, then they aren't interested in (i.e., they don't learn anything)"* (PT17). The idea of being interested in what teachers teach was perceived to be related to teachers' self-confidence, persuasive ability as well as the ability to meet learners' needs: *"If you know how to sell the language, it will be easy for you to feel satisfaction for both yourself and your students. If you are active during the process, your students' attention can be high. Shopkeepers and teachers make people (i.e., students) feel secure and confident about the product (i.e., language). So people (i.e., students) can feel that the product (i.e., language) fits with their aims and needs"* (PT143). Despite the emphasis on teacher's 'marketing ability', 'self-confidence', and 'employment of various techniques', pre-service teachers repeatedly stated that the final word belongs to the students. Some of these explanations were as follows: *"The teacher does everything s/he can do for the*

students, but the choice belongs to the students. They may choose to learn or not like buying something from the shopkeeper" (PT115) / *"Teachers have general knowledge about subjects, and they want to teach students, but the students should be enthusiastic to learn. If the student doesn't want to learn, the teacher can't teach effectively"* (PT212). In other words, it is stressed that students' being enthusiastic about learning is a prerequisite in the teaching/learning process. Students are not perceived as 'customers' who can be forced to 'buy' the 'product'. This leads us to another point that surfaced from the responses, i.e. qualifications of teachers. A number of qualifications were emphasized as prominent for teachers, such as 'good manners' and 'having a smile on their face'. These were expressed as: *"He has to be in a good manner to sell his products to customers. Otherwise, he can't sell anything no matter how quality products he has"* (PT120) / *"An English teacher is like a shopkeeper. S/he tries to organize her/his knowledge just like a shopkeeper organizes her/his products… a shopkeeper has to smile to her/ his customers while doing her/his job. Similarly, an English teacher has to smile to his students while transferring her/his knowledge"* (PT28). These ideas were also expressed in the interviews.

In conclusion, the shopkeeper metaphor revealed a number of teacher characteristics such as being a provider of knowledge, being a good presenter of that knowledge, having the ability to persuade the 'customers' to 'buy' that knowledge, meeting the needs of the customers, and while doing all these, having good manners and a positive attitude, as well.

B) Animal Trainer, Entertainer, Puppeteer: Roles in Middle Rank

1) Reasons for Opting for 'Animal Trainer' Metaphor

It was seen that when explaining their reasons for choosing a particular picture metaphor, participating teachers used multiple reasons. These reasons showed variations for the 'animal trainer' metaphor as well and were grouped under three headings. These were namely, 'filling in an empty box'; 'giving the necessary information, teaching new things, teaching how to behave and how to do things'; and 'management and control'.

i) Empty Box

Respondents likened learners to an empty box that needed to be filled: *"I think teaching and training are very close to each other. They are very hard because student or animal are like an empty box and the teacher/trainer must fill it. This is their job"* (PT64). In a similar vein, another respondent used a simile that is close to the empty box: *"What the teacher shows to them, they will learn. The students who don't know a foreign language are like a cassette"* (PT52). These two original similes suggested by the respondents, 'empty box' and 'casette', while explaining their reason for choosing their picture metaphor, all have behavioristic features such as seeing the learner as an empty box.

ii) Necessary Information

In addition to 'filling in an empty box' image, respondents also saw 'animal trainer' as someone who gives the necessary information. This included not only teaching learners new things but also teaching them how to behave and how to do things. They report that *"Teachers educate learners; they teach them how to behave and what is necessary for them"* (PT9) / *"When students start school, they do not know how to behave. Teacher teaches them the necessary knowledge they lack. Thanks to*

teachers, they can be a good person in the future" (PT11). On broad terms, 'giving information' was expressed in these words by one of the pre-service teachers: *"I think an animal trainer represents best the English language teacher's role in teaching English, because an animal trainer teaches something to the animals and animals learn new things from the trainer. In class, English teacher teaches a language to the students and the students learn new things from the teacher"* (PT215). They also stated they chose the 'animal trainer' image because they thought teachers need to show students how to do things and teach them new things *"to learn the world"* (PT19). In a similar response, the image of animal trainer was shown to be a positive one: *"Out of the pictures, I think that animal trainer is the closest to teaching. I don't mean in the way of beating the animals, but in the way of showing right way of doing stuff and telling us when we are wrong"* (PT22). In terms of teaching them new things, one teacher wrote: *"They take students from zero and bring to a certain level"* (PT5). Another teacher drew a parallel between 'animal trainer' image and Pavlov's behavior because *"Animal trainer trains the animals about things which they do not have any information. Trainer shapes and controls the animals. It is like Pavlov's behavior condition. So there is a relationship between English language teachers and animal trainer"* (PT112). Teaching was also seen as reflected in the animal trainer image in some of the responses: *"He/she gives the necessary information that students need"* (PT123). Animal trainer was perceived not as a dominant image but rather a positive one: *"Teacher teaches, educates students. He/she learns from students as well but the major trainer is the teacher"* (PT168).

These explanations and others along these lines can be identified as 'teacher as provider' and highlights the unidirectional nature of the classroom interaction. This is similar to Oxford et al.'s (1998) description of the teacher as 'conduit' representing the 'Cultural Transmission' perspective. As has been previously stated, it was also observed that 'giving necessary information' also involved 'shaping the students'.

iii) Management and Control

Teachers also emphasized in their responses the need for control and management for teachers. The need to control could be seen in another teacher who commented *"students are like animals. If you train them well, they might be successful and respect you. Otherwise, you've no chance to manage and control them. They might be just like wild lions"* (PT12).

2) Reasons for Opting for 'Entertainer' Metaphor

Reasons for choosing the 'entertainer' metaphor centered around the notion that teachers were basically good people who provided an entertaining environment for their learners. It was expressed that teachers should generate enthusiasm to their learners. A good teacher was depicted as someone who does not bore his/her learners. Teachers were seen as responsible to create an environment that is conducive to learning. It was possible to see this idea in pre-service teachers' words like *"Students' attention is easily disrupted and it is necessary to keep the attention of students. My teacher was very entertaining. We understood the lesson very well. We never got bored"* (PT41).

According to the participating teachers, it was desirable for teachers to entertain and thus hold their students' attention. This was seen as helpful not only for the learners

but also for the teachers as well: *"The teacher should entertain the students so that the students will tend to learn better. Any student who is eager to learn is one of the best for a teacher"* (PT31). Making a lesson enjoyable was equated with making students active and thus helping them learn better: *"I think the entertainer represents best the English language teachers' role in teaching English because a good English teacher should teach English by making the lesson enjoyable in order to get students' attention. He/she should present what he/she is going to teach by using a good technique to make students be active in the lesson"* (PT54) / *"Teaching should not be boring. If it is enjoyable, then students feel more adapted and they can learn more"* (PT55). Teachers' giving a monotonous lecture was found to be a very demotivating factor for a learner. This was expressed as *"If a teacher lectures in a monotonous way, this can have a demotivating effect on learners and can lead to students' not wanting to study"* (PT77). Another quote to support this was *"A teacher's role in the classroom is to entertain while teaching English to keep the class awakened. If the teacher keeps talking in a monotonous tone of voice, learners cannot concentrate and cannot be motivated"* (PT118). Entertaining students was seen as directly related to their motivation: *"English teacher should entertain the students in order to motivate them and make them enjoy the lesson. By using different kinds of activities, English teachers can entertain the student"* (PT94).

Interestingly enough, entertaining learners was also equated with making teaching of high quality: *"While teaching, a teacher should entertain the students; otherwise teaching becomes poor!"* (PT106). The simultaneous existence of teaching and entertaining was also expressed as *"A teacher should teach the lesson without boring the students. Students can enjoy while learning the lesson"* (PT116) / *"People can*

also learn when they are laughing. In this case, the teacher should entertain the students in order to take their attention" (PT166). The necessity of acting was also included in the responses: *"Teaching is like entertaining a group of people. The teacher must act and perform to engage students and to make learning English fun for them"* (PT124).

Creating a warm atmosphere was mentioned in the responses as well: *"I think that the picture of entertainer is the most suitable one for me because the students can learn best through the help of enjoyable and warm atmosphere"* (PT146) / *"Entertainer image represents the English language teacher best because teachers make learning English fun and entertaining for learners by using various games and activities"* (PT171) / *"I chose this metaphor because language is something that requires fun. This may increase the motivation and it will come more attractive to students. An English teacher should be flexible"* (PT180). One respondent stressed the fact that *"Teaching English is one of the difficult occupations"*, and added that *"not only children but also adult learners like games"* and wrote a slogan *"learning by doing, teaching by amusing"* (PT190).

In short, a number of teacher characteristics were found to be represented in the 'entertainer' metaphor. Almost all of the explanations centered around the motivation, enthusiasm and enjoyment of learners during the learning process. Holding students' attention was also among the teacher's responsibilities. The teacher was expected to make the lesson enjoyable, create a warm atmosphere that is conducive to learning.

3) Reasons for Opting for 'Puppeteer' Metaphor

The participating teachers had a number of reasons for choosing the 'puppeteer' image. These can be grouped as 'foundation of knowledge and direction setter', 'shaping the students', 'being an authority figure', 'giving directions', 'using different methods', 'role playing' and, 'being a model'.

Teachers perceived 'puppeteer' image as representing a teacher who gives the foundation of knowledge and who sets directions for students: *"Students get the foundation of knowledge from the teacher and they continue in the light of this knowledge throughout their lives"* (PT30). Teachers were also seen as influencing students in a number of ways: *"Teacher shapes the students and she/he can influence the learner's future, character, and personality easily"* (PT85). The teacher was also seen as an authority figure who 'controls everything in his area'. This controlling factor was also expressed in terms of giving instructions as well: *"The owner of the puppets can play the puppets in the way he wants. This is like teachers who give instructions to students whenever they want"* (PT87). Puppets were also viewed as 'methods', *"Teachers give their knowledge to the students with different methods like a puppeteer who reflects something by using puppets (methods)"* (PT170). Role playing was another idea, a positive one, that pre-service teachers associated with the 'puppeteer' image: *"I think children learn language better when they see and hear a dialogue or role play"* (PT109) / *"Like a puppeteer, an English language teacher also acts in order to teach the language, presents the language like a play at the classroom-stage"* (PT206). Related to the idea of role playing, the teacher was perceived to be a role model who *"is a kind of showman who shows the requirements*

of his profession (pass the language functions onto the learners) or a kind of model" (PT119).

C) Animal Keeper, Judge: The Least Favored Roles by Both Groups

1) Reasons for Opting for 'Animal Keeper' Metaphor

All of the reasons put forward for choosing the image 'animal keeper' had positive connotations such as freedom, good classroom environment, respect, protection, and education, which were expressed in different words. Importance of student freedom and attention was expressed in one of the responses as follows: *"Teacher is like an animal keeper because students want to be free. Teacher has to keep on their attention; therefore, he/she looks like an animal keeper"* (PT39). Another respondent emphasized love and respect: *"For me, the best metaphor for English teachers is animal keeper because you protect animals with your love and you also respect (look after) them as well. Human beings are very important so as a teacher you must take it into consideration!"* (PT149). Another positive response was as follows: *"The teacher shouldn't judge the students. Animals are very happy and animal keeper helps, protects and educates the animals whenever they need. The teacher shouldn't just judge and control but also entertain the students"* (PT152).

Being fair and equal, managing well, and having knowledge of psychology were some of the perceived characteristics of teachers: *"An English teacher should be like animal keeper because animal keepers like animals and so they select this occupation. In addition to this, they are interested in… each of them and they give equal importance to all of them and these animals like him very much. They have professional information about them so they have animal management. Moreover, they understand animal psychology; therefore, they have good relationship with*

them" (PT160). Explanation of one of the respondents reflected traditional Turkish values about teachers: *"I think teachers raise people. Even a baby's or a new born animal's education starts with the family first and then it is handed over to the hands of our teachers who are our second mothers and fathers. Teachers view us as their children and they feed us with knowledge"* (PT174). In the Turkish education system, learners are generally brought up to be respectful of authority. The educative aspect was emphasized as well: *"I chose this metaphor because it is effective in teaching. For example, teacher educates her/his students like in this metaphor. Also, in this metaphor, animal keeper educates the animals. The job of the teacher is to educate her/his students with the correct pronunciation, grammar and vocabulary"* (PT202).

Some of the highlighted points were 'giving freedom to learners', 'non-judgmental attitude', 'love and respect towards learners', 'increasing students' self-confidence', and 'persuading' them.

2) Reasons for Opting for 'Judge' Metaphor

This was the least frequently chosen metaphor and the explanations for this image were both positive and negative. Teachers were equated with a judge on the grounds that they were both telling what is right and what is wrong. A respondent stated that *"Judges often say this is wrong and this is right"* and drew parallels between judges and English teachers by saying that *"People learn English in schools in Cyprus with a focus on grammar rules"* (PT33). Another teacher responded that *"Just like a judge listens to the person at court, the teacher too, should listen to the learner in class. No matter what the problem may be, the teacher should try to solve it. The teacher should know to manage like a judge. That is, he/she should take the control*

in class but he/she should never behave like a dictator" (PT88). In other words, the teacher was expected to be authoritative but not authoritarian. Although the two words sound similar, there is a sharp distinction between them. 'Authoritative' by dictionary definition is "behaving or speaking in a confident, determined way that makes people respect and obey you" (Longman Dictionary of Contemporary English, 2003, p. 85). Widdowson (1990) defines 'authoritative' as the "transactional exercise of authority" (p. 188). That is, the teacher exercises his or her authority in transaction "by virtue of the achieved role of the expert. His or her authority is based on professional qualification" (p. 188). The teacher's dominance comes from being able to teach and "there is no assertion of right but a claim to knowledge: not 'do this because I tell you and I am the teacher' but 'do this because I am the teacher and I know what's best for you'" (p. 188). 'Authoritarian', on the other hand, is defined as "strictly forcing people to obey a set of rules or laws, especially ones that are wrong or unfair" (Longman Dictionary of Contemporary English, 2003, p. 85). Widdowson (1990) defines 'authoritarian' as the "exercise of authority in interaction" (p. 188). In other words, "in interaction, the teacher—as professeur—claims a superior and dominant position by virtue of a role which has been socially ascribed to him or her: 'I am your teacher. By the authority vested in me I have the right to ask you to behave in a certain way, whether you like it or not. And you, in your role, have the obligation to obey'" (p. 188).

4.2.2.3 Data Collected via Self-generated Metaphors/Similes

The other portion of the data came from the metaphors suggested by the pre-service teachers themselves. Teachers described their roles with a variety of metaphors some of which were as follows: 'teacher as doctor', 'teacher as gardener', 'teacher as manufacturer', 'teacher as actor/actress', 'teacher as mother/father', 'teacher as

candle', 'teacher as learner', etc. Based on the justifications the participating teachers gave for their suggestions, metaphors were categorized according to Oxford et al.'s (1998) classification as follows (Table 4.5):

Table 4.5. Pre-service teachers' role perceptions of English language teachers by means of self-suggested metaphors according to Oxford et al.'s (1998) classification

Perspectives	Exemplar metaphors suggested by the pre-service teachers
Social Order	teacher as sculptor teacher as engineer teacher as doctor teacher as manufacturer
Cultural Transmission	teacher as mosque teacher as candle teacher as library teacher as projector
Learner-Centered Growth	teacher as gardener teacher as friend teacher as actor/actress teacher as mother/father teacher as football coach
Social Reform	teacher as learner

4.2.2.3.1 Detailed Results Concerning Pre-Service Teachers' Suggested Original Metaphorical Images That Best Represent the Role of English Language Teachers

A total of 165 new metaphorical images of teachers of English were produced as demanded in the questionnaire. The respondents not only suggested a new metaphor that represents best the image of English language teachers, but also provided an explanation for their suggestions. In order to make sense of the rich data obtained, content analysis was used. Thus, the new metaphorical images were grouped according to their similarity in terms of content. Different groups of metaphors were labeled using headings and some of these headings were chosen from frequently repeated images and others were developed by the researcher to cover the meaning of the images produced. For example, the images 'mosque', 'library', 'candle',

'projector', and 'sun' were all grouped under the heading of 'providing/transmitting knowledge, illuminating, enlightening.'

The following 9 metaphorical headings (Table 4.6) were drawn from the analysis of 165 metaphorical images suggested by pre-service teachers. Hundred and thirty-six of these were grouped under different themes. The remaining twenty-nine metaphors were named miscellaneous because they did not belong to any of the emerging themes. Some characteristics suggested by different images under different metaphorical headings shared similar features or implications. This was due to the multiplicity of means assigned to the same metaphor by different individuals. Each suggested image was full of different but complementary roles attributed to teachers. This variety and richness in participants' responses was captured by not only putting them under metaphorical headings but also showing the different features suggested by each image and by referring to them verbatim where necessary.

Table 4.6. Pre-service teachers' metaphorical images of an English teacher

Emerging Themes from Metaphorical Images Produced by Pre-service Teachers
Teacher as

1. care giver	6. provider of knowledge and light
2. leader, direction setter	
3. role player	7. controller
4. artist	8. learner
5. professional provider of help	9. miscellaneous (such as juggler, hedgehog, water, angel, ladder, rose, researcher)

1. Teacher As Care Giver

  Showing intensive care, care giving, looking after

The most frequently stated images were grouped under 'showing intensive care, care giving, looking after'. The images under this common theme were: 'baby sitter', 'gardener', 'housewife', 'flower keeper', 'florist', 'farmer', 'friend/classmate', and 'mother/father' which were repeatedly referred to by the pre-service teachers to convey a number of sub-themes.

One of these sub-themes was the idea of 'looking after'. In the 'baby sitter' simile, there was a focus on taking care of and loving students, entertaining, being friendly and motivating. Care, love, motivation, and giving new information in an interesting way were found to be the key characteristics of this category. The explanations for this theme of simile followed as: *"The teacher must know child's psychology and he/she must be interested in children"* (PT44). Importance of being understanding was also expressed: *"Teachers should care and love their students; and should be understanding, like a baby-sitter"* (PT97). In addition to this, teaching ability, trustworthiness, patience, friendliness and enthusiasm were all expressed as necessary features of a language teacher: **"***A teacher should be patient, friendly and motivated like babysitters. He/she should make students trust him/her and transfer knowledge smoothly. Also, like babies the students learn something step by step in a motivating, entertaining and friendly environment"* (PT89). It was also expressed that a language teacher should give useful information in an interesting way. The teacher *"tries to give them some useful information...."* (PT202), *"both of them [baby-sitters and teachers] try to teach new information by using pictures, presenting, singing or playing games" (*PT147).

Other sub-themes under the theme of 'care giving' were the ideas of 'development' and 'giving nutrition'. A respondent referred to the idea of development by writing *"S/he helps students to develop themselves as if a gardener, in a way growing a plant"* (PT91). 'Giving nutrition' was seen as one of the points expressed through this image. Respondents stated this point as: *"Teachers bring their learners up from an early age and they always nourish them and pay attention that they learn well"* (PT194). It was stated that this development has to be constantly monitored. This monitor was given in an interesting image, 'housewife': *"If a housewife does not tidy up her home daily, it would be difficult to manage that house. If a language teacher doesn't follow her students, does not pay attention to their learning, it is difficult for the student to be successful. In that case the student's failure is the teacher's failure"* (PT166).

Respondents who chose 'flower keeper' stated that *"Teacher can be a flower keeper, because he/she must see the students like a flower. If the teacher gives them information or knowledge appropriately, the students will be successful and good. Similarly, if the flower keeper looks after the flowers well, they will look fine and smell well"* (PT226).

The notion of 'giving nutrition' goes beyond just giving the learner what they need in terms of knowledge. This was expressed openly in a quotation as, *"S/he should help students to develop their language. S/he should be careful and always care students' needs. S/he should perform in the best way to support their psychological, biological development"* (PT144). Another participant stated that *"Just like a gardener grows*

plants, an English language teacher develops learners in all aspects. A teacher should not just teach information but should help and train learners in other subjects like moral values and other issues and should grow them just like a gardener who gives the plant not only water but other things as well" (PT21). The fact that having a variety of learners necessitates taking care of different needs was also mentioned in the responses. This could be seen in quotations like: *"Because there are different kinds of students just like flowers, each student requires different aids during education. Because of this, teacher is similar to a gardener"* (PT183). Some respondents focused on the end-result of 'gardening' which is 'harvesting': *"It is the best thing to harvest the crops from a field. That's why I chose to become a teacher. I want to see my carefully fed and watered seeds to bloom"* (PT174).

 The ability of the teacher to nurture was explained using the word 'shaping' which could not be separated from 'looking after', 'showing intensive care'. One respondent expressed teacher's ability to shape the learner during the development stage: *"Teacher is like a gardener. He/she shapes the seeds during the development stage; provides the necessary elements; makes sure that it comes out as the best"* (PT13). Shaping was stressed by a respondent like this: *"[T] shapes the learner about what they can learn"* (PT102). When providing the explanation for the 'gardener' simile, an explicit similarity between 'water' and 'information' was made. A respondent wrote: *"How a gardener waters plants, teachers water the students with information"* (PT137). The difficult process of development and effort of the gardener was expressed by a participant: "A *gardener puts in a lot of hard work; he/she waters the plant he/she will grow, develops it, and protects it from harmful*

things. Later when he/she turns back, he/she savors in what he/she has done because he/she has developed his/her plant after a laborious process" (PT47).

Yet, another respondent stressed the importance of filling in a learner with information: "*A teacher develops his/her students like a flower. He/she takes them when their brain is empty and fills them with his/her information and moral values"* (PT29). In another respondent's writing, the teacher was likened to a florist. In addition to watering the seeds, the benefit of the society was emphasized: "*Every year teacher meets new seeds like a florist. Just like a florist helps the seeds grow by watering and taking care of them every day, similarly, a teacher makes the learners a useful person for themselves and for their society by giving them new information every day and by taking care of them"* (PT77). In addition to 'gardener', and 'florist', another image, 'farmer', was used to reflect the idea of shaping. Respondents who emphasized the need to be patient explained their simile by writing: "*While a farmer cultivates the soil, the teacher cultivates the students and he/she grows the knowledge"* (PT134) / "*Because a teacher, like a farmer, must be patient for success. First of all, he will give lots of things and then he will wait for some time to gain success"* (PT27). Briefly, shaping, helping to grow, considering both biological and psychological needs were common features found in all these agricultural images.

Another image that belongs to this common theme 'showing intensive care/care giving/looking after' was 'mother/father.' However, because the image 'mother/father' can capture all the suggested meanings under this theme, it deserves to be dealt with separately. It was perceived by the respondents as 'all-in-one' image.

They suggested this original metaphor as a shortcut to all explanations. In other words, they thought that teachers possessed all the good attributes of a good mother. They regarded mother as the person who teaches literally everything about life. According to the pre-service teachers who suggested this image, teachers, like mothers, teach learners everything about life; how to eat, drink, speak; are interested in students from all aspects; consider students' psychology and act accordingly; bring students up as healthy individuals; teach language with all its details; love and care students like their own children; get students ready for the world. To give a few examples from their own words: *"I think sometimes the instructor can be like mother because he or she can explain everything about life"* (PT104); *"A good teacher is also seen as a caring mother/father. Especially if the age of the students is low, they accept their teachers as their parents"* (PT107); *"Like a mother, teacher trains her students. Even, out of class hours, teachers should be interested in the students from all aspects"* (PT106); *"A person learns his/her first language from his/her family totally. A mother teaches her child everything to help him to speak correctly. So, English teachers should be like a mother and teach the language with all details"* (PT128); *"Teachers should be like parents because teachers should be lovely people. And teachers must love and care students like their own children. They must be self-sacrificing for their students…They must be sensitive, caring and careful"* (PT42); *"Just like a mother who approaches her child with a caring attitude and with unreturned love, a teacher should teach his/her students in a similar manner. In that case, students learn well"* (PT14); *"Parents want the best for their children and so to help them they show the best way and lead them. Their children follow and listen to them"* (PT20); *"Teachers always teach new information to students that will help them in the future life. They teach them step by step, they observe their psychology*

and act according to them. They grow up as healthy people by the teacher's help. And this is the same for parents because from birth to death, parents always teach something to their children. They shape their characters" (PT3); *"Teacher is like a mother. If she/he brings students up well and teaches them the right information, he/she helps students become useful individuals in the future. They are role models"* (PT9).

In short, by suggesting the 'mother' and sometimes the 'father' image, pre-service teachers put a lot of responsibilities on teachers and showed that they have a lot of expectations from teachers (instructing, caring, training, loving, self-sacrificing). Thinking that mothers/fathers are the most important figures in one's life, it would not be wrong to say that future teachers attributed distinguishing and holy characteristics to teachers.

2. Teacher As Leader, Direction Setter

Being a leader, giving advice/guidance, showing the way, coaching

Being a leader was the second frequent theme that emerged from pre-service teachers' similes. Leader theme was reflected in images like: 'leader', 'counselor', 'motivator', 'facilitator', 'advisor', 'the captain of a football team', 'a football coach', 'football manager', 'trainer', 'technical director', 'head coach', 'a football coach/manager', 'a captain in a football match', 'a successful captain of a ship', 'footballer', 'film director', 'guide' and 'general'. Although 'leadership' was the emerging characteristic found in these images, it has been observed that it was reflected in different ways in all of them. Giving responsibilities and working towards the same target stood out as prominent features of a leader expressed in these images. For example, these features were expressed in one of these similes as:

"A captain of a football team exhibits leadership characteristics by placing learners to the right places and giving them different responsibilities and duties. By doing so, he adapts them for the next match. After the match, with the help of criticisms and advice, they (the captain and the players) try to reach their target they have aimed for" (PT207). The ability of the leader to guide was expressed by a respondent as "*A football coach gives to the players what he has in his mind, tactics, instructions and clues in a friendly practice atmosphere. He then practices with the players together but in a real situation only 11 players play their game. The coach just watches, everything depends on players after a certain time"* (PT120). The participant, then, made a connection between the suggested metaphor and English teachers by saying, "*Similarly, our teachers try to teach us how to teach but later everything will depend on us"* (PT120). A good leader is also a good adviser and shows the followers their strong and weak points to help them improve themselves. This was expressed by a respondent as: *"A football manager reflects the image of an English language teacher because a manager has to show or indicate his players' strengths and weaknesses. By doing this, his players will improve their skills and become more successful"* (PT172).

To communicate the idea of giving advice and showing the way, another image, the image of 'guide' was referred to. The participants explained this image as, "*English language teaching is so interesting, so the business of a teacher is to show his/her students all sides of this field, engaging them, making them involved in the process of teaching and learning"* (PT32). Another pre-service teacher explained the image by writing, "*I think an English teacher is like a guide, as well. A teacher can guide students. The students come and want help"* (PT90). The end-product of this process

is self-improvement as stated in another explanation: *"Learners follow their instructions and improve themselves"* (PT203).

Being a trainer was another characteristic of a leader. This trainer aspect has been expressed by another respondent as, *"The teacher is a trainer because the teacher has to make the student participate in the lesson. For instance, a trainer warms and motivates his players before a match. At the same time, he gives them some tactics so that they play thoughtfully. He wants his players to reflect his wishes as well as their own preferences in the match"* (PT193). It was also expressed in the responses that there is a direct relationship between a teachers' knowledge and experience and the success of a team. This was stated by a respondent as *"A technical director is a teacher too because a team's success depends on a teacher's knowledge, technique and experience. Similarly, a teacher expects success from his students in return for the information he gives to them"* (PT40). Another simile provided was 'head coach' with the following explanation: *"Teacher teaches the language. Students try to learn the language like playing football"* (PT126). Paying attention to feelings was expressed as an important feature of a teacher in the simile 'football coach': *"A football coach or a football manager trains the footballers so that they improve themselves and keep fit. The football coach or managers also, just like the teachers, have to pay attention to the players' feelings which are important in learning"* (PT71). Teacher's facilitating role was also stressed in another simile 'a captain in a football match' as, "The c*aptain of a team and players are good at playing, but captain plays best and thanks to his good knowledge of how to organize a play, how to win a match, he always puts the players in order"* (PT1).

