



## Alıştırma Yapmak Mükemmelleştirir mi? Eğretileme Yoluyla İngilizce Öğretmen Adayı Görüşlerinin İncelenmesi

### Does Practice Make Perfect? Insights from Pre-service EFL Teachers via Metaphors

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#### Özet

İngilizce öğretmen adaylarının mesleki kimliklerini nasıl kavramsallaştırdıkları doğrudan yabancı dil öğretimini etkilediği için her zaman bilimsel araştırmaların bir parçası olmuştur. Fakat mesleki kimlik gelişimi ve sınıf-içi alıştırma arasındaki ilişkiyi ortaya çıkarmak eğretileme analizi gibi sınırlı sayıda araştırma yöntemleri ile mümkündür. Buradan hareketle, bu çalışmanın amacı öğretme deneyimi açısından farklılık gösteren İngilizce öğretmen adaylarının mesleki kimliklerini nasıl anlamlandırdıklarını eğretileme yöntemiyle bulmak ve sonrasında küçük ölçekli öğretim ya da uygulamalı staj ile elde edilen sınıf içi araştırmalarının eğretileme tercihlerinde bir etkisi olup olmadığını araştırmaktır. Eğretileme çözümlene yöntemi ile 184 katılımcıdan toplanan veriler Saban, Kocbeker, Saban (2007) tarafından önerilen çerçevede nitel olarak incelenmiştir. Sonuçlar her ne kadar öğretmen adaylarının tercihlerinde farklılık olsa da deneyimsizden çok deneyimliye kadar üç grup şeklinde sınıflandırılan katılımcıların sınıf içi alıştırma bakımından birbirinden farklılaştığını göstermiştir. Özellikle, öğretmen adaylarının deneyimlerinin artmasıyla öğretmen odaklı bir yaklaşımdan öğrenci odaklı bir yaklaşıma geçiş gözlemlenmiştir.

**Anahtar Kelimeler:** İngiliz Dili Eğitimi, Eğretileme, Öğretmenlik Bilişi

#### Abstract

How pre-service EFL teachers conceptualize their professional identities has always been part of scientific inquiry since it is one of the fundamentals of language teaching settings. Yet, uncovering its interaction with constructs such as in-class practice has been only possible via a limited set of instruments one of which is the metaphor analysis. Hence, the aim of the current study was to figure out how pre-service EFL teachers with different experience backgrounds perceive their professional identities, namely English language teachers in the form of metaphors and then to understand if in-class practice either via micro-teachings or practicum courses had any say on their preferences. Data collected from 184 participants through the metaphor analysis methodology were analyzed qualitatively in line with the framework proposed in Saban, Kocbeker, Saban (2007). Results revealed that although choices were diversified practice type tested across three groups ranging from no experience to experienced affected pre-service EFL teachers' metaphors. In specific, it was observed that there was a focus shift from a teacher centered account to a learner centered one in line with the accumulation of in-class practice.

**Keywords:** English Language Teaching, Metaphors, Teacher Cognition

### 1. Introduction

In line with the increasing evidence in favor of its impact on classroom practices, teacher cognition has attracted considerable attention in recent years as a scholarly work (Borg, 2003a). In specific, language teacher cognition as proposed by Borg (2006) has been exhaustively studied from different perspectives including prior learning experiences (Golombek, 1998; Hayes, 2005; as cited in Feryok, 2010). It has always been intriguing whether those language pre-service teachers with no or

comparatively little in-class teaching experience would hold similar preconceptions as to teaching when they are contrasted with more experienced ones or not.

These preconceptions, which form the basis for many actions taken in the classroom settings, are not directly observable. Hence, scholars employ implicit tools such as metaphors to disclose them. Starting from Lakoff and Johnson's (1980) influential work on the Cognitive Theory of Metaphors, they have been exploited highly frequently for a variety of purposes, including instructional purposes (e.g., Hoban, 2000; Saban, 2004, among many others). In particular, metaphors are described as "understanding and experiencing one kind of thing in terms of another" (Lakoff & Johnson, 1980, p.5). In addition to accumulating evidence in favor of metaphors within cognitivist accounts, the Vygotskian social constructivist perspective provides further support for metaphors in unveiling identity formation processes as well (Littlemore & Low, 2006). Thus, from distinct perspectives, they are strongly believed to foreshadow how human beings perceive the concept targeted by the metaphor.

Taking these into consideration, a metaphor analysis as a robust research tool could be employed to explore pre-service teachers' tacit preconceptions of their professional identities. Moreover, these preconceptions are not stable and interact with a number of intervening factors of teaching, including previous teaching experiences. In the teaching profession, even long before candidates become teachers, they construct strong predispositions inherently based on years of observation throughout their schooling. This is also known as "apprenticeship of observation" by Lortie (1975) and suggests that pre-service teachers' perceptions are tenacious and influential on their teaching. Borg (2004) explains it as follows: "student teachers arrive for their training courses having spent thousands of hours as schoolchildren observing and evaluating professionals in action" (p. 274). In addition to these tacit impressions, the way they are trained at the higher education institutions would have an unambiguous impact on both the way they perceive their professional identities and the way they take decisions as to their teaching practice.

## 2. Literature Review

Teaching involves active and constant decision-making processes in the classroom setting and beyond (Shulman, 1987). Hence, teacher education programs tended to provide detailed theoretical background on various topics, which aim to equip trainees with up-to-date and efficient tools when they are to decide on anything in classes. Yet, no matter how efficient these training programs are, they fall short of providing genuine practice opportunities that would mirror firsthand classroom experience (Kotelawala, 2012). In order to remedy this gap, several precautions such as microteaching and practicum courses have been taken and since then, they have become useful means to provide valuable classroom experience for pre-service teachers.

