



ARAŞTIRMA MAKALESİ | RESEARCH ARTICLE

A DIALOGIC APPROACH TO TEACHER AND LEARNER BELIEFS ABOUT LANGUAGE LEARNING: A METAPHOR ANALYSIS

Vildan İNCİ KAVAK

Dr. Öğr. Üyesi, Gaziantep İslam Bilim ve Teknoloji Üniversitesi, Mütercim Tercümanlık Bölümü,

vildan_elt@hotmail.com

0000-0001-7249-9048

Duygu EVİS

Öğr. Gör., Gaziantep İslam Bilim ve Teknoloji Üniversitesi, Yabancı Diller Yüksekokulu, evis.duygu@gmail.com

000-0002-0137-2151

Atıf / Citation: İnci-Kavak, V. & Evis, D. (2024). A dialogic approach to teacher and learner beliefs about language learning: A metaphor analysis. *İnönü Üniversitesi Uluslararası Sosyal Bilimler Dergisi*, (İNİJOSS), 13(2), 518-540.

<https://doi.org/10.54282/inijoss.1523466>

Abstract

This study aims to investigate beliefs about language learning by comparing the teacher, learner and language learning metaphors produced by language lecturers and language major students at a Turkish state university. Metaphor serves as a crucial asset in understanding conceptualisations of students' and teachers' beliefs. 9 language instructors and 45 freshman students of the Translation and Interpreting programme in the 2023-2024 academic year participated voluntarily in the study. An open-ended metaphor elicitation form that had questions like "A teacher should be like... because ..." "A language learner is like...because..." "Learning a language is like ... because...", and a follow-up individual interview was used. The reasons were analysed meticulously as different parties used the identical metaphor, but the justification they provided was different, so they were classified by the rationale behind not only the source metaphor. The results revealed matches and mismatches between the learners' and lecturers' interpretations of teacher/learner roles and language learning. The elicited metaphors provided insightful results about learner/teacher beliefs and the gaps in between. Having a dialogic approach to learner/teacher beliefs will help resolve the conflicts between the two groups and lead to a better understanding of student expectations; thus, educators and practitioners can revise their teaching practices accordingly and be open to improving them. This study can be considered as an attempt to bridge the gap between different parties and provides implications for language teaching and learning practices as well as for language educators, curriculum designers and policymakers at the tertiary level.

Keywords: Metaphor Analysis, Student's Perceptions, Translation Department, Language Learning.

ÖĞRETMEN VE ÖĞRENCİLERİN DİL ÖĞRENİMİNE İLİŞKİN İNANÇLARINA DİYALOGİK BİR YAKLAŞIM: BİR METAFOR ANALİZİ

Öz

Bu çalışma, bir Türk devlet üniversitesindeki dil öğretim elemanları ve dil bölümü öğrencileri tarafından üretilen öğretmen, öğrenci ve dil öğrenme metaforlarını karşılaştırarak dil öğrenmeye ilişkin inançları araştırmayı amaçlamaktadır. Metafor, öğrencilerin ve öğretmenlerin inançlarına ilişkin kavramsallaştırmaların anlaşılmasında önemli bir araç olarak hizmet eder. Araştırmaya 2023-2024 eğitim-öğretim yılında Mütercim-Tercümanlık programında okuyan 45 öğrenci ve 9 öğretim elemanı gönüllü olarak katılmıştır. Bu çalışmada veri toplama aracı olarak, “Öğretmen ... benzer çünkü...”, “Dil öğrenen kişi ... benzer çünkü ...”, “Dil öğrenmek ... benzer çünkü ...” gibi açık uçlu soruların yer aldığı metafor formu ve röportaj kullanıldı. Aynı metaforun farklı taraflarca kullanılması, ancak sundukları gerekçelerin farklı olması nedeniyle gerekçeler titizlikle analiz edilmiş ve sadece kaynak metaforun arkasındaki gerekçeye göre değil sundukları gerekçe göre sınıflandırma yapılmıştır. Sonuçlar, öğrencilerin ve öğretim elemanlarının öğretmen/öğrenci rolleri ve dil öğrenimine ilişkin yorumları arasındaki eşleşmeleri ve uyumsuzlukları ortaya çıkardı. Ortaya çıkan metaforlar, öğrenci/öğretmen inançları ve aradaki boşluklar hakkında aydınlatıcı sonuçlar sağladı. Öğrenci/öğretmen inançlarına diyalogik bir yaklaşıma sahip olmak, iki grup arasındaki çatışmaların çözülmesine yardımcı olacak ve öğrenci beklentilerinin daha iyi anlaşılmasına yol açacak ve böylece eğitimciler ve uygulayıcılar öğretim uygulamalarını buna göre revize edebilecek ve geliştirmeye açık olabilecektir. Bu çalışma, farklı taraflar arasındaki boşluğu doldurma girişimi olarak değerlendirilebilir ve dil öğretme ve öğrenme uygulamalarının yanı sıra yükseköğretim düzeyindeki dil eğitimcileri, müfredat tasarımcıları ve politika yapıcılar için de çıkarımlar sağlar.

Anahtar Kelimeler: Metafor Analizi, Öğrenci Algıları, Çeviri Bölümü, Dil Öğrenimi

INTRODUCTION

Teachers and learners come into the classroom with a bundle of variables, such as attitudes, experiences, and expectations, which are quite complex to understand. Thus, they have beliefs about how learning should be, how teaching facilities should be employed, or what roles teachers and learners should adopt (Kumaravadivelu, 1991). Ellis (2008) and Farjami (2012) highlight the importance of the significant impact of beliefs on students' attitudes towards that language, the strategies and techniques, their motivation, and eventually their success. For that reason, language learners' beliefs have attracted scholars' interest for the last decades (Berry, 2004; Cotterall, 1999; Finkbeiner, 2003; Fortune, 2005; Hawkins, 1999; Liao, 2006; Svalberg, 2005).

Several studies in the last three decades investigated teacher roles from teachers' perspectives (e.g. Ahkemoğlu & Kesen, 2011, Akbari, 2013; Arslan & Cinkara, 2016; Barcelos, 2003; Cortazzi & Jin, 1999; de Guerrero & Villamil, 2000, 2002; Farrell, 2006; Kalra & Baveja, 2012; Nikitina & Furuoka, 2008; Lin, Shein & Yang, 2012; Simsek, 2014; Theado, 2013; Oktay & Vanc & Osam, 2013; Saban, Kocbeker & Saban., 2006; 2007; Wan, Low & Li, 2011; Woods, 2003) by considering that teacher is the most crucial figure in teaching/learning practices or due to teacher's dominant position in the class or assessing that teachers' beliefs control the system, which highly affects the students (Barcelos, 2003, Wenden, 1999, Woods, 2003). However, Nikitina and Furuoka (2008) warn that “the majority of (metaphor analysis) studies focused on the metaphors produced by the teachers, not by the language learners themselves” (p.192-193), which results in unconsciously ignoring what students think about learning a foreign language. However, to make a logical assessment, the views of all parties and stakeholders should be studied (Allwright & Bailey, 1991; Barcelos, 2003; Clarridge, 1990; Low, 1987). Leaving any avenue untouched will lead to disastrous results.

