VIEWING FOREIGN LANGUAGE TEACHERS' ROLES THROUGH THE EYES OF TEACHERS AND STUDENTS
ÖĞRETMEN VE ÖĞRENCİ GÖZÜNDEN YABANCI DİL ÖĞRETMENLERİNİN ROLLERİNE BAKIŞ

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ABSTRACT: This study (both qualitative and quantitative in nature) examines the metaphors students at a university chose to describe the roles of foreign language teachers and compares metaphors chosen by teachers of English at the same university. Findings indicate that the same three roles (conductor, shopkeeper, and entertainer) were favored most by both the participating students and teachers though they were ranked differently. A deeper analysis of the primary metaphors chosen by the participants suggests that there is a significant discrepancy between teachers' and students' perceptions. While students preferred a learner-centered approach, teachers opted for a teacher-centered teaching. Implications for classroom practices indicate that teachers need to pay closer attention to their students' needs, difficulties and interests.

Keywords: role perceptions, metaphors, philosophies of education

ÖZET: Nitel ve nicel araştırma özelliği taşıyan bu çalışmanın amacı üniversite düzeyindeki bir grup öğrencinin yabancı dil öğretmenlerinin rol tanımlarıyla ilgili olarak seçtikleri metaforları ortaya koymak ve yine aynı ortamda görev yapan İngilizce öğretmenlerinin tercih ettikleri metaforlarla karşılaştırmaktır. Bulgulara göre, her iki katılımcı grubun en fazla tercih ettikleri ilk üç rol tanımı aynı olmakla birlikte (orkestra şefi, bakkal, şaklaban), birinci tercihlerinde farklılık olduğu görülmektedir. Bu metaforların derinlemesine yapılan analizinde, öğrenciler ile öğretmenlerin yabancı dil öğretmeninin rolüne ilişkin algılamalarında önemli bir ayrılık olduğu söylenebilir. Birinci tercihlerine göre öğrenci katılımcılar daha çok öğrenci-odaklı bir yaklaşımı tercih ederken, öğretmen katılımcıların daha fazla öğretmen-odaklı bir öğretim anlayışına sahip oldukları görülmektedir. Bu bulgulara dayanarak, öğretmenlerin, öğrencilerin yabancı dil öğrenirken karşılaştıkları güçlüklere, ilgi ve gereksinimlerine daha fazla eğilmelerinin gerekliliği vurgulanabilir.

Anahtar sözcükler: rol algıları, metaforlar, eğitim felsefeleri

1. INTRODUCTION

Teaching is a complex process because the variety of unpredictable challenges that stem from the dynamic interactions of teacher, student, school, community, and culture makes it difficult to understand its nature. Within this multi-faceted environment, the teachers' role in class depends on their perceptions of the incidents that make up classroom life (Brown, 1975; Carter & Doyle, 1987; Doyle 1977). This perception also develops through cultural expectations from outside the classroom; in other words, school climate and occupational culture influence teachers' thinking and behavior in and out of class (Roberts, 1998, p. 108).

The complexity of teaching has been a research concern for many years. Studies have focused not only on the teaching profession itself, but also on the characteristics of teachers (Borg, 2006; Mollica & Nuessel, 1997; Reichel & Arnon, 2009; Sullivan, 2004; Timmering, 2009). Despite the characteristics all teachers have in common, teachers of different subjects are assumed to have distinguishing features. Being a foreign language teacher can necessitate different skills and strategies from being a teacher of physics, for example. The difference could be related to the nature of the subject matter, i.e. language. Foreign language teachers are perhaps one of a kind teachers because in foreign language teaching, the content and the process for learning the content are the same. Borg (2006) reports that foreign language teachers are different from other subject teachers because of the "dynamic nature of language, the scope and complexity of the content of language teaching, the range of materials, methods and activities available to language teachers, the especially close relationships between language teachers and learners, and issues relating to the status of native and non-native language teachers" (p. 29). Earlier than Borg, Hammadou and Bernhardt (1987, p. 302) have proposed some factors that distinguish the experience of foreign language (FL) teachers from that of teachers of other subjects:

i) *the nature of the subject matter itself* (FL teaching is the only subject where effective instruction requires the teacher to use a medium the students do not yet understand)

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ii) *the interaction patterns necessary to provide instruction* (Effective FL instruction requires interaction patterns such as group work which are desirable, but not necessary for effective instruction in other subjects)

iii) *the challenge for teachers of increasing their knowledge of the subject* (Language teachers teach communication, not facts. In other subjects, teachers can increase their subject matter knowledge through books, but it is harder for FL teachers to maintain and increase their knowledge of the FL because doing so requires regular opportunities for them to engage in FL communication)

iv) *isolation* (FL teachers experience more than teachers of other subjects feelings of isolation resulting from the absence of colleagues teaching the same subject)

v) *the need for outside support for learning the subject (*For effective instruction, FL teachers must seek ways of providing extracurricular activities through which naturalistic learning environments can be created. Such activities are less of a necessity in other subjects).