Microteaching was believed to bridge the gap between theory and classroom practice under highly controlled circumstances (Allen & Eve, 1968) even though it received severe criticisms due to unnatural teacher student interaction (Yan & He, 2017). Yet, advantages such as experiencing teaching in a relatively safer setting and sharing responsibility with peers and academics overweight the disadvantages (Onwuagboke, Osuala, & Nzeako, 2017). On the other hand, practicum course was accepted as one of the most significant phases of pre-service teachers' becoming in-service teachers as it sets the ground for the first authentic teacher and student interaction under the guidance of a relatively more experienced teacher (Smith & Lev-Ari, 2005). Conclusively, both microteachings and practicum courses have turned out to be indispensable parts of teacher education programs worldwide and they have been highly influential in pre-service teacher cognition (Celen & Akcan, 2017;

Orland-Barak & Wang, 2021). More explicitly, as these instruments multiply type and amount of classroom interaction in teacher education they are presumed to trigger conceptual changes as well.

Borg (2003a) defines “the term teacher cognition as an inclusive term to embrace the complexity of teachers’ mental lives.” (p. 86). With all intervening factors, this complexity has been attempted to be resolved via metaphor studies as they facilitate comprehension by turning abstract concepts into tangible ones (Kagan, 1990). Thus, a number of studies on language teacher cognition employed metaphor analysis in different contexts.

To illustrate, Thomas and Beauchamp (2011) investigated teacher professional role identity of English language teachers in Canada via metaphors in a longitudinal study that trace language teachers’ conceptual change in line with the increase in in-class practice. They concluded that the way participants viewed their roles had drastically changed. In the case of pre-service teachers, metaphors have been more student-centered, whereas after spending six months of teaching language teachers tended to highlight problems and challenges of their teaching context from teachers’ perspective.

Likewise, a number of other studies in different contexts from China (Zhu & Zhu, 2018) to USA (Erickson and Pinnegar, 2017) have been conducted on EFL teacher cognition using metaphor analysis. Yet, it has been also discussed that culture and the social contexts play a crucial role in how teacher candidates mirror their professional identities (De Guerrero & Villamil, 2002) while there is also counter evidence yielding dissimilar findings (Saban et al. 2007; Yeşilbursa, 2012). To keep the previous studies precise and focused studies administered in Turkish contexts have been reviewed subsequently.

Saban et al. (2007) conducted a metaphor study involving 1222 pre-service teachers (i.e., 334 were participants from the ELT department, making up 27.3% of the whole sample) to understand how they conceptualize teaching and learning and if there were any differences among participants. Results of both qualitative and quantitative data analyses yielded 10 primary categories for metaphors and demonstrated that gender and department are keys to pre-service teachers’ conceptualization of teaching and learning. Furthermore, Saban et al. (2007) concluded that constructs such as “culture, gender, and personal experiences as students” have been highly influential on the perceptions of prospective teachers (p. 520).

Different from the previous study, Seferoğlu, Korkmazgil, and Ölçü (2009) compared and contrasted three groups of participants: 58 junior, 92 senior pre-service, and 70 in-service English language teachers by asking them to complete a prompt in which they come up with metaphors for “teachers”. The aim was to unveil their implicit understanding of teaching and how it was reflected on their preferences for different metaphors as well as testing whether teaching experience from limited to some would have any consequences for language teachers’ metaphor choices. Sticking to Oxford’s (2001) framework, data were interpreted under three categories for metaphors, each of which reflects a different mindset. Among them, teacher as facilitator was found to be the most distinguishing category between pre-service and in-service teachers. Seferoğlu et al. (2009) speculated that this might be related to the focus shift towards a more learner-centered approach. More explicitly, findings indicated that as in-service language teachers’ in-class experience increases, they are more tuned to facilitator identity rather than a guide or a resource person.

Likewise, Şimşek (2014) studied whether pre-service EFL teachers’ metaphor preferences for the constructs language and teacher change over a semester after taking a course called Approaches to ELT. Data collected from 37 sophomore students revealed that there was a shift from the teacher as a knower to a facilitator. Still, it was reported that a number of participants favored the behaviorist account over the participatory view in English teaching. Şimşek (2004) concluded that this might stem

from their years of exposure to it, and mindset change requires quite a lot of conscious effort and practicing awareness-raising tasks such as metaphor analysis.

In a different study, Kavanoz (2016) investigated pre-service EFL teachers' identity change throughout their training at a state university via metaphors. For the purposes of the study, 24 sophomores, 46 junior, and 24 senior pre-service EFL teachers were recruited, and data collected via the "An EFL teacher is like ... because ..." prompt and demographic form were analyzed both qualitatively and quantitatively. The findings suggested that all metaphors were constructive, although a wide array of options were elicited. Among those, *teacher as knowledge provider or resource* was the most reoccurring one followed by *teacher as a direction setter, cooperative leader, and facilitator* respectively (Kavanoz, 2016, p. 27). All in all, participants demonstrated a transformation of teacher-centered identities that might be closely tied to received formal education towards a student-centered one in accordance with the expansion of their in-class practice.

In addition to the more up-to date studies (e.g., Rakıciođlu-Söylemez, Söylemez & Yeşilbursa, 2016) on pre-service EFL teacher cognition via metaphor analysis, studies tend to target the effect of online and/or distant education on teaching, teacher, and learner from different perspectives (Bağriaçık Yılmaz, 2019; Benliođlu & Kesen-Mutlu, 2022; Cantürk & Cantürk, 2021; Kaban, 2021; Keser-Özmantar & Yalçın-Arslan, 2019; Villarreal Ballesteros et al., 2020), teacher candidates' conceptualization of Syrian refugees (Turnbull et al. 2022), the use of coursebooks (Kesen, 2010), mindset change in a longitudinal design (Ulusoy, 2022). Still, Saban et al. (2007) state "in different stages of becoming a teacher (i.e., in the entry to the program phase, in the practicum phase, or in the induction phase), teacher candidates could be asked to provide their perceptions of teaching via metaphors" (p. 521). Thus, different phases of pre-service EFL teacher cognition should be scrutinized cautiously but research findings have been still far from providing a clear picture.

Taking metaphors as robust tools to gain deeper insight into language teacher cognition, the current study aims to elucidate whether pre-service language teachers with varying degrees of teaching experience differ in the way they conceptualize language teachers. Thus, the current study is guided by the following research questions:

1. What metaphors are produced by pre-service EFL teachers when they are requested to reflect on the construct of "English teacher"?
2. Do pre-service EFL teachers' metaphors differ with respect to their in-class teaching experience?

## 2. Method

Seferođlu et al. (2009) state, "Metaphor elicitation as a methodology considers the value of metaphoric language in revealing the subconscious beliefs and attitudes underlying consciously held opinions" (p.324). In order to gain deeper insight into the implicit nature of the language teacher identity and its interaction with in-class teaching practice, a metaphorical analysis has been utilized as a research design. As stated by Yıldırım and Şimşek (2011) emerging themes in qualitative research should be examined in accordance with a framework having the most explanatory power. Hence, in line with the research questions, which require systematic analyses of emerging themes, the metaphor analysis described by Saban et al. (2007) has been adopted.

### 2.1. Participants

The current study targeted pre-service EFL teachers with varying degrees of teaching experience at a state university in Istanbul. Although no real-life, in-class teaching is presumed at this

level, thanks to EFL curricula administered in Turkey, EFL teacher candidates have been engaging in micro and macro teachings starting from their third year of university training. More specifically, the EFL curriculum instructs that pre-service teachers in the first two years take theory-based courses such as *Linguistics, Literature, Approaches to ELT, Educational Psychology*, etc., which would form the basis for their future years of teaching. Then, in the third year, they are enrolled in courses that bring theory and practice together in a highly controlled setting via micro teachings. For instance, courses such as *Teaching Four Skills, Teaching English to Young Learners, Literature and Language Teaching, and Drama in Language Teaching* have all practice sessions where pre-service teachers engage in micro-teachings. Likewise, in the fourth year, they spend most of their training either directly observing English courses or conducting English sessions under the supervision of their mentors (i.e., experienced English language teachers) at schools pre-determined by the Ministry of National Education (henceforth MoNE). Taking the peculiarities of the EFL curriculum into consideration, increasing trend in practice over the years within the curriculum was used to classify freshmen and sophomore pre-service teachers as no experience group (henceforth NEG), juniors as moderate experience group (henceforth MEG), and seniors as an experienced group (henceforth EG). Convenient sampling, being one of the most frequently administered non-probability sampling tools, was preferred. In order to trace the effect of controlled practice sessions within the curriculum described above, pre-service EFL teachers at the same state university were employed. 184 participants agreed to answer an online questionnaire. Detailed information is indicated in Table 1.

**Table 1.** Demographics for Participants

Grade	N	%
No Experience (NEG, Freshmen & Sophomore)	73	39,7
Moderate Experience (MEG, Junior)	54	29,3
Experienced (EG, Senior)	57	31

## 2.2. Data Collection Tools

For the purposes of the study, a prompt was prepared and shared with pre-service EFL teachers at a state university in Istanbul via an online questionnaire designed on Google Forms. Ethical permission was obtained from IRB at Yıldız Technical University with an issue number 2022.10 on 10.03.2022. All participants were informed about the study on the first page of the questionnaire, and they were only allowed to proceed if they approved to participate. Initially, participants were asked to read the following instruction: "Write a metaphor for English teachers and explain why you chose it. (metaphor: a thing regarded as representative or symbolic of something else i.e. The snow is a white blanket.)" Then, similar to Saban et al. (2007) they were given the fill-in-the-blank sample sentence as follows "An English teacher is like ... because ...". The first part of the prompt was provided just to make sure that participants understood what they were supposed to do and give them some clue as to the definition of metaphors. In the last part, demographic information such as age, grade level, and whether they have any teaching experience or not was obtained.

## 2.3. Data Analysis

184 participants out of approximately 260 pre-service EFL teachers enrolled in the same program responded to the online questionnaire, and two of the responses were excluded as they were

irrelevant. Other than these, 180 responses were analyzed qualitatively, sticking to stages proposed by Saban et al (2007). Firstly, the *naming/labeling* stage was administered to distinguish metaphors from other irrelevant samples. At the end of this stage, it was determined that all responses were metaphors. In the second phase, which is called *sorting (clarification and elimination)*, responses were analyzed in terms of the *topic*, the *vehicle*, and the *ground* (Saban et al. 2007, p. 512). Two responses were eliminated as their topics were found to be inappropriate. That's, one of them was about language in general, and the other was about life diverging from the "English teacher" perspective. In the third stage, sample metaphors were *compiled* and *categorized* qualitatively by employing thematic analysis (Creswell, 2007). Five major themes were found for each group. In the fourth stage, *inter-rater reliability* was ensured to make sure that researchers were consistent in their analyses of emerging themes. Sticking to Miles & Huberman's (1994) formula, another researcher was requested to check the themes for each group. All measures of reliability were found to be strong (0.91 for NEG, 0.85 for MEG, 0.93 for EG).

### 3. Results

In line with the 10 thematic categories ranging from the *teacher as a knowledge provider* to the *teacher as a cooperative/democratic leader* developed by Saban et al. (2007), responses were analyzed and classified for each group. The most frequently emerging five categories were listed and interpreted in accordance with participants' responses. The results were diverse, as is displayed in the following sections.

#### 3.1. Pre-service English Teachers with No Experience

Responses from 73 pre-service EFL teachers with no teaching experience were evaluated in accordance with the framework suggested in Saban et al. (2007). Close scrutinization of their productions revealed that *teacher as a molder/craftsperson* was the most frequently preferred metaphor. The table below demonstrates the categories in line with frequencies.

**Table 2.** Metaphors by Pre-service EFL Teachers with No Experience

Category: Teacher as a ...	Metaphor(s)	f	%
Molder/craftsperson	Sculptor, chef, cook, potter, constructor, painter (diamond) book, (endless)	23	31.94
Knowledge provider	library, dictionary, candle, pen, reporter	16	22.22
Democratic/cooperative leader	(tour) guide, coach	11	15.27
Facilitator/scaffolder	Compass, map	7	9.72
Archetype of spirit	Parent, angel, caregiver	5	6.94

NEG tended to idealize English teachers as skilled human beings with the expertise to shape the raw materials predominantly. Likewise, learners are denoted a passive role waiting to be formed, and the efficiency of teaching is determined by the competences of EFL teachers. To illustrate, one of the participants put it as follows:

*An English teacher is a **sculptor**. A sculptor starts out with a square lump and over time works on it to reveal something more refined and sculpted within. English teachers do the same thing to their students. They get students unrefined at the beginning then, they start to shape their students' minds. (NEG-034)*

Subsequent to *teacher as a molder/craftsperson*, *teacher as a knowledge provider* was referred to as the second most frequent theme. This theme depicts teachers as ultimate sources of knowledge and teaching as transmitting skills from more knowledgeable to less knowledgeable ones. Typical examples are a book, library, and candle. It is also significant to note that some participants utilized "dictionary" which might be unique to English language teacher metaphors, as checking the meaning of unknown vocabularies has been one of most recurrent patterns for student-teacher interaction.

Furthermore, it was observed that participants within this group showed tendencies to modify their metaphors with adjectives to intensify the meaning of their choices (i.e., a diamond book, an endless library) more than other groups. For instance, one of the participants stated: "*An English teacher is **an endless library** because they have unending support and knowledge for us just if we look and put in effort for it.*" (NEG-056)

The third most frequent theme was *teacher as a democratic/cooperative leader*. Following samples indicate that these participants conceptualize English teachers as helpers who collaborate with their learners in their acquisition which is gradual (i.e. stages: NEG-20) and has a clear route (i.e. right direction: NEG-029)

*English teacher is **a guide**. She/he points the students in the right direction and guides them for a better life encouraging them to think objectively. (NEG-029)*

*English teacher is like **a coach**. The coach knows everything but he/she always starts from the bottom and climb the top and go through each stages. (NEG-020)*

Taking all these findings into consideration, it is possible to conclude that no experience group seemed to be more inclined to the teacher as a more powerful, knowledgeable figure with a set of skills and competencies which are needed to be practiced for efficient teaching and learning to occur. Thus, NEG provided more teacher-oriented descriptors for the concept of English teacher than any other groups.

### 3.2. Pre-service English Teachers with Moderate Experience

As for the MEG, 54 responses were collected and 53 of them were evaluated in line with Saban et al. (2007). As it is obvious with the table below, *teacher as a facilitator* appeared to be the most iterated category different from the NEG.

**Table 3.** Metaphors for Pre-service EFL Teachers with Moderate Experience

Category: Teacher as a ...	Metaphor(s)	f	%
Facilitator/scaffolder	Compass, map, space satellite, lighter, springboard, moonlight	16	30.18
Democratic/cooperative leader	Guide (lifetime, tour), guidebook	8	15.09
Knowledge provider	Sun, ocean, tree	6	11.32
Archetype of spirit	Parent, best friend	4	7.54
Change agent	Gatekeeper, cultural ambassador, butterfly	3	5.66

More explicitly, participants in this group produced a wide variety of concepts for *teacher as a facilitator* category. Some of them are indicated below:

*To me, English teachers are either like **a compass** or like navigation. It can be difficult or complicated to learn a new language because we don't know where to start or what steps to take. During this process we can get lost similar to how we get lost when we don't know where to go. However, navigation is always there for us if we get lost, and it shows the way, much like English teachers do with their students. (MEG-008)*

*An English teacher is like **the moonlight** that sea turtles follow to find their way back. I thought of sea turtles as students that have learnt basic English in a typical Turkish class setting with a teacher that doesn't put any effort into students' improvements in English language. The students are lost up until to the point where an English teacher who cares about students comes into their lives. Then they start to learn and love English and have no problem acquiring the information and using the language in studies and also daily life. If that moonlight never shows up, the sea turtles follow city lights and end up dying without going home. So if that teacher never shows up in students' lives, they follow the teachers that don't care and end up not learning anything and can't even form basic sentences as we see very commonly in Turkey. (MEG-020)*

*English teachers are like **space satellites** because they collect data from all over the world and connect everyone together by teaching the most common language. (MEG-040)*

These examples highlighted the teachers' scaffolding role in the classroom, each with a unique focus. All of them suggested that English teachers assist the learners and help them to find their ways. Still, learners are active constructors, and teachers are not the ultimate keys to success in foreign language acquisition. Instead, they provide necessary support and leave the rest to the learners. In that sense, this finding signals some sort of a mindset change between NEG and MEGs, which might be attributed to controlled practice via microteaching sessions in the curriculum. These micro sessions demonstrate to pre-service teachers that no matter how well they get prepared as teachers, if the learners are not cooperating with them, their sessions are deemed inefficient. Thus, along with a number of other factors, it is highly probable that the way pre-service EFL teachers view themselves as teachers is being influenced by the in-class teaching experience even if it is a mock one with no real learners (i.e., as it is the one in microteachings).



The second most frequent category was *teacher as a democratic/cooperative leader* and the following excerpt indicates that a MEG participant believes that English teachers are responsible for equipping their learners with tools that might be employed when they face a problem.

*An English teacher is like a guide because they light students' way out of English. Teachers help their students when they face a difficulty that they can't overcome alone. Instead of telling and showing the students what to do and how to do stuff such as tasks and activities, they illuminate and guide because students shouldn't be in an environment where everything is ready in front of them. They must know how to handle problems alone, as well. In that respect, a teacher is a guide that sheds light for her/his students. (MEG-016)*

The third most frequently preferred category was *teacher as a knowledge provider* and the example below shows that English teachers were likened to the sun and depicted as the unique sources of knowledge (i.e. light).

*English teachers are like a sun because it reflects its own shine and illuminates everywhere. English teachers are like that too. They both shine themselves and illuminate every place they come into contact with, even if they are far from where they are. (MEG-018)*

### 3.3. Experienced Pre-service English Teachers

Similar to MEG, EG participants generated metaphors for the *teacher as a facilitator* and a *democratic/cooperative leader* categories predominantly. Thus, it can be deduced that these participants focus more on the assistance of the teacher instead of the knowledge provider role that was evident in NEG. The table below displays frequencies for metaphors:

**Table 4.** Metaphors for Experienced Pre-service EFL Teachers

Category: Teacher as a ...	Metaphor(s)	f	%
Facilitator/scaffolder	Compass, flashlight, pathfinder, funnel, torch, map	20	35.08
Democratic/cooperative leader	Coach, (tour) guide,	13	22.8
Molder/craftsperson	Sculptor, architect, chef,	7	12.28
Nurturer/cultivator	Gardener	5	8.77
Knowledge provider	Tree, sun	5	8.77
Entertainer	Actor, puppet master	3	5.26

As is obvious from Table 4, almost all categories except for a *knowledge provider* designate a subsidiary role to teachers. That is, EG participants believe that teachers and learners have to collaborate, and the task of the teacher is to supervise the learners in their language acquisition. Metaphors from distinct categories support this finding.

*Teacher as a facilitator/scaffolder:*

*I think an English teacher is a compass. Students can use the compass to guide them appropriately. It is a map that shows you how to learn a new topic or improve your life. Just*

*like a compass teacher indicates the right way to the students. Although the roads can change the right way never changes. (EG-003)*

*Teacher as a democratic/cooperative leader:*

*For me, an English teacher is like **a tour guide** because a teacher can help inspire students in the same way as a tour guide by leading the students through interesting new concepts, places, and ideas. (EG-027)*

*Teacher as a molder/craftsperson:*

*An English teacher is like **a sculptor** because they use different tools to shape their students' English language. (EG-035)*

*English teacher is **an orchestra chef** because s/he leads a group of people who have different backgrounds and abilities thus combining various elements from students. The teacher creates a perfect harmony in the class. (EG-043)*

*Teacher as a nurturer/cultivator:*

*An English teacher is like **a gardener** because there are lots of different students like different kinds of flowers. And a teacher helps them bloom. (EG-028)*

*Teacher as a knowledge provider:*

*English teachers are like **trees** with fruits. They give information whoever wants it can pick it. (EG-032)*

*Teacher as an entertainer:*

*I always thought of teaching as acting. As teachers, we need to act a certain way in front of students. Also, we need to sometimes demonstrate certain things, use role-plays, different gestures, facial expressions, etc. That's why I think English teachers are **actors**. (EG-045)*

Except for the metaphors *a tree* and *an actor*, they all imply that the primary task of an EFL teacher is to mitigate the learner's tension for the unknown and encourage them to acquire target skills and competencies by keeping learners' differences in mind. This is a more learner-centered account of the teaching context, which differs fundamentally from particularly NEG participants' responses.

When we compare and contrast three groups with one another, it is evident that some categories dominate responses in all three groups. These are the *teacher as a facilitator/scaffolder*, *democratic/cooperative leader*, *molder/craftsperson*, *knowledge provider*, and *nurturer/cultivator*, respectively. When we merge groups into one, the *teacher as a facilitator* outnumbers all other categories (i.e.,  $F: 43$ ; ratio 23.49%). Furthermore, contrary to some previous works, such as Seferođlu et al. (2009), "*compass*" turns out to be the most frequently preferred metaphor by pre-service EFL teachers targeted in this study. However, the percentage for the most commonly preferred metaphor (i.e., 9.28%) signals that metaphors have been extensively scattered around a wide spectrum of options, and these findings could be interpreted as only suggestive instead of comprehensive.

#### 4. Discussion and Conclusion

This study was guided by two research questions. The aim of the first one was to bring out metaphors used by pre-service EFL teachers. The results indicated that a substantial range of metaphors were exploited, and all of them had positive connotations. In particular, the most recurrent theme for English teachers was the “*compass*” which forefronts teachers’ facilitative role overall. Even though participants provided a number of other options which could not be merged under a single heading according to the classification suggested by Saban et al. (2007), six categories dominated the rest. These categories, like *a facilitator/scaffolder*, *democratic/cooperative leader*, and *molder/craftsperson* basically reflected more learner-oriented perspectives, such as guiding learners towards target skills and competencies, whereas *knowledge providers* and *nurturers/cultivators* were positioning teachers as reliable sources of knowledge which needs to be transmitted to learners. Hence, like many other studies (Farrell, 2006; 2023), the current study reveals that metaphors produced by pre-service EFL teachers are diverse, and they seem to echo a conceptual change as to their conceptualization of English teachers.

To better understand the underlying mechanisms for this conceptual revision pre-service EFL teachers were compared and contrasted cross-sectionally based on their in-class teaching experience. Namely, NEG, MEG, and EG groups were scrutinized closely via the metaphor analysis as in-class practice or experience is one of the noteworthy elements in teacher identity formation (Wan, Low & Li, 2011). Similar to Saban et al. (2007) and Kavanoz (2016), the results elucidated that participants’ preferences in distinct groups were different from one another. That is, NEG participants attributed more authoritative and scholarly metaphors to English teachers such as *a sculptor*, *chef*, *book*, and *library*. This might be interpreted as they idealize English teachers as reliable sources of information that empowers teachers to lead the learners.

Different from NEG participants, MEG chose metaphors denoting a more equally distributed power relation between teachers and learners such as a compass, guide, and friend. In that sense, the latter depicted English teachers more like companions than the authorities who have the right to share their knowledge. Thus, there is a clear-cut distinction between NEG and MEG, who also differ in the way they practice their teaching skills. That is, at the time of the study, NEG participants had not conducted any microteaching sessions while MEG had practiced their teaching for courses such as Teaching Skills, Teaching English to Young Learners, and Literature and English Teaching.

Farrell (2023) figured out a similar difference for early career EFL teachers between the 2nd – 3rd year and the 4th – 5th year of teaching. Moreover, “novice EFL teacher identity development may be a slow process initially in the first three years, but over time, as teachers hone their teaching skills through practice and while engaging in more interactions with colleagues and administrators, their professional identity begins to solidify in their 4th and 5th years of teaching” (Farrell, 2023, p. 22). This might also be true for pre-service EFL teachers, as it was highlighted with the distinction between NEG and MEG.

