Turkish EFL students' Metaphorical Perceptions about their Instructors: The Case of Atatürk University Kâzım Karabekir Education Faculty ELT Department

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Abstract

This study aimed to determine the metaphorical perceptions of Atatürk University, Kâzım Karabekir Education Faculty EFL students about their instructors. The participants in this study were 93 ELT department students studying at Atatürk University Kâzım Karabekir Education Faculty, Türkiye, during the 2022-2023 education year. For data collection, the participants were requested to complete the prompts of "An instructor is like . . . because . . ." to express their conceptualizations of the concept of teacher. For the data analysis, both qualitative and quantitative research methods were used. Qualitative data were evaluated using content analysis techniques. Qualitative data were analyzed through frequencies and percentages. According to the results, 90 valid metaphors were created by the students and there were 41 different metaphors. The most preferred five metaphors about their instructors were guide/tour guide (n=15, 16.6 %), light (n=7, 7.77 %), tree (n=6, 6.66 %), map and compass (n=5, 5.55 %), and book (n=4, 4.44 %), respectively. The metaphors were grouped under 6 conceptual categories such as instructor as a knowledge provider, instructor as a healer, instructor as the supporter of individual development, instructor as a guide and leader, and instructor as something/somebody valuable.

Key Words: Metaphor, conceptual categories, university instructors, metaphorical perceptions

İngilizceyi Yabancı Dil Olarak Öğrenen Türk Öğrencilerin Öğretim Elemanları Hakkındaki Metafor Algıları: Atatürk Üniversitesi, Kâzım Karabekir Eğitim Fakültesi İngilizce Öğretmenliği Bölümü Örneği

Öz

Bu çalışmanın amacı, Atatürk Üniversitesi, Kazım Karabekir Eğitim Fakültesi İngilizce Öğretmenliği Bölümü öğrencilerinin öğretim elemanları hakkındaki metaforik algılarını belirlemektir. Araştırmanın örneklemini 2022-2023 eğitim öğretim yılında Türkiye Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi'nde öğrenim gören 93 İngilizce Öğretmenliği Bölümü öğrencisi oluşturmuştur. Çalışmaya ilişkin veri toplamak amacıyla 'öğretim elemanı' kavramına ilişkin olarak hangi metaforu kullandıklarını belirlemek için öğrencilerden "öğretim elemanı' gibidir….. Çünkü……." istemlerini tamamlamaları istenmiştir. Verilerin analizi için hem nitel hem de nicel araştırma yöntemleri kullanılmıştır. Nitel veriler içerik analizi yöntemiyle değerlendirilmiştir. Nicel veriler frekans ve yüzdeliklerle açıklanmıştır. Elde edilen sonuçlara göre öğrenciler tarafından 90 geçerli metafor oluşturulmuş ve 41 farklı metafor ortaya çıkmıştır. Öğretim elemanları hakkında en çok tercih edilen beş metafor sırasıyla: Rehber / tur rehberi (n=15, % 16,6), ışık (n=7, % 7,77), ağaç (n=6, % 6,66), harita ve pusula (n =5, % 5,55) ve kitap (n=sırasıyla% 4, 4.44) olarak belirlenmiştir. Metaforlar, bilgi sağlayıcı olarak öğretim elemanı, iyileştirici olarak öğretim elemanı, bireysel gelişimin destekçisi olarak öğretim elemanı, rehber ve lider olarak öğretim elemanı, değerli bir şey / biri olarak öğretim elemanı olmak üzere 6 kavramsal kategori altında toplanmıştır.

Anahtar Kelimeler: Metafor, kavramsal kategoriler, üniversite öğretim elemanları, metaforik kavramlar.