This uniqueness is naturally reflected in the roles that foreign language teachers play in class, which necessitates a much deeper investigation. As for the roles of learners and teachers in language classes, various descriptions have been provided by different learning theories. The two major learning fields that dominate teachers' thinking—and thus routines—are behavioral psychology and cognitive psychology. These two fields are often juxtaposed; thus, the learning theory dimension has behavioral psychology at one end of the continuum and cognitive psychology at the other (Reeves & Reeves, 1997, p. 60). According to behaviorists, the critical factors in learning are not internal states, but observable behavior, and instruction involves shaping desirable behaviors through the arrangement of stimuli, responses, feedback, and reinforcement. A clear demonstration of behaviorist principles in language teaching is audiolingualism, which accommodates pattern drilling, repetition, and reinforcement by immediate correction of error, and praise of success as a means to establish correct speech habits. Cognitive psychologists, on the other hand, emphasize internal mental states more than behavior. The proponents of this learning model believe that learners use their own strategies and mental processes "to sort out the system that operates in the language with which they are presented" (Williams & Burden, 1997, p. 13).

Apart from these two learning theories, there are two other educational philosophies to consider—namely, learner-centeredness and social reconstructionism. Learner-centeredness is a collective term that refers to the rejection of teaching-directed learning (Marsh, 1986). What lies behind this understanding is the philosophy of constructionism that stresses the role of individual experience and that sees learning as the active construction and testing of one's representation of the world, as well as the accommodation of it to one's personal conceptual framework. Individual needs of learners, learner strategies, learner self-direction, and autonomy are some of the concerns of this philosophy. Social reconstructionism, on the other hand, is best represented by the views of Freire (1972, cited in Richards, 2001, p. 119), "who argued that teachers and learners are involved in a joint process of exploring and constructing knowledge." Teaching is expected to empower students and help them bring about change in their lives. In short, the roles of a classroom teacher range from the didactic—the teacher as "sage on the stage"—to the facilitative—"guide on the side" (Reeves & Reeves, 1997, p. 62).

2. TEACHER IDENTITY AND USE OF METAPHORS

What constitutes the teacher identity? This question has concerned several scholars for many years (e.g., Britzman, 1994; Cooper & Olson 1996; Knowles, 1992; Knowles & Holt-Reynolds, 1991; Palmer, 1997; Vinz, 1996; Weber & Mitchell, 1995). A teacher's awareness of his or her professional identity is also very important. According to Woods (1996), teachers' general level of self-awareness will affect their awareness of their beliefs about language and learning, which, in turn, will influence the content and mode of their teaching. In the same vein, Franzak (2002) and Roberts (1998) emphasize the significance of studying teachers' (both preservice and inservice) perceptions of their role in the teaching process. Similarly, how learners perceive their teachers' roles is equally important because it influences their (the learners') approaches to learning (Ramsden, 1979). Extant research reveals students' perceptions of their teachers in various contexts (Campbell et al., 2001; Feldman, 1986; Lizzio, Wilson & Simons, 2002; Noels, 2001; Paukert & Richards, 2000).

In investigating the perceptions, beliefs, and attitudes of both teachers and learners, using metaphors has proven to be an effective technique (Beijaard, Verloop, & Vermunt, 2000; Ben-Peretz et al., 2003; Cortazzi & Jin, 1999; De Guerrero & Villamil, 2000, 2002; Ellis, 1998; Farrell, 2006;

Fischer, 1996; Mahlios & Maxson, 1998; Nikitina & Furuoka, 2008; Oxford et al., 1998; Saban, 2010; Zapata & Lacorte, 2007). Oxford et al. (1998) state that "considering carefully various metaphors and underlying beliefs can be of particular assistance in widening perspective-consciousness about classroom events, style conflicts and instructional methods" (p. 46).

Metaphors are very important in self-exploration because they are "a ubiquitous feature of our thinking and discourse, the basis of the conceptual systems by means of which we understand and act within our worlds" (Taylor, 1984, cited in Bullough & Stokes, 1994, p. 200). Several scholars have emphasized that metaphorical expression is more a way of thinking rather than a way of using language, and that a link exists between metaphor and thought (Cameron & Low, 1999; Lakoff & Johnson, 1980; Marchant, 1992; Ortony, 1993; Strickland & Iran-Nejad, 1994). Metaphors help us understand ourselves better. Gillis and Johnson (2002) note that metaphors clarify our teaching practices, our attitudes, and our perceptions of self and others (i.e., students and colleagues). They are a "springboard for change," and through metaphors "we meet ourselves" (p. 41).

Regarding metaphors generated to depict teachers, Weber and Mitchell (1995) quote De Castell, who notes the images used by scholars through the centuries to describe teachers, beginning with "Socrates' teacher as midwife, Dewey's teacher as artist/scientist, Skinner's teacher as technician, Stenhouse's teacher as researcher, Eisner's teacher as artist, Greene's teacher as stranger, and her [De Castell's] own teacher as strategist" (p. 24). More recent studies have also attempted to explore how teachers were described in their teaching contexts as well (Ben-Peretz et al., 2003).