The importance of working towards a target was nicely captured by the metaphor 'a successful captain of a ship': "*No matter where the waves in the sea take us, we should not change our route and we should direct our ship towards our route disregarding the waves and difficulties. We should not let the waves play with us*" (PT2). Another pre-service teacher also mentioned the importance of working to reach our target when giving justification for the 'footballer' image in these words: "*He/she has to hit the ball so hard and well that it reaches the target in the shortest time. It is also important to escape from the goalkeeper*" (PT10). The need for self-improvement was expressed as one of the essential characteristics of teachers in another response: "*Teachers must improve themselves like footballers*" (PT36). Some pre-service teachers suggested the 'director' metaphor and underlined giving direction as a prominent characteristic of teachers: "*I think teachers give direction to their students so that their students can choose what is right for them. Teachers explain what is what and what is right*" (PT26).

3. Teacher As Role Player

  Role playing, adapting to context, engaging and entertaining

The third frequently stated images were the images grouped under 'role playing, adapting to context, engaging and entertaining'**.** The images grouped under this metaphorical category were: 'teacher as an actor/actress', 'chameleon' and 'liquid'.

These similes offered an important quality of teachers, that is, to be able to act and change depending on the context. Adapting to changing environment was a key characteristic of this category. The image of teacher as an actor/actress was perceived by pre-service teachers from this perspective. Some of them commented as: "*In some situations, teachers need to act different roles according to different students' level*

and interests" (PT146). Sometimes this role play may involve hiding true feelings if and when necessary in order to be professional. This had also been stated by some other pre-service teachers: *"Teacher should act like he is polite, perfect, has good personality to motivate a student"* (PT167).

Being professional was also implied in this simile. This was expressed by respondents as *"If [a teacher] has a problem in his/her family, she/he mustn't take it into class"* (PT16). Another comment was as follows: *"S/he should be like an actor. For example, even if s/he is upset, s/he should have the ability to hide it or if s/he is teaching a topic, s/he should create a context by acting"* (PT125). The characteristics of role playing and adaptation were summarized by one of the pre-service teachers who provided the 'chameleon' metaphor as *"Teacher may change according to the new and different environment"* (PT132). The importance of environment was brought to the foreground by another image, 'liquid'. This image was elaborated as *"I think teacher is like liquid because we have to take shape according to the bottle that we are in. For example, if you teach in a developed private school or college, you will try new teaching technique or strategy, but if you teach in an underdeveloped region, you can't teach English easily. So you have to change your shape according to the environment.* (PT141). Here the pre-service teacher is aware of the possible difficulties she would have experienced had she been teaching in a rural area. Hence, acting and environment were found to be important elements among pre-service English language teacher participants and these were expressed through clear images that reflected these elements.

Another respondent emphasized the roles a teacher has to play as follows: "*Teacher in a class should be a good actor to play his/her roles effectively, the roles of a guide, friend, and model*" (PT108). Yet, another respondent stressed the role model function of a teacher: "S*tudents take their teachers as models. If you can be a good model like a successful actor/actress, then your students imitate you. They take you as a role model*" (PT221). Another pre-service teacher also emphasized the way teachers influence students by saying: "*Just like actresses influence the public by their physical appearances (e.g., the way they talk, walk, their dressing style, their presentation style, their artistic abilities), teachers can affect the students…*" (PT163). They not only pose as a role model but also represent the language as one respondent pointed out: "*Teachers are the representers of language. Even if they aren't native speakers of language, they teach what they know about the language. They act the language*" (PT222).

Another aspect underlying this simile is getting attention. Respondents explained this aspect as: "*Teachers are like a drama actor as they should take all the attention by their mimics and gestures and tone of voice. They should also create real life situations (drama) in order to make learning meaningful*" (PT197). Another respondent pointed out that "*the teacher teaches the lesson, not just by standing; the teacher uses his/her mimics, gesture, posture, etc. He/she acts according to the subject. He/she uses his/her ability to gain the students' attention and raise their concentration and self-awareness by acting*" (PT204). Entertainment factor in 'actor' simile was pointed out as well: "*The teacher must act and perform to entertain and engage students. The teacher must make English fun for the students*" (PT124). The target audience was perceived to be an important factor that needs to

be taken into consideration. It was reported that: "*He/she should act according to the class*" (PT122). The ability to adapt to new contexts was emphasized in one of the explanations as "*An English language teacher looks like an actor or actress, because in different situations and at different times, he/she should behave accordingly, because you can't know which situation you will be in*" (PT83). One student suggested that acting is a necessary ingredient of teaching: "*English teachers should act differently in the classroom in order to teach students, so they need to be like an actor*" (PT94).

4. Teacher As Artist

   Giving shape, molding

A common aspect that could be noticed among the suggested metaphors was the idea of 'giving shape'. This was captured by a variety of images such as 'carpenter', 'engineer', 'author', 'tailor', 'jeweler', 'jewellery', 'designer of ornaments' 'sculptor', 'manufacturer', 'artist', 'painter', 'hairdresser', 'baker', 'cook', and 'architect'. Similar variations of the same idea were expressed differently through a variety of similes.

The respondent who suggested the image of the 'carpenter' stated that "*Just like a carpenter gives shape to wood and turns it into beautiful things, a teacher tries to make humans good individuals by shaping them*" (PT139).

The 'engineer' image stressed the theme of shaping as well by saying "*Teachers are like engineers because they always invent many things for their students*" (PT148). The same respondent also referred to teachers' being 'writers' in these words: "*They are the authors of their students because they write their students in the way that they*

want" (PT148). This is an open-ended image which may imply a certain degree of passivity on the part of the students since they are said to be written as engineers (i.e., teachers) wish.

Teacher was also likened to a tailor "*because tailor cuts, gives shape to our clothes, creates different clothes. So, I select tailor because teachers create new students"* (PT168).

A rare simile found in pre-service teacher original similes was 'jewellery' which could represent importance and value. The teacher was likened to a designer of ornaments from precious stones, which is a growing trend among young people as a part-time job or hobby in Turkey. A respondent expressed this as, "*For example, when I make a necklace or earring, I make a product by using my effort and I can't help admiring it once it's finished because I did it with my hands and art. Each of my students would be precious stones for me and as they learn something I would be proud of myself"* (PT196). Giving shape was expressed through the image of a jeweler by writing, "*Student is the most precious mine waiting to be processed. But most important of all, he/she is a human being. Because of this, things that a student needs are care befitting a human, education and respect. That's why I can liken a teacher to a gold jeweller"* (PT23).

Teacher was likened to a sculptor, too, because "*he/she gives shape to learners by the information he/she gives to them and creates them anew"* (PT219). Teacher was also likened to a manufacturer: "*A manufacturer produces something and makes it*

better. The teacher shapes and encourages his/her students to develop and enrich their lives by teaching new things" (PT164).

Teacher was likened to an artist because "*a teacher shapes the student however he/she wants*" (PT189). Similar to the 'artist' image, the 'painter' metaphor was also suggested to convey the idea that "*teacher shapes, enlarges and colors students' knowledge and thoughts*" (PT177). Another image used to reflect the theme 'shaping' was the hairdresser, "*because if teacher wants them to look good (mentally, not physically) teacher shapes them by giving them information*" (PT201). Giving shape and producing quality was given through the image of a 'baker': "*If he (baker) wants to make small bread, he can, or if he wants it to be big and tasty, he can do that too. So, the teacher is just like a baker!*" (PT8). Food and delicious meals and the importance of giving the right amount were emphasized through the image of a cook: "*Food is nothing without a cook, because the cook gives the shape and taste to the food. [Just like a cook cooks a meal and makes it ready], teachers make students ready to learn and acquire the language. They supply the necessary information*" (PT87). A teacher was likened to a cook because "*a cook puts everything, every spice, salt etc., to make a delicious meal but all of them should be in balance, not much and not less, so the teacher is like this. In order to create successful learners, they have to teach every single information but at the right amount*" (PT180). Another image 'architect' points to the importance of the source, i.e., 'students' enthusiasm' in giving shape, "*Teacher is like an architect. It is his/her job to shape the learners. But to make the architect's jobs easier, students should have enthusiasm. If the architect does not have the necessary things under his/her hand, he/she can't do anything. The same is true for the teacher*" (PT28).

5. Teacher As Professional Provider of Help

   Giving professional help

Another important theme that emerged from the metaphors suggested was 'giving professional help'. Under this category, we can list the metaphors 'doctor' and 'nurse'. Professional expertise was seen as an important feature in the 'doctor' metaphor. Respondents drew similarities between a doctor and a teacher: *"A doctor must be knowledgeable to do his job properly and a teacher, as well. Also a doctor has to understand people's illness and find a way to help them. Also a teacher has to know his students, their differences and their learning types and a teacher needs to understand their problems and solve them during teaching/learning process"* (PT184). Similarly, giving treatment was shown as a common denominator between doctors and teachers: *"The teacher is similar to a doctor because both jobs are related to human. Both teacher and doctor save people's lives in a different manner"* (PT210). A parallel line was drawn between medicine and information in one of the explanations: *"In my opinion, teachers are like a doctor because when you need pills or something like this, doctors give it to you and in the same way the teacher gives information to you…."* (PT175). The same theme could be seen in another explanation for the 'doctor' image: *"For example, when you feel ill, that's when you feel bad, when you need knowledge, you can go to a doctor, who is your teacher"* (PT223). The characteristics of 'patience' and 'humor' were perceived as a must in a 'doctor' image: *"Doctors need to be patient and always have the control (in operations); also they should be humorous towards the patients (students)"* (PT186). Knowing the needs of the students and teaching accordingly was also emphasized in the 'doctor' image: *"Teacher is also like a doctor. If you know your patient's illness and how to treat it, you can also know your students, why they need English, you go*

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that way and choose the best technique to make illness ...get well and reach a healthy life" (PT188). 'Showing attention to detail' was another common feature between teachers and doctors: *"Like doctors, we have to do our job by taking every detail into consideration"* (PT145). 'Problem solving' was perceived to be a similar characteristic for both teachers and doctors: *"I have chosen this metaphor; because a doctor looks after patients' problems or cares for them. Teaching also means taking care of students' problems or queries and helping them to develop themselves"* (PT154); *"Teacher identifies the students' problems, some hardships about their learning and applies different strategies in order to solve their problems"* (PT85). 'Being helpful and useful' was perceived as two of the common points between teachers, doctors and nurses: *"English language teachers are like doctors, because doctors are useful for their patients and teachers are useful for their students"* (PT112); *"A doctor always tries to get his/her patients better. A teacher tries to improve the students when they need help"* (PT4). Another respondent made reference to another important figure in medicine (i.e., nurse) and reported that *"Teacher helps the students, like a nurse, if they need"* (PT192).

6. Teacher As Provider of Knowledge and Light

   Providing/transmitting knowledge, illuminating, enlightening

Another theme suggested by pre-service teachers was 'knowledge' signified by the images 'worker at a construction', 'worker who works on a contract', 'sea', 'mosque', 'library', 'a main candle', 'candle', 'projector', 'sun' and 'torch'. 'Knowledge' theme had a number of sub-themes like 'working hard', 'laying the foundation for education' and 'giving light'. Respondents who chose the images 'worker at a construction' and 'worker who works on a contract' emphasized the hard work that teachers undergo and that they give students a solid foundation. The

respondents expressed their ideas as, *"By giving certain rules, the teacher lays the foundation and completes the building by giving information step by step (from easy to difficult)"* (PT178); *"An English teacher is a like worker on a contract. He/she lays a solid foundation and by doing so, he/she works for the building to last long. An English teacher gives information in a solid way, that is, long-lasting"* (PT171). Another suggested simile was 'the sea,' representing the theme 'knowledge'. This was explained as *"Teachers have deep knowledge like deep water or deep sea"* (PT200).

Another suggested image that reflected the same theme was 'mosque'. This image was interesting as it is a holy image in Islam. In addition to being a place where Muslims gather to pray several times a day, it is also a place like school where people learn from a teacher called 'imam' who is the source of religious knowledge. The imam is the religious leader of a Muslim community and the person who leads the prayers in a mosque. He teaches people verses from the holy book Koran. People are also free to consult the imam about issues in everyday life. He does not only serve in the mosque but also outside the mosque. He is always available and ready to help people. So, 'the mosque' image symbolizes the fact that the teacher's job is not limited to a place or time frame. Teachers are supporters whenever and wherever students need them. It was expressed by a pre-service teacher as, *"Teacher is like a mosque: It is a place that must be visited every day in order to be enlightened both cognitively and spiritually"* (PT79). Here teacher is attributed characteristics such as providing not only knowledge but also moral values. Thus, this may be seen as a sign of how teachers are put to a very special place in the eye of pre-service teachers. In addition to the 'mosque' image, another image related to receiving knowledge from a

source was the 'library'. The 'library' image was explained as, *"A teacher has enough information to suffice every student. And the students can derive benefit from their teachers whenever they want"* (PT37).

Another theme that was observed among the pre-service teacher explanations was 'giving light'. This was reflected by a variety of images like, 'projector', 'sun' and 'torch', 'a main candle', 'candle'. Some of the characteristics of these were continuity, reflection, being helpful and invaluable. Some quotations from pre-service teacher responses are as follows: *"Teacher is like a projector, because s/he reflects the knowledge s/he possesses to the student"* (PT225); *"A teacher is like the sun because we cannot have a world without the sun just like we cannot have a country without a teacher. The teacher enlightens people no matter what, helps and educates people to grow into perfect people. Just as the sun is indispensable for humans, so is a teacher. So, a world without the sun is unthinkable!"* (PT24); *"Teachers are like a torch. They illuminate their environment so everybody can see their way"* (PT81); *"The teacher is like 'a main candle' because even if s/he dies one day, s/he lives in the other candles which s/he has lighted"* (PT31); *"An English teacher is like a candle because s/he lights or shows the right way to students with his/her knowledge"* (PT161). The image of 'candle' carries with it the implication that teachers are self-sacrificing and illuminating. This image is very characteristic of the value attributed to teachers by the Turkish culture.

7. Teacher As Controller

  Checking students' understanding, controlling

Another theme that emerged from the study was 'checking students' understanding'. This was brought to the foreground by the images 'examiner' and 'controller'.

"*Teacher should be an examiner because he/she always checks the students'*
understanding during and after the lesson" (PT220). This is a very traditional and
inevitable role of the teacher. Regardless of which method teachers use and which
school setting they are in, they all have to assess students' learning at the end of the
day.

8. Teacher As Learner

Being a learner, life-long learning

Only one image, 'a learning partner', was suggested to reflect the image of the
teacher as learner. Pre-service teachers expressed that "*The teacher can learn*
something from students while teaching them" (PT205). This and other 'friend'
metaphors included characteristics that go with the Social Reform perspective. One
of these 'friend' metaphors was justified as "*Teacher and students should be like*
friends who respect each other" (PT98). This justification parallels the Social
reform's favoring teachers who are tolerant of diverse opinions and who encourage
multiple viewpoints and treat students with dignity and respect.

9. Miscellaneous

Some pre-service teachers' metaphor suggestions for the role of the English teacher
could not be located to any category or theme because the participants preferred to
assign a mixture of many roles to the English teacher. These diverse suggestions
were put under miscellaneous category. One of the pre-service teachers used
'mixture' as representing the role of the English teacher and explained her suggestion
as "*There is no new invention [new method; technique] so maybe the mixture [i.e.,*
an eclectic approach] will be good when describing the role of the teacher"
(PT165). Here we can see that the role of an English teacher was perceived as
changing depending on the stage of a lesson. Another suggestion was 'a lawyer'

because "*the teacher has to prove students something; for example, the teacher has to prove that learning is necessary and should help students in society. Otherwise students can make mistakes. Teacher has to teach the rights and wrongs of the society*" (PT7). A different perspective was provided by another participant suggesting the same 'lawyer' metaphor because "*a teacher is recognizable with his/her image. Similarly, a lawyer wears a special cloth*" (PT116). Persuasive ability and representing the right values can also be inferred from the 'lawyer' image. Another suggested metaphor was 'designer' with the explanation that "*Teaching English is like an art because it reflects your own teaching style*" (PT130). Here characteristics like uniqueness, originality, and creativity were associated with teachers and teaching. Other images produced by pre-service teachers belonging to this category can be listed as 'juggler', 'life guard', 'counselor', and 'psychologist'. The explanations for these metaphors are given below:

The explanation for the 'juggler' involves being able to do a lot of things at the same time and being able to do them well: "*A teacher is like a juggler. He or she has to balance a couple of balls in the air at once (being able to teach, making sure the student learns and creating a warm environment in the class). If he/she drops one of these balls, then nothing will work right*" (PT17).

The justification for the 'life-guard' image involves problem-solving characteristics: "*I liken teachers to life-guards because they are always near us and they are our supporters whenever and wherever we need them*" (PT5). Similarly, the image 'counselor' involves problem-solving: "*Counselor helps learners overcome their problems*" (PT173).

The respondents who provided the 'psychologist' image stressed the need for the teacher to be aware of the emotions of the students as well. One participant explained this in these words: *"Because a good teacher should be aware of how his or her students feel, and understand their problems. Teachers help their students to cope with their problems"* (PT198). Another participant stated that: *"A good English teacher should be like a psychologist, because he/she should be in a good relationship with students and should understand them. In order to get students' attention and love, the teacher should talk with them individually and when they have a problem about English or other things, he/she should listen to them and help them"* (PT54). Another pre-service participant provided an explanation for the image of the 'psychologist': *"To me, an English teacher should be like a psychologist. If there is a problem, she/he should search for the source of that problem and try to find a solution for it. ……….Thus students become successful"* (PT160).

The justifications for the images 'advertiser', 'guitarist', 'tennis player', 'researcher', 'traffic police', 'water', 'ladder', 'driving instructor', 'clock', 'pen/pencil', 'book', 'angel', 'airport', and 'tree trunk', 'rose', and 'hedgehog' were as follows:

'Advertiser': *"English teachers need to be creative, imaginative, and also they need to be leader and defender of their own views. These are the qualifications that an English teacher and an advertiser should have. There is parallelism between the two occupations"* (PT190).

'Guitarist': *"Because he learns and masters on playing it. In his further career he will be able to use more techniques that he was unable to use, but he should create new riffs and most important of all, he should love it!"* (PT50).

'Tennis player': *" A teacher is like a tennis player because when a tennis player is in a match, he/she is alone and he/she thinks, moves, and directs his/her opponents accordingly. So, English teachers too, should direct students"* (PT46).

'Researcher': *"Because teacher always tries to find new methods to make students understand any subject easily"* (PT56).

'Traffic police': *"Drivers (i.e., students) follow him (i.e., the teacher) and they go safely"* (PT78).

'Water': *"Teacher is like water because you cannot live without water. Similarly, you cannot survive in life without teacher"* (PT105).

'Ladder': *"Teachers are like a ladder for students. A 7-year-old child first takes something from his/her primary school teacher, then secondary, then high school...So, teachers act as a step for learners"* (PT140).

'Driving instructor': *"The teachers always try to teach something to the students. While a learner is trying to drive a car/ or learn a language, the teacher is always there to avoid accidents because when a student learns in a wrong way and the teacher doesn't warn him/her, s/he will not be able to drive safely. For example,*

students will make a lot of mistakes while using the language and will not gain the ability to communicate effectively" (PT187) / *"Provides students with a tool to get from A to B"* (PT158).

'Clock': *"Because teachers should usually learn new things. So, if they stop learning for a while, they aren't effective in teaching and learning techniques"* (PT212). So, here it is emphasized that teacher should always keep working and updating him/herself in order to do his/her job well.

'Pen/pencil': *"I think a teacher is like a pen/pencil. Students are like readers. He/she writes what should be written or what he/she knows"* (PT34).

'Book': *"Teacher is like a book. He/she needs to be developed, read, and informed about"* (PT43). (Here, it is stated that a teacher should be valuable to his/her students (i.e., should be 'read' like a book by his/her students) and at the same time the teacher has to renew her/himself (i.e., [teacher] 'needs to be developed).

'Angel': *"Because they are learning and helping the students. They encourage the students and behave them very well. Their only difference from angels is that they do not have wings"* (PT96).

'Airport': *"Ability to speak English is a key for the gates opening to abroad and an English language teacher is like an international airport which students have to visit to fly abroad"* (PT169).

'Tree trunk': *"Teacher is like a tree trunk because as the tree grows, its branches grow and give buds. These buds are like learners. The more nutrition* [i.e., information, knowledge] *the tree gets, its buds get stronger and they bloom well"* (PT181).

Some themes that emerged from the metaphors in the miscellaneous category were related to the teacher-learner relationship. The distance that has to be kept between teachers and learners was hinted at by some of the suggested metaphors like 'hedgehog' and 'rose'. The justifications for these images that signify important details about teacher-learner relationships were nicely put by the pre-service respondents as:

> *Teacher is like a rose. It is the best and the most fragrant among flowers, but rose also has prickles. If you know how to hold it, it doesn't hurt you. There is a saying: 'If you like a rose, you bear with its prickles'. Learner likes his/her teacher. He/she gets hurt sometimes but still likes his/her teacher and appreciates him/her* (PT49).

> *A teacher is like a hedgehog because when she/he looks after his/her babies, he neither approaches them closely nor stays far away. If he/she approaches them very close, the needle-like spines of the hedgehog hurt the babies. So the teacher should be at a distance that is neither too close nor too far away from his/her students* (PT86).

4.2.2.3.2 Pre-Service Teachers' Self-generated Metaphors and Their Corresponding Philosophical Perspectives

The participants' self generated metaphors are viewed from the point of view of their correspondence with the philosophical perspectives on education outlined by Oxford et al. (1998). To do so, first a brief account regarding the metaphors suggested by the participants and the themes that these metaphors represent is given below. Then, the philosophical perspectives these themes correspond to for pre-service teachers will be presented.

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In response to the question which asked the respondents to suggest their own metaphor which reflects the image of English language teachers, 165 metaphors were produced. These metaphors fall into nine categories (see Table 4.7). Like the participants in De Guerrero and Villamil's (2000) study, some respondents in the present study apparently felt the need to write more than one metaphor. They might have felt that each metaphor represented one aspect of the role of teachers.

Table 4.7. Emerging themes from pre-service teachers' self-generated metaphors, their corresponding philosophical perspectives and exemplar metaphors

Perspective	Themes	Exemplar Metaphors
LCG (86)	giving care (43)	mother/father, gardener, farmer, baby sitter
	coaching, giving guidance, advice (25)	football coach, captain of a football team, captain of a ship, film director
	role playing((18)	actor/actress, chameleon
SO (36)	giving shape (23)	sculptor, carpenter, engineer, jeweler
	giving professional help (13)	doctor, nurse
CT (13)	giving knowledge and light (11)	sea, mosque, library, candle
	checking students' understanding (2)	examiner, controller
SR (1)	being a learning partner (1)	learning partner
Miscellaneous (29)	miscellaneous	juggler, hedgehog, water, angel, ladder)
LCG: Learner-Centered Growth		SO: Social Order
CT: Cultural Transmission		SR: Social Reform

The metaphors that were produced the most frequently (86) were grouped under the themes 'giving care' (43), 'coaching, giving guidance and advice' (25), and 'role playing' (18) which represented teacher characteristics that correspond to the Learner-Centered Growth perspective. Following this perspective, we can see the

Social Order perspective with 36 metaphors grouped under two themes [i.e., 'giving shape' (23), and 'giving professional help' (13)]. In the third rank, we can see the Cultural Transmission perspective with its 13 metaphors that were grouped under two themes [i.e., 'giving knowledge and light' (11), and 'checking students' understanding' (2)]. The least favored perspective was the Social Reform perspective with only one metaphor representing 'being a learning partner'.

Learner-Centered Growth Perspective

Themes: 'giving care', 'coaching, giving guidance and advice' and 'role playing'

When looked closely, out of the three emerging themes in the Learner-Centered Growth perspective, the theme with the most frequently suggested images was 'giving care' with the predominant image 'mother/father.' This image was perceived as involving both instruction and love and it meant a role model for pre-service teachers. The second most frequent image in 'care giving' theme was 'gardener' that involved looking after, showing intensive care by considering students' needs. Other suggested metaphors in the same theme were: 'baby sitter', 'housewife', 'flower keeper', 'florist', 'farmer', and 'friend/classmate'.

The second theme with the most frequently suggested images was 'giving advice, coaching'. One image that stood out as prominent in this theme was 'football coach'. This metaphorical image from the world of football involved being a leader, training, organizing, giving techniques and tactics, motivating, and sharing one's experience. It also involves a crucial characteristic of turning over significant control to the learner. Other suggested metaphors in the same theme were: 'captain of a football team', 'successful captain of a ship', 'film director', 'guide', 'general', 'counselor', 'leader', 'facilitator' and 'motivator'. As stated by De Guerrero and Villamil (2002),

in this group of metaphors the teacher "is in a traditional position of leadership and the learner at a certain level of dependence. Although the students depend on the leader for direction, the teacher is not envisioned as a dictatorial authority figure, and the learner is not a passive one" (p.102).

In the third theme 'role playing', the image 'actor/actress' was the most frequently suggested metaphor which involved characteristics like acting, adapting to context, being a role model, using body language and mimics well, gaining students' attention and being a professional. Other suggested metaphors in the same theme were: 'chameleon' and 'liquid'.

All these metaphors reflect the focus of the Learner-Centered Growth perspective which is "facilitating development of innate potential" (Oxford et al., 1998, p. 7). Teachers in this perspective try to create self-direction and self-expression. They provide emotional support and advice.

Social Order Perspective

Themes: 'giving shape' and 'giving professional help'

In 'giving shape' the most frequently suggested image was that of 'sculptor' with reported characteristics like shaping learners with knowledge and creating them anew. Other images in this theme were: 'carpenter', 'engineer', 'tailor', 'author', 'jeweler', 'designer of ornaments', 'manufacturer', 'artist', 'painter', 'baker', 'cook', 'architect' and 'hairdresser'. All these metaphors reflect the focus of the Social Order perspective which is "shaping learners through external reinforcement" (Oxford et al., 1998, p. 7).

'Doctor' was the most frequently suggested image in the theme 'giving professional help'. This image involved many reported features some of which were: having professional expertise, being knowledgeable, diagnosing learners' illnesses and giving them the right treatment, being patient and humorous, showing attention to detail, solving problems and being helpful and useful. One other suggested image in this theme was that of 'nurse' with similar attributes.

Cultural Transmission

Themes: 'giving knowledge and light' and 'checking students' understanding'

'Providing knowledge' was expressed through various suggested images like 'sea', 'mosque', 'library', 'main candle', 'candle', 'projector', 'sun', 'torch', 'worker at a construction', and 'worker who works on a contract,' which all shared teacher characteristics like being hard-working, enlightening people, being holy, being knowledgeable, and laying the foundation for education. All these reflect the focus of the Cultural Transmission perspective which is "unidirectional information-giving" (Oxford et al., 1998, p. 7). That is, metaphors in this perspective represent education as a one-way flow of information, skills, and values from the teacher to learners as empty receptacles and receivers. Teacher is the "utmost guardian of wisdom that the society deems valuable" (p.24) and the teacher is respected because he/she has access to knowledge and is always correct.

'Checking understanding' had only two images: 'examiner' and 'controller' of students' understanding. This theme is unique to pre-service teachers only. It may imply that they consider evaluation as part of giving knowledge and value it more than the in-service teachers do.

There is no one metaphor that stands out as more frequent than the others in both of these themes. We can see an equal distribution of frequency among the metaphors.

Social Reform Perspective

Theme: 'learning'

'Learning' theme had only one image, i.e., 'learning partner'. This image corresponds to the Social Reform perspective because what lies behind this image is Freire's (1970) suggestion that "education is a partnership between the learner and the teacher" (as cited in Oxford et al., 1998, p. 42).

