

CHAPTER II

LITERATURE REVIEW

This chapter reviews the previous empirical studies related to this study, both the theoretical and empirical literature from the field of relevant study related to the EFL pre-service teachers' metaphors of their role in English teaching during field teaching practice. The intention is to establish analytical and empirical frameworks for this present study. This chapter has two subsections: the theoretical framework and the relevant studies.

2.1 Theoretical Framework

2.1.1 Metaphors Reveal Teacher Role about Teaching and Learning

Through metaphors, a teacher can express himself naturally (Saban, 2006). Metaphors reveal how teachers choose educational preparation and teaching contexts to represent themselves as teachers (Alger, 2009). Metaphors build and mediate understanding through analogy building (Steen, 2007). The reflective practice movement (e.g., Schön, 1983), Lakoff and Johnson's (1980) book on metaphors in everyday life encouraged researchers to utilize metaphors to investigate teachers' beliefs and thinking. Metaphors are also starting to be used to gain insight into the way teachers think (Seferoğlu, Korkmazgil & Ölçü, 2009). They are used to understand teacher professional development and improve education systems (Zhao, Coombs & Zhou, 2010). Metaphors can assist in positioning themselves and others through images and language; teachers create identities and shape the world they want to live in (Gee, 2001). Metaphors express

one identity in terms of another (Lakoff & Johnson, 2003), and they are windows to how people conceptualize the world and reality around them (Seferoğlu, Korkmazgil & Ölçü, 2009). Metaphors explain phenomena using other systems of thought or imagination with aspects similar to a given phenomenon or case (Lakoff & Johnson, 2003).

Thus, using metaphors, teachers can express their identities, the roles they and their students may have, their conceptions about teaching and learning, and the types of classrooms they will set up. Metaphorical expressions reflect subconscious values and directly or indirectly influence teachers' classroom performance (McGrath, 2006). These expressions can provide much basic information about teachers' classroom decisions and actions (Yob, 2003). As such, metaphors can become powerful manifestations of how teachers will make decisions and act in their future classroom settings (Leavy, McSorley & Boté, 2007). Nagashibaevna (2019) concluded that if a teacher cannot control students in their classes, they will not be able to teach them effectively. Experienced teachers are more likely to come up with many metaphors than novice teachers. Leavy, McSorley and Boté, (2007) found that those teacher candidates were more likely to generate behavioristic metaphors.

Educational researchers recently interrogated the possibility of using metaphors to consider the thinking and development of pre-service and in-service teachers worldwide. The creation of metaphors is an innovative thought rooted in linguistic and conceptual forms. Like the work of Tobin and Lamaster (1995), they used teacher metaphors focused on changing teacher beliefs about what it means to be a teacher and the relationship between teaching and learning. In a

study comparing changes in pre-service teachers' conceptions of teaching and learning in Ireland and the United States, Leavy, McSorley and Boté (2007) used the metaphor to test whether pre-service teachers' beliefs changed due to experiences in teacher education. Thomas and Beauchamp (2011) also found that teacher metaphors shift over time and through experience. Ben-Peretz, Mendelson, and Kron (2003) explored how the experienced teacher metaphor differs according to the student's achievement level and educational preparation. Bullough, Knowles and Crow (1992) found that despite their sophistication, pre-service teachers' metaphors represented their identity, and would-be teachers whose metaphors were conceptually more complex elicited more robust teaching practices.

As Weade and Ernst (1990) noted, metaphors of teachers' roles in the classrooms “represent a part, but not the whole, of the phenomena they describe” (p. 133) in that “a metaphor is a compressed, imaginative expression of a perspective” (Rom, 1998). However, other scholars indicated that most pre-service candidates had well-defined ideas about language teaching and their roles as EFL teachers in a language curriculum (Bullough, Knowles & Crow, 1992; Butt & Raymond, 1987; Pajares, 1992). The participants' teaching metaphors reflected their beliefs about teaching practice, representing philosophical orientations to knowledge, learning and the role and responsibility of being an EFL teacher. Each of these perspectives characterises a legitimate view of language teaching when applied appropriately to relevant contexts. The constructive, nurturing, and behaviourist perspectives differed considerably in the teachers' views of language knowledge and in the roles of the teacher and the

students in the teaching-learning process. The nurturing perspectives promoted a climate of caring and trust, helping each learner to set challenging but achievable goals and supporting learners in their achievements. Behaviourists emphasised the process of knowledge transmission by means of reward and punishment without much consideration for the learners. Constructivists, in contrast, placed more emphasis on the process of learning and viewed knowledge as being constructed by the students themselves.