Oxford et al. (1998) conducted a significant and inspiring study that attempted to conceptualize the teaching process and the role of language teachers. In their comprehensive study, the authors collected data from students, teachers, and former students in order to explore the various concepts of a language teacher. They organized the elicited metaphors for teachers around "four different philosophies of education that have shaped educational thought through the centuries" (p. 7): (a) Social Order, (b) Cultural Transmission, (c) Learner-centered Growth, and (d) Social Reform. In Social Order, schooling is likened to a production line and the teacher to a technician in the process of social engineering (Oxford et al., 1998, p. 8). In other words, learners are shaped through external reinforcement with strong teacher control, and student interests are of little concern. *Molding* is the archetypal metaphor used for this type of educational process, and the teacher is viewed as "manufacturer," "competitor," "hanging judge," "doctor," and "mind-and-behavior controller." In Cultural Transmission, education is a "process of enculturation or initiation into the historical practices and achievements of a given society" (p. 8). *Gatekeeping* is the archetypal metaphor for this type of educational process, and the teacher is a "gatekeeper" who initiates learners into the good life made possible by culturally evolved modes of understanding, values, and expression. The accompanying metaphors for teacher are "conduit" and "repeater." The concept of Learner-centered Growth prioritizes the development of learners' innate potential by considering student interests as the central focus of schooling. *Gardening* is the archetypal metaphor for this learning process, and the metaphors for teacher are "nurturer," "lover or spouse," "scaffolder," "entertainer," and "delegator." The Social Reform paradigm aims at encouraging multiple viewpoints in the community of learners for developing a democratic, scientifically and culturally advanced society. "Acceptor" and "learning partner" are the metaphors used for teachers from this perspective.

Inspiring the current study also is research by Ben-Peretz et al. (2003), which used seven drawings of occupations embodying some of the qualities associated with teaching. For example, a "shopkeeper" sells goods and is perceived as someone reflecting a transmission role in education; the "judge" is seen as representing authority; "animal keepers" give the image of caregivers; "entertainers" have the role of amusing; "conductors" determine the nature of performances and set the format and tone of the outcome, since they are responsible for both the group and the individuals in it; the "puppeteer" image implies the total passivity of their puppets; and finally, "animal trainers" use behaviorist methods, including reward and punishment, to achieve certain behaviors, without considering the intentions and preferences of their trainees.

Keeping all these in mind, we intended to design a parallel yet different study to see how teachers and students at the university level view foreign language teachers' roles. This was important for us mainly because in the research context there was a complete lack of information on what role English language teachers would like to play in fulfilling their teaching and what role students expect their foreign language teachers to perform in class. This mutual ignorance on each other's preconceived perceptions, beliefs, presuppositions, prejudices, and expectations about language

teachers and teaching could be one of the barriers for a healthier and more harmonious class atmosphere that would contribute to an effective teaching/learning process. For this reason, we believe the findings obtained in this study will contribute to a better understanding between both groups in the research context. In addition, despite the geographical and cultural differences, most of the concerns of foreign language teachers and students in different parts of the world are somehow similar; therefore, the findings might also interest a larger group of teachers, students, and researchers elsewhere.

3. METHOD

3.1. Research Question

This study addresses the following questions:

i) What are the perceptions of English language teachers and those of students regarding the role of foreign language teachers?

ii) Is there any significant difference between teachers' and students' choices as regards the metaphors?

3.2. Participants

Twenty-two English language instructors (18 females and 4 males) in the Modern Languages Division (MLD) of the School of Foreign Languages and English Preparatory School at Eastern Mediterranean University, an English-medium university located in Famagusta, Turkish Republic of Northern Cyprus, participated in the study. Their teaching experience ranged from 4 years to 19 years, and the majority of them were nonnative speakers of English. The other group comprised 52 freshman students (13 females and 39 males), all of Turkish nationality, from the engineering and mathematics departments of the same university. Their age range varied between 17-27. These students had followed a one-year English preparatory program and passed a proficiency exam with a minimum of intermediate level. In their freshman year, in addition to their subject-matter courses, they take a two-semester English course to improve their academic English skills. Like the teachers' participation, students' participation in this study was voluntary. All participants were assured that their anonymity and privacy would be protected and respected at all times.

The institution where the study was conducted announced its aim in its introductory catalogue: "to foster autonomous and life-long learning in students by encouraging them to take responsibility for their own learning" (http://www.emu.edu.tr/academic/eps.aspx). Therefore, the teaching staff (i.e., the teacher participants) were expected to develop an appropriate role and teaching style to fulfill this objective. Yet, due to either preconceived perceptions, beliefs, presuppositions, or unforeseen class dynamics, it would be difficult to take this for granted.

3.3. Data Collection and Analysis

Given that the goal of this study is to discern the perceptions of teachers and students on foreign language teachers' roles, the qualitative method seemed more appropriate since it allowed us to obtain, analyze, and understand the participants' beliefs and opinions about the roles of foreign language teachers. However, the study also has a quantitative nature since we calculated and reported the percentages of the choices made by the participants. Also, we conducted Chi-square value test to see whether there was any significant difference between teachers' and students' choices as regards the metaphors.

Data for the qualitative side of the study came from two instruments: picture metaphors and the written justifications for their choice. Picture metaphors included seven drawings of occupations (namely, shopkeeper, judge, animal keeper, entertainer, conductor, puppeteer, and animal trainer), and the respondents (i.e., teachers and students) were asked to choose the picture metaphor that they thought best represents the role of a foreign language teacher (see Appendix). Then they were asked to explain why they chose that particular metaphor by writing it either in English or, if they liked, in their mother tongue (in order to ensure free and richer expression of ideas).

In analyzing the data, first, the role choices of both teachers and students from the picture metaphors were identified and tabulated according to their frequency percentages. We carried out this process manually since the number of participants was manageable. For the justifications (i.e., reasons) that the participants provided for their choices, we designated a qualitative content-based analysis as a proper data analysis approach. As Ellis and Barkhuizen (2005) put forward, this type of analysis typically follows a very generalized sequence of coding for themes, looking for patterns, making interpretations, and building theory. Consistent with these content-based analysis procedures, analysis of the data for this study progressed in four major steps: (a) transcribing the data obtained

from the written explanations, (b) coding for themes and looking for themes, (c) growing ideas, and (d) interpreting the data and ultimately drawing conclusions. Once all the source data was loaded, we were ready to trace the underlying thought behind the chosen metaphors.