Others

The metaphors below could not be placed into any educational paradigm and were classified as miscellaneous: 'juggler', 'life guard', 'psychologist', 'tennis player', 'footballer', 'mixture', 'researcher', 'traffic police', 'water', 'ladder', 'lawyer', 'clock', 'pen/pencil', 'book', 'angel', 'airport', 'tree trunk', 'driving instructor', 'writer', 'hedgehog', 'advertiser', 'designer', 'guitarist' and 'rose'.

4.3 In-service Teachers' Cognitions

In order to collect data on in-service teachers' cognitions of teaching English and the role of English language teachers, three kinds of sources were used. These were:

    i)   similes regarding 'teaching English' and 'the role of English language teachers' (provided in the questionnaire);

    ii)   picture metaphors regarding 'the role of English language teachers' (provided in the questionnaire);

    iii)   metaphors/similes generated by the participants regarding 'the role of English language teachers'.

Obviously, some of these findings generated from these sources were confirmed by the participating teachers in the interviews. Firstly in-service teachers' conceptualizations of 'teaching English' will be presented.

4.3.1 Findings Related to In-service Teachers' Choices Regarding Teaching English

In-service teachers' choices as to which simile reflects 'teaching English' best from among a number of given choices in the form of statements involving similes in the questionnaire are shown with percentages in the table below. Each simile represents one category of the four philosophical perspectives outlined by Oxford et al. (1998).

Table 4.8. Valid percentages of teaching English similes selected by in-service teacher participants

Teaching English is like	f	Valid %
swimming against the current	100	51.5
driving a car	41	21.1
being married	32	16.5
programming a computer	21	10.8

In-service teachers' favorite simile was 'Teaching English is like swimming against the current.' This was followed by 'Teaching English is like driving a car' and 'Teaching English is like being married'. In-service teachers' last simile was 'Teaching English is like programming a computer.' Keeping Oxford et al.'s (1998) typology in mind, it can be stated that in-service teacher participants' primary perspective was Learner-Centered Growth followed by Cultural Transmission, Social Reform, and Social Order. This order is different from that of pre-service teachers.

4.3.2 Findings Related to In-service Teachers' Choices Regarding the 'Role of English Teachers'

In order to collect data on in-service teachers' conceptualizations of the 'role of English language teachers', given similes, picture metaphors and self-generated metaphors/similes were considered.

4.3.2.1 Data Collected via Given Simile Statements

In-service teachers' choices as to which simile reflects the role of English language teachers best are shown with percentages in the table below.

Table 4.9. Valid percentages of 'teacher of English' similes selected by in-service teacher participants

An English teacher is like	f	Valid%
a learning partner	111	58.1
a scaffolder	53	27.7
a manufacturer	14	7.3
a conduit	13	6.8

As can be seen, the in-service teachers' first preference for the 'teacher of English' simile was 'An English teacher is like a learning partner'. Their second simile in order was 'An English teacher is like a scaffolder'. Their third choice was 'An English teacher is like a manufacturer', and the last one was ''An English teacher is like a conduit'. The rank order of the four similes regarding teacher of English correspond to Oxford et al.'s (1998) four educational philosophy perspectives in this order: 'Social Reform', 'Learner-Centered Growth', 'Social Order', and 'Cultural Transmission'. This order is the same as that of pre-service teachers.

4.3.2.2 Data Collected via Given Picture Metaphors

Table 4.10 below shows in-service teachers' primary and secondary visual metaphor choices for the roles they thought appropriate for English language teachers. The data analysis revealed that in-service teachers chose the images 'entertainer' and

'conductor' as the most appropriate images for the roles they play in their classes, with the percentages 34.4% and 33.7% respectively. Similar to the pre-service teachers' choices, the least frequently chosen image was 'animal keeper' and no in-service teacher chose 'judge'.

Table 4.10. In-service teachers' choice of picture metaphors for the role of English teachers (n=163)

Metaphors	f	Valid%
Entertainer	56	34.4
Conductor	55	33.7
Puppeteer	15	9.2
Animal trainer	13	8
Shopkeeper	13	8
Animal keeper	11	6.7
Judge	0	0

In-service Teachers' Explanations Regarding Their Choice of Picture Metaphors

Participating teachers have chosen one picture metaphor from among seven metaphors that they thought best represents the role of English language teachers. While choosing their favorite representative picture metaphors, they also provided their reasons for their choices. The justifications are as much important, if not more, as the options themselves. Below are the most frequent representative metaphors opted for each of the picture metaphors together with their reasons. The quotes to exemplify the given reasons will be labeled with the acronym IT, standing for 'In-service Teacher' followed by a number (1-197) to indicate the individual respondent. The justifications are given starting with the most frequently opted ones and finishing with the ones least frequently chosen. It is possible to group the findings under three headings as a) primary and secondary roles, b) roles in middle rank, and c) the least favored roles (as shown in Table 4.11).

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Table 4.11. In-service teachers' choices

A Primary & secondary roles	B Roles in middle rank	C The least favored roles
entertainer conductor	puppeteer animal trainer shopkeeper	animal keeper judge

A) Entertainer, Conductor: Primary and Secondary Roles (the first two choices of in-service teachers)

1) Reasons for Opting for 'Entertainer' Metaphor

Reasons for choosing the entertainer metaphor centered around the notion that students have a short attention span and that they should enjoy what they are doing. This was expressed as: *"I have chosen the metaphor entertainer because students get bored and lose concentration easily, so the teacher should be able to entertain students in these situations. Also, I think the students should enjoy the thing they are doing"* (IT93). Yet another reason given for the entertainer choice emphasized the same idea in different and original terms: *"I've chosen this metaphor because I think that we have to attract students' attention all the time in the classroom. Most of the students aren't eager to learn English so we sometimes act like an entertainer or a pop star"* (IT4). The idea of entertaining was expressed through the theater simile as well, *"Life itself is like a theater and we are the actors here"* (IT17) / *"English is fun so a teacher must show this to his/her students"* (IT27).

A direct relation was made between entertaining learners and their learning as well, *"If you entertain the students and make the lesson enjoyable for them, they will willingly contribute to the lesson and learn* (IT30) / *"I chose entertainer because*

students learn best when they enjoy what they are doing" (IT89) / *"Learners can learn easily when they enjoy it"* (IT123) / *"Because young learners will benefit more from lessons they enjoy and have fun"* (IT90) / *"Language learning should be entertaining in order to be learnt easier. Learning is fun."* (IT168) / *"The teacher should create the students an atmosphere which is not strict or boring. The students should enjoy learning because they learn better when they have fun. The teacher should also be the leader of the classroom and prevent disciplinary problems"* (IT137) / *"If you make the English lesson enjoyable, the students aren't bored. It is easier to teach the language in a happy class. If I'm happy and laugh and do comic things in the class while teaching, my students learn the language easier and they listen to me very carefully and look forward to the next English lesson"* (IT138) / *"The teacher must act like an entertainer because students can learn easily while they have good time in the class. They will learn consciously or unconsciously while they are parts of joyful time and lesson. They feel themselves freer about learning, more relaxed in the class and less bored"* (IT141).

Making the lesson enjoyable was seen possible by moving away from 'grammar only' and including 'communicative' activities as well, *"I have chosen entertainer because if you create an interesting and enjoyable atmosphere in the class when you are teaching, the students have fun. Otherwise, if you always give grammar and rules they get bored. The teachers should entertain their students by making the lessons enjoyable"* (IT34). Other explanations also emphasized the need to attract students' attention for the success of the lesson, *"Personally, I think that an English teacher has many common things with an entertainer. He/she has to keep the students alert all the time in order to draw their attention by entertaining them in different ways*

regarding the things he/she is going to teach" (IT38) / *"I chose this metaphor because I believe that we can only teach our students if they enjoy what they are doing and in order to do it we must act like an entertainer"* (IT40) / *"They get motivated when teacher draws their attention"* (IT61) / *"An English teacher has to be funny most of the times. There must be a lot of fun while teaching (with the rules of respect though)"* (IT68) / *"As teachers we have to make 'learning English' enjoyable. We not only teach structure but we 'act' and do all sorts of things"* (IT70) / *"A teacher should entertain students while teaching by using enjoyable, fun games and activities"* (IT92) / *"Teachers should entertain as well as teach because if students get bored, they cannot concentrate and cannot learn"* (IT126) / *"As an English language teacher, we have to be able to create an atmosphere where the learners are motivated and are ready to learn. Motivation plays a very important role in learning so we have to be able to entertain them while teaching"* (IT94) / *"Because a teacher needs to entertain students in every way. This is the best way to get their attention and learning will take place in a better way"* (IT96). The same participant's explanation was immediately followed by *"but a teacher should also know how to control their students and show them the right way"* (IT96). This implies that some in-service teachers who provided both entertainer and conductor metaphors as their selection rather than only one, saw these two as complementary roles. Another in-service teacher who opted for a double metaphor choice stated that *"I behave students in more enjoyable way because when students like you, you start the job with plus. However, sometimes teacher can be a leader in the class to control the students"* (IT97). Some teachers noted that teachers can assume different roles at different stages in a lesson, such that *"They can do several things in order to get*

attention (entertainer)”; they can be a conductor *“While doing an activity”*, and an animal trainer *“Because some students really misbehave”* (IT143).

A teacher pointed out that entertaining was especially useful for students who were not showing any effort to learn, *“I am an entertainer who tries hard to entertain the students who are not willing to learn”* (IT64). For some teachers entertaining was seen as a way to involve students in the lesson.

Teachers drew attention to the fact that balance between discipline and fun is the key to successful teaching. One teacher reflected this in these words, *“English should be entertaining and interesting as well as full of knowledge. The more interesting the subject, the quicker the students learn. English lessons should never be monotonous. Fun learning is always more successful than a strict, tense atmosphere where the teacher acts like a shepherd and students act like herds. I’m not saying that English teachers should be clowns but they also shouldn’t act like police-officers”* (IT101). Holding students’ attention was emphasized by referring to two famous stand-up comedians known for their sharp wit in the Turkish media.

> *An English teacher should focus and engage students’ attention. English language teachers must be skilled in establishing set and in using variety. We should hold their attention throughout the lesson. The topics should be introduced in a way which makes them new, interesting or relevant to students. We can begin with a demonstration which presents students with a surprising or unexpected outcome in order to develop curiosity about the topic of the lesson. Sometimes we might be like showmen, such as Beyazıt Öztürk or Cem Yılmaz☺. (IT132)*

Most of the teachers equated teaching English with entertaining learners; one of them even argued that *“we have to persuade students that learning English is useful and enjoyable. We can use lots of good and enjoyable activities in our classrooms like an*

entertainer" (IT147). In another explanation, examples for these enjoyable activities are given: *"We have to amuse our students in a way that gives them pleasure. Otherwise, they will be very bored if we don't entertain them with stories or songs"* (IT152). The need to link English to learners' lives was pointed out by one of the in-service teachers as follows:

> *Language teaching and learning mustn't be a tedious process. If the students just get the rules as in many other professions, they will not try to learn it, because the teaching-learning process will be boring. English teachers have to lead the students to understand that English is not only grammar or a set of rules. On the contrary, they have to show how enjoyable it is to learn and use English in their lives*. (IT173)

Another teacher perceived making English enjoyable as a way to be accepted by students: *"As an English teacher you should be an entertainer; otherwise, students can be bored and sometimes reject you. If you are enjoyable, students can feel relaxed and never afraid of learning English"* IT193). One of the teachers stated that "*Not only English teachers but also all teachers should be entertainers*" (IT195).

2) Reasons for Opting for 'Conductor' Metaphor

Participating teachers chose the conductor metaphor for a variety of reasons. In order to find out the fine distinctions between them, all the explanations for responses for this option were categorized according to the recurrent sub-topics under the central theme. The recurrent reasons that emerged in the explanations were 'establishing control', 'creating harmony', 'being an organizer', 'leading and showing the way', 'acting differently to different students', 'monitoring', and 'paying attention to individuality."

i) Establishing control

Some participants who chose the conductor metaphor saw the teacher as someone in charge of the control in the class. One of the justifications for this was: "*We have to conduct and control our students in the classroom*" (IT1). Some teachers drew a parallel between learning outcome and establishing control and saw it as a way for effective teaching: "*To get the right feedback, you should control well.*" (IT31)) / "*Classroom management is one of the basic principles of efficient teaching*" (IT89)/ "*I chose conductor because of the skill in coordinating and managing that is required to control a classroom of kids*" (IT90)/ "*At some stages the teacher must be the ruler and control the class according to the format of the lesson*" (IT93). The conductor metaphor was also chosen on the grounds that the teacher in this role manages the class and teaches students how to behave: "*Conductor is a good metaphor that represents the role of English language teachers because they conduct the lesson in terms of what should be done, when and how, and they conduct the students in terms of how to behave in class*" (IT92) / "*A teacher should know how to control their students and show them the right way*" (IT96)/ *"A teacher is a person who conducts his students' behavior as well as teaching them a language"* (IT124)/ *"You teach them how to play the instrument (English), how to use it—writing, speaking, reading, listening, and also control them; sometimes eyes are enough"* (IT72).

ii) Creating harmony

'Creating and promoting harmony' was another reason for choosing the conductor metaphor. Some teachers emphasized that "*In learning, working in harmony is a must*" (IT44)/ *"A good teacher establishes a harmonious unity with the students"* (IT104)/ "*Teaching means teaching the notes effectively and properly and getting a*

harmonious piece of music from participants with very different backgrounds and performing with different instruments" (IT119) / *"In my opinion, teachers' main role is to help students acquire a good knowledge of English…..There should be harmony, motivation, intention and interest in learning English. With a 'conductor', 'musicians' can be conducted"* (IT114).

iii) Being an 'organizer'

Organizing was another reason given for choosing the conductor image. The explanations that are grouped under this theme were as follows: *"We have to manage the classroom well in order to create effective atmosphere. We have to organize the activities we use. In order to achieve these goals, it is necessary to stand in front of the class (like a conductor) to control the whole class"* (IT133)/ *"Conductor is a good metaphor that represents the role of English language teachers because they [teachers] conduct the lesson in terms of what should be done, when and how, and they conduct the students in terms of how to behave in class"* (IT92) / *"I chose conductor because classroom management is one of the basic principles of efficient teaching"* (IT89)/ *"I chose it because of the skill in coordinating and managing required to control a classroom of kids"* (IT90). A teacher underlined the idea that none of the pictures truly reflects the role of an English teacher but that the conductor is the closest among them: *"Personally, I don't think any of the pictures are representative of the roles of an English teacher. The closest, I suppose, would be the conductor because he is guiding the orchestra (students) to produce harmonious music (language). Plus, there is interaction, both are dependent on each other, although we are assuming that the orchestra can all read and play music (i.e. are proficient)"* (IT86)/ *"To get the right feedback, you should control well"* (IT31)/ *"An English teacher has to organize students with different skills to reach the target.*

He/she has to keep them work, cooperate together to produce the music (language)"
(IT67).

'Conductor' image also meant communication to some respondents: *"It is like making music. They produce English. There is communication between audience and players (foreigners and language learners)"* (IT156) / "*On one way, you are aiming to conduct what has been attained (music played=language communicated)*" (IT131) / "*Just like the conductor of an orchestra, the teacher should act as the conductor of the classroom in the sense that the teacher should always direct and help his/her learners to produce the language to be able to express themselves; just like the conductor directing and helping the band to produce a good piece of music*" (IT158) / "*An English teacher is like a director in the classroom. He/she controls the classroom activities. He/she teaches the basic strategies/rules and the students practice the rules by doing exercises*" (IT179).

iv) Leading and showing the way

Leading and showing the way was another reason given. Teachers explained their justifications for this as: *"A teacher directs the students who have different levels of intelligence and competency. A teacher acts as a leader and is responsible for students' success and achievement"* (IT62) / "*You are leading and guiding students*" (IT28) / "*I think the teacher is the guide and the students are performers*" (IT24) / "*Teaching is just like leading a group of people (as it is in a chorus)*" (IT136) / "*Like a conductor, a teacher shows students how to learn English; she directs them*" (IT 191) / "*A teacher shows the way to learn as a conductor does*" (IT135) / "*Language teachers should be 'helper' and to some extent a director in order to guide how to complete a task. On the other hand, language teachers should encourage learners to*

use the language in class like the conductor who just shows/gives a few instructions and lets the learners do the most of the part of the task themselves" (IT26).

v) Acting differently to different students

Acting differently to students with different abilities was also brought up as a reason for choosing conductor: *"I prefer the picture metaphor 'conductor' because the students are active in this way. The teacher just smoothly directs them. However, I must be realistic and accept that I sometimes act as an entertainer or even a puppeteer. For different student profiles, teacher should act in different ways"* (IT 197).

vi) Monitoring

Monitoring was another aspect that was mentioned by in-service teachers. One teacher expressed this as **"***In my opinion, (I have always experienced this personally as a learner) monitoring the students/learners, having an interest in acquiring a foreign language, thus having a sense of awareness and alertness in this respect are vital for the teacher's interaction with the students in the learning process. Monitoring the linguistic points to be taught, keeping up with the contact between the sender and the receiver result in the continuous absorption, and internalization of the language input"* (IT 194).

vii) Paying attention to individuality

Teachers also gave 'paying individual attention' as their reason for choosing the conductor metaphor. One such teacher noted, *"You have to conduct everyone in an orchestra at the same time. Similarly, you have to notice each student and reflect on what they ask"* (IT52) / *"Students are like members of a chorus. Every student has got different abilities. As a teacher you have to promote every student to make his/her own sound. As a whole the chorus works in good harmony"* (IT66) / *"All the*

students perform individually although the teacher gives them the same instruction"
(IT57) / "*A conductor works with a group of members each of whom plays a different instrument. Students are like different instruments waiting to be played in harmony"*
(IT175).

B) Puppeteer, Animal Trainer, Shopkeeper: Roles in Middle Rank

1) Reasons for Opting for 'Puppeteer' Metaphor

'Shaping' and 'direction setting' were the two ideas mentioned in teacher explanations for the puppeteer choice. One teacher expressed this as: "*As you teach you need to mould the children and lead them in the direction that you want as the puppeteer does to his/her puppets" (IT 159).* A similar idea was expressed by first rejecting the picture metaphors judge and animal trainer as representing the role of English teachers, "*Teacher, in the case of classroom teaching, is the source of knowledge but this doesn't mean that he/she can work as a judge or an animal trainer. The role of the teacher is to show way to students about how they can learn and work like a scaffolder. The best way of teaching English is to show students another world, in which the main language is English*" (IT192). Being a role model was expressed in another explanation as "*First of all, an English teacher, just like a puppeteer, shows a role model to be followed and adapted, but it's the students' job as well to associate it with the reality and use it*" (IT169).
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Giving instructions and performing certain language features was also expressed as a reason for the puppeteer metaphor: "*You always tell the students what to do and what/how to say*" (IT188); "*The teacher usually tells the students what to do and how to say, what to say*" (IT190); "*Because we're giving English language structures and want them to use these in their language*" (IT18). For some teachers puppeteer metaphor was seen as a way that leads to entertainment; i.e., establishing control was

seen as necessary prior to making language learning an entertaining process. This was expressed as, "*At first, when learning a language, the teacher establishes control over the students. Then as the students begin to make progress, the teacher tries to make language learning as lively and entertaining as s/he can to enhance student participation*" (IT182).

We also see that some teachers equated puppeteer and puppets with the notion of entertainment and gave explanations as, "*I've chosen puppeteer because I think a teacher should both entertain the students and teach them useful things*" (IT20). Another teacher also thought along the same line: "*I've chosen puppeteer because I think we have to entertain our students while we are teaching them. Otherwise they will never like the English subject or the teacher*" (IT22). When paraphrased, we can see that 'If a teacher is not entertaining, it carries the risk of students' neither liking the lesson nor the teacher'. Therefore, it is interesting to observe that not only the lesson's being enjoyable but also the teacher's being liked by his/her students is a major concern for the teacher. One of the teachers opted for the puppeteer metaphor and justified the response by saying, "*because it reminds me of our role-playing exercises in the classroom*" (IT106). A similar reason was given as "*Students like watching puppets and they see teachers as puppets*" (IT112). Dealing with students' needs and problems was another reason offered by a teacher:

> *I have chosen the puppeteer. The puppets are the players on a stage and they have to act well in order to give high performance. The puppeteer is the one who moves the puppets' arms, legs, bodies, and gives sound to them. Our students have different needs and in order to cope with these needs we should know different ways and techniques of dealing with their needs and problems. The better we deal with the problems and the needs, the higher the performance we'll get like the puppeteer does.* (IT140)

In addition to answering their needs, involving students in the learning process was also mentioned in the explanations: "*Because a language teacher acts with the language just like a puppeteer does with the puppets to address students' interests, expose them to the actual usage of language in an appealing context, and involve them in the scene [i.e., language in context] whenever it is possible*" (IT183).

2) Reasons for Opting for Animal Trainer Metaphor

Teachers chose animal trainer with a number of ideas on their minds. One was the idea that teaching is a hard job, "*I think teaching in general is a hard job*" (IT39). Another explanation implied the need for control and management by complaining about and pointing to the fact that it is challenging to teach unwilling students: "*Because our students aren't interested in learning English, it is difficult to teach them even a word. They often make noise in the classroom*" (IT69). A similar explanation pointed to the aimlessness of students with the words: "*Most of the students just come to school. They aren't interested in any subject. We just try to keep them in the classroom and teach them how to be a student*" (IT180). Teaching was seen as not only giving students the necessary information about a subject but also educating them about life considering their needs and qualities:

> *I think an English language teacher is like an animal trainer because the students need to be trained in the class. The teacher gives the needed information, knowledge and .... life education to the students. Actually, this training depends on the students' qualifications, his/her socio-economical background, and his/her background knowledge in English. So, if the teacher trains the students well and if the student has got a capacity to receive the given information, they can reach their goal.* (IT187)

A related explanation was about keeping students under control: "*The reason why I have chosen this picture metaphor for teaching English is because at times the students will be like animals in the sense that they at times will go out of control. In*

this type of situation, you have to act quickly and make quick decisions to keep them under control" (IT99). From this explanation, it is possible to see that having control over students is a major concern for some teachers. In addition to having control, some teachers expressed the need to have a sweet and strict approach in class depending on the situation, "*Animal trainer trains lions and tigers; it would have a combination of different learners. The teacher is responsible to train them in a particular way, sometimes emotional, sometimes strict. It is a two-way relationship*" (IT101). Achieving control is expressed more gently by another teacher: "*The reason I have chosen this particular metaphor is because I strongly believe teachers are not only trying to teach the students, they are also trying to keep the students calm and attentive in order to keep up their concentration. Students, especially elementary students, really do go wild at some points; they are in between children and teenagers*" (IT115). Yet, another teacher expressed that animal trainer reflected the repeating factor in teaching, "*In my opinion, animal trainer represents best the English teachers' role in teaching English, because English teachers always make a great effort in order to attract the students' attention and make the lesson more interesting. Time passes quickly in the lessons. Teachers always repeat the same things about the language. They always say what they –the students-have to do about a simple activity again and again*" (IT116). Performance and internalizing information was also given as a reason for the animal trainer:

> *One can use the metaphor of an animal trainer to portray the role of English teachers and their students in the classroom. We, as teachers, use and teach certain learning techniques which help students to internalize information. The information and ideas are developed and perfected by students in their own individual ways. However, this occurs after certain periods of training led by the teacher. The students (animals) ultimately perform things they have been trained by the animal trainers (teachers).* (IT149)

3) Reasons for Opting for 'Shopkeeper' Metaphor

Attracting students' attention was among the reasons given for choosing the shopkeeper metaphor. Teachers reported their reasons as: *"We should organize our lessons in such a way that attains in getting students' interest and encourages them to take part in the lesson, do something with the language"* (IT5) / *"Like in the picture, teachers are trying to sell their products (i.e., knowledge) in the best way. But at the same time you try to entertain students. A teacher has to draw the attention to him/herself like shopkeepers do in order to sell their products"* (IT146). Doing marketing and giving an interesting lesson was stated in another explanation: *"We are trying to sell our knowledge to students. We have to make the lesson interesting"* (IT181).

Providing knowledge was also stated as a reason for this metaphor: *"We have the information and knowledge the learner needs. We give the knowledge and get feedback"* (IT6). Another teacher stressed that knowledge should be practiced: *"You provide the information needed and allow students to practice it and mold the language in their own way"* (IT63).

Another reason for choosing the shopkeeper metaphor was its implication of persuasion in its nature. This was verbalized by a teacher as, *"The English teacher is like a salesperson. S/he should try her/his best to sell goods. S/he must be good at persuading"* (IT8). It sounds as if English teachers are advertisers as well. Another teacher stated that there isn't a best option, and added that teachers are *"a blend of all of them"* but immediately followed that *"We try to make it sound good and make the students want to learn English"* (IT41).

'Choice' as the most basic philosophy behind the shopkeeper metaphor was also put forward by teachers: "*You give the best you can to the students and they get it if they want to*" (IT95) / "*An English teacher supplies his/her students with most of the things they need; he/she gives them options to choose from, and when needed he/she helps them decide what to buy and thus gives guidance*" (IT134).

C) Animal keeper, Judge: The least favored roles by both groups

1) Reasons for Opting for 'Animal Keeper' Metaphor

Animal keeper was chosen for reasons like 'looking after'. For example, one of the teachers complained about this nature of students in today's world: "*Nowadays students need to be looked after. Instead of trying to teach them, we most probably try to look after them like children. The reason is that they are not interested in learning something*" (IT12). Similarly, another teacher complained about students' unwillingness: "*Unfortunately many of my students are not willing to learn English. Many of them think that they cannot succeed in learning English. They have some prejudice and fears about learning English. I have to persuade them that English is useful and necessary in today's world. I try to enhance their confidence*" (IT23). Some teachers explained that there is a mutual 'give and take' in the relationship between animals and animal keepers and that they both "*depend on each other*" (IT53, IT56); "*The animal keeper not only looks after animals but also teaches them. The animals also teach something to the keeper. They enjoy themselves mutually*" (IT59).

2) Reasons for Opting for 'Judge' Metaphor

No in-service teacher opted for the judge metaphor. This may indicate that teachers did not perceive themselves in a position where they evaluate students.

All, none, or a mix

Although they were asked to choose only one of the metaphors as representative of teachers, a few teachers offered two or three metaphors and implied that teachers assume different roles at different times. One such explanation was, "*Entertainer, in order to get their attention a teacher does several things; conductor, while doing an activity; animal trainer, because some students really misbehave*" (IT143). Another teacher suggested entertainer, puppeteer, and animal trainer saying that "*It is the combination of all but mainly those three. As language teachers we should have the ability to act and entertain if we want to attract attention and create an atmosphere of real life situations in our classes*" (IT142). A teacher offered a triple metaphor, shopkeeper, conductor and entertainer: "*Shopkeeper because the teacher has to enrich his/her lesson with visualization and sell the product (lesson) to the customers (children) in the best way possible; conductor, because teacher has to work with the children in harmony and give the instructions clearly to the students; entertainer, because lesson has to be entertaining and training at the same time*" (IT145).

Teachers chose to adopt different roles depending on the context. This has been stated by one of the in-service teachers who offered three metaphors: judge, conductor, and entertainer, and explained how each of them possesses the characteristics that are suitable for teachers:

> *None of the metaphors by itself represents the English language teachers' role in teaching English because a teacher of English has to be a conductor, a judge, or sometimes an actor, depending on the situation in the classroom. Thus, he/she will be in control enabling the students to participate with full attention. In this way the interaction between the teacher and his class is achieved. Well, just imagine what will happen if the conductor makes a wrong movement.* (IT74)

Another triple offer was a combination of animal keeper, conductor, and entertainer. The explanation was, "*In some groups we are like animal keepers. Students need to be controlled continually. In some groups we are like conductors. Those students work in harmony. In some groups we are like entertainers. Students always need to be motivated*" (IT117). A few teachers stated that: "*All of them are possible because my role depends on my students' levels, motivation, interests, psychology, etc.*" (IT118/IT122). Here, we can see that teachers may perceive their roles differently in different classes.

