



My English Teacher is like an Angel and Learning English is like a Mirror: Echoes from Turkish EFL Learners

İngilizce Öğretmenim Melek Gibi ve İngilizce Öğrenmek Ayna Gibi: Türk İngilizce Öğrencilerinden Yansımalar

Dr. Öğr. Üyesi Esra HARMANDAOĞLU BAZ¹

Abstract

This study sets out to investigate the metaphors created by Turkish EFL learners towards English language teacher and learning English. The researcher uses a self-designed metaphor elicitation sheet with an incomplete sentence from twenty-four participants to gather data by designing a cross-sectional survey. The findings indicate that the participants mostly hold positive images towards both the English language teacher and learning English. Additionally, the learners' explaining reasons for the metaphors that describe English language teacher and learning English shed light into their opinions towards those concepts, which provides leverage to the teacher so as to construct an efficient learning environment for the language learners.

Keywords: EFL learners, metaphor, English language teacher, learning English, learner needs

Paper Type: Research

Öz

Bu çalışmada Türk öğrencilerin İngilizce öğretmenine ve İngilizce öğrenmeye yönelik oluşturdukları metaforlar araştırılmaktadır. Araştırmacı kesitsel bir çalışma kullanarak kendi oluşturduğu tamamlanmamış cümle içeren metafor yoluyla datayı yirmi dört katılımcıdan toplamıştır. Araştırmanın sonucuna göre katılımcıların hem İngilizce öğretmenine hem de İngilizce öğrenmeye çoğunlukla olumlu tutumları mevcuttur. Ayrıca katılımcıların İngilizce öğretmenin ve İngilizce öğrenmeyi tanımlayan metaforlarının nedenlerini açıklamaları bu kavramlara yönelik bakış açılarına ışık tutmaktadır ki bu durum öğretmene dil öğrenenlere verimli bir öğrenme ortamı kurması açısından avantaj sağlamaktadır.

Anahtar Kelimeler: İngilizce öğrenenler, metafor, İngilizce öğretmeni, İngilizce öğrenme, öğrenen ihtiyaçları

Makale Türü: Araştırma

Introduction

Aristotle defines metaphor as “the application of a strange term either transferred from the genus and applied to the species or from the species and applied to the genus, or from one species to another or else by analogy” (*Poetics*, 1457b.7, Loeb trans.) (as cited in Levin, 1982, p. 24). From another perspective, Lakoff and Johnson (1980) state that “metaphor is for most people a device of the poetic imagination and the rhetorical flourish—a matter of extraordinary rather than ordinary language” (p. 4) and “the human conceptual system is metaphorically structured and defined” (p. 6). Lakoff and Johnson (1980, p. 4) also add that “our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature”. It can be said that metaphors give individuals the opportunity to gain a perspective from their own views towards other views by pointing out some connections between two

¹Ankara Müzik ve Güzel Sanatlar Üniversitesi, Rektörlük, esra.harmandaoglubaz@mgu.edu.tr

Atf için (to cite): Harmandaoğlu Baz, E. (2023). My English teacher is like an angel and learning English is like a mirror: Echoes from Turkish EFL learners. *Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi*, 25(4), 1365-1383.

different concepts. From another perspective, Oxford et al. (1998, p. 4) see metaphor as “a problem-solving device applicable to all fields, including language learning and teaching”. Holman (1980, p. 264) makes the definition of metaphor as “an implied analogy which imaginatively identifies one object with another”. According to Knowles and Moon (2006, p.1) metaphor is as “the use of language to refer to something other than what it was originally applied to, or what it ‘literally’ means, in order to suggest some resemblance or make a connection between the two things”. Hornby (2000) describes “metaphor as a word or phrase used in an imaginative way to describe somebody or something else in order to show that the two things have the same qualities and to make the description more powerful” (p. 803). De Guerrero and Villamil (2001, p. 1) state that “metaphor analysis is a method that systematically examines elicited or spontaneous metaphors in discourse as a means for uncovering underlying conceptualizations”.

Lakoff and Johnson (1980) clarify that metaphor is not just a conception for language solely but thought and action, which is not peculiar at all in everyday life as well as shaping both the language and the attitudes, thoughts, and activities. Lakoff and Johnson (1980, p. 140) define conventional metaphors as those “structure the ordinary conceptual system of our culture, which is reflected in our everyday language”. They go on with imaginative and creative metaphors which have the capacity to unveil a new appreciation and comprehension of our daily activity, experience and past.

When it comes to language, Ellis (2001) states that metaphor was seen as a distinctive style of linguistic expression in literature particularly in poetry. Additionally, Kamberi (2013) adds that metaphor analysis was utilized in poetry in the past but it has lately been applied in second language acquisition, too. According to Ellis (2001), there are two principal purposes in SLA’s epistemological study, which are the likelihood “to clarify the nature of the constructs that SLA researchers work with and to assist in the process of demythologizing SLA by revealing what has become hidden as metaphors are literalized” (p. 67). Therefore, metaphors can turn into “an extraordinarily powerful tool through which the teacher can express more fully the meaning of what he or she does” and explore “what it is to be a teacher” (Provenzo, McCloskey, Kottkamp & Cohn, 1989, p. 551). According to Zhao, Coombs, and Zhou (2010, p. 381), “metaphors are not just figures of speech, but constitute an essential mechanism of the mind allowing the modeling and reification of prior experience. Thus, metaphors can be understood as a psychological modeling experience leading to new forms of conceptual insights”. Farrell (2016) highlights that being a language teacher is more than teaching and learning, namely, adapting to numerous teaching and learning occasions, behaving differently in order to adjust to learners’ varying cultural backgrounds and learning styles with paying attention to show respect for learners’ individuality. These expressions open the path for newer perspectives towards the use of metaphors in education in that they can provide the individuals with more profound explanations towards the concept of teacher, learning and individually the language teacher and language learning, too.

1. Review of Literature

It should be noted that the prominence given to metaphors in language learning and teaching so as to detect perceptions and encourage consciousness deserves attention (Kesen, 2010a). Language learners hold some images about their language teachers during their language learning process, which give clues about their expectations about their language teachers and classes (Nikitina & Furuoka, 2008). Martinez, Saulea and Huber (2001) draw the attention to the issue that “metaphors exert powerful influences on processes of analysing and planning in education and, in particular, that they are profoundly affecting teachers’ thinking about teaching and learning” (p. 966). Additionally, it is crucial to acknowledge that metaphors “act as powerful mental models providing an abundance of empirical possibilities about the complex interactions” (Gibbs, 2011, pp. 577-579) by shaping the individuals’ thoughts, comprehension, and actions.

Ahkemoğlu (2011) investigates fifty ELT major and fifty non-ELT major learners' conceptual metaphors about an English language teacher (both for description and comparison). The researcher obtains data via metaphor elicitation sheet, semi-structured interviews and personal essays. Non-ELT majors have come up with such themes as illumination (metaphors: lightbeam, light, lightbulb, moon and sun), annoyance (metaphors: schizophrenic, gum and black hole), guidance (metaphors: guide and captain), depth of knowledge (metaphors: deep water, ocean and sea), power (metaphor: computer), fun (metaphors: comedian and cartoon), patience (metaphors: mom and psychiatrist), provider of communication (metaphors: door, bridge and television), growth (metaphors: rain and fruit tree), giving shape form (metaphors: carpenter, architect and craftsman), cure treatment (metaphors: psychologist and psychiatrist), future (metaphors: new world and oracle), discovery (metaphors: planet and earth), speed (metaphors: sound and computer), support (metaphors: counselor and shadow), competence (metaphors: brain and researcher) and art (metaphors: composer and musician). The metaphors are categorized in two philosophies of education which are Cultural Transmission and Learner-Centered Growth.