For this, firstly we decided to categorize the seven picture metaphors according to Oxford et al.'s (1998) typology of educational philosophies. In doing this, we based on the participants' justifications for their choices, rather than relying on our own conceptualization. It is noteworthy that the seven picture metaphors fell into either the Social Order category ("conductor," "animal trainer," "judge," and "puppeteer") or the Learner-centered Growth category ("shopkeeper," "entertainer," and "animal keeper"), leaving the other two categories, Cultural Transmission and Social Reform, irrelevant.

As for the quantitative analysis of the data, we interpreted the Chi-square value test result. Both qualitative and quantitative analysis results will be reported below.

4. RESULTS

The three top visual metaphors chosen by the participating teachers as most representative of their role as foreign language teachers were "conductor," "shopkeeper," and "entertainer," with percentages of 36.4%, 31.8%, and 18.2%, respectively. The least popular roles were "puppeteer," "animal keeper," and "judge". The data analysis revealed, strikingly, that students chose the very same images ("shopkeeper," "conductor," and "entertainer" images) as the most appropriate images for the roles of foreign language teachers, though with a change in the rank of the first and second choices, with percentages of 23.1%, 21.2%, and 19.2%, respectively. The least frequently chosen images were "puppeteer" and "animal trainer" (3.8% each). It is also interesting that students ranked "animal keeper" fairly high (15.4%), a metaphor that the teachers did not choose at all (0%) (see Table 1).

Also, the Chi-square value test result indicated that there is no statistically significant difference between teachers' and students' choices with respect to the metaphors because Chi-square value 11.247 with degrees of freedom (df) 6 is non-significant at α level 0.05 since p (0.081) is greater than 0.05. Yet, a closer inspection of the rank order of both groups reveals that the favorite metaphor of teachers and students were different. This grabbed our attention as we thought this difference can be regarded as important because the primary metaphors selected by both groups represent two different ideologies.

Table 1: Teachers' and Students' Role Perceptions of Foreign Language Teachers by Means of Picture Metaphors

Teachers (n=22)		Students (n=52)	
Metaphors	**f (%)**	**Metaphors**	**f (%)**
Conductor	8 (36.4)	Shopkeeper	12 (23.1)
Shopkeeper	7 (31.8)	Conductor	11 (21.2)
Entertainer	4 (18.2)	Entertainer	10 (19.2)
Animal trainer	3 (13.6)	Animal keeper	8 (15.4)
Judge	0 (0)	Judge	7 (13.5)
Puppeteer	0 (0)	Puppeteer	2 (3.8)
Animal keeper	0 (0)	Animal trainer	2 (3.8)

5. DISCUSSION

Three roles were favored by both groups: conductor, shopkeeper, and entertainer; yet the primary choices of both groups were different. Teachers' favorite image for representing foreign language teachers' role was "conductor," which appeared to be the second most favored image for the students. In Oxford et al.'s (1998) typology, the "conductor" image best corresponds to the Social Order perspective, as it reflects the teacher's power and capacity to control the students' behavior (p. 21).

Although the term is loaded with connotations implying behaviorist thinking in the above-mentioned interpretation, both participating groups received the "conductor" metaphor quite positively. For example, one teacher stated, "I'm guiding my students to find the right track, to make sure everyone is doing the same thing, to have harmony." A student expressed this idea as well: "She [teacher] establishes harmony in the classroom." One teacher likened her students to the members of

an orchestra: "My students already know how to play the instruments but with my help and guidance they play their instruments much better." Similarly, a student emphasized the importance of learning how to use information: "Teacher teaches us how to use the information we possess because if you do not know how to use information, then knowing that information is no good." In all these perceptions, there is a mental image of an active teacher who plans everything carefully to conduct a lesson in which all students with varying needs, interests, abilities, and learning styles can display their potential abilities successfully and in harmony.

The "shopkeeper" image, which was the primary image chosen by the students and the secondary image for the instructors, represents a teacher type who has all the knowledge and skills that students may need. Students should be highly motivated to learn from this teacher. In other words, students' determination and responsibility is essential for their benefiting from what the teacher has to offer. The corresponding category for the "shopkeeper" image in Oxford et al. (1998) is Learner-centered Growth because, according to this philosophical perspective, "student interests replace discipline as the central focus of schooling" (p. 27). Teachers who chose this image justified their choice as follows: "I have information and I'm trying to share this information, but I'm not the authority. My teaching is not teacher-centered. It's up to the student to come and buy." Another teacher used similar expressions: "I have a package and I'm offering something they need. I have the facilities…teaching skills, materials, methods…I try to guide them (the students) to buy the right product; I explain the benefits of it; I advertise." The students explained their choice of the shopkeeper metaphor with similar words. In their justifications, the students emphasized the role of willingness to learn: "Teacher teaches us what he/she knows, but there is no force involved because the person who wants to learn comes and learns"; "Just like a shopkeeper can't sell us goods unless we want to buy them, similarly teachers can't give us anything unless we want something."