Other teachers opted for two metaphors; entertainer and conductor. One participant stated that:

> *As an English language teacher, we have to be able to create an atmosphere where the learners are motivated and are ready to learn. Motivation plays a very important role in learning so we have to be able to entertain them while teaching. Students also bring their own knowledge into the language classroom. As teachers we give them our knowledge of the language and play the role of the conductor which is guidance. Our role is to guide them to use the language in the learning process.* (IT94)

4.3.2.3 Data Collected via Self-generated Metaphors/Similes

In-service teachers also suggested their own metaphors for English language teachers. Some of their suggestions were 'teacher as a guide', 'teacher as a gardener', 'teacher as a doctor', 'teacher as a compass', 'teacher as a baby sitter', 'teacher as a sculptor', 'teacher as a mother/father', 'teacher as a learning partner', etc. The placement of these metaphors in Oxford et al.'s (1998) typology can be seen in Table 4.12.

Table 4.12. In-service teachers' role perceptions of English language teachers by means of self-suggested metaphors according to Oxford et al.'s (1998) classification

Perspectives	Exemplar metaphors suggested by the in-service teachers
Social Order	teacher as artist (ceramic artist)
	teacher as sculptor
	teacher as doctor
Cultural Transmission	teacher as tour guide
	teacher as compass
Learner-Centered Growth	teacher as mother/father
	teacher as sister/brother
	teacher as baby sitter
	teacher as gardener
Social Reform	teacher as learning partner

4.3.2.3.1 Detailed Results Concerning In-Service Teachers' Suggested Original Metaphorical Images That Best Represent the Role of English Language Teachers

A total of 99 new metaphorical images of teachers of English were produced. Like the pre-service participants, the in-service respondents also provided an explanation for their original metaphor or simile suggestions. Similar to the method used to evaluate the data in pre-service teachers, content analysis was employed to evaluate the data provided by the in-service teachers. Thus, the suggested new metaphorical images were grouped according to their similarity in terms of content. Different groups of metaphors were labeled using headings and some of these umbrella headings were chosen from frequently repeated images and others were developed by the researcher to cover the meaning of the images produced. For example, 'mother/father', 'baby sitter', 'farmer', and 'gardener' were grouped under the heading 'giving care, looking after, taking care of.'

The following 9 metaphorical groups (Table 4.13) were drawn from the analysis of 99 metaphorical images suggested by in-service teachers. Ninety-one of these were

grouped under different themes. The remaining eight metaphors were named miscellaneous because they did not belong to any of the emerging themes. Some characteristics suggested by different images under different metaphorical groups shared similar features or implications. This was due to the multiplicity of means assigned to the same metaphor by different individuals. Each suggested image was full of different but complementary roles attributed to teachers. This variety and richness in participants' responses were captured by not only putting them under metaphorical groups but also showing the different features suggested by each image and by referring to them verbatim where necessary.

Table 4.13. In-service teachers' metaphorical images of an English teacher

Emerging Themes from Metaphorical Images Produced by In-service Teachers	
Teacher as	
1. role player and possessing a wide repertoire of roles	5. professional provider of help
	6. provider of knowledge
2. care giver	7. learner
3. direction setter, leader	8. initiator
4. artist	9. miscellaneous (problem solver, athlete, tennis player, waiter, mirror)

1. Teacher As Role Player

Role playing, acting different roles

The most frequently stated images were the images grouped under **'**acting different roles'**.** The images grouped under this metaphorical category were: 'actor/actress', 'theater player', 'pop star', and 'drama player'. The main reasons for the use of these suggested images were the need to capture students' interest and help them learn by increasing their motivation and interest. It was expressed by the in-service teachers that teachers played different roles, 'sometimes comedians; sometimes tragedy players' with the aim of teaching. It was expressed that students learn better when the teacher acts in front of the students. This point was also made by another in-service

teacher who provided the image 'theater player': *"They are repeating and learning, in fact imitating the new language"* (IT18). Another in-service teacher responded that human beings *"learn concrete things much more easily than the abstract ones"* (IT194) and by creating interest in the learning process, the teacher helps students *"to digest and internalize (abstract concepts) and store (them) in their long term memory"* (IT194). The teacher reported that this can be achieved *"by making the fullest use of your bodily movements, your mimics, facial expression, your tone, pitch of voice, your stress and style of speaking, and with eye-contact"* (IT194). Another point made was that the students always remember the teaching point *"if you act in front of them"* (IT193). The teacher further added that the students feel relaxed and find the lesson more enjoyable if teachers act.

Another teacher reported that acting may be especially useful when teaching vocabulary: *"An English teacher sometimes should act like an actor or an actress. For example, when he/she explains an unknown word, he/she sometimes needs to use body language or gestures"* (IT179). It was also stated that teachers choose to act different roles depending on *"the behavior of the students"* (IT138). The teacher continued that students should always respect their teacher: *"Sometimes you treat them as if you are their mothers, sometimes their friends but they should know that you're their teacher and they should always be respectful to you….I always say 'You don't have to love me but you should be respectful' because I always show respect to them"* (IT138). Another participant emphasized the need to increase students' motivation and monitor their reaction: *"You have to have eye-contact, keep the students' motivation high all the time; respond to their inquiries satisfactorily, please them, get the 'feedback' or response which would show how effective you are"*

(IT119). The in-service teachers saw it their duty to make them busy and energetic: *"Students are like an audience sitting in front of me and I have to act, I have to make them alert, and active while teaching"* (IT64). Participants expressed that fascinating students and making them attentive was part of their job: *"A teacher is partly an actor or an actress as he/she has to play to make his/her teaching content more realistic and interesting"* (IT42) / *"Teachers should act in class in order to affect their students and keep them interested in learning"* (IT44). Keeping students interested was also expressed by another respondent who suggested the image of the 'teacher as pop-star' with the following words: *"If the students feel that the teacher is friendly, they perceive the lessons as more colorful, lively, and useful"* (IT141).

Representing multiple roles (i.e., teacher as possessing a wide repertoire of roles) was stressed through various metaphors. Teacher is like an artist who has a palette by which he/she can mix colors. Since teaching is a complex job, it is understandable and may be inevitable for the teacher to perceive his/her job as involving multiple roles or features that refer to different professions and/or things. The multiplicity of role perceptions was expressed by one of the in-service teachers as:

> *An English teacher is both like a commander, an actor, sometimes a conductor and sometimes an entertainer. We can't really say an English teacher is like this or that. Teaching English is like the combination of multi occupations. An English teacher is like a commander in class because discipline and organization are required in the classroom management. Also, s/he is sometimes like an actor or artist who doesn't reflect his/her own problems and anger to the students in the class and who tries to act well in order to show a good performance. Moreover, s/he is like a conductor who conducts the students' pair works, group works or the activities and role-plays done in the classroom. Also, s/he gives a certain amount of information to the students and leads the students according to their capacity. Lastly, an English language teacher is like an entertainer because s/he makes jokes and plays games with students in order to get rid of the gloomy atmosphere in the class and by this way s/he can attract the students' attention in the class.* (IT187)

Furthermore, this feature of multiplicity was also stressed through numerous metaphors that were suggested under the "many hats" metaphor. This metaphor which involves a multi layered nature was explained as:

> *A teacher is a teacher. There are no other occupations, in my opinion, that can give an accurate representation of the role or image of a teacher. A teacher has to wear many hats. A teacher is a mother, a father, an older brother/sister, a mentor, a tutor, a guardian, a babysitter, a psychologist, a manager, a time keeper, a referee, a judge (and jury!), an entertainer, a director, a producer, a scriptwriter, etc. The list goes on! Therefore, a teacher has a multitude of roles—an amalgamation of many occupations. A teacher is like a drummer; s/he keeps tempo, class claps in time. A teacher is also like an attractive flower where bees (students) collect nectar from flower (teacher) to make honey (language). Last but not the least, a teacher is like a beacon, s/he guides students.* (IT86)

Although some of the suggested metaphors were already mentioned by other in-service teachers and some were already given in the picture metaphors (eg., actor, conductor, entertainer), there were some original and unique ones (i.e., 'mentor,' 'tutor,' 'guardian,' 'psychologist,' 'manager,' 'timekeeper,' 'referee,' 'jury,' 'director,' 'producer,' 'scriptwriter,' 'drummer,' 'attractive flower,' and 'beacon') among them. The underlying suggestions of the above metaphors can be listed as: 'creating discipline and organization for classroom management,' 'looking after,' 'taking care of,' 'guiding,' 'protecting,' 'controlling,' 'understanding,' 'evaluating,' 'entertaining,' 'coordinating,' 'creating harmony by keeping the tempo,' and 'attracting' (students' attention). Especially the 'attractive flower' metaphor has interesting connotations. By likening the teacher to a 'flower', students were given the role of 'bees,' and the 'honey' was meant to represent language. In short, the metaphor 'many hats' suggests an amalgamation of many and interesting occupations, and things as representing teachers. Therefore, it can be concluded that the teachers were perceived to amalgamate various features representative of many occupations into the teaching profession. This may also be linked to Hargreaves'

(1994) idea that "multiple and flexible conceptions of teaching excellence…
acknowledge the provisional and context-dependent character of the knowledge base
of teaching" (p. 12).

2. Teacher As Care Giver

Mothering, taking care of, looking after, giving care

A group of metaphors were observed to reflect the characteristics of 'mothering',
'taking care of' and 'looking after'. These were: 'kindergarten teacher', 'nursery
school teacher', 'mother', 'father', 'sister' or 'brother', 'baby sitter', 'nanny',
'farmer', 'gardener', 'friend', 'bus driver' and 'supervisor'. Features such as love,
discipline and responsibility can be seen both in the mother and kindergarten teacher
metaphors: *"A teacher takes care of his/her students, shows affection. Also she/he
wants them to learn English in the best way possible"* (IT59) / *"Teachers, like
mothers, teach us everything, feed us with knowledge, love us and also punish us by
words, but are always proud of us"* (IT72) / *"Mother both loves her children and
teaches them their mother tongue. English can be taught as a mother tongue, too.
Love, tenderness, knowledge, responsibility, wish to teach in the best way are
required to teach English efficiently and mothers have all these qualifications"*
(IT186). Close family ties were reflected in 'sister/brother' image as well: *"English
language teacher could be a sister or a brother while teaching in class, because that
makes the students feel close to the teacher. Thus you can get their attention to
English"* (IT74). Another metaphor produced was 'baby sitter'. This metaphor
involves care giving feature of the teacher and fragility, dependence and whining
nature of the baby: *"A baby-sitter both tries to look after the baby and educate
her/him. Baby needs to learn many things; how to eat, sit, walk, speak…An English
learner at school also needs to learn many things; listening to the teacher, doing*

homework, participating in the lesson, etc. An English learner is as naïve as a baby and it is also probable that he loses his way as a lonely child if left unattended" (IT136) / *"Some groups always have something to complain about"* (IT117). The participant who provided the 'nanny' metaphor mentioned similar ideas: *"We always care about them and look after them just like a nanny"* (IT60).

The farmer metaphor reflected both the importance of looking after and the end result that one would get upon completion of providing the necessary care: *"A farmer plants seeds with the intention of reaping crop. He nurtures the seeds by providing enough water, vitamins, sunlight and so forth. These steps are all taken to improve the standard of the crop. Similarly, English teachers are viewed as individuals who promote successful learning environments where students can use the teacher's instruction and guidance to develop their language skills"* (IT149) / *"When you grow a plant, if you want to grow a better one, you have to look after it well. If you give it the necessary vitamins and water, it will give you lots of fruits"* (IT130). With the 'friend' metaphor, teachers' helpful side was stated: *"A teacher is a friend. He finds out what his students need and helps them like a friend"* (IT124). With the 'teacher as bus driver' image, catering for all students was pointed out: *"An English teacher is a bus driver that always comes back to pick up the lost passengers simply because of the differences in students. Some are slower than others. Yet the slow ones still have the right to learn English, right?"* (IT68). Dealing with the students' problems was given with the metaphor 'teacher as supervisor' with the words: *"In class a teacher is supposed to deal with every problem of the student, not only teaching but also the manners and personal problems of each individual"* (IT52).

3. Teacher As Direction Setter

Giving guidance, coaching, being a co-operative leader, keeping student's

needs in mind

'Showing the way', 'giving guidance', 'training' and 'scaffolding' were the parallel emerging themes upon analysis of in-service justifications for their self-suggested metaphors (i.e., 'football team coach', 'soccer coach', and 'captain of a football team', 'football trainer', 'coach'). One of the respondents captured teachers' being a scaffolder with these words: *"Like a football team coach, teacher can teach tactics to students to develop their learning skills and when the day finishes, students must be developed more than the day before"* (IT97). Motivation was given as another important aspect of this image. As stated by one of the participants, this was captured as: *"Before playing a game, coach has to motivate players to help them win the game"* (IT54). In another metaphor, 'captain of a football team,' we can see that the teacher is perceived as a co-operative leader: *"Teacher is the leader of the class; he sets the rules of the game and guides students about playing but at the same time he has a role in the game, too. Participation creates a motivation in students to focus on the game itself and its rules"* (IT134). In short, the teacher was depicted as a co-operative leader who guides and directs students by helping them achieve goals.

Training was especially captured in the metaphor 'a soccer coach'. The issues of students' needs and working collaboratively were expressed in the metaphor 'soccer coach' as: *"The coach would train his players according to what they need or what they lack. If the players need 'aerobic endurance' (skill of speaking), for example, he would train the players in that skill. Apart from that, they would really have to co-operate to reach a successful result"* (IT139).

4. Teacher As Artist

  Shaping, molding

The suggested metaphors that shared the idea of 'shaping' were: 'commander', 'artist (ceramic artist)', 'sculptor', and 'horse trainer'. The first two were labeled as representing the teacher as artist category as they involve the characteristics of shaping. The in-service teachers reported their reasons for producing 'artist' metaphor as:

> *You shape the students' skills as if you are an artist. As we are language teachers, we try to shape the learners' brains by new information. It's the best way to consider the students' needs and interests to shape their skills. For this reason, I always suggest that using communicative activities in the class creates the best way for an effective teaching-learning process. Using gestures, bodily movements, realia, and authentic materials make classes student-centered.* (IT34)

For the 'sculpture' metaphor, the explanation was as follows: *"The students are the stones that are waiting to be shaped. Each part of the sculpture is the knowledge of something newly learned"* (IT175).

In the 'horse trainer' metaphor, we can see an allusion to the Turkish education system where students are always prepared for exams: *"You prepare the students for the race all the time"* (IT188, IT190). This metaphor is also close to the one in the Social Order perspective where the teacher strictly follows the curriculum. As the word's Latin origin suggests, curriculum is a "race-track to be covered as fast as possible" (Oxford et al, 1998, p. 13). The 'horse trainer' metaphor also brings to mind the idea where the teacher is viewed as manufacturer, which suggests that explicit means-end skills are appreciated more than creativity and intuition. The teacher treats the students "as objects to be pressed and stamped out in assembly-line fashion" and "cost-effectiveness and time-cutting" become the main concerns

(Hyman, 1973 as cited in Oxford et al., 1998, p. 13). It is already mentioned above that one of the educational metaphors in the Social Order perspective is the 'manufacturing' metaphor which suggests that the school is a factory and the teacher is a manufacturer who shapes the student into the prescribed mold and is an instrument of bureaucratic authority. Rivalry and extrinsic rewards and punishment are the predominant motivators in the factory system and the market economy (Oxford et al., p. 13). Going back to the in-service teacher participant's 'horse trainer' metaphor, we can say that by implication the horses are the students and the race is the exam and/or the curriculum. The teacher is depicted as a co-operative leader who guides and directs students and helps them achieve goals. This may mean shaping students to fit the standards and requirements imposed on them from outside. We can find a similarity between this metaphor and education systems in many Asian countries which are described as "exam-driven and result-oriented" (Aldridge, Fraser, & Huang, 1999; Briggs & Watkins, 1996 as cited in Nikitina & Furuoka, 2008, p. 202).

5. Teacher As Professional Provider of Help

Giving professional help

Another theme that emerged from the suggested metaphors was 'giving professional help'. Under this category we can list the metaphors, 'a good driver' and 'doctor'. Unlike the pre-service teachers, only two in-service teachers suggested the 'doctor' image. Trust was seen as an important feature in the 'doctor' metaphor. One of the respondents drew a parallel to the doctor-patient relationship and stated that *"As a patient trusts her doctor, a student trusts her teacher a hundred percent"* (IT54).

6. Teacher As Provider of Knowledge

   Providing knowledge, giving guidance

Another emerging theme was 'showing the way and giving guidance'. In-service teachers used a variety of metaphors to describe this theme: 'life coach', 'compass', 'counselor', 'shepherd', 'driving instructor', 'tourist (tour) guide', 'chef' and 'cook'. The explanations given by the in-service teachers for these images were very explicit and direct. The common points emphasized in all these images under 'showing the way and giving guidance' were teachers' being guides and facilitators and attending to students both professionally and personally. The theme was expressed by one in-service teacher as: *"First of all, a teacher is a life coach for me and an English teacher is a coach in the students' voyage of learning English. What does a coach do? Observes, does needs analysis and gives necessary information, leads students to practice what they've learnt, cares about personal differences and students' psychology"* (IT197). Here it is stated that learning is perceived as a long term process that needs a guide. In another respondent's explanation, teachers were likened to guides who are 'passionate and fascinated with places' and students were likened to tourists who are 'eager to learn'. It was further stressed that *"They have mutual interests and have so much in common"* (IT114). Yet another respondent resembled her students to 'tourists' *"visiting a new place for the first time. I am a tour guide and my knowledge is my compass. I believe that students can get lost if they don't have a good guide"* (IT2). In another 'coach' metaphor, being a facilitator was emphasized: *"You have different roles in the classroom and you are a facilitator or guide for students. You are leading and guiding them"* (IT28).

In the 'counselor' metaphor, teacher's job was perceived as empowering students to enable them to be independent learners outside the school as well: *"We should guide them in the acquisition process. We should show them the things they can do to improve their English outside the classroom"* (IT5). This aspect also reminds us of the Social Reform perspective where the teacher wants students "to direct their own learning and become scholars" (Oxford et al., 1998, p. 41). Another aspect that was emphasized was teachers' need to be patient and prepared*:*

> *A driving instructor requires patience, a good guidance skill. They can be likened to English teachers because you have to be patient if the students continue to make mistakes. You should also have extra sources to guide a student who has done something right or wrong. Shouting is not a solution but sometimes that's the only solution.* (IT99)

The theme 'showing the way' was also expressed by referring to the world of cooking. A respondent emphasized what the teacher has to do by stating: *"The teacher, like a chef cooks the meal with the best ingredients and prepares the meal perfectly, so students will enjoy the meal, will learn how to cook and will be perfectly fed"* (IT145). Another respondent who suggested the same image stressed the role of the students more with the words: *"An English language teacher is like a cook (chef), because he or she gives all the basic and important information and strategies to the students, but the rest depends on students' skills and talents similar to the case of chefs "* (IT177).

7. Teacher As Learner

Learning

'Student', 'a learning partner, 'composer' were images suggested to reflect the image of 'the teacher as learner'. There was a suggestion that learning is a life-long process. The justification for the metaphor 'learning partner' was given with these words: *"Being a teacher doesn't mean we know everything. Sometimes we do learn from our*

students. There can be many things that we don't know and it's important to accept this fact. I think both teachers and students learn from each other" (IT93). This reminds us of the Social Reform perspective in Oxford et al.'s (1998) category where the metaphor 'learning partner' was used for teachers. Similar to the respondent's justification, is a quote from literature: "Sometimes the teacher is a student and the students are teachers in a dialogue through which all individuals can benefit" (Richard-Amato, 1988, as cited in Oxford. et al, 1998, p. 42).

8. Teacher As Initiator

Initiating

In addition to the 'learning' theme, another theme that emerged from the in-service metaphors was 'initiating'. It was represented by only one metaphor ('initiator'), but it expressed a very important aspect of teachers which was given in the literature with metaphors like "a snag in the river", "a bullfighter", "a shooting star" (De Guerrero & Villamil, 2002). In De Guerrero and Villamil's study, the teacher was depicted as a "transformative agent who can create challenge, bring about change, and procure opportunities for learning" (p. 107). In a similar vein, the respondent in the present study suggested the metaphor 'engine starter' to describe the role of the teacher and justified it with these words: *"Teacher is like an engine starter because if you can make the students start to learn English, they will keep going and learn English"* (IT66). This original metaphor which is unique to in-service teachers in the study invokes Socrates, who described himself as "the midwife of ideas" (Oxford et. al., 1998, p. 43).

9. Miscellaneous

A number of suggestions could not be located to any of the perspectives. These were: 'problem solver', 'athlete', 'waiter', 'tennis player', 'bullfighter without a spear', 'magician', 'mirror', and 'unique'. In the 'problem solver' metaphor, teacher was depicted as someone capable of dealing with problems. The justification of the 'athlete' metaphor reflected the idea of being part of a long process and was given with these words: *"Athletes have to have the skill and talent from birth and they have to train really hard in order to achieve their goals. They have to believe in their talents and skills first, and then they have to do all they can to achieve. I believe English teachers should be like this. They have to have teaching skills and if teaching English is a process like a marathon, the teacher as part of this marathon (i.e., athlete) has to work really hard and has to do his/her best to achieve his/her goals and to help the learners to achieve their goals"* (IT158). This explanation actually involves another image where teaching English is likened to a process like a marathon.

The 'waiter' metaphor reflects the idea that we have to serve students in the best way and make sure that they understand: *"We should find the way of teaching the course content. This is important because we have to be careful that they are interested in the lesson and make sure that they understand"* (IT181).

Three more metaphors with a similar idea (that is, dealing with difficulties) were 'teacher as tennis player', 'teacher as bullfighter without a spear', and 'magician'. The idea of being ready for problems or unexpected things was communicated with the 'tennis player' image: *"When a tennis player teaches how to play tennis, he*

teaches more than a set of rules, because you never know where the ball might come from" (IT8). Providing students with the convenient learning atmosphere was explained with the words: *"Sometimes we need a magic word to create the proper atmosphere to teach"* (IT57).

In the 'mirror' image, the ideas of mutual understanding and creating a learning atmosphere were emphasized with the words: *"A teacher is a mirror that the students see themselves when they look. The teacher has a great role in the classroom. Most of the time he/she is the communicator or leader of the classroom activities. The students should see the teacher as a part of the classroom and the teacher shouldn't be the only authority. Yet, the students should respect the teacher and other friends in the classroom"* (IT137).

Perhaps the suggestion (although it is not a metaphor) that places a special emphasis on the image of English language teachers was the word 'unique' with the explanation: *"I cannot suggest another occupation which reflects the image of English language teachers because English language teaching has some different difficulties and problems which any other occupation doesn't have and I can't compare teaching English with any other occupation"* (IT140).

4.3.2.3.2 In-Service Teachers' Self-generated Metaphors and Their Corresponding Philosophical Perspectives

The participants' self generated metaphors are viewed from the point of view of their correspondence with the philosophical perspectives on education outlined by Oxford et al. (1998). To do so, first a brief account regarding the metaphors suggested by the participants and the themes that these metaphors represent is given below. Then, the

philosophical perspectives these themes correspond to for in- service teachers will be

presented.

In response to the question which asked the respondents to suggest their own

metaphor which reflects the image of English language teachers, 99 metaphors were

produced. These metaphors fall into nine categories as shown in the Table 4.14.

Table 4.14. Emerging themes from in-service teachers' self-generated metaphors, their corresponding philosophical perspectives and exemplar metaphors

Philosophical Perspectives	Themes	Exemplar Metaphors
LCG (62)	role playing and representing multiple roles (34)	actor/actress, drama, theater player, many hats, timekeeper, referee, scriptwriter
	giving care (20)	mother/father, baby sitter, farmer, gardener
	coaching, giving guidance (8)	football coach
CT (14)	showing the way, giving guidance, training (14)	compass, tour guide, driving instructor, shepherd
SO (11)	giving shape (8)	sculptor, ceramic artist, horse trainer
	giving professional help (3)	doctor
SR (4)	being a student, life-long learning (3)	learning partner, student, composer
	initiating (1)	engine starter
Miscellaneous (8)	miscellaneous	(problem solver, athlete, tennis player, waiter, mirror)

LCG: Learner-Centered Growth   SO: Social Order
CT: Cultural Transmission   SR: Social Reform

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The metaphors that were produced the most (62) were grouped under the themes 'role playing' and 'representing multiple roles' (34), 'giving care' (20), 'coaching, giving guidance' (8) which represented teacher characteristics that correspond to the Learner-Centered Growth perspective. Following this perspective, we can see the Cultural Transmission perspective with 14 metaphors grouped under 'showing the way, giving guidance and training'. In the third rank, we can see the Social Order perspective with its 11 metaphors that were grouped under two themes 'giving shape' (8) and 'giving professional help' (3). The least favored perspective was the Social Reform perspective with only four metaphors under the themes 'being a student' (3) and 'initiating' (1).

Learner-Centered Growth Perspective

Themes: 'role playing, representing multiple roles', 'giving care' and 'coaching, training, giving guidance and advice'

The theme with the most frequently suggested metaphors was 'role playing and representing multiple roles'. As its name suggests, the theme had various suggested metaphors like: 'many hats', 'guardian', 'psychologist', 'manager', 'time keeper', 'referee', 'director', 'producer', 'scriptwriter', 'drummer', 'attractive flower', and 'beacon' to reflect the idea that teaching is a multifaceted process and teachers have to display different, unique characteristics and 'wear many hats'. The most frequent metaphor was that of 'actor/actress'. Two other metaphors were 'drama player' and 'theater player'. The respondent explanations generally emphasized attracting students' attention, meeting their interests, increasing student motivation and fascination, and making them energetic, busy and alert. The rationale was that students learn better when the teacher acts in front of them. The teacher attributes

mentioned by the respondents share a common concern, i.e., easing fears and anxiety among learners, which can be related to Krashen's affective filter.

The theme with the second most frequent metaphors was 'giving care'. The metaphor 'mother/father' could be seen in in-service teacher responses as well but with much less frequency when compared with the pre-service teachers. In addition to some other images like 'baby sitter', 'friend', 'farmer', there were original metaphors produced by in-service teachers. One of them was 'bus driver,' which communicated the idea of catering for all passengers on board, i.e., students.

The theme with the least frequent number of metaphors was that of 'coaching, giving guidance.' The metaphors 'soccer coach', 'football team coach', 'coach' had similar ideas like training, working towards a common target and scaffolding.

All of these three themes had characteristics like delegating, scaffolding, entertaining and facilitating which are enough to put them all under the Learner-Centered Growth perspective.

Social Order Perspective

Themes: 'giving shape' and 'giving professional help'

'Giving shape' had relatively more corresponding metaphors (i.e., 'sculptor', 'artist', 'commander' and 'horse trainer') than the theme 'giving professional help' exemplified by two metaphors, 'doctor' and 'good driver'. 'Giving shape' metaphors reflected the idea of helping students reach their target, shaping students' skills and knowledge. The student was also viewed as a material as in the response, *"A teacher looks like a sculptor. A sculptor's material is paste and a* teacher's material is the

students" (IT73). In some metaphors like 'horse trainer', there was no consideration of student needs and interests because students are constantly prepared for the race (i.e., exams) whereas in some (e.g. 'artist' metaphor), students' needs and their own contribution to the learning process were also thought about. One such response was: *"Teaching English should be creative; English should not be taught as just a set of rules. English teachers should start an art-piece and let students carry on with the work. That way students' learning will be more stable because it is their creation"* (IT101).