Akbari (2013) tries to find out EFL teachers' roles with the help of metaphors created by one hundred and eighty-seven Iranian bilingual non-English major university students. The researcher collects data via a self-designed metaphor elicitation sheet and interviews (for more in-depth data for the participants' reasons). The metaphors are listed as guide, professional, devil, angel, parent, natural element, machine, creator and wet blanket.

Erarslan and Asmalı (2017) conduct a study so as to investigate mental images of university preparatory class students regarding their English language instructors by using metaphors. The researchers gather data from one hundred and forty-eight students from sixteen different programs. The findings indicate that there are nine themes which are teacher as guide, teacher as provider of knowledge, teacher as someone unpredictable, teacher as someone negative to students, teacher as someone hardworking, teacher as nurturer, teacher as knower, teacher as culture transmitter, and teacher as someone good-hearted.

Genç (2017) investigates the metaphors created to describe the process of foreign language education. The researcher collects data from two hundred A2 proficiency level students participating in an English Preparatory Program through a questionnaire. The students seem to build metaphors for learning English as a way of career development purposes by pointing out such metaphors as lantern, the goose that lays the golden egg, golden bracelet, investment tool, foreign currency, tie pin, etc. Other metaphoric groups for learners fall under the categories of learning English as an easy and enjoyable process, as a demanding and boring process, as an unnecessary process, as a way of understanding cultural differences, as a process requiring intelligence, as an endless process, and as an instrument for self-development.

Kamberi (2013) explores the metaphors in foreign language teaching and learning. The participants are enrolled in English Language Skills III course filled in a questionnaire with follow-up interviews. The metaphors are broken down into three categories: metaphors describing their teacher, metaphors describing fellow students as learners, and metaphors describing their major study (English language). The participants bring up the metaphors of water, flower, leader, coach, captain, pilot, wind, sun, milk, bee, gardener, hair-dresser, manager, singer, moon, sky, example and will in describing their teachers. Additionally, the participants use the metaphors of flower, star, fish, actor, baby, sailor, sparrow, song, player, passenger, lion, apple, plant, leaf and boat in order to depict themselves (as learners). Lastly, the participants present their metaphors as sky, river, window, treasure, game that makes us feel good, moon-other language stars, a flower that needs to be watered, air that is everywhere, device to go everywhere, window, international, black gold that everyone should have and land for the description of their major study, English language.

Nikitina and Furuoka (2008) look into the metaphors written by twenty-three sophomore Malaysian university students taking Russian language class. The researchers aim to classify the metaphors based on Oxford et al. (1988)'s four different philosophies of education and whether there are any gender differences in creating metaphors. The results indicate that there are twenty-seven metaphors created by the participants, which are travel guide, encyclopedia, gambler, mother, nanny, candle, vitamin, ant, magician, bad song on Monday morning, water, plant or animal, underwater King or Queen, big lorry, discovery channel, walking dictionary, ambassador of a country, book, fruit tree, God of passion, bird singing to the wall, parent, operating system, sunshine and cook. The first fourteen metaphors are created by female learners while the rest is produced by the males. It is seen in the findings that three most recurring themes are listed as "teacher as caretaker", "teacher as giver", and "teacher as essential element". The metaphors reveal that Social Order, Cultural Transmission, and Learner-Centered Growth educational perspectives can be detected throughout the study.

Oktay and Osam (2013) design a study to find out the perceptions of teachers and learners on foreign language teachers' roles in order to compare their choices. They gather data from twenty-two English language instructors and fifty-two freshman learners through picture metaphors (predetermined images) and the written justifications for their choice. The students state respectively such metaphors as shopkeeper, conductor, entertainer, animal keeper, judge, puppeteer and animal trainer with regard to foreign language teacher role perceptions.

Sayar (2014) tries to find out in her study the harmony and disharmony between how the instructors of foreign language view themselves as "teachers" and how their students see them, namely professional teacher identity. Collecting data from ten EFL instructors and two hundred EFL learners, the researcher comes up with fourteen major themes with a regard to learners' metaphors: teacher as agency of patience, teacher as authority, teacher as eager beaver, teacher as entertainer, teacher as expert, teacher as guide, teacher as Jekyll and Hyde, teacher as interest arouser, teacher as knowledge provider, teacher as mystery, teacher as neophyte, teacher as nurturer, teacher as patchwork and teacher as trier to patience.

Wan, Low and Li (2011) design a study in order to investigate the beliefs of a group of Chinese university teachers and two groups of their English major students towards EFL teacher roles via metaphors for comparison. The researchers obtain data from thirty-three EFL English teachers and seventy English major students via a theory-based support workshop (a metaphor-related workshop), a metaphor elicitation task completion and follow-up interviews. The categories of teacher as provider (metaphors: book, dictionary, glasses, encyclopedia, gardener, tool, mineral sources and keyboard), teacher as nurturer (metaphors: father, dictionary, gardener, mother), teacher as devotee (metaphors: candle, bee, chalk), teacher as instructor (metaphors: navigator, light, beacon, radar, lighthouse, guide, bus driver, train, team leader), teacher as cultural transmitter (metaphors: bridge, TV, preacher, ribbon, belt, media, window) and teacher as authority (metaphors: sky, expert, magician, sun) emerge from the students' perspectives.

As a framework of this particular study, Oxford et al. (1998) investigate the metaphors to reveal a variety of understandings towards the language teacher concept by gathering data via narratives by students and teachers along with education theorists and methodologists' articles, interviews and texts. They state that they have categorized the metaphors with respect to four different philosophies of education, namely, Social Order, Cultural Transmission, Learner-Centered Growth and Social Reform. Teacher as Manufacturer, Competitor, Hanging Judge, Doctor, Mind-and Behavior Controller metaphors are listed under Social Order philosophy. It is stated that "because the perspective of Social Order implies the interests of the student are secondary to those of society, the teacher has the important goal of maintaining control" (Oxford et al., 1998, p. 16). Cultural Transmission philosophy covers Teacher as Conduit and Repeater metaphors. "The metaphors in the Cultural Transmission perspective tend to represent education as a one-way flow of information, skills and values from the teacher as expert to

learners as empty receptacles” (Oxford et al., 1998, p. 24). Such metaphors as Teacher as Nurturer, Lover or Spouse, Scaffold, Entertainer and Delegator are listed under Learner-Centered Growth philosophy. Oxford et al. (1998, p. 27) summarize the features of the metaphors under Learner-Centered Growth philosophy:

The teacher facilitates the full and harmonious development of the learner's inner powers and by fostering the right conditions to promote inner potentialities, in accordance with the developmental needs of the student, the teacher follows the logic of nature, rather than, as in the previous two perspectives, the structure of knowledge in the curriculum.