The third most popular choice for both instructors and students, "entertainer," represents the humanistic aspect of teaching, emphasizing the need to take into account the affective characteristics of learners to increase their motivation level in class. According to this view, when students enjoy their lessons, their learning will be easier and more effective. Like the previous metaphor, this one also fits into the Learner-centered Growth perspective in Oxford et al.'s (1998) classification. The participating teachers who chose the "entertainer" role expressed openly that they felt the need to attract students' attention and help them learn the language in an enjoyable way. Since English and other foreign languages are not the students' departmental courses but are merely service courses, low class attendance is a problem most of the time, especially in departments like engineering and mathematics, where the four-year curriculum is rather challenging for the students. Students tend to devote most of their study time to courses for their majors and to see other service courses as less important and more easily achievable with less effort and attendance. Some participating teachers may want to avoid this attendance problem by assuming the entertainer role so that their students will be willing to attend their classes regularly. Some of the justifications they offered support this view: "I do my best to liven the atmosphere in the learning environment. I do a lot of acting in the classroom to get their attention." Another teacher wrote, "Since English is not their department lesson, my students take it easy. I have attendance problem. I try to attract their attention to make them participate." Students perceived this metaphor in a positive way and expressed views similar to those of the teachers: "So far my language teachers have always been warmer to me than my other teachers"; and "[w]hen I attend English lessons, I feel more attentive and interested because they are not as heavy and boring as departmental courses."

Another image chosen by three teachers was "animal trainer," which falls into the Social Order category in Oxford et al.'s (1998) typology. It represents the behaviorist approach in which learning is viewed as habit formation through repetition and mechanical drills without much considering students' individual differences and preferences. The justifications of the teachers who opted for the "animal trainer" image could be interpreted as their equating training with making students study. One explanation for the choice of this metaphor ("animal trainer") was as follows: "They [students] think they can pass without studying. I feel the need to change their thinking. They have to be trained to give me what I want them to do." Another teacher wrote, "I insist on certain things, and I want these done in a certain way." Obviously, this role is in contradiction to the institution's declared mission, which emphasizes the responsibility of learners for their own learning. Students did not favor the "animal trainer" role, however. In fact, it was one of the last choices for students, which implies that students do not want teachers to see them as a crowd to be strictly controlled in a teacher-centered

classroom environment. Only two students chose this metaphor, saying, "Education and discipline exist together," and "we come to school knowing nothing, and teachers train us."

When the rest of the teacher and students preference lists were analyzed, some differences could be detected in their perceptions. For example, no teacher chose "judge" and "puppeteer," which may show that teachers do not want to see themselves as the authority and the students as passive. However, seven students chose "judge" as a suitable role for foreign language teachers. When asked what made them think so, these students clarified that they wished to see foreign language teachers as "judges" or, in their own words, as "more strict," because they thought that compared to other subject teachers, language teachers were unnecessarily approachable and friendly. One student wrote, "Some easy-going students abuse this. They never show enough effort. And our teacher is so tolerant towards them." These students might have felt frustrated because they perceived the situation as blocking their own learning opportunities. This frustration is understandable to some extent when the educational background of hardworking students is considered. In the Turkish educational system, a teacher's imposed and forcible guidance is seen as a road to success; that is, a student's success or failure is attributed to the level of the teacher's discipline and authority. Therefore, lack of control over the students is not desirable. Some students also equated the "judge" metaphor with teachers giving grades. For example, a student said, "Teachers give the final decision with their marks at the end of the semester."

Another picture metaphor not at all favored by teachers, but which some students liked, was "animal keeper." Eight of the participating students chose this image as the role they attributed to foreign language teachers. Justifications included, "Teachers give their love and make themselves loved," and "I feel comfortable in language classes." Students' emphasis on this picture metaphor can be attributed to the significance of affective or emotional factors in learning a new language, a perspective already noted by many researchers (Krashen, 1987; Moskowitz, 1978; Oxford, 1996; Schumann, 1999; Stevick, 1999). Krashen (1987), for example, points to the importance of motivation, self-confidence, and anxiety, and deduces that

> …our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter (…) The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation. (p. 32)

To summarize, although the first three metaphors favored by both the teachers and students were the same, the primary metaphors selected by both groups were different. While teachers opted for "conductor," students chose the "shopkeeper" metaphor as the primary role for the foreign language teacher. This can be seen as a significant discrepancy between teachers' and students' perceptions because the metaphors of "conductor" and "shopkeeper" represent two different ideologies—i.e., teacher-centered and learner-centered ideologies, respectively. Teachers' preference for the "conductor" metaphor can be interpreted as a reflection of the culture of teaching among the participating teachers. Despite institutional attempts to make learner-centered teaching more prevalent, the teacher-centered teaching approach still seems to be the most favored approach in teachers' beliefs. Karavas-Doukas (1996) reports similar cases in which teachers have a resistance to adopting new teaching strategies from teacher development seminars.

Nevertheless, teachers' secondary and tertiary choices regarding foreign language teachers' roles ("shopkeeper" and "entertainer") represent learner-centered approaches. Therefore, it is possible to claim that teachers have a balanced teaching approach, one that combines both teacher- and learner-centered approaches. A similar interpretation is plausible for students' choices as well. Although their primary choice, "shopkeeper," indicates that they favor a learner-centered teaching approach, with their second choice ("conductor") they show that they also value teacher-centered teaching.