In 'giving professional help', two ideas surfaced. One was the trust relationship between the doctor (teacher) and the patient (student). The second was the ability to teach in all situations captured by the metaphor 'good driver' which was explained as *"A good teacher is like a good driver who can drive safely even under very negative circumstances. Obviously, a good driver can drive better, faster, etc. with improved conditions, but the important point is to proceed towards the destination even with a very old car, under a very bad weather condition, etc. without having any accident. The driver has analyzed his situation and is motivated and determined to drive accordingly and arrive safely. The teacher also should exactly do the same and be able to teach in every situation (including negative ones)"* (IT144).

Cultural Transmission

Theme: 'providing knowledge'

The images suggested under this theme were: 'compass', 'tour guide', 'tourist guide', 'driving instructor', 'chef', 'cook', 'shepherd', and 'counselor'. Among these, 'tour guide' which was the most frequently suggested metaphor emphasized guiding students in their learning journey with the teacher's 'compass' (i.e.,

knowledge). The metaphors in this category entail a view of teaching as a process of giving information or providing language input to learners. In general, the suggested metaphors "reflect an explicit adherence to a cognitive, information-processing view of teaching and learning an L2" (De Guerrero & Villamil, 2002, p. 107). Language is viewed mainly as a vehicle for the transmission of knowledge or ideas. This is reflected in the 'conduit' metaphor of language in the Cultural Transmission perspective (Lakoff & Johnson, 1980; Oxford et al, 1998; Reddy, 1993). Respondents who suggest metaphors belonging to this theme view the teacher as "some part or element of the process of conveying knowledge to the students, with language knowledge traveling from source to recipient" (De Guerrero & Villamil, 2000, p. 345).

Social Reform Perspective

Themes: 'learning', 'initiating'

The in-service participants generated only a few metaphors that correspond to the Social Reform perspective. Two themes emerged from the in-service teachers' responses: 'being a student' (reflected in the metaphor 'learning partner') and 'initiating' (reflected in the metaphor 'engine starter'). The justifications for 'learning partner' showed similarities with the ones given by the pre-service teachers. In both pre-service and in-service teachers' justifications we can see parallels with Freire's (1970) suggestion that "education is a partnership between the learner and the teacher" (Oxford et al, 1998, p. 42).

Unique to the in-service teachers was the metaphor 'engine starter' where the teacher was perceived as a challenger or agent of change who makes a difference in students' lives by firing the light of learning in them. This fits the Social Reform paradigm

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very well because there too, the teacher's role is to promote the development of a more democratic society and the purpose of education is to help develop learners' powers to the full. The 'engine starter' metaphor is particularly very interesting and meaningful as it resonates an important quote by Socrates "Education is the kindling of a flame, not the filling of a vessel" (www.TeachersMind.com).

Others

Some metaphors could not be placed into any educational paradigm and were given as miscellaneous. These were: 'tennis player', 'athlete', 'waiter', 'problem solver', 'bullfighter without a spear', 'magician', 'unique' and 'mirror.'

4.4 Comparison of Pre-service Teachers' and In-service Teachers' Cognitions

Before presenting the overview of the findings and comparing both groups of teachers' cognitions as regards teaching English and the role of English language teachers, it would be useful to recap the three research questions of the study previously given in Chapters 1 and 3.

Research question 1 aimed at determining pre-service and in-service teachers' cognitions about 'teaching English' and 'the role of English language teachers'. The goal of research question 2 was to investigate to what extent the cognitions of pre-service teachers and in- service teachers match as regards 'teaching English' and 'the role of English language teachers'. Research question 3 inquired about how these cognitions are evaluated within the framework of Oxford et al.'s (1998) typology of educational philosophies.

The answers to the research questions provide a bird's eye-view of the research as they form a summary of all the results. The results along with their possible interpretations will be presented in the following order:

i) similes regarding 'teaching English' and 'the role of English language teachers' (provided in the questionnaire);

ii) picture metaphors regarding 'the role of English language teachers' (provided in the questionnaire);

iii) metaphors/similes generated by the participants regarding 'the role of English language teachers'.

i) Selection of Similes ('Teaching English' and 'Teacher of English') and their Corresponding Perspectives

The table below indicates the percentages of 'teaching English' similes with their corresponding philosophy by both groups of participants (pre- and in-service teachers).

Similies for 'Teaching English'

Table 4.15. Valid percentages of teaching English similes selected by pre-service and in-service teacher participants

	Corresponding philosophy	Valid%	Valid%
Teaching English is like		**Pre-service**	**In-service**
programming a computer	SO	15.7	10.8
driving a car	CT	38.1	21.1
swimming against the current	LCG	32.7	51.5
being married	SR	13.5	16.5
CT: Cultural Transmission	SO: Social Order		
LCG:Learner-Centered Growth	SR: Social Reform		

Teaching English similes chosen by both groups can be said to represent a striking contrast between 'illusion' versus 'reality'. It is very interesting to observe that pre-service teachers' first teaching English simile was 'driving a car' which can be

interpreted as a set of procedures that can be practiced once they are learned. This view can be named an 'illusion' because it is not actually the case in real life. In-service teachers' favorite simile, on the other hand, was 'swimming against the current', which has the connotations of the difficulties involved in teaching and the challenges that teachers face in their jobs, and thus is more close to reality.

Although both groups of teachers' ordering of the metaphors was different, it could be noticed that their respective primary and secondary metaphor choices were the same ('driving a car' and 'swimming against the current') (see Table 4.15). This shows that both groups embraced two philosophical perspectives namely, Cultural-Transmission and Learner-Centered Growth. We can view these results in terms of Oxford et al.'s (1998) typology as in the table below.

Table 4.16. Perspectives on teaching English

Pre-service Teachers	In-service Teachers
Cultural Transmission	Learner-Centered Growth
Learner-Centered Growth	Cultural Transmission
Social Order	Social Reform
Social Reform	Social Order

Similies for 'Teacher of English'

The results on the role of an English teacher are tabulated below.

Table 4.17. Valid percentages of teacher of English similes selected by pre-service and in-service teacher participants

	Corresponding philosophy	Valid%	Valid%
An English teacher is like		Pre-service	In-service
a manufacturer	SO	16.2	7.3
a conduit	CT	11.3	6.8
a scaffolder	LCG	30.2	27.7
a learning partner	SR	42.3	58.1

Both pre-service teachers and in-service teachers primarily thought that 'English teacher is like a learning partner'. Thus, they thought of teacher in the framework of 'Social Reform'. Secondly, they saw English teachers as a scaffolder, giving help to learners when necessary. By choosing 'teacher is like a scaffolder', they reflected the 'Learner-Centered Growth' philosophy. Thirdly, they assumed the role of a manufacturer, thereby reflecting 'Social Order' philosophy. Finally, they thought of English teachers as a conduit which represents 'Cultural Transmission' philosophy. We can view these results in terms of Oxford et al.'s (1998) educational philosophy perspectives as in the table below.

Table 4.18. Perspectives on teacher of English

Pre-service Teachers	In-service Teachers
Social Reform	Social Reform
Learner-Centered Growth	Learner-Centered Growth
Social Order	Social Order
Cultural Transmission	Cultural Transmission

Pre-service and in-service teachers' order of 'teacher of English' similes and therefore their respective perspectives show 100% agreement. This sameness is outstandingly interesting and worthy of attention, because it may mean that both groups of teachers have approved and owned the new approaches in the teaching/learning where teacher is mostly considered a learning partner who takes part in the teaching/learning process.

Both groups of teachers primarily thought of the teacher in the 'Social Reform' perspective which prioritizes shared teacher-student control and focuses on encouraging multiple viewpoints in community of learners. This may be linked to the general political atmosphere. In other words, both groups of teachers may have been affected by the prevailing postmodernist ideologies of the 21st century which place

emphasis on multiple viewpoints, shared teacher-student control, and focus on the learner and view teachers and students as co-producers of information and knowledge. On the other hand, it is meaningful that the least favored educational perspective by both groups was the 'Cultural Transmission' perspective which prioritizes teacher control. This perspective represented the traditionally accepted role for teachers with its focus on one-way information-giving.

In short, considering the rankings from Oxford et al.'s (1998) typology, it can be seen that for both groups of teachers (pre-service and in-service), the primary perception of teacher role is that of Social Reform which emphasizes shared teacher and student control and focuses on encouraging multiple viewpoints in community of learners. Cultural Transmission, on the other hand, which has been the traditionally accepted role for teachers with its focus on one-way information-giving for ages was the least favored role for teachers in the present study.

ii) Selection of pictorial metaphors and their corresponding perspectives

When the results on teacher roles by means of the picture metaphors are considered (see Table 4.19 and Figure 4.1), it can be seen that the most favored roles for pre-service teachers were 'conductor', 'shopkeeper', and 'animal trainer', and for in-service teachers, they were 'entertainer', 'conductor' and 'puppeteer'. As for the least favored roles, they were 'animal keeper' and 'judge' for both parties.

Table 4.19. Rank order of picture metaphors chosen by both groups of teachers

	Pre-service teachers	In-service teachers
1	Conductor	Entertainer
2	Shopkeeper	Conductor
3	Animal trainer	Puppeteer
4	Entertainer	Animal trainer
5	Puppeteer	Shopkeeper
6	Animal keeper	Animal keeper
7	Judge	Judge

As for the results of teacher roles selected by both groups of teachers from among 7 picture metaphors, we can see similarities as well as differences. The primary choices of both groups of teachers are different but the last choice is the same (i.e., 'judge').
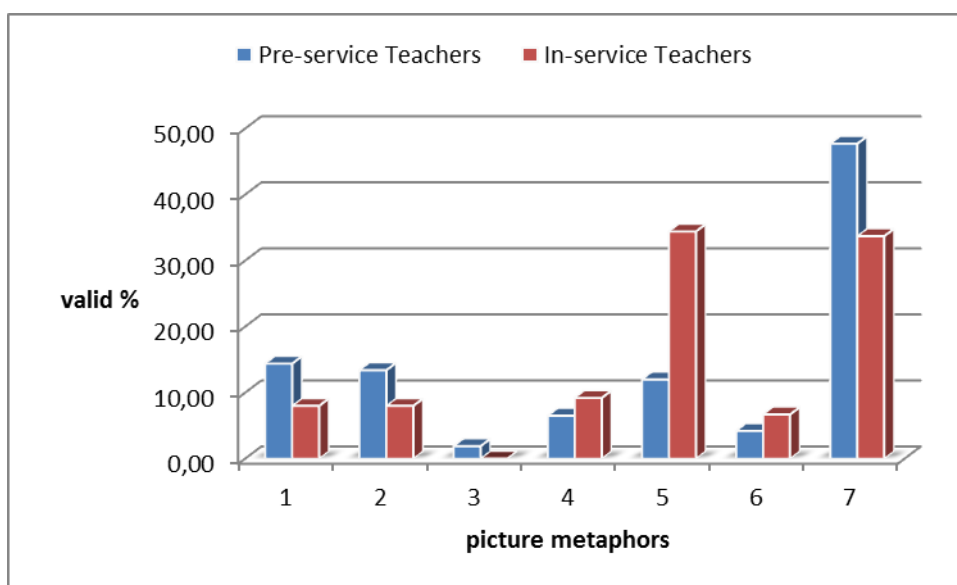
Figure 4.1. Comparison of picture metaphors selected by both groups

Shopkeeper: 1   Animal Trainer: 2   Judge: 3   Puppeteer: 4
Entertainer: 5   Animal Keeper: 6   Conductor: 7

As can be seen from the table (Table 4.19) and the figure (Figure 4.1) above, while pre-service teachers chose 'conductor' as the primary metaphor that represents best English language teachers' role in teaching English, in-service teachers chose the 'entertainer' metaphor, a metaphor that received relatively little attention from the pre-service teachers. The difference in perception may be due to the experience of both groups. We can liken pre-service teachers' and in-service teachers' perceptions to a comparison of 'the artificial' versus 'the natural'. In-service teachers are in an environment where they may see themselves more of an entertainer because they

may need to keep the attention of students who are between 12-18 years of age. When teaching to this group of teenagers, teachers need to create a stimulating environment to keep their interest levels high. On the other hand, pre-service teachers do not have first-hand experience of teaching a real class with learners who easily get bored or need attention. The only experience they have in teaching is limited to the micro-teaching sessions in their methodology classes, which can be regarded as quite a superficial experience. It is superficial because the students they teach are their classmates who usually act as the best learners on earth and do not make life difficult for their peers. This can be viewed as a reason why they did not see the image 'entertainer' as the English teacher's primary role.

'Entertainer' metaphor's being the top metaphor of in-service teachers may be interpreted positively as well as negatively. Looking at the bright side of the issue, we can say that the teachers gave positive reasons for the entertainer metaphor such as 'showing that English is fun', 'optimizing student learning', 'creating an environment that is conducive to learning', 'motivating students and making them enjoy the lesson', 'acting and performing', 'creating a warm atmosphere', 'enthusiasm and enjoyment of learners'. All these reasons point to the humanistic aspects of teaching and the need to consider learners' affective characteristics. Therefore, it can be concluded that the entertainer metaphor fits into the 'Learner-centered Growth' perspective in Oxford et al.'s (1998) classification. If we look at the issue with a critical eye, however, we can interpret that these practicing teachers may think what they do is futile so they prefer to entertain their students, rather than to challenge them. In fact, the content of the current methodology coursebooks involves issues like 'how to take and keep students' attention' and thus promotes the

importance of lowering anxiety level. What is particularly interesting is that pre-service teachers who follow such coursebooks in their methodology classes have preferred the 'conductor' metaphor as their primary metaphor, and placed the 'entertainer' metaphor as their 4th metaphor choice (among the seven metaphors).

An interesting point is the placement of the metaphor 'conductor' as either the primary choice (among pre-service teachers) or the secondary choice (among in-service teachers). This metaphor is the top metaphor choice in both groups of teachers and can thus be regarded as the common denominator of both groups of teachers.

The 'conductor' metaphor is the top metaphor of pre-service teachers. This metaphor represents a teacher who determines the nature of performances and sets the format and tone of the outcome, being responsible for the learners individually and as a group. Such a teacher needs to be a very good organizer and cater for all the learners with varying needs, interests, abilities and learning styles. The conductor metaphor corresponds to the 'Social Order' perspective in Oxford et al.'s (1998) typology. To recap on the top metaphor choices and their corresponding philosophical perspectives, while the top metaphor of in-service teachers is the 'Entertainer' metaphor which fits into the 'Learner-centered Growth' perspective in Oxford et al.'s (1998) classification, the top metaphor of pre-service teachers is the 'conductor' metaphor which corresponds to the 'Social Order' perspective in Oxford et al.'s (1998) typology. This difference among both groups of teachers may be attributed to their experience. In-service teachers are face-to-face with the necessity of

entertaining their students for effective teaching/learning to take place in their classes whereas pre-service teachers have not experienced this reality yet.

The striking similarity between the two groups is that the metaphor 'judge' received the lowest rank among the metaphors by both the pre-service and in-service teachers. This joint rejection of the role of the teacher as 'judge' may be interpreted as teachers' not wanting to view English teachers as the authority figures in class. We can say that the two groups of teachers agree on what they do not want to be. Teachers may not have opted for that metaphor as it may imply restriction that does not go well with dealing with teenagers (the target group of students for both the pre- and in-service teachers). A further comment can be made about teachers' not choosing the judge metaphor. Although the terms authoritative and judge are not very far away from the Turkish educational culture, the metaphor 'judge' is not chosen. We can deduce that both pre- and in-service teachers no longer wish to prioritize this role for teachers. Either from their own experiences or from those of others they listened to, they might have concluded that this role is not a good role for teachers. By not choosing this role, they might have decided not to reflect the bad psychological effects caused by this role on the new generation.

Detailed Justifications of Both Groups of Teachers on Their Choice of Picture Metaphors in Relation to the Four Philosophical Perspectives

Both groups of participating teachers have chosen one picture metaphor from among the seven metaphors that they thought best represents the role of English language teachers. While choosing their favorite representative picture metaphors, they also provided their reasons for their choices. The justifications are as much important, if not more, as the options themselves. Below are the most frequent representative

metaphors opted for each of the picture metaphors together with their reasons. The quotes to exemplify the given reasons will be labeled with the acronym PT, standing for 'Pre-service Teachers' followed by a number (1-226) to indicate the individual respondent. The quotes to exemplify the given reasons will also be labeled with the acronym IT, standing for 'In-service Teacher' followed by a number (1-197) to indicate the individual respondent. The justifications are given starting with the most frequently opted ones and finishing with the ones least frequently chosen. It is possible to group the findings for both groups of teachers under three headings as: a) primary and secondary choices, b) roles in middle rank, and c) the least favored roles (as shown in Table 4.20). After presenting the justifications of both groups of teachers on their choice of picture metaphors, the choices will be interpreted in the light of the four philosophical perspectives.

Table 4.20. Pre-service and in-service teachers' choices

A Primary & secondary role choices	B Middle rank role choices	C The least favored role choices
conductor entertainer shopkeeper	animal trainer puppeteer	judge animal keeper

A) Conductor, Entertainer, Shopkeeper: Primary and Secondary Roles (the first two choices of both groups of teachers)

When the first two choices of roles are considered, the image of the conductor (first rank for pre-service teachers, second rank for in-service teachers) can be observed as the only common picture metaphor perceived by the pre-service and in-service teachers. On the basis of their current perceptions of their roles, pre-service teachers distinguished two picture metaphors, 'conductor' as primary and 'shopkeeper' as secondary. In-service teachers favored 'entertainer' as primary, and 'conductor' as

secondary. Therefore, 'conductor' emerged as the common favored role that both groups of teachers perceived for English language teachers. The least favored metaphor was 'judge'. This resemblance can be interpreted as a common ground between both groups (i.e., pre-service teachers and in-service teachers) for an effective teaching/learning perspective.

The 'conductor' metaphor represents a teacher who determines the nature of performances and sets the format and tone of the outcome, being responsible for both the group and individuals in it. This definition actually draws a mental image of a very active teacher type who has to plan everything carefully in advance to conduct a lesson in which all students with varying needs, interests, abilities and learning styles can display their potential abilities successfully and in harmony. This metaphor corresponds to the 'Social Order' perspective in Oxford et al.'s (1998) typology because the image of 'conductor' reflects the teacher's power and capacity to control the students' behaviour (Oxford et al., 1998, p. 21).

Teachers' desire for being in complete control in class can be explained by the Atlas Complex, as coined by Finkel and Monk in regard to teachers (Lee & VanPatten, 2003). Atlas Complex describes the typical classroom roles of teacher as the "transmitter and verifier of information while learners assume the role of knowledge recipient" (Lee & VanPatten, 2003, p. 22).

The picture metaphor 'entertainer' (4th rank for pre-service teachers, and the most popular role for in-service teachers) represents the humanistic aspect of teaching, emphasizing the need to take into account the affective characteristics of learners to

increase their motivation level in class. According to this view, when students enjoy their lessons, their learning will be easier and more effective. This metaphor fits into the 'Learner-Centered Growth' perspective in Oxford et al.'s (1998) classification. The participating teachers who have chosen 'entertainer' role expressed openly that they felt the need to attract students' attention and help them learn the language in an enjoyable way. It appears that in-service teachers opted for this metaphor as their primary role metaphor because they not only observe but also live first-hand the difficulties of attracting students' attention in the class. To deal with this unfavorable situation, they assume the entertainer role so that their students would be eager to learn.

'Shopkeeper' (the second most popular image for pre-service teachers, the fifth rank for in-service teachers) represents a teacher type who has all knowledge and skills that students may need at their disposal. Students should show every effort with a high motivation to learn from the teacher. This role is not in contradiction with the previous role (i.e., 'conductor') in the sense that the role relationship between teacher and student is kept the same. In other words, student's determination and responsibility are emphasized in benefiting from what the teacher offers to him/her. The corresponding category for the 'shopkeeper' image in Oxford et al. (1998) is 'Learner-Centered Growth' because according to this philosophical perspective, "student interests replace discipline as the central focus of schooling" (p. 27). 'Shopkeeper' metaphor can also fit into the Cultural-Transmission category because metaphors in this category "tend to represent education as a one-way flow of information, skills and values from the teacher as expert to learners as empty receptacles" (Oxford et al., 1998, p. 24).

B) Animal Trainer, Puppeteer: Roles in Middle Rank

'Animal trainer' image (third rank for pre-service teachers, fourth rank for in-service teachers) falls into the 'Social Order' category in Oxford et al.'s (1998) typology of metaphors. It represents the behaviorist approach in which learning is viewed as habit formation through repetition and mechanical drills without considering much students' individual differences and preferences. In-service teachers did not place 'animal trainer' in their first three choices. This may be due to their realization, via first-hand experience, that 'animal trainer' role is not very appropriate. It was the pre-service teachers who identified an English language teacher's role as 'animal trainer' as their third most popular choice. Although they should be aware of the teaching approach prioritized by their teacher education program (i.e., the learner-centered approach), they either consciously or unconsciously prefer to own this 'animal trainer' role, which is based on the principle of behaviorism. This may point out the importance and prevalence of what Lortie (1975) calls 'apprenticeship of observation' whose impact on pre-service teachers' memory as a suitable teacher role may be long-lasting. It was observed that 'giving necessary information' also involved 'shaping the students'. Therefore, in addition to receiving information, students are reported to be shaped by teachers in some of the justifications of this metaphor.

'Puppeteer' (fifth rank for pre-service teachers, third rank for in-service teachers) implies the passivity of the puppets (learners) and the authority of the teacher and thus fits into the 'Social Order' category. Pre-service teachers did not opt for this role in their first three choices. Their justifications show that they do not want to see themselves as the authority and the students as passive. Being an authority figure was

the frequently given justification for the puppeteer metaphor. The teacher was seen as an authority figure who 'controls everything in his area'.

However, in-service teachers placed the metaphor 'puppeteer' as the suitable role for English language teachers among their first three choices. When asked what made them think so, it became clear that unlike the pre-service teachers, they perceived this metaphor positively. This detail shows us that considering the respondents' justifications is of paramount importance as it can significantly change the category to which we assign the metaphor.

C) Judge, Animal Keeper: The Least Favored Roles by Both Groups

When we look at the rest of the preference lists of two parties (i.e., pre-service teachers and in-service teachers), we observe some similarities in their perceptions. The majority of the teachers in the study tended to reject picture metaphors that projected notions of control and judgments. For example, pre-service teachers chose 'judge' as their last role and no in-service teacher opted for the judge metaphor. This may show that they do not want to see themselves as the authority and the students as passive.

Also, another similarity between both groups is their choice of 'animal keeper' as one of the least favored roles. This metaphor involves nurturing, loving, care-giving characteristics which correspond to the Learner-Centered Growth perspective. The findings showed that they reject acting in the role of caregivers. This is interesting because although they placed this image to lower levels in the picture metaphor choice, they attributed a lot of importance to care, looking after, love, and motivation

in their self-suggested metaphors ('baby sitter', 'kindergarten teacher', 'gardener', 'flower keeper', 'farmer', 'mother/father', 'sister/brother', 'supervisor').

The explanation for this seeming contradiction can be related to the use of the picture metaphor 'animal keeper'. They might have felt it is not appropriate to own this metaphor as their role. Yet, participants seem to be aware of the significance of affective or emotional factors in learning a new language as put forward by Krashen's (1987) Affective Filter Hypothesis. Krashen (1987) points to the importance of motivation, self-confidence and anxiety and deduces that

> ...our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter (*...)* The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation. (p. 32)

In summary, the overall picture that emerges after the analysis of metaphors (both visual and verbal) indicates that the elicited conceptualizations of pre-service teachers and in-service teachers represent either teacher-centered (Social Order and Cultural Transmission), or student-centered (Learner-Centered Growth and Social Reform) thinking. In both groups student-centered thinking weighed more than the teacher-centered thinking. The tendency among in-service teachers for student-centered thinking was 73% whereas it was 64% among pre-service teachers. As for the self-suggested metaphors, most of them are found to be, to a great extent, conventional notions about what it is to be a teacher. Actually, this similarity is not surprising when the universal characteristics of teaching-learning processes are taken into consideration. Yet, there were many distinct metaphors as well. As argued by Oxford et al. (1998), this shows "the multidimensionality of the learning process - the complex of social philosophies and psychological theories that underlie the aims

and methods of teaching" (p.45). Oxford et al. (1998) further note that "no single orientation captures this matrix" and that both teachers and learners are influenced by each of the perspectives (p. 45). Oxford et al. (1998) liken the teacher to a "ball pulled by four different springs" since they are often forced to 'meet the needs of society', initiate learners into achievements of the culture, foster the innate potentials of the learners and democratically address multicultural perspectives while attempting to construct a better world" (p. 45).

iii) Review of the Thematic Classification of Both Groups' Self-suggested Metaphors for Teacher and Their Corresponding Philosophical Perspectives

In addition to providing participants with verbal and pictorial metaphorical images of teaching English and teacher of English and asking them to select from among these choices, participants were also asked to produce their own metaphors for teaching English and teacher of English. The self-suggested metaphors contained traditional as well as different and unique notions of the role of a teacher. This variety of responses adds to the richness of the study. The findings suggest that many different metaphors are needed to represent teaching fully and two main reasons can be given for this need. First, no single metaphor can best capture all of the complexities of teaching. Second, multitude of metaphors is used because "… metaphors are selective. They represent a part but not the whole, of the phenomena they describe" (Weade & Ernst, 1990, p. 133 as cited in Saban et al., 2007, p. 134). Therefore, use of plenty of metaphors helps us see a phenomenon from different theoretical perspectives. For example, teaching can be metaphorically described as 'transmission of knowledge', but it can also be viewed as 'shaping students into a prescribed mold or facilitation of student learning and understanding. The wide spectrum of metaphorical images in the present study (264 in number) reveals multiple realities

of 'teacher'. Use of multiple metaphors for the teacher is not unique to the current study but is also available in numerous studies (to quote a few, Black & Halliwell, 2000; Chen, 2003; Fenwick, 2000; Hagstrom et al., 2000; Hoban, 2000; Minchew, 2001; Wallace, 2001; Yung, 2001).

The multiplicity of metaphors in the present study also reflects the richness of the actors in the teaching/learning process. The diverse metaphors generated by the participants included images of human beings (writer, researcher, traffic police, driving instructor, psychologist, life guard, mother/father, juggler, lawyer), animate objects (tree trunk, angel, rose, water, hedgehog, chameleon), as well as inanimate objects (clock, pen/pencil, book, airport, ladder, mosque, library, candle, projector, torch). This diversity of metaphors proved to be very useful in explicating the complex and interrelated roles teachers play. Similarities could be observed between these images and the images produced in other educational contexts. To give a few examples, teacher as parent, teacher as nurturer, teacher as provider of knowledge, and teacher as a learner (Balcı, 1999; De Guerroro & Villamil, 2000, 2002; De Leon-Carillo, 2007; Nikitina & Furuoka, 2008; Provenzo et al., 1989; Özar, 1999; Swales, 1994).

The most predominant two metaphors in the present study were the teacher as 'mother/father' (among the pre-service teachers) and the teacher as 'actor/actress' (among the in-service teachers). The pre-service teachers' prioritizing the 'mother/father' metaphor reveals that 'caring' was considered to be significant by the pre-service teachers. The majority of the in-service teachers perceived teachers of English as people who can act differently depending on the context to teach English

better. Although there is no 'actor/actress' metaphor in the Oxford et al.'s typology, we can easily place it under the Learner-Centered Growth perspective as it involves the entertainer aspect of the teacher as described in Oxford et al.'s study. It should be noted here that placing different metaphors in Oxford et al.'s typology has become possible only after analyzing the justifications of the participants. This shows us that just looking at a metaphor is not enough to locate it to any philosophical category. First, we need to understand what is meant by it. The 'teacher as entertainer' is described as someone who "often helps break down affective barriers that prevent communication on the part of the students" by using "acting and surprise as part of instruction" (Oxford et al.'s, 1998, p. 37). The predominance of this image is unique to the present study. By adopting this role in their language classrooms, teachers aim to uncover the learners' "innate potential for linguistic expressiveness" (p. 37).