Lastly, Teacher as Acceptor and Learning Partner are presented under Social Reform philosophy and Oxford et al. (1998, p. 41) give a detailed description about this theme as below:

Dualisms such as the individual and society, nature and nurture, means and ends, and the learner and curriculum had to be overcome with a philosophy grounded in the underlying unity of the educational process. Dewey found this unity in the process of organic adaptation, the interactive adaptations of an organism to its environment. Extending this model to the nature of thought and society, Dewey reconceptualized the educational process as a preparation for life within a democratic, scientifically informed, problem-solving community. The goal of learning was not some fixed end, whether this be social efficiency, cultural literacy or the fulfillment of an inner plan, but instead the development within each individual of the intelligence and social disposition to create new knowledge in response to the open-ended situations people will inevitably face in the real life.

It has been widely seen that there have been quite enough studies for metaphors towards the language teacher and language learning separately from the perspective of the language teachers or students (Ahkemoğlu, 2011; Akbari, 2013; Erarslan & Asmalı, 2017; Genç, 2017; Kamberi, 2013; Nikitina & Furuoka, 2008; Oktay & Osam, 2013; Sayar, 2014; Wan et al., 2011). However, there is a scarcity of research into the metaphors of language learners towards both language teachers and language learning. It is of high importance to examine the metaphors of language learners about language teachers and language learning so that one can have a thorough understanding of how language learners conceptualize these notions. Therefore, this study sets out to research the metaphors used by Turkish EFL learners about English language teacher and learning English.

2. Method

2.1. Research Design

This study aims to find out the metaphors used by Turkish EFL learners about English language teacher and learning English. The study was designed as a cross-sectional survey because its aim is “to collect information from a sample that has been drawn from a predetermined population” (Fraenkel, Wallen & Hyun, 2011, p. 394). The pre-determined population is EFL learners at a state university in Turkey. The research questions are as below:

1. What kind of metaphors is used by Turkish EFL learners to define English language teacher?
2. What kind of metaphors is used by Turkish EFL learners to define English language learning?

2.2. Setting and Participants

The present study was conducted at a state university in Turkey. It is mandatory to take Foreign Language I and II during the first year of the bachelor education according to Council of Higher Education (CoHE) in its Higher Education Law published in 1991. Twenty-four participants took part in the study and the participants were selected in terms of convenience sampling. “A convenience sample is a group of individuals who (conveniently) are available for study” (Fraenkel et al., 2011, p. 91). It means that “research participants are selected based on their ease of availability” (Given, 2008, p. 124). There are fourteen male and ten female

participants in the study. Their age ranges from eighteen to twenty-five. Some participants did not prefer answering the questions related to their English proficiency level, the number of the years for their English learning process, and the venue for learning English and the following is of those who did. They have been taking English language education for eight to twenty years at the school (preschool, primary school, secondary school, high school, university, private courses, Turkey) and they consider their English proficiency level as starter, elementary and pre-intermediate.

2.3. Data Collection Instruments

A self-designed metaphor elicitation sheet with an incomplete sentence was handed out to EFL learners during their fall term of 2019-2020 academic year. The learners were expected to complete two sentences: “English language teacher is like a/an..... Why?” and “Learning English is like a/an.....Why?”. Additionally, the learners were asked about such personal information as their age, gender, native language, their English proficiency level, the number of the years for their English learning process, and the venue for learning English. The participants were asked to write the metaphors and reasons in Turkish, which is their native language, in order to get more data lest English proficiency level of the participants may deter them from writing their opinions in a detailed way. The data were collected during the forty-five minutes-course and the participants were given as much time as they needed to complete the form. The learners were assured that their identity would be classified, they would withdraw from the study any time and their responses would be utilized only for academic purposes.

2.4. Data Analysis

The data were gathered in Turkish and translation was needed for the analysis of the data. To ensure the semantic equivalence, back-translation was applied before the analysis of the data due to the fact that the original data were in Turkish. Back-translation is a process of translating from the target language back (English) to the source language (Turkish) so as to assess the parallelism between source and target variations of the data (Brislin, 1970; Chapman & Carter, 1979). Bracken and Barona (1991, p. 123) highlight the importance that should be pertained to the qualification of the translator “who is truly bilingual and who is sufficiently educated to have familiarity with the concepts”. An expert (with Turkish as a first language) holding PhD in English Language Teaching Program carried out the process of back-translation. Due to the fact that, there is no formula for evaluating the coherence between the translation and back translation items, Miles and Huberman’s (1994) formula was applied. The calculations were carried out with a regard to the number of vocabulary. Inter-rater reliability with a value of 0.98 was achieved, which is a high ratio. After negotiations, the value reached 1.0.

Following that, the data were analyzed by using constant-comparative method derived from grounded theory (Glaser & Strauss, 1967). After rereading the data several times, some pre-determined philosophies and metaphors in analyzing metaphors about English language teacher were used to categorize the learners’ needs based on Oxford et al.’s (1998) division for metaphors with a focus on four different philosophies of education. In the analysis of metaphors towards learning English, the procedure followed in analyzing the data was to use coding procedures. The metaphors and why the participants present those metaphors were written down. After rereading the data several times, recurring themes emerged based on the contextual similarity of the metaphors. Miles and Huberman (1994) point out the importance of check coding by expressing that “check-coding not only aids definitional clarity but also is a good reliability check” (p. 64). In order to break researcher bias and ensure check-coding, the themes were presented to an expert in the field. The expert went through the set of all transcribed metaphors with reasons and examined each theme. When there were disagreements, consensus was achieved upon discussions on differences and flaws. The trustworthiness of the data was enhanced through this process (Cohen, Manion, & Morrison, 2013). The calculations indicate that inter-rater reliability of the data for learning English themes is calculated as 1.0.

Additionally, it is important to note that two themes, namely, Learning English as a personal development means and as a learner-centered process were added in accordance with the expert's suggestions. For English language teacher themes, the expert suggested that the metaphor of A Door Opening to New Cultures be replaced to Teacher as Delegator metaphor (the original was Teacher as Learning Partner metaphor). According to the expert, Ambassador, Sister and West Music Theory metaphors should be under Cultural Transmission philosophy of education and Teacher as Conduit metaphor. The expert put forward that Patient metaphor should only be under Teacher as Nurturer metaphor (the original was Teacher as Nurturer and Delegator). Lastly, the expert was in agreement with the theme and metaphor of Daffodil metaphor and offered an addition: Teacher as Scaffold. The expert agreed to the original categorization of Patient metaphor and the researcher accepted expert's categorizations for the others (A Door Opening to New Cultures, Ambassador, Sister and West Music Theory) and metaphor addition to Daffodil metaphor. The inter-rater reliability was 0.84 (28/28+5) and consensus was achieved after discussions (1.0). Miles and Huberman (1994) acknowledge that 80% coder reliability should be accomplished in order to ensure coder agreement.

3. Findings

This study investigates the metaphors used by Turkish EFL learners about English language teacher and learning English. The findings are presented under two dimensions: English language teacher metaphors & philosophies of education and learning English metaphors & themes.