Learning is active, positive and purposeful. So, the importance of the use of teaching aids to create a happy and lively class atmosphere and learning environment. These examples reflect the teachers' self-images as EFL teachers and also indicate that this self-image, in turn, influences the participants' teaching strategies and behaviours in the language classroom. The participants' beliefs were influenced not only by how they think about teaching but also by how they interpret the experience of language teaching. The students' metaphors reflected individual values in language education, echoing the viewpoint of Connelly and Clandinin (1988) that it "makes a great deal of difference to our practice. As the work of Lakoff and Johnson (1980) suggested, metaphors are complex and overlapping, and growth and experience allow students to examine the complexity of metaphors. Boostrom (1998) noted that "*to use a metaphor is not a way of doing teaching; it is a way of talking about teaching*" (p. 397). Therefore, it is worthwhile to explore how these same pre-service teachers enact the practices of teaching that grow out of their initial metaphor/cognitive systems and whether their root metaphors change over time as they interact with children, other teachers, parents, administrators, and different curricula and schools.

Educational researchers analyse the metaphors used by teachers and students as a means of accessing educational beliefs about teaching and learning. The teaching process has been variously described metaphorically as transmission, persuasion, nurturing, building, cultivation and coaching. Correspondingly, learning has been described as acquisition, participation, gathering, growth and construction. Transmissive views of teaching and reproduction views of learning have generally been associated with the metaphors of spoonfeeding and regurgitation (Palfreyman, 2002), whereas constructive views of teaching and learning have been commonly associated with metaphors of construction and growth (Hager, 2004). Specifically within the higher education context, McShane (2002) has identified a number of metaphors and beliefs expressed about the role of the university teacher including facilitator, mentor, coach, tour guide, social worker, performer, lamplighter and team leader. The investigation and reporting of such metaphors has been described by Murphy (2001, p. 225) as a “demanding, imprecise and tricky undertaking”. Despite this cautionary acknowledgement, Murphy still maintains that researchers must use her own metaphor, for excavate this area.

2.1.2 Types of Metaphors and Teacher Roles in English Teaching

Metaphors reflect the way people think and know the world. When considered within the teaching profession, they can reveal teachers’ beliefs about their work. They may also explore the meaning that teachers attach to themselves. Among many other studies, De Guerrero and Villamil (2001) also explored teachers’ roles through metaphors and created a nine-category classification. They

concluded that teachers tend to identify themselves through traditional teaching roles which were thought to reflect the effects of teachers' individual trajectories in their teaching. Taking the variety of the metaphorical conceptualizations in mind, their study was claimed to reveal the complexity of EFL teaching.

Despite the variety, they suggested that links need to be established between metaphorical conceptions of teachers' roles and their actual teaching in EFL classes. So, the data in this study was analyzed using the ESL teacher role categories provided by De Guerrero and Villamil. (2000). As essential agents for the representation of people's inner world, metaphors are analogies letting us map one experience through the terminology of another (Ortony & Fainsilber, 1989). It is undeniable that people's belief system has specific control over how they think and behave. This conceptual system, which might sometimes be metaphorical, is crucial in defining the realities (Pishghadam, Rajabali, & Safoora, 2009).

The fact is that symbolic thinking involves employing a familiar object or event as a conceptual tool to elucidate features of a more complex phenomenon or situation (Oxford, Barcelos, Harrington, Lavine, Saleh, & Longhini, 1998). Considering how metaphors function, their importance in education can also clearly be seen (Lin, Paichi, & Shu, 2012). They make more sense, especially in fully understanding teachers thinking when they express themselves (Munby, 1986). However, it has always been challenging to understand the nature of teaching due to several unpredictable variables, such as school environment, community culture, students, educational system, and their interaction. Despite realizing a crucial role in the teaching and learning process, teachers cannot be regarded as robots functioning without emotions and beliefs.

Teachers' beliefs stemming from their values, views about the world, and their position in this world influence their understandings and actions accordingly (Williams & Burden, 1997). Therefore, teachers' beliefs have a more significant influence than their knowledge of lesson planning, decision-making, and classroom practice. Thus, analyzing the roles teachers consider they play in class can enrich the understanding of dynamics in teaching (Pajares, 1992). Teachers' use of metaphors is suggested since metaphorical language is believed to help people express abstract and complex concepts in concrete terms (Oksanen, 2005 & Turunen, 2003). The use of metaphors as one of the recent tools for the analysis of teachers' and learners' beliefs upon teaching and learning has been getting more and more popular (Saban, 2004; Saban, Kocbeker, & Saban, 2007; Wright, Sundberg, Yarbrough, Wilson, & Stallworth, 2003).

Their use in educational research especially began to gain more interest when the focus of researcher shifted from a broader external context of educational practice to everyday realities of the classroom (Jensen, 2006), affecting the roles teachers play. Other factors, such as country and institution, type of course, and students, also play a role in forming these roles (Brown, 2001). Considering these factors, a teacher may play several roles, such as authority, leader, director, manager, counselor, guide, friend, and parent (Brown, 2001).