6. IMPLICATIONS FOR CLASSROOM PRACTICE AND SUGGESTIONS FOR FURTHER RESEARCH

The findings of the study are consistent with the view that there is no one god-given way of teaching and an effective teaching is a mixture of both teacher-centered and student-centered approaches. The balance between the two depends on a number of factors such as the student profile (their age, learning styles and needs), the time of the day, the purpose of the lesson, the content, and the materials. Yet, more important than all, are the beliefs and perceptions of both teachers and students. Teachers need to understand and reflect on their own perceptions (as well as those of

learners) about language teachers' roles in order to improve professional preparation and teaching practices. Korthagen (2004) highlights the idea that reflection helps develop teachers' self-concept and self-awareness and, therefore, their professional identity. One way to achieve this could be to initiate teacher-student dialogues and reflections in classes about how they conceptualize good English teachers. This awareness-raising activity will definitely establish an understanding between both groups, and lead to more effective teaching and learning. Also, seminars and courses can be incorporated into pre-service and in-service teacher development programs to bring the perceptions to a conscious level.

Before we make suggestions for further research, we should note that our study is not without its limitations. First, one may think that equating teaching methods to some simple phrases or drawings may be limiting, but as we explained earlier in this paper, we believed that using metaphorical images can help convey the teaching role more easily. In addition, to remedy this possible limitation, we asked the respondents to explain the justifications for their metaphoric picture choices, and thus openly to express their beliefs and understandings.

The present study was carried out at a higher education institution. We believe more research is needed to obtain a complete picture of how foreign language teachers and students think about teaching, learning, and defining their own roles in this research context. Additionally, from the way data were collected, we may not be sure whether participants reflected experienced or ideal images of foreign language teachers. Future research, therefore, might ask teachers and students to focus on and generate two types of metaphors: one to represent those experienced and the other to represent their ideal images of foreign language teachers. Comparing these two metaphors may open up new arenas for understanding the discrepancies between the "actual" and "ideal" images of teachers in an education system.

Despite its limitations, this study constitutes a first step toward understanding role perceptions of foreign language teachers, not only from their own perspectives but also from the perspectives of learners in this research context. The current research is also a first attempt in this research context to capture both teachers' and students' conceptualizations of the language teacher's role by grouping them into philosophical perspectives. Articulating and examining perceptions may contribute to a more inclusive and better understanding of how teachers and students view both teaching and teachers, which may, in turn, produce good teaching.

In order to investigate whether and how role perceptions of foreign language teachers change in different educational and cultural contexts, a similar study could be conducted elsewhere with similar contexts in which English is taught as a foreign language, and the findings could then be compared. Additionally, a study that would compare perceptions of male and female foreign language teachers' roles would be revealing. Likewise, comparing the metaphors for novice and experienced teachers would be worthwhile, as doing so might contribute to our understanding of the role of experience in teaching. Finally, further research could take into account other stakeholders' (e.g., policy makers, administrators) perceptions of the language teacher's role.

7. CONCLUSION

This study aimed to understand how language teachers and learners perceive the role of foreign language teachers. The results indicated that the elicited conceptualizations of teachers and students represent either teacher-centered or student-centered thinking, echoing De Leon-Carillo's (2007) findings. The metaphors chosen by both groups can be viewed on a polarized scale: namely, Social Order (representing teacher-centered ideology) and Learner-centered Growth (representing learner-centered ideology) according to Oxford et al.'s (1998) typology. In this regard, the findings can be considered as consistent with these two current paradigms of teaching and learning. We believe that the insights obtained in this study will help both teachers and students in their efforts to understand their roles better in the complexities of teaching and learning.

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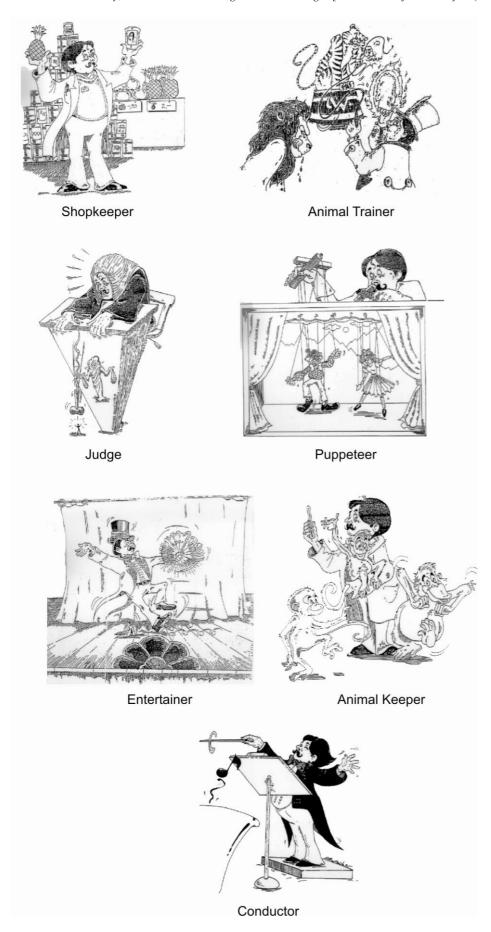
Figure 1. Picture metaphors.