3.1. English Language Teacher Metaphors & Philosophies of Education

Table 1 presents the metaphors and four philosophies of education by Oxford et al. (1998) with relation to English language teacher. There are thirty-three metaphors stated by the participants. Twenty-three participants wrote their metaphors and one participant used nine different metaphors to describe English language teacher. Two participants presented two metaphors. There are some metaphors which were categorized under different metaphors of the same philosophy because of the reasons the participants brought forward. In the study, it can be seen that Learner-Centered Growth philosophy includes Teacher as Nurturer (metaphors associated with gardening, caring, counseling: showing compassion), Teacher as Scaffold (metaphors related to coaching, the provision of learning strategies or tools, different learning style preferences), Teacher as Delegator (metaphors explaining an innate potential for guiding his or her own learning) and Teacher as Love or Spouse (metaphors with liking) metaphors. Such English language teacher metaphors put forward by the participants as Wind, Water, Family, Oven or Fire, Daffodil, Tree, Candlelight, Sun, Shadow, Patient, Guide, Angel, Friend, Rock, Still River, Stuffed Toy, Mother and Father are categorized under Teacher as Nurturer metaphor in Learner-Centered Growth philosophy. The metaphors of the participants for Teacher as Scaffold metaphor in Learner-Centered Growth philosophy are Compass, English Dictionary, Navigation, Treble Clef, Daffodil and Internet. The metaphors mentioned by the participants which fall under Teacher as Delegator metaphor in Learner-Centered Growth philosophy are A Door Opening to New Cultures, Outer Door, Patient and Antibiotic. The last metaphor in Learner-Centered Growth philosophy is Teacher as Love or Spouse, which is expressed in Daffodil metaphor by the participant. Ambassador, Sister, West Music Theory and Street Vendor are available for Cultural Transmission philosophy under Teacher as Conduit metaphor (metaphors with the holder and provider of knowledge). Lastly, such metaphors as Strict and Volcano are listed under Social Order philosophy. Strict is listed under Teacher as Manufacturer metaphor (metaphor with following prescribed patterns) and Volcano is under Teacher as Hanging Judge metaphor (metaphor with a regard to a capricious and callous authority).

Table 1. Philosophies of education and metaphors

Philosophies of Education & Metaphors	English Language Teacher Metaphors
Learner-Centered Growth: Teacher as Scaffolder (Coaching)	Compass
Learner-Centered Growth: Teacher as Delegator (an innate potential for guiding his or her own learning)	Outer Door
Learner-Centered Growth: Teacher as Scaffolder (Coaching)	English Dictionary
Learner-Centered Growth: Teacher as Nurturer (Gardening)	Wind
Learner-Centered Growth: Teacher as Nurturer (Gardening)	Water
Learner-Centered Growth: Teacher as Nurturer (Gardening and Caring)	Family
Learner-Centered Growth: Teacher as Scaffolder (the provision of learning strategies or tools)	Navigation
Learner-Centered Growth: Teacher as Nurturer (Gardening)	Oven or Fire
Learner-Centered Growth: Teacher as Delegator (an innate potential for guiding his or her own learning)	A Door Opening to New Cultures
Learner-Centered Growth: Teacher as Scaffolder (different learning style preferences)	Treble Clef
Learner-Centered Growth: Teacher as Nurturer and Love or Spouse and Scaffolder (Gardening and Liking and Coaching)	Daffodil
Learner-Centered Growth: Teacher as Nurturer (Gardening)	Tree
Learner-Centered Growth: Teacher as Nurturer (Gardening)	Candlelight
Learner-Centered Growth: Teacher as Nurturer (Gardening)	Sun
Cultural Transmission: Teacher as Conduit (The holder and provider of knowledge)	Ambassador
Cultural Transmission: Teacher as Conduit (The holder and provider of knowledge)	Sister
Cultural Transmission: Teacher as Conduit (The holder and provider of knowledge)	West Music Theory
Learner-Centered Growth: Teacher as Nurturer (Gardening)	Shadow
Learner-Centered Growth: Teacher as Delegator and Nurturer (an innate potential for guiding his or her own learning and Caring)	Patient
Social Order: Strict (Teacher as Manufacturer – Following prescribed patterns), Volcano (Teacher as Hanging Judge – A capricious and callous authority)	Guide, Angel, Strict, Friend, Rock, Still River, Volcano, Stuffed Toy, Street Vendor
Cultural Transmission (Teacher as Conduit - The holder and provider of knowledge): Street vendor	
Learner-Centered Growth: Guide, Angel, Friend, Rock, Still river, Stuffed toy (Teacher as Nurturer - Caring)	
Learner-Centered Growth: Teacher as Nurturer (Gardening and Caring)	Mother and Father
Learner-Centered Growth: Teacher as Delegator (an innate potential for guiding his or her own learning)	Antibiotic
Learner-Centered Growth: Teacher as Scaffolder (Coaching)	Internet

It can be observed from the table 2 that based on Oxford et al.'s (1998) division for metaphors with a focus on four different philosophies of education, there are respectively Social Order philosophy with two metaphors, Cultural Transmission philosophy with four metaphors and Learner-Centered Growth philosophy with twenty-seven metaphors. Learner-Centered Growth philosophy involves eighteen Teacher as Nurturer metaphors, six Teacher as Scaffolder metaphors, four Teacher as Delegator metaphors and one Teacher as Love or Spouse metaphor. It can be clearly understood from the table 2 that the metaphors suggested by Turkish EFL learners seem to fit three philosophies of education by Oxford et al. (1998). There are no metaphors under Social Reform philosophy. It can be seen that the most mentioned metaphors exist in Learner-Centered Growth philosophy and Teacher as Nurturer metaphor.

Table 2. Philosophies of education and metaphors with numbers

Philosophy	Metaphor	The number of metaphors
Cultural Transmission	Teacher as Conduit	4
Social Reform	-	-
Social Order	Teacher as Manufacturer	1
	Teacher as Hanging Judge	1
	Teacher as Nurturer	18
Learner-Centered Growth	Teacher as Scaffolder	6
	Teacher as Delegator	4
	Teacher as Love or Spouse	1

It can be deduced from the findings that the participants' metaphors are listed under Learner-centered Growth philosophy of education the most. Teacher as Nurturer metaphor is mentioned the most from this philosophy and the learners mention gardening and caring. The participant's reasons for Water metaphor can be seen as below:

"We look like saplings that are still growing and nourishing. The English language teacher always waters, enlightens and helps us develop by acquiring new knowledge. We grow and nourish as we take water, similarly, we get acquainted with a new language and culture, meet new people from other places and learn how to communicate in English thanks to our teacher" (gardening).

Mother and Father metaphor is expressed by the learner as below:

"It is like our native language which we have started to understand little by little from our mother and father since the time we were born because English language teachers as well start to teach a new language little by little with words. In other words, they raise us in a field like a mother and father" (gardening and caring).

Teacher as Scaffolder metaphor is the second most mentioned metaphor by the participants and the learners refer to coaching, the provision of learning strategies or tools and different learning style preferences. One quotation from a participant's Compass metaphor is presented as below:

"Due to the fact that we are learning a different language other than our native language, this situation is hard for us. Our English language teacher shows and teaches us how to study like a compass. Because of the fact that English is a completely different language and culture, our English language teacher leads us like a compass" (coaching).

Another quotation from Navigation metaphor is as below:

"Because the English language teacher provides us with reaching the roads we do not know easily via the language. She/he helps us with the language. English language teacher is a perfect existence who aids us when we go to other countries so as to make it easy and not to isolate ourselves from speaking" (the provision of learning strategies).

The reasons including the expression of an innate potential for guiding his or her own learning is about Teacher as Delegator metaphor. Outer Door is an example for this category:

"Learning English is the outer door of the building and English language teacher is the key to this door. Of course, getting this education, developing ourselves and opening that door is entirely up to us" (an innate potential for guiding his or her own learning).