Nonetheless, the difference between NEG and MEG did not echo itself between MEG and EG participants, yielding highly similar choices for metaphors of English teachers. More explicitly, in both MEG and EG, metaphors falling under the category of the teacher as *a facilitator/scaffolder* and *democratic/cooperative leader* were the most recurring themes. There was only a slight difference in terms of the third frequent categories. *Teacher as a knowledge provider* was found out to be the subsequent category for MEG, whereas it was *teacher as a molder/craftsperson* for EG. These two groups were highly similar in terms of their experience. However, EG participants were also taking

practicum course, which offered genuine observation opportunities at the time of data collection. Thus, the discrepancy between MEG and EG might stem from the latter's attentiveness to their immediate surroundings in MoNE schools. More explicitly, as artificial teacher-student interaction in micro-teaching has been overridden via practicum, EFL pre-service teachers could gain deeper insights as to both learners' and teachers' perceptions. Furthermore, this might be reflected on their metaphor preferences.

In brief, the study reveals that pre-service EFL teachers' identity changes are influenced by practice, such as micro-teaching or participatory observation in practicum, despite their varied metaphor preferences for English teachers, indicating a significant impact on their understanding of the construct of English teachers. Hamilton (2016) states that "Learning to teach is contextual, multi-faceted, and is an ongoing process of development, reflection, application." (p. 34). Pre-service teachers delve into this dynamic system, which provides the theoretical background along with highly controlled practices. The study found that these practices, offered under specific circumstances for various purposes, are highly influential in forming language teacher identities.

Yet, this study is not without its limitations. One of them is the sampling procedure (i.e., convenient), restricting it in terms of both context and the number of participants. This might yield less generalizable results. Hence, further studies addressing more variability in terms of the population might provide a more thorough understanding of the relation between practice and pre-service EFL teacher cognition. Additionally, some other methodologies such as interviews, journals, self-reflections, and scales, in addition to the metaphor analysis as an instrument, might help data be triangulated.

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## Geniş Özet

### 1. Giriş

Birçok çalışmada, öğretmen bilişinin sınıf içi etkinliklere olan etkisini destekleyen bulgular ortaya çıkmasıyla birlikte, öğretmen bilişi bilim alanı olarak her geçen gün daha çok ilgi çeken bir çalışma alanı haline gelmektedir (Borg, 2003a). Özellikle, Borg'un (2006) tanımıyla yabancı dil öğretmeni bilişi, öğretmenlerin mesleki kimlik gelişimiyle yakından ilgilidir ve yabancı dil öğretmenlerin öğretim ve mesleki deneyim farklılıklarının sınıf içi alınan kararlarda etkin rol oynadığını işaret eden birçok çalışma bulunmaktadır (Feryok, 2010). Buradan hareketle, sınıf içi deneyimleri açısından farklılaşan öğretmen ve öğretmen adaylarının mesleki değer yargılarında da farklılaşp farklılaşmadığı güncelliğini koruyan bir sorudur.

Öğretmenlik mesleğine ilişkin değer yargıların incelenmesi sınıf içi alınan kararlara olan etkisinden dolayı gereklidir; fakat belki de öğretmenlerin kendilerinin bile bilincinde olmadıkları bu değer yargıları su yüzüne çıkarmak kolay değildir. Doğrudan incelenemeyen bu yargıları anlamak için bilim insanları eğretileme analizi gibi dolaylı yolları tercih etmektedirler. Lakoff ve Johnson'ın (1980) çalışmasından yola çıkarak, günümüzde birçok bilim insanı eğretilmeyi doğrudan anlaşılması güç kavramları incelemek için en uygun yöntemlerden biri olarak kabul etmektedir. Lakoff ve Johnson (1980) eğretilmeyi "bir kavramı başka bir kavram yolu ile anlamak ve deneyimlemek" olarak tanımlar (s. 5). Özellikle, Sosyal Yapılandırmacı Teori de kimlik gelişimi süreçlerini anlama açısından eğretilemenin yöntem olarak önemine atıfta bulunur.

Tüm bunlar göz önünde bulundurulduğunda, bir araştırma aracı olarak da eğretileme analizinin öğretmen ve öğretmen adaylarının üstü kapalı mesleki yargılarının ortaya çıkarılmasında kullanılmasının bu yargıları anlamada uygun olduğu sonucu ortaya çıkar. Ek olarak, bu yargılar öğretmenlik mesleğinin birçok alt bileşeniyle etkileşim içinde olup zaman içinde değişime uğramaktadır. Dolayısıyla zaman içindeki değişimi görmek adına eğretileme analizi aracılığıyla öğretmen ve öğretmen adaylarının mesleki değer yargıları incelenmelidir. Öyle ki, öğretmenlik mesleğini yapan

kişiler mesleki tercihlerini yapmadan çok uzun zaman önce öğrencilik yılları boyunca kendi öğretmenlerini gözlemleyerek öğretmenlik mesleğine ilişkin yargı ve düşünceleri oluştururlar. Lortie (1975) bunu gözlem stajyerliği (*apprenticeship of observation*) olarak adlandırır ve diğer mesleklerden farklı olarak bu değer yargıların öğretmenlik eğitime zemin oluşturduğunu iddia eder.

Borg (2006) “yabancı dil öğretmenlik bilişi kavramını öğretmenlerin karmaşık zihinsel yapısını içine alan kapsayıcı bir kavram” olarak tanımlar. Tüm bu karmaşık yapı soyut kavramları somutlaştıran eğretileme analizi ile incelemek mümkündür (Kagan, 1990). Dolayısıyla, yabancı dil öğretmen bilişini eğretileme analizi yöntemiyle ele alan birçok çalışma bulunmaktadır ve bu çalışmalar ele alınan konu bakımından çok çeşitlilik göstermektedir.

Bu çalışmalardan en bilinenlerinden biri, Thomas ve Beauchamp’ın (2011) İngilizce öğretmenlerinin öğretmenlik biliş değişimlerini eğretileme yöntemiyle boylamsal olarak incelediği çalışmadır. Bu çalışma öğretmenlerin mesleki algılarının çalışmaya başlamadan önce, daha öğretmen odaklı olduğu başladıktan sonra ise daha öğrenci odaklı olduğunu ve sınıf içi deneyimlerin ve öğretmenlik bilişinin öğretmenlerin çalıştığı bağlamdan önemli ölçüde etkilendiğini ortaya koymuştur. Bunun yanı sıra, önemli sayıda çalışma kültürün ve bağlamın yabancı dil öğretmen bilişi üzerinde etkisi olup olmadığını çok çeşitli bağlamlarda incelemiştir fakat bulgular net bir sonuç ortaya koymaktan uzaktır.