A thorough analysis is only possible by investigating beliefs from multiple perspectives (Allwright & Bailey, 1991; Barcelos, 2003; Clarridge, 1990; Low, 1987) since all perspectives are crucial for conducting effective teaching. Involving all stakeholders in the assessment will raise awareness towards each other's views and concerns and ultimately create interaction between them. This is also necessary for understanding whether students' and teachers' beliefs seriously match or not. Suppose a dialogic approach is maintained and mismatches and their reasons are identified. In that case, the quality of teaching-learning facilities will increase, and both sides will be more aware and motivated and will undertake their responsibilities more consciously. If these mismatches are ignored, they will cause insurmountable problems in the long term. If teachers know students' motivation, attitudes, and beliefs about language learning, then the teacher can tailor their methodology and teaching practices to meet students' levels, expectations, and interests as students' motivation and success are in parallel (Barcelos, 2000). For effective teaching, it is crucial to explore both teachers' and learners' beliefs about teaching and learning facilities (Ahmad & Aziz, 2009). Metaphors will help us understand learners' and teachers' implicit, hidden beliefs about teaching and learning facilities (de Guerrero & Villamil, 2002; Tobin, 1990).

Metaphor analysis has been one of the most popular techniques for studying beliefs and attitudes (Cortazzi & Jin, 1999; Villamil & de Guerrero, 2005) since it presents individuals' ideas on various concepts with a systematic approach and triggers reflection (Ellis, 2002; Ellis & Barkhuizen, 2005; Lakoff & Johnson, 1980; Kovecses, 2002). It collects data in two ways: through naturally arising statements in talks and written forms or metaphor elicitation forms in the form of "A is like B". Contrary to other ways, it does not collect data with prearranged questions, which participants cannot express their sincere feelings freely (Horwitz, 1985; Kalaja, 1995; Williams & Burden, 1999). Not many studies have been conducted about language-major students' beliefs on teaching and learning (Ahmad & Aziz, 2009; Ishiki, 2011; Nikitina & Furuoka, 2011). Therefore, this study contributes to the existing literature on exploring learners' conceptions of language learning in the Turkish university context. The paper scrutinises teachers' and their learners' beliefs about teaching practices and compares accounts to see if there are (mis)matches, identify existing and potential (in)congruencies and their positive or negative effect on teaching practices.

As elucidated below, the present study diverges from the other studies in many ways.

- In many studies, much attention was devoted solely to teachers' or learners' beliefs or opinions about teaching and learning a language. Yet, there are a dire number of studies attempting to understand the (mis)matches between teachers' and learners' beliefs about teaching concepts (Wan et al., 2011). For that reason, this study has the potential to fill the gap in the literature by adopting a comparative approach to the teachers' and students' perceptions of language teaching.
- The existing literature on research into learner and teacher opinion is mainly dominated by quantitative studies (Horwitz, 1988). There are not many qualitative studies that investigate learner and teacher beliefs in EFL contexts (Block, 1999; Cameron & Low, 1999; Cortazzi & Jin, 1999; Danahy, 1986; Ellis, 1998; Herron, 1982; Lantolf, 1996; Nattinger, 1984; Oxford et al., 1998).

1. LITERATURE REVIEW

This section makes review of extensive number of studies focusing on metaphors produced by teachers (Çelik & Asmalı, 2017; de Guerro & Villamil, 2000; Farrell, 2016; Kalra & Baveja, 2012; Kesen, 2013; Oxford, Griffiths, Longhini, Cohen, Macaro & Harris, 2014; Pishghadam, Askarzadeh Torghabeh, & Navari, 2009), by learners (Alhamamah, 2018; Baş & Gezegin, 2015; Dincer, 2017; Farias & Veliz, 2016; Farjami, 2012; Huang & Feng, 2019; Jin et al., 2014; Nikitina & Furuoka, 2008; Saban et al., 2007), and by teachers and learners both (Oxford et al., 1998; Sayar, 2014; Wan et al., 2011).

Until the beginning of the 2000s, most studies focused on what teachers thought about L2 teaching; thus, L2 teaching learning and teacher conceptions were assessed using data derived from language teachers. Most of the studies in this group were conducted to encourage teachers to evaluate themselves on their teaching, which can lead teachers to be more aware of their beliefs and behaviours and take actions accordingly (Çelik & Asmalı, 2017; de Guerro & Villamil, 2000; Farrell, 2016; Kalra & Baveja, 2012; Kesen, 2013; Oxford et al., 2014; Pishghadam et al., 2009). Some metaphors were used extensively, such as seeing teachers as “parents”, “gardeners”, “nurturer”, and “knowledge providers”.

The majority of the studies above focused solely on teacher-produced metaphors, and students are rarely asked overtly and systematically about their learning experiences (Barkhuizen, 1998). In this sense, researchers and theoreticians were criticised for discounting the importance of students’ beliefs (Riley, 1996). Several studies collected data from learners revealed that students prefer their teacher to have a learner-centred growth perspective (Oxford et al., 1998). In other words, teachers should be aware of learners’ motivation and needs (Nikitina & Furuoka, 2008). Learners also identify their language learning process as a “difficult task” but give pleasure as they achieve more (Alhamamah, 2018; Baş & Gezegin, 2015; Dincer, 2017; Farjami, 2012; Huang & Feng, 2019).

The framework proposed by Oxford and her colleagues (1998) has been the most prevalent research perspective to explore beliefs on teacher roles (Bas & Gezegin, 2015; Farrell, 2016; Farias & Veliz, 2016; Nikitina & Furuoka, 2008; Saban et al., 2007). According to Oxford et al.’s framework, the learner-centred growth perspective followed by the cultural transmission or social order was found to be the most prevalent perspective (Farias & Veliz, 2016; Farrell, 2016; Nikitina & Furuoka, 2008; Saban et al., 2007). Oxford et al. (1998) claimed that to see the complete picture, both teacher and learner beliefs should be studied, and thus, they should be studied both, and four broad perspectives should be identified, as shown in Table 1.

Table 1. Recent Studies about L2 Teacher & Learner-Produced Teacher Metaphors

Study	The focus	Participants	The context	Framework	Method	Results
Wan et al. (2011)	To represent student and teacher beliefs relating to EFL teachers’ roles and the comparison of their views	35 third-year English major students, 35 first-year English major students and 33 EFL English teachers	Chinese university setting	General approach to metaphor analysis (Cameron and Low, 1999)	A metaphor elicitation sheet, a follow-up interview	Eight conceptual categories were identified. All groups agreed on these: Teacher as a ‘nurturer’, ‘devotee’ or ‘provider’.

Oxford et al. (1998)	To explore the uses of metaphor to express various perspectives about the concept of "teacher".	Students, teachers, education theorists and methodologists	Sources from various contexts	Oxford et al.'s (1998) framework	Narratives, interviews, articles, and texts	Four major philosophical viewpoints & Teacher as Conduit, Teacher as Nurturer and Teacher as Competitor
Sayar (2014)	To unveil the teachers' and their students' perceptions towards teachers' professional identity	10 language teachers and their 200 students	Turkish EFL tertiary setting	General approach to metaphor analysis (Cameron and Low, 1999)	Semi-structured interviews	Teacher-produced metaphors include "teacher as neophyte," "teacher as an entertainer," "teacher as interest arouser," "teacher as expert," "teacher as a guide," and "teacher as nurturer." Some metaphors of teachers overlapped completely with the ones given by their students, there were some mismatches
Akalm & Elkılıç (2023)	To explore how students metaphorically view their instructors	93 ELT department students	Turkish EFL tertiary setting	An adaptation of the data analysis style developed by Saban, Koçber, Saban (2007)	A metaphor elicitation form	90 valid metaphors, including 41 unique ones. The top five metaphors for instructors were guide, light, tree, map, and book. These metaphors fell into six categories: knowledge provider, healer, supporter of development, guide/leader, and something valuable.