Another example is from the metaphor of Antibiotic:

"Because antibiotic is a medicine with side effects, which not everyone can use and is effective when it is used during a long duration not a short one. That is to say, the English language teacher is more beneficial for learners who study during a long period and ask questions rather than learners who would like to learn English in a short period" (an innate potential for guiding his or her own learning).

Teacher as Spouse or Love consists of one metaphor which is Daffodil:

“Even though I do not like the course (due to its being at 8:30 am and it shouldn’t be), I pay attention to doing the homework and listening to the course because I love my teacher. The biggest factor that makes you love a course is the teacher. Luckily, she is our teacher”.

The findings indicate that there are four metaphors listed under Cultural Transmission philosophy of education and Teacher as Conduit metaphor. The reasons are about being the holder and provider of knowledge. A participant uses Street Vendor metaphor for the English teacher:

“They seem like they are selling us knowledge” (the holder and provider of knowledge).

West Music Theory is presented as below:

“The English language teacher teaches something which is easy to understand but the basis of everything” (the holder and provider of knowledge).

Social Order philosophy of education is comprised of Teacher as Manufacturer and as Hanging Judge in the expressions of the participants. Following prescribed patterns is highlighted in Teacher as Manufacturer metaphor and for Teacher as Hanging Judge metaphor, a capricious and callous authority is evoked in the learner’s metaphor. Strict metaphor is utilized with a reference to Teacher as Manufacturer metaphor:

“They value the rules” (following prescribed patterns).

Volcano metaphor is echoed in the learner’s words as referring to Teacher as Hanging Judge:

“They seem as if they can break their calmness” (a capricious and callous authority).

3.2. Learning English Metaphors & Themes

The metaphors and themes related to learning English are exhibited in table 3. The twelve themes emerged from the analysis are learning English as a demanding process, as a medium of intercultural communicative competence, as a lingua franca, as an authentic medium of communication, as an enjoyable process, as an easy process, as an authentic medium of communication (scarcity), as an opportunity with benefits, as an essential concept, as an annoying process, as a learner-centered process and as a personal development means. There are twenty-five metaphors written by twenty-four participants and one participant wrote two metaphors. There are some metaphors which were categorized under different themes because of the reasons the participants brought forward. Under English as a demanding process, such metaphors as Mirror, Tree, Child, Painting, Map, Learning how to play an instrument, The steep ladder whose step rustles when stepped and whose end is salvation, Building construction, Falling down a bottomless pit, Sowing, Playing games, Writing a thesis, Pencil, Learning an instrument and Watering a plant that you know it will fruit exist. Mirror, Key, Living a different life and Learning musical notes are listed under the theme of Learning English as a medium of intercultural communicative competence. The metaphors of Key, Learning musical notes, Colors and Watering a plant that you know it will fruit fall under the theme of Learning English as a lingua franca. The theme of learning English as an authentic medium of communication involves Putting into practice in real life from dictionary and the metaphor of Map is listed under the theme of learning English as an enjoyable process. Map and playing games metaphors belong to the theme of learning English as an easy process. Falling down a bottomless pit is classified under the theme of Learning English as an authentic medium of communication (scarcity). The theme of learning English as an opportunity with benefits consists of the metaphor of Sowing. Such metaphors as Sowing, Medicine with unpleasant taste, Cruelty and Watering a plant that you know it will fruit are placed under the theme of learning English as an essential concept. There are the metaphors of Trouble, Medicine with unpleasant taste, Turkish

music theory, Writing a thesis, Cruelty and Phobia in the theme of learning English as an annoying process. The metaphors of Mirror, Tree, Map, Sowing, Playing games, Writing a thesis, Cruelty, Phobia, Learning an instrument, Pencil, Watering a plant that you know it will fruit are categorized under the theme of learning English as a learner-centered theme. The theme of learning English as a personal development means includes such metaphors as Mirror, Key, Painting and Living a different life.

Table 3. Learning English metaphors and themes

Themes	Learning English metaphors
Learning English as a demanding process	
Learning English as a medium of intercultural communicative competence	Mirror
Learning English as a learner-centered process	
English as a personal development means	
Learning English as a lingua franca	
Learning English as a medium of intercultural communicative competence	Key
Learning English as a personal development means	
Learning English as an authentic medium of Communication	Putting into practice in real life from dictionary
Learning English as a demanding process	Tree
Learning English as a learner-centered process	
Learning English as a demanding process	Child
Learning English as a demanding process	Painting
Learning English as a personal development means	
Learning English as a demanding process	
Learning English as an enjoyable process	Map
Learning English as an easy process	
Learning English as a learner-centered process	
Learning English as a medium of intercultural communicative competence	Living a different life
Learning English as a personal development means	
Learning English as a medium of intercultural communicative competence	Learning musical notes
Learning English as a lingua franca	
Learning English as a demanding process	Learning how to play an instrument
Learning English as a demanding process	The steep ladder whose step rustles when stepped and whose end is salvation
Learning English as a demanding process	Building construction
Learning English as a demanding process	
Learning English as an authentic medium of communication (scarcity)	Falling down a bottomless pit
Learning English as a lingua franca	Colors
Learning English as a demanding process	
Learning English as an opportunity with benefits	Sowing
Learning English as an essential concept	
Learning English as a learner-centered process	
Learning English as an annoying process	Trouble
Learning English as an annoying process	
Learning English as an essential concept	Medicine with unpleasant taste
Learning English as an annoying process	Turkish music theory
Learning English as a demanding process	
Learning English as an easy process	Playing games
Learning English as a learner-centered process	
Learning English as a demanding process	
Learning English as an annoying process	Writing a thesis
Learning English as a learner-centered process	
Learning English as an annoying process	
Learning English as an essential concept	Cruelty, phobia
Learning English as a learner-centered process	
Learning English as a demanding process	Pencil
Learning English as a learner-centered process	
Learning English as a demanding process	Learning an instrument
Learning English as a learner-centered process	
Learning English as an essential concept	
Learning English as a lingua franca	
Learning English as a demanding process	Watering a plant that you know it will fruit
Learning English as a learner-centered process	

As can be seen in table 4, the most mentioned metaphors (fifteen in total) are categorized under the theme of learning English as a demanding process. Learning English as a learner-centered process consists of eleven metaphors. There are six metaphors in the theme of learning English as an annoying process. There are four metaphors in the themes of learning English as a medium of intercultural communicative competence, Learning English as a lingua franca, Learning English as a personal development means and learning English as an essential concept. Two metaphors are categorized under the theme of learning English as an easy process. Learning English as an authentic medium of communication, learning English as an enjoyable process, learning English as an authentic medium of communication (scarcity) and learning English as an opportunity with benefits themes each consist of one metaphor.

Table 4. Learning English metaphors with numbers

Themes	The number of metaphors
Learning English as a demanding process	15
Learning English as a medium of intercultural communicative competence	4
Learning English as a lingua franca	4
Learning English as an authentic medium of Communication	1
Learning English as an enjoyable process	1
Learning English as an easy process	2
Learning English as an authentic medium of communication (scarcity)	1
Learning English as an opportunity with benefits	1
Learning English as an essential concept	4
Learning English as an annoying process	6
Learning English as a learner-centered process	11
Learning English as a personal development means	4

There are fifteen metaphors under the theme of learning English as a demanding process. The metaphor of The steep ladder whose step rustles when stepped and whose end is salvation gives messages about hard work, persistence and ambition:

“We are at the very bottom pit (ignorance). We see the reflections of sunlight in our ending. The only thing we need to do is to climb the ladder and save ourselves. However, the steps of the ladder (will, persistence, ambition, diversity, the desire to learn, patience, etc.) are each emotions with other pressures (environmental factors etc.). When we take a step, the ladder rustles and when we climb fast, the step cracks and our climb gets difficult. If you go slowly, the weight increases as you halt and again a crack occurs. We need to keep going shrewdly at a normal speed. We need to reach the light with confident steps”.