However, regardless of the role that teachers play, it is crucial for teachers to know themselves, their limitations, strengths, likes and dislikes to be comfortable and consistent in their behavior (Brown, 2001). Apart from being aware of their likes, limitations, and capabilities, teachers also need to know what

kind of roles they should play in promoting students' learning, and they should be willing to learn new skills before they can comfortably assume their new roles in teaching (Renandya, 2011). However, it may be challenging for teachers to articulate their classroom roles. This way reveals one of the reasons for choosing metaphor analysis to find out how language teachers conceptualize their roles in language classes.

It could be seen that researchers from different countries and cultures investigating teachers' roles through metaphors gathered data from different groups, such as pre-service teachers (Lin, Shein, & Yang, 2012), students and teachers (Wan, Low, & Li, 2011), practicing teachers (Torghabeh, Elahi, & Khanalipour, 2009; Yesilbursa, 2012), and students (Nikitina & Furouka, 2008). The main concern of these studies was to find out how various parties conceptualized EFL teachers' roles through metaphorical analysis. Metaphors produced by different parties and themes used to categorize the metaphors varied in many studies.

In teaching English, a teacher fulfills many roles with different goals. Among many other studies, De Guerrero and Villamil (2001) also explored teachers' roles through metaphors and created a nine-category classification. The categorization provided by De Guerrero and Villamil (2000) includes nine role categories, namely, cooperative leader, knowledge provider, challenger/agent of change, nurturer, innovator, provider of tools, artist, repairer, and gym instructor.

In another similar categorization, the teachers were seen to conceptualize their professional selves as *cooperative leaders*. Metaphors, such as football coach, orchestra leader, or guide, were among the metaphorical conceptualizations

indicating their leadership. Thus, in educating students a teacher not only teaches material but also about good leadership in social life.

Teachers as *knowledge providers* indicate that being a teacher is seen as mechanically transmitting knowledge to students. Thus, the teachers perceived themselves as knowledge transmitters and learners as mere recipient of knowledge. Although the teachers' conceptualizations of their selves varied from being a presenter to computer, the key metaphors within the category, such as a dictionary, presenter, and light, enabled the researcher to interpret that the teachers mainly tended to define themselves as knowledge provider.

Another conceptualization is that a teacher is a *challenger/agent of change*. Though relatively less frequently produced, a teacher as an agent of change was thought to be someone who transforms things into something new. Bridge, culture transmitter, and person-breaking taboos were among the metaphors produced in this category. A teacher as a challenger must be able to provide a new change in the learning process, by carrying out a unique and interesting way of learning so that students are not bored with the same way of learning every day. And in this change, students are also much more motivated to become new and better individuals.

In the teacher as *nurturer* group of metaphors, the teacher is seen as someone nourishing, influencing, and fostering the potential capabilities of the learner. In the "Gardener" metaphor, a teacher is a gardener who gives his/her plants TLC (tender loving care) and each plant develops at its rate." Teachers in this category were considered totally devoted to their job. This category has been found in several other studies (e.g., de Guerrero and Villamil, 2002; McGrath,

2006; Saban et al., 2007), but notably in Pinnegar et al.'s (2010, p. 643) study of US preservice teachers. However, in a Chinese context, a teacher as a “devotee” (like teacher as “nurturer”) is very much in line with the traditional view of a good teacher and deeply rooted in the culture (Cui and Liu, 2009); an ideal teacher has always been expected to be.

Represented with some metaphors like alien, explorer, and researcher, the teachers were also seen to conceptualize themselves as an *innovator*. As an innovator, a teacher is required to be able to provide new innovations in the teaching process. The teachers’ conceptualization of their role as innovators could also show that, not surprisingly, they were aware of the need that teaching profession changes so their practices need to change as well.

In the category of the teacher as a *provider of tools*, the teacher is a “tool carrier,” carrying “a box of tools to deliver to every constructor of language”. With the intention, that the teacher is someone who brings knowledge and then gives it to every student they teach. The teacher as *artist* category represents the metaphor “an EFL teacher is like a potter who models clay into unique works of art.” This metaphor is relatively conventional in education, revealing a prevalent belief in teaching as art (Cortazzi & Jin, 1999; Danahy, 1986). Namely, the teacher as an educator who provides knowledge by forming better students in a unique way.

The “mechanic of the mind” metaphor exemplifies the teacher as a *repairer*. This metaphor seems to convey an image of the learner as some “defective communicator” (Firth & Wagner, 1997). In this interpretation, it is not so much the learners’ language but the defective strategies used to approach

language learning. So that the teacher as a repairer is that the teacher must be able to become an educator who helps repair various defects in students as well as student mistakes when learning and directs students towards a better direction.

The teacher as *gym instructor* category is consistent with the gymnastic, which assumes that the mind equals the body and that language, like the muscles, needs training to develop. The teacher sees himself as not only directly delivering assignments and materials to his class, but also providing students (warm-up exercises) with building background eliciting prior knowledge, brainstorming and building vocabulary and skills. Teachers' professional roles vary widely, indicating personal preferences, as depicted in the data through metaphors. And the role category metaphor by De Guerrero and Villamil (2000) are presented in table 2.1.