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Introduction

Metaphors are indispensable in every field of the social lives of human beings. In the Oxford Learners' Dictionary metaphor is explained as "a word or phrase used to describe somebody/something else, in a way that is different from its normal use, to show that the two things have the same qualities and to make the description more (Oxford Learners Dictionary) powerful." On the other hand, according to the Collins Co-Build dictionary "a metaphor is an imaginative way of describing something by referring to something else that is the same in a particular way. Ellis and Barkhuizen (2009) state that metaphor is defined as "a comparison between two dissimilar notions where one notion is to be understood in terms of the other notion" (p. 313). Thus, it is clear from the definitions that metaphors are used to make something more clear and understandable through visualization. "Metaphors are a type of resource based on reasoning by analogy but which assume the characteristic of the removal of an explicitly comparative particle."(Mouraz, Pereira, and Monteiro, 2013; p.100). "Metaphors as linguistic expressions are possible precisely because they are conceptual metaphors in the system of a person" (Lakoff and Johnson, 1980, p. 6). According to Ahkemoğlu (2011), metaphor is used when one wants to specify and understand something difficult to explain, abstract, new, or highly speculative. The abstractness to be explained and the difficulty of explaining determine the diversity ratio of the metaphor. Cortazzi and Jin (2021) note that metaphor is so widely used in the daily lives of people that it is not possible to talk about language learning and teaching without metaphor. Thus, metaphors are crucial in the education domain as well as in the daily social lives of people.

There have been metaphor analyses to uncover participants' beliefs on different concepts such as the teacher, learner, language, education, school, technology, (Kravas-Dukas, 1995; Saban 2004; Saban, Koçber and Saban, 2007; Cerit, 2008; Nikitina and Fumitaka, 2008; Ahkemoğlu, 2011; Oktay and Osam, 2013; Yılmaz, Göçen and Yılmaz, 2013; Wells-Yalçın, 2015; Farrel, 2016; Elkılıç and Bayrakcı, 2016; Saban, 2010; Elkılıç and Aybirdi, 2016; Elkılıç, Bayrakcı and Güngör, 2018; Arıoğul and Uzun, 2011; Akbaba-Altun and Apaydın, 2013; Özdemir and Akkaya, 2013; Ergen and Yanpar-Yelken, 2015). For example, a study undertaken with a multicultural group of experienced teachers by Kravas-Dukas (1995) revealed that teachers perceive themselves metaphorically in nine categories, such as; facilitator (64.2) adviser (53.5), expert (46.4 %), manager (35.7 %), carer (25 %), sharer (17.8 %), creator of the classroom (14.2 %), evaluator (10.7 %), and example of behaviour and hard work (3,5 %), respectively. Similarly, Saban (2004) carried out a study of 170 students studying in the Department of Elementary Teaching at the Faculty of Education of Selçuk University, Türkiye to determine the freshmen prospective classroom teachers' perceptions of the concept of "teacher" using metaphors, and the results revealed that the participants created 151 valid metaphors categorized under six headings. In another study, Saban, Koçber, and Saban (2007) aimed to discover the metaphorical perceptions of 1142 prospective teachers about teachers, and they collected 64 valid metaphors, categorizing them under 10 conceptual groups. A study conducted by Cerit (2008) revealed that the teacher metaphors preferred by all groups were teacher as the source of information, distributor, father/mother, friend, guide, and enlightener.

Nikitina and Fumitaka (2008) conducted some research on the metaphorical perceptions of Malaysian students and they concluded that the results of the content analysis of 27 metaphors produced by the participants were similar to those of Oxford et al. In his research, Ahkemoğlu (2011) searched for the metaphorical perceptions of 100 ELT learners studying at Cukurova University about English language teachers. At the end of the study, it was determined that they created 37 metaphors about English language teachers, which were later categorized under 13 conceptual themes such as light, source of knowledge, nurturer, source of happiness, growth, cure/treatment, discoverer, shaper/former, beauty, freedom, decision maker, competent, and artist. Similarly, Oktay and Osam (2013) conducted a study eliciting information on the metaphorical perceptions of 74 participants, and they determined seven categories and the most frequently used teacher metaphors were conductor, shopkeeper, and entertainer, respectively. Likewise, Yılmaz, Göçen and Yılmaz (2013) investigated 370 teacher candidates' metaphorical perceptions of teachers and determined that the participants created metaphors such as a parent, family, gardener, guide, light, and shepherd. The metaphors created by the participants were grouped under seven conceptual categories.

