

CHAPTER I

INTRODUCTION

This chapter is intended to investigate EFL pre-service teachers' metaphors of their role in English teaching during field teaching practice. This section displays background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study and definition of key terms.

1.1 Background of the Study

Metaphor as one of the essential mechanisms of the human mind and the mental structures reflecting individuals' self-related images, beliefs, emotions, and thoughts, using which they understand and act within their worlds (Alger, 2009; Lakoff, 2009; Lakoff & Johnson, 1980). Thus, metaphors allow people to simplify complex and abstract aspects of their world (Farrell, 2006). Previous research has demonstrated that metaphors are beneficial in understanding how teachers and/or prospective teachers perceive their teaching roles in educational settings (e.g., Leavy, McSorley, & Boté, 2007; Saban et al., 2007), how they perceive the role of educational technology (Bagci & Coklar, 2010), how they conceptualize teaching, learning, and learner (Parks, 2010), and how they describe their professional identities (Thomas & Beauchamp, 2007, 2011). Metaphors are used in various contexts, such as in Political Language and Communication in political speeches, election campaigns, or political reporting. Science and Education in teaching scientific or complex concepts to students. World of Business and Marketing in

building a brand or selling products/services to customers. Literature and Artwork in literature, poetry, visual arts and other works of art. Health and Medicine in describing a disease, medical procedure, or patient experience. Technology and Computer Science in explaining complex concepts of technology to beginners or non-experts. Culture and Identity in explaining culture, identity, or the way we perceive ourselves and groups. Language and Linguistics in exploring the linguistic aspects of metaphor in everyday language and thought concepts.

However, metaphors can also describe conditions or phenomena that occur in education. Metaphors are significant in teacher education, as Munby (1986) stated that to understand the contents of the teacher's thoughts, paying attention to the metaphors that appear when teachers express themselves is beneficial. The metaphors teachers use to conceptualize themselves to understand not only teachers' identities and beliefs but also their ideas, attitudes, perceived reality, the classroom environment they want to create, and their professional practice. Metaphors are a useful tool to explore how pre-service teachers develop their professional identities. (Erickson & Pinnegar, 2017). As one of the aspects of language that students learn, metaphor is often still considered an aspect of language only found in literary works.

In fact, according to Lakoff and Johnson (2009), metaphors permeate everyday life not only in language but also in thoughts and actions. Since the 1990s, there has been an increasing interest in the professional development of teachers and their understanding of themselves through metaphor (Alsup, 2006; Nguyen, 2016). Efforts to develop pre-service teachers have recently received extraordinary attention, especially in education. This important to prepare pre-

service teachers with real and actual teaching experiences that will shape their professionalism to understand what is needed to become real teachers in the future (Lawson, Çakmak, Gündüz, & Busher, 2015). Lawson et al. (2015) argue that excellent teaching and learning opportunities in teaching practicum activities will open the way of thinking of pre-service teachers about how they will manage the challenges they might face in their teaching practice in the future.

In addition to doing practical teaching, pre-service teachers will see that teaching requires not only knowledge of teaching materials but also interactions with the school environment: teachers, students, and administrative staff. These will all be captured naturally through metaphors as they help EFL pre-service teachers express the meaning of what they have done in the teaching and learning process (Farrel, 2016. Zhu, Rice, Li. and Zhu, 2022). Regarding other benefits of teaching practice for pre-service teachers, several studies have revealed that this program can provide teaching experiences to stimulate positive attitudes for pre-service teachers to understand teaching concepts.

This research reveals that the program can empower pre-service teachers to prepare themselves well. Also comparing student-teacher and classroom-teacher evaluations also revealed that student-teachers tend to have more positive experiences with teaching. Despite the advantages of the teaching practice mentioned above, pre-service teachers face many challenges, especially burdensome at the beginning and towards the end of teaching practice. Pre-service teachers mostly face the following challenges: school placement, expectations of target students, school mentors, and university supervisors (Buckworth, 2017).

Other challenges commonly faced by pre-service teachers that have been expressed through metaphors are: theoretical teaching at institutions taking time to be incorporate at schools, nervousness of meeting the target students in the class because they have to face classes with students with different characters and backgrounds, preparing teaching documents that suit the curriculum of the school, worries of making mistakes throughout the teaching and learning process, readiness in teaching because they may not have sufficient skills and experience in teaching in front of the class as well as a heavy workload because they have to learn and teach at the same time and are faced with real situations in the field, and tend to follow the school mentor advices than expressing genuine knowledge (Zhu, Rice, Li, & Zhu, 2022).

Therefore they still need adequate evaluation and feedback from their senior teachers and mentors to help them improve their skills in teaching. The challenges experienced by EFL pre-service teachers during these teaching practices can be investigated and discussed through metaphors, so that we can see an overview of their teaching role (Farrel, 2016), since in recent years many researchers have advocated the use of metaphors as a cognitive tool to effectively try to understand the images of EFL pre-service teacher teaching and learning. (BouJaoude, 2000). Apart from that, the most important thing is that every teacher must have confidence in teaching because their beliefs influence how teachers deliver material to students (Johnson, 1994), to improve their performance in education, especially in learning English.

Each teacher has different ways of educating students and individual creativity in solving each problem and building students' interest and activeness

while learning in class. Li (2012) stated that beliefs are crucial in teaching language; they help people make sense of the world, influence how new information is understood, and whether accepted or rejected. Fives and Gill (2015) also summarized several points about teacher beliefs; according to some experts, teacher beliefs tend to be their driving force in determining teaching and learning. Based on previous research by Zambon (2022), Zhu, Rice, Li, and Zhu (2022), and Astri, Naibaho, and Riyanto (2023) their focus of research tends to examine teacher (class) and student metaphors that can represent their views on learning English and other context.

However, only some studies still examine metaphors for EFL pre-service teachers in teaching English during field teaching practice, especially in the Indonesian context. This research conducted at an institution where pre-service teachers have carried out teaching practices at school. Therefore, what needs to be studied further is illustrate the role of EFL pre-service teachers in teaching English during teaching practice through metaphors . Therefore researcher focus on digging deeper into the problem. The results of this study are expected to provide information to lecturers or tertiary institutions to utilize metaphors as indicators to evaluate and prepare better and more professional teacher candidates in the teaching process.

1.2 Scope of the Study

This research focused on the EFL pre-service teachers' metaphors in illustrated their role when English teaching during field teaching practice. This study involved fifteen EFL pre-service teachers in one of the tertiary institutions

in Southeast Sulawesi who have done teaching practicum. This study is limited to the EFL pre-service teachers' metaphors of their role in English teaching during their field teaching.

1.3 Research Question

Concerning the focus of the study, this study focused on seeking the answer to "What metaphors do EFL pre-service teachers use to illustrate their role in teaching during field teaching practice?".

1.4 Purpose of Study

Based on the research question, this present study aims to identify the metaphors used by EFL pre-service teachers in teaching English during field teaching practice.

1.5 Significance of the Study

The study provides a significant explanation, and the results of this study can be used as examples and guides for future researchers who want to examine the metaphor of EFL pre-service teachers while teaching English during field teaching practice. In short, this research contributes to give an overview of what metaphors depict the role of EFL pre-service teachers in teaching English as they teach in the field.

In addition, the results of this research can help EFL pre-service teachers explain their role about learning and teaching by using metaphors; then, through these metaphores, researcher can use them as indicators to determine individual

teaching belief and role. Researcher also can figuring out what needs to be evaluate, so that they can become more professional teachers in the future. Therefore, this research is expected to contribute to the world of education, especially in higher education institutions and learning process.

1.6 Definition of Key Terms

In this study, there are several key terms will be defined below :

EFL Pre-service Teachers are student teachers who are currently enrolled in an academic education program and have completed field teaching practice to prepare for their profession of teaching (Zeichner, 2010). In the context of this research, these EFL pre-service teacher are students teacher majoring in English education and had taken a research class at a University in Southeast Sulawesi and their ages start from 20-24 years old.

Metaphors as a cognitive tool to help EFL pre-service teacher express their role in teaching during field teaching practice, because metaphors can be used in understanding abstract and difficult concepts (Alger, 2009; Lakoff, 2009; Lakoff & Johnson, 1980). In this study means, metaphor as representation of the pre-service feeling or expression that they experience throughout the teaching practicum program which is written in form of allegory.

Teacher's role is a set of behaviors that teachers carry out in their teaching process which aims to advance behavior change and student development. In this study, the teacher's role is behavior that describes the readiness of pre-service teachers to teach during field teaching practice.

Field Teaching Practice is an academic activity for pre-service teachers to gain practical experience in teaching and managing classrooms, as well as skills to communicate directly with students and teachers performed in schools, before they enter the field of teacher profession (Allen, Ambrosetti, and Turner, 2013). In this study, field teaching practice means one of core element of pre-service teachers education program to apply their teaching knowledge into action.