Perception of the teacher as 'conduit', that is, the holder and provider of knowledge was also recurrent in the study. Pre-service teachers generated more metaphors that correspond to this perspective (such as 'examiner', 'controller', 'worker at a construction', 'worker who works on a contract', 'sea', 'mosque', 'library' ' main candle', 'candle', 'projector', and 'sun') than in-service teachers. The role of the English teacher suggested in these images is the agent of control in the classroom.

'Teacher as nurturer' was another frequently suggested image. This reveals that participating teachers perceived English language teachers as caring individuals who transmit knowledge in a comfortable and secure atmosphere. This metaphor is also indicative of acceptance of learners' emotional needs and appreciation of a warm and pleasant language classroom.

The qualitative analysis of the metaphors generated by the participants in the present study showed that the participating teachers (pre-service and in-service) generally had positive perceptions of English language teachers. Only two images contained both negative and positive descriptions of the teacher. One of them compared the teacher to a 'hedgehog' that should keep the right distance between him/herself and his/her babies *and "should be neither too close to them nor too far away from them"* (PT86). The other suggested image was with the following justification: *"Teacher is like a rose. It is the most beautiful and the one that smells the most beautifully among flowers. But rose has pricks and we should know how to hold it so as not to be hurt by its pricks. We have a saying [in Turkish], if you love roses, you should learn to bear with its prick, i.e., student loves his/her teacher, is sometimes hurt but always loves him/her and knows his/her value and appreciates him/her"* (PT49). Both of these images point out that teacher-learner relationship needs to be managed carefully.

The results of the content analysis showed that almost all of the metaphors generated by the participants corresponded to all of the four educational paradigms outlined by Oxford et al. (1998). Thus, the Social Order, Cultural Transmission, Learner-Centered Growth, and Social Reform perspectives were all present in the participating teachers' self-suggested metaphors. Yet, there was a number of metaphors that did not fit into the paradigms and these were put under the 'miscellaneous' category.

All in all, the study attempted to focus on the reflections of the participating teachers about teaching English and the role of English teacher. To do this, the picture

metaphors as well as the many fascinating metaphors and similies generated by the participants themselves were organized around the four perspectives of Social Order, Cultural Transmission, Learner-Centered Growth and Social Reform in a thematic order.

Emerging Themes

In order to have a bird's eye-view, metaphors were clustered into themes which were then classified into Oxford et al.'s educational perspectives. The themes that emerged from the self-suggested metaphors of both groups of teachers were very similar and can be listed as: 'role playing, adapting to context, representing multiple roles', 'giving care', 'coaching, giving guidance and advice' (all correspond to the Learner-centered growth and also reflect the postmodern view of the teacher as the coach or facilitator); 'giving shape' and 'providing professional help' (Social Order perspective); 'giving knowledge and light' and 'checking students' understanding' (Cultural Transmission); 'learning' and 'initiating' (Social Reform).

Considering what is common in both groups, we can observe common themes out of the emerging themes. These were: 'role playing, and adapting to context', 'giving care', 'giving guidance/advice', 'giving professional help', 'giving shape', 'providing knowledge', and 'learning'. When looked closely, it can be seen that all of the four philosophical perspectives surfaced in the emerging themes and were common to both groups of teachers. For example, 'giving professional help' and 'giving shape' fit into the Social Order perspective. Cultural Transmission perspective includes 'giving knowledge and light'. 'Giving care and looking after', 'giving advice' and 'acting roles' correspond to Learner-Centered Growth. 'Learning and being a student', on the other hand, correspond to the Social Reform perspective.

Although there are some clichés in this study such as 'teachers as people who give shape to students' and 'teacher as the information giver', there are also some interesting results regarding the most favored roles such as 'entertainer' and 'role playing.' Both groups of participating teachers emphasized the entertainer role by choosing the picture metaphor entertainer. This emphasis can be attributed to the significance of affective or emotional factors in learning a new language, a perspective put forward earlier by many researchers such as Krashen, 1987; Moskowitz, 1978; Oxford, 1996; Schumann, 1999; and Stevick, 1999. Also, it can be a result of constructivist and learner-centered trends. Today, teaching is given in an interactive way. Delivering the lesson in an entertaining way is related to learning it easily. This brings to mind the idea that this may be related to imperialistic nature of English language teaching. For more people to learn English, teaching and learning it should be advertised in a way that is positive. Giving the image that learning English is fun and easy to learn makes it possible to be more accessible to a wider population. Therefore, the findings of this study can be interpreted in line with this current understanding because the participating teachers, both pre- and in-service teachers evaluate the role of the English teacher predominantly as that of entertaining.

Results of studies carried out in ESL and EFL contexts are not disconnected from one another. Roles such as 'co-operative leader', 'provider of knowledge', and 'nurturer' can be seen in studies carried out in both settings. We can deduce that certain roles are universal and probably imposed onto teachers through coursebooks on teaching methodology which stress the idea of entertaining learners and imply

that teachers should assume this role while teaching. When learning English language is assumed to be entertaining and fun, it is likely that more people will try to learn it. The findings of the present study suggest that there are major cross-cultural similarities in teachers' conceptualizations of teaching English and English teacher. A comparison of the findings with those of De Guerrero and Villamil (2002), Oxford et al. (1998), and Saban, Koçbeker and Saban (2007) reveals many similarities as regards the major metaphorical viewpoints that have shaped educational thought through the centuries. These similarities regard the role of the teacher as an agent for (a) *social order* (e.g., teacher as carpenter, manufacturer, engineer, tailor, doctor, sculptor, ceramic artist, horse trainer, commander), perceiving the teacher as a social engineer who molds students for the needs of society; (b) *cultural transmission* (e.g., teacher as candle, mosque, library, projector, sun, torch, compass, tour/tourist guide, driving instructor, shepherd), viewing the teacher as a gatekeeper who transmits to the students the cultural heritage of the society; (c) *learner-centered growth* (e.g., teacher as mother/father, flower keeper, gardener, farmer, football coach, film director, actor/actress), regarding the teacher as a facilitator of personal growth and emotional development; and (d) *social reform* (e.g., teacher as learning partner, learner, engine starter), visualizing the teacher as a social reformer whose main role is to facilitate the creation of an autonomous individual in a democratic community. Knowing that more research is needed to make generalizations, we can still deduce to a certain extent that there is a universal conceptualization of 'teaching English' and 'English language teacher'.

Chapter 5

CONCLUSION

5.1 Presentation

This section gives an overview of the research and presents a summary of the discussion of results on teacher cognitions of teaching and teachers. The results are presented and interpreted in line with the research questions of the study. This is followed by implications and suggestions for further research.

5.2 Summary of Results

Teachers have always been at the heart of education. As indispensable resources, they have a well-served place in the history of human civilization. They existed long before there were schools as we know them today. Therefore, teachers have been and will continue to be the focus of many researches. This study is one of such researches. The readings about research in teaching, teachers' perceptions and roles (especially Ben-Peretz et al., 2003, De Guerrero & Villamil, 2000, and Oxford et al., 1998), sparked the researcher's interest and enthusiasm in carrying out the study. What makes this study unique is its being the first study of its kind in the research context asking teachers' (both pre-service teachers and in-service teachers) conceptualizations of English language teaching and the role of English language teachers. It aims 'to hold a mirror' to the teachers themselves by asking them to give

their perceptions about who they are, and what they do, i.e., teachers and teaching. This 'holding a mirror' may be seen as a significant activity that raises one's awareness and thus self-reflection. As Zeichner and Liston (1987) emphasize, "self-awareness is an important element in a reflective teacher" (p. 23). The promotion of reflectivity enables teachers to discover themselves as teachers by developing their own self-image, which is part of self-growth. Korthagen (2004) highlights that reflection helps develop teachers' self-concept and self-awareness, and therefore, their professional identity. In postmodernism, truth is relative, not universal and it is replaced with words like "perspectives, constructs, or points of view" (http://cmods.org/Units/Unit1/ Cmod2PostmodernismInEducation.pdf). Therefore, in this study this postmodern idea has been practiced in the data collection by exploring teachers' points of view and perspectives.

The study explored cognitions of English language teachers (both pre-service and in-service) about English language teaching and the role of English language teachers. To realize this aim, it explored both parties' perceptions through the help of metaphorical images (verbal and pictorial) provided in the data collection tool. As part of the survey, the participants were also asked to generate their own metaphors for the concept of 'the teacher.' The qualitative analysis of pre- and in-service teachers' self-generated metaphors to describe the role of an English teacher revealed a parallelism among the themes that emerged such as role playing, giving care, giving guidance/advice, showing the way, giving knowledge and light, giving shape, providing professional help and being a learning partner. They emerged after a careful analysis of the content of the rich and multiple metaphorical images generated by both participating groups of teachers. In order to make sense of these

emerging themes and view a broader picture of the findings, Table 4.7 and Table 4.14 can be seen. In the tables, it is possible to see exemplar metaphors out of which themes were developed as well as the philosophical perspectives with which these themes were associated. A full list of suggested metaphors, and their associated themes and educational philosophies can be viewed in Appendices J and K. Overall, the findings of the study show a thematic consistency among the metaphors used by both groups of participants in describing the role of English language teachers.

A general evaluation of the themes indicates that both groups of participants hold positive attitudes toward the image of the teacher. On the whole, it is apparent from the results that pre- and in-service teachers of English may be characterized by a certain degree of shared values and role perceptions, which can be considered to be one indicator of having a shared vision. As can be seen from the tables, the Learner-Centered Growth perspective was the most favored philosophy among pre-service and in-service teachers. Out of the three themes belonging to this category ('giving care', 'coaching', and 'role playing'), 'giving care' was the theme with the most frequently suggested images (the predominant metaphor being the 'mother/father' metaphor) among the pre-service teachers and 'playing different roles' was the theme with the most frequently suggested images (the predominant metaphor being the 'actor/actress' metaphor) among the in-service teachers. Pre-service teachers' predominant 'mother/father' metaphor reveals that 'caring' was considered to be very important by pre-service teachers. In-service teachers' most frequently suggested metaphor 'actor/actress' signifies that acting, keeping the context in mind , as well as entertaining were considered to be significant by in-service teachers. The priority of the Learner-Centered Growth perspective implies that both pre-service

teachers and in-service teachers value the roles of 'giving emotional support and advice', 'creating self-direction and self-expression', 'attracting students' attention to assist them in learning the language in an enjoyable way'. Learner-Centered Growth represents the humanistic aspect of teaching, emphasizing the need to take into account the affective characteristics of learners to increase their motivation level in class. According to this view, when students enjoy their lessons, their learning will be easier and more effective. It can be argued that both the pre-service and the in-service teachers of English hold onto learner-centered paradigm more than the teacher-centered paradigm, which dominated the field of education for most of the past century (Holt-Reynolds, 2000).

In learner-centered classroom, not just transfer of knowledge but also construction of knowledge takes place. As Brown (2009) points out, in such classrooms "students construct their learning by working collaboratively in study groups to solve authentic problems and to critique, defend, or explore alternative points of view" (p. 53). This view should be the main idea behind the current teaching methodologies adopted by the pre-service education programs and the in-service teacher training seminars. That is, they should reflect postmodern views of education in general since constructivism is the main underlying learning theory in postmodern education. Postmodern pedagogy makes it necessary to change from "a teaching to a learning centered environment" (Taylor, 2009, p. 8). As stated by Brown (2009), "learning-centered classrooms place students at the center of classroom organization and respect their learning needs, strategies, and styles" (p. 49). In such classrooms, students work individually or in pairs and small groups. The teacher-centered approach is associated with the transmission of knowledge and "places control for learning in the

hands of the teacher" (Brown, 2009, p. 50). When we go back to the findings of the study, learner-centered paradigm appears to be supported by both groups of teachers. This may be due to the recent reforms in teacher training systems in North Cyprus where education system is in parallel with that of Turkey. It is claimed that most of the syllabi of faculties of education in Turkey have been revised on the basis of active student learning (e.g., the student-centered perspective) rather than knowledge transmission (e.g., the teacher-centered perspective) (www.yok.gov.tr). Therefore, it seems that these revisions are producing fruit since both groups of teachers appear to own the learner-centered approach. Actually, this is contrary to considerable literature saying that "teachers teach the way they learned" by Dunn and Dunn (1979, as cited in Kabadayı, 2008, p. 85). We cannot, however, be sure whether teachers who claim to be in favor of learner-centered approach apply the approach in their classes or not. Therefore, we need to be cautious about making sweeping generalizations.

It is useful to make one final overall comparison of both groups' cognitions about teaching English and the role of the English language teacher. Both groups of participants' cognitions about teaching English and the role of the English language teacher were obtained by asking teachers:

  i) to choose from a number of given simile statements regarding 'teaching English' and 'the role of English language teachers',

  ii) to choose from a number of picture metaphors regarding 'the role of English language teachers', and

  iii) to generate their own metaphors/similes regarding 'the role of English language teachers'.

i) Given Similes

Both groups of teachers were asked to choose from given simile statements about 'teaching English' and 'teacher of English'. When the choices regarding 'teaching English' are analyzed in the light of Oxford et al.'s (1998) typology, it can be seen that the primary perspectives embraced by the pre-service teachers and in-service teachers were Cultural Transmission perspective and Learner-Centered Growth perspective, respectively. On the other hand, when the choices as to which simile reflects the 'role of English teachers' are compared, it can be observed that there was a 100% match between two groups of teachers. Both pre- and in-service teachers' favorite simile was 'An English teacher is like a learning partner'. The second preferred simile was 'An English teacher is like a scaffolder'. Their third simile was 'An English teacher is like a manufacturer,' and the last one was 'An English teacher is like a conduit'. The educational philosophy perspectives which the four 'teacher of English' similes correspond to were in this order: 'Social Reform', 'Learner-Centered Growth', 'Social Order', and 'Cultural Transmission'.

ii) Given picture metaphors

In addition to these given verbal choices, the participants were also asked to choose from a number of given picture metaphors depicting the role of English teachers. As for the findings obtained from given picture metaphors, they indicated a considerable agreement between the pre-service and in-service teachers' perceptions of their most favored and least favored roles. The three top visual metaphors chosen by the participating pre-service teachers as the roles they thought best represent the English language teachers' role in teaching English were 'conductor', 'shopkeeper', and 'animal trainer'. The least popular roles were found to be 'animal keeper' and

'judge'. The data analysis of the in-service teachers revealed that the images 'entertainer', 'conductor', and 'puppeteer' were the most appropriate images for the roles English language teachers play in their classes. Similar to the pre-service teachers' choices, the least frequently chosen images were 'animal keeper' and 'judge'.

The image 'conductor' was received quite positively by both participating groups (first favored role for pre-service teachers, and second favored role for in-service teachers). Hence, it was the commonly favored image for the role of English language teachers considering the primary and secondary choices. In Oxford et al.'s (1998) typology, the 'conductor' image best corresponds to the 'Social Order' perspective as it reflects the teacher's power and capacity to control the students' behavior (p. 21). The recurrent reasons that emerged in both groups of participating teachers' justifications for the 'conductor' metaphor were: 'establishing control', 'creating harmony', 'being an organizer', 'showing the way', 'leading', 'shaping learners', 'behaving according to the learner.' Three more justifications were given separately by the two groups of teachers: 'being a role model' (pre-service teachers) and 'monitoring'; 'paying attention to individuality' (in-service teachers). In addition to agreeing on the most favored role (i.e., 'conductor'), both groups also agreed on the least favored role, the image of 'judge', which was ranked the last among the 7 picture metaphors by both parties. This tendency to avoid 'teacher as judge' image may be interpreted as a rejection of seeing teachers as the only authority who embodies notions of absolute control and judgement.

iii) Suggested metaphors/similes

As for the findings obtained from self-suggested metaphors, it can be seen that both groups of teachers generated multiple metaphors of teaching and teachers. This reflected the richness and uniqueness of the teaching/learning process and the complex and interrelated roles teachers possess. The metaphors ranged from images of human beings (e.g., 'doctor', 'gardener') to animate objects (e.g., 'chameleon', 'rose') as well as inanimate objects (e.g., 'clock', 'mirror'). It was interesting to observe that although the two groups of teachers developed their ideas of teaching/being a teacher from different environments, their primary perspective was the same, i.e., the Learner-centered Growth perspective.

As can be seen from Figure 5.1 below, three steps were followed in analyzing the data. First, 264 suggested metaphors were categorized into 9 emerging conceptual themes. Then the themes were placed into 4 philosophical perspectives (Social Order, Cultural Transmission, Learner-Centered Growth, and Social Reform). Finally, in order to have a bird's eye view of the philosophies, they were grouped into 2 current ideologies (i.e., teacher-centered and student-centered).
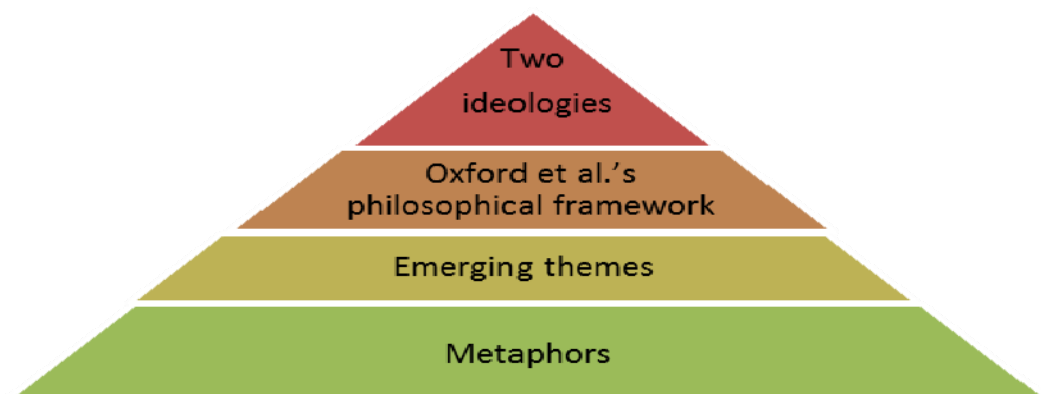
Figure 5.1. Route followed from start to finish in data analysis

The elicited metaphorical images which were grouped into different conceptual themes in the present study offer important insights into the current state of the Turkish education system in North Cyprus. For example, the analysis of verbal and pictorial metaphors indicated that the conceptualizations of both groups of teachers represent either teacher-centered (i.e., Social-Order and Cultural Transmission) or student-centered (i.e., Learner-Centered Growth and Social Reform) thinking echoing De Leon-Carillo's (2007) findings. The metaphors chosen by both parties can be viewed on a polarized scale, namely, 'Social Order' and 'Cultural Transmission' (representing teacher-centered ideology) and 'Learner-Centered Growth' and 'Social Reform' (representing learner-centered ideology) according to Oxford et al.'s (1998) typology. In this regard, findings can be considered consistent with these two current paradigms of teaching and learning. When the percentages of the metaphors representing the two ideologies are calculated, we can see that the student-centered perspective outweighs the teacher-centered perspective in both participating parties (see Figure 5.2).
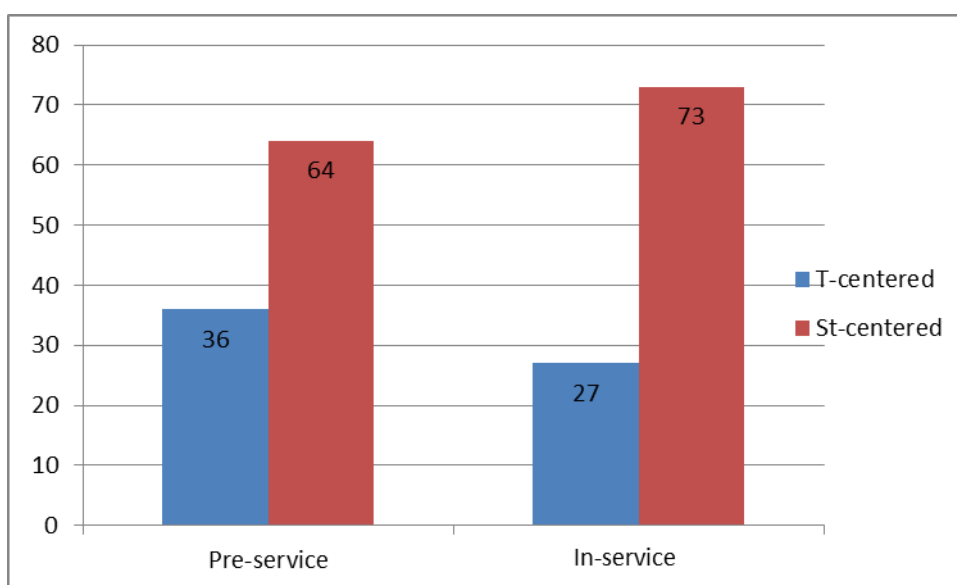
Figure 5.2. Two current ideologies for pre- and in-service teachers

The results of the study remind us of postmodern ideals in education. Following postmodern thinking, the purpose of education shifts away from "teaching academic knowledge and skills" to "providing for a learning environment where students construct their own knowledge" (http://cmods.org/Units/Unit1/Cmod2Post modernismInEducation.pdf). Teachers are more 'the guide on the side' than the 'sage on the stage.' Marcus (n.d.) argues that the changing philosophy from behaviorist, or 'sage on the stage,' to the constructivist, or 'guide on the side,' learning and teaching styles bring about a change in the title of the teacher and poses the question, "Is an educator by any other name still a provider of knowledge?" (http://www.isatt.org/ISATT-papers/ISATT-papers/Marcus-ARosebyAnyOtherName.pdf).

In today's world, teachers cannot be only on one side of the scale (either teacher-centered or student-centered). The postmodern thinking necessitates that teachers learn to embody the characteristics of differing philosophies. It appears from the results of the present research that the participants in this research seem to have done so. A good teacher knows when to act as a 'sage on the stage' and when to act as a 'guide on the side'.

5.3 Implications

This study explored two concepts: what teachers and teaching are from the perspectives of two groups of teachers— pre-service and in-service— by using mainly similes and metaphorical images as data collection tools. One of the major results of the study revealed that in the current state of the Turkish schools in Northern Cyprus, the in-service and pre-service teachers hold various images about 'teaching English' and 'English teachers'. The variety of these images suggests that

teaching and teachers are multi-dimensional concepts and cannot be expressed with a single, narrow image. The various images offered by the participating teachers of English reflect a multicolored picture. Learning about the views of the main stakeholders in education, the pre-service as well as in-service teachers of English, provides educational policy-makers with the necessary information before designing and implementing language policies. In designing a new policy it is necessary to consider teaching and learning features of language education from the real actors of the process, i.e., teachers (pre-service and in-service).

The results of this study reinforce the importance of exploring teachers' conceptions about teaching and teachers. Teacher education must go beyond teaching teachers about different philosophical perspectives about teaching. Teachers, whether pre-service or in-service, need to recognize their own conceptions and then create opportunities to discuss these with other teachers. This sharing will ensure that they will go one step further than just studying (or sometimes being indoctrinated by) theoretical discussions of others (writers, philosophers) about teaching. They will be involved in the process of idea formation themselves. Hammadou (1993) criticized the poverty of research on language teacher education, and encouraged "any and all areas of inquiry to be pursued be they qualitative or quantitative" (as cited in Warford & Reeves, 2003, p. 47). In a similar vein, Mertz and Mcneely (1991) argued that pre-service teachers' cognition is a neglected area of teacher thinking research and pointed out the possibility of pre-service teachers' cognitions exerting a powerful influence on their practice of teaching. The same assertion can also be made for in-service teachers. The present research takes an important step toward filling in the gap in teacher thinking research in the local research context (North Cyprus) by

being the first of its kind to bring the cognitions of both pre-service and in-service teachers into light and also by contributing to the literature on comparative studies locally and to the advancement of research on language teaching globally.

Pre-service teachers enter teacher training programs with well-developed set of established personal beliefs about teaching and learning that they have formed over the years from their experiences as a student since their childhood. The influence of former school teachers is undisputable. Lortie (1975) calls this influence 'apprenticeship of observation' which has an effect in the way new input about teaching is processed in teacher education programs for pre-service teachers. This influence does not have a simple remedy; yet, one way to help pre-service teachers in being open to new input can be to uncover their existing thoughts, beliefs and knowledge about teaching and learning. Roberts (1998) states that "the uncovering of prior knowledge and of personal theories is an essential complement to presenting new information" (p. 152). In this uncovering process, teacher educators can encourage them to create and develop metaphors that are personally meaningful to them. Although this is a challenging task that can last for a lifetime, for pre-service teachers it can be initiated right at the beginning of their entry to teacher education programs. For in-service teachers it may be continued through in-service programs. Thus, they can be encouraged to consider the multiple roles, metaphors, perspectives of teaching in a reflective manner. This is in line with the constructivist view which states that effective teaching should be based on "two kinds of knowledge: knowledge of the students and knowledge of oneself" (Pennington, 1990, as cited in Roberts, 1998, p. 27).

It is apparent that there is an increasing recognition of the importance of studies on teacher thinking. These studies can be carried out on groups of teachers as well as on individual teachers. Hopper (2008) suggests that "the potential for the examination of teacher thinking on a personal basis in teacher preparation is a powerful catalyst for producing effective, committed teachers" (http://web.uvic.ca/~thopper/PCParticle/ pcp example.htm).

Teacher education programs, both for pre- and in-service teachers, which aim to promote critical self-reflection can achieve their aims by designing learning environments and tasks to help teachers explore their personal educational life histories and metaphors of teaching. This was also expressed by Alsup (2005) as follows: "An education professional should always be in a state of reflective self-analysis and identity growth" (178). The metaphors produced can be diverse and complex but they can be systematized through philosophical paradigms in order to make sense of them fully. This systematizing helps us see a better, meaningful and organized picture of the whole of the forest or jungle rather than many individual trees. It is important to note that it is not sufficient to consider solely the metaphors suggested by teachers. We should consider these self-suggested metaphors together with their justifications to fully comprehend and analyze individuals' perceptions and philosophies, and this is what was attempted in the present research.

The use of metaphors can be a helpful tool in describing the teachers' concept of the teaching and learning enterprise. Metaphors can be used as effective reflection tools to help teachers (both pre-service and in-service) better articulate their ideas in writing their philosophy of teaching statements which involve roles, responsibilities

and purpose. In this way, this tool provides teachers with a solid understanding of how they see their role(s) in the teaching/learning process.

Teacher education programs should focus explicitly on teaching and student teachers and "model a teaching/learning environment that is consistent with the constructivist approach" (Cheng et al., 2009, p. 326). It is suggested that relational pedagogy should be pursued in teacher education programs which involve valuing a student as a knower, providing learning experiences that are related to the students' experiences, and facilitating a constructivist perspective of knowing and learning (Baxter & Magolda, 1996, as cited in Cheng et al., 2009, p. 326). It is further emphasized that teacher education programs should "model reflective thinking and judgment instead of encouraging passive reception of knowledge from authority figures" (Cheng et al., 2009, p. 326). Facilitating teacher trainees in developing their professional selves is also emphasized by Saban (2010) as an important goal of teacher education programs. The same point was also made very strongly by Leavy et al. (2007). To put it in Leavy et al.'s (2007) words,

> Teacher educators can no longer only be concerned with imparting knowledge about teaching, rather, teacher education must provide avenues for student teachers to understand the values, attitudes, and beliefs that they bring to preservice teacher education and then to plot and monitor their own professional growth. *Images* and *metaphors* of teaching [and learning] have the potential to provide the language of practice for student teachers and teacher educators to engage in collaborative dialog to achieve these avenues. (p. 14, *italics* added)

Saban (2010) suggests that producing metaphors "could serve as a 'pedagogical tool' for teacher educators in urging their teacher trainees to examine, understand, and ultimately modify their preconceived beliefs of teaching and learning" (p. 301). Examining their own metaphorical images can help pre-service teachers raise their

awareness of their own beliefs. They can then be given other optional metaphors to compare with their own. In this way, metaphors can help us "understand 'the selves we want to become or despair of becoming… the selves we have been and the selves we escaped being'…[as well as] the selves we are able to become" (Gillis & Johnson, 2002, p. 38).