Table 2.1 EFL Teachers' Roles Metaphorically Conceptualized

| Conceptual Metaphor | | |
|----------------------------|---|---|
| Role Category | Metaphors | Definition |
| Knowledge Provider | Presenter, model, light to enlighten, light, candle, sun, star, computer, modem, Google, resource, water, light guide, compass/adventure guide, dictionary, moon, wire in a thick wall, television set, sun, missile, tree full of apples | The source and conduit of language, dispenses language knowledge to students. |
| Nurturer | Mother/father/parent, someone in the family, plant, farmer, plant caretaker, ant, gardener, doctor, kinder garden teacher, the environment, pen, bee, busy bee, | Fosters the potential capabilities of students, facilitates growth and development, mediates the language learning process by giving feedback and constant support. |
| Cooperative leader | Guide, football coach, orchestra leader, prompter, facilitator, organizer, scaffold, coach, little leagues coach, guidebook, facilitator, tour guide, trail guide, movie/theater director, instrument of god, symphony director | Guides and directs students, helping them achieve goals; places herself or himself next to students, not above as an authoritarian figure; establishes an atmosphere of trust in the classroom. |

| Role Category | Metaphors | Definition |
|----------------------------|---|--|
| Artist | An actor/actress, a clown, magician | Approaches teaching as an aesthetic experience requiring a high degree of skill and creativity and molds learners into works of art. |
| Challenger/Agent of change | Person breaking taboos, culture transmitter, bridge, independence, the best of the best, snag in the river, chrysalis, window to the world, bullfighter, lion tamer, gateway to the future, shooting star | As a transformative agent in the students' learning process by creating challenge, bringing about change, and procuring opportunities for learning |
| Innovator | A sweet alien, explorer, researcher, homework | Keeps abreast of new methods and developments in the field and tries to implement them in the classroom. |
| Provider of tools | Tool carrier | Makes language available to students as a tool to construct meaning and participates in the language learning process as co-creator of language. |
| Gym instructor | person starting an aerobics class | Treats the learners' minds as muscles that need to be trained and exercised to develop. |
| Repairer | mechanic of the mind | Corrects students' language, strategies, and attitudes. |

(source: De Guerrero & Villamil, 2000).

Also based on the results of research by Saban (2004) found that pre-service teacher metaphors can be classified as teacher-centred and student-centric metaphor within the framework of each theme (i.e., elementary school teacher, cooperating teacher, and self-as future teacher). (see, for similar results, Saban et al., 2007 and Saban, 2010). And the example metaphors for 10 conceptual categories by Saban, Kocbeker, & Saban, (2007) are presented in table 2.2.

Table 2.2 The Example of Metaphors for 10 Conceptual Categories

Category 1: teacher as knowledge provider (student as passive recipient of knowledge)

- A teacher is like a book because s/he is the main source of knowledge.
- A teacher is like a candle because s/he fights with ignorance like a candle, which fights with darkness.
- A teacher is like a computer because s/he has all the knowledge that is necessary for a student.
- A teacher is like a flower because s/he makes ready knowledge resources (nectar) for the students (bees).
- A teacher is like a public fountain of whose tap leaks slowly for everybody who wants to drink.
- A teacher is like a jug full of water while a student is like an empty glass, which is waiting to be filled with water (knowledge).
- Teachers are like light because they are the biggest enemies of darkness (ignorance).
- A teacher is like a pen, and the students on their first day of school are like notebooks. With time the notebooks change into a poem or a novel.
- A teacher is like rain because rain is a source of life for plants.
- A teacher is like a shopkeeper and a student is like his/her customer because a teacher has various kinds of knowledge to transfer, like a shopkeeper who has various kinds of goods to sell.
- A teacher is like a spring whose water (knowledge) never goes dry.
- A teacher is like the sun because just as the sun lights our world, a teacher also lights his/her students with his/ her endless knowledge.
- A teacher is like a television because they both give their viewers information about what happens in the world.
- A teacher is like a tree that provides oxygen or lots of fruits.
- A teacher is like a writer or a poet because, as the writer/poet writes his/her knowledge on pieces of white paper, the teacher inscribes his/her knowledge into the empty brains of the students.