In another study, Wells-Yalçın (2015) aimed to discover the metaphorical perceptions of 205 prospective visual art teachers and determined 181 valid metaphors and categorized them under nine headings: teacher as a knowledge source, as a mentor, as a shaper, as a lover, as a part of life, as a reflection of life, as a leader, as a healer, and as a patient. Farrell (2016), on the other hand, studied three

ESL college teachers in Canada to uncover their metaphorical perceptions of the teachers. The study indicated that the participants created 94 metaphors during class hours and that the metaphors created were related to learner-centred growth, social order, and social reform, respectively. In another study, Elkılıç, G. and Bayrakci, K. (2016) searched 68 translation and interpretation department students at Kafkas University in Turkey to reveal their metaphorical perceptions of French and English instructors.

On the other hand, Saban (2010) examined the metaphorical perceptions of 2847 prospective teachers at Selcuk University in Turkey about learners and found 98 valid metaphorical images, and he grouped them under 12 conceptual themes. In the same way, Elkılıç, Bayrakcı and Güngör (2018) carried out a study on 70 translation and interpretation department students at Kafkas University in Türkiye to uncover the metaphorical perceptions of the learners about themselves. and they found 64 valid metaphors that were categorized under 8 Conceptual groups.

In a study carried out by Arıoğul and Uzun (2011) on 42 students about metaphors produced by Arab students for the Turkish language, 40 metaphors were produced and they were grouped under four conceptual categories as follows: gate, nature, artistic, and life essentials.

Akbaba-Altun and Apaydın (2013) tried to reveal how prospective teachers conceptualize their opinions regarding "the concept of education" using metaphors, and to this end, they carried out their study on 165 prospective teachers studying at a Turkish university and they determined six conceptual categories such as water, sapling, baby, child, eating, and fruit tree.

Özdemir and Akkaya (2013) tended to find out how secondary school students and teachers conceptualize their school and ideal school through metaphors. In another study, of 228 third graders in private colleges in the center of Mersin, Ergen and Yanpar-Yelken (2015) tried to search for metaphorical perceptions about the technology concept and discovered that students created 95 metaphors grouped under 8 different categories.

Purpose of the Study

It is well-known that metaphors are very important in EFL and ESL but "few empirical studies have been conducted" (Guerrero ve Villamil, 2002: 98) about them. According to Elkılıç (2017), students' perceptions of their instructors help determine their behaviours and attitudes towards them. Therefore, the objective of this study is to determine the metaphorical perceptions of Atatürk University Kâzım Karabekir Education Faculty ELT Department students about their instructors and to categorize them according to their conceptual entities.

Research questions:

1. What are the metaphors created by the students at Atatürk University Kâzım Karabekir Education Faculty ELT Department about their instructors?

2. How many conceptual categories can be formed from the metaphors created by the students at Atatürk University Kâzım Karabekir Education Faculty ELT Department about their instructors?

Method

Participants

The participants in this study were 93 ELT department students studying at Atatürk University Kâzım Karabekir Education Faculty, Türkiye, during the 2022-2023 education year. Since the researcher was also the instructor in the same department, convenience sampling was used in the study.

Instrument

Forms containing utterances such as "English language instructors are like................., because they........." were used to collect data, and thus the participants were required to fill in the forms according to how they conceptualized their instructors.

Procedure

The data were collected during the spring semester of the 2022-2023 academic year. Ninety-three students were sent the forms through Google forums and requested to return them within two weeks.

Data Analysis

The metaphors determined were analyzed using an adaptation of Saban, Koçber and Saban's (2007) stages as follows: (1) labelling stage; (2) sorting stage; (3) compilation and categorization stage; (4) maintaining reliability; and (5) analyzing data quantitatively. For the qualitative data analysis, content analysis was utilized.

Labelling: the metaphors of the participants were transferred to an Excel program in alphabetical order. The forms with incorrect descriptions were removed and the remaining 90 metaphors were accepted as valid.

Sorting: 93 formed metaphors were examined about the subject matter, source, and the subject matter-source relationship, three of which were rejected because they could not classify, so 90 metaphors were accepted as valid.

Compilation and Categorization: 90 metaphors were re-examined and the short and best explanations of the metaphors were decided to be used as sample expressions.

