

**“The Foreign Language Classroom is Like an Airplane”  
Metaphorical Conceptualizations of Teachers’ Beliefs**

**“Yabancı Dil Sınıfı Bir Yolcu Uçağına Benziyor”  
Öğretmen İnançlarının Metaforik Kavramsallaştırmaları**

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**Abstract**

Drawing on constructivist perspectives, this study aimed to investigate the tacit knowledge of pre-service English teachers regarding the foreign language classroom by discovering their belief systems mainly through a metaphor analysis. The participants consisted of two pre-service teachers, who enrolled in a practicum class of a one-year intensive teaching certificate course offered at an English-medium foundation university located in Istanbul, Turkey, during the spring semester of 2012-2013 academic year. The possible effects of practice teaching period on the metaphors were also explored. In so doing, the participants were requested to reflect on the metaphors they generated. In this exploratory design, the data collection tools included a metaphor completion task, a semi-structured interview, and follow-up e-mails. The results suggested that pre-service teachers do not enter teacher education as a tabula rasa and that the use of metaphors to reveal previous knowledge was a useful instrument. It was also found that real teaching experience seemed to influence the metaphors expressed prior to practicum. Implications and applications for teacher education and suggestions for future research are discussed.

**Keywords:** *Pre-service teacher education, teaching certificate programs, practicum, metaphor analysis, prior beliefs, tacit knowledge*

**Öz**

Yapılandırmacı yaklaşımı takip eden bu çalışma hizmet öncesi İngilizce öğretmenlerinin yabancı dil sınıfı ile ilgili var olan bilgilerini metafor analizi yöntemi ile ortaya çıkarmayı amaçlamıştır. 2012-2013 eğitim-öğretim yılının bahar döneminde bir vakıf üniversitesinde verilmekte olan bir yıllık yoğun bir pedagojik formasyon programının okul deneyimi dersine kayıt olan iki hizmet öncesi İngilizce öğretmeni çalışmada yer almışlardır. Bahsi geçen okul deneyimi döneminin

araştırmaya katılan öğretmenler tarafından dile getirilen metaforlar üzerinde bir etkisinin olup olmadığı da ayrıca incelenmiştir. Bu yapılırken, katılımcılardan çalışma boyunca belirttikleri metaforlar üzerinde yansıtıcı bir şekilde düşünceleri istenmiştir. Araştırmada veriler metafor tamamlama, yarı-yapılandırılmış görüşme ve takip amaçlı gönderilen elektronik postalarla toplanmıştır. Elde edilen verilerin nitel analizinin sonucunda hizmet öncesi İngilizce öğretmenlerinin mesleğe başlamadan önce tabula rasa olmadıkları ve metafor kullanımının örtülü bilgilerin gün yüzüne çıkarılmasında etkili bir yöntem olduğu belirlenmiştir. Bunun yanı sıra gerçek sınıf ortamında elde edilen öğretim tecrübesinin çalışmada yer alan hizmet öncesi İngilizce öğretmenlerinin okul deneyimi başlamadan önce ifade ettikleri metaforlar üzerinde bir derece etkili olduğu belirtilebilir.

***Anahtar Sözcükler:** Hizmet öncesi öğretmen eğitimi, pedagojik formasyon programları, okul deneyimi, metafor analizi, var olan inançlar, örtülü bilgi*

## Introduction

It might be assumed that students come into teacher education programs with ‘fairly consistent, but vague views of schooling’ (Mahlios, Shaw & Barry, 2010). Their ideas and beliefs may be overlooked and the importance of their existing knowledge may be given lip service by faculty (Bullough, 1991). However, the prior knowledge pre-service teachers have may function as a filter to the new information (Roberts, 1998). This indicates the significance of uncovering pre-service teachers’ prior knowledge (Farrell, 2006). Lortie (1975) discussed that existing knowledge of pre-service teachers might have more impact than any other courses they would be offered in teacher education programs. Thus, it becomes essential to provide student teachers with occasions that enable them examine and reflect on their personal beliefs about education critically so that meaningful changes can occur (Akyel, 2000; Borg, 2004; Pinnegar, Mangelson, Reed, & Groves, 2011; Reeder, Utley & Cassel, 2009; Roberts, 1998).

The challenge is that much of the existing knowledge of pre-service teachers is pre-conceived and tacit. In other words, this sort of knowledge is not on the surface level and is therefore hidden. Another difficulty is that teacher education programs may not be effective in exploring tacit knowledge pre-service teachers hold (Mahlios et al., 2010; White & Smith, 1994). It should also be noted that it is a delicate task to select an appropriate tool to uncover this type of knowledge.