In the metaphor of Writing a thesis, the learner draws attention to the step by step process of learning English with determination, perseverance and hard work:

“If you do not ask the points you did not understand, learn wrong, cannot understand the essence or do not show the required sacrifice, it is the biggest trouble that can hit you. Because if those which I have counted are not met, you chitchat about a topic you will never understand and you are lynched in every jury where you defend this thesis or your name is dragged through the mud”.

Eleven metaphors are expressed with relation to learning English as a learner-centered process theme. A learner emphasizes active involvement in learning English by using Tree metaphor:

“The root of the tree is the English teacher. Water and other minerals are the words in the name of developing language proficiency. English teacher tries to nurture. She/he wants to see that she/he nurtures. The tree grows and yields fruit. The fruit is the grammar and what we have learnt. In short, if the tree grows solid, with a strong root, we become learners who have learnt basic information. Learning English is the tree. We need to nurture”.

Learning an instrument metaphor sheds light into the importance of motivation, determination and active involvement in learning English:

“Because it is necessary to be eager to learn an instrument in the first place. At the same time, it is of necessity to improve slowly without getting bored in courses and etudes. English is learnt better if English is studied by always repeating and reinforcing starting from simple topics. To begin with, you will be eager and then you will study without getting bored. Maybe then, you can learn English”.

There are six expressions which are listed under learning English as an annoying process theme. A learner sees himself/herself as a false beginner and thinks that learning English is like ineffective use of efforts in Trouble metaphor:

“I have been taking English language education for approximately ten years but still I am at the elementary level. Many friends of mine like me suffer from this issue. It is very annoying for me not to be able to get involved in every English course. For this reason, I see English like trouble”.

Another learner holds biased perception and negative attitudes towards English learning process and has a lack of motivation as can be seen in Cruelty metaphor:

“Because it is not at all suitable for me but I have to learn English because of my profession (I will get in the future). I cannot follow the course due to the constant misfortunes, I lose interest. I do not allocate time because I have no time but I have to. That is why, it is like cruelty”.

Four metaphors are categorized under learning English as a medium of intercultural communicative competence. Living a different life metaphor is about the fact that learning a language is not just about a language but the culture of different people:

“Learning a new language, not only English but also other languages, includes all the cultural traits of that culture. In fact, they are the common traits of countries whose people use that language, food and drink cultures, the wars, characteristic and physical features, in short, everything related to a different country. That is why, according to me, learning English is very important, like a different life, understanding other people other than yourself. So, I think that everyone must learn a new language”.

Key metaphor is echoed in a learner’s expression to describe that learning English gives you the opportunity that there are other existences beyond your own space:

“Because learning English is like a key opening towards outside world. Even though we find the course difficult by bias, English is actually a huge must nowadays because if you are interested in music and study music, English makes it easy for you to communicate with foreign musicians and learners. And this shows that the life is not just about your environment”.

Learning English as a lingua franca metaphor involves four metaphors. A learner emphasizes the universality of English language and as an academic language in the metaphor of Learning musical notes:

“The common language of the music which is a universal value is the musical note. We connect with other cultures thanks to music and musical notes. English is the common language in academy. I think that we need to learn English in order to get knowledge about scientific developments, to get direct access to the articles and to connect with mutual science and culture values in the world”.

Colors metaphor is about the universality of English language, too:

“Because the colors are universal. English is also a universal language and aids us to get in contact with people”.

There are four metaphors in learning English as an essential concept. A learner thinks that learning English is a must in the metaphor of Medicine with unpleasant taste:

“Because though it is mandatory for me to learn English, I get bored in English courses. English language is a really essential thing in life that is why it is like a medicine. However, it bothers me because it is hard to take this medicine. I do not want to take it. But, English needs to be learnt. Hopefully, I will learn”.

Watering a plant that you know it will fruit metaphor draws attention to the necessity of learning English from academic to everyday life:

“It is a different luck or way to reach the true information. It is necessary to know English in order to read many scientific studies in the world or even the manual of a product you have purchased in the simplest term. The more you endeavor, the more you extrapolate”.

Learning English as a personal development means consists of four metaphors. A learner talks about that learning English widens one’s horizon in Painting metaphor:

“Because maybe the paintings mean nothing to us in the first place. However, you start to take pleasure later as you start to learn technical information. Before that, you continue again by giving up a lot. Learning English is similar to this because at first you have trouble and think that you are not going to succeed. You learn by time, though. What I mean is that you see new things and widen your horizon as you ascend in a ten-storey building”.

Mirror metaphor highlights personal development as performing good behaviors:

“Learning English is like a mirror because what we get in return depends on what we do and how we study in English course. If we study this course well, what we get in return becomes good. If we never study, what we get in return becomes bad and we can never be successful in this course. When one looks at the mirror, one sees their actions and when one learns English, one can perform good behaviors and actions”.

Two metaphors exist in learning English as an easy process. The metaphor of Playing games is presented as below:

“Because the more interest and discipline you exhibit, the easier learning becomes. There are some stages we need to overcome and after these stages, you improve with the information you have learnt as you need to use what you learnt in the previous stage to pass the subsequent stage in playing a game”.

Learning English as an authentic medium of communication has one metaphor which is Putting into Practice in Real Life from Dictionary and it is expressed as below:

“Because thankfully, our teachers teach us how to use it as well while teaching us”.

Learning English as an authentic medium of communication (scarcity) has one metaphor that is Falling down a bottomless pit. A learner complains about lack of exposure to authentic language and of opportunities to output:

“Because we have been taking English courses at least for ten years, that is, it equals to the same amount of Turkish courses but we somehow cannot learn English. We study and memorize nevertheless we somehow cannot learn English. We need to speak English very well under normal conditions however we cannot learn English due to the fact that we are engaged in English only in the courses and it remains in the class”.

The metaphor of Map is listed under the theme of learning English as an enjoyable process: Map metaphor is as below:

“The words that lighten the road you go become a light for you. The lantern is the easiest medium in a road where we walk in the darkness. It is not easy work to adapt to a

language of course it is difficult but when the language is learnt, it turns into the simplest activity”.

Finally, learning English as an opportunity with benefits has one metaphor that is Sowing. A learner thinks that learning English is beneficial on personal and social level:

“Actually, this metaphor does not only belong to English. We learn a brand new language. Learning English requires hard study as the new seed needs regular watering every day. Not everyone can take the responsibility of growing a plant as not everyone can take the responsibility of studying to learn English. Every plant provides benefits to the society in terms of health. Learning English is essential for the individual and presents benefits to the society”.

