

**A STUDY ON METAPHORICAL
PERCEPTIONS OF EFL LEARNERS REGARDING
FOREIGN LANGUAGE TEACHER¹**

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Abstract

As a research tool, metaphor has been used recently in eliciting teacher or learner belief as a result of the assumption that our thought processes are largely metaphorical in nature. Indeed, the metaphors we use not only represent the way we perceive the world and reality but also shape our professional ideas, attitudes, and practices. This study aimed to investigate the conceptual metaphors of both ELT major and non-ELT major learners in regard to their perception of an English language teacher. In addition, the study searches into the similarities and/or discrepancies between ELT major learners and non-ELT major learners in how they perceive an English language teacher. Data were collected through metaphor elicitation sheet, semi-structured interviews, and personal essays. Both qualitative and quantitative methods of analysis were used. Personal metaphors were analyzed and main conceptual themes were identified. The main results of the study indicate that while some metaphors are peculiar to English language teacher such as oracle, schizophrenic, and gum, some metaphors seem to be common with the ones developed for the concept of a teacher such as "light", "guide" and "bridge".

Keywords: *Conceptual metaphor, foreign language teacher, learner perception.*

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INTRODUCTION

Definition of Metaphor

Metaphors have been described in many different ways by many researchers and literary scholars. The metaphor is said to have originated with Aristotle, who used the term in two senses. All figures of speech that utilize association, comparison and resemblance refer to the first sense which will be used in this study. In the second sense, the comparison is implied by an identification of the two things. Though considered similar to analogy, a metaphor is mostly thought to be a more forceful construct. Apart from being an effective poetic device and an essential component of literary language, metaphors have served as a tool for establishing a relationship between two things whether quite simple or rather elaborate (McArthur, 1992). The metaphoric topic stands for the subject that will be stated and the metaphor vehicle is the term or terms used metaphorically (Stichert, 2005). For example, in "time is money", time refers to the subject and money refers to the vehicle. The structure of a metaphor can also be explained using the terms "the tenor" and "the vehicle". The vehicle is the subject from which the attributes are borrowed. The general terms "ground" and "figure" could be used to refer to what identifies as the tenor and the vehicle. In Yob's opinion (2003) "when a metaphor is employed, the schema is "transported" from its customary realm to a new realm. Here the elements and structures of the schema organize the "alien realm" in a way that "is guided by their habitual use in the home realm".

Metaphors in Educational Context and Related Studies

As to better understand the importance of metaphor as a tool in educational studies, it is necessary to explain both the definition and the roles of metaphors specifically in education. The simplest definition of metaphor with respect to education defines metaphor as seeing, describing or interpreting some unfamiliar educational phenomenon, event or action in terms of a familiar thing, event or action e.g. teachers are guides, learning is an uphill battle (Botha, 2009). A more sophisticated description is one by Scheffler who states that "metaphors are inventions of thought to explore a certain kind of possibilities in a heuristic way" (1979). They give rise to ideas and hypotheses which can be explored and perhaps even tested. They act as powerful cognitive models through which educators and learners can understand educational phenomena by relating them to something previously experienced (Scheffler, 1960). Considering metaphor as a process through which we construe the world as well as the essence of our thoughts and learning, metaphors undoubtedly stand as an essential tool for investigating our understanding and conception of education with its many components as the teacher, the learner, the teaching/learning context and so forth (Kesen, 2010). It is known that learners as well as teachers construct their concept of learning based on their experiences and prior knowledge (Kesen, 2010). In this sense, Schon (1983) states that "metaphors can help construct or reconstruct images of these categories and make sense of what happens in educational endeavors." In Kramsch opinion (2003), "metaphors help reveal the ways teachers and learners "construct representations of themselves and their experience". The studies by Knowles, (1994); Mahlios & Maxson, (1998), Bullough, (1991); Dooley, (1998) can be given as significant examples of the research which investigated the beliefs and views of teachers on teaching and classroom interaction by means of metaphor analysis. A number of researchers in teacher education have demonstrated that metaphors represent cognitive and affective distillations of teachers' fundamental beliefs about teaching. The study of teachers' metaphors appears to be fruitful, indirect way to study