Maintaining reliability: To calculate reliability, the reliability formula of Miles and Huberman was used (Reliability= agreement/ (agreement + disagreement) *100). The expert put 2 metaphors into a different category so the reliability was calculated as (88 /90* 100 =97, 7).

Analyzing Data Quantitatively: The data, metaphors, and conceptual categories were transferred to an Excel program, and the frequencies and percentages of 90 metaphors were computed and given in tables.

Results

In this part, the metaphors created by the participants about the university instructors have been given in tables and discussed about the research questions of the study.

Research question 1: What are the metaphors created by the students at Atatürk University Kâzım Karabekir Education Faculty ELT Department about their instructors?

Table1. *Frequencies and Percentages of the Metaphors Created by the Participants in an Alphabetical Order*

Metaphor	Participants		Metaphor	Participants	
	f	%		f	%
Artist	1	1.11	Light	7	7.77
Bee	1	1.11	Map and Compass	5	5.55
Book	4	4.44	Mentor	3	3.33
Bridge	2	2.22	Mirror	1	1.11
Candle	1	0,01	Movie director	1	1.11
Captain	2	2.22	Museum	1	1.11
Doctor	2	2.22	Oasis	1	1.11
Door	1	1.11	Orchestra Conductor	2	2.22
Encyclopedia	1	1.11	Pioneer	1	1.11
Engineer	1	1.11	Road Sign	1	1.11
Expert in the Field	2	2.22	Role Model	1	1.11
Explorer	3	3.33	Scales of Justice	1	1.11
Factory Worker	1	1.11	Scientist	2	2.22
Founder of the Future	1	1.11	Ship Wheel	1	1.11
Gardener	3	3.33	Sun	1	1.11
Guide/Tour Guide	15	16.66	Tailor	1	1.11
Helper	1	1.11	Torch	3	3.33
Jewellery	1	1.11	Tree	6	6.66
Lamp	2	2.22	User's Manuel	1	1.11
Leader	2	2.22	Water	1	1.11
Lighthouse	2	2.22	Total	90	100

As seen in Table 1, 41 different metaphors have been created by the participants, 18 of which are related to human beings, 1 related to animals, 2 related to plants and the rest of which are related to inanimate things. The most preferred five metaphors about their instructors are guide/tour guide (n=15, 16.6 %), light (n=7, 7.77 %), tree (n=6, 6.66 %), map and compass (n=5, 5.55 %), and book (n=4, 4.44 %), respectively.

Research question 2: How many conceptual categories can be formed from the metaphors created by the students at Atatürk University Kâzım Karabekir Education Faculty ELT Department about their instructors?

Table 2. *Instructor as a Knowledge Provider*

Metaphor	Participants	
	f	%
Light	7	27.0
Tree	6	23.1
Book	4	15.4
Lamp	2	07.7
Expert in the Field	2	07.7
Encyclopedia	1	03.8
Candle	1	03.8
Sun	1	03.8
Water	1	03.8
Users' manual	1	03.8
Total	26	100

It is obvious from Table 2 that light (n=7, 27.0 %), tree (n=6, 23.1 %), book (n=4, 15.4 %), lamp (n=2, 07.7 %) and expert in the field (n=2, 07.7 %) are the most frequently used metaphors for the teacher metaphor, respectively.

Some of the sample explanations are as follows:

An instructor is like light because he/she guides students by enlightening their path.

An instructor is like a tree because trees feed human beings both above and under the earth.

In the same way, an instructor is the main source of help since s/he not only changes students in appearance but also invisibly in every aspect of their lives.

An instructor is like a book because s/he is full of knowledge.

An instructor is like a lamp because she/he must illuminate their students and direct them the right way.

An instructor is like an expert in his/her field because he/she teaches those who choose what to become at a certain age. He/she should be able to respond to the student's knowledge and abilities.

An instructor is like an encyclopedia because we have never seen him/her having the wrong knowledge.

An instructor is like a candle because she/he illuminates her/his students around as it melts away.

An instructor is like the sun because the teacher is an individual who enlightens the students.

An instructor is like a user's manual because she/he knows how to handle situations and we keep on looking at the user's manual until we carve them into our minds.

Table 3. *The instructor as a Curing Person*

Metaphor	Participants	
	f	%
Doctor	1	100
Total	1	100

Table 3 indicates that the doctor represents the teacher as the curing person.

The explanation of the metaphor "doctor" by one of the participants is as follows:

An instructor is like a doctor because s/he notices the learning needs of students; that means s/he first carefully analyzes and determines their problems, then finds the best solutions. Similarly, an instructor first discovers the students and then makes a plan in their mind.

Table 4. *Instructor as the Supporter of Individual Development*

Metaphor	Participants	
	f	%
Gardener	1	100
Total	1	100

Table 4 shows that the gardener represents the teacher as the supporter of individual development.

The explanation of the metaphor "gardener" by one of the participants is as follows:

An instructor is like a gardener because s/he grows her/his students like flowers or sprouts with utmost attention and care.

Table 5. *Instructor as a Shaper and Molder*

Metaphor	Participants	
	f	%
Bee	1	25
Tailor	1	25
Factory Worker	1	25
Artist	1	25
Total	4	100

It is clear from Table 5 that the participants preferred four metaphors to express the teacher as a shaper and moulder.

Some of the sample explanations are as follows:

An instructor is like a bee because bees land on flowers and extract honey from them. Likewise, an instructor aims at turning his/her students into productive individuals, by having them develop themselves in every way.

An instructor is like a tailor because he/she works on every student in class neatly like stitches.   An instructor is like a worker at a factory because each student is a piece of the machine called society and the instructor is the worker who works on it.

An instructor is like an artist because she/he works on the future generations like a gem. An artist works on a gem to make it beautiful and special. A teacher works on every student to make them each turn into better individuals who can express themselves well by giving them the best education they can get.

Table 6. *Instructor as a Guide and Leader*

Metaphor	Participants		Metaphor	Participants	
	f	%		f	%
Guide/Tour Guide	15	28.8	Expert in the field	2	03.8
Map and Compass	5	09.6	Helper	2	03.8
Mentor	3	05.8	Role Model	1	01.9
Explorer	3	05.8	Mirror	1	01.9
Torch	3	05.8	Founder of the future	1	01.9
Captain	2	03.8	Engineer	1	01.9
Bridge	2	03.8	Ship Wheel	1	01.9
Leader	2	03.8	Pioneer	1	01.9
Light House	2	03.8	Movie director	1	01.9
Orchestra Conductor	2	03.8	Road sign	1	01.9
			Door	1	
Total			Total	52	100

As seen in Table 6, the participants created a guide/tour guide (n = 15, 28.8%), map and compass (n = 5, 09.6 %), mentor, (n = 3, 03.8 %), explorer (n = 3, 03.8 %), torch (n= 3, 03.8 %), more frequently, respectively.

Some of the sample explanations are as follows:

An instructor is like a guide because he/she shows us the right way before we begin to live our lives and guides us.

An instructor is like a mentor because he/she is a kind of guide trying to take us to the right path since he/she has already passed through a similar process.

An instructor is both like a map and a compass because he/she not only conveys knowledge but also enlightens the way we move forward and shows the direction.

An instructor is like an explorer because s/he is the one who has already experienced the best pathway we can take and tells us about it.

An instructor is like a torch because s/he is the one who shows the right way even if it is dark.

An instructor is like a captain because s/he gives the necessary information to make her/his crew (students) survive.

An instructor is like a ship wheel because it is the teacher who will transfer all the knowledge to the students in this huge field since education is like an ocean.

An instructor is like a bridge between the university and the students, because s/he is our guide, academically.

An instructor is like a leader who teaches the meaning of learning and its process because especially modern age, students need a mentalistic way of thinking and a cognitive knowledge of the literature to solve problems in both daily and academic life.

An instructor is like a lighthouse because s/he leads the way to the students.

An instructor is like an orchestra conductor, because s/he on the one hand tries to create the desire to produce and ignite the instinct of curiosity, but on the other hand s/he should make this process disciplined and well-organized.

Table 7. *The instructor is Something/ somebody valuable*

Metaphor	Participants	
	f	%
jewellery	1	25
Museum	1	25
Oasis	1	25
Scales of justice	1	25
Total	4	100

It can be seen from Table 7 that the participants created four metaphors containing valuable features.

Some of the sample explanations are as follows:

An instructor is like jewellery because each piece of knowledge given to students is a treasure, that's why students see teachers as a treasure.

An instructor is like a museum, because when you enter into a museum, rather than exhibiting certain stuff, you can get a lot of valuable information just by looking at them.

An instructor is like an oasis in a desert because she/he comes up unexpectedly and surrounds them with valuable knowledge.

An instructor is like a scale of justice because she/he should distribute the sense of justice equally between students, she/he should avoid treating some people as privileged and approach every student equally, so this is a kind of virtue for an instructor.

Discussion and Conclusion

What are the metaphors created by the students at Atatürk University Kâzım Karabekir Education Faculty ELT Department about their instructors?

In a study conducted by Saban (2004) with 170 students studying in the Department of Elementary Teaching at the Faculty of Education of Selçuk University, Türkiye 151 valid metaphors were determined. In another study, Saban, Koçber, and Saban (2007) aimed to discover the metaphorical perceptions of 1142 prospective teachers about teachers and they collected 64 valid metaphors. The study by Cerit (2008) revealed that the participants created metaphors such as the teacher as a source of knowledge, distributor, father/mother, friend, guide, and enlightening, but not the teacher as a gardener, authoritarian, keeper, guard and demolisher, and harmful person.

Ahkemoğlu (2011) found out that the participants created 37 metaphors about English language teachers. The study revealed that while some metaphors are peculiar to English language teachers such as oracle, schizophrenic, and gum, other metaphors seem to be common with the ones developed for the

concept of a teacher such as "light", "guide" and "bridge". In Oktay and Osam's study (2013), the most frequently used teacher metaphors were conductor, shopkeeper, and entertainer, respectively.

Likewise, Yılmaz, et al.'s (2013) research on 370 teacher candidates revealed that the participants created metaphors such as a parent, family, gardener, guide, light, and shepherd. In another study, Wells-Yalçın (2015) aimed to discover the metaphorical perceptions of 205 prospective visual art teachers studying in Marmara University Atatürk Education Faculty at the Fine Arts Department on the teacher and the artist and determined 181 valid metaphors. Farrel (2016), on the other hand, studied three ESL college teachers in Canada to uncover their metaphorical perceptions of teachers and they all used 94 metaphors during the group discussions and interviews.

In this study, 90 valid metaphors were created by the students, and there were 41 different metaphors. The most preferred five metaphors about their instructors were guide/tour guide (n=15, 16.6 %), light (n=7, 7.77 %), tree (n=6, 6.66 %), map and compass (n=5, 5.55 %), and book (n=4, 4.44 %), respectively.

This study is in parallel with Cerit (2008) concerning the metaphors guide and enlightening. And it also supports Yılmaz, et al.'s (2013) research about metaphors such as gardener, guide, and light. On the other hand, it doesn't support the findings of Oktay and Osam's study (2013) as their study suggested that the most frequently used teacher metaphors were conductor, shopkeeper, and entertainer, respectively.

The results of the current study demonstrated that all of the metaphors created by the students about their instructors are positive, thus showing that the students have good attitudes towards their instructors.

How many conceptual categories can be formed from the metaphors created by the students at Atatürk University Kâzım Karabekir Education Faculty ELT Department about their instructors?

In her study, Kravas-Dukas (1995) maintained that teachers perceive themselves metaphorically in nine categories: facilitator (64,2), adviser (53,5), expert (46.4 %), manager (35,7 %), carer (25 %), sharer (17,8 %), creator of the classroom (14,2 %), evaluator (10,7 %), and example of behaviour and hard work (3,5 %), respectively.

