

## PAPER DETAILS

TITLE: The Metaphors That Candidate Teachers Used for Foreign Language Teacher

AUTHORS: Ayse ARSLAN CAVUSOGLU, Fatih TEPEBASILI

PAGES: 12-24

ORIGINAL PDF URL: <https://dergipark.org.tr/tr/download/article-file/789628>

## Aday Öğretmenlerin Yabancı Dil Öğretmenine Yönelik Kullandıkları Metaforlar

Arş. Gör. Ayşe Arslan Çavuşoğlu<sup>1\*</sup>  
Prof. Dr. Fatih Tepebaşılı<sup>2</sup>

Geliş tarihi: 18.06.2019

Kabul tarihi: 21.08.2019

### Atıf bilgisi:

IBAD Sosyal Bilimler Dergisi

Sayı: Özel Sayı Sayfa: 12-24

Yıl: 2019

This article was checked by *inthal.net*.  
Similarity Index 19%

<sup>1</sup> Necmettin Erbakan Üniversitesi,  
Türkiye, [aysearslancavusoglu@gmail.com](mailto:aysearslancavusoglu@gmail.com)  
[acavusoglu@erbakan.edu.tr](mailto:acavusoglu@erbakan.edu.tr)

ORCID ID 0000-0001-9426-3722

<sup>2</sup> Necmettin Erbakan Üniversitesi,  
Türkiye, [ftepebasili@erbakan.edu.tr](mailto:ftepebasili@erbakan.edu.tr)

ORCID ID 0000-0002-9412-2337

\* Sorumlu yazar

### ÖZ

Bu çalışmada Türkiye’de 8 farklı Almanca öğretmenliği Bölümünde öğrenim gören 363 Yabancı dil öğretmen adayının Yabancı dil öğretmeni kavramına yönelik zihinsel imgelerine ulaşılmaya çalışılmıştır. Bu sayede nitel araştırma yönteminde içerik analizi modeli kullanılarak dil öğrenim ve öğretim süreci irdelenerek, dil öğretimini ve öğrenimini etkileyen sorunlar ortaya çıkarılmaya ve çözüm önerileri sunulmaya çalışılmıştır. Çalışmada yabancı dil öğretmen adaylarının yabancı dil öğretmeni kavramına yönelik çok geniş bakı açılarına ulaşıldığına ve buna bağlı olarak Türk eğitim sisteminde yabancı dil öğretiminin gözden geçirilmesi gerektiğine ulaşılmıştır. Çalışmada ayrıca, günlük hayatımızın birçok alanında farkında olmadan kullandığımız metaforların önemine değinilmiş, metafor kavramı, metaforların eğitim alanında kullanımı konularına yer verilmiştir.

**Anahtar Kelimeler:** Metafor, yabancı dil, yabancı dil öğretmeni, Metafor ve Eğitim.

## The Metaphors That Candidate Teachers Used for Foreign Language Teacher

Res. Assist. Ayşe Arslan Çavuşoğlu<sup>1\*</sup>  
Prof. Dr. Fatih Tepebaşılı<sup>2</sup>

**First received:** 18.06.2019

**Accepted:** 21.08.2019

**Citation:**

*IBAD Journal of Social Sciences*

**Issue:** Special Issue **Pages:** 12-24

**Year:** 2019

This article was checked by *intihal.net*.  
Similarity Index 19%

<sup>1</sup> Necmettin Erbakan University, Turkey,  
[aysearslancavusoglu@gmail.com](mailto:aysearslancavusoglu@gmail.com)  
[acavusoglu@erbakan.edu.tr](mailto:acavusoglu@erbakan.edu.tr)

**ORCID ID 0000-0001-9426-3722**

<sup>2</sup> Necmettin Erbakan University, Turkey,  
[ftepebasili@erbakan.edu.tr](mailto:ftepebasili@erbakan.edu.tr)