Some studies focused on the changing and individual nature of beliefs, and so analysed some variables such as gender (Nikitina & Furuoka, 2008) or grade differences (Huang & Feng, 2019). However, they found no meaningful results related to these variables. While some studies were conducted at tertiary-level institutions (Dincer, 2017; Farias & Veliz, 2016; Huang & Feng, 2019; Nikitina & Furuoka, 2008; Saban et al., 2007;); primary (Jin et al., 2014), the others investigated beliefs of high school students (Pishghadam et al., 2009). Most of the studies above used a similar metaphor elicitation form with statements such as "A teacher is like... because...". Some also used follow-up interviews (Alhamamah, 2018; Farrell, 2016; Huang & Feng, 2019; Wan et al., 2011) to complement and crosscheck why participants preferred to make the statements.

To sum up, the research studies above focusing on foreign language education have been compiled to provide a synopsis of recent international and national studies. The aforementioned studies have explored the concepts of "teacher," "learner," and "learning" through metaphor analysis. These studies clearly validate metaphors as a vital asset for understanding the teacher conceptions of language learners and teachers. Although the research literature on metaphors is internationally comprehensive in range, there is a dire need for local studies working on data collected from both teachers and students. Considering this, this study focuses on the difference between what language teachers in the Turkish higher education context reflect themselves as teachers and what their students think about them.

1.1. The Study

Given the literature reviewed above, the present study attempts to examine what metaphors language-major university students and teachers created about teacher/learner roles and learning a foreign language by asking the research questions below.

1. What metaphors do Turkish language-major university teachers and learners use to depict teacher/learner roles and language learning, and what conceptual categories emerge from these metaphors?
2. To what extent do teachers' and learners' beliefs about their roles in learning a language differ, and are there mismatches between these beliefs related to teaching and/or learning?

2. METHODOLOGY

2.1. Research Design

This study investigates how educators consider themselves as “teachers” and how they are considered by their students and (mis)matches if there are any. A phenomenological research design was adopted to explore a phenomenon from the various perspectives of the people who shared the same experience. In this light, to reveal learners' beliefs about teacher roles. This study proposes to analyse elicited metaphors to increase our awareness of teachers' and learners' beliefs about language teaching. Metaphor analysis is the ideal systematic asset for revealing the underlying conceptualisations (de Guerrero & Villamil, 2002). The current study collected data from teachers and learners through metaphor elicitation form and semi-structured interviews, which will provide reliable and comparable qualitative data for deeper understanding.

2.2. Participants

Two groups participated in the study voluntarily. The first group involved 9 English and Arabic language instructors teaching at the School of Foreign Languages at a state university in Türkiye (7 male, 2 female). Their age range is 28-44, and the mean age is 35.5. Each participant crafted a metaphor in response to each question. English instructors (ELT) were all native Turkish nationals and had degrees in ELT (n=3) or English Language and Literature (n=1). There are 2 native speakers of Arabic and 3 native Turkish speakers among the Arabic instructors (ALT). Pseudonyms have been used to protect their anonymity.

The second group comprised 45 language-major students (26 English-major and 19 Arabic-major students) (36 female, 9 male) studying in the Department of Translation and Interpreting in the School of Foreign Languages participants aged between 18 and 52 (M=25.3). The age range of the students varies from 18 to 52 (M= 25.3). The convenience sampling strategy was used as only voluntary students were included in the study. The medium of instruction is English in the English-major department and Arabic in the Arabic one. English-major students have been studying the language since primary school in various forms, and their stated English level is B1, while Arabic-major students' stated language level is A2 (CEFR). English and Arabic major learners were designated ELL and ALL, respectively, and assigned a random number.

2.3. Data Collection Process

The data for this study were collected in the fall semester of the 2023-2024 academic year. The participants were assured that only pseudonyms would be used for ethical reasons instead of their real names. In this paper, ELL refers to English language learners, ELT to English language teachers, ALL to Arabic language learners, and ALT to Arabic language teachers.

The data were collected in three stages: a brief introduction to metaphor, a metaphor completion form, and follow-up interviews. Going through these steps for data collection took about a total of 30 minutes for each interviewee. The data coming through interviews were all recorded and transcribed verbatim.

2.4. Instruments

- **A metaphor elicitation form:** It was used as a data collection instrument based on previous studies (Oxford et al., 1998; Saban et al., 2006). Next, the metaphor elicitation forms were distributed. It had two parts. The first part aimed to collect demographic information (e.g. age, gender, and department). The second part had three gap-fill statements such as “*Learning English is like...because...*”, “*A language teacher is like... because...*” and “*A language student is like... because...*”. It was applied in students’ mother tongue (Turkish) to prevent potential misunderstandings. Students are expected to justify why they see a resemblance between the concept and their prompt, and in this way, they express their beliefs explicitly. This personal metaphorical reasoning became the guiding principle in both understanding and classifying the metaphors in the data analysis stage.
- **The interview:** It helped the researchers crosscheck the metaphors and their intended meaning (Bauer, 2012; Davis, 2009). It contributed to enhancing the credibility and dependability of the collected data while mitigating potential researcher bias. The questions aim to uncover the participant’s intention and perception of language learning and its connection with the personal metaphor provided by the participant, which will help the researcher discover the resulting entailments and implications.

It took most of the participants 10-15 minutes to develop a metaphor. The task was not particularly difficult as they were familiar with the concept of metaphor. One day after the forms were filled, the participants were interviewed, answering the two main follow-up questions. The researcher had the choice of adding other questions depending on the participants’ responses. Such questions were asked to clarify the similarities between the metaphor provided and language learning.

2.5. Data Analysis

The study adopted the metaphor analysis methodology (Saban et al., 2006; Oxford et al., 1998). The data were analysed through descriptive and content analyses in the framework described by Oxford et al. (1998) and Cameron and Low (1999). Both frequencies, means, and also conceptual themes were meticulously studied. Two researchers in the field collaborated to assess and categorise each metaphor. 12 (4 each for teacher, learner and learning) categories were derived from 132 valid metaphors after the joint decision process, which included labelling, colour coding, sorting and categorising. Cameron and Low (1999) elucidated that metaphor analysis involves “collecting linguistic metaphors, generalising from them to the conceptual metaphors and using the results to suggest understandings or constructing people’s beliefs” (p. 88).

The participants were asked to check and confirm the raw data with tentative results, and the study was kept open to negotiation, which enhanced its credibility (Marshall & Rossman, 2011;

Silverman & Marvasti, 2008). The data were preserved in their original form, with no changes or corrections made, to ensure accurate interpretation and maintain confirmability (Silverman & Marvasti, 2008; Yıldırım & Şimşek, 2011). Three researchers collaboratively analysed the data, crosschecked each other's interpretations, and continued negotiations until a high level of agreement was reached, ensuring dependability, using a method adapted from Miles and Huberman's (1994) formula.

2.6. Context

The context of this study is a "target-language removed" setting (Graves, 2008, p. 155) since English is only spoken in classroom settings. The participants are all language-major students (English and Arabic) whose mother tongue is not the language they are majoring in. Some are freshman students, but the majority of them are in preparatory classes and are taking obligatory language education courses for their department.