In his study, Saban (2004) categorized the metaphors created by 170 education faculty students under six headings teacher knowledge provider and transmitter; the teacher as a shaper and molder; a curer/healer; an entertainer; as a developer/nurturer; and as a guide. In another study Saban, et al. (2007) categorized 1142 prospective teachers' metaphors under 10 conceptual categories as follows: teacher as a knowledge provider, teacher as moulder/craftsperson, teacher as curer/repairer, teacher as a superior authoritative figure, teacher as a change agent, teacher as an entertainer, teacher as a counsellor, teacher as nurturer/cultivator, teacher as facilitator/scaffolder, and teacher as cooperative/democratic leader. In his research, Ahkemoğlu (2011) the metaphors under 13 conceptual themes such as illumination, source of knowledge, nurturer, happiness, growth, cure/treatment, discovery, giving shape/form, beauty, freedom, decision making, competence, and art. In the study of Yılmaz, et al. (2013), 370 teacher candidates' metaphors were grouped under categories of reshaping, guiding, information source, not prestigious, flexible, model, and holy profession. Wells-Yalçın (2015), on the other hand, formed nine conceptual categories from 181 metaphors: teacher as a knowledge source, as a mentor, as a shape-former, as an expression of love, as a part of life, as a reflection of life, as a leader, as a healer, and as a patient person; artist as enlightening, mentor, artist, reflecting, creativity/freedom, difference/variability, genuine, history-making, being a part of life, self-renewal, and producer artist.

As for the current study, out of 90 valid metaphors, six conceptual categories have been determined. As follows: Instructor as a knowledge provider, instructor as a healer, instructor as a supporter of individual development, instructor as guide and leader, instructor as something/somebody valuable. About the source of knowledge, guide, and enlightening conceptual categories this study is in parallel with Cerit's study (2008), and with Well's study about the teacher as a knowledge source, as a shape former, and as a healer, about reshaping and information source with Yılmaz, et al.'s (2013) study, and with Ahkemoğlu's (2011) study concerning source of knowledge, cure/treatment, and giving shape/form. Also, this study supports some categories determined by Saban et al. (2007). For example: the teacher is a knowledge provider, the teacher a moulder/craftsperson, teacher a curer/repairer. This study also supports Saban's study (2004) about the instructor as a knowledge provider and transmitter; the instructor as a shaper and moulder; and as a curer/healer.

Recommendations and Limitations

From the previous studies in the education domain and also from the current study, it is obvious that there are partial similarities among the results, but opinions are mostly controversial. To reach more definite results, extensive research involving a sufficient number of ELT students, instructors, and administrators should be done. This study is limited to Atatürk University Kâzım Karabekir Education Faculty ELT Department, so it cannot be generalized to all Turkish ELT situations.

Ethical Declaration

During the writing process of the study *"Turkish EFL students' Metaphorical Perceptions about their Instructors: The Case of Atatürk University Kâzım Karabekir Education Faculty ELT Department"* scientific rules, ethical and citation rules were followed. No falsification was made on the collected data and this study was not sent to any other academic publication medium for evaluation. In addition, permission was obtained from the Kafkas University Social and Humanities Sciences Ethics Committee (Date: 04.09.2023 and Decision no: 2023/48) to conduct the research

Statement of Contribution Rate of Researchers

The contribution rates of the authors in the study are equal.

Declaration of Conflict

There is no potential conflict of interest in the study.

Thanks

We would like to thank our students who agreed to participate in our article voluntarily.

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GENİŞLETİLMİŞ ÖZET

Gerek günlük yaşamda, gerekse eğitim ve öğretim çevrelerinde metafor kullanımı oldukça yaygındır. Bunun sebebi ise açıklanması zor bir kavramı somut bir hale getirerek, daha anlaşılır yapılmasını sağlamaktır. Metafor üzerine bir çok alanda çalışma yapılmış ancak İngilizce öğretmenleri/öğretim elemanlarıyla ilgili olarak yapılan çalışmalar hem yüzeysel hem de oldukça azdır. Yapılan çalışmaların sonuçları da çoğunlukla birbirinden farklıdır. Bu çalışma Atatürk Üniversitesi Kâzım Karabekir Eğitim Fakültesi İngilizce öğretmenliği bölümü öğrencilerinin Üniversite Öğretim elemanlarına ilişkin metafor algılarını belirlemek amacıyla yapılmıştır.