Türkiye’de yürütülen ve öğretmen bilişini eğretileme analizi yöntemi ile ele alan çok sayıda çalışma vardır. Örneğin, Saban vd. (2007) yabancı dil öğretmen adaylarının da aralarında olduğu 1222 katılımcıdan elde ettiği verileri eğretileme analizi yoluyla değerlendirmiş ve adayların uzmanlık alanına göre öğrenme ve öğretme için farklı eğretileme tercihleri olduğunu ortaya koymuştur. Benzer şekilde yine eğretileme yöntemini kullanan Seferoğlu vd. (2009), üniversitede değişik kademelerde İngilizce Öğretmeni olmak için hazırlanan adaylarla hizmet içi öğretmenleri karşılaştırmış ve adayların öğretmenliğin kolaylaştırıcı yönünde birbirlerinden ayrıldıklarını bulmuştur. İki grup arasındaki bu farkın katılımcıların sınıf içi deneyim olarak birbirlerinden farklı olmasına ve hizmet içi öğretmenlerinin sınıfta geçirdikleri zamanla doğru orantılı olarak öğretmen tanımında öğrenci bakış açısı geliştirmelerine bağlanmıştır. Öğretmen adaylarına odaklanılan başka bir eğretileme analizi çalışmasında Şimşek (2014), öğretmen adaylarını İngilizce Öğretiminde Yaklaşımlar dersini almadan önce ve aldıktan sonra iki grup şeklinde kıyaslamış ve katılımcıların dersi almalarıyla birlikte öğretmenlik bilişlerinde bir değişiklik olduğunu ama yine davranışçı yöntemi benimseyen çok sayıda katılımcı olduğunu belirtmiştir. Kavanoz (2016) da aynı yöntemi kullanarak aynı üniversite ve bölümde farklı sınıflarda öğrenim gören öğretmen adaylarının kimlik değişimlerini incelemiş ve önceki birçok çalışma gibi eğitim kademesi arttıkça öğretmen adaylarının “İngilizce Öğretmeni” kavramı için farklı eğretileme şekilleri tercih ettiklerini ortaya koymuştur.

Tüm bu çalışmalar, eğretileme yöntemini kullanarak yabancı dil öğretmenlerinin ve adaylarının öğretmenlik bilişine farklı açılardan ışık tutmaktadır. Bu çalışma ise öncelikle yabancı dil öğretmen adaylarının hangi eğretilmeyi tercih ettiğini ve bu tercihlerinin doğrudan sınıf içi öğretme deneyimleriyle tercihleri arasında bir ilişkisi olup olmadığını incelemeyi hedefler.

## 2. Yöntem

Bu çalışmada sınıf içi etkinlikler ve öğretmenlik meslek bilişi arasındaki ilişkiyi incelemek için eğretileme analizi yöntemi kullanılmıştır. Araştırma soruları doğrultusunda yürütülen nitel analizde Saban vd. (2007) önerdiği adımlar takip edilerek veriler incelenmiştir. Bu bağlamda çalışma İstanbul’da bir devlet üniversitesinin Yabancı Diller Eğitimi bölümünde yürütülmüştür. Çalışmaya değişik kademelerden toplam 184 öğretmen adayı katılmış ve katılımcılar sınıf içi öğretme deneyimi



düzeylelerine göre üç gruba ayrılmıřlardır. Bu gruplar hiç sınıf içi ders anlatma deneyimi olmayanlar (NEG), yalnızca mikro öğretim seviyesinde kontrollü sınıf içi deneyimi olanlar (MEG) ve son olarak mikro öğretim ve staj yoluyla zenginleřtirilmiř sınıf içi deneyimi olan öğretim adayları (EG) olarak belirlenmiřtir. Veri toplama aracı olarak Google Forms kullanılmıř bu form üzerinden eđretileme örneđi gösterilerek katılımcılardan bu örnek dođrultusunda “İngilizce Öğretmeni” için eđretileme örnekleri oluřturmaları istenmiřtir. Çalıřma için gerekli etik kurul izni 10.03.2022 tarih ve 2022.10 sayısı ile alınmıř katılımcıların onayı dođrultusunda çalıřma yürütölmüřtür.

Çalıřmada toplanan verilerin analizinde kullanılan yöntemeye uygun řekilde veriler analiz edilmiřtir. Öncelikle adlandırma/tanımlama yapılmıř ve eđretileme olmayan örnekler seğıilerek veri setinden çıkarılmıřtır. Sonrasında veriler eđretileme bölümlerine göre incelenmiř ve bir sonraki ařamada sınıflandırılmıřtır. Her grup için örnekler seğıilmiř tematik inceleme yapılarak tüm veriler uygun bařlıklarla eřleřtirilmiřtir. İncelemenin deđerlendirici güvenilirliđi Miles ve Huberman (1994) formölü ile hesaplanmıř ve deđerlendirmenin güvenilir olduđu sonucuna ulařılmıřtır (NEG için 0.91, MEG için 0.85 ve EG için de 0.93).

### 3. Bulgular, Tartıřma ve Sonu

Yapılan çalıřmada iki soruya cevap aranmıřtır. Bunlardan birincisi, yabancı dil öğretim adaylarının eđretileme tercihlerini öđrenmek, ikincisi ise bu tercihlerin sınıf içi deneyimle iliřkisi olup olmadıđını incelemektir. Birinci soru kapsamında yapılan analizler, tüm eđretileme tercihlerinin olumlu çağrıřımları olan kavramlardan seğıildiđini göstermiřtir. Özellikle “pusula” kavramının en sık tercih edilen eđretileme olması öğretimliđin kolaylařtırıcı yönüne vurgu yapmaktadır. Bunun yanında tercihler çok çeřitlilik gösterse de Saban vd. (2007)’de kullanılan altı kategori ön plana çıkmaktadır. Bunlardan *kolaylařtırıcı*, *iřbirlikçi lider*, *řekillendirici/zanaatkâr* olanlar öđrenci temelli bakıř aısını yansıtırken, *bilgi sađlayıcı* ve *yetiřtirici* tercihleri öğretimli bilgi aktarmak için kaynak olarak algıladıklarına iřaret etmektedir. Diđer birok çalıřmada olduđu gibi (Farrell, 2006; 2023) öğretim adaylarının tercihleri çeřitlilik göstermiř ve zaman içinde adayların mesleki kimliklerine olan bakıř aısı kavramsal olarak deđiřmiřtir.