Discussion

The aim of this study is to investigate the metaphors used by Turkish EFL learners about English language teacher and learning English. The findings of the study are in alliance with those in terms of English language teacher metaphors and themes (Ahkemoğlu, 2011; Akbari, 2013; Erarslan & Asmalı, 2017; Kamberi, 2013; Nikitina & Furuoka, 2008; Sayar, 2014; Wan et al., 2011). Teacher as nurturer theme is echoed in the studies of Erarslan and Asmalı (2017), Sayar (2014) and Wan et al. (2011). It should be noted that the metaphors have been associated to three philosophies of education found in the studies of Oxford et al. (1998), which are Social Order, Cultural Transmission and Learner-Centered Growth and these philosophies of education are in accordance with those emerged in Nikitina and Furuoka's (2008) study. Additionally, there are some similarities with the study of Ahkemoğlu (2011) whose study reports Cultural Transmission and Learner-Centered Growth philosophies of education. The learners do not mention any metaphors related to Social Reform philosophy and this may be due to low language proficiency levels or feeling as false beginners of language. They may not be seeing their teachers as acceptor or learning partner but controller (Social Order), holder and provider of knowledge (Cultural Transmission), coach and gardener (Learner-Centered Growth).

Outer Door metaphor is also found in the study of Ahkemoğlu (2011) as door, which is a similar finding. Likewise, English Dictionary metaphor is echoed as dictionary (Wan et al., 2011) and walking dictionary (Nikitina & Furuoka, 2008). Kamberi's (2013) study consists of Wind metaphor, as well. Water metaphor is reflected in the studies of Kamberi (2013) and Nikitina and Furuoka (2008) and as deep water in Ahkemoğlu's (2011) study. What is more, Family metaphor is expressed in other words, which is parent, in the studies of Akbari (2013) and Nikitina and Furuoka (2008). Navigation metaphor is used by the participants in this particular study and navigator metaphor is utilized in Wan et al.'s (2011) study. A learner uses Daffodil metaphor for English language teacher, which is revealed as flower (Kamberi, 2013) and plant (Nikitina & Furuoka, 2008) in some studies. Tree metaphor is also found in the study of Nikitina and Furuoka (2008) and expressed as fruit tree in the study of Ahkemoğlu (2011). The participants make a resemblance between Candlelight and English language teacher in this study and candle metaphor is used in such studies as Nikitina and Furuoka (2008) and Wan et al. (2011). The metaphor of Sun is also presented in the findings of Ahkemoğlu (2011), Kamberi (2013) and Wan et al. (2011) and sunshine is used in Nikitina and Furuoka's (2008) study. Ambassador metaphor exists in the study of Nikitina and Furuoka (2008), as well. Shadow metaphor reveals itself in the study of Ahkemoğlu (2011). Patient metaphor is reflected as teacher as agency of patience in Sayar's (2014) study. There is Guide metaphor in the studies of Ahkemoğlu (2011), Akbari (2013), Erarslan and Asmalı (2017), Nikitina and Furuoka (2008) and Wan et al. (2011). Angel metaphor is utilized in Akbari's (2013) study and there is an expression as teacher as someone good-hearted in the study of Erarslan and Asmalı (2017). Mother metaphor is seen in the studies of Wan et al. (2011) and Nikitina and Furuoka (2008). Ahkemoğlu (2011) mentions mom metaphor. Father metaphor appears in the study of Wan et al. (2011).

Similar themes and metaphors with regard to learning English can be detected in the participants' metaphors and their relevant theme (Genç, 2017; Kamberi, 2013). The categories of learning English as an enjoyable process and as a demanding process in the study of Genç (2017) are presented as themes in this particular study. Furthermore, the categories of learning English as a way of understanding cultural differences and as an instrument for self-development from Genç's (2017) study are alike to such themes of this particular study as learning English as a medium of intercultural communicative competence and as a personal development means. International metaphor used in Kamberi's (2013) study is echoed as learning English as a lingua franca theme. Additionally, game that makes us feel good and a flower that needs to be watered metaphors from the study of Kamberi (2013) are reflected as the metaphors of Playing games and Watering a plant that you know it will fruit by the participants. It can be suggested that the findings of this study share some similarities with the results of those previous studies. The participants are observed to give mostly positive metaphor examples towards both English language teacher and learning English concepts despite few negative opinions (Ahkemoğlu, 2011; Erarslan & Asmalı, 2017; Nikitina & Furuoka, 2008). It should be noted that there are far fewer negative metaphors towards English language teacher (about being strict and volcano) than learning English (e.g. the steep ladder, trouble, cruelty, phobia). Holding positive attitudes towards language learning and teacher is a prominent factor for a language learner to be able to manage language learning process efficiently. Therefore, it can be said that the participants' positive tendency towards language learning and teacher may contribute their language learning process in a positive way, as well. The participants see their teachers as someone who is knowledgeable, nurturer, lovely, intercultural and guide and language learning as an international, essential, enjoyable, easy, academic, cultural and challenging process. It can be put forward that the learners in this study hold positive images towards English language teacher and learning.

Another important finding is that the learners' metaphors are mostly categorized in Learner-Centered Growth philosophy of education and Teacher as Nurturer metaphor based on Oxford et al.'s (1998) division. Oxford et al. (1998, p. 9) clarifies that "like a gardener, the teacher's job was to construct the optimal environment in which the inner nature of the mind could grow and flourish" and "learners are born with a rich biological endowment that must be actualized". Teacher as Nurturer metaphor describes "the teacher as gardener, nurturing students as though they were seedlings or plants" (Oxford et al., 1998, p. 27). Though Learner-Centered Growth philosophy of education puts emphasis on the learners' active perseverance to the language learning process with a shared teacher and student control, it can be understood from the participants' opinions that learning process may not be managed mutually between the learners and the teacher and the learners look for teacher's charge for their learning given the most metaphors exist in Teacher as Nurturer metaphor (Nikitina & Furuoka, 2008). On the other hand, the learners seem to give credit to the active participation, hard work, determination, perseverance, individual efforts and motivation in their opinions for learning English, which are about learner-centered view and learner autonomy defined by Holec (1981, p. 3) as "the ability to take charge of one's own learning". This may be due to the fact that though the learners see language learning as a learner-centered, demanding and autonomous process, they still see their teachers as in charge of this process because of possibly low language proficiency levels or feeling as false beginners of language. The learners seem to see motivation as an important aspect of language learning in their opinions which they present to explain metaphors. It is beneficial for the language learners to think this way because motivation has an effect on the rate and success of language learning and considered as the main incentive to initiate language learning and to sustain the language learning process (Dörnyei, 1998). It should be noted that the learners' view towards motivation revealed in their opinions is quite promising because as noted above, motivation is a prominent factor in language learning process (Dai, Wu & Dai, 2015; Dörnyei, 2009; Dörnyei & Ushioda, 2011). In addition to giving emphasis to motivation, it is understood from the learners' metaphors that they see language teacher and learning as a

door for new cultures and perspectives. The researchers suggest that language learning should comprise not only language competence but also intercultural competence (Alptekin, 2002; Byram, Gribkova & Starkey, 2002; Fantini, 1995; Gokmen, 2005; Ozdemir, 2004). They seem to value language learning from many aspects and do not seem to see language learning process just the language itself.

As can be seen throughout the study, metaphors can be a useful way to reveal the learners' opinions related to language teacher and language learning process (Ellis, 2001; Kesen, 2010b; Nikitina & Furuoka, 2008) because it seems to be of high prominence to understand how a language learner conceptualizes these concepts in a unique process as language learning.