Shaw, Barry and Mahlios (2008) explain that metaphors are mental constructs with which people shape their thought processes and the use of them can help beginning teachers verbalize their personal theories (Bullough & Stokes, 1994). They can also serve as the keys to the “complex thought processes of teachers” (Stofflett, 1996, p. 577). As Berliner (1990) maintains metaphors about schooling, teaching, and learning may affect the way people think. To illustrate, when the classroom is considered as a workplace and eventually learners as workers, teachers dealing with the problems of classroom management may opt to increase the rewards for on-task behavior (Marshall, 1990).

Particularly for language teaching, metaphors are recognized for their extensiveness and potential to portray multifaceted concepts. Their utility to raise awareness and create opportunities for reflection has also been emphasized (De Guerrero & Villamil, 2000, 2002). In addition, they may provide pre-service teachers with an understanding into their existing beliefs, and consciousness, required to initiate a change if the previous concepts conflict with what is offered in teacher education courses (Farrell, 2006).

With this in mind, this study therefore attempts to explore the tacit knowledge of pre-service teachers concerning the complex concept of foreign language teaching using metaphors.

The purpose of this study is twofold; (a) examining the features of the metaphors and (b) determining to what degree these metaphors were kept or modified after engagement in practice teaching period. Specifically, the study addresses the following questions:

1. What metaphors do pre-service teachers create to describe the foreign language classroom?
2. How do pre-service teacher reflect on the metaphors they verbalize?
3. What is the pre-service teachers’ opinion about the use of metaphors to reflect their understanding of the foreign language classroom?
4. Is there an effect of practicum on the pre-service teachers’ metaphors?

For the abovementioned purposes of this study, a metaphor is operationalized as “an integral component of scientific thought, providing insight and direction to even the most technical and theoretical constructions” (Oxford, et al., 1998, p. 4).

## Literature Review

The investigation of beliefs held by pre-service foreign language teachers primarily focused on the concept of foreign language learning following quantitative (Altan, 2012; Mattheoudakis, 2007, Saban, 2010) and qualitative (İnceçay, 2011) approaches. Some other studies centered on in-service teachers' beliefs working in primary education (Caner & Subaşı, 2010). (For an extensive review for teacher beliefs and cognition related to language teaching, see Borg, 2003\*).

The research investigating pre-service teachers' self-images, emotions, beliefs, and thoughts benefited also from the cognitive devices known as metaphors (Bullough, 1991; Bullough & Stokes, 1994; Farrell, 2006; Mahlios & Maxson, 1998; Marshall, 1990; Oxford et al., 1998; Saban, 2010; Wan, Low & Li 2011). This might be attributed to the fact that human conceptualization is largely based on metaphors in its character (Lakoff & Johnson, 1980). Some of the metaphors for teachers stated in the literature are included in table 1.

Table 1.

*The metaphors for teachers*

The study	The metaphors generated
(Bullough & Stokes, 1994)	Bridge-builder, baby-sitter, guide
(De Guerrero & Villamil, 2000)	Movie/theatre director, lion-tamer
(De Guerrero & Villamil, 2002)	Co-operative leader, provider of knowledge, challenger/agent of change, nurturer, innovator, provider of tools, artist, repairer gym instructor
(Farrell, 2006)	Octopus, general, mother, mentor
(Mahlios & Maxson, 1998)	Guide, nurturer, knowledge-teller
(Nikitina & Furuoka, 2008a)	Nurturer
(Oxford et al., 1998)	Manufacturer, competitor, nurturer, lover, entertainer
(Saban, Koçbeker & Saban, 2007)	Knowledge provider, molder, curer/repairer, superior authoritative figure, change agent, counsellor, nurturer/cultivator, facilitator/scaffolder, cooperative/democratic leader
(Wan et al., 2011)	Provider, nurturer, devotee, interest arouser
(Warford & Reeves, 2003)	Nurturer, scaffolder, entertainer
(Zapata & Lacorte, 2007)	Information transmitter, gate-keeper

Additionally, becoming aware of the sources of belief systems and thought processes using metaphors and thus evaluating this data collection tool as a powerful cognitive device was a common finding (De Guerrero & Villamil, 2002; Farrell, 2006; Saban, Koçbeker & Saban, 2007; Thomas & Beauchamp, 2011; Wan et al., 2011).