3. Findings

The data collected through metaphor elicitation forms and follow-up semi-structured interviews were analysed qualitatively by analysing, sorting, labelling, and finally identifying the conceptual metaphor following the stages suggested (Saban et al., 2007). The metaphors were analysed separately in order to answer research questions. This section presents findings about learners' beliefs about language teachers, learners, and learning a language in order. Using the framework described by Oxford et al. (1998), the study found that 45 metaphors were generated for "teacher," while 44 and 43 metaphors were accepted for "learner" and "learning", respectively, out of a total of 45. The invalid metaphors were eliminated from the data because the intended meaning was unclear, or they were insufficient in providing an explanation. As can be observed in Table 2, learners generated metaphors in four of the categories.

Table 2. Teacher Metaphors from Learners

Categories	n	%	Metaphors
Social Order	10	22,22	God/Goddess, craftsman, courthouse, scales, rain, gardener, soil, shirt button.
Cultural Transmission	10	22,22	treasure, bungee jumping, wise man, an open mosque door, picklock, dictionary, black, parrot, football team coach.
Learner-Centred Growth	19	42,22	captain, sun, light, water, mother, parents, tree, psychologist, lighthouse, compass, guide, star, the Internet, bird, North Star.
Social Reform	6	13,33	studying, mirror, roller-skate, primary school children, rainbow, car.

n: total group frequency

?: percentage of the category

Table 3. Teacher Metaphors from Teachers

Categories	Metaphors
Social Order	king
Cultural Transmission	commander
Learner-Centred Growth	actor/actress, water, map, compass needle, father, mother
Social Reform	radical intellectual

As seen from the tables above, metaphors used by teachers and students to describe "teacher," several insights can be gleaned from their perspectives. First, teachers tend to view themselves as authority figures or leaders, as represented by ALT9: *"The language teacher is like a king, establishing a new civilisation. Just as a good king plays a significant role in establishing civilisation, a teacher also builds a new civilisation as a good leader."* This metaphor suggests that teachers see themselves as powerful individuals who shape and guide their students' learning journey. On the other hand, students conceptualise teachers across a broader range of metaphors from *"God/Goddess"* to natural elements like *"rain"* indicating a perception of teachers as authoritative figures but also as nourishing and life-giving, as exemplified by ALL12's statement as *"a language teacher is like a gardener because just as a gardener nurtures seeds, teachers nourish and shape their students"*.

It is observed that the metaphors related to cultural transmission revealed that teachers see themselves as *"commanders"*, implying an active role in directing and imparting knowledge. ALT2 explained that *"the language teacher is like a commander. Just as a commander who trains and educates his soldiers, the teacher also trains his/her students in the best way possible, preparing them to serve their country and nation with their knowledge. Thus, they reach victory on both global and cultural fronts."* Similarly, students use metaphors like *"treasure"* and *"wise man"*, which portray teachers as valuable sources of knowledge and wisdom. ELL22 commented that *"a language teacher is like a picklock because he/she teaches their students to look at things"*.

Learner-Central Growth emphasises teachers' role in aiding their students' growth and development. Teachers are often seen as dynamic and nurturing figures, embodying roles such as *"actors"* and *"water,"* representing flexibility, support, and guidance. ELT1 suggested that *"the language teacher is like an actor because they need to capture the audience's attention. Every day, the start of the class should be impressive and catchy, like a performer"*. Students also view teachers as nurturing and guiding symbols, comparing them to the *"sun"* and a *"lighthouse,"* signifying their role in providing direction and illumination throughout the learning journey.

In the Social Reform category, teachers are viewed as partners in learning and agents of change. ELT4 described the role as a *"radical intellectual"* who, with language proficiency, accesses global knowledge and transforms students into intellectual, autonomous individuals. Students use metaphors like *"mirror"* and *"rainbow"* to depict teachers as bridges to diverse expertise and experiences.

In conclusion, the exploration of metaphors used by both teachers and students to describe the role of a teacher reveals a rich tapestry of perspectives. Both teachers and students perceive

teachers as “compass” as teachers guide them in the correct direction, “parents” as they support them when they need help and “water” because of its changing and dynamic nature depending on the needs of the students. Both parties mostly see teachers’ duty as guiding and shaping their students’ intellectual and personal growth. In brief, students expect teachers to adopt the role of guiding them toward success. Through diverse metaphors, we can see how educators nurture, guide, and transform learners into independent individuals ready to face the world.

The second research question aims to explore the metaphors to describe language learners.

Table 4. Language Learner Metaphors from Language Learners

Categories	n	%	Metaphors
<i>Discoverer</i>	19	43,18	book, bee, Bedouin wandering in the desert, curious fox, curious child, hungry wolf, cat, discovering a new song, computer, cheetah, sun, open door, renewable energy.
<i>Struggler</i>	9	20,45	naughty child, the rail system building, lost on a dark island, the magnetic dial of the compass, bottomless well, Olympic runner, water-well, endless forest.
<i>Knowledge Recipient</i>	8	18,18	soil, flowerpot, hunger, sponge, baby, robot.
<i>Investor</i>	8	18,18	worker, gold, tree, construction, turtle, time deposit account, child, seed

n: total group frequency

#: percentage of the category

Table 5. Language Learner Metaphors from Teachers

Categories	Metaphors
<i>Discoverer</i>	bride, four-season, passenger, siblings, the arm of a compass which holds the pencil
<i>Struggler</i>	miner, snowdrop, soldier
<i>Knowledge Recipient</i>	baby, rose
<i>Investor</i>	basketball/football player

Tables 4 and 5 reveal that teachers portrayed the learner as someone embarking on a journey of discovery, with metaphors like “bride” and “passenger”, which infer a new beginning or a transition towards growth. ELT5 stated that “a language learner is like a passenger without a destination because learning a language is a journey rather than a destination. Progress is made through continuous walking.”. Students also view the learner as a discoverer, but with a focus on the active search for knowledge, as seen in metaphors like “Bedouin wandering in the desert” (navigating through vast and unknown territory) and “bee” as said by ALL15 “a language learner is like a bee because he/she goes everywhere and gets what he/she needs”. Overall, the use of

metaphors by both teachers and learners highlights the idea that language learning is a process that requires active engagement and effort on the part of the learner.

The second category involved continuous effort and the difficulties students must face. In Table 5, teachers use metaphors like “*miner*” and “*soldier*” to describe learners, highlighting the hard work and challenges faced during the learning process. ALT8 described it as “*the language learner is like a miner because they seek the challenge and aim to overcome it. For them, learning a language is as difficult as discovering and extracting precious stone*”. Students express similar sentiments, using metaphors like “*naughty child*” (facing difficulties and rebellious phases) and “*Olympic runner*” (requiring determination and endurance). ALL23 also commented that “*a language learner is like a magnetic dial of the compass because he/she is always trying to find the right direction*”. Both teachers and students recognise the continuous effort required to learn a language and use metaphors to express the challenges involved in the process.

The third category, knowledge recipient, represents students as passive receivers of information. The teacher is the primary source of information, and traditional teaching methods are commonly used in the classroom. As seen in Table 5, teachers view learners as recipients of knowledge, using metaphors such as “*baby*” and “*rose*”, which suggest the potential to grow under proper care. ALT2 said, “*The language learner is like a rose. They need watering and pruning. If cared for and given attention, they not only emit a beautiful fragrance and bring peace to their surroundings but also become beneficial*”. Students saw the learner as a knowledge recipient as well; they also hinted at a passive role with metaphors like “*sponge*”.

The last category, investor, emphasises the learners’ positive perception of the benefits of knowing a language. Teachers likened learners to “*basketball/football players*”, implied by ELT1 as “*The language learner is like a basketball/football player practising extensively, yet ultimately achieving great success*”. Students considered themselves as investors in their education, with metaphors like “*tree*” (growing and branching out) and “*seed*”.