Conclusion & Implications

The aim of this study is to find out the metaphors created by Turkish EFL learners to describe English language teacher and learning English concepts. The findings indicate that the learners hold mostly positive images about English language teacher and learning English. The participants see English language teacher as someone who is controller, holder and provider of knowledge, gardener, knowledgeable, nurturer, lovely, intercultural and guide and language learning as an international, essential, enjoyable, easy, academic, cultural and challenging process. The learners value the intercultural dimension of learning English and thinks that language learning is a process which requires hard work, autonomy, perseverance and patience. It should be noted that they mention active participation, autonomy yet the most mentioned metaphor is Teacher as Nurturer metaphor, which probably charges the teacher for arranging the language learning process rather than the learner due to possibly low language proficiency levels or feeling as false beginners of language. They seem to be aware of the fact that English language is a lingua franca and they will be able to communicate with each other, share academic knowledge as well as cultural traits in English. It may be to the learners' benefit not to assume that language learning is just all about language itself. All in all, the findings of this study reveal that the learners tend to mention in a positive way for both English language teacher and learning English. There are some pedagogical implications that should be noted. It is beneficial for a language teacher to understand the image of a language learner about a language teacher and learning a language so as to instruct effectively in practice. Knowing the needs and expectations of the learners provides leverage to the teacher so as to construct an efficient learning environment for the language learners. Using metaphors can be a useful way to embrace the positive images and enhance the negative ones so that the learners can get more motivated and feel more secure in language learning process. Lastly, making use of metaphors can present many opportunities to the language teachers in terms of choosing content and creating authentic contexts by understanding the underlying opinions shared by the learners. This study has some limitations such as the number of the participants. The data are collected from twenty-four participants and the study can be redesigned with more participants. Additionally, different departments or different universities can be included in the study in order to compare the differences and similarities with in-depth interview questions. The long-term data collection process can be implemented to see if any alterations occur. Lastly, if equal numbers can be achieved during data collection process, differences and similarities in the perspectives of the participants in terms of gender can be studied.

References

- Ahkemoğlu, H. (2011). *A study on metaphorical perceptions of EFL learners regarding foreign language teacher* [Unpublished master's thesis]. Çukurova University.
- Akbari, M. (2013). Metaphors about EFL teachers' roles: A case of Iranian non-English major students. *IJ-ELTS: International Journal of English Language & Translation Studies*, 1(2), 100-112.

- Alptekin, C. (2002). Towards ICC in ELT. *ELT Journal*, 56(1), 57–64.
- Bracken, B. A., & Barona, A. (1991). State of the art procedures for translating, validating and using psychoeducational tests in cross-cultural assessment. *School Psychology International*, 12(1-2), 119-132.
- Brislin, R. W. (1970). Back-translation for cross-cultural research. *Journal of Cross-Cultural Psychology*, 1(3), 185-216.
- Byram, M., Gribkova, B. & Starkey, H. (2002). *Developing the intercultural dimension in language teaching: a practical introduction for teachers*. Strasbourg: Language Policy Division, Directorate of School, Out-of-School and Higher Education, Council of Europe. Retrieved from http://www.coe.int/t/dg4/linguistic/source/guide_dimintercult_en.pdf.
- Chapman, D. W., & Carter, J. F. (1979). Translation procedures for the cross cultural use of measurement instruments. *Educational Evaluation and Policy Analysis*, 1(3), 71-76.
- Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. USA: Routledge.
- Dai, Y., Wu, Z., & Dai, L. (2015). The relationships among motivation, learning styles and English proficiency in EFL music students. *International Journal of English Linguistics*, 5(6), 75-83.
- De Guerrero, M.C. & Villamil, O.S. (2001). Metaphor analysis in second/foreign language instruction: A sociocultural perspective. Retrieved January 30, 2020 from <https://files.eric.ed.gov/fulltext/ED461990.pdf>.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117-135.
- Dörnyei, Z. (2009). *The psychology of second language acquisition*. Oxford: Oxford University.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching: Motivation*. Great Britain: Pearson.
- Ellis, R. (2001). The metaphorical constructions of second language learners. In M. Breen (Ed.), *Learner contributions to language learning: New directions in research* (pp. 65-85). Harlow, UK: Longman.
- Erarslan, A. & Asmalı, M. (2017). From students' perspectives: EFL learners' metaphors about English instructors in Turkey. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 30(2), 419-442.
- Fantini, A. E. (1995). Language: its cultural and intercultural dimensions. Adapted from Language, culture and worldview: exploring the nexus. *International Journal of Intercultural Relations*, 19, 143–153.
- 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.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education*. New York: McGraw-Hill.
- Genç, G. (2017). Turkish EFL learners' metaphorical conceptualizations of language learning. *International Journal of Language Academy*, 5(6), 284-295.
- Given, L. M. (ed.). (2008). *The SAGE encyclopedia of qualitative research methods*. USA: SAGE.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory*. New York: Aldine.
- Gokmen, M. E. (2005). Yabancı dil öğretiminde kültürlerarası iletişimsel edinç. *Dil Dergisi*, (128), 69–77.

- Holec, H. (1979). *Autonomy and foreign language learning*. England: Pergamon.
- Holman, C. H. (1980). *A handbook to literature*. Indianapolis, IN: Bobbs-Merrill.
- Hornby, A. S. (2000). *Oxford advanced learner's dictionary*. Oxford: Oxford University.
- Kamperi, L. (2014). Using metaphors in language teaching and learning. *European Journal of Research on Education*, 2(2), 92-97.
- Kesen, A. (2010a). Foreign language teacher on the spot: A study on metaphorical images of EFL teachers and learners. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 19(2), 185- 191.
- Kesen, A. (2010b). Turkish EFL learners 'metaphors with respect to English language coursebooks. *Novitas-ROYAL(Research on Youth and Language)*, 4(1), 108-118.
- Knowles, M.,& Moon, R. (2006). *Introducing metaphor*. London, New York: Routledge.
- Lakoff, G.,& Johnson, M. (1980). *Metaphors we live by*. USA: The University of Chicago.
- Levin, S. R. (1982). Aristotle's theory of metaphor. *Philosophy & Rhetoric*, 15(1), 24-46.
- 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.
- Miles, M. B., & Huberman A. M. (1994). *Qualitative data analysis: an expanded sourcebook*. USA: SAGE.
- 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.
- Oktay, Y. B., &Osam, Ü. V. (2013). Viewing foreign language teachers' roles through the eyes of teachers and students. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 44(44), 249-261.
- 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.
- Ozdemir, E. (2004). *Attitudes of Turkish pre-service English language teachers towards other cultures in intercultural communication context* [Unpublished Master Thesis]. Istanbul University, İstanbul.
- Provenzo, E. F., McCloskey, G. N., Kottkamp, R. B., & Cohn, M. M., (1989). Metaphor and meaning in the language of teachers. *Teachers College Record*, 90(4), 551-573.
- 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.
- Zhao, H., Coombs, S., & Zhou, X. (2010). Developing professional knowledge about teachers through metaphor research: Facilitating a process of change. *Teacher Development*, 14(3), 381-395.

ETİK ve BİLİMSEL İLKELER SORUMLULUK BEYANI

Bu çalışmanın tüm hazırlanma süreçlerinde etik kurallara ve bilimsel atıf gösterme ilkelerine riayet edildiğini yazar(lar) beyan eder. Aksi bir durumun tespiti halinde Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi'nin hiçbir sorumluluğu olmayıp, tüm sorumluluk makale yazarlarına aittir.