**ORCID ID 0000-0002-9412-2337**

\* Corresponding Author

### ABSTRACT

This study tries to reveal the mental images of 363 German language teacher candidates who were enrolled in 8 different German education departments in Turkey about Foreign Language Teacher concept. Thus, by using the scope of qualitative research with the content analysis model, the problems affecting language learning and teaching were tried to be revealed and some solutions were offered by investigating the language teaching and learning process. In this paper, it was revealed that the candidate German language teachers had a wide range of perspectives regarding the notion of a foreign language teacher and as a result of these perspectives the need to review foreign language teaching in the Turkish education system has shown up. Besides, the importance of metaphors that the people use unwittingly in lots of areas was mentioned and metaphor concept and its usage in education were discussed.

**Keywords:** Metaphor, foreign language teaching, foreign language teacher, metaphor and education.

## 1. INTRODUCTION

Metaphor is based on a relation between two elements. The term comes from the Greek ‘Metaphora’, the ‘transmit, translate, transport’ means. Hamarat (2016) signifies the importance of metaphors and means that metaphors, as literal structures, are the impressions of age, a lifestyle, and setting. The metaphors, which Aristotle just defined as rhetoric ingredients (Wilkes, 1989), but are used in our daily lives unwittingly and have rooted in our sub-conscious (Lakoff and Johnson 2011) in addition to these features, can be used in many fields from not only medicine and science as the best instrument to identify the problems, but also to law and social sciences (Caserett et al. 2010; Doring et al. 2011; Gravett 2015). As Farjami (2012) reports, a metaphor helps to highlight certain properties of reality while forcing others into the background and therefore points to features of the experience which is perceived as the most relevant and important. Through this function, metaphors clarify abstract ideas by tangible, visual and sensual images (Neisser, 2003). Moreover, metaphors are not only essential for communicating abstract and difficult ideas, but also for talking about aspects of ordinary experience (Ortony, 1975). Metaphors are used, when it is attempted to comprehend an element of experience in terms of another element of the experience. They frame the human understanding in a partial but distinctive way. In addition to this, whilst metaphors are preferable as the most effective research instrument used to determine the challenges in educational sciences, the studies in the literature (Balci, 1999; Saban, 2004a, 2004b; Coklar and Bagci 2010; Arikan and Unal 2015) have shown that this instrument has been recently put into use in Turkey.

### 1.1. Background of the Study

Oxford et al. (1998) explored the uses of metaphor to express different viewpoints about the notion of ‘teacher’. The metaphors took shape from student-written and teacher-composed narratives, interviews, articles and texts by education theorists and methodologists. A variety of metaphors emerged to describe teachers, especially language teachers, such as Teacher as Conduit, Teacher as Nurturer and Teacher as Competitor. The article exhibited different, often contradictory metaphors held about teachers, organizes them according to four major philosophical perspectives, and showed how language teaching methods connect with these metaphors. Identifying and fully understanding these contrasting opinions can enhance ‘perspective-consciousness’, increase tolerance and understanding, and make the language classroom a more welcoming ambiance for students and teachers alike.

The study explored by Nikitina and Furuoka (2008a) concentrates on the student-developed metaphors about language teachers and employs quantitative analysis to examine the dimensions around which these metaphors were regulated. They administered a questionnaire involving metaphors about language teachers to 98 students at university Malaysia Sabah and applied a factor analysis as a research technique to identify the aspects along which the students’ perceptions aligned. The findings of this paper created a background to the previous attempts at metaphor taxonomy by Oxford et al. (1998).

In another study Nikitina and Furuoka (2008b) examined metaphors about language teachers composed by a group of 23 Malaysian university students. They aimed at this study to decide whether metaphors generated by language learners in the Asian educational context can fit into the four philosophical views on education defined by Oxford et al. (1998), and to analyze whether students’ gender affects their metaphor creation. They utilized both qualitative and quantitative methods of analysis. The results of the content analysis of 27 metaphors created by the participants showed that Oxford et al.’s (1998) typology of metaphors is applicable in the Malaysian educational context. Besides, the qualitative analysis revealed that the mental images used in the metaphors were, to some extent, gender-related. However, the demographic analysis indicated that there were no statistically compelling differences in the views of the teacher’s role between genders.

In her dissertation, Balci (1999) proposed to understand how students, teachers, and parents conceptualize ‘their school’ in the current conditions of Turkey, through the help of metaphorical images they use in their everyday lives. She analyzed also participants’ metaphorical images for ‘the teacher’, ‘the student’, ‘the school principal’, and ‘the parent’ to enhance this understanding. She employed both interviewing and questionnaire techniques to collect data and analyzed with a qualitative method. Overall results indicated that the fundamental functions of the schools, were caregiving, the transmission

of knowledge and cultivation of young people. Images of students and teachers implied a teacher and knowledge centered school system. In her research, it was also found that the Turkish school system had a highly disciplined, authoritarian, and chaotic atmosphere.

Results concerning the school differences indicated that students attending the low socio-economic status school and their parents had relatively positive attitudes toward school, teachers and school principals than the other groups participating in the study. Findings revealed that primary level students hold more positive conception towards their school, teachers, school principals, and parents than the secondary level students. The images on teachers exhibited a positive attribute to teachers by all participants. Care-giving, transmitting the knowledge, enlightening the people, shaping young generations appeared to be the basic roles of teachers. Results also indicated that teachers experience alienation to their jobs and to themselves. School principals were generally described with negative images such as school principal as an authority and disciplinarian, school principal as an unkind and harmful person, and school principal as an indifferent person. Parents were perceived by all participants as indifferent and irresponsible to school affairs. This was observed generally in public schools. Similarly, parents also expressed that they felt themselves as helpless and powerless to deal with school affairs.

In his research, Ahkemoglu (2011) pointed to explore the mental images of both English Language Teaching (ELT) and non-ELT students concerning their views of an English language teacher. Besides, the study searches into the similarities and dissimilarities between ELT students and non-ELT students, and how they identify an English language teacher. The conclusions of the study point out that while some metaphors are characteristic for an English language teacher such as oracle, schizophrenic, and gum, and some metaphors appear to be common with the ones progressed for the concept of a teacher such as 'light', 'guide' and 'bridge'.

In their paper framed within a socio-cultural theory approach, Villamil and Guerrero (2002), explored the basic conceptualizations of English as a Second Language (ESL) teaching and learning reflected in metaphorical representations of an ESL teacher. Nine distinct conceptual metaphors for an ESL teacher (co-operative leader, provider of knowledge, challenger/agent of change, nurturer, innovator, provider of tools, artist, repairer, gym instructor) with entailed views of the ESL learner and the teaching/learning processes emerged. They also observed the appropriation of various theoretical models of language learning in the participants' metaphors. Of course, several papers were carried out with the metaphor analyzing method. In this study, some of the main studies have been tried to be presented as examples to shed light on our study.

## 1.2. Objectives of the Study

The purpose of the study is to reveal the mental images of 363 German language teacher candidates who were enrolled in 8 different German education departments in Turkey about the Foreign Language Teacher concept.

## 1.3. The Statement of the Sub-problem

The following questions have been tried to be answered in accordance with the aim of the study;

- Which metaphors did the candidate foreign language teachers generate towards the notion of 'Foreign Language Teacher'?
- In which category were the metaphors grouped?
- When the generated metaphors were analyzed, which results came up?
- What sort of proposals can be brought forward for the outcome which came up as a result of analysis?

## 2. METHOD

### 2.1. Design of the Research

The research was carried out at eight universities following formal corresponding and permission. In this study, the method of content analysis within the scope of qualitative research was used to analyze the data. The candidate teachers who participated in the research were requested to complete the following sentence: 'Foreign language teacher is similar to .....

because.....'. They were given fifty minutes to write their own composition in other words to complete the sentence. The responses of the students made up the fundamental data source of the research.

To assess the applicability of this method, before commencing the research, on fifty students at the university of Ahmet Keleşoğlu, Department of foreign languages getting German language teacher education in their second year, a survey was conducted. They were informed about the aim of the research in a detailed way. The survey was only conducted on voluntary students. and expert opinion was received. Following the test of the applicability of the survey, the study was carried out at the aforementioned universities after formal corresponding and obtaining the necessary permission.

## 2.2. Survey Sampling

Survey sampling consisted of 363 second and third-year candidate teachers who got German language teacher education at eight different universities. That the first-year candidate teachers were not adapted to the profession of teaching and fourth year candidate teachers' mental images were affected in connection to exam anxiety, Public Personnel Selection Examination (KPSS), have been a determinant for the formation of survey sampling from second and third-year candidate teacher.

**Table 1: Distribution of the candidate teachers, who participated the research, with respect to universities and the number of the metaphors they generated**

<i>University</i>	<i>Total</i>	<i>Female</i>	<i>Male</i>	<i>Valid/Invalid metaphors</i>
N.Erbakan	52	43	9	39/13
Cukurova	32	27	5	25/7
Erzurum	62	47	15	46/16
Gazi	46	41	5	33/13
9 Eylul	52	47	5	44/8
Eskisehir	50	43	7	39/11
Ercives	39	28	11	22/17
Canakkale	30	22	8	23/7
Total:	363	298	65	271/92

## 2.3. Data Analysis

During the level of data analysis, first and foremost, 92 of the compositions written by the candidate teachers were not taken into consideration and eliminated because of the reasons such as incoherence, miscomprehension of the topic and lacking writing. 292 metaphors that were included in the research were ordered alphabetically and the number of the candidate teachers representing metaphors was shown by the letter f. Later on, percentages were calculated, shown as % and presented as a table.

The process of interpretation and data analysis consists of 4 stages. These are as in the following:

1. Naming Stage
2. Sorting Stage
3. Compilation and Summarizing Stage
4. Categorization Stage

During the naming stage, principally, it was looked into whether the participants used specific and clear metaphors in the compositions they wrote. In this stage, the compositions in which clear and specific metaphors were not used were eliminated. For example, 'A foreign language teacher is like creativity and good expression. He or she has got to be creative and teach language in a different way. A foreign language teacher must have an extended horizon. He or she might only teach in this way.' In this type of writing, which was not included in the research metaphors are not only implicit but there is also

uncertainty because of the incorrect sentence. The participant did not express what he or she taught about foreign language teachers but rather mentioned how a foreign language teacher should be.

During the sorting stage, the metaphors which had common traits were similar to each other were analyzed. It was seen whether the metaphors that were used in the compositions contributed to the further clearness and comprehensibility of the concept of 'Foreign language teacher.' For instance, 'Because there are language classes almost in every high school, a foreign language teacher is similar to the integration of the parts. The teachers at these schools try to teach something; however, language cannot be taught properly. The teachers can only integrate the parts when a student starts a university. In another saying all the subjects in a foreign language might be completed then.' This composition did not make any contribution to the comprehension of a foreign language teacher concept; thus, it was eliminated because it mentioned the foreign language and foreign language learning process. What is more, the compositions which had clear and explicit metaphors but lacked the presentation of logical reasoning were not included.

During compilation and summarizing stage, the compositions which were sorted in the previous stage were scrutinized closer. The reasons for the metaphors that were generated by the participants were analyzed during this stage.

During the categorization stage, the metaphors which had specific traits were collected under several categories. For example, the metaphors which were collected under the category of 'Foreign language teacher as a therapist' fundamentally visualize language lesson as an illness and the teacher is considered as somebody who cures (medicine, doctor, etc.).

## 2.4. Validity and Reliability of Research

As it is known, in a quantitative research method, a lot of methods are used to assess the validity and reliability of the research. However, in a study that was carried out in a qualitative research scope as this one, the study must be unbiased; it has to reflect the truth without any intervention of the researcher. Validity must be obtained in this way and the result which came out must be validated through receiving expert opinion (Yildirim and Simsek, 2008).

To sustain the validity in this research the researchers not only did self-questioning during data acquisition, data analysis, and data interpretation processes but also this study was shared with their colleagues in each stage and the research process was evaluated by critical eyes. To provide reliability, specialist opinion was received from a professor who teaches at Necmettin Erbakan University Institute of Educational Sciences Department and is an expert in the field of qualitative research.

## 3. FINDINGS

In this stage the metaphors that were generated by candidate foreign language teachers were presented as a table, findings were analyzed and interpreted.

### 3.1. Metaphors Generated for the Concept of 'Foreign Language Teacher'

<i>Code</i>	<i>Metaphor name</i>	<i>F</i>	<i>%</i>
1	Tree	3	1.11
2	Tree root	2	0.74
3	Family member	4	1.48
4	Gold	1	0.37
5	Kindergarten teacher	1	0.37
6	Mother	17	6.27
7	Trainer	1	0.37

8	Driving guidance	1	0.37
9	Bee	5	1.85
10	Friend /Comrade	3	1.11
11	Cook	2	0.74
12	Lover	1	0.37
13	Atom Ant	1	0.37
14	Shoemaker	2	0.74
15	Gardener	11	4.06
16	Fisherman	1	0.37
17	Prime Minister	1	0.37
18	Knowledgeable	1	0.37
19	Scientist	1	0.37
20	Two people on the same body	7	2.58
21	Chameleon	3	1.11
22	Canary	1	0.37
23	Fortune teller	1	0.37
24	Ambassador	2	0.74
25	Lapidary	1	0.37
26	Cricket	1	0.37
27	President	2	0.74
28	Apprentice	1	0.37
29	Farmer	5	1.85
30	Cartoon character	1	0.37
31	Child	1	0.37
32	Multipurpose room	1	0.37
33	Multi branched tree	1	0.37
34	Multifunctional machine	1	0.37
35	Gemstone	1	0.37
36	Mill	2	0.74
37	Dervish	1	0.37



38	Detective	1	0.37
39	Foreign Minister	1	0.37
40	Doctor	2	0.74
41	Parent	9	3.32
42	House key	1	0.37
43	Torch	1	0.37
44	Storm	1	0.37
45	Highlighter	1	0.37
46	Captain	4	1.48
47	Rainbow	3	1.11
48	Sky	1	0.37
49	Observation tower officer	1	0.37
50	Silver	1	0.37
51	The Sun	5	1.85
52	Pregnant woman	1	0.37
53	Treasure	1	0.37
54	Light	5	1.85
55	Light beam	1	0.37
56	Idol	1	0.37
57	Medicine	2	0.74
58	Building worker	1	0.37
59	Door	2	0.74
60	Ant	1	0.37
61	Vehicle body maker	1	0.37
62	Discoverer	3	1.11
63	Book	9	3.32
64	Comedian	1	0.37
65	Bridge	2	0.74
66	King/Queen	1	0.37
67	Instruction Book	5	1.85

68	Rescuer	1	0.37
69	Culture monument	1	0.37
70	Culture architect	1	0.37
71	Library	4	1.48
72	Coal miner	1	0.37
73	Machinist	1	0.37
74	Makeup bag	1	0.37
75	Fruit tree	1	0.37
76	Microscope	1	0.37
77	Architect	1	0.37
78	Model	3	1.11
79	Candle	1	0.37
80	Tap	1	0.37
81	Engineer	1	0.37
82	Musician	1	0.37
83	Nuclear energy	1	0.37
84	Ocean	1	0.37
85	Raw fruit	1	0.37
86	Maestro	1	0.37
87	Toy	1	0.37
88	Actor	2	0.74
89	Leader in a game	1	0.37
90	Student	1	0.37
91	Leader	1	0.37
92	Freedom monument	1	0.37
93	Clown	3	1.11
94	Parrot	3	1.11
95	Prophet	1	0.37
96	Compass	1	0.37
97	Guide	14	5.17

98	Colorful flower	1	0.37
99	Painter	1	0.37
100	Patient	7	2.58
101	Chewing gum maker	1	0.37
102	Artist	2	0.74
103	Travel vehicle	1	0.37
104	Travel agency	1	0.37
105	Secretive	1	0.37
106	Dictionary	6	2.21
107	Superman	1	0.37
108	Poet	1	0.37
109	Chef	2	0.74
110	Driver/Bus driver	2	0.74
111	Painting	1	0.37
112	Field	1	0.37
113	Technology	2	0.74
114	Television	1	0.37
115	Awl	1	0.37
116	Theater player	2	0.74
117	Theater game	1	0.37
118	Tourist guide	2	0.74
119	An alien	1	0.37
120	3D picture	1	0.37
121	Country	1	0.37
122	Donor	1	0.37
123	Rain	3	1.11
124	False spring	1	0.37
125	Creator	1	0.37
126	Innovator	3	1.11
127	Orphan	1	0.37

128	Mellow	1	0.37
129	Conductor	4	1.48
130	Craftsman	1	0.37
Total		271	100

Data in Table 2 were summarized as in the following;

1. Candidate foreign language teachers generated 130 metaphors for the concept of 'Foreign Language Teacher.'
2. Each of the 86 metaphors is represented by one student, the remaining 44 metaphors were represented by 2 to 17 students.
3. The first 5 metaphors: (1) Mother (17 candidate teachers 6.62 %), (2) Guide (14 candidate teachers, 5.15 %), (3) Gardener (11 candidate teachers 4.04 %), (4) Book (9 candidate teachers 3.31 %), (5) Parent (9 candidate teachers 3.31 %).
4. Forty- six of the generated metaphors were associated with nonliving things, seventy-eight of them were associated with living things.
5. Thirty- four of 78 metaphors that were associated with living things were illustrated by professions such as gardener, painter, musician, artist, and machinist.

### 3.2. The Concepts That were Generated for 'Foreign Language Teacher'

**Table 3: Metaphors, representing number (f) and percentage**

<i>Code</i>	<i>Metaphor name</i>	<i>F</i>	<i>%</i>
1	a sufferer	15	5.54
2	an illuminator	61	22.51
3	a source of knowledge	54	19.89
4	a supporter of personal development	51	18.82
5	a versatile person	11	4.06
6	a person, different from other teachers	7	2.59
7	an entertainer	15	5.54
8	a self-improver	19	7.01
9	a norm bound and far from self-development	6	2.22
10	a person who has positive and negative sides	5	1.85
11	an exemplary character	5	1.85
12	a molder	18	6.64
13	a healer	4	1.48

At this stage, the metaphors that were generated for ‘Foreign Language Teacher’ were put into 13 categories, presented as Table 3 and analyzed and interpreted as well. For this purpose, the logical reasons for the generated metaphors were scrutinized. Some of the metaphors were easily categorized; however, for others, it was quite difficult to put into a suitable category. For example, although the metaphors such as ‘book, dictionary, library, mother and gardener were categorized easily’, it was rather difficult to find a category for the metaphor ‘The sun.’ Under such circumstances, the logical reason for the metaphor was read many times, compared to each other, only then was put into a category after having been analyzed.

#### 4. DISCUSSION, CONCLUSION AND SUGGESTIONS

With the increasing interest in a foreign language, the importance that is given to language learning and teaching rises as well. Nonetheless many studies (Oxford 1998; Villamil and Guerrero 2002; Nikitina and Furuoka 2008b; Asgari 2015; Lin 2015) show that a lot of researches are done to teach foreign language better and get rid of the barriers in front of foreign language teaching. In this paper, the challenges which stay in front of foreign language teaching were determined and it was tried to emphasize solution offers.

Majority of the candidate teachers who participated in the research (90 %) generated positive metaphors for the concept of the foreign language teacher. When the paper was compared with similar ones that had been carried out before (Oxford et al. 1998; Villamil and Guerrero 2002; Nikita and Furuoka 2008; Ahkemoglu 2011; Wan et al. 2011), striking discrepancies, as well as similarities, could be noticed. While in the former studies candidate foreign language teachers generated almost any negative metaphor, in this one approximately 5 % of the candidate teachers generated negative metaphors. Candidate teachers pointed out that teachers are strictly tied to the curriculum and that they do not strive to develop themselves out of the curriculum and furthermore, they are closed to new ideas and opinions. Sharma (2016) refers to this issue and expresses the relevance between teacher education and curricula. She points out that the curriculum should be redesigned according to the needs and developments of education and teachers should improve themselves according to the changing curriculum. According to the conclusions of their experimental study, Lalor and coworkers (2015) claim that teacher educators that they need to experience learning and reflection at a deep level to understand themselves as life-long learners and to be able to develop the professional competence required them as future teachers. In other words, educators should open innovation. Another result of the research was that nearly 20 % of the candidate teachers identified the teacher as the source of knowledge. In a language class, which requires active students, the student-centered approach must be welcomed instead of such a method. Hence foreign language curriculum programs have got to be reviewed.

One of the striking results of the study is that 5.54 % of candidate teachers described teachers as sufferers.

The arguments given above prove that it can be seen that candidate foreign language teachers generated a lot of metaphors for the concept of the foreign language teacher. Such a myriad of metaphor generation is the indicator of how rich perspectives candidate teachers have on this concept. This shows us that it is necessary to review the Turkish education system from the point of candidate teachers.

At the conclusion of the negative perceptions from foreign language teacher candidates, it is strongly recommended that foreign language teachers in Turkey should always update their professionalism and choose course materials such as books, videos, and internet web sites carefully and meticulously according to the students’ interest and levels to handle the course

efficiently. From the results of the study, it is also suggested that the foreign language courses should be considered as a whole from primary education to higher education.

Through carrying out similar studies, we must have a closer look at the problems concerning language teaching; moreover, troubles must be determined via comparing the studies to each other and solutions should be proposed.

**Bilgilendirme / Acknowledgement:** A part of this study was presented at the 18th International Conference on 1. Eurasian Educational Research Congress, Istanbul University, April 24-26, 2014, İstanbul, Turkey. The article has been produced from Ayşe Arslan Çavuşoğlu's Masters Dissertation.