Specifically, Mattheoudakis (2007) in a longitudinal study explored pre-service EFL teachers' beliefs and possible changes in those beliefs about learning and teaching along with the effects of practicum. Results suggested that the pre-service teachers' engagement in practicum did not seem to have a high scope influence on their beliefs, though during their training, a gradual change was observed. In a similar fashion, Thomas and Beauchamp (2011) explored the metaphors that newly graduated teachers used to illustrate their professional identities. The researchers later compared these metaphors with the ones formulated by the participants in the middle of their entry year to teaching. The results demonstrated that new teachers altered from viewing themselves as ready for the field experience, to "adopting a survival mode" (p. 762). The writers note that beginning teachers make an effort to develop a professional identity during their first year of teaching, which is a gradual, complicated, and challenging process. To exemplify, one of the metaphors created by the participants before any real teaching experience was the "captain of a boat". However, it was transformed into the "a survivor of the Titanic" in the middle of their beginning year (p. 765).

In a different design, where beliefs of university teachers were compared to that of their students, Wan et al., (2011) found that there existed mismatches between the teachers and students with reference to understanding of teacher roles. The findings also suggested that the use of metaphors to explore the mental conceptualizations of participants functioned reasonably well.

In the light of this literature review, this study aimed at investigating the tacit knowledge of pre-service English teachers regarding the multidimensional concept of foreign language teaching by mainly employing an in-depth analysis of metaphors.

## Method

### Setting and participants

The study took place at a private foundation university located in Istanbul, Turkey. The participants were pre-service teachers in a 15-week practicum course as the main component of a foreign language teaching certification program in 2012-2013 academic year. Since documenting teaching formation is a pre-requisite for graduates who would like to work in schools affiliated with the ministry of national education in Turkey, students in this program are graduates of language related departments (i.e., the departments of language and literature and translation).

Participation in the study was on a voluntary basis and out of 11 pre-service teachers registered, two agreed to take part in the study during the practicum course. The participants were both female and they were in their early twenties. They did not have any previous teaching experience.

### Procedure

Following its publication in 1980, Lakoff and Johnson's book, *Metaphors we live by* caused an increasing awareness about metaphors as research instrument to describe how teachers view themselves and their occupation (as cited in Berliner, 1990; Bullough, 1991; Bullough & Stokes, 1994; Shaw et al., 2008).

1. To make teachers' tacit knowledge explicit, rather than using an unfamiliar data collection instrument such as a repertory grid, which would otherwise affect the trustworthiness and credibility of the findings, the researcher took advantage of the participants' background knowledge based on the demographic data questionnaire they completed. Both participants were graduates of the language and literature departments and did not have any problems understanding metaphors. Nevertheless, they were provided with the information regarding metaphors at the very beginning of the first session before any course content was introduced. Thus, the metaphors they were to formulate would reflect their previous experience as language learners, i.e., apprenticeship of observation (Borg, 2004; Lortie, 1975).

2. Next, the pre-service teachers were distributed blank pages and requested to fill-in a metaphor completion task with the prompt of *'To me, a foreign language classroom is like/is...'*. This task was repeated twice; half way through the term and at the end.

3. In order to strengthen the data and delve more into the metaphors generated, the participants were also invited to take part in a semi-structured interview. During this interview, conducted at the end of the semester, the participants were asked to reflect more on the metaphors they created before, during, and after the practicum course. The participants also made comments on how they would evaluate the use of metaphor to unveil their hidden ideas and beliefs about foreign language classroom. The interview included questions such as "what do you mean with the metaphor you have given for the foreign language classroom?" "What are your reasons for that metaphor?" "Why do you think there is/ is not a change in your metaphors?" The participants were interviewed in their classroom for about 30 minutes.

4. For triangulation purposes, the participants were also sent follow-up e-mails (Warford & Reeves, 2003) in the summer term. They were requested to answer two questions; (a) Do you think the use of metaphors has helped you in any way to interpret and understand what you think of a foreign language classroom?' (b) Is there any effect of practicum on the metaphors you have verbalized?