important aspects of teachers' cognition: for example, how teachers plan or make decisions, or how they give meaning to their experience (Munby in Cortazzi and Jin, 1999). Researchers have concluded that some of the more significant thought processes of teachers consist principally of images constructed from classroom events and that these images including metaphors are central to how teachers know students and classrooms (Clandinin, 1985 in Cortazzi and Jin, 1999). Bibik (1997) investigated personal teaching metaphors as a means of determining teachers' beliefs about teaching. One hundred four teachers were asked to respond to the question, "A teacher is like..." Analysis of the resultant data revealed seven metaphors, with the teacher being perceived as parent or protector and group leader as dominant metaphors. In turn, these metaphors were found to guide and frame student-teacher relationships. Bibik (1997) concluded that an understanding of one's personal metaphor for teaching would assist in reflection about one's practice. This awareness could then help to increase the effectiveness of teaching. Data from journal entries, observations, and interviews indicated that examination of internal metaphors encouraged the participant to reflect on prior beliefs, assumptions, and approaches to teaching (Jensen, 2006). Other studies which explored the metaphors generated by teachers and learners on their educational experiences include (Bagci & Coklar, (2010); Saban, (2003; 2004), Cerit (2008), Seferoglu, Korkmazgil, Olgu, (2009), Martinez, Sauleda and Huber (2000) and Rigler (2000).

The Studies on the Perceptions of Language Teachers and Learners

Many studies explored the process of language teaching and the language teacher through the use of metaphor. Shaw, Barry and Mahlios (2008) explored English and foreign language teachers' metaphors and their relation to conceptions of literacy. In the study it was found out that beliefs fall into nine themes including nurturing and guiding. In another study by Caballero (2006) "learning is a journey" metaphor in the context of foreign language learning/teaching was found to be the most frequently used metaphor. De Guerrero & Villamil (2001) collected 28 metaphors from English teachers and nine categories emerged. The metaphors that shaped curriculum theories in foreign language teaching were studied by Herron (1982). Herron distinguished two metaphors: "the mind body metaphor" in which language learning is viewed as mental gymnastics aimed to strengthen and discipline the learner's mind and "the production metaphor" where the aim of language education was to produce a marketable and skillful workforce. Students' perceptions of language learning was also investigated by Swales (1994). Swales worked with twelve adult female students from developing countries learning the English language at the British Council in Dubai. The participants in Swales's study were asked to draw cartoons to describe their perceptions of learning a foreign language. The study yielded that the drawings were closely related to social and political experiences of women in developing countries. Parvaresh (2008) studied metaphorical conceptualization of an adult EFL learner. The results of the study revealed that adult learner's ways of looking at his teacher and his language did not change over time. As for the metaphors regarding language coursebooks, McGrath (2006) studied teachers' and learners' images for coursebooks and he concluded that "there is value in teachers researching their learners' beliefs and attitudes- in relation to coursebooks and other aspects of the teaching and learning environment".

METHODOLOGY

Research Questions

In this study, responses to the following questions were sought:

- 1- What are the conceptual metaphors of ELT major learners in regard to their perception of an English language teacher?
- 2- What are the conceptual metaphors of non- ELT major learners in regard to their perception of an English language teacher?
- 3- What are the similarities and/ or discrepancies between ELT major learners and non-ELT major learners in their perception of an English language teacher?

Design of the Study

As to find out the conceptual metaphors of ELT major and non-ELT major learners, the present study adopted both quantitative and qualitative data collection design. In addition, qualitative methods “allow the researcher the flexibility to probe initial participant responses- that is, to ask why or how”. The qualitative data were collected through metaphor elicitation method, interview and personal essays of the learners. The reason for using three methods of data collection was to achieve triangulation of the data. The metaphors generated by learners were described, categorized, compared and analyzed by means of content analysis since data format was textual not numerical. The interviews were transcribed and coded using Seventh String Software version 7.50.0 for Mac. The reason for utilizing this method was that “concepts that are not noticeable using the descriptive approach may be seen by using content analysis” (Yıldırım and Şimsek, 2005). The data collected through semi- structured interviews and personal essays were also exposed to content analysis. SPSS statistical program was utilized to see whether there was a significant difference between the two groups (ELT major learners and non-ELT major learners). The following table summarizes the research design of the study.

Table 3
Instruments and Linkages with Research Questions

<u>Research Question</u>	<u>Instruments</u>	<u>Rationale</u>
<p>1- What are the conceptual metaphors of ELT major learners in regard to their perception of an English language teacher?</p> <p>2- What are the conceptual metaphors of non- ELT major learners in regard to their perception of an English language teacher?</p>	Metaphor elicitation sheet	To elicit learners' beliefs regarding the concept of an English language teacher
<p>1- What are the conceptual metaphors of ELT major learners in regard to their perception of an English language teacher?</p> <p>2- What are the conceptual metaphors of non- ELT major learners in regard to their perception of an English language teacher?</p>	Interview	<p>To clarify the points that might seem unclear to the researcher.</p> <p>To triangulate the findings and interpretations obtained through metaphor elicitation and personal essays.</p>
<p>1- What are the conceptual metaphors of ELT major learners in regard to their perception of an English language teacher?</p> <p>2- What are the conceptual metaphors of non- ELT major learners in regard to their perception of an English language teacher?</p>	Personal essay	To better develop insights into learners' rationale behind using a specific metaphor as to explain their concept of an English language teacher.

Participants

The participants for the present study were 50 ELT major, 50 non-ELT major learners enrolled at Cukurova University. The ELT major learners were chosen from the total population of English Language and Teaching Department. Non-ELT major learners were selected from the population of Electrics and Electronics Engineering Department and Computer Engineering Department. The table below displays detailed information about the participants.

Procedure

In this study, data were collected through three instruments; namely metaphor elicitation sheet, personal essay, and interview. Metaphor elicitation were given to all the participants in a classroom setting. Each participant was asked to complete the prompt an English language teacher is a/an After completing the prompt all the participants were also asked to clarify their choice of metaphor for the concept of their ELT teacher. In order not to cause confusion on the part of the participants, they were free to write their explanations in Turkish. There was no time limitation. All the participants were told to write the first metaphor that they came up with. Upon completing the metaphor sheet, all the participants were asked to write an essay in which they elaborated more on their perception of an English language teacher. They were told to use their prompt (e.g an English language teacher is a "flower") as the title of their essay. The participants were allowed to write their essays at home. They were demanded to write their essays in a single session. After the essays were collected and read by the researcher each participant was interviewed as to assess the relevance of their metaphor and the content of their essays. However, the participants were also given the chance to modify their views regarding the metaphors they developed.

Data Analysis

The obtained data were analyzed and interpreted using the content analysis method. The reason for utilizing this method was that "concepts and themes that are not noticeable using the descriptive approach may be seen by using the content analysis" (Yildirim and Şimşek, 2005). In addition, in content analysis, the researcher focuses on coding and categorizing the data, which makes this technique rich (Sternler, 2001). In addition to the researcher conducting the present study, the data were read by two other instructors as to check their relevance to the study. Following this procedure, all the metaphors created by the participants were classified under various categories. The analysis of the metaphors including the themes and the metaphors under each theme can be seen in Table 5 below.

Table 5

Metaphors Developed by ELT Major Learners for the Concept of an English language teacher

Theme	Metaphor	f	%
<u>Illumination</u>	1. light	4	8.0
	2.lamp	1	2.0
	3.sun	3	6.0
	4.moon	1	2.0
	5. star	1	2.0
	6. galaxy	1	2.0
	Total		11
<u>Source of knowledge</u>	7.book	3	6.0
	8.ocean	1	2.0
	9.kiosk	1	2.0
	10.dictionary	4	8.0
	Total		9
<u>Nurturer</u>	11.mother	2	4.0
	12.gardener	1	2.0
	Total		3
<u>Happiness</u>	13.door of heaven	1	2.0
	14.chocolate	1	2.0
	15.fun club	1	2.0
	Total		3
<u>Growth</u>	16.tree	1	1.0
	17.holy person	1	1.0
	18.rain	1	1.0
	Total		3
<u>Cure/ treatment</u>	19.drug store	1	2.0
	Total		1
<u>Discovery</u>	20.new world	1	2.0

	Total	1	2.0
<u>Giving shape form</u>	21.sculpture	1	2.0
	22.architect	1	2.0
	Total	2	4.0
<u>Beauty</u>	23.flower	1	2.0
	24.sunflower	1	2.0
	25.butterfly	1	2.0
	Total	3	6.0
<u>Freedom</u>	26.pigeon	1	2.0
	27.statue of liberty	1	2.0
	Total	2	4.0
<u>Decision making</u>	28.referee	1	2.0
	29.manager	1	2.0
	30.judge	1	2.0
	31.policeman	1	2.0
	32.boss	1	2.0
	Total	5	10.0
<u>Competence</u>	33.brain	1	2.0
	34.expert	1	2.0
	35.researcher	2	2.0
	Total	4	8.0
<u>Art</u>	36.composer	1	2.0
	37.musician	2	4.0
	Total	3	6.0

When we analyze the findings revealed in Table 5, we see that ELT major learners developed 37 metaphors under 13 themes. Among the themes of the metaphors, the theme "illumination" has the highest number of metaphors (n:6). That is, 22 % of the participants believe that an English language teacher is the one who pours his light into the bowl of the students' hungry minds. These participants are of the opinion that the language teacher sheds light on them with his knowledge of the foreign language. Of the metaphors developed by 50 ELT major learners, the metaphors "light" (n:4;8%) under the theme of "illumination" and the metaphor "dictionary"(n:4;8%) under the theme of "source of knowledge" have the highest frequency. It is noteworthy that the metaphor "light" was also used for the concept of teacher in a general sense in other studies (Cerit, 2008;

Saban 2003; Seferoglu, Kormazgil, Olgu, 2009). This finding may be attributed to cultural background of the participants. As for the use of metaphor "dictionary", we can also say that the culture in which the participants were raised has an influence on why they perceive the language teacher as a dictionary. The culture can also account for the reason

why the metaphor dictionary is used both for the language teacher and the teacher in general. Since the present study was conducted in Turkey where there is always a strong tendency to see the teacher as the authority since s/he knows everything and has all the correct answers, it may not be surprising to see the metaphor "dictionary" developed for the language teacher. Sample quotations for the metaphors developed by ELT major learners are as follows:

S1. English language teacher is light. I chose this metaphor since light as the source life takes darkness away from our information hungry hearts and minds. We all have got dark sides in us. When light is projected onto us intellectually we find the opportunity to see and observe the obstacles hidden. The power of light makes us understand and move faster. English language teacher is in that sense functions as light. He arranges the level of light in order to keep us alert at all times.

S2. English language teacher is a book. Whenever we read a book, we can learn various things from it. English language teacher presents him/herself as a valuable book. Even though there are books which doesn't worth much, English language teacher isn't that way. From cover to the content of the book, she gives insights into so many diverse subjects. Like different characters in a book, an English language teacher can give life to all those voices and teach us how to be divergent. We discover different phases with her and see how we leverage our knowledge.

S3. English language teacher is a chocolate. Chocolate is one of the great aphrodisiacs so as the English language teacher. She not only lets you enter from the door of heaven but also shows how to use the handles of these doors. As a result, path to happiness is in your hands.

Table 6

Metaphors Developed by Non- ELT Learners for the Concept of an English Language Teacher

<u>Theme</u>	<u>Metaphor</u>	<u>f</u>	<u>%</u>
<u>Illumination</u>	1. <u>lightbeam</u>	1	2.0
	2. <u>light</u>	2	4.0
	3. <u>lightbulb</u>	1	2.0
	4. <u>moon</u>	1	2.0
	5. <u>sun</u>	1	2.0
	<u>Total</u>	<u>6</u>	<u>12.0</u>
<u>Annoyance</u>	6. <u>schizophrenic</u>	1	2.0
	7. <u>gum</u>	1	2.0
	8. <u>black hole</u>	1	2.0
	<u>Total</u>	<u>3</u>	<u>6.0</u>
<u>Guidance</u>	9. <u>guide</u>	5	10.0
	10. <u>captain</u>	1	2.0
	<u>Total</u>	<u>6</u>	<u>12.0</u>
<u>Depth of knowledge</u>	11. <u>deep water</u>	1	2.0
	12. <u>ocean</u>	1	2.0
	13. <u>sea</u>	2	4.0
	<u>Total</u>	<u>4</u>	<u>8.0</u>
<u>Power</u>	14. <u>computer</u>	1	1.0
	<u>Total</u>	<u>1</u>	<u>2.0</u>
<u>Fun</u>	15. <u>comedian</u>	1	2.0
	16. <u>cartoon</u>	1	2.0
	<u>Total</u>	<u>2</u>	<u>4.0</u>
<u>Patience</u>	17. <u>mom</u>	1	2.0
	18. <u>psychiatrist</u>	1	2.0
	<u>Total</u>	<u>2</u>	<u>4.0</u>

<u>Provider of communication</u>	19. <u>door</u>	1	2.0
	20. <u>bridge</u>	5	10.0
	21. <u>television</u>	1	2.0
	<u>Total</u>	<u>7</u>	<u>14.0</u>
<u>Growth</u>	22. <u>rain</u>	1	2.0
	23. <u>fruit tree</u>	1	2.0
	<u>Total</u>	<u>2</u>	<u>4.0</u>
<u>Giving shape form</u>	24. <u>carpenter</u>	2	4.0
	25. <u>architect</u>	1	2.0
	26. <u>craftsman</u>	1	2.0
	<u>Total</u>	<u>4</u>	<u>8.0</u>
<u>Cure treatment</u>	27. <u>psychologist</u>	1	2.0
	28. <u>psychiatrist</u>	1	2.0
	<u>Total</u>	<u>2</u>	<u>4.0</u>
<u>Future</u>	28. <u>New world</u>	1	2.0
	29. <u>Oracle</u>	1	2.0
	<u>Total</u>	<u>2</u>	<u>4.0</u>
<u>Discovery</u>	30. <u>planet</u>	1	2.0
	31. <u>earth</u>	1	2.0
	<u>Total</u>	<u>2</u>	<u>4.0</u>
<u>Speed</u>	32. <u>sound</u>	1	2.0
	33. <u>computer</u>	1	2.0
	<u>Total</u>	<u>2</u>	<u>4.0</u>

Support	34. Counselor	1	2.0
	35. shadow	1	2.0
	Total	2	4.0
Competence	36. brain	1	2.0
	37. researcher	1	2.0
	Total	2	4.0
Art	38. composer	1	2.0
	39. musician	1	
	Total	1	2.0

In Table 6, we see that non-ELT major learners developed 39 metaphors under 17 themes. The theme with the highest frequency (n:5;10%). The reason why participants associate foreign language teacher with "bridge" may result from the ultimate need of connection with the new language and culture they are to learn. It is important to note that the metaphor "bridge" was also used for the concept of "teacher" in other studies (Cerit, 2008; Saban 2003; Seferoglu, Kormazgil, Olgu, 2009). This may mean that for the participants who used bridge metaphor, the concept of an English language teacher is not different from that of a teacher in a general sense. Another metaphor which is also used in the studies searching for the concept of "teacher" is "guide". The reason why participants used the metaphors "bridge" and "guide" may be attributed to their previously formed beliefs about teacher regardless of what he teaches.

Amongst the themes, "illumination" and "guidance" have the second highest frequency of the metaphors developed by non- ELT major learners. It is noteworthy that the theme illumination has the highest frequency both for ELT and non- ELT major learners. That is to say, for 22 percent of the ELT major learners (see Table 5) and 12 percent of the non-ELT major learners (see Table 6), an English language teacher enlightens the learners with his knowledge of the foreign language he is teaching. We should also note that among the 17 themes and 39 metaphors, only one theme (annoyance) and 3 metaphors (schizophrenic, gum, and black hole) have a negative connotation for the concept of a language teacher. Sample quotations from the interview for the metaphors developed by Non-ELT major learners are as follows:

S1. English language teacher is a lightbeam. English language teachers can create different colourful worlds for us. They illuminate us with the information they hold because they have a lots of opinions and lots to share.

S2. English language teacher is the moon since s/he constantly delivers information to students as the moon reflects its light in the absence of sun. Independently from the other planets and stars around it could solely be the source of light. Moon as the orbit of the planet recieves its light from the sun and stores light. I personally believe that an English language teacher stores

his/her knowledge like moon does to earth as it happens in the process of delivering light to earth.

S3. English language teacher is a computer since he holds huge amount of backround studies and stores related information and reveals them when necessary. He is in touch with various people in so many different social environments; especially with people living in foreign countries. He develops his skills day by day and updates them like the computer does by the assistance of newly developed high technologies .

Common Metaphors Developed by ELT & Non-ELT Majors

When we analyze the metaphors developed by ELT and non-ELT major learners, we see that there is a significant difference between the two groups (.000).

Table 7

One-Sample Test

Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
ELTMET	10,200	50	,000	16,7800	13,4740	20,0860
NONELTME	12,229	50	,000	18,7000	15,6271	21,7729

Table 8

Common Metaphors Developed by ELT & Non-ELT Majors (under the same theme)

Theme	Metaphor	ELT		Non-ELT	
		f	%	f	%
Illumination	light	4	8.0	2	4.0
	moon	1	2.0	1	2.0
	sun	3	6.0	1	2.0
Growth	rain	1	2.0	1	2.0
Giving shape/ form	architect	1	2.0	1	2.0

In Table 8 we see 3 themes and 5 metaphors developed by both ELT & Non-ELT majors for the concept of of ELT teacher. We see the metaphors "light", "moon", "sun" under the theme of illumination. Among the common metaphors of ELT and Non-ELT major learners "light" has the highest frequency. In other words, regardless of their major, participants believe that an English language teacher is light. That is to say, both for ELT and Non-ELT majors, an English language teacher enlightens the students with his

knowledge. We may conclude that since the foreign language is full of unknown words, descriptions, and rules as well as cultural issues, the learners need to be guided by teacher's light. The other common metaphor with the second highest frequency under the theme "illumination" is "sun". We should note that both "light" and "sun" are also seen in the studies conducted for the concept of teacher in a general sense (Cerit, 2008; Saban 2003; Seferoglu, Kormazgil, Olgu, 2009). The reason why these 2 metaphors are common between the 2 groups (ELT and non-ELT major learners) may result from participants' fixed beliefs about the concept of a teacher. That is, no matter what major learners are, they believe that a teacher acts as the sun and light irrespective of what he teaches. The other metaphor which is used both by ELT and non-ELT majors is "rain". By using this metaphor, participants may refer to the need for developing their knowledge which is provided by the teacher. The last common metaphor we see in Table 8 is "architect". We may come to the conclusion that when the language teacher teaches the foreign language s/he carves learners' mental caves with his appropriate tools (teaching skills, materials, activities) for the experience of learning a foreign language.

Table 9
Common Metaphors Developed by ELT & non ELT Majors (Under different themes)

Theme		Metaphor	ELT		Non ELT	
ELT	NON elt		f	%	f	%
Source of knowledge	Depth of knowledge	Ocean	1	2.0	1	2.0
Nurturer	Patience	Mother	1	2.0	1	2.0
Discovery	Future	New World	1	2.0	1	2.0

Table 9 displays the common metaphors developed by ELT and non-ELT major learners. It is seen that the 3 common metaphors appear under different themes. One of the common metaphor we see in Table 9 is "Ocean". When the metaphor "ocean" is used by ELT participants, it refers to "source of knowledge". However when the concept is used by the non-ELT majors, it shifts into depth of knowledge. The second common metaphor is "mother" . The meanings under two different concepts change. When it is used by the ELT majors it means nurturer, on the other side when the same metaphor is used by the non- ELT majors, it means patience. The last metaphor we see in Table 9 is "New World" As in other two metaphors, the theme under which this metaphor appears changes depending on the major of the learners. That is, for ELT majors a language teacher is "New World" which stands for "discovery" whereas for non-ELT majors, the same metaphor is associated with "future".

5.1. Research Questions and Discussion

The research questions that were addressed in this study and the related findings are as follows:

1- What are the Conceptual Metaphors of ELT Major Learners in Regard To Their Perception of An English Language Teacher?

ELT major learners developed 37 metaphors in regard to their perception of an English language teacher. These metaphors were categorized under 13 conceptual themes (illumination, source of knowledge, nurturer, happiness, growth, cure/treatment, discovery, giving shape/form, beauty, freedom, decision making, competence, and art). Among the themes of the metaphors, the theme "illumination" had the highest number of metaphors (n:6;12%). That is, 22 percent of the participants believe that an English language teacher is the one who pours his light into the bowl of the students' hungry minds. Of the metaphors developed by 50 ELT major learners, the metaphors "light" (n:4;8%) under the theme of "illumination" and the metaphor "dictionary" (n:4;8%) under the theme of "source of knowledge" had the highest frequency. The metaphors "judge", "boss", "dictionary", "guide", "sun", "rain", "mother", "tree", "light", "gardener", "composer", "manager" also appear in the studies investigating the concept of a language teacher (Kesen, 2010, Block, 1992; De Guerrero & Villamil, 2001; Kramsch, 2003; Oxford et al., 1998; Zapata & Lacorte, 2007). As to better understand the commonality between the present study and the other studies, it is essential to note that the other studies were conducted in various cultures. We may conclude that a foreign language learner perceives the English language teacher in a certain way regardless of the culture s/he is a member of. However, some metaphors which were developed in the present study seem to be peculiar to Turkish learners of English language (e.g. schizophrenic, gum, oracle). It is noteworthy that the metaphor "light" and "dictionary" were also used for the concept of teacher in a general sense in other studies which were conducted in Turkey. (Cerit, 2008; Saban 2003; Seferoglu, Kormazgil, Olgu, 2009). This finding may be attributed to cultural background of the participants. We can infer that some Turkish learners use their perception of a teacher for their perception of a language teacher, as well. The analysis of the metaphors displayed that there was no metaphor with a negative connotation. The reason why all the metaphors developed by ELT major learners had a positive connotation might be attributed to these participants' major which is English language teaching. In other words, since these participants are prospective language teachers, they have positively shaped perception of this occupation. When the metaphors were analyzed according to the taxonomy of metaphors about teachers and teaching, 8 metaphors were categorized under 3 aspects. The metaphors "boss", "policeman" and "judge" appeared under the Social Order aspect which implied the control of the teacher. The Cultural Transmission aspect included the metaphors "dictionary" and "sun". These 2 metaphors also indicated a tendency towards a language learning environment in which the teacher has the authority. The Learner Centered Growth aspect had the metaphors "mother", "gardener", and "book". These metaphors indicated shared teacher and student control in language classroom. Of all the metaphors developed by ELT major participants, the metaphors "light", "dictionary", "sun", "book", and "mother" appeared as the most frequently used metaphors in regard to the concept of an English language teacher. It is noteworthy that four of these metaphors ("light", "sun", "book", and "mother") were also used in the studies investigating the concept of "teacher". (Cerit, 2008; Saban 2003; Seferoglu, Kormazgil, OlfU, 2009). The reason why "dictionary" seems to be peculiar to language teacher might be that the learners believe that the language teacher knows should know all the unknown words in the foreign language. Thus, it may not be surprising to see that language learners associate the language teacher with dictionary.

2- What are the Conceptual Metaphors of Non- ELT Major Learners in Regard to Their Perception of an English Language Teacher?

Non-ELT major learners developed 39 metaphors under 17 themes (illumination, annoyance, guidance, depth of knowledge, power, fun, patience, provider of communication, growth, giving shape/form, cure/treatment, future, discovery, speed, support, competence and art). The theme with the highest frequency is "provider of communication" (14%) with the metaphors "door", "bridge" and "television". Of these metaphors, the metaphor "bridge" has the highest frequency (n:5;10%). We may infer that since language learners need a sort of connection with the new language and culture, they tend to perceive the language teacher as a bridge. The metaphors "guide", "sun", "counselor", "brain", "mother", "light", "fruit tree", "computer", "composer", and "ocean" were also used in the studies investigating the concept of a language teacher (Kesen, 2010, Block, 1992; De Guerrero & Villamil, 2001; Kramersch, 2003; Oxford et al., 1998; Zapata & Lacorte, 2007). On the basis of the commonality between the present study and the studies mentioned above, we can suggest that some metaphors for language teachers are universal. It is important to note that the metaphors "bridge" and "guide" were also used for the concept of "teacher" in other studies (Cerit, 2008; Saban 2003 ve Seferoglu, Kormazgil, Olgu, 2009). We can infer that for some learners the way they perceive a language teacher is not different from the way they perceive a teacher. The reason behind this may be due to their fixed beliefs about a teacher irrespective of their field of teaching. Among the metaphors developed by non-ELT major learners, only 3 metaphors; namely, "schizophrenic", "gum" and "black hole" had a negative connotation. These metaphors which were under the theme of "annoyance" indicated a negative attitude of the learners towards the language teacher. When the metaphors were analyzed according to the taxonomy of metaphors about teachers and teaching, 8 metaphors were categorized under 2 aspects. The Cultural Transmission aspect which indicates the teacher's control in class had the metaphors "brain", "guide", "sun", "psychologist", "psychiatrist", and "counselor". Under The Learner Centered Growth aspect, we see the metaphors "mother" and "fruit tree". Unlike the metaphors under The Cultural Transmission aspect, the metaphors "mother" and "fruit tree" imply the shared teacher and student control.

The most frequently used metaphors among all the metaphors developed by non- ELT major learners are "guide", "bridge", "light" and "sea". Of these metaphors, we see the metaphors "guide", "bridge" and "sea" among the metaphors used for the concept of "teacher" in other studies (Cerit, 2008; Saban 2003; Seferoglu, Kormazgil, Olgu, 2009).

3- What are the Similarities and/ or Discrepancies Between ELT Major Learners and Non-ELT Major Learners in Their Perception of an English Language Teacher?

The similarities and/or discrepancies between two groups were analyzed from two different perspectives. First, the common metaphors under the same themes were compared. As a result of this comparison, it is seen that both ELT and non-ELT majors used the metaphors "light", "moon", and "sun" (under the theme of illumination), "rain" (under the theme of growth), and "architect" (under the theme of giving shape/form). As for the common metaphors under different themes, we see the metaphors "ocean" (ELT theme: source of knowledge; non-ELT theme: depth of knowledge), "mother" (ELT theme: nurturer; non-ELT theme: patience), and "New World" (ELT theme: discovery; non-ELT theme: future). Of these 8 common metaphors, the metaphors "light", "sun", "ocean", and "mother" were also developed by the participants in the studies carried out by Kesen, 2010, Block, 1992; De Guerrero & Villamil, 2001; Kramersch, 2003; Oxford et al., 1998; Zapata & Lacorte, 2007. It is noteworthy that when the metaphors developed by two

groups are analyzed according to the taxonomies of metaphors about teaching and teachers, ELT major learners seem to be in need of less teacher control in class as compared to non-ELT major learners. The reason for such a difference might be attributed to ELT major learners' being exposed to English Language long before they start their major at university.

Implications for ELT

The results of the study have several implications for the English Language instructors. In language teaching as in other fields, one of the most crucial point seems to be learners' beliefs and attitudes about language learning and the language teacher. Each student may have a different perception of the language learning experience and the language teacher. The teacher's style of teaching and learners' expectations from the teacher may clash and this may lead to negativity on the part of the learners and may even affect their language performance. Therefore, learners' perceptions of a language teacher should certainly be elicited. Since metaphors have proven to be a reliable research tool to elicit beliefs and attitudes of language learners and teachers (McGrath, 2006; Nikitina & Furuoka, 2008), the use of metaphors in developing insights into learners' perceptions of a language teacher should be given utmost importance. As Lakoff (1980) states that "metaphors not only make our thoughts more vivid and interesting but they actually structure our perceptions and understanding". For this reason, it should be within the objectives of the language teacher to elicit learners' views of language teacher as to help learners have positive attitudes towards language learning and eliminate negativity caused by their previous experiences. As for the models employed in language teaching, the findings of the present study support eclecticism instead of adopting a single method in class.

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