In general, teachers and students acknowledge learners’ important role in discovering and acquiring knowledge, the arduous effort required to overcome challenges, and the significance of being invested in the learning process to reap future benefits.

For the final research question, the participants were asked to provide metaphors that describe language learning.

Table 6. Learning Language Metaphors from Language Learners

<i>Categories</i>	<i>n</i>	<i>%</i>	<i>Metaphors</i>
<i>Arduous</i>	20	48.84	reading a book, driving a car, cleaning, maths, swimming, growing flowers, swimming upstream, growing an olive tree, a child, crawling baby, scooter, a baby learning to walk, eating and preparing healthy food, a baby, discovering sea, bungee jumping, fighting, learning swimming, remaining in the dark and seeking for the light, space.

<i>Pleasurable</i>	11	25.58	addictive drug, flower; learning a new song, a new excitement, water games, therapy, walking in the rain, reading a book, discovering a new song, sky.
<i>Universality</i>	8	18.60	discovering a new world, socializing, meeting a new person, traveling across the world, traveling to a new universe, being reborn.
<i>Necessity</i>	3	6.98	drinking water, river.
n: total group frequency		%: percentage of the category	

Table 7. Learning Language Metaphors from Teachers

<i>Categories</i>	<i>Metaphors</i>
<i>Arduous</i>	fighting, growing flowers, learning to walk, eating onion, playing an instrument
<i>Pleasurable</i>	eating honey, eating grape molasses.
<i>Universality</i>	discovering a new world, unlocking the door of the world, discovering a colorful world.
<i>Necessity</i>	light in the dark

The metaphors used by teachers and students related to the concept of “learning a language” are presented in Tables 6 and 7. It is revealed in the first category that learning a language can be challenging and requires significant time, effort, and patience. Teachers used metaphors that generally convey the traditional perception of learning as a challenging process, akin to physical or skill-related struggles, such as “*fighting*,” “*growing flowers*,” “*learning to walk*,” and “*eating onion*,” as well as “*playing an instrument*.” For example, ALT9 stated that “*Learning a language is like eating an onion. Because initially, learning a language is laborious and chaotic. After great sacrifice and patience, you reap the rewards of your efforts*”. Students echoed the idea of difficulty; however, they provided a wide array of metaphors that encompass both the tangible and abstract hardships of learning, such as “reading a book,” “driving a car,” “swimming upstream,” and “growing an olive tree.” Teachers and students created similar metaphors such as “growing flowers”, “a crawling baby” and “fighting” to highlight the long-term constant effort learning a language takes.

In the second category, both parties view learning a language as a pleasurable activity by focusing on its enjoyable aspects. Teachers express the pleasant aspects of language learning with metaphors such as “*eating honey*” and “*eating grape molasses*”, indicating that learning can be a sweet and rewarding experience. ELT1 depicted language learning as “*eating grape molasses because even if it tastes a little bitter at first, it is delightful and nutritious*”. Students offer numerous pleasurable metaphors, indicating a broader range of enjoyable experiences. “*Addictive drug*” suggests an intense engagement and potential for language learning to captivate, while “*flower*” and “*learning a new song*” indicate beauty and creativity. “*Therapy*” suggests a healing or enriching process, and “walking in the rain” symbolises a refreshing and life-affirming activity, emphasising

the emotionally enriching aspects of learning. It can be concluded that language learning is a pleasurable and emotionally enriching experience that engages learners and draws them in with curiosity and excitement.

The concept of universality emphasises the importance of being a global citizen while learning. Mastering a new language not only enables successful communication with speakers from different countries but also fosters a broader, more universal understanding of diverse cultures and regions. Both teachers and students often use metaphors like "*discovering a new world*" and "*unlocking the door to the world*" to describe the expansion of possibilities and access to global understanding through language learning. In this context, ELT4 suggests that "*Learning a language is like discovering a colourful world because by learning just one language, you can explore countless cultures and perspectives, enriching your vision of life.*" Students also describe language as a social tool that broadens their horizons and promotes personal transformation. In conclusion, learning a new language involves more than just acquiring a new skill. It provides a unique opportunity to connect with individuals from diverse backgrounds, gain insights into various cultures, and expand our perspectives.

The last category was concerned with the necessity of learning a language. For teachers, "*light in the dark*" symbolises language learning as an essential tool to navigate and understand the world. In this regard, ALT3 highlighted, "*Learning a language is like a light shining in the dark; the more languages you learn, the better you understand your surroundings and the world*". Correspondingly, students' metaphors, such as "drinking water" and "river," delve into the vital necessity of language learning, suggesting it is as fundamental to human existence and growth as water is to life.

Acquiring a new language is widely acknowledged as a challenging journey, as evidenced by the metaphors employed by educators and learners alike. Nonetheless, it is also perceived as a deeply fulfilling endeavour that plays a critical role in personal and social development. From both perspectives, the significance of language acquisition is underscored as a rewarding, transformative, and indispensable pursuit with the potential to exert a profound influence on individuals and society at large.

4. Discussion

The results of the present study show similarities to the ones previously mentioned in many ways, in terms of the produced linguistic metaphors and the resulting conceptions about language. First of all, similar to the studies conducted before, produced metaphors show that students and teachers prefer teachers to have a learner-centred growth perspective (Akalin & Elkılıç, 2023; Farias & Veliz, 2016; Farrell, 2016; de Guerrero & Villamil, 2000; Nikitina & Furuoka, 2008; Saban et al., 2007; Wan et al., 2011). In other words, learners want themselves and their needs addressed by the teacher. Students need teachers to adopt the roles of "nurturer" (Asmalı & Çelik, 2017; Bas & Gezegin, 2015; de Guerrero & Villamil, 2000; Sayar, 2014; Wan et al., 2011) and "knowledge provider" (Asmalı & Çelik, 2017; de Guerrero & Villamil, 2000; Saban et al., 2007; Wan et al., 2011) and help them reach their full potential (Oxford et al., 1998). Indeed, the metaphors expressed by most of the students embody a language teacher as a multi-dimensional job, which

requires them to fine-tune all the unexpected changes and possibilities in the education system to meet the needs of the students.

Additionally, this study illustrated the learners' perceptions about being a language learner. The majority of the learners and teachers considered learners as discoverers who were characterised by curiosity and willingness to explore new things with expressions like a "curious child", "passenger" "book reader", or a "new song listener" (Farjami, 2012; Kesen, 2013; Oxford et al., 2014). As a second common belief, the results also showed that the teachers and learners view language learners as "strugglers" (Bas & Gezeğin, 2015), highlighting the demanding task a language learner should take on by using metaphoric images such as "lost on a dark island", "the magnetic dial of the compass", and "bottomless well". Most of the students' metaphors prove that students expect teachers to perform the role of "nurturer" or "therapist", whose duty is to satisfy students' needs by treating them as customers.

Most of the learners and teachers found language learning an extremely difficult and arduous task or skill to master since it takes a lot of time and effort to be proficient (Alhamamah, 2018; Bas & Gezeğin, 2015; Dincer, 2017; Hinkel, 2005; Pawlak, 2011). Therefore, learning a new language is manifested with expressions like a "crawling baby," "growing a plant," "seeking for the light," "swimming upstream," or "fighting." Students make an analogy between a journey and language learning because they highlight the features of novel experiences and new cultures (Alhamamah, 2018; Huang & Feng, 2019). The second dominant response is that language learning is a pleasurable activity since learning a demanding task gives pleasure besides requiring serious effort (Bas & Gezeğin, 2015; Dincer, 2017). Taken together, the findings confirm that learners' and teachers' opinions about the conceptions of teacher, language learning, and learning a new language are parallel with each other. Both parties confirm that learning a new language is an elongated and painful process, but they also highlight the pleasure on the way of becoming a proficient user.