Çalışmanın örneklemini araştırmacının birisinin derslerine girdiği 93 İngilizce Öğretmenliği bölümü oluşturmaktadır. Çalışmada gönüllülük esas alınmış ve veriler 2022-2023 eğitim öğretim yılı bahar döneminde google forums aracılığyla toplanmıştır. Çalışma amacıyla kullanılan formda " Öğretim elemanı….. gibidir. Çünkü….." şeklince hazırlanmış form kullanılmıştır. Katılımcıların doldurdukları formları en geç bir hafta içerisinde araştırmacılara geri göndermeleri istenmiştir. Araştırmada öğrencilerin her iki boşluğu da doldurmaları istenmiştir. İki boşluğun doldurulmadığı formlar değerlendirilmeye alınmamıştır.

Belirlenen metaforlar, Şaban, Koçber ve Şaban'ın (2007) metafor değerlendirme süreci aşamalarından adapte edilerek yapılmıştır. Bu bağlamda araştırmada takip edilen süreç şu aşamalardan oluşmuştur:(1) etiketleme aşaması, (2) sıralama aşaması, (3) derleme ve kategorizasyon aşaması, (4) güvenirlik hesaplanması ve (5) verilerin nicel ve nitel olarak analiz edilmesi . Nitel veri analizi için içerik analizi kullanılmıştır.

Etiketleme : Katılımcıların metaforları alfabetik sıraya göre bir Excel programına aktarılmıştır. Katılımcılar toplam 93 metafor oluşturmuş ancak geçersiz betimlemelere sahip olan üç metafor değerlendirmeye alınmamış ve geriye kalan 90 metafor geçerli kabul edilmiştir.

Sıralama : Geçerli kabul edilen 90 metafor alfabetik sıraya göre düzenlenmiştir.

Derleme ve Sınıflandırma: 90 metafor yeniden incelenmiş ve metaforların kısa ve en iyi açıklamalarının örnek ifadeler olarak kullanılmasına karar verilmiştir.

Güvenirliğin hesaplanması: Güvenilirliği hesaplamak için Miles ve Huberman'ın güvenilirlik formülü kullanılmıştır (Güvenilirlik = anlaşma / (anlaşma + anlaşmazlık) * 100). Konuya ilişkin olarak alfabetik sıraya göre hazırlanmış metaforların belirlenen 6 kavramsal kategori altında toplanması konusunda araştırmacıların oluşturduğu gruplandırmaya ek olarak konuya ilişkin olarak bir uzman görüşü alınmış,

ancak uzman iki metaforu farklı bir kategoriye yerleştirmiştir. Böylece güvenilirlik şu şekilde hesaplanmıştır: (88 /90* 100 =97,7).

Çalışmada bulguları analiz etmek için hem nitel hem de nicel değerlendirme yöntemi kullanılmıştır. Nitel veri değerlendirilmesi amacıyla içerik analizi, nicel veri değerlendirilmesi için ise yüzdelik ve frekanslardan yararlanılmıştır.

Çalışmanın sonucunda 93 öğrencinin oluşturduğu metaforlar içerik analizi yöntemiyle analiz edilmiş, ancak toplam üç adet metafor mantıklı bir şekilde açıklanmadığı için değerlendirilmeye alınmamıştır. Bunun sonucunda 90 adet geçerli metafor tespit edilmiştir. Katılımcıların oluşturdukları 90 adet metafordan 41 değişik metafor grubu oluşturulmuştur. Oluşturulan metaforların 18 tanesi insanlarla, , bir tanesi hayvanlarla, 2 tanesi bitkilerle, geri kalanları ise cansız varlıklarla ilişkili olmuştur. Öğretim elemanına ilişkin olarak en çok kullanılan beş metafor sırasıyla rehber/tur rehberi (n=15, 16.6 %), ışık (n=7, 7.77 %), ağaç (n=6, 6.66 %), harita ve pusula (n=5, 5.55 %), kitap (n=4, 4.44 %), olarak belirlenmiştir. Tüm metaforlar 6 kavramsal kategori altında toplanmıştır. Bunlar: Bilgi sağlayıcı olarak öğretim elemanı, iyileştirici olarak öğretim elemanı, kişisel gelişmeyi sağlayıcı olarak öğretim elemanı, rehber ve lider olarak öğretim elemanı ve değerli bir şey/bir kişi olarak öğretim elemanı.