Geniş Özet

Öğretme işinin ya da sürecinin karmaşıklığı konusu uzun yıllardan beri araştırmacıların ilgi odağı olmuştur. Araştırmalar sadece öğretmenlik mesleği üzerine odaklanmamış, aynı zamanda öğretmenlerin özelliklerini de konu almıştır (Borg, 2006; Mollica & Nuessel, 1997; Sullivan, 2004; Timmering, 2009). Öğretmenlerin tümünün bazı ortak özelliklere sahip olmalarına rağmen, farklı branş öğretmenlerinin ayırt edici özellikleri olduğu öngörülmektedir. Örneğin, Borg'a (2006) göre yabancı dil öğretmenleri diğer branş öğretmenlerinden farklıdır. Bu farklılığı oluşturan etkenler, "dilin dinamik yapısı, dil öğretiminin içeriği ve karmaşıklığı, materyallerin çeşitliliği, dil öğretmenlerinin kullandığı yöntem ve sınıf içi etkinlikler, dil öğretmenleri ve öğrencileri arasındaki daha yakın ilişki ve anadili erek dil olan ve olmayan öğretmenlerin statüsü ile ilgili konular"dır (s. 29). Bu özgünlük doğal olarak yabancı dil öğretmenlerinin sınıf içindeki rollerine yansımaktadır. Bu da söz konusu özgünlüğün daha derin araştırılmasını gerektirmektedir.

Öğrencilerin ve öğretmenlerin dil sınıflarındaki rolleri, farklı öğrenme kuramları tarafından farklı şekillerde tanımlanmıştır. Öğrenme kuramı boyutunun bir ucunda davranışsal ruhbilim, diğer bir ucunda da bilişsel ruhbilim, öğretmenlerin düşüncelerini ve dolayısıyla sınıf içindeki davranışlarını belirleyen ve sık sık karşılaştırılan iki büyük öğrenme alanıdır (Reeves & Reeves, 1997, s. 60). Davranış bilimcilere göre, öğrenmedeki kritik etkenler zihinsel durumlar değil, gözlemlenebilir davranışlardır. Bu anlayışa göre öğretim, istenilen davranışların uyaran, cevap, geriiletim ve pekiştirme ile şekillendirilmesi sonucu gerçekleşir. Dil öğretiminde davranışçı ilkeleri açık bir şekilde gösteren yöntem, dil-işitim yöntemidir. Diğer taraftan, bilişsel ruhbilimciler, davranıştan ziyade zihinsel (usçu) durumlara vurgu yapmaktadır. Bu öğrenme modelinin savunucuları, öğrencilerin "öğrendikleri dildeki sistemi çözmek için" kendi stratejilerini ve zihinsel süreçlerini kullandıklarına inanırlar (Williams & Burden, 1997, s. 13).

Bu iki öğrenme kuramından başka göz önünde bulundurulması gereken iki eğitim felsefesi daha vardır. Bunlar, öğrenci-odaklılık ve sosyal yeniden-yapılandırmacılıktır. Öğrenci-odaklılık, öğretim-odaklı öğrenmeyi reddetmeye karşılık gelen genel bir terimdir (Marsh, 1986). Bu anlayışın gerisinde, kişisel deneyimin rolünü vurgulayan ve öğrenmeyi, kişinin dünyayı yorumlaması, bilgiyi oluşturması ve edindiği bilgiyi kendi kavramsal çerçevesine yerleştirmesi olarak gören yapılandırmacılık felsefesi vardır. Öğrencilerin kişisel ihtiyaçları, kullandıkları öğrenme stratejileri, öğrenci öz-yönelimi ve özerkliği bu felsefenin konularından bazılarıdır. Diğer taraftan, sosyal yeniden-yapılandırmacılığın en önemli temsilcilerinden olan Freire'e (1972, Richards, 2001, s. 119) göre, öğretimin amacı, öğrencileri güçlü kılması ve hayatlarında değişiklik yapmalarına yardımcı olmasıdır. Kısacası, öğretmenin sınıftaki rolü 'otoriter' rolden 'kolaylaştırıcı' role; bir başka deyişle, "sahnedeki bilge"den "yanımızdaki rehbere" kadar değişen bir çeşitlilik arzetmektedir (Reeves & Reeves, 1997, s. 62).

Öğretmenlerin ve öğrencilerin sahip oldukları algılamalarının, inanışlarının ve tutumlarının araştırılmasında metafor (eğretileme, mecaz) kullanımı, etkili bir teknik olmuştur (Ben-Peretz ve ark., 2003; De Guerrero & Villamil, 2000, 2002; Farrell, 2006; Mahlios & Maxson, 1998; Nikitina & Furuoka, 2008; Oxford ve ark., 1998; Saban, 2010; Zapata & Lacorte, 2007). Bazı bilim adamları metaforik ifadenin dili kullanmanın da ötesinde bir düşünce biçimi olduğunu ve metaforla düşünce arasında bir bağlantı bulunduğunu vurgulamaktadır (Cameron & Low, 1999; Lakoff & Johnson, 1980; Marchant, 1992; Strickland & Iran-Nejad, 1994). Gillis ve Johnson (2002), metaforların, öğretim biçimimiz ve tutumlarımızın yanı sıra, kendimiz ve başkaları (yani, öğrenciler ve diğer öğretmenler) hakkındaki algılarımızı da daha net hale getirdiğini belirtmektedirler. Gillis ve Johnson'a göre, metaforlar değişim için birer sıçrama tahtasıdır ve onlar aracılığıyla kendimizle yüzleşiriz (s. 41).