CONCLUSION

This study investigated learner and teacher-produced metaphors to reveal their perceptions about language education in the Turkish tertiary context. The present study suggests that teachers should adopt a reflective perspective, which is to be aware of their own beliefs and their effect on their teaching. By evaluating themselves, they can decide what are positive and negative their beliefs about the teaching practices. Including student opinions in the education system is also crucial since teachers can see themselves through the perspectives of learners. Seeing themselves from the students' eyes can help teachers determine which beliefs match, which mismatch students, and why. Thus, the ones that are not similar to what students think can be reevaluated and adjusted accordingly for a better teaching atmosphere.

Despite all the efforts made to avoid any potential limitations, this present study is not without flaws. This study was conducted only on English and Arabic major students in a state university in Türkiye. The data were also collected from a moderate number of participants studying at one university. A bigger sample composed of different language majors from all levels would have yielded more comprehensive and varied themes about language learning. In brief, the current study contributes to the existing literature by revealing both sides of the same coin by

involving what teachers and learners think about teaching, which is vital since understanding both parties and reaching a negotiation, if possible, would improve language learning and teaching practices.

Future research could investigate how metaphors used by learners and teachers evolve throughout different educational stages, such as comparing freshmen with seniors, to better understand the progression of beliefs about language learning. Moreover, longitudinal studies could assess the impact of teaching methods or curriculum variations on the conceptual frameworks of both educators and students. By broadening the participant base to include individuals from various departments or educational institutions, researchers could gain insights into the cultural and institutional influences that shape these metaphors. Additionally, studies could explore the effectiveness of metaphor-based interventions in reconciling differing beliefs, thereby enhancing teacher-learner relationships. Finally, examining technology-enhanced language learning settings may shed light on whether metaphors and beliefs vary between traditional and digital educational environments.

EXTENDED ABSTRACT

The process of language learning involves not only the acquisition of linguistic knowledge and skills but also cognitive and emotional development. In this process, the beliefs held by teachers and learners have a major impact on how language learning takes place. Beliefs about language teaching and learning can influence a wide range of issues, from the methods used by teachers to the learning strategies of learners. In this context, an in-depth understanding of the beliefs held by teachers and learners is crucial to making the educational process more effective. Teachers should be aware of these beliefs and shape their pedagogical approaches accordingly to support their students' language learning processes. At the same time, students should be aware of their teachers' beliefs and expectations and develop their own learning strategies accordingly.

The study of language acquisition reveals the complex nature of beliefs in this area and emphasises the interplay of factors that influence language learning. When there is a disconnect between the beliefs of students and teachers, it can lead to challenges such as misunderstandings and barriers to progress. Gaining insight into the beliefs of both teachers and students, particularly through the exploration of metaphors, can help bridge the gap between different perspectives and foster a more collaborative learning environment. This understanding can lead educators to develop strategies to better support their students and feel more empowered in their language learning.

The primary research objective is to delve deeply into the language learning beliefs of faculty and students at a specific public university in Turkey. This comprehensive analysis will involve an in-depth examination of the metaphors employed by both groups in their discussions about language learning. The study seeks to uncover the nuanced and underlying attitudes and perceptions towards language learning, to pinpoint any disparities in beliefs between teachers and students, and to gain a detailed understanding of how these beliefs influence the methodologies and approaches to teaching and learning within the language department.

During the 2023-2024 academic year, a total of 45 first-year students specialising in translation and interpreting, and 9 teachers willingly took part in a study that aimed to explore the use of metaphorical expressions in the context of language learning and teaching. The data for this study was gathered using open-ended metaphor forms and individual interviews. Both the students and the teachers were presented with thought-provoking questions such as "A teacher is similar to... because...", "A language learner is similar to... because...", and "Learning a language is similar to... because...". These questions aimed to elicit metaphorical comparisons and insights into their experiences with language learning and teaching.

The process of analysing the expressions using metaphors provided by the participants involved a meticulous and in-depth examination. This included carefully considering the underlying justifications and reasoning behind each metaphor. The analysis required thorough exploration and evaluation of the metaphors to gain a comprehensive understanding of the participants' perspectives, and the meanings embedded within their expressions. This analysis and classification allowed us to gain a deeper understanding of the various ways in which participants conceptualize the roles of teachers, the experiences of language learners, and the process of learning a language through the lens of metaphorical thinking.

An interesting difference was discovered in the study regarding how teachers and students perceive their roles within the educational setting. The teachers tended to view themselves as "guides," indicating that they see their primary responsibility as providing direction and support to the students. On the other hand, the students tended to identify themselves as "information providers," suggesting that they see their role as actively contributing to the sharing and dissemination of knowledge. These revelations shed light on the significant differences in perspectives and roles between teachers and students, highlighting potential areas for improved understanding and collaboration within the educational environment.

The findings indicate that students perceive themselves as "information providers," indicating their active role in contributing to the sharing and dissemination of knowledge within the educational environment. This reflects their belief that they are active participants in the learning process, not only receiving knowledge but also imparting it to their peers and the wider academic community. These insights shed light on the differing perspectives of students and teachers, providing a crucial understanding of the dynamics within the learning environment. Identifying teachers as "guides" and students as "information providers" underscores the existing gaps in their perceptions of their roles within the educational setting. This suggests that these gaps need to be bridged and a more collaborative and cohesive learning environment fostered.

Çıkar Çatışması Bildirimi/ Conflict of Interest Statement:

Yazar, bu makalenin araştırılması, yazarlığı ve yayımlanmasına ilişkin herhangi bir potansiyel çıkar çatışması beyan etmemiştir. / The authors declared no potential conflict of interest regarding the research, authorship, and publication of this article.

Destek/Finansman Bilgileri/ Support Financing Information:

Yazar, bu makalenin araştırılması, yazarlığı ve yayımlanması için herhangi bir finansal destek almamıştır. / The authors have received no financial support for the research, authorship, and publication of this article.

Etik Kurul Kararı/ Ethics Committee Decision: Bu çalışma için Gaziantep İslam Bilim ve Teknoloji Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurulu'ndan 2024 yılı E-62899674-605-2400006978 sayılı karar ile etik izin alınmıştır. / Ethical permission was obtained for this study from the Social Sciences and Humanities Ethics Committee of Gaziantep Islam Science and Technology University with the decision no. E-62899674-605-2400006978 dated 2024.

Yazar Katkı Oranı: / Author Contribution Rate: Yazarların katkı oranı eşittir. / The contribution rates of all authors are equal.