## REFERENCES

- Ahkemoglu, H. (2011). *A Study on Metaphorical Perceptions of EFL Learners Regarding Foreign Language Teaching*. Unpublished MSc diss., University of Cukurova, Adana.
- Arikan, E. E., and Unal, H. (2015). Gifted Students' Metaphor Images about Mathematics. *Academic Journals*, 10(7), 901-906.
- Asgari, S. (2015). An Investigation of Constraints and Their Effects in English Language Teaching Practices in English Language Institutes and High Schools in Iran. *International Journal of Educational Investigations*, 2(1), 121-138.
- Balci, A. (1999). *Metaphorical Images of School: School Perspectives of Students, Teachers and Parents from four selected Schools*. Unpublished PhD diss., Middle East Technical University, Ankara.
- Casarett, D., Pickard, A., Fishman, J. M. S., Alexander, C., Arnold, R. M. Pollak, K. I. and Tulsy., J. A. (2010). Can Metaphors and Analogies Improve Communication with Seriously ill Patients? *Journal of Palliative Medicine*, 13(3), 255-260.
- Coklar, A. N. and Bagci, H. (2011). What are the Roles of Prospective Teachers on the Educational Technology use? A Metaphor Study. *World Journal on Educational Technology*, 2(3), 186-195.
- De Guerrero, M., and Villamil, O. (2002). Metaphorical Conceptualizations of ESL Teaching and Learning. *Language Teaching Research*, 6(2), 95-120.
- Doring, M., Metz, U., Ferrario, D. and Heintze, C. (2009). Der Kampf mit den Pfunden: zur Relevanz von Metaphern im Wissenstransfer zwischen Arzt und Patient. *Metaphorik J*, 16, 109-130.
- Farjami, H. (2012). English Learners' Metaphors and Images of Vocabulary Learning. *Sheikhbahaee EFL Journal*, 1(2), 75-90.
- Gravett, O. E. (2015). Who am I? *Teaching Theology and Religion*, 18(2), 159-169.
- Hamarat, E. (2016). Capturing Pre-service Social Studies Teachers' Perceptions about the Concept of Election through Metaphor Analysis. *Educational Research and Reviews*, 11(5), 174-181.
- Lakoff, G., and Johnson, M. (1998). *Leben in Metaphern*. Heidelberg: Carl- Auer- Verlag.
- Lalor, J., Lorenzi, F. and Rami, J. (2015). Developing Professional Competence through Assessment: Constructivist and Reflective Practice in Teacher-Training. *Eurasian Journal of Educational Research*, 58, 45-66.
- Neisser, U. J. (2003). The Swaying Form: Imagination, Metaphor, Embodiment. *Phenomenology and the Cognitive Sciences*, 2, 27-53.
- Nikitina, L., Furuoka, F. (2008a). A Language Teacher is like...: Examining Malaysian students' Perceptions of Language Teachers through Metaphor Analysis. *Electronic Journal of Foreign Language Teaching*, 5, 192-205.

- Nikitina, L., Furuoka, F. (2008b). Measuring Metaphors: A Factor Analysis of Students' Conceptions of Language Teachers. *Metaphorik J*, 15, 161-180.
- Ortony, A. (1975). Why Metaphors are Necessary and not Just Nice? *Educational Theory*, 25(1), 45-53.
- Oxford, R. L., Tomlinson, S., Barcelos, A., Harrington, C., Lavine, R. Z., Saleh, A. and Longhini, A. (1998). Clashing Metaphors about Classroom Teachers: Toward a Systematic Typology for the Language Teaching Field. *System*, 26(1), 3-50.
- Saban, A. (2003). A Turkish Profile of Prospective Elementary School Teachers and their Views of Teaching. *Teaching and Teacher Education*, 19(8), 829-846.
- Saban, A. (2004a). Giris duzeyindeki Sinif Ogretmeni Adaylarinin 'Ogretmen' Kavramina iliskin ileri surdukleri Metaforlar. *Turk Egitim Bilimleri Dergisi*, 2(2), 131-155.
- Saban, A. (2004b). Prospective Classroom Teachers' Metaphorical Images of Selves and Comparing them to those they have of their Elementary and Cooperating Teachers. *International Journal of Educational Development*, 24(6), 617-635.
- Sharma, A. (2016). Professional Development of Teachers and Teacher Educators. *Indian Journal of Applied Research*, 6(4), 466-469.
- Wan, W., Low, G. and Li, M. (2011). From Students' and Teachers' Perspectives: Metaphor Analysis of Beliefs about EFL Teachers' Roles. *System*, 39(3), 403-415.
- Wilkes, P. (1989). Images of Organization: An Essay Review. *Journal of Educational Administration*, 27(2), 67-71.
- Yildirim, A., and Simsek, H. (2008). *Sosyal Bilimlerde Nitel Arastirma Yontemleri [Qualitative research methods in the social sciences]*. Ankara: Seckin.