Deđiřime neden olan süreçleri daha iyi anlamak için yabancı dil öğretim adayları sınıf içi deneyimleri bakımından karřılařtırılmıřtır. Saban vd. (2007) ve Kavanoz (2016) da olduđu gibi gruplar arası farklılıklar bulunmuřtur. Örneđin sınıf içi deneyimi olmayan gruptaki katılımcılar çođunlukla *řef*, *heykeltırař*, *kitap*, *kütüphane* gibi bilginin kaynađı ya da sahibi gibi otoriter anlam içeren kavramları kullanmıřlardır. Bu da katılımcıların İngilizce öğretimlerini öđrencilerin ihtiya duyduđu bilgiyi onlara aktarabilecek güvenilir bilgi kaynakları olarak idealize ettikleri řeklinde yorumlanabilir.

Sınıf içi deneyimi olmayan gruptan farklı olarak, mikro öğretim ile kontrollü deneyim sahibi olan katılımcılar ise tercihlerini öğretim ve öđrenci arasındaki gü dađılımını daha eřitleyen *pusula*, *rehber* ve *arkadař* gibi kavramlardan yana kullanmıřlardır. Bu bađlamda bu grup İngilizce öğretimlerini bilgiye eriřimi olan ama aynı zamanda öđrencisine öđrenme sürecinde eřlik eden bir rolde betimlemiřtir. Bu iki grup arasında İngilizce öğretimlerine iliřkin bu fark ikinci grubun mikro öğretim yoluyla sınıf içi deneyimi kazanmasının yanı sıra İngilizce öğretimlik mesleđine temel oluřturun alan derslerini de alıyor olmasından kaynaklanabilir. Bu gruptaki katılımcıların hem teorik hem pratik aıdan mesleki kimlik ile ilgili düřünceleri deneyimi olmayan ve henüz mesleki alan dersi almamıř gruptan ayrılmıřtır.

Deneyimi olmayan grup ile kontrollü deneyim kazanmıř olanlar arasındaki fark, deneyimli olanlar ve kontrollü deneyim kazanmıř katılımcılar arasında gözlemlenmemiřtir. Deneyim aısından sınıf içi gerek öğretimler ve mikro öğretim olarak farklılařan gruplardaki öğretim adaylarının ađırlıklı

olarak tercihleri kolaylaştırıcı ve işbirlikçi rollerden yana olmuştur. Bu benzerlik her iki grubun da sınıf içi deneyim kazanarak öğretmenlik kimliğini bilginin mutlak sahibinden ziyade yol gösterici, öğrenme sürecine yardımcı bir role dönüştürmesine neden olmuş olabilir. Bu iki grup arasındaki tek fark en sık tercih edilen üçüncü kategoride olmuştur. Burada kontrollü deneyimli grup bilgi sağlayıcıyı tercih etmişken deneyimli grupsa şekillendirici/zanaatkâr tercihinde bulunmuştur. Bu fark staj deneyimi ile sınıf içi gözlemlerini zenginleştirip gerçek sınıflarda ders yürütme deneyimi olan öğretmen adaylarının değişen İngilizce öğretmeni algısını yansıtmaktadır.

Sonuç olarak bu çalışma verileri detaylıca incelendiğinde yabancı dil öğretmen adayları eğretilme tercihleri açısından birbirinden farklılık gösterse de mikro öğretim ya da staj dersi kapsamında elde edilen sınıf içi deneyimin öğretmenlik meslek kimliği üzerinde etkisi olduğu ortaya çıkmıştır. Özellikle deneyim açısından daha derinlik kazanan öğretmen adayları bilgi temelli tanımlamalardan işbirlikçi, rehberlik eden tanımlara doğru bir değişim göstermiştir. Bu da İngilizce öğretmen adaylarının mikro öğretim ve sınıf içi uygulamalarla edindiklerin sınıf içi öğretmenlik deneyiminin mesleki kimlik gelişimlerinde gözlemlenebilir bir fark yarattığını ortaya koymaktadır. Artan deneyimle birlikte öğretmen adayları öğretmen merkezci bakış açısından öğrenci merkezci bir bakış açısı geliştirmiş, öğretmenin sınıf içi rolünün bilgi aktarımından ziyade öğrencilere kendi öğrenme süreçlerinde rehberlik etme olarak değiştirmiştir. Tüm bunların yanında bu çalışma birkaç açıdan sınırlıdır. Öncelikle veriler uygun örnekleme yöntemi ile toplandığı için çalışma bağlam ve katılımcı sayısı açısından kısıtlanmıştır. Farklı bağlamlarda ve daha fazla sayıda katılımcı ile bu çalışmanın yürütülmesi daha farklı sonuçlar ortaya koyabilir. Bunun yanında ileriki çalışmalarda yarı yapılandırılmış mülakatlar, ölçekler gibi diğer veri toplama araçlarının da kullanılması konu hakkında daha derinlemesine bilgi edinilmesini sağlayabilir.

#### **Yayın Etiği Beyanı**

Bu araştırmanın, Yıldız Teknik Üniversitesi Etik Kurulu tarafından 10.03.2022 tarihinde 2022.10 sayılı kararıyla verilen etik kurul izni bulunmaktadır. Bu araştırmanın planlanmasından, uygulanmasına, verilerin toplanmasından verilerin analizine kadar olan tüm süreçte “Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi” kapsamında uyulması belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan “Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler” başlığı altında belirtilen eylemlerden hiçbiri gerçekleştirilmemiştir. Bu araştırmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş; toplanan veriler üzerinde herhangi bir tahrifat yapılmamıştır. Bu çalışma herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiştir.

#### **Çatışma Beyanı**

Araştırmanın yazarı olarak herhangi bir çıkar/çatışma beyanımız olmadığını ifade ederim.