Further studies investigating the role of teachers in education, or specifically in language teaching, would yield interesting results which can inform not only further teacher research, but also language teaching pedagogy. Holt-Reynolds (2000) states that teacher educators no longer educate teachers solely for a role as a dispenser of knowledge. Instead, they ask new teachers "to learn how to elicit student participation and then use students' existing ideas as a basis for helping them construct new, more reasoned, more accurate or more disciplined understandings" (p. 22). According to Vygotsky (1962), knowledge is mediated by discourse rather than transferred by teacher talk. Keeping this in mind, we can say that metaphors can be used as a technique in the discourse of teacher education programs for talking about teaching and learning. Using metaphoric pictures as a communication tool and opening dialogs on teaching-learning situations between teacher educators and their students can help student teachers who are in the process of searching for their professional identity a lot. Similarly, the use of metaphoric pictures helps raise experienced teachers' awareness of their roles and functions in schools. It is important for teachers to understand their own approach to teaching, to gain insights into their personal theories about teaching-learning situation and also to understand how they see their role as teachers (Ben-Peretz et al., 2003). It is important that both novice and experienced teachers become aware of these images, their origins and

how they can influence their teaching. In this way, they are able to change intentionally the images that shape their teaching. Perception of role is not only one of the aspects that make up the profile of a language teacher but also it is one of the key features that contribute to a language teacher's awareness and effectiveness.

This and similar studies have some implications for pre-service (or initial) teacher education design. A general insight from research is that initial teacher education (ITE) should not be seen just to include two approaches to the study of teaching: micro approach (directly observable characteristics) and macro approach (generalizations, inferences) (Richards, 1987), but it should also involve a component which aims to develop a personal identity as a teacher. This is pointed out by Bullough (1990) as a problem, "…The problem of finding oneself as a teacher, of establishing a professional identity, is conspicuously missing from most lists of beginning teachers' problems" (p. 357). We can follow a two step approach to solve this problem. First, we should acknowledge that "students will acquire about teaching through the development of their own theories and perspectives: whether we like it or not, interns [students] will make their own judgements about what matters in teaching and about how best they can teach" (McIntyre, 1988, p. 106, as cited in Roberts, 1998, p. 183). Second, we should help them uncover their cognitions in the process of development. We should keep in mind that learning to teach includes "changes in thought, feeling, skills and in social identity" (Roberts, 1998, p. 77). One of the implications for activities in an ITE design is uncovering images, i.e., uncovering personal theories and images by the use of metaphor.

Exploration of teachers' role and professional identity also helps yield important implications for experienced teachers' classroom preparation and decision-making. It also helps interpret and evaluate the events, activities and interactions that occur in the teaching process, and these interpretation and evaluations feed back into subsequent planning. Examination of teacher beliefs about their roles contributes to the emerging perspective in education which views teaching not "as the mastering of a series of effective teaching behaviors," but as the involvement of teachers "as active agents in the development of their own practice" (Calderhead, 1987, p.5, as cited in Richards, 1998, p. 65). In teacher education programs (both pre-service and in-service), a module consisting of verbal and visual metaphors can be designed to help teachers examine their own roles and professional identities. Metaphors help us understand ourselves better. Gillis and Johnson (2002) note that metaphors clarify our teaching practices, our attitudes, and our perceptions of self and others (i.e., students and colleagues). They are a "springboard for change," and through metaphors "we meet ourselves" (p. 41). The researcher believes that the use of metaphors can contribute to the teachers' journey of self-discovery. In addition to journal writing, and video-taping class, metaphors can be a vital component in the promotion of reflection.

Generating metaphors can be incorporated into both pre- and in-service teacher education and training programs as a beneficial pedagogical tool to increase self-reflection and critical awareness. This can raise teachers' awareness of their own roles, assist them in examining, understanding, and reflecting on their own metaphors and preconceived beliefs and philosophies about teaching and learning. In this way, teachers' implicitly held images of their roles, teaching, learning, and

schooling can be made explicit. Thus, teachers can become more aware of this powerful way in which educational beliefs are reflected in metaphors and also they can critically examine the extent to which the metaphors they favor are genuine reflections of their beliefs. Reflection about teaching, whether this be individual or in groups, has considerable potential to enrich teachers' and learners' lives in the complex world of classroom. In short, the use of metaphors in teacher education courses can help facilitate personal and professional growth among pre-service and in-service teachers by engaging them in a reflective examination of their conceptions of teaching and teachers. Insights provided by these reflections will enable teachers to experience greater self understanding, awareness and knowledge. This renewed awareness will empower teachers to feel more certain and confident about their complex teaching roles. Thus, they will feel better equipped to deal with the complexity of teaching.

Finally, the researcher enthusiastically suggests that 'metaphors' be used as a means to help prospective teachers evaluate their personal values, perceptions and philosophies about teaching, learning and their professional selves. Therefore, in their journey of becoming a teacher (e.g., in the entry to the program phase or in the practicum phase), teacher candidates can be inquired about their perceptions of various educational phenomena via metaphor.

These metaphors can be further used in teacher education. They can serve as important pedagogical tools by acting as 'a bridge of communication' between teacher educators and their trainees through initiating communication on various theories of teaching and learning (Carlson, 2001; Goldstein, 2005; Wolodko, Wilson,

& Johnson, 2003). These dialog opportunities could be a springboard for change. According to Yung (2001), "a three-stage process of change could be initiated through: a) awareness of own images; b) comparison with alternatives; and c) identification of new images that are consistent with images of selves" (p. 259). As suggested, the first step is self-awareness. Once pre-service teachers become aware of their own educational metaphors, they can be ready to compare other metaphors with their own. Then, they can identify a teaching image that is consistent with their own personalities. The concept of 'metaphor' can be applied in educational research and can provide a means to negotiate teachers' metaphoric thoughts and images. It can be particularly useful for both prospective and experienced teachers as it can initiate a fresh beginning for discourses among and between both groups.

5.4 Suggestions for Further Research

Before giving specific suggestions for further research, it is important to provide some constructive feedback on the whole process of data collection. The researcher experienced difficulty in getting the questionnaires completed especially by some of the in-service teachers due to their general attitude toward filling in questionnaires. The researcher strongly believes that turning the in-service teachers' negative attitude towards educational research into positive one should be high on the agenda of the Ministry of Education and Culture. To this end, the Ministry can inform in-service teachers about the usefulness and collaborative nature of educational research and that it is a great benefit to all parties involved. Better still, the Ministry can encourage them to undertake action research so that they get the taste of doing research themselves and see its benefits as well as difficulties first-hand. Alternatively, in-service teachers can be encouraged to participate in joint research projects with instructors teaching at universities in North Cyprus. The researcher of

this study believes that her humble suggestions could be an important step in creating a positive attitude towards research on education and in establishing a meeting of minds between researchers and in-service teachers and remind both parties that they are playing in the same team.

In the future a longitudinal study could be carried out to analyze the perceptions of teachers further. Pre-service teachers' metaphor development can be researched as they travel in their journey from their 'pre-service' experience to that of 'in-service'. This long term research approach would provide more in-depth insight into reflection which is essential in our age. As stated by Graham, Richmond, and Paterson (1999), the development of critical self-reflection is important in order to "equip students for teaching in the complex, inclusive classrooms of the twenty-first century" (p. 5). Pre-service English language teachers can be asked to reflect on their conceptions of teaching through metaphors and this may aid them "to achieve some coherence of thought" (Farrell, 2006, p. 247).

As a possible follow-up, this study can be extended to focus on how changes in teaching beliefs and behaviors might impact students' perceptions of their own learning. Furthermore, a module on generating metaphors can be prepared and incorporated into both pre- and in-service teacher education programs as a valuable pedagogical tool to facilitate raising teachers' awareness of their teaching roles. Use of metaphors in teacher education focuses on challenging assumptions and beliefs about the profession through examining teachers' metaphors of teaching. Some concrete suggestions regarding the activities that can be used in a teacher education program can be viewed in Appendix L. These sets of activities/tasks can raise

teachers' awareness about their own roles, help them examine and reflect on their own metaphors about teaching and learning. Further studies on English language teachers' roles should investigate whether teacher training programs accommodating 'these teacher beliefs' as one of their components bring about long-term or short-term changes in teachers' self-development. There is also a need for further research to examine whether exit level teacher education students' conceptions of teaching and learning change once they enter the world of schooling.

Future research might explore both teachers' (pre-service and in-service) and students' (of a particular grade) metaphorical conceptualizations of teacher. It is a promising field of study that can yield interesting results. This research can contribute toward attaining a broader understanding of the role perceptions of English language teachers by exploring the concept of 'the teacher' not only from teachers' perspective but also from the perspective of language learners. In line with this, future research might also ask teachers and students to focus on and generate two types of metaphors: one to represent their experienced and the other to represent their ideal images of English language teachers. Comparing these two metaphors may open up new arenas to understand the discrepancies between the 'actual' and 'ideal' images of teachers in an education system.

In order to investigate whether or how role perceptions of English language teachers change in different educational and cultural contexts, a replication of this study can be conducted elsewhere in a similar EFL context and the findings could then be compared. This suggestion is especially important for the development of language teacher cognition research. It is pointed out by Borg (2006) that although the study of language teacher cognition is a "well-established domain of research activity,…it is

diverse, with little evidence of replication or of programmatic approaches to research whereby a particular theme or methodological approach is engaged within a sustained manner by different researchers" (p. 45). Additionally, a study that would compare and contrast male and female English language teachers' role perceptions would be revealing. Another research topic which could be explored in depth would be whether teachers' caregiver role in language learning (one of the favored roles in the present study) changes across grade level.

Furthermore, a longitudinal study can be conducted with the volunteer participants in the study to find out if their perceptions change over time. The present study can also be carried out in the Foreign Languages and English Preparatory School at EMU to see if the teachers there choose the same roles as the English teachers in the secondary and high schools. Also, the study has to be conducted with a larger population to be able to make more reliable generalizations. Similar but long-term studies on metaphor can be carried out to find how pre-service teachers view their roles at the beginning and end of their teacher education programs.

Finally, the perceptions of EFL teachers at other state universities can be researched to collect more generalizable data. As a follow-up study, teachers at urban and suburban state universities and at private universities could be subject of investigation to find out whether there are any differences and/or similarities between the perceptions of teachers who teach in provincial area, in urban cities and at private universities. The scope of the research can be expanded to include teachers from different subject areas and from different educational contexts (primary, secondary and high schools in North Cyprus or in different countries). More universities in

other countries could also be researched to obtain a full picture of the perceptions of EFL/ESL teachers working in different contexts. It would be interesting to see whether the participants have a shared reality. Investigating how teachers from such a wide range of backgrounds and contexts see themselves professionally is bound to yield interesting and original results which can contribute to education not only on a local basis but on a global scale. It would also give clues about whether or not some metaphors and philosophies are universal.

Another important issue for future research is to find out whether working in different countries, experiences and/or social factors/school culture influence teachers' professional identity formation. This may contribute to our understanding of teachers' professional images of themselves. Another possible research would be to see if students' ideas about subject teacher roles and subject teachers' ideas about their own roles correlate. Yet, another study could investigate the perceptions of language teachers and subject teachers on teaching and teachers.

How might changes in teaching beliefs and behaviors impact student learning? This is another possible issue for further study. Last but not the least suggestion is to explore the extent of correlation between teachers' real and reported roles. Investigating the extent to which English language teachers' metaphors translate into classroom teaching would be useful and original. All these possible research foci can contribute to the development of language teacher cognition research and of the study of language teaching and learning more generally. They can also promote a deeper understanding of the teachers' cognitions, their teaching practice and the teaching profession.

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APPENDICES

Appendix A: Questionnaire for Pre-service Teachers

Dear Participant,

This questionnaire is designed to collect your perceptions of four main educational issues, namely teaching profession, professional knowledge, teaching/teachers, and learning/learners. Your responses will be used only for research purposes. So, please feel free to give sincere answers.
Thank you for your contribution.

Yeşim Betül Oktay
PhD Candidate, ELT Department, Faculty of Education, EMU

PART A: BACKGROUND INFORMATION

1. Name: ....

2. Sex [Tick (√) the appropriate one in the space provided]:   __ a) Female __ b) Male

3. Class [Tick (√) the appropriate one in the space provided]:

       ___ a) 1st Year   ___ b) 2nd Year   ___ c) 3rd Year   ___ d) 4th Year

4. Why are you studying ELT? [Tick (√) the relevant reason. You can choose more than one.]

I am studying ELT because:

.... I liked and admired my English teacher(s) in high school and I wanted to be like him/her/them.

.... English was my favorite subject and I was the most successful in English.

.... English teaching is one of the most advantageous professions (for example, an

       English teacher can give private lessons and earn more).

.... it is easy to find an English teaching job.

.... it is possible to move from English teaching to other jobs.

.... I will have more time for my family.

.... my family encouraged me to study ELT.

.... some of my relatives are teachers.

.... my university entrance exam result score was enough for the ELT Department only.

.... English is inevitable in today's world, so I wanted to help people learn it.

.... I was coincidentally placed in the ELT department.

.... Others (Please write them down) ....

5. Where do you see yourself on the scale below? [Circle the appropriate number on the line where you see yourself (1 means closer to student identity; 5 means closer to teacher identity; and 3 means in the middle of student and teacher identities)]

1_____2_____3_____4_____5
Student identity   Teacher identity

PART B: PERCEPTIONS

SECTION 1: TEACHING AND TEACHERS

1. As a prospective teacher of English, which metaphor would you choose to complete the following statement best? [Tick (√) *only one* of them.]

Statement:

√	**Teaching English** is like	....	because	....

	Teaching English is like		because	
		programming a computer		without programming, it won't work.
		driving a car		it requires attention and control.
		swimming against the current		teachers have to persuade students that learning English is useful and enjoyable.
		being married		both partners should respect each other's differences.

2. As a prospective teacher of English, which metaphor would you choose to complete the following statement best? [Tick (√) *only one* of them.]

Statement:

√	**An English teacher** is like	....	because	....

	An English teacher is like		because	
		a manufacturer		s/he shapes the learner into the prescribed mold.
		conduit (a one-way information giver)		s/he gives information unidirectionally into the student's empty mind and has strong classroom control.
		a scaffolder		the teacher provides assistance when needed and in the right amount until the learner no longer needs it.
		a learning partner		the teacher learns from the students as well. Students are not empty heads waiting to be filled with information.

SECTION 2: ROLE METAPHORS

1. Look at the following picture metaphors and answer the questions i, ii, iii that follow.

Figure 1. Picture metaphors. Reprinted from Ben-Peretz, M., Mendelson, N., & Kron, W. (2003). How teachers in different educational contexts view their roles. *Teaching and Teacher Education, 19,* 277-290, Copyright 2003, with permission from Elsevier.

Figure 1. Picture metaphors

i) Which of the picture metaphors in the previous page represents best the English language teachers' role in teaching English? Please write its name in the space given below.

Name of the picture metaphor (shopkeeper, judge etc.): …………………………………

ii) Why have you chosen that metaphor? Explain the reason(s) for your choice.

....

....

....

....

....

....

iii) Suggest another occupation or metaphor which reflects the image of English language teachers but is not included in the set of picture metaphors given.

New Metaphor:…………………………………………………………………………………

Explain this new metaphor.

....

....

....

....

....

....

Thank you for sharing your views and your time.

Appendix B: Questionnaire for In-service Teachers

Dear Participant,

This questionnaire is designed to collect your perceptions of four main educational issues, namely teaching profession, professional knowledge, teaching/teachers, and learning/learners. Your responses will be used only for research purposes. So, please feel free to give sincere answers.
Thank you for your contribution.

Yeşim Betül Oktay
PhD Candidate, ELT Department, Faculty of Education, EMU

PART A: BACKGROUND INFORMATION

1. Name: ....

2. Sex [Tick (√) the appropriate one in the space provided]:   __ a) Female   __b) Male

3. Name of the school you are teaching now: ……………………………………………

4. Number of years in the teaching profession:…………………..

5. Please list your qualifications (i.e., B.A. degree, M.A. degree, certificates):
       ………………………………………………………………………………………
       ………………………………………………………………………………………

6. Why did you choose to become an English teacher? [Tick (√) the relevant reason. You can choose more than one.]

I chose to become an English teacher because:

.... I liked and admired my English teacher(s) in high school and I wanted to be like him/her/them.

.... English was my favorite subject and I was the most successful in English.

.... English teaching is one of the most advantageous professions (for example, an English teacher can give private lessons and earn more).

.... It is easy to find an English teaching job.

.... It is possible to move from English teaching to other jobs.

.... I will have more time for my family.

.... My family encouraged me to study ELT.

.... Some of my relatives are teachers.

.... My university entrance exam result score was enough for the ELT Department only.

.... English is inevitable in today's world, so I wanted to help people learn it.

.... I was coincidentally placed in the ELT department.

.... Others (Please write them down) ....

7. Where do you see yourself in terms of your professional development? [Circle the appropriate number on the line]

1_____2_____3_____4_____5

I am still learning new
things in my profession.

I have nothing new
to learn in my profession.

PART B: PERCEPTIONS

SECTION 1: TEACHING AND TEACHERS

1. As a teacher of English, which metaphor would you choose to complete the following statement best? [Tick (√) *only one* of them.]

Statement:

√	**Teaching English** is like	....	because	....

	Teaching English is like		because	
		programming a computer		without programming, it won't work.
		driving a car		it requires attention and control.
		swimming against the current		teachers have to persuade students that learning English is useful and enjoyable.
		being married		both partners should respect each other's differences.

2. As a teacher of English, which metaphor would you choose to complete the following statement best? [Tick (√) *only one* of them.]

Statement:

√	**An English teacher** is like	....	because	....

	An English teacher is like		because	
		a manufacturer		s/he shapes the learner into the prescribed mold.
		conduit (a one-way information giver)		s/he gives information unidirectionally into the student's empty mind and has strong classroom control.
		a scaffolder		the teacher provides assistance when needed and in the right amount until the learner no longer needs it.
		a learning partner		the teacher learns from the students as well. Students are not empty heads waiting to be filled with information.

SECTION 2: ROLE METAPHORS

1. Look at the following picture metaphors and answer the questions i, ii, iii that follow.

Figure 1. Picture metaphors. Reprinted from Ben-Peretz, M., Mendelson, N., & Kron, W. (2003). How teachers in different educational contexts view their roles. *Teaching and Teacher Education, 19,* 277-290, Copyright 2003, with permission from Elsevier.

Figure 1. Picture metaphors

i) Which of the picture metaphors in the previous page represents best the English language teachers' role in teaching English? Please write its name in the space given below.

Name of the picture metaphor (shopkeeper, judge etc.): …………………………………

ii) Why have you chosen that metaphor? Explain the reason(s) for your choice.

....

....

....

....

....

....

iii) Suggest another occupation or metaphor which reflects the image of English language teachers but is not included in the set of picture metaphors given.

New Metaphor:……………………………………………………………………………

Explain this new metaphor.

....

....

....

....

....

....

Thank you for sharing your views and your time.

Appendix C: Interview Questions for Pre-service Teachers

Year: ___1st ___ 2nd ___ 3rd ___4th Year

1. Complete the metaphors and their reasons.

   ....
   ....
   ....
   ....
   ....
   ....
   ....

2. How do you define effective English language teaching?

   ....
   ....
   ....
   ....
   ....
   ....
   ....

3. The most important characteristics, roles and responsibilties of a teacher of English are:

   ....
   ....
   ....
   ....
   ....
   ....
   ....

4. English teachers should always...

5. English teachers should never...

Appendix D: Interview Questions for In-service Teachers

School: ....

1. Complete the metaphors and their reasons.

  ....
  ....
  ....
  ....
  ....
  ....
  ....

2. How do you define effective English language teaching?

  ....
  ....
  ....
  ....
  ....
  ....
  ....

3. The most important characteristics, roles and responsibilties of a teacher of English are:

  ....
  ....
  ....
  ....
  ....
  ....
  ....

4. English teachers should always..

5. English teachers should never...

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TEACHING AND TEACHER EDUCATION

Title: How teachers in different educational contexts view their roles

Author: Miriam Ben-Peretz, Nili Mendelson, Friedrich W. Kron

Publication: Teaching and Teacher Education

Publisher: Elsevier

Date: February 2003

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Appendix F: Application Letter To The Department of ELT

İngiliz Dili Eğitimi Bölümü Başkanlığına,

Ben aşağıda imza sahibi 036015 öğrenci numaralı ELT Bölümü doktora öğrencisi Yeşim Betül Oktay, danışmanım Prof. Dr. Ülker Vancı Osam'ın gözetiminde *İngilizce Öğretmen Adaylarının ve Tecrübeli İngilizce Öğretmenlerinin Mesleki Rollerine İlişkin Algılamalarının ve Görüşlerinin Karşılaştırmalı Analizi* konulu tezim üzerinde çalışıyorum. Bu çalışmanın bir parçası olarak ekteki anketi 2006-2007 Bahar Dönemi başında ELT Bölümünün 1., 2., 3. ve 4. sınıf öğrencilerinin tümüne uygulamak istiyorum.

Gereği için bilgilerinize saygılarımla arz ederim.

Yeşim Betül Oktay

Ek: Anket

Appendix G: Letter of Informed Consent From The Ministry of National Education And Culture

KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM VE KÜLTÜR BAKANLIĞI
GENEL ORTAÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı: GOÖ.0.00-35/06/07A- 1044   20.03.2007

Sayın Yeşim Betül Oktay,
Doğu Akdeniz Üniversitesi,
Gazi Mağusa.

İlgi: 14.03.2007 tarihli yazınız.

İlgi başvurunuz Talim ve Terbiye Dairesi tarafından incelenmiş olup Müdürlüğümüze bağlı okullarda görev yapan İngilizce öğretmenlerine yönelik hazırlanan **"İngilizce Öğretmenlerinin Mesleki Rollerine İlişkin Algılamaları ve Görüşleri"** konulu anket sorularının uygulanması uygun görülmüştür.

Ancak anketi uygulamadan önce, anketin uygulanacağı okulun bağlı bulunduğu Müdürlükle istişarede bulunulup, anketin ne zaman uygulanacağının birlikte saptanması gerekmektedir.

Anketi uyguladıktan sonra ise sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne ulaştırması gerektiğini bilgilerinize saygı ile rica ederim.

Yeter ARSLAN
Müdür

YA/PC

Appendix H: Letter Sent To School Principals

<div align="right">21 Mart, 2007</div>

<div align="right">Çarşamba</div>

Sayın *Ömer Tuğral,*

Ben aşağıda imza sahibi Yeşim Betül Oktay, Doğu Akdeniz Üniversitesi'nde İngilizce öğretmeniyim. Aynı zamanda DAÜ'de İngilizce Öğretmenliği Bölümü'nde yapmakta olduğum doktora çalışmamda İngilizce öğretmenlerinin eğitim konularıyla (mesleğe bakış; profesyonel bilgi; öğretmek/öğretmen ve öğrenmek/öğrenci) alakalı görüşlerini araştırıyorum. Milli Eğitim ve Kültür Bakanlığı'dan anket uygulaması için gerekli izni aldım (Ek 1'de sunulmuştur). Zarftaki anketlerin (Ek 2'deki) okulunuz İngilizce öğretmenlerine verilmesi ve cevaplandırıldıktan sonra tarafımdan bilahare teslim alınmak üzere şahsınızda toplanıp muhafaza edilmesi için göstereceğiniz özene şimdiden teşekkür eder, saygılarımı arz ederim.

Yeşim Betül Oktay

İngilizce öğretmeni, Doğu Akdeniz Üniversitesi, Genel Eğitim Bölümü

Not 1: Sizinle, anketlerin size ulaşmasını müteakip bizzat okulunuza gelerek veya telefonla irtibat kuracağım.

Not 2: Okulunuzdaki İngilizce öğretmenlerinden doldurdukları anketi aldıktan **en geç bir hafta sonra** siz **okul müdürüne** teslim etmelerini anketimin önsözünde rica ettim.

Not 3: Sorularınız için telefon numaralarım: 0542 882 7656 (cep) 23 35 373 (ev) 630 2762 (DAÜ)

<div align="center">e-posta adresim: yesim.oktay@emu.edu.tr</div>

EK 1: MEB'nın anket uygulaması için verdiği izin kağıdı

EK 2: ....11....adet anket seti

Appendix I: Letter Sent to In-service Teachers at Schools

21 Mart, 2007

Çarşamba

Sayın Meslektaşım,

Ben aşağıda imza sahibi Yeşim Betül Oktay, Doğu Akdeniz Üniversitesi'nde İngilizce öğretmeniyim. Aynı zamanda DAÜ'de İngilizce Öğretmenliği Bölümü'nde yapmakta olduğum doktora çalışmamda İngilizce öğretmenlerinin eğitim konularıyla (mesleğe bakış, profesyonel bilgi; öğretmek/öğretmen ve öğrenmek/öğrenci) alakalı görüşlerini araştırıyorum. İnanıyorum ki, bu anketi cevaplarken hem zevk alacaksınız hem de bahsettiğim eğitim konularındaki görüşlerinizi bir kez daha irdelemiş olacaksınız. Yaklaşık 20 dakikanızı alacak ekteki anketi eksiksiz doldurmakta göstereceğiniz özen için şimdiden teşekkür eder, saygılarımı sunarım.

Yeşim Betül Oktay
İngilizce öğretmeni, Doğu Akdeniz Üniversitesi

Not 1: Lütfen doldurduğunuz anketi aldıktan en geç bir hafta sonra okul müdürünüze teslim ediniz.

Not 2: Sorularınız için <u>telefon numaralarım</u>:   <u>e-posta adresim</u>:

       0542 882 7656 (Cep tel.)   yesim.oktay@emu.edu.tr

       23 35 373 (Ev tel.)

       630 2762 (DAÜ ofis tel.)