Category 2: teacher as molder/craftsperson (student as raw material)

- A teacher is like an architect because, as the architect builds a construction, the teacher builds on the potential of each student.
 - A teacher is like a baker because both of them produce useful things for the society.
 - A teacher is like a carpenter because both of them shape something the way they want.
 - A teacher is similar to a constructor because s/he builds up the floors in students' brains.
 - A teacher is like a cook. The classroom is his/her kitchen, and the students are his/her ingredients.
 - A teacher is like a honeybee because teachers try to bring up good citizens for the society.
 - A teacher is like an ironworker because, as the ironworker shapes the raw material, the teacher shapes students through his/her manner, knowledge, etc.
 - A teacher is like a jeweler because at the beginning of the school year, a variety of precious stones (students) come to the hands of a jeweler (teacher) and the teacher must give them an attractive shape.
 - A teacher is like a mill because the mill grinds the wheat and has a function of making it useful for people.
-

Category 2: teacher as molder/craftsperson (student as raw material)

- A teacher is like a miner because everybody has an ore insight, which is exposed by the teachers. A teacher is like a painter because s/he colors the brains of his/her students, who are in front of him/her like an empty canvas.
- A teacher is like a potter, and a student is like the mud in front of the potter, waiting to be shaped by the potter into all kinds of forms.
- A teacher is like a sculptor because, they both change pieces of meaningless entities into some masterpieces by shaping them.
- A teacher is like a tailor because their duties are similar in that they both work for the benefit of the society.
- A teacher is like a technician, and students are like some raw materials that are ready to be processed in a factory called school.
- A teacher is like a weaver because s/he weaves his/her students gradually loop by loop like a carpet, giving them any shape or color that s/he wants.
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Category 3: teacher as curer/repairer (student as defective individual)

- A teacher is like a doctor because their jobs are similar (diagnosis, cure). Doctors work to form a physically healthy society while teachers try to form a mentally healthy society.
- A teacher is like a mechanic who fixes the broken cars. The teacher changes students' previous bad habits and behaviors.
- A teacher is like medicine. Just as the medicine treats a patient who has physical problems, the teacher modifies the bad behaviors of his/her students.

Category 4: teacher as superior authoritative figure (student as absolute compliant)

- A teacher is like the brain of our body because nothing can happen without its will.
- A teacher is like a locomotive. Just as the wagons of a train follow the locomotive by going where the locomotive goes, the students only learn what the teacher teaches.
- A teacher is like a shepherd because s/he is responsible for his/her students.
- A teacher is like a ship captain because they both have a destination and are in control of their crews.

Category 5: teacher as change agent (student as object of change)

- A teacher is like a fashion designer and a student is like a fashion model while the classroom is the podium where all the fashion shows take place.
- A teacher is like a scriptwriter, and the students in the classroom are like actors/actresses. The teacher scripts each lesson in detail. By educating students, s/he also scripts the society's destiny.

Category 6: teacher as entertainer (student as conscious observant)

- Teachers are like actors/actresses because both of them should always be well-prepared in order not to fail in front of their spectators (students) even if they are not in a good mood.
 - A teacher is like a stand-up comedian whose main duty is to present real life scenes to people while entertaining them.
-

Category 7: teacher as counselor (student as significant other)

- A teacher is like a companion because s/he works with the students to cross over the hurdles of their lives easily and be happy individuals.
- A teacher is like a psychologist who always looks at things from the students' perspectives.
- A teacher is like a friend who listens to students' problems.
- A teacher is like a mother or a father of his/her students because they both try to prepare their children for life.

Category 8: teacher as nurturer/cultivator (student as developing organism)

- A teacher is like a chameleon. Just as the chameleon changes its color to adapt to different moods of panic, pleasure or pain, a teacher also adopts multiple roles to meet the needs of different students in the classroom.
- A teacher is like a farmer because the farmer grows plants and the teacher brings up his/her students.
- A teacher is like a gardener because s/he deals with different kinds of students like a gardener deals with different kinds of plants.
- A teacher is like soil because the soil accepts anything good or bad without any discrimination.

Category 9: teacher as facilitator/scaffolder (student as constructor of knowledge)

- A teacher is like a bridge built against the flood of ignorance. Without the bridge we can fall into the flood and get lost in it.
- A teacher is like a compass because s/he guides the students as a compass guides the captains. Without a compass, the captains cannot know to which harbor to go.
- A teacher is like a flashlight because both help people find their ways in dark.
- A teachers are like ladders because they help us to climb where we want in the ladders of life to achieve our personal goals.
- A teacher is like a lighthouse because s/he illuminates the darkness of ignorance as the lighthouse illuminates the darkness of the night.
- A teacher is like a road map because being a teacher means being a guide.
- A teacher is like the North Star because it is the most natural and reliable means to show the right way to the ones who get lost.
- A teacher is like a taxi driver because s/he tries to take his/her customers (students) to their destination in a safe and comfortable way.
- A teacher is like a torch. Just as a torch provides light to people in dark, the teacher illuminates his/her students' minds by sharing his/her knowledge and helps them see alternative life paths that they can follow to achieve their personal goals.
- A teachers are like traffic signs because they show us which way to follow in order to reach our destinations.

Category 10: teacher as cooperative/democratic leader (student as active participant in a community of practice)

- A teacher resembles the coach of a football team, and the students are like the football players.
- A teacher is like a conductor of an orchestra because s/he arranges the learning environment according to his/her students' needs and works with them in harmony.
- A teacher is like a tour guide because both of them provide guidance to groups (e.g., visitors, students).