REFERENCES

- Ahkemoğlu, H., & Kesen Mutlu, A. (2011). A study on metaphorical perceptions of EFL learners regarding foreign language teacher. *Unpublished Master's Thesis, Çukurova University, Institute of Social Sciences Department of English Language Teaching, Adana.*
- Ahmad, F., & Aziz, J. (2009). Students' perception of the teachers' teaching of literature communicating and understanding through the eyes of the audience. *European Journal of Social Sciences, 7(3)*, 17-26.
- Akalın, S., & Elkılıç, G.(2023). Turkish EFL students' Metaphorical Perceptions about their Instructors: The Case of Atatürk University Kâzım Karabekir Education Faculty ELT Department. *Manas Sosyal Araştırmalar Dergisi, 12(4)*, 1361-1371. doi:10.33206/mjss.1349582
- Akbari, M. (2013). Metaphors about EFL teachers' roles: A case of Iranian non-English major students. *International Journal of English Language & Translation Studies, 1(2)*, 100-112.
- Alhamamah, F. (2018). Saudi Female EFL Learners' Perceptions of Their Language Learning Experiences: A Metaphor Analysis. *The Asian EFL Journal Quarterly, 374*.
- Allwright, D., & Bailey, K. M. (1991). *Focus on the language classroom: An introduction to classroom research for language teachers*. Cambridge University Press.
- Arslan, F., & Cinkara, E. (2016). Examining EFL Teacher Candidates' Conceptions of English Language Teachers through Metaphors. *Gaziantep University Journal of Social Sciences, 15(4)*.
- Asmalı, M., & Çelik, H. (2017). EFL teachers' conceptualizations of their roles through metaphor analysis. *Journal of Language and Linguistic Studies, 13(2)*, 1-13.

- Barcelos, A. M. F. (2000). *Understanding teachers' and students' language learning beliefs in experience: A Deweyan approach*. The University of Alabama.
- Barcelos, A. M. F. (2003). Researching beliefs about SLA: A critical review. *Beliefs about SLA: New research approaches*, 7-33.
- Barkhuizen, G.P. (1998), Discovering Learners' Perceptions of ESL Classroom Teaching/Learning Activities in a South African Context. *TESOL Quarterly*, 32: 85-108. <https://doi.org/10.2307/3587903>
- Baş, M., & Gezeğin, B. B. (2015). Language learning as losing weight: Analysing students' metaphorical perceptions of English learning process. *Procedia - Social and Behavioral Sciences*, 199, 317-324. <https://doi.org/10.1016/j.sbspro.2015.07.554>
- Bauer, L. B. (2012). *Digital divides and literacy learning: A metaphor analysis of developmental college students' and teachers' conceptualizations of technology* (Doctoral dissertation, University of Cincinnati).
- Berry, R. (2004). Awareness of metalanguage. *Language Awareness*, 13(1), 1-16. <https://doi.org/10.1080/09658410408667082>
- Block, D. (1999). Who framed SLA research? problem framing and metaphoric accounts of the SLA Research process. *Researching and Applying Metaphor*, 135-148. <https://doi.org/10.1017/cbo9781139524704.010>
- Cameron, L. & Low, G.D. (1999) Metaphor. *Language Teaching*.
- Çelik, H., & Asmalı, M. (2017). In-service English Teachers' Conceptions about 'Learning' and 'Learner': Reflections from the Shift in Language Teacher Education. *Kastamonu Eğitim Dergisi*, 25(6), 2465-2478.
- Clarridge, P. B. (1990). Multiple perspectives on the classroom performance of certified and uncertified teachers. *Journal of Teacher Education*, 41(4), 15-25.
- Cortazzi, M., & Jin, L. (1999). Bridges to learning: Metaphors of teaching, learning and language. *Researching and applying metaphor*, 149, 176.
- Cotterall, S. (1999). Key variables in language learning: What do learners believe about them? *System*, 27(4), 493-513.
- Danahy, M. (1986). On the metaphorical language of L2 research. *The modern language journal*, 70(3), 228-235.
- Davis, H. S. (2009). *Student and teacher conceptualizations of reading: A metaphor analysis study of scripted reading interventions in secondary classrooms*. University of Cincinnati.
- de Guerrero, M. C. M. & Villamil, O. S. (2000). Exploring ESL Teachers' Roles through Metaphor Analysis. *TESOL Quarterly* 34 (2), 341-351. [Online]: Retrieved on 13-February- 2012, at URL: <http://www.jstor.org/stable/3587960>

- de Guerrero, M. C., & Villamil, O. S. (2002). Metaphorical conceptualizations of ESL teaching and learning. *Language teaching research*, 6(2), 95-120.
- Dincer, A. (2017). EFL learners' beliefs about speaking English and being a good speaker: A metaphor analysis. *Universal Journal of Educational Research*, 5(1), 104-112. <https://doi.org/10.13189/ujer.2017.050113>
- Ellis, N. C. (2008). The dynamics of Second language emergence: Cycles of language use, language change, and language acquisition. *The Modern Language Journal*, 92(2), 232-249. <https://doi.org/10.1111/j.1540-4781.2008.00716.x>
- Ellis, R. (1998). The metaphorical constructions of second language learners.
- Ellis, R. (2002). *A metaphorical analysis of learner beliefs*. Paper presented at the 12th World Congress of Applied Linguistics, Tokyo, Japan.
- Ellis, R., & Barkhuizen, G. (2005). *Analyzing learner language*. Oxford: Oxford University Press.
- Farías, M., & Véliz, L. (2016). EFL students' metaphorical conceptualizations of language learning. *Trabalhos Em Linguística Aplicada*, 55(3), 833-850. <https://doi.org/10.1590/010318135146185751>
- Farjami, H. (2012). EFL learners' metaphors and images about foreign language learning. *Studies in Second Language Learning and Teaching*, 2(1), 93. <https://doi.org/10.14746/ssllt.2012.2.1.5>
- Farrell, T. S. (2016). The teacher is a facilitator: Reflecting on ESL teacher beliefs through metaphor analysis. *Iranian Journal of Language Teaching Research*, 4(1), 1-10.
- Farrell, T. S. C. (2006). 'The teacher is an octopus.' *RELC Journal*, 37(2), 236-248. <https://doi.org/10.1177/0033688206067430>
- Finkbeiner, C. (2003). What teachers think about how students read. *Developing a second language: Acquisition, processing and pedagogy of Arabic, Chinese, English, Italian, Japanese, Swedish*, 73-94.
- Fortune, A. (2005). Learners' use of metalanguage in collaborative form-focused L2 output tasks. *Language Awareness*, 14(1), 21-38.
- Graves, K. (2008). The language curriculum: A social contextual perspective. *Language teaching*, 41(2), 147-181.
- Hawkins, E. W. (1999). Foreign language study and language awareness. *Language Awareness*, 8(3/4), 124-142.
- Herron, C. (1982): Foreign-Language-learning approaches as metaphor. *Modern Language Journal*, 66, 235-242.

- Hinkel, E. (2005). Analyses of second language text and what can be learned from them. In *Handbook of research in second language teaching and learning* (pp. 615-628). Routledge.
- Horwitz, E. K. (1985). Using student beliefs about language learning and teaching in the foreign language methods course. *Foreign language annals*, 18(4), 333-340.
- Horwitz, E. K. (1988). The beliefs about language learning of beginning University Foreign Language Students. *The Modern Language Journal*, 72(3), 283-294. <https://doi.org/10.1111/j.1540-4781.1988.tb04190.x>
- Huang, W., & Feng, D. (William). (2019). Exploring the dynamics of motivation for learning Japanese among Chinese learners: An elicited metaphor analysis. *Journal of Multilingual and Multicultural Development*, 40(7), 605-617. <https://doi.org/10.1080/01434632.2019.1571071>
- Ishiki, N. (2011). Trajectories of English learning: Through the use and analysis of EFL students' metaphors. The 3rd International Conference on Humanities and Social Sciences, Prince of Songkla University. Thailand.
- Jin, L., Liang, X., Jiang, C., Zhang, J., Yuan, Y., & Xie, Q. (2014). Studying the motivations of Chinese young EFL learners through metaphor analysis. *Elt Journal*, 68(3), 286-298.
- Kalaja, P. (1995). Student beliefs (or metacognitive knowledge) about SLA reconsidered. *International Journal of Applied Linguistics*, 5(2), 191-204.
- Kalra, M. B., & Baveja, B. (2012). Teacher thinking about knowledge, learning and learners: A metaphor analysis. *Procedia - Social and Behavioral Sciences*, 55, 317-326. <https://doi.org/10.1016/j.sbspro.2012.09.509>
- Kesen, A. (2013). What lies beneath teacher beliefs? A study on metaphoric perceptions. *Journal of Human Sciences*, 10(1), 1491-1502.
- Kovecses, Z. (2002). *Metaphor: A practical introduction*. Oxford: Oxford University Press.
- Kumaravadivelu, B. (1991). Language-learning tasks: Teacher intention and Learner Interpretation. *ELT Journal*, 45(2), 98-107. <https://doi.org/10.1093/elt/45.2.98>
- Lakoff, G. (1993). The contemporary theory of metaphor. In A. Ortony (Ed.), *Metaphor and thought* (2nd ed., pp. 202-251). Cambridge University Press. <https://doi.org/10.1017/CB09781139173865.013>
- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. University of Chicago, Chicago, IL.
- Lantolf, J. P. (1996). SLA theory building: Letting all-the flowers bloom! *Language Learning*, 46, 713-749.
- Liao, P. (2006). EFL learners' beliefs about and strategy use of translation in English learning. *RELC Journal*, 37(2), 191-215.