### **Data analysis**

As the first step of data analysis in the study, the resulting conceptual metaphors were first listed verbatim. Following this, a metaphor analysis was carried by using the four-category taxonomy proposed by Oxford et al., (1998), which is one of the pioneering studies on the use of metaphors to surface the tacit knowledge of teachers. It also paved the way for other researchers to use metaphors in language teaching thanks to its theoretically solid explanation. Oxford and her colleagues gathered data from the teachers and the students' narrative case studies, from several literature reviews on language learning experiences. Then, they came up with 14 separate metaphors for teachers. The researchers classified the metaphors in relation to four philosophical viewpoints on education: '(1) Social order, (2) Cultural transmission, (3) Learner-centered growth, and (4) Social reform' (1998, p. 4). This typology has been noted as one of the most inclusive approaches for the use of metaphors in second language teaching (Cameron & Low, 1999; Farrell, 2006; Nikitina & Furuoka, 2008a; Nikitina & Furuoka,

2008b; Saban et al., 2007; Warford & Reeves, 2003; Zapata & Lacorte, 2007). Cameron and Low (1999) posited that “the Oxford et al., study was an advance on many previous studies” (p. 89). Farrell (2006) also concluded that Oxford and her colleagues taxonomy was “by far the most comprehensive approach to the study of metaphor in second language teaching” (p. 238). Similarly, after reviewing the studies in the field of second/foreign language learning and teaching, in which metaphor analyses were made, Nikita & Furuoka (2008b) concluded that the taxonomy proposed by Oxford et al., (1998) was one of the most theoretically rigorous typologies.

The semi-structured interview, which lasted approximately for half an hour, was transcribed. For the purpose of validity check, the participants were given the opportunity to review the transcription. In the analysis of the interview data, emerging themes were investigated based on the research questions posed (Miles & Huberman, 1994). The findings along with exemplary quotes to support the metaphor analysis both from the interview and from the follow-up e-mails were represented in the next section.

For trustworthiness concerns, the metaphors stated by the participants were also analyzed in line with the taxonomy proposed by Oxford et al., (1998) by a second researcher and 100% inter-coder reliability was maintained.

## Results

### Findings related to the first research question

The first research question was on the metaphors generated by the participants. The metaphors obtained from the metaphor completion tasks are represented in Table 2.

Table 2.

#### *Pre-service Teachers' Metaphors for the Foreign Language Classroom*

Participants	Pre-course	During	Post-course
The first participant	Ocean	Ocean	Farm
The second participant	Airplane	Kitchen	Marriage



### **Findings related to the second research question**

The second research question sought to understand how pre-service teacher reflected on the metaphors they used. The first participant's pre- and during the practicum course metaphor of the foreign language classroom was ocean. That is to say, there was no change in between. She also associated teachers with lighthouses and learners with ships:

*"I liken the teachers to lighthouses, and students to ships. Simple, yet clear enough." (The first participant, interview)*

According to Oxford et al., (1998), in the learner-centered growth category of the typology, individuals have to learn to think for themselves, to discover the world through experience and to bring out all their inborn powers and capacities and the teacher has to tailor instruction to the interests of learners. In line with this, the first participant indicated her ideas in the following way:

*"The teacher as a lighthouse in the ocean shows the route to the ships which would like to arrive its preferred destination in the safest and most applicable way." (The first participant, interview)*

Similarly, the same participant expressed what she thought of the metaphor she used:

*"The lighthouse in the ocean cannot determine where the ships will go by itself. However, it demonstrates the correct way to the arrival point to avoid accidents." (The first participant, interview)*

When this participant was asked to generate a metaphor at the end of the term, she came up with farm for foreign language classroom. She also likened teacher to farmers and learners to soil and materials to seeds:

*"Based on my observations and experiences I have had to this time in the practicum process, I can say that foreign language classroom is like a farm. The teacher can be likened to the farmer working in that farm and the students are like the clay to be molded by the farmer after seeding." (The first participant, follow-up email)*

Oxford et al., (1998) put forward that if teacher is evaluated as a technician who molds students for the needs of community, then, this is a clear indication of the educational paradigm referring to social order. The first participant mentioned almost the same phenomenon in the following way:

*“Farmers working in the farm should know the importance of the clay in their hands and mold it very thoroughly.” (The first participant, interview)*

For the foreign language classroom, the second participant’s pre-course metaphor was airplane. She verbalized her belief in the following way:

*“To me, a foreign language classroom is like an airplane. The teacher is the pilot and the students are the passengers on that plane.” (The second participant, interview)*

In cultural transmission educational paradigm, Oxford et al., (1998) maintain that teacher is like a conduit, a unidirectional knowledge transmitter, and therefore a knowledgeable instructor. In the following excerpt, the second participant mentions almost the same phenomenon expressed by Oxford et al., (1998):

*“The journey by plane can be boring or fun depending both on the piloting skills of the captain and the arrival airport that the captain takes the airplane to. At the end of this journey, passengers can arrive at a holiday attraction or an unpleasant place.” (The second participant, interview)*

The second participant in the interview explained what she actually meant with the metaphor she formulated in the next excerpt:

*“In my opinion, an English teacher is like a chef working in a kitchen.” (The second participant, interview)*

Oxford et al., (1998) assert that the responsibility and the flow of the control are shared between the teacher and the learners in the language classroom. The teacher in this atmosphere encourages the learner to make use of multiple perspectives. Teacher is like a learner partner, a principle underlying democracy. What the second participant explained is similar to this type of representation:

*“Teachers are like chefs, who choose the ingredients and prepare the menu with the customers by negotiating and taking into account their ideas, interests, needs, suggestions, and senses of taste.” (The second participant, interview)*

As for the post-practicum metaphor, the second participant indicated the relationship between teachers and students by using the metaphor of spouse. She related the foreign language classroom to the metaphor of marriage and in this simile, the teacher becomes the spouse, the learner becomes the husband who is “afraid of entering the institution of marriage”. Her comment on this issue was somewhat striking:

*“A lady should do whatever she needs to do to convince the man, who is scared of getting married, she wants to marry.” (The second participant, interview)*

In fact, Oxford et al., (1998) provides the same metaphor in their taxonomy. They explain that the spousal liaison between the teacher and the learner results from the idea that the teacher attracts the student, and then directs the attention of the student to the subject matter. This belief is also clear in the next quote of the second participant:

*“An English teacher should know the learners well and observe how they approach to the course. The teacher should also discover the students’ field of interests so that the materials and the activities can be organized accordingly. So, the course becomes an entertaining event which the learners look forward to, like transforming a man who is afraid of marriage into a husband who can barely remember his life and what he used to do before the marriage.” (The second participant, interview)*

The analysis of the metaphors in accordance with Oxford and her colleagues’ taxonomy can be seen in Table 3.

Table 3.

*Pre-service Teachers’ Metaphors for the Foreign Language Classroom*

	The first participant’s metaphors			The second participant’s metaphors		
	Pre	While	Post	Pre	While	Post
Social order			<i>Farm</i>			
Cultural transmission				<i>Airplane</i>		
Learner-centered growth	<i>Ocean</i>	<i>Ocean</i>				<i>Marriage</i>
Social reform				<i>Kitchen</i>		

Based on the analysis suggested by Oxford and her colleagues (1998), the table depicts the metaphors that pre-service teachers’ generated with regard to the foreign language classroom

### **Findings related to the third research question**

The third research question aimed at shedding light on the extent to which the participating teachers found the use of metaphors stimulating. Both teachers underlined the significance, effectiveness, and practicality of the use of metaphors. One of the participants elaborated on the issue:

*“I think the use of metaphor can help us have in-depth understanding of concepts and event in our lives. Asking us to formulate our metaphors actually made us aware of how we approach to fundamental things in our field. We experienced how we perceive these things.” (The first participant, interview)*

On the same issue, the second participants provided the following explanation:

*“I particularly find the metaphors helpful. When I was asked to find a metaphor for foreign language classroom, I felt I was questioning and trying to examine the subject for the first time in my entire life. I actually thought that I was not only discovering what a foreign language classroom was but also paying attention to its components like teacher, student, and material. I think I also question my identity as a person thanks to the metaphors.” (The second participant, interview)*

### **Findings related to the fourth research question**

The last research question searched for any possible effect of the practicum course on the metaphors articulated. The first participant summarized her situation as in the following excerpt:

*“The metaphors I verbalized for the foreign language classroom underwent some changes since I was able to look at the concept from an outside perspective. If I were to voice another metaphor now, I would go with taking a photo. This is because I believe it is more than a must to be able to look at from an outside perspective, to get out of memorized patterns. This is actually resulting from the observations, peer-observations, unofficial and official presentations we did during the practicum. We think that we are learning something in the methodology course but in real life, we are having trouble when it comes to apply what we have learned.” (The first participant, follow-up e-mail)*

On the same subject, the second participant verbalized her thought as in the following excerpt:

*“Although I have witnessed and tasted the bitter aspect of the teaching profession in the foreign language classroom, I started to believe with the help of correct strategies, such as attending to the learners, we, meaning my students and I can reach our destination upon completing an enjoyable journey with nice remembrances no matter how rough and difficult the road is.” (The second participant, follow-up e-mail)*

### **Discussion**

Results from this study demonstrated that although the first participant started and then continued with the metaphor of ocean, (learner-centered growth category), she then changed

her position and formulated the metaphor of farm for the foreign language classroom and the farmer for the teacher. At the onset, she had an ideal image of the foreign language classroom and the teacher, but when she experienced 'real life', she felt the need to modify her metaphor and therefore change the category from learner-centered growth to social order. This might be related to the survival need of the pre-service teacher or novice teacher in the language classroom (Roberts, 1998). Adopting a survival mode is also a consistent finding with previous research investigating the effect of real teaching experience on novice teachers (De Guerrero & Villamil, 2002; Thomas & Beauchamp, 2011; Warford & Reeves, 2003).

As depicted in the metaphor of airplane for the foreign language classroom and the pilot for the teacher, the second participant started with the gatekeeper position, (cultural transmission category). Later, she modified her metaphor half way through the process to kitchen and finally she picked marriage for the foreign language classroom and stated that the use of metaphors helped her clarify the thought processes. Based on this explanation, it can be stated that the use of metaphors assisted the pre-service teachers to make their tacit knowledge explicit. This is actually in line with what Farrell (2006) found in his study in which he concluded that a critical reflection on metaphors helped pre-service teachers to surface their tacit knowledge.

On the other hand, there did not exist any metaphors related to the category of social reform in Farrell's study. In this study, the metaphor of kitchen is considered as an indication of the social reform category. This might be due to the fact in the former study data was collected throughout a six-week practicum course whereas the present study covered a 15-week schedule. Therefore, it can be suggested that duration of the practicum in the present study might have influenced the nature of the metaphors.

Results, in relation to the last research question, point to the fact that the period of teaching practice might have played a role on the conceptualizations of the pre-service teachers. Mattheoudakis (2007), on the other hand, asserted that even though a gradual change was observed in pre-service teachers' beliefs during the program, real teaching experience did not affect the nature of the metaphors selected by pre-service teachers. The difference might be caused by differing research designs of the two studies. Mattheoudakis (2007) gathered data by solely using a quantitative self-reported questionnaire. The present study employed

qualitative data collection instruments to be able to delve into the multi-faceted and complex nature of human conceptualizations.

Finally, in line with previous research (Bullough & Stokes, 1994; De Guerrero & Villamil, 2002; Farrell, 2006; Lin, Shein & Yang, 2012; Nikitina & Furuoka, 2008a; Saban et al., 2007; Saban, 2010; Thomas & Beauchamp 2011; Wan et al., 2011; Warford & Reeves, 2003) the results of this study strongly assert that the use of metaphors helped pre-service teachers internalize ideas and beliefs about certain concepts.

### **Conclusion**

This study aimed to explore and delve into the nature of the tacit knowledge that pre-service teachers have accumulated. The apprenticeship of observation (Borg, 2004; Lortie, 1975) is a commonly neglected concept in the faculties of education and particularly in the teaching certificate programs due to the limited time resources. As Pinnegar et al., (2011) point out unless teacher education takes initiatives to examine pre-service teachers' conceptualizations of themselves as teachers, in-service teachers might continue to put the blame on their pre-service education claiming that it was not very beneficial.

Findings of the study indicated that the pre-service teachers do not enter teacher education as an empty vessel or tabula rasa. Secondly, the participants treated the use of metaphors as a helpful means to unearth their ideas and beliefs. Next, it was revealed that the pre-service teachers' metaphors in this study could be classified in the four-category typology proposed by Oxford et al., (1998). Additionally, for the practicum effect, it can be stated that the pre-service teachers experienced what a real foreign language classroom was and how it operated. More important, this led to some changes in their mental organizations. This might be because pre-service teachers had a hard time applying what they learned in the methodology class to the real atmosphere of language learning and teaching.

Nevertheless, the study has its limitations. First, only two pre-service teachers participated. Apart from this, the use of metaphor has its own limitations since it is not the only method to comprehend the deeper structures of individuals' belief systems. Yet, these results demonstrate that more emphasis should be given to raise the awareness level of the pre-

service or beginning teachers about what they believe with reference to some particular concepts in teacher education programs.

Future research may focus on the relation between the metaphors formulated by pre-service teachers and their actual behaviors in the foreign language classroom. That is, a study focusing on whether or not pre-service teachers can connect their beliefs into practice might be designed and conducted. Since this study only included female participants, additional work could concentrate on male subjects or include both. Future research directions may also take into account different subject-matter areas. Then, the matches and mismatches between different departments could be classified. As a longitudinal study at the undergrad level, the apprenticeship of observation (Borg, 2004; Lortie, 1975) of the students may be documented. Then, these could be compared to the data to be collected upon graduation and at the end of first, fifth and tenth teaching year.

In conclusion, this study supports and stretches the existing literature and our knowledge on the helpfulness of metaphors to make pre-service teachers tacit knowledge explicit. The study can also be regarded as an attempt to inform teacher educators about the importance of surfacing pre-service teachers' hidden personal theories about the concepts in relation to both foreign language learning and teaching by using metaphors.

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## Geniřletilmiř Öz

Öğretmen eğitiminde öğretmen adaylarının örtülü bilgilerinin ortaya çıkarılması büyük önem teşkil etmektedir. Bu bağlamda hizmet öncesi İngilizce öğretmeni eğitimi de bir istisna değildir. Bununla birlikte bazen öğretmen yetiřtiren akademisyenler öğretmen adaylarının hizmet öncesi eğitime başlamadan önce çoğunlukla gözlemleyerek edindikleri bilgileri (Borg, 2004; Lortie, 1975) göz önüne almayabilmektedirler (Bullough, 1991). Hatta ortaya çıkarılmayan bu örtülü bilgilerin zaman zaman öğretmen eğitiminde verilen bilgilere set çekerek öğretmen eğitimi programlarında verilen herhangi bir dersten daha fazla öğretmen adayını etkileyebileceği ileri sürülmektedir. Bu nedenle öğretmen adaylarının kişisel düşünce süreçlerinin ve inanç sistemlerinin ortaya çıkarılması ve adayların bu bilgilerin varlığından haberdar olması öğretmen eğitimi alanında oldukça önemlidir (Reeder, Utley & Cassel, 2009). Öğretmen adaylarının bu bilgilerinin doğası, öğretmen eğitimi programlarında bu bilgilerin gün yüzüne çıkarılmasına pek önem verilmemesi, sürecin zor ve zahmetli oluşu problemi daha da yoğun bir hale getirmektedir.

Yine de konu ile ilgili ulusal ve yabancı literatürde bir takım çalışmalar bulunmaktadır (Bullough, 1991; Farrell, 2006; Pinnegar, Mangelson, Reed, & Groves, 2011, White & Smith, 1994). Alandaki çalışmalar (Bullough, 1991; Bullough & Stokes, 1994; Farrell, 2006; Mahlios & Maxson, 1998; Marshall, 1990; Oxford ve diğerleri, 1998; Wan, Low & Li 2011) incelendiğinde veri toplama aracı olarak metaforlardan yararlanıldığı görülmektedir. Fakat özellikle yabancı dil alanında yapılan çalışmaların azlığı, var olan çalışmalarda hizmet öncesi öğretmen adaylarının metafor kullanımlarında okul deneyimi sonrası bir deęişikliğin meydana gelip gelmediğinin incelenmemesi, yine bu adayların bu tip bir veri toplama aracındaki görüşlerinin araştırılmamış olması alanda oluşan bir boşluęa işaret etmektedir.

Yapılandırmacı yaklaşımı takip eden bu çalışma hizmet öncesi İngilizce öğretmenlerinin yabancı dil sınıfı ile ilgili var olan bilgilerini özellikle metafor analizi yöntemi ile ortaya çıkarmayı amaçlamıştır. Belirtilen bu amaç için aşağıdaki araştırma sorularına cevap aranmıştır:

1. Hizmet öncesi İngilizce öğretmenleri yabancı dil sınıfını tasvir ederken hangi metaforları kullanmaktadır?
2. Öğretmen adayları dile getirdikleri bu metaforlarla ilgili olarak nasıl bir şekilde yansıtıcı düşünmektedirler?
3. Hizmet öncesi İngilizce öğretmenleri yabancı dil sınıfı hakkındaki görüşlerini belirtirken yararlandıkları metafor kullanımı ile ilgili olarak ne düşünmektedirler?
4. Okul deneyiminin hizmet öncesi İngilizce öğretmenlerinin kullandıkları metaforlar üzerinde herhangi bir etkisi var mıdır?

### Yöntem

Bu çalışmada, 2012-2013 eğitim-öğretim yılının bahar döneminde bir vakıf üniversitesinde verilmekte olan bir yıllık yoğun bir pedagojik formasyon programının okul deneyimi dersine kayıt olan hizmet öncesi İngilizce öğretmenleri yer almışlardır. Derse kayıtlı 11 öğrenciden ikisi araştırmada bulunmak için gönüllü olmuşlardır. Öğretmen adaylarından dönem başında, ortasında ve sonunda üzerinde “Bence yabancı dil sınıfı ...” gibi bir ibare bulunan metafor tamamlama etkinliğini doldurmaları istenmiştir. Bahsi geçen okul deneyimi döneminin araştırmaya katılan öğretmenler tarafından dile getirilen metaforlar üzerinde bir etkisinin olup olmadığı da ayrıca incelenmiştir. Yarı-yapılandırılmış görüşme ve özellikle de takip amaçlı gönderilen elektronik postalarda (Warford & Reeves, 2003) bu nedenle, hizmet öncesi İngilizce öğretmenlerinden çalışma boyunca belirttikleri metaforlar üzerinde yansıtıcı bir şekilde düşünmeleri istenmiştir. Böylece herhangi bir değişikliğin meydana gelip gelmediğinin izlenebilmesi amaçlanmıştır.

Metafor tamamlama etkinliğinden elde edilen verilerin Oxford ve diğerlerinin (1998) yabancı dil eğitimi için meydana getirdikleri ve dört kategoriden oluşan sınıflandırmadan da yararlanılmıştır. Bu sınıflandırma alanda birçok araştırmacı tarafından güçlü ve etkili bir analiz yöntemi olarak belirtilmektedir (Cameron & Low, 1999; Farrell, 2006; Nikitina & Furuoka, 2008a; Nikitina & Furuoka, 2008b; Saban et al., 2007; Warford & Reeves, 2003; Zapata & Lacorte, 2007).

Dönem sonunda öğrencilerin ders aldıkları sınıfta yapılan ve yaklaşık yarım saat süren yarı-yapılandırılmış görüşme kelimesi kelimesi yazıya aktarılmış ve araştırma soruları bazında kodlama yapılmış ve ortaya çıkan temalar belirlenmiştir (Miles & Huberman, 1994). Benzer

bir süreç takip amaçlı gönderilen elektronik postalara gelen yanıtlar için de izlenmiştir. Araştırma sorularına uygun örnek teşkil eden alıntılara sonuçlar bölümünde yer verilmiştir.

### **Tartışma**

Elde edilen verilerin nitel analizinin sonucunda gerçek sınıfta elde edilen öğretim tecrübesinin çalışmada yer alan hizmet öncesi İngilizce öğretmenlerinin okul deneyimi başlamadan önce ifade ettikleri metaforlar üzerinde etkili olduğu görülmüştür. Bu durumun öğretmen adaylarının okul deneyimlerinin başlangıç evresinde sahip oldukları “hayatta kalma ihtiyaçlarından” kaynaklanabileceği düşünülmektedir (Roberts, 1998). Bu durum aynı zamanda Thomas ve Beauchamp (2011) çalışmalarında elde ettikleri sonuçlarla örtüşmektedir.

Ek olarak öğretmen adayları örtülü bilgilerinin ortaya çıkarılmasından memnun olduklarını ifade ederek veri toplama aracı olan metafor kullanımını bu süreçte etkili olduklarını dile getirmişlerdir. Bu durum alandaki diğer çalışmalarla benzerlik göstermektedir (De Guerrero & Villamil, 2002; Farrell, 2006; Saban, Koçbeker & Saban, 2007; Thomas & Beauchamp, 2011; Wan ve diğerleri, 2011).

### **Sonuç**

Bu çalışmanın sonucunda hizmet öncesi İngilizce öğretmenlerinin mesleğe başlamadan önce tabula rasa olmadıkları ve metafor kullanımının örtülü bilgilerin gün yüzüne çıkarılmasında etkili bir yöntem olduğu gözlenmiştir. Bu yapılırken metaforlardan yararlanmanın sürece olumlu anlamda katkı vereceği de araştırmanın önemli sonuç ve önerilerinden biri olarak kabul edilebilir.

Araştırmada her ne kadar derinlemesine veri toplanmış olsa da yalnız iki öğretmen adayının bulunması bir sınırlılık olarak değerlendirilebilir. Gelecekteki çalışmaların öğretmen adaylarının mesleğe başlamadan önce ifade edecekleri metaforlarla örneğin mesleğin birinci, beşinci ve onuncu senelerinde vereceği metaforlar arasındaki benzerlik ve farklılıklar irdelenebilir. Ayrıca, verilen metaforlar ile sınıf içindeki esas davranışların ne kadar örtüşüp örtüşmediği de bu bağlamda incelenebilir.

Araştırmanın sonucunda altı çizilmesi gereken nokta hizmet öncesi öğretmenlerinin düşünce süreçlerinin ve inanç sistemlerinin öğretmen yetiştiren uzmanlar tarafından dikkate alınması ve sürekli bir şekilde incelenmesi gerekliliğidir.