Öğretmenleri tasvir etmekte kullanılan metaforlarla ilgili olarak Weber ve Mitchell (1995), De Castel'den alıntılar yapmışlardır. De Castel, bilimadamları tarafından yüzyıllar boyu öğretmenleri tanımlamak için kullanılan imgeleri şöyle belirlemiştir. Öğretmen, "Sokrates'e göre bir ebe, Dewey'e göre bir sanatçı/bilimadamı, Skinner'e göre bir teknisyen, Stenhouse'a göre bir araştırmacı, Eisner'a göre bir sanatçı, Greene'e göre bir yabancı ve kendisine göre ise bir strateji uzmanı olarak" görülmektedir (s. 24). Daha yeni araştırmalar da öğretmenlerin kendi öğretim ortamlarında nasıl tanımlandığını keşfetmeye çalışmışlardır (Ben-Peretz ve ark., 2003).

Hem niteliksel hem de niceliksel araştırma teknikleri uygulanarak düzenlenen bu çalışmanın amacı, İngilizce öğretmenlerinin ve öğrencilerin, yabancı dil öğretmenlerinin rolü ile ilgili algılamalarını araştırmak ve bu algılamaları Oxford ve ark.'nın (1998) ortaya koyduğu eğitim felsefelerinin sınıflandırılması çerçevesinde irdelemektir. Çalışmaya Kuzey Kıbrıs Türk Cumhuriyeti'nin Gazimağusa kentinde İngilizce eğitim veren Doğu Akdeniz Üniversitesi'ndeki Yabancı Diller ve İngilizce Hazırlık Okulu'nun Modern Diller Birimi'ndeki 22 İngilizce öğretmeni ve aynı üniversitenin mühendislik ve matematik bölümlerinde eğitim gören 52 birinci sınıf öğrencisi katılmıştır. Veri, her iki gruptan da resim metaforları yoluyla elde edilmiştir. Resim metaforları, karikatürize edilmiş yedi meslek çiziminden (bakkal, hakim, hayvan bakıcısı, şaklaban, orkestra şefi, kukla oynatıcısı ve hayvan terbiyecisi) oluşmaktadır. Katılımcılardan, yabancı dil öğretmeninin rolünü en iyi temsil eden resim metaforunu seçmeleri ve nedenini de belirtmeleri istenmiştir. Bu şekilde elde edilen yazılı veri "içerik analizi"ne tabi tutularak, katılımcıların geri planda yansıttıkları temalar ortaya çıkarılmaya çalışılmıştır. Ayrıca öğretmen ve öğrenci katılımcıların metafor seçimleri arasında istatistiksel açıdan anlamlı bir farklılık bulunup bulunmadığını araştırmak için ki-kare (chi-square) testi uygulanmıştır.

Elde edilen sonuçlar, hem öğretmenler hem de öğrenciler tarafından tercih edilen ilk üç metaforun aynı olduğunu göstermiştir: orkestra şefi, bakkal ve şaklaban. Yapılan ki-kare testi, bu iki katılımcı grubun metafor seçimleri arasında anlamlı bir fark bulunmadığını göstermesine rağmen, her iki grubun 1. tercih sıralamalarının farklı olduğu ise aşikardır. Yani İngilizce öğretmenlerinin 1. sıradaki tercihi 'orkestra şefi' iken, öğrencilerin 1. sıradaki tercihi 'bakkal' olmuştur. Bu, öğretmen ve öğrencilerin algıları arasında önemli bir uyuşmazlık olarak değerlendirilebilir, çünkü 'orkestra şefi' ve 'bakkal' metaforları iki farklı ideolojiyi, yani sırasıyla öğretmen-odaklı ve öğrenci-odaklı ideolojileri temsil eder. Öğretmenlerin 'orkestra şefi' metaforunu tercih etmeleri, katılımcı öğretmenler arasındaki 'öğretme' kültürünün yansıması olarak yorumlanabilir. Veri toplanan kurumda öğrenci-odaklı öğretimi daha çok yaygınlaştırmak için yapılan tüm girişimlere rağmen, öğretmen-odaklı öğretim yaklaşımı hala öğretmenlerin inançları içinde en çok tercih edilen bir yaklaşım gibi görünüyor. Karavas-Doukas (1996) da çalışmasında, öğretmenlerin hizmetiçi seminerlerinde kendilerine tanıtılan yeni öğretim stratejilerini benimsemeye karşı direnç gösterdikleri benzer durumlardan sözetmektedir. Bu da sorunun kurumsal ya da yerel bir sorun olmayıp, daha yaygın bir sorun olabileceğini göstermektedir.

Sonuçlar, ortaya çıkan öğretmen ve öğrenci algılamalarının ya öğretmen-odaklı ya da öğrenci-odaklı görüşü temsil ettiğini göstermektedir. Bu, De Leon-Carillo'nun (2007) bulgularıyla benzerlik göstermektedir. Her iki grup tarafından seçilen metaforlar, Oxford ve ark'ın (1998) sınıflandırmasında yer alan 'Sosyal Düzen' ve 'Öğrenci-odaklı Gelişim' kategorileri içine de alınabilir. 'Sosyal Düzen', öğretmen-odaklı ideolojiyi; 'Öğrenci-odaklı Gelişim' ise öğrenci-odaklı ideolojiyi temsil etmektedir. Bu bağlamda, bulgular bu iki mevcut öğretme ve öğrenme paradigmaları ile uyumlu olarak kabul edilebilir. Bu çalışmada elde edilen anlayışların, karmaşık bir yapıya sahip olan öğretme ve öğrenme süreçlerinde öğretmenlerin ve öğrencilerin kendi rollerini daha iyi anlama çabalarında yardımcı olacağına inanılmaktadır.