Appendix J: Pre-service Teachers' Role Perceptions of English Language Teachers by means of Self-suggested Metaphors and their Emerging Themes according to Oxford et al.'s (1998) Classification

Educational Philosophy Perspectives	Emerging Themes	Metaphors suggested by pre-service teachers
Social Order	*giving shape, molding*	teacher as artist teacher as sculptor teacher as manufacturer teacher as painter teacher as carpenter teacher as engineer teacher as author teacher as tailor teacher as jeweler teacher as designer of ornaments teacher as hairdresser teacher as baker teacher as cook teacher as architect
	giving professional help	teacher as doctor teacher as nurse
Cultural Transmission	*providing/transmitting knowledge, illuminating, enlightening*	teacher as worker at a construction teacher as worker who works on a contract teacher as sea teacher as mosque teacher as library teacher as main candle teacher as candle teacher as projector teacher as torch teacher as sun
	checking understanding, controlling	teacher as examiner teacher as controller
Learner-Centered Growth	*role playing, adapting to context, engaging, entertaining*	teacher as actor/actress teacher as chameleon teacher as liquid
	giving care, looking after	teacher as mother/father teacher as friend/classmate teacher as baby sitter teacher as flower keeper teacher as gardener teacher as florist teacher as farmer

		teacher as housewife
		teacher as advisor
	coaching, *giving advice/guidance,* *showing the way*	teacher as football coach
		teacher as football manager
		teacher as trainer
		teacher as captain of a football team/captain in a football match
		teacher as technical director
		teacher as head coach
		teacher as football coach/manager
		teacher as successful captain of a ship
		teacher as film director
		teacher as guide
		teacher as general
		teacher as counselor
		teacher as leader/politician
		teacher as motivator
		teacher as facilitator
Social Reform	*life-long learning, being a learner*	teacher as a learning partner

Appendix K: In-service Teachers' Role Perceptions of English Language Teachers by means of Self-suggested Metaphors and their Emerging Themes according to Oxford et al.'s (1998) Classification

Educational Philosophy Perspectives	Emerging Themes	Metaphors suggested by in-service teachers
Social Order	*giving shape, molding*	teacher as commander teacher as artist (ceramic artist) teacher as sculptor teacher as horse trainer
	giving professional help	teacher as a good driver teacher as doctor
Cultural Transmission	*providing knowledge, giving guidance, showing the way*	teacher as life coach teacher as tour/tourist guide teacher as driving instructor teacher as compass teacher as chef teacher as cook teacher as counselor teacher as shepherd
Learner-Centered Growth	*acting different roles and representing multiple roles*	teacher as drama teacher as pop-star teacher as actor/actress teacher as theater player teacher as many hats teacher as mentor teacher as tutor teacher as guardian teacher as psychologist teacher as manager teacher as timekeeper teacher as referee teacher as jury teacher as director teacher as producer teacher as scriptwriter teacher as drummer teacher as attractive flower teacher as beacon
	giving care, looking after, taking care of	teacher as mother/father teacher as sister/brother teacher as friend teacher as baby sitter teacher as nanny teacher as farmer teacher as gardener

		teacher as bus driver
		teacher as supervisor
		teacher a nursery school teacher
		teacher as kindergarten teacher
	coaching, training	teacher as soccer coach
		teacher as football team coach
		teacher as coach
		captain of a football team
		teacher as football trainer
Social Reform	*life-long learning*	teacher as a learning partner
		composer
		teacher as student
	initiating	teacher as engine starter

Appendix L: Awareness Raising Reflection Activities/Tasks

Pre-service and/or in-service teachers can be provided with activities/tasks/questions which require them to reflect on their images of teaching English in general and their images of self as a teacher. Thus, they will find the opportunity to explore their images by engaging in conversation, drawing, and writing. Insights provided by these reflective strategies will enable teachers to experience greater self understanding, awareness and knowledge. This renewed awareness will empower teachers to feel more certain and confident about their complex teaching roles and their teaching decisions. They will feel better equipped to deal with the complexity of teaching. In addition, the use of metaphors will help facilitate personal and professional growth among pre-service and in-service teachers.

SET 1

TASK 1

TASK: Thinking about reflection

Suitable for: Both pre- and in-service teachers

Instruction: Read the following text and answer the questions that follow.

WANTED
A Reflective Practitioner

A person who is inherently curious; someone who doesn't have all the answers and isn't afraid to admit it; someone who is confident enough in his or her ability to accept challenges in a non-defensive manner; someone who is secure enough to make his or her thinking public and therefore subject to discussion; someone who is a good listener; someone who likes other people and trusts them to make the right decisions if given the opportunity; someone who is able to see things from another's perspective and is sensitive to the needs and feelings of others; someone who is able to relax and lean back and let others assume the responsibility of their own learning. Some experience desirable but not as important as the ability to learn from mistakes (Osterman & Kottkamp, 1993, as cited in Larrivee & Cooper, n.d.).

1. List all the qualities that are sought in this ad.

2. Which ones do you possess?

3. Which one is your greatest strength?

4. Which one is your biggest challenge?

TASK 2

TASK: Remembering the best and the worst teachers from the past

Suitable for: Both pre- and in-service teachers

Instruction: Answer the open-ended questions below and hold a class discussion.

1. What do you remember about your best teacher? What were his/her three most important characteristics?
2. If you were to describe him/her with a metaphor/simile, what would it be? Explain why.
3. What do you remember about your worst teacher? What were his/her three most important characteristics?
4. If you were to describe him/her with a metaphor/simile, what would it be? Explain why.

Once the discussions are completed, trainees can see that metaphors reflect personal theories of an individual teacher. They also realize that talking about teaching does not always require professional terminology/jargon, but can be done by means of the metaphors used to describe feelings, ideas and concerns. Also, it enables them to generate some novel metaphors about teaching and that like traditional metaphors, they are just as well worth talking about.

TASK 3

TASK: Reflecting on approaches to education

Suitable for: Both pre- and in-service teachers

Instruction: The following questions can be posed at the beginning of a course and trainees are encouraged to progressively discuss them as the course proceeds. At the end of the course, trainees can submit their reflections in the form of a term paper.

1. Investigate the nature of basic philosophies of education and your thoughts about each.
2. Describe the primary characteristics of humanist, behaviorist, information processing, and constructivist approaches to education.
3. Develop your personal preliminary philosophy of education by selecting a metaphor that represents your beliefs about the role of a teacher.

TASK: Enhancing reflection in teacher education through generating and discussing metaphors

Suitable for: Both pre- and in-service teachers

Instruction: Metaphor analysis can be used to engage teachers in an examination of their conceptions of teaching and teachers. Based on this idea, below are a bunch of some practical procedures for awareness-raising and triggering teachers' reflection in teacher education courses through generating and discussing metaphors.

 1.   Trainees can be asked to complete unfinished sentences. For example:

a) Teaching English is like …………………   because ……………………....
b) Teacher of English is like ………………..   because ……………………....
c) Learning English is like …………………   because ……………………....
d) A learner of English is like ……………   because ……………………....
e) Curriculum is like ……………………..   because ……………………....
f) School is like …………………………..   because ……………………....

2. Trainees discuss their completed sentences first in small groups and then as a whole class. Trainees, then, can be asked to categorize the generated metaphors into two paradigms: teacher-centered thinking and student-centered thinking.

3. The connotations, associations, and limitations of each metaphor can be discussed as a class. Especially for pre-service teachers, this discussion can be consolidated by a written assignment where they compare and contrast their generated metaphors with the input they received in their EFL methodology course. They can then prepare an outline of a lesson plan based on one of the metaphors and present it for next class hour. In this way different lessons can be acted based on the generated metaphors. This symbolic self-modeling about how a particular metaphor works stimulates creativity, and thus new learning occurs.

In short, the purpose of this three-step activity is to help trainees to verbalize, understand and discuss their personal theories of education, teaching and learning. This technique of eliciting trainees' personal theories of teaching and learning can also contribute to the development of their critical thinking abilities, promotes self-confidence, interest, reflection, and insight, and heightens self-awareness. In this way they would not be passive recipients of information but active co-builders of knowledge and idea.

Follow-up procedures:

Procedure 1: Discussion: Trainees can be given two lists of metaphors presented below and they can be asked to comment on each one in groups. Their task is to find the most appropriate metaphor to describe 'a teacher' and 'teacher education and development'. This provides a starting point for a discussion on the role and qualities of a FL teacher.

Metaphor lists (from James, 2001, p.164):
A teacher is: a judge, a juggler, wearing different hats, feeding chickens, a doctor, a football manager, a preacher, a saint- teacher, a moral martyr, a reformer, a film director

Teacher education and development is: creative turbulence, going on a journey, walking down a corridor and opening doors.

Procedure 2: 'What's the best image?': Some pictures representing various metaphors [like the ones in Ben-Peretz et al.'s (2003) study] can be brought to class. Teachers select those which best depict the idea of the teaching/ learning process. Trainer invites them to suggest their own images.

Procedure 3: 'Metaphors for a lesson': Trainees can be asked to select the metaphor which best describes the teacher and the language lesson. The following stages suggested by Ur (1996, p. 213) are: choose a metaphor, compare choices, analysis, and optional follow-up.

Metaphors for a lesson: a variety show, a conversation, climbing a mountain, doing the shopping, eating a meal, a football game, a wedding, a symphony, a menu, consulting a doctor (source: Ur, 1996, p. 213).

The activity can be extended by asking trainees to provide their own ideas. First they can be provided with some verbal cues, e.g.:

- Think of a lesson that surprised you the most. What was strange/ surprising in the lesson? What did the teacher do? If you were to compare the lesson to a thing/ an activity, what would it be? Explain why.
- Recall the best and the worst lessons that you've participated in. Describe them briefly and think about the areas in which they differ. Now choose one word (an adjective) or expression (a metaphor, simile) for each of them which would give the essence of the lessons and show the difference between them.

The participants are supposed to do it individually and then discuss their ideas in pairs. Later, some volunteers are invited to share the outcomes of their work to the whole group.

Reference: Kiliańska-Przybyło, G. (2010). Metaphors we teach by: Some procedures that trigger EFL teacher trainees' reflection. *Humanising Language Teaching, 12,* Retrieved from http://www.hltmag.co.uk/aug10/sart06.htm

TASK: Providing justifications

Suitable for: Especially for in-service teachers

Instruction: Below are some of the metaphors developed in a teacher professional development program for new teachers (Source: http://getideas.org/getinsight/teaching-metaphors/). Select one of them and then subject it to careful scrutiny, with a supportive colleague and write a justification for it.

<u>Sample justification:</u>
Metaphor: *teacher as a bridge*
Possible justification: *I love this metaphor because I see myself as someone who connects my students to all kinds of opportunities … and helps them see the potential outcome of what they're doing now … that outcome is on the other side, and they have to cross the bridge to get there. That's where I come in … it's my job to get them there.*
Metaphors:

1. As a teacher, I am a bridge.

2. As a teacher, I am a gardener.

3. As a teacher, I am a watering can.

4. As a teacher, I am an explorer.

5. As a teacher, I am an architect.

6. As a teacher, I am a compass.

7. As a teacher, I am an extension cord.

8. As a teacher, I am a weaver.

9. As a teacher, I am a glue stick.

10. As a teacher, I am a bulletin board.

Follow-up activities:

1. Trainees can be asked to hold a mini group discussion on the poem below.

2. When the discussion is completed, they can be asked to write their own metaphor poem on a teacher.

I Am A Teacher

I am a counselor and psychologist to a problem-filled child,
I am a police officer that controls a child gone wild.
I am a travel agent scheduling our trips for the year,
I am a confidante that wipes a crying child's tear.
I am a banker collecting money for a ton of different things,
I am a librarian showing adventures that a storybook brings.
I am a custodian that has to clean certain little messes,
I am a psychic that learns to know all that everybody only guesses.
I am a photographer keeping pictures of a child's yearly growth,
When mother and father are gone for the day, I become both.
I am a doctor that detects when a child is feeling sick,
I am a politician that must know the laws and recognize a trick.
I am a party planner for holidays to celebrate with all,
I am a decorator of a room, filling every wall.
I am a news reporter updating on our nation's current events,
I am a detective solving small mysteries and ending all suspense.
I am a clown and comedian that makes the children laugh,
I am a dietician assuring they have lunch or from mine I give them half.
When we seem to stray from values, I become a preacher,
But I'm proud to have to be these people because ...
I'm proud to say, "I am a teacher."

by
Stacy Bonino
(http://teacherweb.com/FL/ParksideElementary/MrsSchulson/t.aspx)

TASK: Reflecting on sayings/proverbs on teaching and teachers

Suitable for: Pre-service teachers

Instruction: Below are some questions that help pre-service teachers do some exploration about important and well-known sayings on teaching and teachers. First, trainees are asked to explore 10 sayings or quotes about 'teaching', 'teachers', and 'education' (on the internet or in books) by important philosophers, poets, authors, thinkers, educationalists, politicians, (such as Plato, Socrates, Einstein, and Confucius). They can also include in their search some important proverbs and idioms. They are guided to choose three of these sayings or quotes and share them with the class by giving their justifications for their choice.

After doing this exploration and doing class discussion, trainees can be asked to produce their own quotes about teaching/teachers/education.

Some examples that can be provided by the trainer:

i. Teachers are the one and only people who save nations. ~Mustafa Kemal Atatürk

ii. If you have knowledge, let others light their candles at it. ~Margaret Fuller

iii. The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind. ~Khalil Gibran

iv. The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. ~William Arthur Ward

v. A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron. ~Horace Mann

vi. Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each. ~Plato *(BC 427-BC 347) Greek philosopher.*

vii. In teaching others we teach ourselves. ~Proverb

viii. One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child. ~Carl Gustav Jung *(1875-1961) Swiss psychologist and psychiatrist.*

ix. I cannot teach anybody anything, I can only make them think. ~Socrates *(BC 469-BC 399) Greek philosopher of Athens*

x. It is the supreme art of the teacher to awaken joy in creative expression and knowledge. ~Albert Einstein *(1879-1955) German-Swiss-U.S. scientist.*

xi. I am not a teacher, but an awakener. ~Robert Frost *(1875-1963) American Poet.*

xii. The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself. ~Edward G. Bulwer-Lytton *(1803-1873) British politician, poet and critic.*

xiii. By learning you will teach; by teaching you will understand. ~Latin Proverb

xiv. The roots of education are bitter, but the fruit is sweet. ~Aristotle

xv. Bigotry is the disease of ignorance, of morbid minds; enthusiasm of the free and buoyant. Education and free discussion are the antidotes of both. ~Thomas Jefferson

xvi. The highest result of education is tolerance. ~Helen Keller

Sources:
(http://www.quotegarden.com/teachers.html)
(http://www.inspirational-quotes.info/teacher-quotes.html)

(http://quotations.about.com/od/famousquotes/a/famouseducation.htm)

3. The same procedures can be followed for the concepts of 'learning and 'learners'.

Some examples that can be provided by the trainer:

i. Get over the idea that only children should spend their time in study. Be a student so long as you still have something to learn, and this will mean all your life. ~Henry L. Doherty

ii. Education is what remains after one has forgotten what one has learned in school. ~Albert Einstein

iii. My idea of education is to unsettle the minds of the young and inflame their intellects. ~Robert Maynard Hutchins

iv. Education is a progressive discovery of our own ignorance. ~Will Durant

v. Education's purpose is to replace an empty mind with an open one. ~Malcolm S. Forbes

Sources:

(http://www.quotegarden.com/learning.html)
(http://www.quotegarden.com/education.html)

TASK: Providing justifications for metaphor choices

Suitable for: Both pre- and in-service teachers

Instruction: Trainees follow the instructions given by the trainer.

a) Trainees write their metaphor(s) of 'teaching' and 'teacher' together with its explanation and put them in a box in the center of the classroom. The papers are strirred up and then trainees pick out a paper from the box. Nobody should pick out their own paper.

b) Somebody starts by reading out the metaphor and its explanation on the piece of paper he/she has picked out. Other trainees listen. If someone listening feels that the comment is similar to any of those on their piece of paper, then they read out their related comment. Thus, if the first comment which is read out relates, say, to the metaphor 'teacher as conductor,' then other teachers will start to read out any comments they have which relate to the same metaphor.

c) When all teachers voice their beliefs, opinions, views on that particular metaphor, someone else reads out a fresh comment on a new metaphor. There may be a few metaphors that do not relate to anything anyone has so far read out. In that case they are read out last.

Follow-up activity (adapted from an activity in Woodward, 1991, p. 126):

Trainees in groups are asked to make posters expressing what are for them the most relevant metaphors of teachers. These are pinned up on the wall and other trainees stroll around reading them. One spokesperson from each group can stand by a poster to explain it.

Reference:

Woodward, T. (1991). *Models and metaphors in language teacher training: Loop input and other strategies.* New York: Cambridge University Press.

TASK: Describing teachers

Suitable for: Both pre- and in-service teachers

Instruction: Trainees are asked to choose 10 adjectives which they think best describe a teacher, and they write them down in order of importance. Then they compare and discuss their answers with a partner (or in small groups) by ensuring that they agree about the meaning of each adjective and the distinction between them. For example:

> *An innovative teacher is one who favors approaches which are original in themselves whereas creative teachers may produce original materials but within a traditional approach.*

They can also be asked to categorize these adjectives into two groups: professional and personal.

Adjectives:

affectionate	disciplined	imaginative	reliable
aggressive	dynamic	innovative	resigned
attentive	energetic	intelligent	resourceful
authoritative	enthusiastic	intuitive	self-confident
calm	fair	lively	self-sacrificing
caring	flexible	motivated	sensitive
cautious	friendly	optimistic	sentimental
charismatic	frustrated	ordered	simplistic
cheerful	generous	patient	space-giving
clear	gentle	pessimistic	sympathetic
creative	grateful	positive	systematic
curious	happy	practical	thoughtful
cynical	hard-headed	punctual	tough
dedicated	hard-working	realistic	well-informed
demanding	humorous	reckless	well-prepared
determined	idealistic	relaxed	

This task is adapted from Spratt (1994, pp. 73, 95).

Reference:

Spratt, M. (1994). *English for the teacher: A language development course.* Cambridge: Cambridge University Press.

Follow-up activities:

1. Trainees can be asked to add any adjectives to the list which describe further qualities that they feel are missing.

2. The adjectives provided are intended to describe positive qualities. Trainees are asked whether they feel that any of them could have a negative side as well and in what ways. This activity is especially important as it asks trainees to think critically.

Example: A dynamic teacher may not provide the learners with sufficient 'space' to set their own pace and to initiate topics of personal interest.

3. Trainees are asked to work individually and choose the four items from the list which they feel most accurately describe their own teaching style or characteristics. They put them into an order according to how characteristic of themselves they think they are. Then they are asked to explain to the other people in their group the reasons for the choices they have made.

(This task is adapted from Parrott, 1991, p. 91).

4. Trainees can also be asked to list ten adjectives that, in their opinion, describe a 'good' student's qualities. Then they can compare and discuss their answers with others.

(This task is adapted from Spratt, 1994, p. 101).

5.Trainees can be given the poem below and asked to write an adjective poem in similar format to describe teachers.

Terrific
Energetic
Able
Cheerful
Hard-working
Enthusiastic
Remarkable

TASK: Development of pre-service teachers' metaphors of teaching

Suitable for: Pre-service teachers

Instruction: Trainer guides the trainees according to the nature of the tasks.

TASK 1: Written Papers

A) Educational Life History Paper

Early in the semester, trainees are asked to reflect on their previous educational experiences and uncover a metaphor that gives their experiences meaning and illuminates their thinking about the role of 'teacher' by writing a paper on the following issues:

1. Identify important people or critical incidents that significantly influenced your decision to enter teaching.
2. What do you think about the aims of education?
3. Suggest a metaphor, considering your experience of school as a student, how school felt, how you best learned, when you felt most valued or least valued.

This task aims to encourage trainees to "generate their own metaphors seeking to capture the themes of their histories and their images of themselves as teachers" (Bullough and Stokes, 1994, p. 203).

B) Personal Metaphor Paper

Towards the end of the semester, trainees are asked to further develop their metaphor and to link it to the roles and responsibilities of teachers and to their vision of teaching and their philosophical approach to education.

As part of the second metaphor paper, trainees are given the following instructions:

Link your "metaphor" to yourself as an aspiring teacher and your experiences taking on the responsibilities of teaching – lesson preparation, management, responding to students' needs and abilities, etc. Outline your vision of teaching and your philosophical approach to the role of the teacher, based on your experience.

Note: Trainees can be asked to write the same paper by the end of training or after their teaching practices.

TASK 2: Lecture Presentation

In the lecture presentation, the uses of metaphor in educational research and practice can be explored. Trainees can be provided with some examples of teaching metaphors (e.g. coach, sailing ship, architect, gardener). This process is suggested by Bullough and Stokes (1994).

TASK 3: Online Forum

In the week following the lecture, trainees can be required to access and post contributions to the online forum based on the reactions to and reflections on the lecture. This provides an opportunity for trainees to take part in an informal but public discussion, and to explore with all members of the class their own metaphors, as well as those presented by the trainers.

TASK 4: Student-led Seminar

The week after the lecture presentation, trainees share the development of their metaphors and consider them in the light of selected literature on the use of metaphors in education.

The development of personally meaningful metaphors is a challenging task for trainees. These tasks aim to encourage critical self-reflection. Metaphor is a useful vehicle to shape and guide trainees' emerging personal and practical knowledge. Future research can follow the development of trainees' metaphors over time as they complete their studies and enter the classroom as teachers.

Reference: Berman, J., Boileau Little, D., Graham, L., Maurer, J., Paterson, D., Richmond, C., & Sargeant, J. (2002). *A teacher is … the use of metaphors with pre-service teachers*. Paper presented to the Challenging Futures: Changing Agendas in Teacher Education joint conference organised by School of Curriculum Studies, UNE & The Change in Education Research Group, UTS: Armidale.

TASK: Teachers' roles: Reflecting on recordings

Suitable for: Both pre- and in-service teachers

Instruction: Trainees follow the instructions below.

TASK 1: Watching and brainstorming

i) Trainees can be asked to brainstorm different roles of a teacher during a lesson. (e.g. "friend, judge, disciplinarian, police officer, facilitator, listener, counsellor, helper, monitor, leader, etc." (Parrott, 1993, p. 99).

ii) Trainees watch the recording of part of a lesson and they individually record any changes of role which may occur in the section of the lesson they watch.

iii) In small groups they can then compare their ideas with those of other participants.

iv) In a plenary group, an appointed member of each small group can be invited simply to describe and account for any particular differences which arose during the small group discussion.

TASK 2: Student-centered or teacher-centered?

i) Trainees are shown a number of video clips of 10-15 minute teaching from a real classroom. They (in groups) decide whether what they've seen can be labelled as teacher-centered or learner-centered teaching by giving justifications for their decision. Their focus would be on the role of teacher and students in the learning process at different stages of the lesson. They are encouraged to use metaphors to desribe these roles. There can be opposing views among students so they discuss until they reach a compromise.

ii) Then, trainees (in pairs) can be asked to take any 5-minute part of the lesson which they have labelled teacher's teaching as teacher-centered or learner-centered, and are asked to re-design that part to make it the other way. For example, if they have thought that that part is teacher-centered, then they re-design it as learner-centered and act it out and vice versa. Later they discuss the differences. In this way they learn to analyze a lesson and take an active role in changing the lesson's focus from teacher-centered to student-centered.

iii) Trainees can video-tape one of their micro-teachings and observe their mini-lesson in the same way and write a reflection paper where they focus on how they see themselves as a teacher (role/metaphor) and their lesson (teacher-centered/student-centered).

TASK: Comparing teaching with other jobs

Suitable for: Both pre- and in-service teachers

Instruction: Trainees are asked to choose one of the following jobs in terms of its similarity with the teaching profession and give their explanation.

sports coach   tour group leader   driving instructor

Actor   lecturer   nurse

social worker   sales person

(adapted from http://scottthornbury.wordpress.com/2011/11/20/m-is-for-metaphor/)
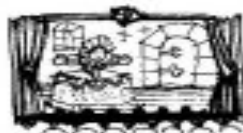
Appendix M: List of Schools in North Cyprus

1	Anafartalar Lisesi
2	Bekirpaşa Lisesi
3	Bülent Ecevit Anadolu Lisesi
4	Erenköy Lisesi
5	Gazimağusa Türk Maarif Koleji
6	Güzelyurt Türk Maarif Koleji
7	Kurtuluş Lisesi
8	Lefke Gazi Lisesi
9	Lefkoşa Türk Lisesi
10	Namık Kemal Lisesi
11	19 Mayıs Türk Maarif Koleji
12	Polatpaşa Lisesi
13	Türk Maarif Koleji
14	Cumhuriyet Lisesi
15	Değirmenlik Lisesi
16	20 Temmuz Fen Lisesi
17	Lefkoşa Anadolu Güzel Sanatlar Lisesi
18	Lapta Yavuzlar Lisesi
19	Atleks Sanverler Ortaokulu
20	Bayraktar Türk Maarif Koleji
21	Bayraktar Ortaokulu
22	Beyarmudu Ortaokulu
23	Canbulat Özgürlük Oratokulu
24	Çanakkale Ortaokulu
25	Demokrasi Ortaokulu
26	Dipkarpaz Ortaokulu
27	Esentepe Ortaokulu
28	Mehmetçik Ortaokulu
29	Şehit Hüseyin Ruso Ortaokulu
30	Şehit Turgut Ortaokulu
31	Şehit Zeka Çorba Ortaokulu
32	Sedat Simavi Endüstri Meslek Lisesi
33	Cengiz Topel Endüstri Meslek Lisesi
34	Doktor Fazıl Küçük Endüstri Meslek Lisesi
35	Karpaz Meslek Lisesi
36	Haydarpaşa Ticaret Lisesi
37	Gazimağusa Ticaret Lisesi
38	İskele Ticaret Lisesi
39	Atatürk Meslek Lisesi
40	Gazimağusa Meslek Lisesi
41	Haspolat Meslek Lisesi
42	Güzelyurt Çok Programlı Meslek Lisesi
43	Girne Amerikan Koleji
44	Doğu Akdeniz Koleji
45	Yakın Doğu Koleji
46	Uluslararası Kıbrıs Koleji

Appendix N: List of Schools According to Five Districts and School Type

Bölge: District
Tip: Type
Ortaokullar: Secondary School
Liseler: High School
Meslek Liseleri: Vocational High Schools
Özel Okullar: Private Schools

1. Bölge   Lefkoşa

Tip 1 (Type 1)

Ortaokullar (5) (Secondary Schools)

Atleks Sanverler Ortaokulu
Bayraktar Türk maarif Koleji
Bayraktar Ortaokulu
Demokrasi Ortaokulu
Şehit Hüseyin Ruso Ortaokulu

Tip 2 (Type 2)

Liseler (6) (High Schools)

Bülent Ecevit Anadolu Lisesi
Lefkoşa Türk Lisesi
Lefkoşa Anadolu Güzel Sanatlar Lisesi
Türk Maarif Koleji
20 Temmuz Fen Lisesi
Değirmenlik Lisesi

Tip 3 (Type 3)

Meslek Liseleri (4) (Vocational High Schools)

Sedat Simavi Endüstri Meslek Lisesi
Haydarpaşa Ticaret Lisesi
Atatürk Meslek Lisesi
Haspolat Meslek Lisesi

Tip 4 (Type 4)

Özel Okullar (2) (Private Schools)

Yakın Doğu Koleji
Uluslararası Kıbrıs Koleji

Appendix N: List of Schools According to Five Districts and School Type (cont.)

2. Bölge   Gazimağusa

Tip 1

Ortaokullar (4)

Beyarmudu Ortaokulu
Canbulat Özgürlük Ortaokulu
Çanakkale Ortaokulu
Şehit Zeka Çorba Ortaokulu

Tip 2

Liseler (4)

Cumhuriyet Lisesi
Gazimağusa TMK
Namık Kemal Lisesi
Polatpaşa Lisesi

Tip 3

Meslek Liseleri (3)

Doktor Fazıl Küçük Endüstri Meslek Lisesi
Gazimağusa Ticaret Lisesi
Gazimağusa Meslek Lisesi

Tip 4

Özel Okullar (1)

Doğu Akdeniz Koleji

Appendix N: List of Schools According to Five Districts and School Type (cont.)

3. Bölge   Girne

Tip 1

Ortaokullar (1)

Esentepe Ortaokulu

Tip 2

Liseler (3)

Anafartalar Lisesi
Lapta Yavuzlar Lisesi
19 Mayıs Türk Maarif Koleji

Tip 3

Meslek Liseleri (0)

Tip 4

Özel Okullar (1)

Girne Amerikan Koleji

Appendix N: List of Schools According to Five Districts and School Type (cont.)

4. Bölge   Güzelyurt

Tip 1

Ortaokullar (1)

Şehit Turgut Ortaokulu

Tip 2

Liseler (3)

Güzelyurt Türk Maarif Koleji
Kurtuluş Lisesi
Lefke Gazi Lisesi

Tip 3

Meslek Liseleri (2)

Cengiz Topel Endüstri Meslek Lisesi
Güzelyurt Çok Programlı Meslek Lisesi

Tip 4

Özel Okullar (0)

5. Bölge   İskele

Tip 1

Ortaokullar (2)

Dipkarpaz Ortaokulu
Mehmetçik Ortaokulu

Tip 2

Liseler (2)

Bekirpaşa Lisesi
Erenköy Lisesi

Tip 3

Meslek Liseleri (2)

Karpaz Meslek Lisesi
İskele Ticaret Lisesi

Tip 4

Özel Okullar (0)