- Lin, W. C., Shein, P. P., & Yang, S. C. (2012). Exploring personal EFL teaching metaphors in pre-service teacher education. *English Teaching: Practice and Critique*, 11(1), 183-199.
- Low, G. (1987). The need for a multi-perspective approach to the evaluation of foreign language teaching materials. *Evaluation & Research in Education*, 1(1), 19-29.
- Ma, X., & Gao, X. (2017). Metaphors used by pre-service teachers of Chinese as an international language. *Journal of Education for Teaching*, 43(1), 71e83.
- Marshall, C. & Rossman, G. B. (2011). *Designing Qualitative Research*. California: SAGE Publications.
- Martínez, M. A., Sauleda, N., & Huber, G. L. (2001). Metaphors as blueprints of thinking about teaching and learning. *Teaching and Teacher education*, 17(8), 965-977.
- McGrath, I. (2006). Using insights from teachers' metaphors. *Journal of Education for Teaching*, 32(3), 303-317.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.
- Nattinger, J.-R. (1984). Communicative-language teaching: A new metaphor. *TESOL Quarterly*, 18, 391-407.
- Nikitina, L., & Furuoka, F. (2008). "A Language Teacher is Like...": Examining Malaysian Students' Perceptions of Language Teachers through Metaphor Analysis. *Online Submission*, 5(2), 192-205.
- Nikitina, L., & Furuoka, F. (2011). Revisiting metaphors for education: a student's perspective. *Asia Pacific Education Review*, 12, 311-318.
- Oktay, Y., B. & Vanci Osam, U. (2013). Viewing foreign language teachers' roles through the eyes of teachers and students. *Hacettepe Üniversitesi, Eitim Fakültesi Dergisi (H.U. Journal of Education)*, 44, 249-261.
- Oxford, R. L., Griffiths, C., Longhini, A., Cohen, A. D., Macaro, E., & Harris, V. (2014). Experts' personal metaphors and similes about language learning strategies. *System*, 43, 11-29. <https://doi.org/10.1016/j.system.2014.01.001>
- Oxford, R. L., Tomlinson, S., Barcelos, A., Harrington, C., Lavine, R. Z., Saleh, A., & Longhini, A. (1998). Clashing metaphors about classroom teachers: Toward a systematic typology for the language teaching field. *System*, 26(1), 3-50.
- Pawlak, M. (Ed.). (2011). *Second language learning and teaching*. Springer.
- Pishghadam, R., Askarzadeh Torghabeh, R., & Navari, S. (2009). Metaphor analysis of teachers' beliefs and conceptions of language teaching and learning in Iranian high schools and language institutes: A qualitative study. *Iranian EFL Journal*, 4.

- Riley, P. (1996). BATS'and 'BALLS': Beliefs about talk and beliefs about language learning. *Mélanges Crapel*, 23(1), 125-153.
- Saban, A., Koçbeker, B. N., & Saban, A. (2006). An investigation of the concept of teacher among prospective teachers through metaphor analysis. *Educational Sciences: Theory & Practice*, 6(2).
- Saban, A., Kocbeker, B. N., & Saban, A. (2007). Prospective teachers' conceptions of teaching and learning revealed through metaphor analysis. *Learning and instruction*, 17(2), 123-139.
- Sayar, E. (2014). Investigating EFL teachers' and their students' conceptions of professional teacher identity through metaphor analysis. *Unpublished MA Thesis*). Abant İzzet Baysal University, Bolu.
- Seferoglu, G., Korkmazgil, S., & Olçü, Z. (2009). Gaining insights into teachers' ways of thinking via metaphors. *Educational Studies*, 35, 323-335. <https://doi.org/10.1080/03055690802648135>
- Silverman, D. & Marvasti, A. (2008). *Doing Qualitative Research: A Comprehensive Guide*. California: SAGE Publications.
- Şimşek, M. R. (2014). A metaphor analysis of English teacher candidates' pre-and post-course beliefs about language and teaching. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, (22), 230-247.
- Svalberg, A. M-L. (2005). Consciousness-raising activities in some Lebanese English language classrooms: Teacher perceptions and learner engagement. *Language Awareness*, 14(2/3), 170-190.
- Theado, C, K. (2013). Metaphors we teach by: Examining teacher conceptualizations of literacy in the English language arts classroom. *Language and Literacy*, 15(2), 20-39.
- Thomas, L.M., & Beauchamp, C. (2011). Understanding new teachers' professional identities through metaphor. *Teaching and Teacher Education*, 27, 762-769.
- Tobin, K. (1990). Changing metaphors and beliefs: A master switch for teaching?. *Theory into practice*, 29(2), 122-127.
- Tubin, D. (2005). Fantasy, Vision, and Metaphor - Three Tracks to Teachers Minds. *The Qualitative Report*, 10(3), 543-560. <https://doi.org/10.46743/2160-3715/2005.1841>
- Villamil, O. S., & de Guerrero, M. C. (2005). Constructing theoretical notions of L2 writing through metaphor conceptualization. In *Applied linguistics and language teacher education* (pp. 79-90). Boston, MA: Springer US.
- Wan, W., Low, G. D., & Li, M. (2011). From students' and teachers' perspectives: Metaphor analysis of beliefs about EFL teachers' roles. *System*, 39(3), 403-415. <https://doi.org/10.1016/j.system.2011.07.012>

- Wenden, A. (1999). An introduction to metacognitive knowledge and beliefs in language learning: beyond the basics. *System*, 27(4), 435-441.
- Williams, M., & Burden, R. (1999). Students' developing conceptions of themselves as language learners. *The Modern Language Journal*, 83(2), 193-201.
- Williams, M., & Burden, R.L. (1997). *Psychology for language teachers. A social constructivist approach*. Cambridge: Cambridge University Press.
- Woods, D. (2003). The social construction of beliefs in the language classroom. *Beliefs about SLA: New research approaches*, 201-229.
- Yesilyurt, S. (2016). An Attempt for the Exploration of Academicians' Experiences of the Standard Foreign Language Tests Held in Turkey through Metaphors. *International Journal of Higher Education*, 5(2), 263-274. DOI: 10.5430/ijhe.v5n2p263
- Yıldırım, A. & Şimşek, H. (2011). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayıncılık.