

T.C.
ABANT İZZET BAYSAL UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**INVESTIGATING EFL TEACHERS' AND THEIR STUDENTS'
CONCEPTIONS OF PROFESSIONAL TEACHER IDENTITY
THROUGH METAPHOR ANALYSIS**

M.A. THESIS

By
Elif SAYAR

Thesis Supervisor
Assoc. Prof. Dr. Ayşegül Amanda YEŞİLBURSA

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ABSTRACT

INVESTIGATING EFL TEACHERS' AND THEIR STUDENTS' CONCEPTIONS OF PROFESSIONAL TEACHER IDENTITY THROUGH METAPHOR ANALYSIS

Sayar, Elif

M.A., Program of English Language Teaching

Supervisor: Assoc. Prof. Dr. Ayşegül Amanda YEŞİLBURSA

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The growing outstanding appeal of the notion of identity across a broad diversity of fields over the past years has been reflected in an intense focus recently in the body of literature on the concept of “professional teacher identity” which plays a crucial role in the classroom practices of language teachers. The current dissertation intended to investigate the consonance and dissonance between how foreign language instructors view themselves as “teachers” and how they are viewed by their students.

In the present study, data were collected both from 10 Turkish language teachers instructing English as a foreign language at Düzce University and their 200 students by means of semi-structured interviews. Data were analyzed using metaphor analysis, which is a qualitative research methodology related to content analysis, to unveil the teachers' and their students' perceptions towards teachers' professional identity.

The findings of the study revealed that the teachers basing their metaphors on different entailments depicted their professional identities under 6 distinct categories named “teacher as neophyte”, “teacher as entertainer”, “teacher as interest arouser”, “teacher as expert”, “teacher as guide”, and “teacher as nurturer”. Also, the analysis of

the 200 metaphorical expressions of students gave rise to the emergence of 14 major themes named “teacher as agency of patience”, “teacher as authority”, “teacher as eager beaver”, “teacher as entertainer”, “teacher as expert”, “teacher as guide”, “teacher as Jekyll and Hyde”, “teacher as interest arouser”, “teacher as knowledge provider”, “teacher as mystery”, “teacher as neophyte”, “teacher as nurturer”, “teacher as patchwork”, and “teacher as trier to patience”. Moreover, it was revealed that although some metaphors of teachers overlapped completely with the ones given by their students, there were some mismatches between the metaphorical expressions proposed by the teachers and their students. However, as teachers’ behaviours and actions were formed through interaction between and among students, most of the teachers strongly believed that it would be beneficial to make a thorough review of their practices in the light of the feedback they got from their students.

Key words: English Language Teaching, Professional Teacher Identity, Metaphor Analysis

ÖZ

YABANCI DİL OLARAK İNGİLİZCE ÖĞRETEN ÖĞRETMENLERİN VE ÖĞRENCİLERİNİN MESLEKİ ÖĞRETMEN KİMLİĞİ KAVRAMINA İLİŞKİN İMGELERİNİN METAFOR ANALİZİ YÖNTEMİ İLE İNCELENMESİ

Sayar, Elif

Yüksek Lisans Tezi, İngilizce Öğretmenliği A.B.D.

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Geçtiğimiz yıllarda çeşitli alanlarda yer tutan kimlik kavramının, giderek öne çıkan varlığı, son zamanlarda, öğretmenlerin sınıf içi uygulamalarında önemli bir rol oynayan “mesleki öğretmen kimliği” kavramı alan yazınında da bir odak noktası haline gelmiştir. Bu bilimsel inceleme yabancı dil öğretmenlerinin, öğretmen olarak kendilerini nasıl ifade ettikleri ve öğrencileri tarafından nasıl ifade edildikleri arasındaki uyum ve uyumsuzluğu incelemek amacı ile yapılmıştır.

Bu çalışmanın verileri, Düzce Üniversitesi’nde yabancı dil olarak İngilizce öğreten 10 kişilik öğretmen grubundan ve bu öğretmenlerin 200 öğrencisinden, yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Bu veriler, öğretmenlerin ve öğrencilerin, öğretmenlerin mesleki kimliklerine yönelik algılarını açığa çıkarmak için, içerik analizine dayanan niteliksel bir araştırma yöntemi olan metafor analizi ile çözümlenmiştir.

Bu çalışmanın sonuçları öğretmenlerin metaforlarını farklı temellere dayandırarak, kendi mesleki kimliklerini, “çiçeği burnunda olarak öğretmen”, “eğlence kaynağı olarak öğretmen”, “ilgi uyandırıcı olarak öğretmen”, “uzman olarak

öğretmen”, “rehber olarak öğretmen”, ve “yetiştirici olarak öğretmen” başlıklarıyla 6 farklı kategori altında ifade ettiklerini ortaya koymuştur. Ayrıca, öğrencilerden elde edilen 200 metaforik ifadenin analizi “sabır abidesi olarak öğretmen”, “otorite olarak öğretmen”, “görev aşığı olarak öğretmen”, “eğlence kaynağı olarak öğretmen”, “uzman olarak öğretmen”, “rehber olarak öğretmen”, “çift kişilikli olarak öğretmen”, “ilgi uyandırıcı olarak öğretmen”, “bilgi kaynağı olarak öğretmen”, “sır küpü olarak öğretmen”, “çiçeği burnunda olarak öğretmen”, “yetiştirici olarak öğretmen”, “kırkyama olarak öğretmen”, ve “ömür törpüsü olarak öğretmen” başlıklarıyla 14 farklı kategorinin ortaya çıkmasına yol açmıştır. Sonuç olarak, öğretmenlerin bazı metaforları öğrencilerin metaforlarıyla tamamen örtüşüyorken, bazı metaforik ifadelerde öğretmenler ve öğrenciler arasında uyumsuzluklar olduğu ortaya konulmuştur. Fakat öğretmenlerin davranış ve hareketleri, öğrencilerle ve öğrenciler arasındaki etkileşim sayesinde şekillendiği için, çalışmada yer alan çoğu öğretmen, öğrencilerden aldıkları geri bildirimler ışığında, sınıf içi uygulamalarını derinlemesine gözden geçirmenin yararlı olacağına inandıklarını belirtmiştir.

Anahtar Kelimeler: İngiliz Dili Eğitimi, Mesleki Öğretmen Kimliği, Metafor Analizi

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TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZ.....	v
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF ABBREVIATIONS.....	xi

CHAPTER I: INTRODUCTION

1. Introduction.....	1
1.1. Background to the Study.....	1
1.2. Statement of the Problem.....	4
1.3. Research Questions.....	5
1.4. Significance of the Study.....	6
1.5. Setting.....	7
1.6. Participants.....	8

CHAPTER II: LITERATURE REVIEW

2. Introduction.....	9
2.1. Theoretical Framework.....	9
2.1.1. Identity.....	9
2.1.2. Teacher identity.....	13
2.1.3. The changing role of teachers.....	15
2.1.4. Foreign language teacher identity.....	17
2.1.5. Establishing the link between identity and discourse.....	20
2.1.6. Teacher identity construction.....	21
2.1.7. Metaphor.....	26
2.1.8. The nature of metaphors.....	28
2.1.9. The classification of conceptual metaphors.....	31
2.1.10. Conceptual metaphor theory.....	33

2.2. Related Studies.....	33
2.2.1. International studies on professional teacher identity through metaphor analysis	34
2.2.2. Turkish studies on professional teacher identity through metaphor analysis.....	42
 CHAPTER III: METHODOLOGY	
3. Introduction.....	46
3.1. Research Design.....	46
3.2. Participants.....	47
3.2.1. Instructors.....	47
3.2.2. Students.....	48
3.3. Data Collection Instrument.....	48
3.4. Data Collection Procedures.....	50
3.5. Data Analysis Procedures.....	51
 CHAPTER IV: FINDINGS AND DISCUSSION	
4. Introduction.....	56
4.1. The Findings of Data Analysis Relating to the First Research Question.....	56
4.1.1. Discussion relating to the findings of the first research question ..	59
4.2. The Findings of Data Analysis Relating to the Second Research Question	60
4.2.1. Discussion relating to the findings of the second research question	61
4.3. The Findings of Data Analysis Relating to the Third Research Question	62
4.3.1. Discussion relating to the findings of the third research question	69
4.4. The Findings of Data Analysis and Discussion Relating to the Fourth Research Question.....	72
4.5. The Findings of Data Analysis and Discussion Relating to the Fifth Research Question.....	77
 CHAPTER V: CONCLUSION	
5. Introduction.....	83
5.1. An Overview of the Study.....	83

5.2. Summary of the Findings.....	84
5.3. Implications of the Study.....	86
5.4. Limitations and the Directions for the Future Research.....	88
REFERENCES.....	91
 APPENDICES	
Appendix A.....	108
Appendix B.....	109
Appendix C.....	110

LIST OF ABBREVIATIONS

AR.....	Action Research
CDA.....	Critical Discourse Analysis
EFL.....	English as a Foreign Language
ELT.....	English Language Teaching
ESL.....	English as a Second Language
L2.....	Second Language
OED.....	Oxford English Dictionary
TESL.....	Teaching English as a Second Language
TPRI.....	Teacher Professional Role Identity

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this work.

Elif SAYAR

CHAPTER I

INTRODUCTION

1. Introduction

This chapter presents the background to the study, the purpose, the research questions, the significance of the study, and the setting in which the study was conducted. Looking through each part in detail, understanding of the study will be more explicit and significant.

1.1. Background to the Study

The significance of belief system in charting individuals' thought patterns and dominating their behavior is beyond doubt. As Pishghadam, Torghabeh and Navari (2009: 7) state, "the concepts we form about the world govern our thought and our everyday functioning, from the very mundane activities to the largely intellectual matters". Hence, our conceptual system plays an essential role in defining our everyday realities.

Traditional mainstream research regarding beliefs about teaching and learning, for the most part, depends upon cognitive depictions with pre-set assumptions comprising of responses to questionnaires or interviews with pre-set questions (Kalaja, 1995). However, these approaches have been criticized for failing to gather beliefs from real social contexts. To address this limitation, "causal explanations as actually performed in discourse, or stretches of talk" (Kalaja, 2003: 90) are required and this has

called forth the introduction of discursive research on beliefs about teaching and learning, focusing in particular on the concept of teacher identity.

Teacher identity depends upon the beliefs about teaching and being a teacher, conceptions that are constantly formed through experience. Four decades ago, Lortie (1975. Cited in Wilkins, Busher, Kakos, Mohamed & Smith, 2012: 70) stated that, the development of teacher identity was a process of socialization, involving school experiences as well as social and cognitive factors. The emphasis on teacher identity arises from the attention on the role of teacher beliefs, knowledge, and attitudes in classroom practices (Nunan, 1988). Its construction is an active not a passive process, involving the agency of the teacher, as well as the actions of others (Glazier, 2009). In addition, teacher identity is a complex concept because it includes teachers' both personal and professional identities.

Before the mid-1990s, research on teacher professional identity focused chiefly on how teachers were behaving in the classroom. From then on, the internal world of teachers embodying their perceptions, ideas and values came into prominence (Ornstein, 1999). In this respect, considering the complexity of identity, it is not easy to describe one's identity when asked to do so in many words. Thomas and Beauchamp (2011: 764) put forward that

Direct questions about identity tended to elicit responses related to roles one fulfills or activities one engages in, 'the what' rather than 'the who'. Eliciting new teachers' notions of metaphor in a qualitative study of identity permits both participants and researchers to examine the difficult concept of identity development in vivid and insightful ways.

In recent years, Lakoff and Johnson's (1980) theory of metaphor provides a basis for describing everyday cognitive structures. In their milestone work, Lakoff and Johnson (1980) claim that our conceptual system is metaphorically structured; as a result, the way we think and the things we experience are to a large extent a matter of metaphor. Thus, to reveal the individual and collective patterns of thought and action,

metaphors are needed as “an extraordinarily powerful tool through which the teacher can express more fully the meaning of what he or she does” and thus explore “what it is to be a teacher” (Provenzo, McCloskey, Kottkamp & Cohn, 1989: 551).

The essence of metaphor is ‘understanding and experiencing one kind of thing in terms of another’ with something that is more familiar, concrete and visible (Lakoff & Johnson, 1980: 5). A further explanation comes from Zhao, Coombs, and Zhou (2010: 381) stating “metaphors are not just figures of speech, but constitute an essential mechanism of the mind allowing the modeling and reification of prior experience. Thus, metaphors can be understood as a psychological modeling experience leading to new forms of conceptual insights”. Therefore, metaphors are a feature of language use within teaching and learning environments as they provide deeper insight into teacher’s perceptions and our comprehension of teacher’s beliefs, behaviors and actions.

Hamachek (1999: 209) draws attention to the fact that “Consciously, we teach what we know; unconsciously, we teach who we are.” Put differently, teachers are unconsciously shaped by metaphorical patterns of thought. Thus, metaphor analysis plays a key role to gain deeper insight into teacher’s thinking and our understanding of teacher’s beliefs.

Becoming conscious of ‘images’ guided by personal practical knowledge is said to be a mediator for professional growth. Self-knowledge is rooted in personal experience and can affect, even change ongoing experience (Carter, 1990). As cited in Pishghadam, et. al. (2009: 12), Moser (2000) believes that metaphors not only have instrumental value for self-reflection, anticipation, and communication, but also perform a major function of mind-setting that affects our cognition of the self and the world. Metaphors are a reliable and accessible ways to operationalize the tacit knowledge since they are the linguistic manifestation of our implicit concepts.

A number of studies attempted to conceptualize beliefs about teaching and/or learning from both teachers’ and students’ perspectives (e.g., Cortazzi & Jin, 1999; Kramsch, 2003; Oxford, Tomlinson, Barcelos, Harrington, Lavine, Saleh & Longhini,

1998; Zapata & Lacorte, 2007). In fact, majority of these studies have employed metaphor analysis to examine the pre- and in-service teachers' attitudes towards the classroom practices, teacher-student classroom interaction, and the evolution of the teacher beliefs about teaching and learning (Bullough, 1991; Leavy, Mahlios & Maxson, 1998; Nikitina & Furuoka, 2008; Zapata & Lacorte, 2007). Yet these studies centered upon the metaphors produced by the teachers about their professional identity not the language learners themselves.

Apple (2000) states that pedagogy “does not simply involve how or what one is teaching, but the rights of others who are ‘being taught’ to jointly participate in creating the pedagogical environment” (152). Seen from this perspective, a teacher’s perceptions of self incessantly alter and transform depending on each unique interaction attained. Accordingly, teacher identities are negotiated even as relationships are negotiated.

As already noted, although the perspectives of language learners are crucial to the construction of the teacher identity, there seems to be no current research on the difference between how foreign language educators in Turkey view themselves as teachers and how they are viewed by their students. It is hoped that this study will contribute to the existing scholarly research on metaphor analysis, especially to the phenomenon of teachers’ and students’ conceptions of professional teacher identity.

1.2. Statement of the Problem

The expanding charm of the concept of identity across a wide range of fields has witnessed an increased focus in the scholarly literature on the concept of ‘teacher identity’. The construction of teacher identity has been defined as “an ongoing and dynamic process which entails the making sense and (re)interpretation of one’s own values and experiences” that may be shaped by personal, social and cognitive factors (Flores & Day, 2006: 220).

What affects and shapes teachers' professional images of self? The development of teacher identity is (a) an ongoing process, (b) the relationship between the professional and context, and (c) active agency within a community (Beijaard, Verloop & Vermunt, 2000: 750). In other words, it is an active continuum, involving the agency of the teacher, as well as the actions of others. Therefore, it is sensible to assume that in addition to teachers' own practical experiences as well as their thought patterns, the perceptions of others are substantial determinants of the image about teachers' professional identities.

Despite recent research that has centered upon the construction of teacher identity, little attention has been given to the mismatch arising from the difference between how educators view themselves as "teachers" and how they are viewed by their students. With this said, the present study aims to explore the use of metaphors to uncover teachers' and their students' perceptions towards their professional identity. It also aims to investigate how teachers' personal and professional identities shape discourse, and through discourse, in turn, how teaching roles are constructed. In the light of the findings of the current study, the pedagogical implications and suggestions for further research are discussed.

1.3. Research Questions

The aim of this study is to explore metaphors as indicators of teachers' and students' reasoning about identity. In this way, this study hopes to contribute to the existing scholarly research in education arising mainly from metaphor analysis, in particular to the phenomenon of teachers' and students' perceptions of professional teacher identity. Therefore, the current thesis aims to address the following research questions:

1. What metaphors do EFL teachers use to represent themselves?
2. What metaphors do EFL teachers' students use to represent their teachers?
3. What conceptual categories can be drawn from these metaphorical images?

4. To what extent do individual metaphorical accounts of perceptions of EFL teachers' roles differentiate between teachers and their students?
5. How do teachers respond to metaphorical expressions proposed by their students?

1.4. Significance of the Study

The research literature on metaphors about teaching and learning is broad in scope. There has been wide range of quantitative, qualitative and mixed design studies carried out about metaphors. In these studies, metaphor is taken into account by researchers as a powerful mental mapping mechanism to make sense of their own life and the world around them (Alger, 2009; Aydoğdu, 2008; Botha, 2009; Cerit, 2008; Çelikten, 2006; Forceville, 2002; Guerrero & Villamil, 2002; Inbar, 1996; Ocak & Gündüz, 2006; Pishghadam & Navari, 2010; Shaw, Massengil & Mahlios, 2008).

Among the metaphor studies in education, much research has been devoted to challenging perceptions, beliefs, and experiences about the profession through examining pre and in-service teachers' metaphors of about their personal theories and philosophies, their professional identities, and their development by attending particular programs. However, a small proportion has focused on investigating the relationship between teachers' and students' perceptions towards teaching and/or learning, especially referring to the gaps or mismatches in teachers' and learners' beliefs by comparing metaphors from both parties (Wan, Low & Li, 2011). Thus, this study has a pioneering role in that both teachers' and students' perceptions of professional identity are investigated through metaphor analysis.

To the best of the researcher's knowledge, this thesis study is the only study that looks into the consonance and dissonance arising from the difference between how teachers view their professional identities and how they are viewed by their students. The study begins by describing the theoretical framework which is used to comprehend teacher identity construction. This framework is then applied to analyze the metaphors

of teachers' and their students' perceptions of teacher professional identity and uncover the mismatches. The findings of the study are then examined in terms of the theoretical framework which is used to investigate and comment on teacher identity construction and pedagogical implications as well as suggestions for future research are discussed in detail.

1.5. Setting

The current study is conducted at the English Preparatory School of Düzce University which is a public university having a variety of undergraduate and graduate programs.

At Düzce University, the preparatory program is compulsory for Forest Industry, Forestry Engineering, Landscape Architecture, Tourism, Computer Engineering and Electricity and Electronics Engineering departments. Although it is compulsory, none of the students repeat the preparatory class in the event of failure.

During the academic year, the assessment of the students is done through 4 midterms (2 in the first semester, and another 2 in the second semester), 8 speaking and listening quizzes, 8 reading and writing quizzes, 6 grammar quizzes, weekly assignments and one final exam. The average of all midterms corresponds to 20% of the final score of the students. The average of all quizzes corresponds to 20% of the final score, and the average of all assignments corresponds to 20% of the final score. Also, the final exam corresponds to 40% of the final score of the students. The students who achieve at least 65 are considered as "successful" while the ones who get lower than 65 are considered as "unsuccessful". The "unsuccessful" students do not repeat the preparatory class and continue their education in their own departments the following year.

1.6. Participants

The current thesis consisted of two groups of participants. The first group involved 10 English language instructors who were employed at the School of Foreign Languages at Düzce University and the second group comprised of 200 EFL students studying in the Foreign Language preparatory class of the same institution.

CHAPTER II

LITERATURE REVIEW

2. Introduction

This section consists of two parts. In the first part, theoretical framework of the study is presented. First of all, considering the definition of identity, teacher identity, and the changing role of teachers are presented. Second, establishing the link between identity and discourse, the construction of teacher identity is discussed. Third, the concept of metaphor and the classification of conceptual metaphor are clarified, and finally, the conceptual metaphor theory is explained. In the second part, related studies in both the international and Turkish context are reviewed and summarized.

2.1. Theoretical Framework

2.1.1. Identity

Throughout the literature, identity has been referred to in a wide variety of ways under the names such as “self, selfhood, position, role, personality, category, person formulation, person description, subjectivity, subject, agent, subject position, persona, etc.” depending on the perspective it is viewed through (Benwell & Stokoe, 2006: 5-6). In spite of much research, the concept of “identity” has been difficult to define in a clear-cut way.

Etymologically, the word “identity” derives from the Latin word “idem”, which means “the same” that is defined as “the state of being a specified person or thing, the

individual characteristics by which a person or thing is recognized” (Collins Student’s Dictionary, 2005). Indeed, to get the heart of the concept of identity, it is vital to explore the term from different perspectives. Thus, it has to be viewed from structuralist, post-structuralist, and social constructionist perspectives as well as multiple definitions of the contemporary notions of identity.

Identity, from a structuralist perspective, is regarded as a fixed concept where the individual is supposed to belong to either a social or biological category. In this sense, structuralist views focus more on the common sides as is put forward by Snow (2001: 6):

From a structural perspective, the critical characteristic is typically a kind of master social category implying social commonality such as social class, ethnicity or rationality; a set of relational ties or networks, suggesting structural connectedness or a mixture of both individuals who are similarly situated structurally, such that they are incumbents of similar roles, work in similar enterprises, are linked to the same social class, religion or ethnic group, are presumed to have a shared collective identity or at least be candidates for such.

In contrast to the structuralist conceptualizations of identity, post-structuralist approaches take cognizance of agency over structure, considering individuals as active, dynamic and impactful on the social structure. As Kondo (1990: 24) remarks, “identity cannot be seen to be a fixed thing, it is negotiated, open, shifting, ambiguous, the result of culturally available meaning, and the open-ended power-laden enactment of those meanings in everyday situation”.

From a social constructionist point of view, Lee and Anderson (2009) define identity as “a process embodied in social practice [which is] multiply constructed across micro-social (individual) and macro-social (cultural/institutional) timescales” (185) as well as being “fluid, social and variably related to contestable and constructed categories and contexts” (186). While characterizing identity from a socio

constructionist perspective, Bucholtz and Hall (2005) list properties of identity as follows:

- Identity is the product rather than the source of linguistic and other semiotic practices and therefore is social and cultural rather than primarily internal psychological phenomenon.
- Identities encompass macro level demographic categories, temporary and interactionally specific stances and participant roles, and local, ethnographically emergent cultural positions.
- Identities may be linguistically indexed through labels, implicatures, stances, styles or linguistic structures and systems.
- Identities are relationally constructed through several, often overlapping aspects of the relationship between self and other, including similarity/ difference, genuineness/ artifice and authority/ delegitimacy.
- Identity may be in part intentional, in part habitual, and less than fully conscious, in part an outcome of interactional negotiation, in part a construct of others' perceptions, and in part an outcome of larger ideological processes and structures.

Identity is constructed across a wide range of disciplines as a chief concept in terms of individuals and society. This central focus on identity as a key concept can be seen across sociological (Bernstein, 1996; Giddens, 1991; Wenger, 1998), psychological (Erikson, 1963, 1968; Gergen, 1991), and philosophical (Derrida, 1981; Hall, 1996) fields. Hence, in order to grasp the full meaning of identity, it is also crucial to explore the views of contemporary researchers in the field of sociology, psychology, philosophy as well as education.

According to Wenger (1998: 163), identity is “a becoming; the work of identity is ongoing and pervasive”. Kress (2010: 174) defines identity as “the outcome of constant transformative engagement by someone with the ‘world’, with a resultant enhancement of their capacities for acting in the world”. Put differently, “identity is seen as a process, a matter of external negotiations between oneself and the people around” (Craib, 1998: 27). Identity is constructed in social, cultural, and political

contexts so it is composed of not only the conception of the self, but also the interaction within the society. Further, Wenger (1998: 149) identifies five dimensions of identity as:

- *negotiated experiences* where we define who we are by the ways we experience ourselves through participation as well as the way we and others reify ourselves.
- *community membership* where we define who we are by the familiar and the unfamiliar.
- *learning trajectory* where we define who we are by where we have been and where are going.
- *nexus of multi membership* where we define who we are by the ways we reconcile our various forms of identity into one identity.
- *a relation between the local and the global* where we define who we are by negotiating local ways of belonging to broader constellations and manifesting broader styles and discourses.

Georgakopoulou provides a description as “identities are not given entities, static properties, or finished projects. Instead they are practical accomplishments that are constructed - and even deconstructed - online in the everyday flow of verbal interaction.” (2006: 83). Additionally, Coren (1997: 52) draws attention to the fact that “our identity, or sense of self, cannot exist in a vacuum, so our enjoyment of knowledge may depend on the nature and quality of the relationships which we allow ourselves, or are allowed, to establish”. Therefore, identity is not as a stable and fixed set of traits, but something complex, sometimes ambivalent, and subject to change across time and place.

Giving a very basic definition of identity as being “a certain kind of person”, Gee (2000: 100) presents four ways to view identity as follows:

- *Nature Identity*: We are what we are primarily because of our natures.
- *Institutional Identity*: We are what we are primarily because of the positions we occupy in society.
- *Discourse Identity*: We are what we are primarily because of our individual accomplishments as they are interactionally recognized by others.

- *Affinity Identity*: We are what we are because of the experiences we have had within certain sorts of affinity groups.

Extending from this perspective, identity is a live intersection of internal and external factors that shape who we are. The question who we are gives rise to the questions how we perceive ourselves as teachers and how the others perceive us related to role we have. Therefore, considering the given definitions of identity, teacher identity comes into prominence as it reveals our values, beliefs and assumptions related to our growth as professionals.

2.1.2. Teacher identity

Within the field of identity formation, a growing interest in the notion of teacher identity has been witnessed. Teachers' perceptions of their professional identity have been studied by various researchers (Beijaard, et. al., 2000; Kompf, Bond, Dworet, & Boak, 1996; Nias, 1989). Depending on these studies, "teacher identity" has been defined in distinct ways.

According to Jansen (2001: 242), teacher identity is "their sense of self as well as their knowledge and beliefs, dispositions, interests, and orientation towards work and change". Mayer (1999: 7) also argues that "a teaching identity is a more personal thing and indicates how one identifies being a teacher and how one feels as a teacher". Also, teacher identity can be defined as diverse social and cultural roles that teachers adopt in rapport with their students and colleagues (Burns & Richards, 2009). Beijaard, Meijer, and Verloop (2004: 109) suggest that "teacher identity is an understanding and acknowledgement of what it feels like to be a teacher in today's schools, where many things changing rapidly, and how teachers cope with these changes. It also involves the personal part of the teacher's professional identity because teacher identity is a profoundly individual and psychological matter; it concerns the self-image and other image of particular teachers." As well as its psychological aspect, according to Varghese, Morgan, Johnston, and Johnson (2005: 39), "it is a social matter because it is

formed, negotiated, and grown fundamentally in a social process that takes place in institutional settings such as teacher education programs and schools.”

Considering the given definitions, teacher identity appears to be constructed and transformed on an ongoing basis by means of language. In this respect, teacher identity is a becoming and it can be seen as transformative, complex, and fluid; and “the professional, cultural, political, and individual identities” (Varghese, et. al., 2005: 22) that language teachers adopt are crucial to understand identity formation process.

As cited in Canrinus, Helms-Lorenz, Beijaard, Buitink and Hofman (2011: 593), Day and colleagues (2006) claim that teachers balance three relevant dimensions in their work. The first dimension focuses on teachers’ life outside the school, and called as a “personal dimension”. The second one named as “professional dimension” centers upon the social and policy expectations of what a good teacher is and teachers’ own educational ideals. The last dimension concentrates upon the direct working environment of the teacher, and called as “situational dimension”. Through the way these dimensions interact, and different professional identities are formed.

Therefore, it is noteworthy that teacher identity is an image of a teacher that depends on the basis of psychological, social and personal factors that constitute the teachers world. Moreover, teacher identity formation is a complex process because it includes teachers’ both personal and professional identities.

- *Personal teacher identity*: According to Vryan, Adler and Adler (2003: 372), “personal identity involves the uniqueness of an individual, such as personal name, personal history and personality”. In other words, the distinct personality of an individual regarded as a persisting entity can be defined as “personal identity”.
- *Professional teacher identity*: The sets of beliefs, attitudes and understanding about roles, within the context of career, generally refer to “professional identity”. As stated by Goodson and Cole (1994), professional teacher identity

is depended upon how we perceive ourselves as teachers and how we think others perceive us is related to the professional role we assume.

Beijaard, et. al. (2004: 122) uncovered four basic features that play a crucial role in teachers' professional identity formation:

- Professional identity is an ongoing process. Teacher development never stops and it always strives to progress.
- Professional identity implies both person and context. Teachers are expected to think and behave professionally, but not simply by adopting professional characteristics, including knowledge and attitude that are prescribed. Teachers differ in the way they deal with these characteristics depending on the value they personally attach to them.
- Teachers' professional identity consists of sub-identities. The sub-identities relate to teachers' different contexts and relationships.
- Agency is an important element of professional identity. There are various ways in which teachers may exercise agency, depending on the goals they pursue and the sources available for reaching their goals.

Taken as a whole, rather than seeing identity as a fixed and stable concept, identity is increasingly viewed as multiple and shifting in the resources of sociocultural and educational contexts. Identity is shaped through continuous interaction between the teacher and the context, and this interaction manifests itself in teachers' efficacy, their job satisfaction, occupational commitment, and changes the level of motivation. This formative process highlights individuals' participation in the ongoing process of identity construction considering the changing role of teachers over the years.

2.1.3. The changing role of teachers

In recent years the discussion over education has been focused on teacher professional identity construction affecting the way we understand the educational process in terms of teaching and learning. From past to present, considering the teacher professional identity construction, teaching has been based upon behaviorist,

constructivist and socio-cultural constructivist assumptions respectively, and that creates a change in the role of teachers.

Teaching based on behaviorist assumptions supposes that “teaching knowledge is a matter of transmitting new knowledge. Similarly, learning knowledge is to receive and store and bring it forth appropriately” (Bennett, 2000: 34). In other words, the student passively receives the body of knowledge without taking responsibility for actively engaging in the process of learning. On the other hand, as stated by Zhan (2004), Piagetian constructivists assume that new knowledge is constructed when learners connect with their former knowledge and experiences, and students’ cognitive ability develops during their interaction with new knowledge through their own experiences (Piaget, 1959). It is further proposed by Vygotsky and other socio-cultural constructivists that learning is situated in the context in which it is constructed. According to Jonassen (1991: 10), “meaning is a function of how the individual creates meaning from his or her experiences”. This means that learning is a product of authentic participation in the activities of a community of practitioners, where the classroom is a community of practice and all learners participating in the search of knowledge.

The theories of cognitive development provide teachers with richer insight into teaching. With reference to these theories, learning is “a social rather than individual phenomenon” (Bolhuis, 2004: 79), which means meaning is created by learners themselves by the interaction with community of practitioners. Thus, students do not passively receive information; rather, learning is a process of active construction of knowledge (Bolhuis, 2004; Marsh, 2000).

From this point of view, the teacher’s role changes from that of being a ‘wise man’ who transmits knowledge to that of a ‘facilitator’ who provides opportunities for students to engage in. Put differently, the behaviorist theory reflects students as passive recipients, teachers as transmitters of knowledge. On the other hand, the constructivist theory considers teacher as a coach and the learner as an active re-creator of knowledge who constantly organizes knowledge with an active role in restructuring the experiences. In this respect, considering the theoretical basis for teaching, it is

noteworthy that constructivist approaches to teaching require teachers to re-conceptualize their roles and develop new teaching roles to facilitate each student's way of perceiving, understanding and constructing new knowledge. With this in mind, the following section will provide an overview of the link between identity and discourse to explore teachers' identity construction in terms of discursive analysis.

2.1.4. Foreign language teacher identity

The changing perspectives of professional identity construction, centered upon behaviorist, constructivist and socio-cultural constructivist assumptions respectively, pave the way for a change in the role of teachers. As pointed out by Burns and Richards (2009), "shifts in models and goals of teacher education from the teacher as 'operative' to the teacher as creative 'problem solver' and 'decision maker' (Roberts, 1998) and the advent of constructivist perspectives (William & Burden, 1997) in teacher education have created a productive framework for the adoption of action research (AR)" into teacher identity. In their study, Burns and Richards (2009: 289) also put forth that "the notion of the teacher as a self-reflective, inquiring, and critically motivated practitioner (Zeichner & Liston, 1996) also accelerated interest in AR in English language teaching (ELT) environments, as did the advocacy of the concept of the teacher as researcher" (Allwright & Bailey, 1991). Moreover, with the integration of action research into language teaching, researchers revealed that the practices that teachers experienced inside their classrooms were not only shaped by the techniques and methods that they learned, but also were influenced by the personal and professional selves of teachers.

Due to the complex nature of the concept of identity, there is no clear agreement as to what teacher identity entails. Consequently, researchers investigate a diversity of topics and pursue a variety of goals. As proposed by Guzmán (2010), a similar phenomenon is present in the concept of "language teacher identity" (Mawhinney & Xu, 1997; Simon-Maeda, 2004).

To begin with, Duff and Uchida (1997) argue that there is a very important interactive relationship between language teachers' lives, their perceptions and

experiences, past and present events, and social context. The researchers also present some of the elements that are crucial to understand language teacher identity:

Language teachers and students in any setting naturally represent a wide array of social and cultural roles and identities: as teachers or students, as gendered and cultured individuals, as expatriates or nationals, as native speakers or nonnative speakers, as content-area or TESL/English language specialists, as individuals with political convictions, and as members of families, organizations, and society at large (451).

With this said, language teacher identity can be viewed as an on-going basis that is co-constructed and negotiated by means of language. Thus, language teacher identity is seen as a fluid process which comprises “the professional, cultural, political, and individual identities” (Varghese, et. al., 2005: 22) that language teachers claim become essential to understand language teaching and learning.

In this respect, teacher identity depends on the teachers’ professional and personal development pathways that are affected by the nature of personal, social, cultural, political, and historic contexts in which teachers perform their role. According to Varghese, et. al. (2005), the emphasis on language teacher identity is derived from increasing attention on the part of researchers to the role of teacher beliefs, knowledge, and attitudes in classroom practices (Nunan, 1988).

In theorizing language teacher identity, Varghese, et. al. (2005) highlight two aspects whereby language teacher identity becomes important in the research of language teaching:

First, research on language teaching has increasingly framed the language classroom as a complex arena in which teacher identity is a critical component in determining the process of language teaching. Second, research focus on the social, historical, and cultural contexts in which language teaching takes place reveals many aspects of

teacher identity including matters of race, gender, and sexual orientation, being of importance in language teaching (90).

As well as the study of Varghese, et. al. (2005), other theoretical approaches such as the theory of situated learning (Lave & Wenger, 1991), social identity theory (Tajfel, 1978), the notion of the image-text (Simon, 1995), the theory of narrative ways of knowing (Johnson & Golombek, 2002), sociocultural theory (Duff & Uchida, 1997), and others also investigated the concept of language teacher identity. These different perspectives provide fresh insights and help understand different facets of the complex nature and processes of language teacher identity. The findings of these studies reveal that “in order to understand language teaching and learning we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim or which are assigned to them” (Varghese, et. al., 2005: 22).

In the same vein, language teachers are subject to discourses around languages, language teaching, and themselves. Thus, in their recent article on theorizing language teacher identity, Varghese, et. al. (2005) conclude that the research on language teacher identity depends upon studies that account for conceptions of identity in relation to both practice and discourse:

In considering how language teacher identity can be viewed in relation to teacher education, we can argue that aspects of identity-in-discourse and identity-in-practice can help us in conceptualizing language teacher education more comprehensively, at least at a theoretical level. In “identity-in-practice,” teacher agency is seen as action-oriented and focusing on concrete practices and tasks in relation to a group and mentor(s). In “identity-in-discourse,” agency is discursively constituted, mainly through language, focusing primarily on critical reflexivity (39).

As clearly seen, language teacher identity is influenced not only by teachers, learners, and colleagues, but also by broader social, cultural, political, and educational

environments. The following section presents the link between identity and discourse as well as the process of teacher identity construction based upon theoretical frameworks of discursive analyses.

2.1.5. Establishing the link between identity and discourse

Crucially identity has been relocated; from the ‘private’ realms of cognition and experience, to the ‘public’ realms of discourse and other semiotic systems of meaning making. Many commentators, therefore, argue that rather than being reflected in discourse, identity is actively, ongoingly and dynamically constituted in discourse.

(Benwell & Stokoe, 2006: 4)

In the conceptual progress of “identity” within the scientific disciplines such as sociology, psychology, philosophy, linguistics, and pedagogy, its intersection with discourse reveals a crucial research area that focuses on the process of identity formation.

On one side, “discourse” is described by Van Dijk (1997: 13-14) as “discourses do not only consist of (structures of) sound or graphics, and of abstract sentence forms (syntax) or complex structures of local or global meaning and schematic forms. They also may be described in terms of the social action accomplished by language users when they communicate.” On the other side, “identity” is viewed as “negotiated, open, shifting, ambiguous, the result of culturally available meanings and the open-ended, power-laden enactment of those meanings in everyday situations” (Kondo, 1990: 24). Considering given definitions, discourse becomes the ground for investigating identities in educational contexts.

The correlation attributed to discourse and identity can be observed in the following statements of Clarke and Newman (1997: 92) “discourses offer particular kinds of subject position and identity through which people come to view their

relationships with different loci of power”. Similarly, Van Dijk (2009: 72) draws attention to the fact that

An identity is not merely something one gradually adopt, grows into, etc., but also something one must learn, that is, social knowledge. Such knowledge may be acquired by personal experiences and interaction, but also by discourse about social identities (e.g. normative discourse of parents telling their daughter to behave like a girl). So, it is true that social identities are gradually constructed by social actors, namely through interaction and discourse, but once such an identity has been acquired, as knowledge, then a competent actor may henceforth apply or use such an identity - of course with all possible adaptations, changes, modifications that are contextually necessary.

From this point of view, looking at various conceptualizations on the relationship between discourse and identity, it can be stated that discourses are the grounds where identities are constructed and reside. It is because of this connection that discourses become the sites for investigating identities in the educational context of language. The following section will provide an overview of the theoretical frameworks of discursive analysis to probe teacher identity construction.

2.1.6. Teacher identity construction

The following section describes the theoretical frameworks used to explore teachers’ identity construction in terms of discursive analyses. First, identity-in-discourse is examined by drawing upon the work of Fairclough (1989), and then identity-in-practice is discussed using Wenger’s (1998) model of identity construction.

Fairclough’s Model of Critical Discourse Analysis

Depending on a sophisticated view of language as a form of social practice, the model of Critical Discourse Analysis offered by Fairclough (1989), has a significant

part in the research methodology. Critical Discourse Analysis (henceforth CDA) is a complex eclectic method for social science research which is perpetually developing as it is practiced through new areas of social life and as the theorization of discourse broadens.

In his well-known book *Language and Power* (1989), Fairclough puts forward that the main thrust of CDA is that as identities are discursively shaped, the analysis of basic features of discourse constitutes a key element of their interpretation. Thus, CDA offers to focus on the signifiers that make up the text, the specific linguistic selections, their sequencing, their juxtapositioning, and so on.

As cited in Thomas (2005: 27), “discourses are manifestations of power (Harvey, 1996) that constitute both particular social realities (objects) (Miller & Glassner, 1997) and identities (subjects) (Foucault, 1982). Also, discourses constitute identities that position people in potentially contradictory ways (Fairclough, 1995; Gee, 1996). Further, Fairclough (1995: 219) remarks that “[I]t is mainly in discourse that consent is achieved, ideologies are transmitted, and practices, meanings, values and identities are taught and learnt”. He also claims that language and society are inextricably related: “linguistic phenomena are social phenomena of a special sort, and social phenomena are (in part) linguistic phenomena” (1989: 23). In other words, “whenever people speak or listen or write or read, they do so in ways that are determined socially and have social effects” (2001: 19). Hence, CDA sheds light on the social identities and human relationships within social structures.

Considering CDA, one comprehensive way of understanding of teacher identity construction, “identity-in-discourse” conceives that identities are discursively constituted, mainly through language. In this respect, language and identity are reciprocally constitutive; while language introduces to the individuals particular ways of adding new meaning to social reality, “it is also the place where our sense of ourselves, our subjectivity, is constructed” (Weedon, 1997: 21). Based upon the connection between language and identity, Fairclough’s (2003: 164) model of identity formation

argues that “what people commit themselves to in texts is an important part of how they identify themselves, the texturing of identity”.

According to Fairclough, three fundamental components of identity-in-discourse are *modality*, *evaluation* and *legitimation*. Modality describes what individuals carry out themselves with regards to obligation and necessity, and is come to light with the use of modal verbs meaning ‘probably’ and ‘possibly’. Evaluation refers to what is supposed to be desirable or undesirable and can be verbalized in terms of what is regarded as beneficial and valuable. Legitimation identifies the ways in which individuals present and justify their diverse commitments to truth.

Such an understanding of identities emphasizes that individuals play an active role in constructing their personal and collective identities in discourse. The process of identification in discourse is a feature of social life (Chouliaraki & Fairclough, 1999), including the processes of teacher identity construction. Critical Discourse Analysis, therefore, is a worthwhile tool for tracing the ways in which identities are constructed.

Wenger’s Communities of Practice

Communities of practice presents a local frame of practice placed in the broad categories providing “a different lens through which to view patterns of linguistic variation and the ways in which individuals construct and maintain their identities” (Davies, 2005: 557). Considering this definition, the successful development of a community of practice depends upon the development of: mutual engagement, joint enterprise, and shared repertoire. As well as these features, Wenger (1998) conceptualizes learning through participation in a community of practice, involving four components: meaning (learning as experience), practice (learning as doing), identity (learning as becoming), and community (learning as belonging).

Wenger (1998) states that identity is lived and negotiated, so it is social in nature, whereby “identity is a becoming; the work of identity is ongoing and pervasive” (Wenger, 1998: 163). Also, identity is described by Wenger as “a constant becoming”

that defines who we are by: “the ways we participate and reify ourselves; our community membership; our learning trajectories (where we have been and where we are going); reconciling our membership in a number of communities into one identity; and negotiating local ways of belonging with broader, more global discourse communities” (1998: 149).

According to Wenger (1998: 145), “The concept of identity serves as a pivot between the social and the individual, so that each can be talked about in terms of the other”. Wenger also asserts that professional identity is a collection of “what we think or say about ourselves... what others think or say about us... and a lived experience of participation in specific communities” (1998: 151). Thus, professional identity development cannot be dealt without regarding the social interplay between the individual and the community.

Sources of Identification

Wenger conceives identity construction as “an experience” (1998: 163) in terms of three modes of belonging as the sources of identification: engagement, imagination and alignment. Engagement in practice is a powerful source of identification in that it involves establishing and maintaining joint enterprises and negotiating meanings. Engagement is all about interactive participation (and choosing not to participate) in meaningful interactions to find out how we participate in activities, gaining “a lived sense of who we are” (Wenger, 1998: 192).

The second source of identification is imagination. Imagination refers to an open-minded attitude that necessitates a willingness to explore and make connections to create new meanings of the world and ourselves. Thus, it is a process of associating ourselves with the world beyond the community of practice in which we are engaged and making sense our experience considering the broader context. As Wenger (1998: 177) points out imagination is “the production of images of the self and images of the world that transcend engagement”.

The last source of identification is alignment. Through alignment, a process of coordinating perspectives, defining visions, establishing procedures and structures, and finding a common ground is described. Alignment coordinates individuals' activities and resources to fit within broader structures and achieve results (Wenger, 1998). Therefore, it allows us to see the effectiveness of our actions beyond our own engagement.

Negotiation of Meanings

The other process of identity formation is the negotiation of meanings which is clarified in the processes of identification. According to Wenger (1998), the negotiation of meanings specifies the extent to which individuals participate in the meanings in which they are invested. Participation, according to Wenger (1998: 4) is more than just to engage in local events or specific activities with certain people. It is a “more encompassing process of being active participants in the practice of social communities and constructing identities in relation to these communities”.

The process in which the value of meanings determined is referred as “economies of meanings” by Wenger (1998: 197). Meanings are developed through the process of participation. However, their relative values are subject to negotiation. Then, negotiability refers to the extent to which individuals can use, change, and capture them as their own. Within the economies of meanings, different individuals have distinctive degrees of control over the meanings that are produced, called as “ownership of meanings” (1998: 200). Ownership of meanings is multiplied if many people take part in the negotiation process. If such negotiability is absent, then, an identity of non-participation and marginality can result.

As Tsiu (2007) claims “negotiation of meanings involves being able to shape and hence claim ownership of meanings that matter in the community. In other words, participation (the practices we engage in) as well as nonparticipation (the practices we do not engage in) in the negotiation of meanings is central to identity formation” (674).

Importantly, the concept of communities of practice places teacher identity construction as situated in workplaces as a living social community. Teachers construct their own knowledge and understanding of practice within their engagement in collaboration with their colleagues and students. Thus, negotiation of meanings becomes a key mechanism for understanding new roles.

Guided by Wenger's conception, teacher identity construction is revealed through increased participation in meaningful activities, negotiating meanings, and developing a sense of becoming as well as belonging within multiple communities of practice. Thus, "becoming a teacher is a deliberate term that implies an evolving process of identity formation that is always under construction" (Smith, 2006: 619).

As is clear from the theoretical frameworks of discursive analysis, it is difficult to describe identity due to its complex nature. Therefore, some vivid and insightful ways are needed to explore teachers' identity construction. Among the various ways, the complexity of identity can be uncovered through metaphor analysis as it helps to gain deeper insight into teacher's conceptions, behaviors, and actions. With this said, the following sections will briefly deal with the main concepts of metaphor and conceptual metaphor theory.

2.1.7. Metaphor

The word "metaphor" derives from the Latin word *metaphora*, which means "transfer" (meta means trans, or "across"; phor means fer, or "ferry"), metaphors are linguistic expressions in which "a name or descriptive word or phrase is transferred to an object or action that is different from, but analogous to, that which is literally applicable" (OED, 1989). Beyond the shadow of a doubt, to grasp the meaning of metaphor, it is crucial to explore the term "metaphor" with the descriptions of various linguists and psychologists.

Metaphor can be defined as Lakoff and Johnson (1980: 5) suggest, "understanding and experiencing one kind of thing in terms of another" with something

that is more familiar, concrete and visible. As Holman (1980: 264) states, it is also described as an “implied analogy which imaginatively identifies one object with another”. In other words, it is a figure of speech in which an implied comparison is made between two unlike things that actually have something in common.

Definitions of metaphor abound: maybe the simplest one introduced by Oxford, et. al. (1998: 4) suggesting that a metaphor “involves employing a familiar object or event as a conceptual tool to elucidate features of a more complex subject or situation”. A more sophisticated description is one by Scheffler asserting metaphors as “... inventions of thought to explore a certain kind of possibilities in a heuristic way” (1979: 128).

Unlike traditional views that regarded metaphor as ornamental figure of speech which was essentially figurative in nature and was used to understand literary texts, the current theory of metaphor gives more importance to the cognitive function of metaphor. In fact, in classical theories, metaphorical expressions were just perceived in the realm of literature, not giving publicity to the metaphors in the everyday conventional language. Yet more recently, linguists and psychologists began validating metaphors as an “important tool of cognition and communications” (Ortony & Fainsilber, 1989: 181) that reflects “images of social phenomenon” (Morgan, 1983: 21) through “mapping two often incompatible domains into one another” (Kramsch, 2003: 125). In other words, metaphor can be considered as a cognitive means for persons to rename real world phenomena through their own mental images.

From this point of view, a metaphor is not just a tool, but rather sets up a structure in which we live. As Lakoff and Turner (1989: 2) claim metaphor is viewed as more than a poetic trick of language, as something which “resides in thought, not just in words”. Also, metaphorical expressions are fundamental schemes to understand “what cannot be comprehended totally: our feelings, aesthetic experiences, moral practices and spiritual awareness” (Lakoff & Johnson, 1980: 193). Seen in this light, Massengill Shaw, and Mahlios (2008: 35) describe metaphor as “...analogic devices that lie beneath

the service of a person's awareness and serve as a cognitive device... as a means for framing and defining experience in order to achieve meaning about one's life".

Additionally, metaphors have another significant quality. They not only assist human cognitive process but they also determine how people make sense of the world and take action. Put differently, as Lakoff and Johnson (1980: 158) suggest, "in all aspects of life ... we define our reality in terms of metaphors and then proceed to act on the basis of the metaphors". Hence, metaphor offers a vehicle for realizing about one's own thinking as well as actions. Huebner (1984: 112) emphasizes the metaphor's power of perception and its "way of shedding new light on an already existing phenomenon, by looking at and speaking about that phenomenon from a totally different perspective".

Similarly, Way (1994: 8) points out that when our present repertoire of concepts is inadequate, metaphor allows us to form those concepts in new ways "in order to explore different and startling perspectives". Yet metaphor can be deemed not only as a function of creative thought, but also affect our new ways of thinking, "a central feature of the production and reproduction of meaning" (Taylor, 1984: 20). In addition to creating new meanings, as metaphors serve as a link between what is known and what is unknown, they form a connection between abstract thought and concrete experience. Lakoff and Nunez (2000: 39) suggest "metaphor is not a mere embellishment, it is the basic means by which abstract thought is made possible. One of the principal results in cognitive science is that abstract concepts are typically understood, via metaphor, in terms of more concrete concepts".

2.1.8. The nature of metaphor

Despite the traditional view defining metaphors as a matter of words rather than thought, cognitive linguists claim that metaphors are not just devices of the poetic imagination, they are cognitive phenomena at the heart of our everyday thinking, and the use of metaphors in language is the mirror image of their conceptual status. For this reason, it is useful to grasp the nature of metaphors elaborately as metaphors are "pervasive in everyday life, not just in language but in thought and action. Our ordinary

conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature” (Lakoff & Johnson, 1980: 3).

As the metaphor is not just a matter of language, but of thought and reason, the language is secondary, the mapping is primary (Lakoff & Johnson, 1980). Mapping is the systematic set of correspondences that situated between constituent elements of the metaphor. Stated in other words by Lakoff and Johnson (1980), the metaphor can be understood as a mapping from a source domain (the conceptual domain from which we draw metaphorical expressions) to a target domain (the conceptual domain that we try to understand). The mapping is closely structured. There are ontological correspondences, according to which entities in source domain correspond consistently to entities in the target domain.

Metaphorical concepts provide ways of understanding one kind of experience in terms of another kind of experience. Thus, as well as having source and target domains, metaphors have entailments through which they highlight the particular aspects of the experiences (Lakoff & Johnson, 1980). Since metaphorical concepts are specified in terms of non-metaphorical concepts, they display entailment relations corresponding to those non-metaphorical concepts.

Metaphors possess several significant qualities. Ortony (1975) specifies three communicative functions of metaphors as expressibility, compactness, and vividness. To illustrate, these qualities are exemplified by Nikitina and Furuoka (2008: 194) as:

If a student describes learning as “climbing the Everest”, the image conveys hardship and the danger of falling or failure that the learner has to deal with. It also says that one has to persevere and move steadily towards the ultimate objective. However, this metaphor is full of optimism because achieving the target will bring the learner to “the top of the world”. On the other hand, if a student describes learning as “clinging to a log after a shipwreck”, the associations this image evokes are quite negative. The image reveals that the student has to persevere in his or her efforts but instead of aiming for the “top of the

world” the learner is concerned with his or her “immediate survival”. The metaphor is bereft of optimism and enthusiasm; it also indicates that the learner has not much certainty of a successful outcome of the endeavor. Thus, in very few words each of these two metaphors gives a vivid image of and expresses the students’ feeling towards such a complex cognitive process as learning.

Lakoff and Johnson (1980) put forward that human conceptual system is metaphorically structured and the essence of metaphors is “understanding and experiencing one kind of thing in terms of another” (5). As proposed by Yu (2013), concerning the nature of metaphor, Lakoff and Johnson (1980) signify that metaphor is primarily conceptual in nature, and it is not merely a matter of words, but also a matter of thought. Moreover, the metaphorical linguistic expression is a surface manifestation of conceptual metaphor. As well as being the main cognitive mechanism through which abstract concepts are comprehended and abstract reasoning is performed, metaphor allows mankind to understand a relatively abstract or inherently unstructured subject matter in terms of a more concrete or more highly structured subject matter. Extending from this perspective, it is claimed that one cannot think abstractly without thinking metaphorically.

Since our ordinary conceptual system is metaphorically structured, most concepts are relatively understood in terms of other concepts. Mostly, this involves comprehending less concrete and unstructured experiences in terms of more concrete and highly structured experiences and perfect abstract reasoning. Lakoff (1992) also denotes some aspects of the system of conceptual metaphor as:

- The system of conventional conceptual metaphor is mostly unconscious, automatic, and is used with no noticeable effort, just like our linguistic system and the rest of our conceptual system.
- Our system of conventional metaphor is alive in the same sense that our system of grammatical and phonological rules is alive; namely, it is constantly in use, automatically and below the level of consciousness.
- Our metaphor system is central to our understanding of experience and to the

way we act on that understanding.

Regarding the nature of metaphors, it is claimed that metaphorical expressions bound to metaphorical concepts in a systematic way. Hence, one can use metaphorical expressions to gain a clear understanding of the metaphorical nature of what goes around us.

2.1.9. The classification of conceptual metaphor

Although human conceptual system is fundamentally metaphorical in character (Lakoff & Johnson, 1980), it contains non-metaphorical concepts as well. Lakoff and Johnson (1980) express that non-metaphorical concepts are those that arise precisely from people's experiences and are defined in their own terms. However, metaphorical concepts are those which are structured not only on their own terms, but rather in terms of other concepts (Lakoff & Johnson, 1980). Thus, a sentence like *It is certain that this is a curtain* is not metaphorical, but when one moves away from concrete physical experience and begins talking about abstractions, metaphorical understanding comes into existence (Lakoff, 1992).

Although conceptual metaphors share similar basic characteristics, they are different from each other. In order to address in detail what is involved in the metaphorical structuring of a concept or system of concepts, it is fruitful to identify the basic types of conceptual metaphors. Yu (2013) points out that the classification of conceptual metaphors can be made through two distinctive aspects: the classification in terms of frequency level and the classification in terms of experiential bases (1469).

The classification in terms of frequency level: According to Yu (2013), in terms of frequency level, conceptual metaphor can be divided into two categories: conventional metaphor and new metaphor.

a. Conventional metaphor: Lakoff and Johnson (1980: 139) provide a description of conventional metaphor as “metaphors that structure the ordinary conceptual system of

our culture, which is reflected in our everyday language”. In other words, a conventional metaphor is a metaphor that is commonly used in everyday language of a culture to give structure to some portion of that culture’s conceptual system.

b. Novel metaphor: Novel metaphors, or new metaphors, are different from conventional metaphors in that they are beyond cultural conventions and “are capable of giving us a new understanding of our experience” (Lakoff & Johnson, 1980: 139).

The classification in terms of underlying structures: In the light of the underlying structures, for Yu (2013), metaphors can be further divided into ontological metaphors, orientational metaphors, and structural metaphors.

- a. Ontological metaphor: Ontological metaphors are metaphors in which an abstraction, such as a thought, idea, or emotion is represented as something concrete. They are based upon people’s experience with physical objects so this enables people to view non-physical entities such as events, activities, and the like, as physical entities to make them easier to characterize and categorize (Lakoff & Johnson, 1980).
- b. Orientational metaphor: Orientational metaphors refer to those in which concepts are spatially related to each other. That is, they often provide a spatial dimension such as “up or down” and “in or out”. These form concepts linearly, adjusting them with respect to non-metaphorical linear orientations. For Lakoff and Johnson, orientational metaphors are not metaphors which “structure one concept in terms of another but instead organize a whole system of concepts with respect to one another” (1980: 14).
- c. Structural metaphor: Simply, these involve the structuring of one kind of experience or activity in terms of another kind of experience or activity. According to Lakoff, structural metaphors “allow us to use one highly structured and clearly delineated concept to structure another” (1992: 61). In other words, those are metaphors in which one concept is understood and expressed in terms of another structured, definitely defined concept.

2.1.10. Conceptual metaphor theory

With the emerging of the second trend of the cognitive science in the early 1970s, the study of metaphor has widened its scope to cognitive linguistics. In contrast to the traditional view, the cognitive approach reckons metaphor as a way of constructing abstract thinking and a means of structuring people's experiences (Lakoff & Johnson, 1980; Lakoff & Turner, 1989; Steen, 1994) (Yu, 2012). Lakoff and Johnson's study (1980) was a crucial milestone in theory of the conceptual basis of metaphor. Their foremost claim, which was later defined as "conceptual metaphor theory", was that metaphor was not a figure of speech used in poetry and rhetoric, but a matter of ordinary, everyday language for people to make sense of the world. Lakoff and Johnson emphasize that "our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature". They also draw attention to the fact that although people are not aware of that conceptual system, they act unconsciously and automatically "along certain lines" (1980: 3). Lakoff and Johnson (1980) try to explore these 'lines' by analyzing our language which is based on the same conceptual system that we use to conceptualize our worldviews.

From the standpoint of the cognitive theory, metaphors constitute an integral part of our conventional way of perception. Moreover, they structure how we comprehend, how we think, and what we do. That is to say, metaphors "act as powerful mental models providing an abundance of empirical possibilities about the complex interactions" as well as "close linkages between bodily experience, entrenched patterns of thought, and language (Gibbs, 2011: 577-579).

2.2. Related Studies

The research literature on identity is broad in scope. A scan of the abstracts of papers delivered at three major educational research conferences uncovers that at the American Educational Research Association Annual Meeting, a total of 112 papers with 'identity' in the title were presented in 2013. For the British Educational Research

Association Conference, the number was 24. And at the Australian Association of Research in Education Conference, 11 papers with ‘identity’ in the title appeared in 2013.

Starting from this, over the past three decades, a rush of attention has been brought to the concept of “teacher identity”. These studies employed various techniques, such as self-narratives, journals, in-depth interviews, and classroom observations to provide valid sources for gaining insights into teachers’ thoughts and feelings. As well as these techniques, researchers agree that “metaphors are widespread social habits that are part of teachers’ discourse, providing access to commonly held beliefs about their profession” (Guerrero & Villamil, 2002: 98). In this respect, metaphor is regarded as an insightful way of generating comprehension of teachers’ thoughts and feelings considering their work.

In this section, empirical studies in the fields of cognitive linguistic and education will be focused. International studies include Bullough (1991), Marchant (1992), Oxford, et. al. (1998), Cortazzi and Jin (1999), Fenwick (2000), Guerrero and Villamil (2000), Zapata and Lacorte (2007), Nikitina and Furuoka (2008), Pinnegar, Mangelson, Reed, and Groves (2010), Thomas and Beauchamp (2011), and Wan, et. al. (2011); while studies conducted in Turkey include Saban, Koçbeker, and Saban (2006), Saban, et. al. (2007), and Yeşilbursa (2012). In the following section, these studies will be discussed in detail.

2.2.1. International studies on professional teacher identity through metaphor analysis

To begin with, Bullough (1991) examined personal teaching metaphors of a group of 15 pre-service, graduate certification students. The participants were asked to illustrate a root teaching metaphor that represented them, and wrote about the metaphors and discussed them in seminars. Dissatisfied with the results, Bullough then asked another group of student to write an education-related life story and to recognize the metaphors in their stories. From their written histories, the most frequent representative examples of the metaphors were: *husband of the young*, *devil’s advocate*, and *butterfly*.

Bullough (1991) concluded that the analyses of teaching metaphors of the teacher candidates were crucial to their development as teachers.

Marchant (1992) explored and clarified students' beliefs of teachers, themselves, and the classroom to find out whether there were logical constructs that underlie the given metaphors. The participants were asked to complete the following open-ended statements: "*A teacher is like a(n) ...*"; "*A student is like a(n) ...*"; "*A classroom is like a(n) ...*".

The researcher conducted a factor analysis to the responses of the metaphors, and eight conceptual categories emerged through this analysis. The first factor *authority* comprised of metaphors like boss, judge, police officer (for teacher); wild animal, enemy, pawn (for student); prison, jungle, and battlefield (for classroom). The second factor *caregiver* included the metaphors of parent, brother/sister, doctor (for teacher); daughter/son, patient, brother/sister (for student), home, hospital, and church (for classroom). The *producer* or *director* factor described the teacher as orchestra conductor, or movie director in concert, factory, or hospital. In the *captives* factor, the teacher was portrayed as victim; the student as prisoner; and the classroom as prison. The fifth factor *fun* consisted of metaphors like friend (for student); party host (for teacher); and party, playground, and zoo (for classroom). The *trial* factor described the teacher as jury in courtroom. The seventh factor *business* included the metaphors of worker (for student); referee (for teacher); and business (for classroom). The last factor *change* described the student as sponge, and ball of clay; and the teacher as advocate. In conclusion, Marchant (1992) revealed that there were logical constructs that connect the metaphors for teachers, students, and classroom.

Oxford, et. al. (1998) examined the uses of metaphors to reveal different perspectives about the concept of teachers and teaching in classroom. Key sources came from personal narratives about teachers written by students, former students, teachers, and comments from education experts. The personal narratives were stories about individual teachers chosen from more than 250 written or oral responses to a series of open-ended questions, such as "Describe a teacher whom you especially liked" or

“Describe a style conflict you had with a teacher” (Oxford, et. al., 1998: 10). Then, the obtained metaphors placed into four different philosophies of education which are: Social Order, Cultural Transmission, Learner-centered Growth, and Social Reform.

Each text was analyzed according to the standard techniques for content analysis. Oxford, et. al. (1998) read and classified each text many times, and 14 distinct metaphors came into prominence. After naming the metaphors found in the texts, the material was organized consistent with the four main perspectives on education. The most prevailing image of schooling where teacher predominated was the Social Order perspective with the metaphors: teacher as *manufacturer*, *competitor*, *hanging judge*, *doctor*, and *mind-and-behavior controller*. The second perspective on education, the Cultural Transmission, defined education as a one-way flow of information from teachers to students, and which included the metaphors: teacher as *conduit* and *repeater*. The third philosophical perspective on education, the Learner-centered Growth, defined teacher as facilitator of the individual development of each learner and included the metaphors: teacher as *nurturer*, *lover or spouse*, *scaffolder*, *entertainer*, and *delegator*. The last approach, the Social Reform, focused on the teacher and learner control in learning and consisted of the metaphors: teacher as *acceptor* and *learning partner*. All in all, Oxford, et. al. (1998: 45) shed light on “how these conceptual tools can be employed to generate a more precise and critical understanding of the language teaching and learning situation” regarding the perspectives of Social Order, Cultural Transmission, Learner-centered Growth, and Social Reform.

Cortazzi and Jin (1999) investigated what metaphors teachers and students used to refer to learning, teaching, language, and good teachers. They collected metaphors from three groups of British undergraduate and post graduate students and one cross-cultural group of student. The participants were asked to complete the sentences: “*Teaching is... because ...*”, “*Language is... because ...*”, “*A good teacher is... because ...*”.

In the first group, the metaphors emerged in interviews with 128 primary school teachers. In the second group, examples of metaphors on the theme of teaching developed by 140 teacher trainees were: teaching is journey, food or drink, plant

growth, skill, occupation, entertainment, searching for treasure, family relationships, war, and construction or part of a building. In the third group, the dominant conceptual language metaphors generated by 140 linguistic students were: language is nature, leisure, tool or object, everyday life, building, relationship, clothes, and journey. In the fourth group, the metaphors about “a good teacher” collected from a cross-cultural group of 460 students. For Japanese students, a good teacher is *friend*, *arouser*, *source of knowledge*, and *model*. For Chinese students, a good teacher is *friend*, *parent*, *source of knowledge*, *guide*, *model or moral example*, *gardener*, and *actor*. For Lebanese students, a good teacher is *parent*, *friend*, *source of knowledge*, *model*, *guide*, *lover*, and *food*; by Iranian students, a good teacher is *friend* and *parent*. And for Turkish students, a good teacher is *friend*, *parent relative*, *source of knowledge*, *guide*, *model*, *sunny day*, and *comic*. Cortazzi and Jin (1999) concluded that the metaphors for teaching and learning shared some common elements and often had an affective tone.

Fenwick (2000) explored the metaphorical images produced by a total of 65 educators taking courses in adult and continuing education to describe their practice. These metaphors were arisen from activities that helped the educators to explore who they are, what they do in their practice and why. The data were analyzed through the written descriptions of metaphors generated by participants, and the observations of small-group and whole-class discussions. After data analysis process, the most frequently appearing image among educators’ metaphors was *adventure guide*. As the second most frequently appearing image, *outfitter* metaphor came into prominence. Although in some images, the educators described their prominent role as *fire starter*, in others, they depicted their prominent role as *caregiver*. To conclude, through this study, Fenwick (2000) showed that “developing a metaphor of professional identity could be an affirming process of imaginatively re-creating oneself through the power of a picture. Sharing this picture with others, and embracing others’ pictures in the process, can illustrate and connect differences in a positive way” (74).

Guerrero and Villamil (2000) investigated teachers’ beliefs about their roles as ESL (English as a Second Language) teachers through metaphor analysis. The participants were asked to write a metaphor by completing the sentence “An ESL

teacher is like ...” using a metaphor to represent themselves as an ESL teacher. 22 participants produced 28 metaphors, and those metaphors were carefully examined until nine conceptual categories came out. Having an equal number of tokens, the most common teacher roles were: *cooperative leader* (coach, little leagues coach, trail guide, movie/theater director, instrument of God, symphony director), *provider of knowledge* (moon, wire in a thick wall, television set, sun, missile, tree full of apples) and *agent of change* (snag in the river, window to the world, bullfighter, lion tamer, gateway to the future, shooting star). In the teacher as *nurturer* group of metaphors, the teacher was portrayed as bee, busy bee, mother nature, and gardener. Other categories included one or two tokens each: *innovator* (explorer, convertible car), *provider of tools* (tool carrier), *artist* (potter), *repairer* (mechanic of the mind), and *gym instructor* (person starting an aerobics class). To sum up, Guerrero and Villamil (2000) revealed that the obtained metaphors presented personal differences revealing the impacts of individual preferences in teaching profession.

Zapata and Lacorte (2007) examined the metaphors proposed by 64 second language Spanish and English as a foreign language pre- and in-service teaching assistants and instructors in their cognition of L2 teachers and students. The participants in the study were asked to complete following four open-ended prompts: “*An L2 language teacher is like/is ...*”, “*An L2 student is like/is ...*”, “*An L2 classroom is like/is ...*”, “*Learning a second language entails/can be defined as ...*”. The findings of the study revealed that metaphors produced by instructors with “no teaching experience” were teacher as *psychiatrist*, *bridge*, *the gatekeeper of knowledge*, *open door*, *the contact with a new world*, *facilitator*, and *entertainer*. Metaphors presented by instructors with “1 to 3 years of experience” were teacher as *driving instructor*, *gatekeeper of knowledge*, *bridge*, *open door*, *contact with a new world*, *prophet*, *transmitter*, *facilitator* and *entertainer*. Metaphors set forth by instructors with “3 to 6 years of experience” were teacher as *psychiatrist*, *manufacturer*, *trainer*, *gatekeeper of knowledge*, *open door*, *vehicle*, *channel*, *transmitter*, *facilitator*, and *entertainer*. On the other hand, metaphors proposed by instructors with “6 to 10 years of experience” were only teacher as *gatekeeper of knowledge*, *open door*, and *vehicle*. Finally, metaphors produced by instructors with “more than 10 years of experience” were teacher as

gatekeeper of knowledge, light house, window, captain of a ship, promoter, facilitator, parent, entertainer, learner and travel companion. The researchers concluded that “in spite of the primacy of communicative approach and an emphasis on learner-centered classes in their work environment in Europe and North and South America, most participants in this study still view themselves as gatekeepers of knowledge and see their students as having a passive role in learning process” (2007: 532).

Considering that majority of the studies on metaphors about language focused on metaphors produced by the teachers, not the language learners themselves, Nikitina and Furuoka (2008) used Oxford, et. al.'s (1998) classification to probe metaphors about teachers suggested by a group of 23 Malaysian university students. The participants were provided with an incomplete sentence written in English “A *language lecturer/teacher is like ...*”, and they were asked to explain their images. The study employed both qualitative and quantitative methods of analysis. The results of the content analysis of 27 metaphors revealed that *teacher as caretaker/nurturer* with the metaphors of mother, parent, and nanny; *teacher as giver* with the metaphors of candle, ant, plant or animal, cook, fruit tree, and God of passion; and *teacher as essential element* with the metaphors of vitamin, water, sunshine, and computer operating system were the most recurring themes. The next largest theme of metaphors *teacher as conduit* included metaphors like travel guide, encyclopedia, magician, discovery channel, walking dictionary, and ambassador of a country. The category of *teacher as entertainer* consisted the metaphors of bad song, book, and bird singing to the wall. The last three categories included only one metaphor for each: king or queen for *teacher as mind-and-behavior controller*, gambler for *teacher as competitor*, and big lorry for *teacher as hanging judge*. The researchers concluded that there was no significant difference in the students' perceptions of the learning process across genders and the students generally had positive perceptions of language teachers.

Recently, Pinnegar, et. al. (2010) explored the structured autobiographical narratives of 20 entering female pre-service teachers to uncover metaphor plotlines presenting obligations, responsibilities, and duties they were prepared to enact. The data were analyzed qualitatively using both theoretical lens and an analytic tool from

positioning theory. The narratives included 12 metaphor plotlines that accounted for these pre-service teachers positioning as teachers: *teacher as celebrity*, *teacher as creator*, *teacher as expert*, *teacher as friend*, *teacher as leader*, *teacher as learner*, *teacher as mentor*, *teacher as nurturer*, *teacher as performer*, *teacher as redeemer*, *teacher as scaffolder*, and *teacher as self-sacrificer*. Pinnegar, et. al. (2010) brought out that the positioning of these pre-service teachers was not thoroughly simplistic, but for the most part, it was abstract and vague. They also concluded that “the positions communicated by these female pre-service teachers do provide anchors for coursework and spaces for connecting them to the more complex knowledge of teaching available in teacher education” (647).

Thomas and Beauchamp (2011) examined the metaphors of new teachers to describe their professional identities comparing metaphors generated immediately following graduation with the metaphors proposed in their first year of teaching. The data were collected through semi-structured interviews and the participants were asked to describe how they viewed their present and future professional identities.

For the metaphors from the first interview, the researchers determined five different themes. They were, in order of most common to least common, *supporting the student* with the metaphors of a cloth hanger, tree roots, a wave of positive energy, offensive line on a football team, sun, captain of a boat, and part of the village that it takes to raise a child; *often changing* including the metaphors of waterfall in the summer, magician having to adapt to different audiences, never ending road, coming out of cocoon, and kayak on a river; *transformed from the beginning of the teacher education* consisting the metaphors of frog, butterfly, and traveller travelling into oneself; *flexible or being moulded by others* having the metaphors of rubber band, play dough, and Gumby; and the category of *uncertain* with the metaphors of key ring with the keys to unknown doors, person at a crossroad. The sixth category *other* included the metaphors of wild horse that has been caught and forced to do things, certain way, and just myself. The themes arisen from the second set of interviews were quite different from the first ones. For the metaphors of the second interview, the most common one named as *multi-faceted* having the metaphor of sweet and sour food. The category of

challenged included the metaphors of soldier, one of those big heavy grey mops you have in hospitals, and duck. Some metaphors related to the category of *growth* were tree, and building under construction. The category of *difficult but not impossible* consisted the metaphors of elastic band and mountain climber. The second set of interviews had larger *other* category than the first with the metaphors of book, molasses, and bird flying to high overhead. Thomas and Beauchamp (2011: 767) concluded that “rather than finding evidence of increased confidence and a clearer sense of the parameters of a professional role as a result of experience, we found that participants expressed a lack of confidence and sense of powerlessness in their professional lives after having taught for several months.” They also stated that the use of metaphors is an effective approach for pre-service teachers to get ready for the complex and demanding profession they have chosen.

Wan, et. al. (2011) investigated how two groups of English major students and a group of Chinese university teachers constructed personal “teacher” metaphors via a metaphor prompt “*An English teacher is ... because ...*” to represent their belief relating to EFL teacher roles in the specific context of EFL teaching at a Chinese university. After data analysis procedures, eight main conceptual categories with similar conceptualizations of teacher emerged. The first category *teacher as provider* included the metaphors of book, machine, salesman, actor/actress, encyclopedia, mineral resource, dictionary, candle, tools, glasses, and keyboard. While the second category *teacher as nurturer* consisted metaphors of gardener and parent, the third category *teacher as devotee* comprised the metaphors of silkworm, candle, chalk, and bee. Another category *teacher as instructor* included the metaphors of prompter, candle, Aladdin’s Lamp, driver, radar, light house, and beacon. The metaphors of bridge, guide, media, window, ribbon, and engineer of the soul formed the category of *teacher as culture transmitter*. While the sixth category *teacher as authority* consisted the metaphors of magician, expert, sunshine, and sky, the categories of *teacher as interest arouser* and *teacher as co-worker* comprised the metaphors of entertainer and magnet. At the follow-up interviews, teachers were asked to comment on students’ teacher metaphors. Wan, et. al. (2011: 407) concluded that there was no marked difference in conceptualizations of teachers’ roles between the three groups as regards to the

categories of teacher as nurturer, devotee, or provider. Discrepancies; however, were identified with respect to teacher as instructor, cultural transmitter, interest arouser, authority and co-worker.

Overall, aforementioned researchers have investigated the concepts related to teacher identity through a variety of ways and pursued a diversity of goals. The above eleven studies which are mostly focused on foreign language learning and teaching have been selected in order to provide an overview of the recent international research. Such research reflects theoretical and methodological perspectives on language learning and teaching placing discourse at the heart of language teacher identity.

2.2.2. Turkish studies on professional teacher identity through metaphor analysis

Although the research literature on metaphors about professional teacher identity is internationally broad in scope, there appears to be little work that has focused on professional teacher identity in Turkey.

Saban, et. al. (2006) explored the uses of metaphors proposed by prospective teachers to describe the concept of “teacher”. The participants were teacher education students studying in three different programs in the Faculty of Education in Turkey. As well as providing background information, the participants were asked to complete the prompt “*A teacher is like... because ...*” by focusing on only one metaphor. 10 major themes were identified for 111 metaphors.

The first main conceptual category *teacher as knowledge provider* comprised of metaphors like sun, candle, tree/fruit tree, light, flower, etc. The second category *teacher as molder/craftsperson* included metaphors like sculptor, painter, constructor, baker, and potter, etc. No metaphor was dominant in the category of *teacher as curer/repairer*, but the metaphor of doctor is common among all participants. Only the metaphors of shepherd and ship captain were dominant among the participants under the fourth category *teacher as superior authority figure*. The fifth category *teacher as change agent* consisted of two metaphors: fashion designer and scriptwriter. The

metaphors of actor/actress and stand-up comedian were placed under the category of *teacher as entertainer*. The category of *teacher as archetype of spirit* comprised metaphors of parent, friend, and companion. The dominant metaphors under the category of *teacher as nurturer/cultivator* were gardener and farmer. The ninth category *teacher as facilitator/scaffolder* included the metaphors of compass, light house, north star, flashlight, and traffic signs. The metaphors of tour guide, coach, and conductor were dominant among all participants under the category of *teacher as cooperative/democratic leader*. According to Saban, et. al. (2006), the findings of the study suggested that how prospective teachers conceptualize teaching and learning tends to depend on several factors, such as culture, gender, and personal experiences as a student. Also, the findings of the study strongly suggested that prospective teachers have a system of metaphors to conceptualize their understanding of teaching and learning.

For another study Saban and his colleagues (2007) collected 64 metaphors from 1142 teacher-education students enrolled in three different study programs of the Faculty of Education in Turkey. First, demographic data were solicited from participants, and then they were asked to complete the prompt “A *teacher is like ... because ...*” to indicate their conceptualization of teaching and learning. The data analysis process followed the same path. A total of 64 valid metaphors were analyzed and 10 conceptual themes were identified. The first category was *teacher as knowledge provider (student as passive recipient of knowledge)* with the metaphors of sun, candle, tree, etc. The second category included the metaphors of sculptor, painter, constructor, etc. and named as *teacher as molder/craftsperson (student as raw material)*. The other category was *teacher as curer/repairer (student as defective individual)* consisted of the metaphors like doctor, medicine, mechanic, etc. The fourth category called as *teacher as superior authoritative figure (student as absolute compliant)* and included the metaphors of shepherd, ship captain, locomotive, etc. For the fifth one, the metaphors of fashion designer, and scriptwriter formed the category of *teacher as change agent (student as objet of change)*. The category of *teacher as entertainer (student as conscious observant)* included the metaphors of actor/actress and stand-up comedian. The seventh category *teacher as counselor (student as significant other)* consisted of

the metaphors of parent, friend, and companion. The metaphors of gardener, farmer, and chameleon formed the category of *teacher as nurturer/cultivator (student as developing organism)*. The category of *teacher as facilitator/scaffolder (student as constructor of knowledge)* consisted of the metaphors like compass, light house, flash lights, etc. The last category *teacher as cooperative/democratic leader (student as active participants in a community of practice)* included the metaphors of tour guide, coach, conductor, etc. Saban, et. al. (2007: 123) concluded that significant associations were detected between participants' gender and study program type and six of the conceptual themes. Also, metaphors seemed to provide a powerful cognitive tool in gaining insight into prospective teachers' professional thinking.

Considering practicing teachers' professional role identity was less well-researched, Yeşilbursa (2012) explored how a group of Turkish university English language instructors perceived their professional role identities. The participants of the study were English language instructors employed at the school of foreign languages of two state-run universities in Turkey. The data were collected through interview forms and the participants were asked to explain what metaphor they would use to describe themselves as an English teacher at this time. Content analysis was used to analyze the data, and the obtained metaphors were grouped according to the categories of teacher professional role identity (TPRI) that emerged from the data. 9 conceptual categories were identified for 35 metaphors. As stated by Yeşilbursa (2012), the categories in order of the most common to least common are *guide* with nine metaphors; *flexible*, *nurturer*, *frustration*, and *authority* with four metaphors each; *entertainer* and *challenger* with three metaphors each; *novice* and *other* with two metaphors each. The most common category *guide* included the metaphors of overhead projector, weathervane, whisper, elevator, etc. The category of *flexible* comprised the metaphors of vegetable soup, river, and chameleon. The metaphors of mother, parent, and babysitter formed the third category *nurturer*. The category of *frustration* included hamster, ant, Pollyanna, etc. The fifth category *authority* consisted of metaphors like craftsman, queen bee, chief commander, and orchestra conductor. The two metaphors categorized under the heading of *entertainer* were actress and pop singer. The seventh category *challenger* included the metaphors of challenger, motivator, and warrior. The *novice* category comprised the

metaphors of blossom and chrysalis. Lastly, the *other* category included student and security camera as metaphors. To conclude, Yeşilbursa (2012) proposed that metaphors provided by the participants could be categorized under certain headings. Moreover, these patterns of the metaphors displayed similarities with the international literature on metaphor and TPRI.

As it is clearly seen, a great number studies on metaphors have investigated beliefs about teaching and learning from both teachers' and students' perspectives in the last three decades. However, the majority of these studies paid particular attention to the metaphors produced by the teachers, not the language learners. Moreover, there appears only one international study that focused on an inter-group interaction (Wan, et. al., 2011).

As a result, there seems to be no current research on the difference between how foreign language educators in Turkey view themselves as teachers and how they are viewed by their students. Moreover, "it remains entirely unclear whether, and how far, teachers can reconstruct and develop their beliefs about teaching and learning when they are exposed to students' perspectives" (Wan, et. al., 2011: 404).

Reflecting the scarcity of research on professional teacher identity through metaphor analysis in the international literature, no studies have been conducted to date in a Turkish setting to the researchers' knowledge. This represents a significant gap in the literature to which the current study aims to contribute.

CHAPTER III

METHODOLOGY

3. Introduction

The purpose of this study is to explore the use of metaphors to uncover teachers' and their students' perceptions towards teachers' professional identity. In this chapter, first the overall design of the study is discussed. Then, the context of the study and the participants are presented. Afterwards, the data collection instruments and procedures are focused. Finally, detailed information about the data analysis procedures is given.

3.1. Research Design

This study was conducted to determine the dissonance stemming from the difference between how educators view themselves as “teachers” and how they are viewed by their students. Accordingly, this study purposes to explore the use of metaphors to unveil the teachers' of School of Foreign Language at Düzce University and their students' perceptions towards their professional identity.

Given the purpose of the study, the methodology of metaphor analysis, a method that systematically probes the elicited metaphors through revealing the underlying conceptualizations (Guerrero & Villamil, 2002), provided the framework for data collection and analysis. For Guerrero and Villamil, this procedure utilizes “the notion of ‘conceptual metaphor’ to refer to the overarching comparison by which two different mental domains are brought together and the term ‘linguistic (or exemplar)

metaphor’ to designate the specific metaphorical expression taken as an example of the more general conceptual metaphor” (100). Specifically, in the current study, the data were collected both from students and teachers by means of semi-structured interviews in order to access perceptions and opinions from real social context providing reliable and comparable qualitative data to gain deep insight. The data were then analyzed qualitatively.

3.2. Participants

There were two groups of participants in the current study. The first group consisted of English language instructors who were employed at the School of Foreign Languages at Düzce University. The second group consisted of EFL students studying in the Foreign Language preparatory class of the same institution. This section will describe the participants in detail.

3.2.1. Instructors

In this study, purpose sampling, a type of non-probability sampling (Teddle & Yu, 2007) was used to acquire in-depth information from the participants. In other words, the cases to be included in the sample were handpicked by the researcher on the basis of the researchers’ judgments of their typicality or possession of the particular characteristics. Thus, the study deliberately included a particular section of the wider population.

The first group of participants consisted of 10 English language instructors (5 female, 5 male) who were employed at the School of Foreign Languages at Düzce University, Düzce, Turkey. Even though they were all currently teaching English (5 listening & speaking skills, 5 reading & writing skills), years in practice varied among them. Seven participants reported four to twelve years of teaching experience while three others were in their first year of teaching. They were all non-native English speaking Turkish nationals and held degrees in English Language Teaching (n=7) and

English Language and Literature (n=3). Their participation was entirely voluntary, and pseudonyms have been used to protect their anonymity.

3.2.2. Students

A total of 200 EFL students (20 for each teacher) aged between 17-20 years from the Foreign Language Preparatory class at Düzce University constituted the participants of this study. After completing their foreign language preparatory year, the students would go on to study in different faculties of the university: Forest Industry, Forest Engineering, Landscape Architecture, Tourism, Computer Engineering and Electricity and Electronics Engineering.

Even though participation was on a voluntary basis, the students were quite interested to take part in this study, and were pretty eager to know the results of the research.

3.3. Data Collection Instrument

In educational research, metaphor analysis has long been used as a heuristic to raise awareness about theoretical assumptions, challenge established beliefs, and promote change in classroom (Guerrero & Villamil, 2001, as cited in Gök & Erdoğan, 2010). Accordingly, Flaitz (1993), Katz (1996), Oxford, Erhman and Lavine (1991), and Oxford and Green (1996) applied various techniques, such as stories, in-depth interviews, journals, and classroom observations to yield a rich scope of metaphor-laden data. In the present study, in order to address the research questions, semi-structured interviews were conducted to gain an in-depth understanding of the teachers' experiences of their teaching practicum, and metaphor analysis, which is a qualitative research methodology related to content analysis, was used to ascertain thorough understanding of those questions.

In the first part of the study, the data were collected from teachers by means of semi-structured interviews consisting of two parts. The first part was aimed to collect demographic information, that is, gender, years of experience, and programme of graduation. In the second part, participants were required to answer the following questions “What are your strengths as a teacher?”, “What are your weaknesses as a teacher?”, “Who are you as a teacher? What shaped your teaching self?”, “What metaphor would you use to represent yourself as an English language teacher at this time? Why?” (see Appendix A). The semi-structured interview form was distributed to the 10 instructors in the first week of January, and all of the forms were returned within one week.

In the second part of the study, another semi-structured interview form was prepared to find out the students’ perceptions of their teachers’ professional identity. After providing demographic data, that is, gender and program type, the students were asked to write metaphors by completing the sentence “*My teacher is like ... because ...*” (see Appendix B). In metaphor studies, “like” concept was used to find out the relationship between metaphor source and metaphor topic (Saban, et. al., 2006). Also, in these forms, “because” was used to make the students form sentences that would back their metaphors up. It is acknowledged that the participants might write more than one metaphor; however, in the present study, both teachers and students were asked to identify only one metaphor as a way to establish reliability of the analysis.

According to Miles and Huberman (1994: 252), through metaphor analysis, “you step back from the welter of observation and conversations of the field site and say, “What’s going on here?” Because metaphors will not let you simply describe or denote a phenomenon, you have to move up a notch to a more influential or analytical level”. Keeping this argument in mind, the metaphor analysis not only helped the researcher to obtain a wider picture of both teachers and students’ views of professional teacher identity, but also helped teachers to probe their pedagogical decisions as well as their associated beliefs and assumptions. The metaphors assisted teachers to revise and rebuild their experiences and grasp the meaning and details of those experiences.

Oxford, et. al. (1998: 45) concluded that a metaphor is “an important instrument of analysis” in educational research that is “aimed at understanding the role of the teacher”.

3.4. Data Collection Procedures

The data collection procedure for the present study was begun in the third week of December 2012, and continued until the second week of January 2013. In the first two weeks, the data from students were gathered, and in the last two weeks, first the teachers were given interview forms, and then they were shown the students’ metaphors, and asked to comment on these metaphorical images and categories.

For students, data collection took place in two stages involving a theory-based presentation, and completion of a metaphor elicitation task. First, as students did not know a lot about metaphor, through presentations, students were given the definition and examples of metaphors, also they were explained how metaphors could be used to unearth peoples’ beliefs, assumptions, and experiences. Then, a piece of paper writing on the prompt “*My teacher is like ... because ...*” was distributed to the students to complete. Also, demographic data, that is, gender and program type were requested from them. After presentation, the participants were given one class hour to write down an original metaphorical image that best represented their teacher.

On the other hand, the teachers were only given semi-structured interview forms designed to elicit information about their views on the development of their professional identities as teachers. Before data collection, all participants were informed about the goal of the research as well as the procedures, and written consent was obtained. Then, both teachers and students were reminded to verbalize their views directly and honestly as their anonymity would be preserved.

In the end, in accordance with the research questions, after getting metaphors from both students and teachers, it is examined to what extent individual metaphorical

accounts of perceptions of EFL teachers' roles differentiate between teachers and their students by comparing and contrasting the obtained metaphors.

In order to ensure reliability, the interviews of students were conducted in Turkish. The use of native language facilitated participants to express their beliefs and experiences. After metaphorical images obtained from the students, they were translated into English by the researcher. Then, these translations were controlled by a Turkish language expert to check for linguistic reliability.

3.5. Data Analysis Procedures

The analysis of the data followed the methodology of qualitative content analysis through metaphor analysis. Patton (2002) defines qualitative content analysis as “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (453). Moreover, Hsieh and Shannon (2005) put forth that qualitative content analysis is “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (1278).

Thus, the chief goal is to reach the relations that will explain the collected data placing the similar data within certain concepts to systematize and quantify the obtained data.

Specifically, the analysis of the data followed the methodology of metaphor analysis, a method that systematically scrutinizes obtained metaphors in discourse by means of unveiling underlying conceptualization. Metaphor analysis involves “collecting examples of linguistic metaphors...generalizing from them to the conceptual metaphors they exemplify, and using the result to suggest understandings or thought patterns which construct or constrain people's beliefs and actions” (Cameron & Low, 1999: 88).

According to Moser (2000), metaphor analysis is fundamentally a qualitative research methodology that allows the researcher to explore, name, classify, and organize the hidden beliefs and assumptions behind each metaphorical concept. The data analysis predominantly pursued the approach created by Cameron and Low (1999). The whole procedure comprised of four steps: a) naming/labeling, b) sorting (clarification and elimination, c) compilation and categorization, and d) establishing the inter-rater reliability rate (also see Saban, et. al., 2006: 512-514).

1. *Naming/labeling stage*: The process of qualitative analysis was started by reading through all metaphorical images created by students repeatedly so that they were listed verbatim alongside with their entailments. In this step, the names of metaphors with their entailments were simply coded by the researcher (such as “north star”: she helps me find my way at night).

2. *Sorting (clarification and elimination) stage*: In the second stage, the metaphors were broken down analyzable parts to find out the prominent features of images. First, the metaphors for each teacher were separated from the others and categorized under the name of the related teacher. Then, the raw data were worked through again and studied on each metaphor in order to identify its elements which comprise of three components suggested by Saban, et. al. (2007): “the topic” is subject of the metaphor, “the vehicle” is the term used metaphorically which the topic is compared, and “the ground” is the relationship between the topic and the vehicle. Unfortunately, not all metaphors were valid; some of them were ‘poorly structured’. At this stage, according to four criteria of Saban, et. al. (2007: 127): a) plain description or no mention of a metaphor at all, b) mention of a metaphor but no provision of a rationale, c) fuzzy/hybrid metaphor or difficulty in placing it under a certain conceptual theme, and d) nonsense metaphor or no contribution to the understanding of the teacher phenomenon, some metaphors were eliminated from the study.

3. *Sample metaphor compilation and categorization stage*: The next step was to cluster groups of metaphors and metaphorical expressions into outstanding themes according to the imagery expressed. For this purpose, the remaining 200 metaphors (20 for each

teacher) were reorganized and reconsidered in order to be clustered paying regard to their predominant features and characteristics. Accordingly, each metaphorical image was placed under sample categories (such as north star: “guide”; dictionary: “expert”, etc.). The process of allotting metaphorical images to metaphorical concepts was continued until all metaphors for each teacher were listed under a concept. In consequence of this inductive approach, 14 major themes were identified. According to Saban, et. al. (2007), the two crucial reasons of categorization were: “to validate our analysis and interpretations of the study data, and to use it as a reference point in grouping the metaphors under certain categories” (127).

It is crucial that full attention was paid by the researcher to be objective while categorizing the metaphors under certain categories since the metaphors due to their subjective nature were open to multiple interpretations.

4. *Establishing the inter-rater reliability rate:* The analytical process of clustering 200 metaphors in 14 metaphorical concepts was so critical that two outside researchers (one from school of foreign languages, and the other one from the department of assessment and evaluation) were asked to classify the metaphors into 14 categories. In this scope, each coder was provided with the list of 200 metaphors with their entailments, and the list of 14 conceptual categories with a short description for each. Then, using both lists, the coders were asked to match the 200 metaphors in the first list with the 14 conceptual categories in the second list. The coders were also reminded that each metaphor could be allocated to only one category. In this study, Miles and Huberman’s (1994) formula (i.e., $\text{Reliability} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}}$) was used to determine the inter-rater reliability rate. Miles, Huberman and Saldana (2014) propose that in qualitative data analysis, the final inter-coder agreement rate should approach or exceed 90% range. With this said, the categorizations made by experts and categorizations made by the researcher were compared, and the level of agreement between two independent coders and the researcher respectively was .98 and .99. One coder wrote down the “gladiator” metaphor under the second conceptual category (teacher as authority) rather than under the twelfth (teacher as nurturer); placed the “tweety” metaphor under the third conceptual category (teacher as entertainer) instead of the fifth

(teacher as expert): also put the “torch” metaphor under the sixth conceptual category (teacher as guide) rather than under the twelfth (teacher as nurturer); --- i.e., reliability: $200 / 200 + 3 = .98$. The second coder placed the “new born baby” metaphor under the eleventh conceptual category (teacher as neophyte) instead of the fourth conceptual category (teacher as entertainer), put the “wealthy boss” metaphor under the second conceptual category (teacher as authority) instead of the fifth conceptual category (teacher as expert); --- i.e., reliability: $200 / 200 + 2 = .99$

With regard to the reasonableness and persuasiveness of the findings, validity and reliability are the most commonly used criteria of studies. To ensure validity in qualitative research, it is asserted that triangulation and member checking are adequate. Moreover, as proposed by McKee and Moore (2010), researchers make use of peer reviews, detailed and rich descriptions, purposive sampling, and clarification of biases to increase the validity of their research (Anfara, Brown, & Mangione, 2002; Cresswell, 2013; Freeman, deMarrais, Preissle, Roulston, & Pierre, 2007). In this study, the process of data collection and data analysis were explained in detail, and purposive sampling and member checks were employed to address validity.

Meanwhile, McKee and Moore (2010: 3) also claim that “reliability can be increased through the use of an audit trail that shows systematic data collection and is shared or made public, triangulation of data sources, methods, and investigators, detailed field notes, and the recurrence of evidence with consideration of negative cases” (Anfara, et. al., 2002; Cresswell, 2007; Freeman, et. al., 2007). This study employed the comparison of individual interviews to each other and to the literature as sources of triangulation as well as researcher’s field notes.

Close to the end, in this study, a grounded-theory approach was used to generate theory from the data. In other words, the analytic codes and categories were developed from available data, not by pre-existing conceptualizations. Metaphors were reviewed multiple times, and tentative categories were constructed from the available data rather than from any preconceived theoretical framework. Through this process,

not only did new metaphors emerge but also these new metaphors fitted into new categories.

CHAPTER IV

FINDINGS and DISCUSSION

4. Introduction

The aim of this chapter is to present the findings of the data analysis procedures related to each of the research questions. The findings of the metaphor analysis conducted will be given in detail in order of the research questions. Also, this chapter aims to discuss the findings of the present study in comparison to similar national and international studies. The research questions will be handled one by one to provide a clear understanding.

4.1. The Findings of Data Analysis Relating to the First Research Question

“What metaphors do EFL teachers use to represent themselves?”

In order to answer the first research question, semi-structured interview forms consisting of two parts were distributed to 10 instructors. The first part aimed to collect demographic information. In the second part, participants were asked to answer the following questions “What are your strengths as a teacher?”, “What are your weaknesses as a teacher?”, “Who are you as a teacher? What shaped your teaching self?”, “What metaphor would you use to represent yourself as an English Language teacher at this time? Why?”. This section will present the findings obtained from the instructors by means of these semi-structured interviews.

Being a novice, female, ELT graduate teacher, teacher Duru depicted herself as a “new-born baby” with the words:

“I am inexperienced and new in education life like a ‘*new-born baby*’. I am really new at this job and teaching is like living since you allways learn when you live.”

Graduated from ELT, male, 5 years experienced, teacher Güney portrayed himself as a “showman” with the following words:

“I am like a ‘*showman in front of a crowd*’. I can talk about any topic and bind these topics together. Students usually have fun, and that is the most important thing for me: having fun while learning and teaching.”

Another female, novice, ELT graduate, teacher Güliz described herself as a “butterfly” with the words:

“I feel like a ‘*butterfly*’ because I fly from student to student to disperse fun together with knowledge.”

Having both graduate and master degree in ELT, Translation Studies doctoral student, male, 8 years experienced teacher Meriç identified his professional teacher identity as:

“I am like a ‘*computer with speakers*’ equipped with a great deal of information from academic world while trying to see the different academic contexts in which new English vocabulary items are generally used.”

Ozan, who was a novice, male, ELT graduate, described himself as a “walking dictionary” with the words:

“I am like a ‘*walking dictionary*’, an expert in English who knows everything because students think I know every word in English.”

The female English Language and Literature graduate teacher with four years of experience, Öykü presented her professional identity with the following words:

“It may be so simple but, I think I’m a book, an ‘*unfinished book*’. It’s for people who are willing to read and learn. Some don’t like it, some like. There is sometimes fun,

sometimes dignity. But also there are blank pages in the back, ready to be filled with experience and knowledge that I want to have.”

Sarper, who is male, English Language and Literature graduate with four years experience, identified himself as a “light house” and said:

“This is an interesting question and also hard to answer. Who am I? It is going to be a metaphoric answer but anyway, I think I am a ‘*light house*’ that leads students not to get lost in the ocean of language.”

Graduated from ELT, female, 9 years experienced teacher Sera identified her professional identity as follows:

“I think teaching is like being a ‘*coach*’. Like a coach, a teacher needs to guide, shape and motivate the members of the class to achieve their goal. A coach has to be aware of the strengths and weaknesses of the members of the team, so does a teacher to help all the students improve their weak points. To win the game, a coach encourages interaction among team members, and a teacher needs to do that, too.”

Having 12 years of experience, male, English Language and Literature graduate, teacher Toprak depicted himself as a “candle” and explained:

“The metaphor I would use to describe myself as a teacher would be a ‘*candle*’. You might think this metaphor is a real cliché but it is my favourite. A person who is exhausting his life is trying to enlighten others. Yes, that’s me! Just like millions of other teachers – no matter what they teach in the world. We are all like candles lightening the others.”

Lastly, Zeren, the female, ELT graduate who had five years experience described her professional identity as:

“It may sound funny but I can say I’m a ‘*babysitter*’. I teach English at tertiary level, which does not change the situation. I feel as if I always have to take care of my students, push them to study and do their assignments, and warn them when they behave badly. I see them as my children and they have to learn everything which I teach. Shortly, although it is tiring, I take their responsibilities.”

To sum up, as it is clearly seen above, the instructors depict their professional identities with different metaphorical images: “*new-born baby*”, “*showman in front of a crowd*”, “*butterfly*”, “*computer with speakers*”, “*walking dictionary*”, “*unfinished book*”, “*light house*”, “*coach*”, “*candle*”, and “*babysitter*”. Furthermore, they all base their metaphors on different entailments coming up with detailed explanations.

4.1.1. Discussion relating to the findings of the first research question

“What metaphors do EFL teachers use to represent themselves?”

As stated above, in the current study, the teachers described their professional identities with different metaphorical images by grounding their metaphors on distinct entailments backing them up with elaborative explanations.

For the first metaphorical image “new born baby”, although Yeşilbursa’s (2012) study had the category of novice including the metaphors of blossom and chrysalis, no other national or international study directly included the metaphor of new-born baby. The second metaphor “showman in front of a crowd” was similar to the metaphors of entertainer and stand-up comedian in the studies of Oxford, et. al. (1998), Saban, et. al. (2007), Wan, et. al. (2011), and Zapata and Lacorte (2007).

Considering the third metaphor “butterfly”, it is known that the studies of Bullough (1991); and Thomas and Beauchamp (2011) comprised of the same metaphorical image: butterfly. For the metaphor of “computer with speakers”, the only study which had a similar metaphorical image -computer operating system- was Nikitina and Furuoka’s (2008) study. In the same study, the same of the fifth metaphorical image “walking dictionary” was included. Although the studies of Nikitina and Furuoka (2008), Thomas and Beauchamp (2011), and Wan, et. al. (2011) recorded uses of the metaphorical image of book, none of these studies included the metaphor of “unfinished book”.

The studies of Saban, et. al. (2007), Wan, et. al. (2011), and Zapata and Lacorte (2007) directly had the same metaphorical image of “light house”. Similarly, the studies of Guerrero and Villamil (2000), and Saban, et. al. (2007) directly consisted of the same metaphor of “coach”. The same of the ninth metaphorical image “candle” was included in the studies of Nikitina and Furuoka (2008), Saban, et. al. (2007), and Wan, et. al. (2011). Likewise, the same of the tenth metaphor “babysitter” was reported in the study of Yeşilbursa (2012).

As it is obviously seen, although there are some unique metaphors proposed by the teachers of this current study, most of the metaphors are similar to national or international metaphorical images generated by different teachers. From the findings, it is perceived that teachers’ perceptions of their professional roles are closely linked to their self-images, and these images stem from not only their experiences as teachers, but also their classroom practices as well as their interaction with students. In other words, considering Wenger’s (1998) principles, it can be clearly stated that on their journey of becoming a teacher, the metaphorical images proposed by the teachers arise from teachers’ experiences (meaning), ways of doing (practice) and belonging (community).

4.2. The Findings of Data Analysis Relating to the Second Research Question

“What metaphors do their students use to represent their teachers?”

As previously described in detail, another semi-structured interview form was prepared to explore the students’ conceptualizations of their teachers’ professional identity. To that end, the students were asked to write metaphors by completing the prompt “*My teacher is like ... because ...*”. After the clarification and elimination stage of metaphor analysis, 200 metaphors (20 for each instructor) came into prominence.

The metaphors were analyzed considering ‘the topic’, ‘the vehicle’, and ‘the ground’ of each metaphorical statement, and the metaphorical images proposed by the students are given in Appendix C.

All in all, these 200 metaphors (20 for each instructor) which came into prominence after the clarification and elimination stage of metaphor analysis present the students' conceptualizations of their teachers' professional identity by focusing on 'the topic', 'the vehicle', and 'the ground' of each metaphorical statement.

4.2.1. Discussion relating to the findings of the second research question

“What metaphors do their students use to represent their teachers?”

Although there are several empirical studies in the fields of cognitive linguistic and education on teacher professional identity through metaphor analysis, only a few of them focus on the metaphors of the students (Cortazzi & Jin, 1999; Marchant, 1992; Nikitina & Furuoka, 2008; Saban, et. al. 2007; Wan, et. al. 2011).

The metaphors produced by students were diverse, but the metaphorical images of “orchestra conductor”, “parent”, “brother/sister”, “boss”, and “judge” were similar to the metaphors generated by Marchant's (1992) study which explored and clarified students' beliefs of teachers, themselves, and the classroom. Also, the metaphors of “mother”, “candle”, “ant”, “sunshine”, “encyclopaedia”, and “book” were the same with the ones proposed by a group of 23 Malaysian university students to probe metaphors about teachers in Nikitina and Furuoka's (2008) study.

Cortazzi and Jin (1999) collected metaphors from three groups of British undergraduate and post graduate students and one cross-cultural group of student. The metaphorical image of “friend” was similar among Japanese, Chinese, Lebanese, Iranian, and Turkish students as well as the students of this current study. The metaphors of “book”, “machine”, “encyclopaedia”, “dictionary”, “candle”, “bee”, “bridge”, “light house”, “window”, and “sunshine” were alike with the ones written by two groups of English major students in Wan, et. al.'s (2011) study to represent their belief relating to EFL teacher roles in the specific context of EFL teaching at a Chinese university. The metaphorical images of “sun”, “candle”, “tree”, “light”, “flower”, “parent”, “friend”, “farmer”, “compass”, “light house”, “traffic signs”, and “north star” were similar to the

metaphors generated by Saban, et. al.'s (2007) study which explored the uses of metaphorical images proposed by prospective teachers to describe the concept of teacher.

As aforementioned in detail, some of the 200 metaphors of this current study which came into prominence to present the students' conceptualizations of their teachers' professional identity were alike with both national and international studies across the world. As suggested by Barcelos (2003), metaphor analysis procedures applied to perceptions and assumptions about second/foreign language teaching and learning are required to encompass the interaction between stakeholders. In this sense, the relationships established between students and their teachers play a crucial role in this present study because it is notably obvious that the perceptions of self constantly change with each unique interaction involved. Moreover, as previously stated, the shift from teacher-centred to student-centred classroom has changed the dynamics of the pedagogy, and brought the students at the heart of the teaching and learning practice. Apple (2000) states that the politics of pedagogy "does not simply involve how or what one is teaching, but the rights of others who are 'being taught' to jointly participate in creating the pedagogical environment" (152). That is why, the perceptions of students have a significant role in describing teachers' professional identity because it deepens self-awareness and perspective-consciousness of teachers as well as increasing tolerance and understanding to transform the language classrooms into more pleasing environments.

4.3. The Findings of Data Analysis Relating to the Third Research Question

"What conceptual categories can be drawn from these metaphorical images?"

After clustering a total of 200 metaphors and metaphorical expressions into overriding categories in regards to their predominant features and characteristics, 14 major themes were identified.

Main conceptual categories

Teacher as Agency of Patience

Altogether there were only 7 students and 3 metaphors under this category. While “stoic” was the most frequently appearing image among students’ metaphors (n=5), the other two metaphors were “agave” (n=1) and “calm sea” (n=1). Some common characteristics of this category of metaphors can be highlighted as follows: (1) The teacher is very patient, so nothing could drive her/him crazy. (2) The teacher is smiling, good-natured, and gives permission for everything. (3) S/he wins the heart of each student as s/he allows them to do whatever they want.

Teacher as Authority

There were 13 students and 11 metaphors altogether under this category. The metaphor written twice were “soldier” (n=2) and “scripture” (n=2) while the other metaphors depicted by each student were “orchestra conductor” (n=1), “warrior” (n=1), “stern” (n=1), “leader” (n=1), “judge” (n=1), “Mahmut Hoca in Hababam Sınıfı” (n=1), “dictator” (n=1), “commander” (n=1), and “constitution provisions” (n=1). In this category of metaphors, the teacher was viewed as: (1) The teacher has strict rules, and sticks to these rules all the time, so makes no concessions. (2) S/he is on the ball, and rules on about everything in the class. (3) As well as never bending her/his beliefs and ideas, her/his rules can’t be changed in process of time. (4) Sometimes, the students feel frightened because of her/his severity. Only one student with the metaphor of “leader” regarded being authoritative as positive and stated that (5) The teacher is clearly the agent of control in classroom, and s/he knows where to give orders and where to allow students to do whatever they want.

Teacher as Eager Beaver

7 students and 5 metaphors represented this conceptual category, with two dominant metaphors: “bee” (n=2) and “ant” (n=2). The other metaphors of this category

included “bookworm” (n=1), “clock” (n=1), and “swot” (n=1). Some common features of this category of metaphors can be emphasized as follows: (1) The teacher makes great effort and works from morning to midnight. (2) S/he never feels tired, and goes on teaching all the time. (3) S/he is so hardworking that s/he spends most of her/his time providing the students with extra materials.

Teacher as Entertainer

Only 3 students identified their teachers in this category with 3 metaphors: “funfair” (n=1), “Charlie Chaplin” (n=1), and “new-born baby” (n=1). Some prevalent features of this category of metaphors can be highlighted as follows: (1) The teacher is the life and soul of the party, and holds centre stage in the class. (2) S/he enlivens and entertains the students. (3) S/he always makes the lessons amusing, and gets the students to have fun while learning.

Teacher as Expert

There were 27 students and 23 metaphors under this conceptual category and the following 3 metaphors were dominant: “dictionary” (n=3), “(high) mountain” (n=2), and “Google” (n=2). The other metaphorical images taking part in this category were “book” (n=1), “library” (n=1), “native speaker” (n=1), “archive” (n=1), “spring” (n=1), “encyclopaedia” (n=1), “chess player” (n=1), “Tweety” (n=1), “cricket” (n=1), “budgerigar” (n=1), “Ernie in Sesame Street” (n=1), “castle” (n=1), “sea” (n=1), “intellectual” (n=1), “BMW” (n=1), “craftsman” (n=1), “specialist” (n=1), “professional” (n=1), “world” (n=1), and “wealthy boss” (n=1). Some general characteristics of this category of metaphors can be put forward as follows: (1) The teacher is the source of information, and her/his knowledge is endless. (2) S/he worths her/his salt because s/he knows all the answers about language learning and teaching. (3) S/he has an in-depth knowledge of any other subject, so s/he definitely provides the students with a detailed explanation whatever the matter is. (4) S/he is determined, patient, experienced, and equipped with profound knowledge to teach effectively. (5) Anything s/he taught is not doomed to be forgotten, they are all permanent.

Teacher as Guide

There were 30 students and 19 metaphors under this conceptual category and the following 6 metaphors were dominant: “north star” (n=4), “light house” (n=3), “moon” (n=3), “compass” (n=3), “key” (n=2), and “light” (n=2). The other appearing images among students’ metaphors were “river” (n=1), “waymark” (n=1), “sun” (n=1), “traffic signs” (n=1), “sunlight” (n=1), “skyline” (n=1), “landlord” (n=1), “brother I’ve never had” (n=1), “eraser” (n=1), “bridge” (n=1), “captain” (n=1), “vane” (n=1), and “kerosene lamp” (n=1). Some prevalent features of this category of metaphors can be emphasized as follows: (1) The teacher shows the students where they are and what the possible roads to go are. (2) S/he shows the students various different ways of learning a language, and different paths to follow by encouraging, and leading them to choose the right one. (3) When the students get stuck in complex situations, s/he helps them find ways and solutions by giving them a back. (4) S/he marks dangerous and hazardous things around as well as assisting them, advising them, and making them find the right way. (5) S/he sets a good example with her/his words as well as her/his behaviours all the time. (6) S/he always opens new doors for students with her/his knowledge and experience.

Teacher as Jekyll and Hyde

Several students (n=10) represented the teacher as Jekyll and Hyde with only one dominant metaphor: “rose” (n=3). The other metaphorical images in this conceptual category were “dollar” (n=1), “stair” (n=1), “wave” (n=1), “muffler” (n=1), “spice” (n=1), “alarm clock” (n=1), and “straw” (n=1). Some common characteristics of this category of metaphors can be highlighted as follows: (1) The teacher bursts into flames all of a sudden, and then calms down. (2) S/he is moody, and throws the students’ balance off without any reason. (3) While having fun, out of the blue, s/he can make the students feel stressed and depressed, so the students feel as if they always have to watch out for her/him. (4) It is really difficult for students to understand the teacher because of her/his ups and downs.

Teacher as Interest Arouser

While “candy floss” (n=3) was the most frequently appearing image among students’ metaphors, the second most frequently appearing images were “active volcano” (n=2) and “Smurfette in the Smurfs” (n=2). Furthermore, in this category, there were 12 more metaphors like “kitten” (n=1), “rainbow” (n=1), “ball of energy” (n=1), “Tom in Tom & Jerry” (n=1), “grasshopper” (n=1), “sunny weather” (n=1), “song” (n=1), “star” (n=1), “fairy” (n=1), “alarm clock” (n=1), “atom ant” (n=1), and “Pollyanna” (n=1). Some prevalent features of this category of metaphors can be emphasized as follows: (1) The teacher is so pretty, and s/he stimulates the students’ interest in learning with her/his love and positive energy. (2) S/he is full of fun, and has a colourful personality, so s/he always entertains the students. (3) S/he is so active and full of beans all the time. Therefore, s/he easily draws the students’ attention, and makes them stay sober at all times. (4) S/he dances up a storm in the class, and motivates the students by prompting them to be ready to learn. (5) S/he is able to disregard all the bad things happening, and encourages the students to believe that tomorrow holds better days.

Teacher as Knowledge Provider

There were 21 students and 16 metaphors under this conceptual category and the following 4 metaphors were dominant: “tree” (n=3), “book” (n=2), “machine” (n=2), and “robot” (n=2). The other metaphorical images coming in sight in this category were “rain” (n=1), “pen” (n=1), “recorder” (n=1), “employee” (n=1), “ball pen” (n=1), “bus driver” (n=1), “tutor” (n=1), “window” (n=1), “ordinary officer” (n=1), “key” (n=1), “time” (n=1), and “newspaper” (n=1). In this category, some students regarded teacher as knowledge provider in a positive manner and depicted the common characteristics of teacher as follows: (1) S/he is the most knowledgeable person the students have ever seen, so s/he always acts as a provider of knowledge, and replenishes them with more and more. (2) Her/his knowledge is endless, so s/he teaches them different things all the time. (3) The teacher provides the students with all kinds of requirements to be good at English. On the other hand, some students regarded teacher as knowledge provider in a

negative manner and portrayed the prevailing features of teacher as follows: (4) The teacher just comes to class, lectures, and leaves. S/he behaves as if s/he is programmed only to transmit knowledge. (5) S/he is loaded only with the subjects of the lesson. S/he doesn't do any other interesting and fun activity; s/he just follows the book word by word.

Teacher as Mystery

There were 11 students representing the teacher as mystery with only one dominant metaphor: "cagey" (n=2). The other metaphorical images in this conceptual category were "chest" (n=1), "box" (n=1), "undiscovered jewel" (n=1), "introvert kid" (n=1), "silence before the storm" (n=1), "lightning" (n=1), "ghost" (n=1), "secret" (n=1), and "envelope" (n=1). Some prevailing qualities of this category of metaphors can be highlighted as follows: (1) The teacher never talks about her/his life, expresses her/his feelings, and even when the students ask about her/him, s/he just passes over mysteriously. (2) S/he is full of secrets, so it is really hard for students to understand her/him. (3) For students, it is also hard to describe the teacher as they don't know anything about her/his feelings and ideas.

Teacher as Neophyte

12 students and 11 metaphors represented this category with only two metaphors being dominant: "infant" (n=2) and "kid (learning how to walk)" (n=2). The distinct metaphors of this conceptual theme consisted of "sapling" (n=1), "butterfly" (n=1), "empty frame" (n=1), "new-born baby" (n=1), "apprentice" (n=1), "sprout" (n=1), "tiddler" (n=1), and "amateur football club" (n=1). Some general characteristics of this category of metaphors can be put forward as follows: (1) The teacher is a newly-graduate teacher, so s/he sometimes doesn't know what to do. (2) As that is her/his first year as a teacher, s/he will change and develop herself/himself with bitter sweet experiences. (3) The teacher is so determined and ambitious, but s/he is very young. Thus, although s/he rings the changes, s/he needs time. (4) S/he starts teaching with confidence and enthusiasm, but when s/he faces something unexpected, s/he loses them.

Teacher as Nurturer

There were 28 students and 17 metaphors under this conceptual category and the following 2 metaphors appeared to be dominant: “sun” (n=6) and “parent (mother or father)” (n=4). Also, the metaphors of “chameleon” (n=2), “angel” (n=2) and “tree” (n=2) were common among the participants. The other metaphorical images in this conceptual category were “torch” (n=1), “sunflower” (n=1), “close friend” (n=1), “diary” (n=1), “light” (n=1), “farmer” (n=1), “friend” (n=1), “buddy” (n=1), “sweeping machine” (n=1), “candle” (n=1), “fertile soil” (n=1), and “gladiator” (n=1). Some prevalent features of this category of metaphors can be emphasized as follows: (1) The teacher harmonizes with the environment and adopts different roles. Thus, s/he does her/his best for each student considering their individual differences. (2) S/he makes great effort, brightens, and clarifies the unclear topics. S/he takes no notice of losing power, and works hard from sun to sun. (3) S/he lusters the things around the students, and roots for their personal and professional development. (4) S/he takes care of the students at all times, supports them, and nourishes their potential abilities. (5) S/he thinks of them not only in class but also out of class. (7) The students can pour out any of their grief to her/him. S/he listens calmly and patiently whatever the matter is, and gives advice.

Teacher as Patchwork

Only 4 students identified their teacher in this conceptual category with 4 prominent metaphors: “puzzle” (n=1), “soup” (n=1), “music” (n=1), and “perfume” (n=1). Some common qualities of this category of metaphors can be put forward as follows: (1) The teacher consists of lots of different parts, and all of them complete each other. (2) S/he puts together all languages skills, and creates perfect flavour.

Teacher as Trier to Patience

8 students and 8 metaphors represented this category with no metaphor being dominant. The metaphors of this conceptual category comprised of “explosive bomb”

(n=1), “fire” (n=1), “steamroller” (n=1), “sponge” (n=1), “rasper” (n=1), “boss” (n=1), “guardian” (n=1), and “dead” (n=1). Some prevalent characteristics of this category of metaphors can be highlighted as follows: (1) The teacher is so irritable that s/he loses her/his temper easily, and the students come across with her/his unexpected reactions. (2) S/he sweeps all the enthusiasm and energy of the students, so after the class, the students feel exhausted and weary. (3) S/he orders around all the time, so sometimes it is impossible to stand her/him.

Consequently, the analysis of the 200 metaphorical expressions give rise to the emergence of 14 major themes named “teacher as agency of patience”, “teacher as authority”, “teacher as eager beaver”, “teacher as entertainer”, “teacher as expert”, “teacher as guide”, “teacher as Jekyll and Hyde”, “teacher as interest arouser”, “teacher as knowledge provider”, “teacher as mystery”, “teacher as neophyte”, “teacher as nurturer”, “teacher as patchwork”, and “teacher as trier to patience”. Moreover, all these categories contain within themselves distinct metaphors with common characteristics.

4.3.1. Discussion relating to the findings of the third research question

“What conceptual categories can be drawn from these metaphorical images?”

Although a great number studies on metaphors have investigated beliefs about teaching and learning from both teachers’ and students’ perspectives (e.g. Bullough, 1991; Marchant, 1992; Cortazzi and Jin, 1999; Fenwick, 2000; Zapata and Lacorte, 2007; Pinnegar, et. al., 2010), obtained metaphors were not categorized in some of these studies; the studies were only composed of the metaphorical images and expressions. In this study, as noted above, after clustering a total of 200 metaphors and metaphorical expressions into distinct categories with regard to their predominant features, 14 major themes were identified.

The category of “teacher as authority/authority figure” was common among the studies of Ben-Peretz, Meldelson, and Kron (2003), Marchant (1992), Saban, et. al. (2007), Wan, et. al. (2011), and Yeşilbursa (2012). The entailments for this category

were that the teacher “has the authority to control whatever happens in the classroom and the students have to obey their teachers without questioning their authority” (Saban, et. al., 2007). Also, “It is regarded as a lack of respect if students question the authoritative status of teachers” (Wan, et. al., 2011). Similarly, the category of “teacher as caregiver/nurturer” was common among the studies of Marchant (1992), Fenwick (2000), Guerrero and Villamil (2000), Nikitina and Furuoka (2008), Pinnegar, et. al. (2010), Saban et. al. (2007), Wan, et. al. (2011), and Yeşilbursa (2012). The entailments for this category were that the teacher “teaches the child to speak”, “teaches us and corrects our mistakes”, “teaches us how to talk and behave”, and “nurtures and moulds her child” (Nikitina & Furuoka, 2008). Also, teachers “have to deal with something that is preordained by nature (plant growth) and at the same time can facilitate, alter, or enhance the process” (Guerrero & Villamil, 2000).

The category of “teacher as provider of knowledge/ knowledge provider/ giver” was alike in the studies of Guerrero and Villamil (2000), Nikitina and Furuoka (2008), Saban, et. al. (2007), and Wan, et. al. (2011). Teachers in the category of “teacher as provider of knowledge/ knowledge provider/ giver” were considered “either as conveying knowledge in various ways (e.g., book, machine, salesman, encyclopedia, actor/actress and mineral resources), or as assisting students to learn (e.g., dictionary, candle, tools, glasses and keyboard)” (Wan, et. al., 2011). Moreover, “teaching is simply a process of delivering knowledge and skills, and learning is simply a process of absorbing and accumulating the teacher’s knowledge” (Saban, et. al., 2007). Likewise, the category of “teacher as entertainer” was akin to each other in the studies of Farrell (2011), Nikitina and Furuoka (2008), Saban, et. al. (2007), and Yeşilbursa (2012). The entailments for the category of “teacher as entertainer” were that the teacher needs “to be able to take on different roles in the classroom” and “to attract to students’ attention” (Yeşilbursa, 2012). Furthermore, “learning should be fun and enjoying for the students” (Saban, et. al., 2007).

While the category of “teacher as expert” was only similar to the study of Pinnegar, et. al. (2010), the category of “teacher as interest arouser” was only similar to the study of Wan, et. al. (2011). While the entailments for the category of “teacher as

expert” were that the teacher “have a thorough knowledge of their subject matter”, “understand how to clearly communicate their ideas at the appropriate level to reach students”, and “are in control of their learning environment because they present themselves as credible and knowledgeable” (Pinnegar, et. al., 2010), the main entailment for the category of “teacher as interest arouser” was that the teacher “organizes classroom activities for the purpose of attracting students’ attention” (Wan, et. al., 2011).

Also, while the category of “teacher as guide” was reported in literature in many studies like Farrell (2011), Fenwick (2000), Thomas and Beauchamp (2011), and Yeşilbursa (2012); the category of “teacher as novice/neophyte” was only alike with the study of Yeşilbursa (2012). In these studies, for the category of teacher as guide, teacher was often depicted as “expert and leader, not co-explorer, who knew the terrain well. Knowledge seemed to be envisioned as pre-existing, shown off to learners in a most excellent adventure” (Fenwick, 2000). For the category of “teacher as novice/neophyte”, the predominant entailment was that the teacher “needs time and experience to fully develop as a language teacher” (Yeşilbursa, 2012).

As mentioned beforehand, a variety of metaphors depending on a different schema were proposed by the students to describe their teachers in both national and international studies (Bullough, 1991; Cortazzi & Jin, 1999; Fenwick, 2000; Marchant, 1992; Guerrero & Villamil 2000; Nikitina & Furuoka, 2008; Oxford, et. al., 1998; Pinnegar, et. al., 2010; Saban, et. al., 2007; Wan, et. al., 2011; Yeşilbursa, 2012; Zapata & Lacorte, 2007). The reason for this diversity of metaphors is because “metaphors are selective. They represent a part, but not the whole, of the phenomena they describe” (Weade & Ernst, 1990: 133). Thus, numerous metaphors came into existence to describe the concept of “teacher” from different perspectives.

The findings of the present study also put forth that there are some cross-cultural similarities between the conceptualization and description of teacher identity. The findings of the current study bear a resemblance to those of Ben-Peretz, et. al. (2003), Farrell (2011), Fenwick (2000), Guerrero and Villamil (2000), Marchant (1992),

Nikitina and Furuoka (2008), Pinnegar, et. al. (2010), Thomas and Beauchamp (2011), and Wan, et. al. (2011), which reveals that culture does not have a significant role in teacher education in Turkey because the knowledge base of foreign language teacher education is the same worldwide (Saban, et. al., 2007).

Moreover, as from past to present, teaching has been based upon behaviourist, constructivist and socio-cultural constructivist assumptions regarding the teacher professional identity construction (Burns & Richards, 2009; Roberts, 1998; William & Burden, 1997). Considering these approaches, it is remarkable that the constructivist approaches emphasize the importance of re-conceptualization of teacher roles and development of new teaching roles to facilitate each student's understanding and constructing new knowledge. Therefore, since the constructivist approaches and post-method condition (Kumaravadivelu, 2006; Zeichner & Liston, 1996) have focused on the different roles of the teacher, it is not surprising that different metaphors were proposed by the participants to describe their teacher's professional identity.

All in all, although there are some dominant conceptual categories as well as some less-frequent ones, the findings of the current study reveal that metaphors proposed by the participants could be categorized under certain headings. Also, these patterns of metaphors bear similarities with national and international body of literature.

4.4. The Findings of Data Analysis and Discussion Relating to the Fourth Research Question

“To what extent do individual metaphorical accounts of perceptions of EFL teachers' roles differentiate between teachers and their students?”

After the analysis of the metaphors written by both teachers and their students, it is clearly seen, while some metaphors of teachers are directly overlapping with the ones written by their students, there are some mismatches between the metaphorical expressions for some of them.

The metaphor of Duru, ‘a new-born baby’, which was located under the category of “*teacher as neophyte*”, directly overlapped with the metaphors of 5 students consisting of ‘sapling’, ‘infant’, ‘butterfly’, ‘empty frame’, and ‘new born baby’ being categorized under the teacher as “*neophyte*”. On the other hand, she was depicted by 3 students as “*eager beaver*” with the metaphors of ‘bee’, ‘ant’ and ‘bookworm’, and by 2 students as “*interest arouser*” including the metaphors of ‘song’ and ‘candy’. Also, she was described by 2 students as “*knowledge provider*” consisting the metaphors of ‘tree’ and ‘rain’, and by 3 students as “*nurturer*” comprising of the metaphors of ‘sun’ and ‘chameleon’. Moreover, she was portrayed by 2 students as “*patchwork*” involving the metaphors of ‘puzzle’ and ‘soup’, and by 3 students as “*trier to patience*” including the metaphors of ‘explosive bomb’, ‘fire’, and ‘steamroller’.

Güney portrayed himself as a ‘showman’ that was categorized under “*teacher as entertainer*”, whereas only 2 students depicted him as “*entertainer*” with the metaphors of ‘funfair’ and ‘Charlie Chaplin’. Also, other students’ metaphors located under different categories such as “*eager beaver*” with the metaphors of ‘bee’ and ‘ant’; “*expert*” having the metaphor of ‘mountain’; “*guide*” including the metaphors of ‘moon’, ‘light house’, and ‘river’; “*Jekyll and Hyde*” consisting the metaphors of ‘dollar’ and ‘rose’; “*knowledge provider*” involving the metaphors of ‘robot’, ‘pen’, and ‘book’; “*mystery*” comprising of the metaphors of ‘cagey’ and ‘chest’; “*nurturer*” having the metaphors of ‘tree’, ‘sun’, and ‘torch’; and “*patchwork*” consisting the metaphor of ‘music’.

Güliz who described herself as a ‘butterfly’ being located under the category of “*teacher as interest arouser*”, similarly portrayed by 8 students under the category of “*interest arouser*” with the metaphors like ‘fairy’, ‘alarm clock’, ‘Smurfette in the Smurfs’, ‘atom ant’, ‘Tom in Tom & Jerry’, ‘Pollyanna’, ‘candy floss’, and ‘kitten’. Nonetheless, she was depicted by 4 students as “*expert*” including the metaphors of ‘Tweety’, ‘Ernie in Sesame Street’, ‘cricket’, and ‘budgerigar’; another 4 students as “*guide*” consisting the metaphors of ‘key’, ‘north star’, ‘compass’, and ‘waymark’; and 4 other students as “*nurturer*” involving the metaphors of ‘angel’, ‘sun’, ‘flower’, and ‘mother’.

The metaphor of Meriç, computer with speakers, which was situated under the category of “*teacher as expert*”, almost completely matched up with the metaphors of his students as half of the metaphors of the students (n=10) categorized under the category of “*expert*” including the metaphors of ‘book’, ‘library’, ‘Google’ (n=2), ‘native speaker’, ‘dictionary’, ‘archive’, ‘spring’, ‘encyclopaedia’, and ‘chess player’. Also, the other 10 students portrayed him as “*guide*” with the metaphors of ‘sun’, ‘traffic signs’, ‘sunlight’, ‘skyline’; and depicted him as “*interest arouser*” including the metaphors of ‘rainbow’, ‘active volcano’ (n=2), ‘ball of energy’, ‘grasshopper’, and ‘star’.

While Ozan described himself as a ‘walking dictionary’ that was put under the category of “*teacher as expert*”, none of his students depicted him as “*expert*”. Nevertheless, he was portrayed by 5 students as “*agency of patience*” with the metaphors of ‘stoic’ (n=4) and ‘agave’ (n=1); by 4 students as “*knowledge provider*” including the metaphors of ‘robot’, ‘recorder’, ‘machine’, and ‘employee’; by another 4 students as “*mystery*” consisting of the metaphors of ‘box’, ‘undiscovered jewel’, ‘introvert kid’, and ‘silence before the storm’; by 5 students as “*neophyte*” comprising the metaphors of ‘infant’, ‘kid learning how to walk’, ‘apprentice’, ‘sprout’, and ‘tiddler’; and by 2 students as “*trier to patience*” having the metaphors of ‘sponge’ and ‘rasper’.

Although she had four years of experience, Öykü presented her professional identity as an ‘unfinished book’ which is located under the category of “*teacher as neophyte*”, but neither of her students depicted her as “*neophyte*”. She was portrayed by half of the students (n=10) “*nurturer*” with the metaphors of ‘chameleon’, ‘mother’, ‘sun’, ‘close friend’, ‘diary’, ‘tree’, ‘friend’, ‘light’, ‘farmer’, and ‘buddy’. Also, she was described by 2 students as “*eager beaver*” including the metaphors of ‘clock’ and ‘swot’; by other 2 students as “*Jekyll and Hyde*” comprising the metaphors of ‘stair’ and ‘wave’; by 3 students as “*expert*” consisting the metaphors of ‘castle’, ‘sea’, and ‘intellectual’; and by other 3 students as “*guide*” having the metaphors of ‘north star’, ‘compass’, and ‘landlord’.

Sarper who identified himself as a 'light house' being categorized under the category of "*teacher as guide*"; likewise, he was described by 7 students as "*guide*" with the metaphors of 'brother I have never had', 'compass', 'eraser', 'bridge', 'moon', 'north star', and 'key'. While only 1 student for each category was depicting him as an "*expert*" having the metaphor of 'BMW'; and "*agency of patience*" with the metaphor of 'stoic'; he was portrayed by 3 students as "*nurturer*" including the metaphors of 'sweeping machine', 'candle', and 'fertile soil'; by 2 students as "*interest arouser*" consisting the metaphors of 'candy floss' and 'sunny weather'; by 4 students as "*knowledge provider*" comprising the metaphor of 'tree', 'ball pen', 'book', and 'tree'; and by 2 students as "*mystery*" involving the metaphors of 'cagey' and 'lightning'.

Sera identified her professional identity as 'coach' that was categorized under the category of "*teacher as guide*". Similarly, 2 of her students described her as "*guide*" with the metaphors of 'light house' and 'captain'. However; she was mostly depicted as "*authority*" including the metaphors of 'orchestra conductor', 'warrior', 'stern', 'leader', 'judge'; and "*expert*" consisting the metaphors of 'dictionary', 'craftsman', 'specialist', 'professional', and 'dictionary'. Also, she was portrayed as "*knowledge provider*" involving the metaphors of 'bus driver', 'tutor', and 'window'; as "*mystery*" comprising the metaphors of 'ghost' and 'secret'; and as "*trier to patience*" having the metaphors of 'boss', 'guardian', and 'dead'.

While Toprak depicted himself as a 'candle' being positioned under the category of "*teacher as nurturer*", he was predominantly described as "*authority*" including the metaphors of 'Mahmut Hoca in Hababam Sınıfı', 'dictator', 'scripture' (n=2), 'commander', 'soldier' (n=2), and 'constitution provisions'. Other 12 students portrayed him under distinct categories such as "*nurturer*" with the metaphors of 'father', 'sun', and 'angel'; as "*expert*" including the metaphors of 'world' and 'wealthy boss'; as "*agency of patience*" consisting the metaphor of 'calm sea'; as "*entertainer*" comprising the metaphor of 'new born baby'; as "*guide*" involving the metaphor of 'light'; as "*knowledge provider*" having the metaphor of 'ordinary officer'; and "*patchwork*" with the metaphor of 'perfume'.

Zeren described her professional identity as ‘babysitter’ which was put under the category of “*teacher as nurturer*”. Nevertheless, she was portrayed only by 2 students as “*nurturer*” with the metaphors of ‘mother’ and ‘gladiator’. She was depicted by 5 students as “*guide*” including the metaphors of ‘vane’, ‘kerosene lamp’, ‘north star’, ‘moon’, and ‘light’; by another 5 students as “*Jekyll and Hyde*” consisting the metaphors of ‘rose’, ‘muffler’, ‘spice’, ‘alarm clock’, and ‘straw’; by 4 students as “*knowledge provider*” comprising the metaphors of ‘machine’, ‘key’, ‘time’, and ‘newspaper’; by 2 students as “*neophyte*” involving the metaphors of ‘kid’ and ‘amateur football club’; and only by 1 student for each category as “*expert*” having the metaphor of ‘high mountain’; and as “*mystery*” with the metaphor of ‘envelope’.

The analysis of the metaphors proposed by both teachers and their students reveals that there are some similarities in the metaphors proposed by both instructors and students in the categories of “teacher as neophyte” for a novice teacher, “teacher as interest arouser” for another novice, full of energy teacher, “teacher as guide”, and “teacher as expert” for an experienced post graduate teacher. The reason for this consonance between the metaphors result from the societies expectations of teachers as professionals.

In slight contrast, while some metaphors of teachers are completely overlapping with the ones written by their students; there are also some mismatches between the metaphorical expressions proposed by the teachers and their students. The notable point is that while none of the teachers depicted themselves as authority, 13 students with 11 metaphors described 2 different “teachers as authority”. The reason for why none of the teachers regarded themselves as authority depends on the current climate in foreign language education in which communicative approaches are preferred (Larsen-Freeman, 1986) so that is not surprising that the teachers do not want to see themselves as authority.

Also, although 3 teachers were described as “trier to patience” by 8 students with 8 different metaphors, and 3 teachers were depicted as “Jekyll and Hyde” by 10 students with 8 metaphors, and also 5 teachers were portrayed as “mystery” by 11

students with 10 metaphors, none of them depicted themselves under this category. As these metaphorical categories have negative connotations, the teachers' defence mechanisms come into play to protect their ego as teachers would like to feel better about themselves and their own practices (Akbari, 2007).

As aforementioned, behaviour is constructed through social interaction between and among people. Thus, teachers' behaviours and actions formed through interaction between individual students and groups. Keeping in mind that teachers are not always aware of how they appear to their students, and considering identity is often constructed through the views of others, it is noteworthy that teachers have to be cognizant of their students' metaphors of themselves. Additionally, as a person's self-perceptions continuously change according to the interaction and the relationships attained, it is beneficial for teachers to take the opportunity to see themselves through the eyes of their students regarding the way teachers perceive themselves may not always be what they intended (Brookfield, 1995).

4.5. The Findings of Data Analysis and Discussion Relating to the Fifth Research Question

“How do teachers respond to metaphorical expressions proposed by their students?”

After the metaphors proposed by the teachers about themselves, and the metaphors written by their students about the teachers are represented, the conceptual categories were drawn from these metaphorical images. Then, the teachers were shown the similarities and differences between these metaphors. The comments of the teachers to the consonances and dissonances between these metaphors as follows:

When Duru came across with the metaphors of her students, she said: “I am glad that my students resemble me nice things despite of some others thinking badly about me (which is the indicator of the fact that I have some insufficiencies). I guess

that I'm on the right way to be a good teacher, and I will fill these gaps through the time and by gaining much more experience."

Güney commented on the metaphors proposed by the students as follows: "I certainly believe that I won't change based on the reflection I've got from the study. It doesn't mean that the students aren't right. Although they claim some other things, I still believe I am a showman in the class; I have to grab my students' attention and keep it for hours, but you can't manage all these energetic young students without fun. As a result, what my students and I believe overlap with each other, not conflict, so I don't need to change."

When Güliz got the comments of her students, she expressed herself as: "As far as I see, I lack conveying my message to my students at a satisfactory level and showing my potential as a teacher even though I seem to be successful at 'arousing interest' in my lessons, or 'English'. Therefore; I will be more careful about stressing the importance of my subject, and try to keep the classroom environment as efficient as possible for my teaching by letting my students know their limits getting them to stick to the classroom rules. And I will also give a lot of importance to sparing -more or less- equal time, interest and care for each student, like a butterfly flying from a flower to another."

As Meriç reviewed the metaphors written by his students, he put forward that: "Seeing that my students described me as an expert, my previous metaphor that I used to describe myself as a teacher still persists. I am proud to say that I was able to reflect my teaching philosophy on the students flawlessly. My students also described me as an interest arouser, which is perfectly compatible with my metaphor of computer with speakers. If the learners see that the teacher is well-equipped in all areas of the subject that he is teaching, it is beyond doubt that this will lead them to have a higher motivation as they trust that teacher's knowledge and expertise. Some may object saying that a teacher cannot describe himself as a computer since there is a limit to what a person may store or retrieve in his mind, but I strongly disagree as I believe that a person has an infinite mental capacity, as indicated with the formula: 10^{26} . The more one

learns, the more space turns out in one's brain to accommodate all the information there. If students describe their teacher as an expert, that teacher can be said to have achieved the highest level of teaching potential, which was what I alluded to when I said that I was a computer with speakers. To conclude, a teacher instilling trust on the students with his wide range of knowledge in L2 can also motivate the students to learn as much as possible. Everyone knows that a teacher is a guide, whatever he does or does not; however, it is hard to talk the students into believing that the teacher knows everything. Therefore, before going into teaching as a profession, one must equip himself perfectly in this area. A computer may yield inaccurate results on occasions, but a teacher cannot and must not."

Ozan remarked upon the metaphors coming from the students as follows: "Considering the students described me as agency of patience, I certainly believe that the mistakes of the students are the natural outcomes in the process of language learning. Thus, when students make mistakes, I never get angry, so that is a right description. On the other hand, the students who described me as mystery and neophyte made me surprised, because I think my duty is to provide them with the information about the subject of the lesson, not about my private life. Also, I think although I am a novice teacher, I never behave so."

When Öykü looked at the metaphors of her students, she stated her comments as: "The metaphors that my students used to describe me haven't surprised me so much. Because these things actually the ones that I want to be in terms of teaching. So I'm glad that I am on the right track. I've always wanted to be a guide not a teacher. I believe that whatever you do to teach something, if the learner doesn't want to get it, you can do nothing. You can just show him the right path, you can be his guide and also you help him on this journey as a nurturer. This nurturer metaphor makes me pleased because we can understand that they feel comfortable in the classroom. Jekyll and Hyde metaphor is the most interesting one for me because I've never thought I behave strangely in the class. I mean I try to be mindful of students when I even get angry with them. But this is a good point that I will be more careful. Lastly, I don't think I'm an expert; that is why I described myself as an unfinished book. I'm just trying to be written down."

Sarper commented on the metaphors proposed by his students as follows: “Most of the metaphors written by my students describe me as guide that directly overlaps with the one I write for myself, which makes me happy. Only the category of mystery makes me surprised because I think I am frank with my students and share all my feelings and thoughts with them. Yet from now on I will pay more attention.”

As Sera went through the metaphors written by her students, she expressed: “There is a great difference between what I see myself as a teacher and what my students see me as. The metaphors the students used show that from their perspective I am mostly the authority and the expert in the class. Being the authority figure isn’t very bad but if most of the students think that the teacher knows the best they hesitate to make mistakes and it hinders a very good learning opportunity. Therefore, the teaching practices I use in the class needs to be changed. I should find a better way to meet students’ needs following a learner centred approach. I need to make my future students feel more comfortable in the class and I need to be a more approachable person maybe. If I want to be the coach in the class, I need to show students how to be good learners.”

Toprak remarked upon the metaphors proposed by his students as follows: “Well, I must say that I’m not surprised with the results because almost all the qualifications I have been trying to reflect to my students are already on the list. The only thing that made me feel a bit confused was the number of “authority” metaphor. I have always thought that discipline is one of the most significant factors in teaching process providing that it should not be excessive. The results immediately made me ask this question to myself; “Am I too authoritative in the classroom? Honestly speaking, I have never felt this way, but it seems it would not be a bad idea to see over my practices I use in class and evaluate the feedbacks from my students more thoroughly.”

Finally, when Zeren came across with the metaphors of her students, she proposed her ideas as: “Students’ ideas about me as a teacher are actually what I try to be. I always want to be a guide and a knowledge provider, sometimes a nurturer and maybe an expert. My goal is to broaden my students’ horizons in terms of acquiring a world language (English) and improving themselves as individuals. Those metaphors

used by the students have shown that I am able to reach my goal. The Jekyll and Hyde metaphor shows that my mood changes quickly during a lesson. I think students are like mirrors in that I totally agree with them. When I try hard to teach something or we are at the very important part of a lesson and students do not care about what I teach or do, I lose all my motivation and can easily get angry with them. I think this disturbs my students as they are not aware of what they do or what I feel. I feel too responsible for them. Yet, I noticed that I should not be so aggressive or moody when I work with students without motivation. I understand from the nurturer metaphor that I am like a mother in my students' eyes. A friendly atmosphere in a class makes learning easier and more enjoyable. To be honest I did not like the neophyte category. This idea may be a result of my continuously changing mood during a class. As I mentioned above, I will try to be less emotional and I will be more logical instead."

In moving towards a conclusion, when the teachers were asked to comment on their students' metaphors, the findings were essentially similar to what Hart (2009: 274) suggested "learning something new and indicated a willingness to alter (or at least engage in ongoing reflection about) their pedagogical behaviours as a result of this new information" although some of them were persistent to their accuracy of their own behaviours. Specifically some instructors claimed

- certainly not to change based on the reflection s/he got from the study claiming what her/his students and s/he believes overlap with each other, not conflict.
- to be on the right way to be a good teacher, and s/he just needs time to gain much more experience.
- to reconsider her/his pedagogical behaviours in classroom and to be more careful about students' individual differences.
- to try to keep the classroom environment as efficient as possible and spare - more or less- equal time, interest and care for each student.
- to be a more approachable person as well as finding a better way to meet the students' needs following a learner centred approach and to make future students feel more comfortable in the class.

All in all, it is not surprising that some of the teachers didn't feel the need to change their practices because as Fendler (2003) puts forth "when reflection is understood as a turning back upon the self, the danger is that reflection will reveal no more than what is already known" (20). In other words, the chance to reflect on their practice can lead to self-confirmation of what they have been doing all along, as asserted by Akbari (2007: 201):

There is no guarantee that teachers who have gone through reflective schemes will teach in a different way, specially bearing in mind the retrospective orientation of reflective practices and their emphasis on what has already happened in teachers' professional careers. In most of the cases reflection will be just a repetition of the past or rediscovering what is already known.

Notwithstanding, mostly the teachers strongly believed that it would not be a bad idea to look through their practices they use in class and evaluate the feedbacks from their students more thoroughly, which improves their self-awareness and that causes some changes in their beliefs and consequently their behaviours in the classroom. While reflection enables teachers to "develop more informed practice, [make] tacit beliefs and practical knowledge explicit ... leading to new ways of knowing and articulating" (Crandall, 2000: 40), those who do not reflect upon their practices "will be likely to teach as they were taught and, thus, ineffective teaching strategies ... will be replicated" (Braun & Crumpler, 2004: 61). Put simply, reflection provides to foster the ongoing development of teachers' identity.

CHAPTER V

CONCLUSION

5. Introduction

In this chapter, first of all, an overview of the study will be presented. This will be followed by a summary of the findings. Finally, after providing the implications of the study, the limitations will be put forth, and the recommendations for further research will thus be highlighted.

5.1. An Overview of the Study

The matches and mismatches arising from the difference between how teachers teaching at the English Preparatory School of Düzce University view their professional identities and how they are viewed by their students were investigated through metaphor analysis in this study. Additionally, the related literature on teacher identity, particularly professional teacher identity, and metaphor analysis were reviewed and answers to five research question were provided. The five research questions were as follows:

1. What metaphors do EFL teachers use to represent themselves?
2. What metaphors do their students use to represent their teachers?
3. What conceptual categories can be drawn from these metaphorical images?
4. To what extent do individual metaphorical accounts of perceptions of EFL teachers' roles differentiate between teachers and their students?
5. How do teachers respond to metaphorical expressions proposed by their students?

In order to answer these questions, a total of 200 EFL students studying in the Foreign Language preparatory class at the School of Foreign Languages at Düzce University were asked to write metaphors by completing the sentence “*My teacher is like ... because ...*”. Moreover, a group of 10 English language instructors employed at the same institution were asked to “What metaphor would you use to represent yourself as an English language teacher at this time? Why?”. Then, in accordance with the research questions, to what extent individual metaphorical images of perceptions of EFL teachers’ roles differentiate between teachers and their students was investigated by comparing and contrasting the proposed metaphors. In other words, in the current study, to address the research questions, semi-structured interviews were conducted to gain an in-depth and thorough understanding of the teachers’ professional identities, and metaphor analysis, which is a qualitative research methodology related to content analysis, was used to probe the elicited metaphors through revealing the underlying conceptualizations.

5.2. Summary of the Findings

The first question that was investigated in the current thesis was about the metaphors of EFL teachers use to represent themselves. After asking 10 instructors to what metaphor they would use to represent themselves as an English language teacher at that time and why, it was realized that the instructors describe their professional identities with distinct metaphorical images like “new-born baby”, “showman in front of a crowd”, “butterfly”, “computer with speakers”, “walking dictionary”, “unfinished book”, “light house”, “coach”, “candle”, and “babysitter”. Moreover, the instructors built their metaphors on entailments providing detailed explanations.

In the second question, the metaphors used by the students to represent their teachers were investigated. After the clarification and elimination stage of metaphor analysis, 200 metaphors (20 for each instructor) came into prominence. The metaphors were analyzed considering ‘the topic’, ‘the vehicle’, and ‘the ground’ of each

metaphorical statement. The table form of the metaphors of students to represent their teachers can be seen in Appendix C.

Third, what conceptual categories can be drawn from these metaphorical images was investigated. Clustering a total of 200 metaphors and metaphorical expressions into conceptual categories considering their predominant features and characteristics, 14 major themes were identified: “teacher as agency of patience”, “teacher as authority”, “teacher as eager beaver”, “teacher as entertainer”, “teacher as expert”, “teacher as guide”, “teacher as Jekyll and Hyde”, “teacher as interest arouser”, “teacher as knowledge provider”, “teacher as mystery”, “teacher as neophyte”, “teacher as nurturer”, “teacher as patchwork”, and “teacher as trier to patience”. In this sense, it is obviously seen that the metaphors generated by the participants could be categorized under certain themes and these themes show similarities with the national and international body of literature.

For the fourth question, to what extent individual metaphorical accounts of perceptions of EFL teachers’ roles differentiate between teachers and their students was explored. The analysis of the metaphors generated by both teachers and students brought out that although some metaphors of teachers completely intersected with the ones proposed by their students, there were also some mismatches between the metaphors written by teachers and their students.

Finally yet importantly, the responses of teachers to metaphorical expressions proposed by their students were investigated. When the teachers were asked to comment on their students’ metaphors, although some stated that they would not to change based on the reflection s/he got from the study, some claimed to reconsider her/his pedagogical behaviors in classroom. Moreover, although some felt to be on the right way to be a good teacher, some of them asserted that they would try to be a more approachable person as well as finding a better way to meet the students’ needs and keeping the classroom environment as efficient as possible. On the whole, the teachers set forth that assessing the feedback from students as well as reviewing the classroom

practices was not a waste of time but a fruitful way to realize and reconsider their personal and professional identity.

5.3. Implications of the Study

In line with the findings of the present study, it can be concluded that metaphors are a precious and inspiring way for teachers to talk about their professional identities and give insights into themselves. Through metaphor analysis, teachers reflect on their own personal and professional beliefs and teaching philosophies, and then they go through their own behaviors and reflect on how these beliefs and theories affect their actions in the classroom, which helps teachers to understand the teaching context and self-as-teacher better. Also, metaphors provide opportunities for teachers to communicate with each other about learning, teaching, pedagogy and so on is about. In this sense, metaphors can be used as a means to become conscious of underlying beliefs and assumptions, and reflect upon actions.

Another remarkable implication of this study is that the use of metaphors is not only stimulating for in-service teachers to reflect upon action but also for prospective teachers to review their beliefs, assumptions, and theories about teaching and learning. Gillis and Johnson (2002: 38) state that “metaphors can help us understand ‘the selves’ we want to become”. Accordingly, metaphors can be used as a pedagogical tool in teacher education to provide prospective teachers with an “awareness of their teaching practices, and the personal values and beliefs that underlie them” (Gebhard, 2009: 251). Thus, the pre-service teachers can take advantage of such awareness by analyzing the metaphors on teaching and they can become more conscious of the values and attitudes which shape their teaching practices.

What should not go unnoticed is the issue of the use of metaphors as a heuristic tool. Discovering the process of developing teacher identity, the teacher educators assist teachers to meet their demands. Through metaphor analysis, teachers review and reconsider themselves, their beliefs and methods of teaching. That initiates an inquiry

into the field of teacher identity leading teacher educators to research more about teacher identity in order to meet the needs of the teachers.

Moreover, another striking implication for language learning and teaching invoked by the findings of the present study could be to emphasize the dialogue and collaboration between the teachers and their students. Developing such networks and allowing opportunities for interaction between teachers and their students, the effectiveness of teaching can be enriched, which not only enhance teachers' professional growth, but also affect the quality of the education. As Murray (1996) underline, listening to teachers' and students' voices is a significant priority for research and curriculum design.

With this said, metaphors are significant tools to develop more powerful teacher education programs. As stated by Bullough (1997: 21), "teacher identity - what teachers believe about teaching and learning and self-as-teacher - is of vital concern to teacher education; it is the basis for meaning making and decision making ... teacher education must begin, then, by exploring the teaching self." Thus, metaphor analysis promotes the practices that impact the teacher education policies and sheds light on the teacher identity formation.

All things considered, in order to make teachers become aware of their professional identities and reexamine their professional lives, as proposed by Korthagen (2004), the teachers can make use of some methods such as "portfolios" as a means to promote teachers' reflections on their professional identities, "life path", in which teachers draw a time line specifying vital events and persons that are influential in their development as teachers. Moreover, as suggested by Gillis and Johnson (2002), they can keep a "teaching journal" in order to explore different metaphors of themselves focusing on their professional identities, and review "movies and books" about teachers to depict metaphors for the professional identity of the main character.

On the whole, the findings show that it must be born in mind that as stated by Belenky, Clinchy, Goldberger, and Tarule (1986: 18) "visual metaphors encourage

standing at a distance to get a proper view”. Hence, reviewing the organization of the classroom proceedings, uncovering the deeper structures of students’ perceptions, and examining their own personal philosophies help teachers enhance their growth towards being a professional teacher.

5.4. Limitations and the Directions for the Future Research

Since it is obvious from any scientific research, nothing can be evident if it is not affirmed by observation or experimentation. While doing any kind of observation or experimentation, one may confront some limitations. Accordingly, there are several limitations to the current study.

To start with, one of these limitations stems from the nature of the metaphor analysis. As stated by Fenwick (2000), metaphors basically simplify and freeze reality, and take away complex details to create a coherent image. Also, there is no single metaphor that can best encapsulate all of the complexities of any phenomena under analysis. All things considered, asking for only one metaphor may not be sufficient enough to reveal the complexities of the identities of teachers. Thus, a further research focusing on the multiplicity of metaphors is needed to find out the difference between how foreign language educators in Turkey describe themselves as teachers and how they are described by their students.

Second, as this is a study of what teachers say about themselves rather than what they actually do, it is really hard to make some claims about teachers’ behaviors in classrooms and about whether there are some mismatches between their real practices and the metaphors they came up with. Therefore, a further research supporting the interviews with classroom observations is needed to find out the difference between the metaphorical expressions of teachers and their students.

Third, the findings obtained from the present study may not be sufficient enough to account for the general tendencies of all teachers and students at different

levels in different departments in a state university in Turkey. Accordingly, the outcomes of this study reflect the characteristics of only a small portion of the target population. Therefore, a further research is needed for preparatory class teachers and students of the state universities, or a greater number of samples from different teachers and students teaching and studying at different fields from other universities may be included to a study to find out the mismatch arising from the difference between how educators view themselves as teachers and how they are viewed by their students. Also, another study may be conducted at private universities and the results may be compared in order to find out whether there are any differences between the implications, ideas and perspectives.

Along these lines, the present study is portrayed by locality; thus, there can be no generalizability of the findings since metaphors are culturally defined. As metaphors are not only generated but also come into from the community which one belongs to, individuals being a part of the same community are apt to prefer specific metaphors (Robertson, 2003). Accordingly, the current study seems to add importantly to the local sense making, not a global theory. Starting from this, further research collecting data not only from Turkey but also from different countries is needed to present the global difference between how educators portray themselves as teachers and how they are portrayed by their students.

Last but not least, because the texts have an interpretative character, the interpretation of them depends on the experiences, assumptions and anticipations of the interpreter. As the proposed metaphors are complex constructs with overlapping entailments, it is tied to the researcher to benefit from her/his knowledge of the world considering the cues on the texts while categorizing the metaphors. Thus, as suggested by Michael and Katherina (2009), there are some difficulties with the interpretation of metaphors: (i) too many possible interpretations; (ii) some are too ambiguous and abstract to be interpreted; and (iii) they can be interpreted differently by different researchers (Lim 1999). Therefore, further research considering all these difficulties arising from the interpretation of metaphors is needed to uncover the mismatch resulted

from how educators depict themselves as teachers and how they are depicted by their students.

All in all, considering each limitation of the current study as an opportunity for the future research, it is so readily expected that the findings of the present study pave the way for the teachers who put their hearts and souls into their work in order to bridge the gap between themselves and their students.

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APPENDICES

Appendix A. Semi-structured Interview Form for Instructors

Dear colleague,

The following questionnaire has been designed to investigate the metaphorical conceptions of instructors as an individual teaching English at Düzce University to see to what extent those conceptual categories of identity change with respect to different variables. Since the results of this questionnaire will contribute both to the stakeholders in the profession and other institutions responsible for teacher training and development, it is absolutely essential that you express your views sincerely. Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes.

Thank you for your participation and sincerity.

Inst. Elif SAYAR

Demographic Information

Gender:

Years of experience:

Programme of graduation e.g. ELT, English Language and Literature:

1. In your opinion, what are your strengths as a teacher?
2. In your opinion, what are your weaknesses as a teacher?
3. Who are you as a teacher? What shaped your teaching self?
4. What metaphor would you use to represent yourself as an English Language teacher at this time? Why?
5. What metaphor would you use to explain the relationship between learning and teaching a foreign language?
6. What metaphor would you use to represent a good language student?

Appendix B. Semi-structured Interview Form for Students

Değerli öğrenciler,

Bu çalışmanın amacı, metaforlar aracılığı ile tanımladığınız öğretmenlerinizin mesleki kimlik kavramlarını analiz etmektir. Öğretmeninizi tanımlamak için lütfen tek bir metafor oluşturarak, sebebi ile açıklayınız.

İçtenliğiniz ve katılımınız için teşekkür ederim.

Okt. Elif SAYAR

Cinsiyet:

Fakülte/Bölüm:

Öğretmenin Adı Soyadı:

Öğretmeninizi tanımlamak/tanıtmaq için hangi metaforu tercih edersiniz? Neden?

Benim öğretmenim gibidir.

[illegible]

Appendix C. Metaphorical Images Proposed by the Students

teacher	active volcano	"..active volcano because he is full of energy. Also, he motives and prompts you to be active."
teacher	active volcano	"..active volcano because he is just crazy. He knows how to stand out and catch the attention of the students. He is always ready to erupt, so you have to always alert in his class."
teacher	agave	".. a kind of plant representing patience. He never gets angry even in the most irritating situations. He keeps cool, and stays calm all the time."
teacher	alarm clock	"..alarm clock because she suddenly blazes up while she is talking quietly. She is moody, and throws my balance off."
teacher	alarm clock	"..alarm clock because she is so alert, and she makes us stay sober at all times."
teacher	amateur football club	"..amateur football club because she starts teaching with confidence and enthusiasm, but when she faces something unexpected, she loses them all."
teacher	angel	"..angel because she always watches over, and looks after me."
teacher	angel	"..angel because he only considers what is best for his students. He always advises us to be good person."
teacher	ant	"..ant because she loves working hard and generating new things."
teacher	ant	"..ant as he lectures all the time without any break. He never feels tired, and goes on teaching constantly."
teacher	apprentice	"..apprentice because I feel that he sometimes doesn't know what to do. I guess, he needs time to learn how to deal with those times."
teacher	archive	"..archive because he keeps all his profound knowledge hidden in his mind, and reveals them in due course."
teacher	atom ant	"..atom ant because she is so active and full of beans all the time. She easily draws our attention."

teacher	ball of energy	“..ball of energy he has an eternal energy. His classes are not only instructive but also fun. He dances up a storm, and motivates us.”
teacher	ball pen	“..ball pen because he writes all the important things in my mind, and I never forget them. He has the power of conveying knowledge. That is why, I admire him.”
teacher	bee	“..bee because she makes great effort and works hard although she is a newly-graduate teacher.”
teacher	bee	“..bee because I feel that he always works hard. He works from morning to midnight; he even doesn't have any free time.”
teacher	BMW	“..BMW because he is the best teacher I have ever seen.”
teacher	book	“..book as he always provides me with necessary information. He isn't interested in any other things; he just minds his own business.”
teacher	book	“..book because his knowledge is endless. Every day, he teaches me different things.”
teacher	book	“..book full of profound knowledge. I don't know how, but he has an in-depth knowledge of anything.”
teacher	bookworm	“..bookworm because she reads a lot. Whenever and where ever I come across with her, I see her reading.”
teacher	boss	“..boss because she orders around all the time. Sometimes, it is impossible to stand her.”
teacher	box	“..box because there are lots of hidden things in him. Every day, we come across with a new aspect of him.”
teacher	bridge	“..bridge. He acts as a bridge to help me cross the river. As there are various ways to go, he helps me choose the right one for me.”
teacher	brother I've never had	“..brother I've never had. The most apparent feature of him is that he makes great effort to make me choose the true path. He helps me, advises me, and makes me find the way.”
teacher	buddy	“..buddy because she always listens to me sincerely, and gives me advice about my problems. She does my heart good.”

teacher	budgerigar	“..budgerigar because she speaks and wants us to speak all the time. She believes that learning a language is more than grammar, so she provides us with extra listening and speaking activities.”
teacher	bus driver	“..bus driver because she knows and provides us with all the ways to be good at English.”
teacher	butterfly	“..butterfly because she has done so many things in her short life, and became a teacher at the age 22. Although I feel that she is inexperienced, she will be a great teacher with each passing day.”
teacher	cagey	“..cagey because it is really hard to describe him. I don't know anything about him, I am not aware of his feelings and ideas, I really don't know how he reacts in any situation.”
teacher	cagey	“..cagey because nobody knows exactly what is in it. In this respect, although we know there so many different things, any students don't know completely what is hidden in him.”
teacher	calm sea	“..calm sea because he never loses his patience and reaches the end of his rope. Neither his mood nor his behavior does fluctuate. He is calm and patient all the time.”
teacher	candle	“..candle because while he is lightening and heating us, he melts and wears out completely after a while.”
teacher	candy floss	“..candy because she is so sweet, and full of fun. She has a colorful personality, and she always entertains us.”
teacher	candy floss	“..candy floss because he is so pretty. He makes us love English with his sympathetic manners.”
teacher	candy floss	“..candy floss because she is very sweet and fun. She encourages me to learn.”
teacher	captain	“..captain of the ship because she takes turn and directs the students and the class.”
teacher	castle	“..castle because she is equipped with diverse knowledge. She is an indestructible woman as she is so smart and omniscient.”
teacher	chameleon	“..chameleon because she harmonizes with the environment and adopts different roles. Thus, she does her best for each student without hurting any of them.”

teacher	chameleon	"..chameleon because she adapts different situations easily, and adopts herself so readily."
teacher	Charlie Chaplin	"..Charlie Chaplin because he is as funny as and as witty as Charlie Chaplin. He always makes the lessons amusing, and makes me have fun."
teacher	chess player	"..chess player because he is very determined, experienced, and equipped with necessary information to teach English."
teacher	chest	"..chest because we don't know anything about him. He never talks about his life, expresses his feelings, and even comments on things."
teacher	clock	"..clock because she always endeavors for us. She is so hardworking that she spend most of her time providing us with extra materials, gives extra assignments."
teacher	close friend	"..close friend for me because she always watches over me. She is so considerate that she notices whether I am sad, angry, stressed or happy."
teacher	commander	"..commander because he gives orders to his students, and keeps telling them what to do."
teacher	compass	"..compass because she shows me where I am and what the possible roads to go are."
teacher	compass	"..compass because she shows the various different ways of learning a language."
teacher	compass	"..compass because my teacher shows me my way."
teacher	constitution provisions	"..constitution provisions because he has unchangeable rules. He never bends his ideas and beliefs. I feel he is against alteration and innovation."
teacher	craftsman	"..craftsman because pays attention to everybody one-to-one. More importantly, everything she taught is not doomed to be forgotten, they are all permanent."
teacher	cricket	"..cricket because she patters all the time. Yet, she doesn't piffle; she pays attention all the grammar and pronunciation rules, and wants us to do the same."
teacher	dead	"..dead because she never bats an eyelid about anything. She drives me mad with her silence."

teacher	diary	“..diary because I can pour out my grief to her. She listens to me calmly and patiently whatever the matter is. I feel myself secure near of her.”
teacher	dictator	“..dictator because he is very observant of the rules. He sticks to the rules all the time.”
teacher	dictionary	“..dictionary because he knows the meaning of each word. Also, he provides us with their synonym, antonym, and detailed definition.”
teacher	dictionary	“..dictionary because she knows almost all the words in English, and makes use of them in her daily language.”
teacher	dictionary	“..dictionary because she knows the meaning any word, even the least frequently used ones.”
teacher	dollar	“..dollar as his emotions and reactions fluctuate during the lesson. When he is calm, he can become angry suddenly.”
teacher	employee	“..employee because he just behaves as it should be. He comes to class on time, leaves on time, and provides us with essential information.”
teacher	empty frame	“..empty frame, as she is so young, she can draw whatever she wants, and paint her canvas which color she likes.”
teacher	encyclopedia	“..encyclopedia because he is full of knowledge from past, present, and future. He knows all the answers.”
teacher	envelope	“..envelope because nobody knows what is in her. Whatever we ask about her, she doesn’t give any clear answer, and she passes over mysteriously.”
teacher	eraser	“..eraser because he corrects my mistakes and shows me the right answers. In fact, he doesn’t give the answer; he wants me to find it among all the possible answers.”
teacher	Ernie in Sesame Street	“..Ernie in Sesame Street because she loves speaking, and she is pretty good and fluent in speaking English.”
teacher	explosive bomb	“..explosive bomb because she is so irritable that she loses her temper easily, and we come across with her unexpected reactions.”
teacher	fairy	“..fairy because she attracts our attention, and magically makes us love English by charming us with her mysterious magic.”
teacher	farmer	“..farmer because how a farmer takes care of his/her

land, my teacher takes care of me like this.”

teacher	father	“..father because he takes care of me at all times. He tries hard to support my personal growth and development.”
teacher	fertile soil	“..fertile soil having various minerals. He behaves as if we are his trees and flowers; he supports us, and nourishes our potential abilities.”
teacher	fire	“..fire because she sometimes starts a fire in class, and burns it out.”
teacher	friend	“..friend because I feel intimate with her. Thus, I feel free to share my ideas about everything from school matters to private life. That makes me feel at ease.”
teacher	funfair	“..funfair as he enlivens and entertains me. Moreover, he promotes us to be more brave, and not to afraid of making mistakes.”
teacher	ghost	“..ghost because we don’t know anything about her. Düzce is a small city, but we even don’t see her outside. Isn’t it mysterious?”
teacher	gladiator	“..gladiator because she fights for us. She doesn’t fight against us. She is always affectionate toward us.”
teacher	Google	“..Google because he has an answer to any question I wonder and ask. He doesn’t give a sloppy answer; he clarifies the points until you feel satisfied. I guess that makes him perfect.”
teacher	Google	“..Google because he definitely has an explanation whatever you ask him.”
teacher	grasshopper	“..grasshopper because he always jumps up and down in the class in order to charm his students and attract their attention. Thus, he makes us ready to learn.”
teacher	guardian	“..guardian because she is very disciplined and merciless. She just lectures, so her class is really boring.”
teacher	high mountain	“..high mountain because her knowledge is endless. She is full of information from top to toe.”
teacher	infant	“..infant as she does not how to react when she come across with new situations.”

teacher	infant	“..infant because he is a newly-graduate teacher and it is obviously understood from his each manner.”
teacher	intellectual	“..intellectual because she has something to tell about each matter. She not only knows something about teaching, but also she has some ideas about different professions.”
teacher	introvert kid	“..introvert kid because he never lets his emotions show. I feel that he is full of secrets, so it is really hard to understand him. ”
teacher	judge	“..judge because she is on the ball and rules on about everything in the class.”
teacher	kerosene lamp	“..kerosene lamp because she brightens the darkness. I develop myself following her light.”
teacher	key	“..key because he opens out any door, and reveals all the things. He shows me everything in detail and assists me to choose the right door.”
teacher	key	“..key because helps me find solutions to my problems. She shows me possible ways, and gives me a back to choose one of them.”
teacher	key	“..key because she opens new doors for students with her knowledge and experience.”
teacher	kid	“..kid because she doesn’t know to express her feelings and how to react when she comes across with a new situation. Although she is an experienced teacher, she sometimes behaves like a novice.”
teacher	kid learning how to walk	“..kid learning how to walk. He is so determined and ambitious, but he is so young. Although he rings the changes, it is too early for him to walk.”
teacher	kitten	“..kitten because she is cute and full of life. She stimulates our interests in learning.”
teacher	landlord	“..landlord because she knows the place of everything we wonder about. She doesn’t provide us with these things, but teaches us how to reach them.”
teacher	leader	“..leader because she knows where to give orders and where to allow students to do whatever they want. I feel that she is really good at disciplining the classroom.”

teacher	library	“..library because he is the wisest man I’ve ever seen. He has knowledge about almost everything.”
teacher	light	“..light because she always shines around us. Although she sometimes feels exhausted, she doesn’t mind it. She cares of us more than herself.”
teacher	light	“..light because he brightens the things we can’t see, and clarifies the unclear topics. He takes no notice of losing power, only works hard from sun to sun.”
teacher	light	“..night light because she brightens the darkness of the unknown. She helps me notice everything around, and get benefit from them.”
teacher	light house	“..light because he shows me where to go.”
teacher	light house	“..lighthouse because when I feel as if I am in the dark, he sheds lights on me and illuminates me. He shows me the different paths, and leads me to choose one.”
teacher	light house	“..lighthouse because she marks dangerous and hazardous things around, and leads me to reach a secure place.”
teacher	lightning	“..lightning because nobody knows when he gets angry. While everything is on its way, he can flash suddenly. He is a tough cookie.”
teacher	machine	“..machine because he just transmits knowledge and wants students to absorb the given knowledge. He doesn’t pay attention to any other thing.”
teacher	machine	“..machine because she provides us with information by following the book word by word.”
teacher	Mahmut Hoca in Hababam Sınıfı	“..Mahmut Hoca in Hababam Sınıfı because he strongly believes that there are some rules, and students have to obey them. He is not flexible under any circumstances.”
teacher	moon	“..moon because she shines in the sky at night to show me directions and help me go where I want.”
teacher	moon	“..moon because he enlightens us with his knowledge and experiences. When it is dark, he helps me find my way.”
teacher	moon	“..moonlight as he shows me the way when it is dark. Also, he guides me when I get stuck in complex situations.”
teacher	mother	“..mother because she makes a fuss over us all the time. Even if we drive her crazy, she never turns her back on us.”

teacher	mother	“..mother as she always cares of me. She treats her students in a smiling and understanding manner all the time. She not only teaches English, but also informs me about daily life.”
teacher	mother	“..mother because she always cares of us. She thinks of us not only in class but also out of class.”
teacher	mountain	“..mountain as he worths his salt and knows all the answers.”
teacher	muffler	“..muffler because how a muffler is necessary in winter, but muggy in summer; her class is necessary to pass the exam, but so boring.”
teacher	music	“..music comprising of various notes. He has some emotional rhythms, and energetic rhythms as well as quiet rhythms.”
teacher	native speaker	“..native speaker because his English is perfect. He knows all the grammar rules and meanings of words without hesitation.”
teacher	new-born baby	“..new-born baby because that is her first year as a teacher, so she is going to learn many new things, she will change and develop with bitter sweet experiences through time.”
teacher	new-born baby	“..new-born baby because he is the life and soul of the party. He holds center stage in the class and entertains us all the time.”
teacher	newspaper	“..newspaper because every day she comes up with a new topic to teach.”
teacher	north star	“..north star because when I lose the way, I can find it again with the help of her.”
teacher	north star	“..north star because he leads me and assists me to find the way all the time.”
teacher	north star	“..north star because she ideally leads me to the best path.”
teacher	north star	“..north star because my teacher shines and shows me the ways around.”
teacher	orchestra conductor	“..orchestra conductor because she orders all the time like "No phone in the class!", "Don't speak!", "Stop it!", and want us conform these rules willy-nilly.”
teacher	ordinary officer	“..ordinary officer because he is just interested in teaching. Although he doesn't pay much attention to any other thing, he is really good at teaching. That is enough for me.”

teacher	pen	“..pen, while I am writing something on a paper with a pen, he is writing these things in my mind by supplying essential information.”
teacher	perfume	“..perfume because he comprises of different fragrances. He is not only a teacher, but also a father and a friend.”
teacher	Pollyanna	“..Pollyanna because she is able to disregard all the bad things. She strongly believes that better days are ahead, and encourages us to believe that tomorrow holds better days.”
teacher	professional	“..professional because she exactly knows what to do under any circumstances.”
teacher	puzzle	“..puzzle because my teacher has lots of parts and when these parts come together, a perfect picture comes to light.”
teacher	rain	“..rain for arid soil, the knowledge is crucial for a student, and my teacher has provided me with essential information throughout the semester.”
teacher	rainbow	“..rainbow because he is so colorful that enlivens and gives a novel touch to your life. When you are in his class, you forget about your pessimism. He pushes and stimulates you to learn something new.”
teacher	rasper	“..rasper because he just sweeps away all my energy.”
teacher	recorder	“..recorder because he is loaded only with the subjects of the lesson. He doesn't any other interesting activity, he just provides us with ready, and fixed information.”
teacher	river	“..river as he flows one place to another. He flows with his savings and experiences, and he doesn't only pass by me, but shows me other possible routes, and encourages me to find the right one.”
teacher	robot	“..robot, he comes to class, lectures, and goes. He just provides us with necessary information for our subject matter.”
teacher	robot	“..robot because he just comes to class, lectures, and leaves. He behaves as if he is programmed only to transmit knowledge.”
teacher	rose	“..rose having both perfect odor and sharp thorns. He has some changeable manners; he is both so calm and irritable.”

teacher	rose	“..rose with thorns. While having fun, all of a sudden, he can make you feel stressed. It is really hard to understand him.”
teacher	rose	“..rose because she is so nice and fragile, but she also has thorns. Thus, you have to watch out for her.”
teacher	sapling	“..sapling, she will grow up, be mature, and get older in time. Therefore, she is not a tree, but a sapling.”
teacher	scripture	“..scripture because he is so strict and makes no concessions.”
teacher	scripture	“..scripture because nobody can change the rules established him, and also these rules can’t be changed in process of time.”
teacher	sea	“..sea having enormous and gigantic knowledge in English language learning and teaching.”
teacher	sea	“..sea because she has huge amount of knowledge.”
teacher	secret	“..secret because she doesn’t talk and give any information herself. Even when we ask, she just shrugs.”
teacher	silence before the storm	“..silence before the storm. Mostly, he is so calm and quiet, but I feel that one day he will reach the end of his rope, and that day will be hard for the people around him.”
teacher	skyline	“..skyline because he always sets a good example with his words and behaviors. Also, he provides useful information.”
teacher	Smurfette in the Smurfs	“..Smurfette in the Smurfs because she always smiles, and thinks of us. When we feel tired, she makes us focus and attend the lesson with her profound energy.”
teacher	Smurfette in the Smurfs	“..Smurfette in the Smurfs because she is so pretty. She stimulates our interest in learning with her positive energy.”
teacher	soldier	“..soldier because he fights against laziness. He forces his students to study hard and become successful.”
teacher	soldier	“..soldier because he has some irreversible rules, and even sometimes he frightens me because of his sharpness and severity. Thus, I don’t feel free to express all my ideas.”

Teacher	song	“..song because she is the music of our class. As the music heals the soul, she always relieves and treats us.”
Teacher	soup	“..soup because she puts together all languages skills to create perfect flavor.”
Teacher	specialist	“..specialist because she is the best teacher I have ever seen. She is successful, patient, and experienced. She has almost all features of an effective teacher.”
Teacher	spice	“..spice because how a spice gives flavor to meal on the right amount, she enlivens the class for one and two hours, but as the time goes on, and she becomes unbearable.”
Teacher	sponge	“..sponge because the only thing he does is to absorb all my energy. After his class, I feel exhausted and weary.”
Teacher	spring	“..spring because he is the source of information.”
Teacher	sprout	“..sprout because he needs time to blossom and be a fragrant flower. He needs time to be a qualified teacher.”
Teacher	stair	“..stair because she has ups and downs. She flares up suddenly, and then calms down.”
Teacher	star	“..star because he takes all attention, and holds the center stage where ever he is.”
Teacher	steamroller	“..steamroller because she walks over and sweeps all my enthusiasm and energy all of a sudden.”
Teacher	stern	“..stern because she is cruel and merciless. Most of us are afraid of her.”
Teacher	stoic	“..stoic because he is the most patient person I have ever seen. Nothing and nobody could drive him crazy.”
Teacher	stoic	“..stoic because whatever we do, he never gets angry. He is so good-natured, smiling, and patient.”
Teacher	stoic	“..stoic because he wins the heart of every student. He is so kind that he never objects to our requests.”
Teacher	stoic	“..stoic because he is calm all the time, even when he gets angry, he is still calm and patient.”

teacher	stoic	“..stoic because he is so patient under all circumstances. Sometimes, everybody talks, shouts at each other, stands up and wanders in the class, so the class turns into a battle field, but he keeps his patience and stays calm.”
teacher	straw	“..straw because she bursts into flames all of a sudden, and then calms down.”
teacher	sun	“..sun because she makes great effort, and warms me with her sunlight. We are so lucky that although she loses her brightness, she shines upon us.”
teacher	sun	“..sun, he twinkles patiently all the time. He always cares about us, never spares his smiling face and sunlight from us.”
teacher	sun	“..sun as she warms and lightens us with her personal and professional knowledge. She cares for us, so she doesn’t burns us.”
teacher	sun	“..sun because he shines and sparkles at all times. He never gives up warming us.”
teacher	sun	“..sun because his knowledge is immense. He lights up the complex problems, and help me find solutions.”
teacher	sun	“..sun because she sparkles and warms us all the time.”
teacher	sun	“..sun because he lusters the things around me, and roots for my development.”
teacher	sunflower	“..sunflower because she turns her face toward the sun all the time, and she tries her best to bear fruit.”
teacher	sunlight	“..sunlight because he has a bright idea about anything, and never avoids sharing his ideas with others. He shares his knowledge and brightens the ways to make them be aware of everything around.”
teacher	sunny	“..sunny weather. How a sunny weather makes people feel good and be active, he energizes and prompts me to learn.”
teacher	sweeping machine	“..sweeping machine because he cleans my mind, and helps me correct my mistakes. While doing so, he always takes care of me, and tries not to hurt me.”
teacher	swot	“..swot because although she is the teacher, she studies more than us. She always read and writes something.”

teacher	tiddler	“..tiddler because he graduated from university last year, so he is a novice as a teacher. He is not a big fish, so he doesn’t how to react in some cases.”
teacher	time	“..time because she is the most knowledgeable person I have ever seen. She always acts a provider of knowledge and teaches me not to be contented with the knowledge I had and replenishes me with more and more.”
teacher	Tom in Tom & Jerry	“..Tom in Tom and Jerry because how Tom chases Jerry, she always runs after her students to make them speak.”
teacher	torch	“..torch as he always lights my way and shows me the directions patiently. Even if he loses his power, he continues lightning eagerly.”
teacher	traffic signs	“..traffic signs because he not only provides his students with necessary information, but also he gives them a lead.”
teacher	tree	“..tree. Every spring, he blossoms and provides us with fresh fruits. With his delicious fruits, he feeds and raises us.”
teacher	tree	“..tree as she makes great effort and produces the best fruits for us. She feeds us with her fresh fruits to be healthy.”
teacher	tree	“..huge tree because how a tree produces oxygen which is crucial to live, my teacher provides me with essential knowledge and skills for life.”
teacher	tree	“..tree because how people need oxygen to survive; I need English to be the person I want. My teacher provides me with all requirements to be good at English.”
teacher	tutor	“..tutor because she believes that she is the only source the knowledge, and wants her students to absorb it.”
teacher	Tweety	“..Tweety because she is really good at pronouncing the tones of voice.”
teacher	undiscovered jewel	“..undiscovered jewel as he is full of secrets. If you don’t look closely, you can’t see the embedded beauties in him.”
teacher	vane	“..vane because she shows me the directions and helps me find my way.”
teacher	warrior	“..warrior because she always fights against us. She is so strict and aggressive. She makes no concessions.”

teacher	wave	“..wave because her mood depends on her students. If the class is quiet, she is quiet, but if one student drives her crazy, she becomes angry out of the blue. It is really hard to understand her.”
teacher	waymark	“..waymark because she directs me different ways to go, and different paths to follow. She shows possible ways, and asks me to choose one of them on my own.”
teacher	wealthy boss	“..wealthy boss because he is quite experienced and informed about English.”
teacher	window	“..window because she makes us come across with new scenes and perspectives, and equips us with necessary stuff.”
teacher	world	“..world because he contains everything within himself.”