(source: Saban, 2007)

Some participants combined two or more perspectives to describe an effective teaching strategy. They felt that EFL teachers must fulfil many roles simultaneously, and thus they used multiple metaphors in thinking about themselves as teachers. A teacher must to identify the proper teaching method to cope with each student's individual differences. this paper does not claim to present an exhaustive account of all of the metaphors that have been reported. There are several examples of other types of metaphors that were used and found in previous studies. The examples in Table 2.3 provide some indication of the metaphors that have been used in the recent past, reflecting metaphors associated with social interaction, knowledge acquisition and creative development.

Table 2.3. Some previous metaphors for teaching and learning

| Type of metaphor | Metaphor | Research studies |
|--|---|---|
| Epistemological metaphors | Learning as a process of receiving knowledge. Knowledge as objects. Mind as a container. | Brownlee (1998, 2001), Dunkin and Precians (1992), Archer (1999), Chan (2000), Jehng, Johnston and Anderson (1993), Bereiter (2000) |
| Construction metaphors | Learning as pulling it all together. Learning as building understandings. Learner is a builder. | Munby and Russell (1990), Van Patten, Chao and Reigeluth (1986), Hager (2004) |
| Coaching metaphors | Teacher as coach. Learner as a player. | Hopper (1999), McShane (2002), Curtner-Smith (1997) |
| Acquisition and participation metaphors | Learner as a sponge, a collector Learner as contributor. Learner as participant. | Hildebrand (1999), Sfard (1998) |
| Interaction, change and persuasion metaphors | Teaching as persuasion. Learning is a process of conceptual change. Learning as growth. | Fives and Alexander (2001), Koschmann (1999), Hager (2004), McShane (2002), Murphy (2001) |
| Metaphors that cite teachers and learners as artists | Learning as creative construction and personal enlightenment. Teacher as performer. | Epp (1999), McShane (2002) |

(Northcote & Fetherston, 2006).

There are also categories of metaphors about the role of teachers adopted on the basis of other research on the concept of being a teacher and divided into positive and negative metaphors. When pre-service teachers are kindly asked to define their experiences about the positive metaphor of the concept of being a teacher, they use the positive metaphors given above. The metaphors they used and the explanations they gave, revealed that they had positive experiences with positive teachers. They have mostly faced positive teachers on leadership roles, empowering roles and adventurous roles as human and non-human roles.

On the other hand, when pre-service teachers are asked to define their experience of negative metaphors being teachers, they use the negative metaphors given above. The metaphors they use and the explanations they give indicate that they have a negative experience of a negative teacher. Their statement indicates that throughout their school life, they face some negatively defined teachers. They have mostly faced negative teachers as emperors and foreigners and as housekeepers. Some examples of the metaphor of being a teacher will be presented in Table 2.4 according to previous research.

Table 2.4 Positive and Negative Metaphors of Being a Teacher

| Table 1: Themes and sub-themes of positive metaphors on being a teacher concept | |
|--|---|
| <i>Themes</i> | <i>Sub-themes</i> |
| Positive Metaphors on Teachers as Leading Figures Theme | <ol style="list-style-type: none"> 1. A teacher is like a democratic governor 2. A teacher is like an orchestrate director/chef 3. A teacher is like a well-organized and energetic scouts' manager 4. A teacher is like a cooperative and helpful organizer. |
| Positive Metaphors on Teachers as Empowering Figures Theme | <ol style="list-style-type: none"> 1. A teacher is like an impassioned leader 2. A teacher is like an optimist and positivist pathfinder |

| <i>Themes</i> | <i>Sub-themes</i> |
|--|--|
| | <ol style="list-style-type: none"> 3. A teacher is like an adventurous and imaginative rolemodel. 4. A teacher is like a great success builder 5. A teacher is like an inspiration and confidence distributor 6. A teacher is like a mission and vision imposer 7. A teacher is like an appealing encourager 8. A teacher is like a faith giver |
| Positive Metaphors on Teachers as Adventurer Figures Theme | <ol style="list-style-type: none"> 1. A teacher is like an adventurer on mountains 2. A teacher is like a knowledgeable and ambitious competitor 3. A teacher is like a secure and pathfinder detective 4. A teacher is like an active and energetic runner 5. A teacher is like a pulse holder doctor 6. A teacher is like a talented and cheerful investigator |
| Positive Metaphors on Teachers as Human-beings Theme | <ol style="list-style-type: none"> 1. A teacher is like a hearth that is big and friendly. 2. A teacher is like a punctual and polite neighbour. 3. A teacher is like a resourceful, creative and intelligent friend. 4. A teacher is like an enthusiastic, smiling and trustful eye contactor. |
| Positive Metaphors on Teachers as Non-human-beings Theme | <ol style="list-style-type: none"> 1. A teacher is like a smart and original auto 2. A teacher is like a recent version and supportive software 3. A teacher is like a flexible and dependable pillow 4. A teacher is like a butterfly that has colourful and well-equipped s 5. A teacher is like a wall-clock that everyone's eyes are on. |

Table 2: Themes and sub-themes of negative metaphors on being a teacher concept

| <i>Themes</i> | <i>Sub-themes</i> |
|---|--|
| Negative Metaphors on Teachers as Emperor Figures Theme | <ol style="list-style-type: none"> 1. A teacher is like a false brain that is ready to drop out of work at any moment 2. A teacher is like a creature in ancient times 3. A teacher is like a full of revenge head puller 4. A teacher is like a deprived of justice 5. A teacher is like an unhappy, unhealthy and unenergetic emperor 6. A teacher is like a de-motivator vaccinator |

| <i>Themes</i> | <i>Sub-themes</i> |
|---|--|
| Negative Metaphors on Teachers as House-ware Theme | <ol style="list-style-type: none"> 1. A teacher is like a mediocre/ordinary housework 2. A teacher is like a never-listener radio 3. A teacher is like a lubricant gearbox 4. 4. A teacher is like a grumbling stomach 5. A teacher is like a criticizing and sometimes an unnecessary-teller machine 6. A teacher is like a smelly and dirty kitchen 7. A teacher is like an inflexible and ineffective rubber tyre 8. A teacher is like an unorganized and dependent house-worker 9. A teacher is like a pessimist and old cat of a house 10. A teacher is like a scattered cheese/halloumi 11. A teacher is like a cross querying machine gun 12. A teacher is like an old carburettor that burns out working |
| Negative Metaphors on Teachers as Foreigner Figures Theme | <ol style="list-style-type: none"> 1. A teacher is like an ignorant day-pass 2. A teacher is like a subject-specific knowledge foreigner 3. A teacher is like a staff member telling tales and behaving impolite 4. A teacher is like an impassionate and unkind beloved 5. A teacher is like a daily worker who seems competitive but does not know what to want 6. A teacher is like an active hijacker of the eyes 7. A teacher is like an unwanted and discouraging body builder 8. A teacher is like an ineffective, inactive and undetermined day dreamer 9. A teacher is like an unplanned, unenergetic and undetermined walker 10. A teacher is like a bomb ready to explode |

(Erden, H., 2016)

2.1.3 Metaphors Stem from Personal Experiences to Describe Teaching Practice

A pre-service teacher is a graduate student or University college who teaches under the supervision of a certified teacher and is eligible for the degree (Feiman-Nemser & Buchmann, 1986), to plan, analyze, comprehend, and act (Ball & Forzani, 2009). Teaching English as a Foreign Language (EFL) has become a global concern, and EFL teachers' practices need to be reformed to raise the

standards of teaching and learning (Aiken & Day, 1999). However, EFL pre-service teacher faces additional challenges when trying to teach English while using the language as a teaching method. Field experience and internships have long been a core part of her EFL teacher training in many countries and are essential in implementing EFL education reforms (Schulz, 2005). These field experiences enable teachers to connect current theoretical knowledge and school practice.

Field teaching practice or teaching practicum is one of the core elements of pre-service teachers' education programs to apply their teaching knowledge into action (Hamaidi, 2014). Teaching practice has been considered one of teacher education's most important and influential stages (Trent, 2013). Teaching practicum is central to teacher education programs because it provides student-teachers firsthand experience (Maphosa, Shumba, & Shumba, 2007). Teaching practice is indispensable in bridging the gap between what teachers and students learn in the program and the reality of teaching in the classroom (Darling-Hammond, 2006). Teacher beliefs can become firmer and more deeply rooted over time (Murphy & Mason, 2006) however, they can be changed with practice and experience (Mahlios et al., 2010). Teaching practicum for student teachers becomes one of the essential stages in which they can apply what they have learned during the academic program in actual teaching situations. By following this kind of activity, student-teachers, according to Richards and Crookes (1988), will have a chance to experience many valuable things, such as getting practical classroom experience, putting theories into practice, gaining insight from observing experienced teachers, improving lesson planning ability, improving

ability in designing and developing materials, sharpening their teaching ability, strengthening their understanding of teaching in terms of theory and practice, and improving decision-making ability in teaching by looking and exploring into themselves and other's teaching practices.

The pre-service teachers' conceptualization of teaching is deeply rooted in their past experiences. As Kennedy (1990) noted, "Teachers acquire seemingly indelible imprints of teaching from their own experiences as students and these imprints are tremendously difficult to shake" (p.7). And it can be concluded that personal experiences shaped their views of the EFL teacher. Some participants' metaphors stem from their personal observations. In summary, an ongoing connection was revealed between key events and people in the pre-service teachers' narratives with respect to their perceptions of the role of the teacher and their perceptions of their professional selves.

The participants' metaphors supported Lortie's (1975) apprenticeship of observation concept, which states that the foundation of an individual's ideas about language teaching is well established through the experience of being a student and through other life experiences. Some student teachers entered their teacher-training programme with a reasonably well developed set of personal beliefs about what constitutes effective language teaching and learning, a belief that was formed over the years from their experiences as students. In this case, teaching practicum provides an experience where the student teacher brings their cognitive, physical, and emotional capabilities into actual teaching practice to customize and modify it according to learning and teaching needs in class (Riesky, 2013). Hamaidi (2014) states that practicum is a real chance for the

student to experience the natural environments of the teaching process, its complexity, and challenges that may impede implementing of the school curriculum.

2.1 Relevant Study

During the last few years, efforts to develop pre-service teachers have received extraordinary attention, especially in education. 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). Previous studies have discussed several issues related to the metaphors used by pre-service teachers to describe their views on teaching English.

First, a study by Zambon (2022) examines teachers' and students' beliefs in learning English as a Foreign Language (EFL) through conceptual metaphors. The participants were three EFL teachers and four groups of students ranging from elementary to advanced levels. The results show that metaphor explains how students view their learning process and encourages reflection. The study also found that several factors influence teachers' choice of language learning strategies, including the role of international exams. In this study, metaphors offer an indirect way of assessing and understanding students' thoughts and beliefs. Likewise, teachers can use metaphors to reflect on their perceptions of their groups. This study shows that deep metaphors are used to discover their perceptions of the learning process, and the teacher makes decisions for their group, taking into account many factors such as their beliefs, experiences, and previous studies.

The second study by Zhu, Rice, Li, and Zhu (2022) focused on examining student-generated metaphors before and after field teaching, and the participants were 33 EFL student teachers in China. Through the metaphors they use about themselves before and after their teaching practicum, this study aims to learn about how EFL student teachers' perceptions of themselves as teachers develop. This study has shown that metaphor is a powerful lens for understanding student-teacher tactic reference systems and serves as a "filter" through which teachers can clarify their teaching practices (Zhu, Rice, Li, and Zhu, 2022). This research reveals a shift in the metaphors EFL student teachers use to describe themselves in the context of their work during practicum assignments. These changes support the conclusion from other research that student teachers' professional identity is dynamic across many professional contexts, especially in this uncertain teaching-learning environment (Schultz & Ravitch, 2013). As English teaching continues to grow and develop internationally, it is essential to develop a sophisticated repertoire of strategies to help teachers develop their identity and accurately understand their strengths and needs as novice teachers (Zhu & Zhu, 2018).

Third, in Indonesia, a study conducted by Astri, Naibaho, and Riyanto (2023) focuses on metaphors in the communication of students of Indonesian language education and literature. The study uses a qualitative approach with content analysis to identify and analyze the types of metaphors used by students in everyday communication. The results show that students of Indonesian language and literature education creatively use different types of metaphores in their daily communication. This metaphor has great potential as a teaching material for literary appreciation, helping students understand literary concepts more deeply

and contextually. In the context of Indonesian language and literary education, the use of metaphors in student communication can be integrated as a teaching material for innovative and effective literary appreciation. By using metaphor as a learning tool, students can develop a deeper understanding of literary elements and improve analytical and interpretative skills in literary works.

Based on previous studies, there are studies that use metaphors to describe their view of learning processes, especially in English. There are some similarities between this study and previous research, namely, a study on the use of conceptual metaphor in knowing the beliefs of teachers and students when learning English (Zambon, 2022), use of metaphores during field teaching (Zhu, Rice, Li, and Zhu, 2022) and use of metaphoras in communication students education Indonesian language and literature (Astri, Naibaho, and Riyanto, 2023). Previous research has used metaphors to explain their view of the learning process, especially in the context of teaching English. It suggests that the use of metaphors as a tool to understand and describe the learning process is a trend in educational research. Based on those differences, you conclude that further research is still needed. In particular, the study will focus on the metaphors produced by prospective English language teachers (EFL pre-service teachers) in the context of education in Indonesia.

However, there are some differences, namely that previous research on this metaphor was generally done in the 1990s to the 2000s, while there is still little research done in recent years, and most of the research in the last few years tends only to identify the metaphors of teachers and students. There is little research on EFL pre-work teacher metaphores, especially in the Indonesian context.

Therefore, further research is still needed in relation to the metaphors produced by pre-worker EFL teachers. Furthermore, this study will examine EFL practitioner metaphors about their role in teaching English during field teaching practice. And this research will make a significant contribution to understanding how prospective English teachers understand their roles in English teaching during field practice. Thus, this research is expected to fill gaps in knowledge about the use of metaphor in English language education contexts in Indonesia, especially at the candidate teacher level, and how their understanding of their role within teaching can be metaphored.

