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**PROSPECTIVE ENGLISH LANGUAGE TEACHERS'**  
**METAPHORICAL PERCEPTIONS OF A LANGUAGE TEACHER**  
**TEACHING ENGLISH TO YOUNG LEARNERS**

**MA THESIS**

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## Taahhütname

Yüksek lisans tezi olarak sunduğum 'Prospective English Language Teachers' Metaphorical Perceptions of a Language Teacher Teaching English to Young Learners' adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

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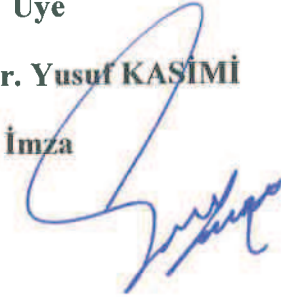
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## Abstract

### **‘Prospective English Language Teachers’ Metaphorical Perceptions of a Language Teacher Teaching English to Young Learners’**

This research study reports how the students of English Language Teaching Department at Çanakkale Onsekiz Mart University used personal ‘teacher’ metaphors via a metaphor prompt ‘An English teacher who teaches English to young learners is a/an.....because.....’ to represent their beliefs related to the roles of teachers of young learners. Metaphor elicitation questionnaire was administered to a convenient sample of 130 university students, 71 of them who have attended the course ‘Teaching English to Young Learners’ and 59 of them who have not attended the same course, yet. The study aims to investigate the prospective teachers’ metaphorical perceptions of language teachers teaching English to young learners. Also, this study aims to find out whether their metaphorical perceptions about language teachers teaching English to young learners change in terms of gender and grades. Qualitative data collection design was used in this study. Using content analysis, the metaphorical expressions were examined and structured into dominant thematic categories for further analysis. Altogether 99 valid personal metaphors were analysed and 15 main conceptual themes were identified. Generally, the results revealed that 3<sup>rd</sup> grade students of ELT Department tend to see the “teacher as cooperative leader” while 2<sup>nd</sup> grade students who have not attended the course regard the “teacher as source of knowledge”. The findings of the study support that the awareness of prospective teachers should be increased by means of metaphors so that they can adopt their own teaching styles and strategies. In the light of the research findings, some suggestions were given for ELT and for further studies.

**Keywords:** Foreign language teacher teaching English to young learners, Metaphor, Metaphorical perceptions, Young learners

## Özet

### ‘İngilizce Öğretmen Adaylarının İngilizceyi Çocuklara Öğreten Dil Öğretmeni Hakkındaki Metaforik Algıları’

Bu araştırma, Çanakkale Onsekiz Mart Üniversitesi İngiliz Dili Eğitimi Bölümü öğrencilerinin çocuklara İngilizce öğreten öğretmenlerin rollerine ilişkin görüşlerini belirtmek için ‘Çocuklara İngilizce öğreten bir İngilizce öğretmeni ... dir çünkü ...’ cümlesine verdikleri metaforik cevapları aracılığıyla öğretmen benzetmelerini nasıl yaptıklarını ortaya koyar. Araştırmacı tarafından geliştirilen Metafor Çıkarma Anketi 130 öğrenciye uygulanmıştır. Katılımcıların 71’i Çocuklara İngilizce Öğretimi dersini almışken, diğer 59’u henüz bu dersi almamıştır. Çalışma çocuklara İngilizce öğreten dil öğretmenlerine ilişkin öğretmen adaylarının metaforik algılarını incelemeyi; ayrıca, öğretmen adaylarının çocuklara İngilizce öğreten dil öğretmenlerine ilişkin metaforik algılarının cinsiyet veya dersi alıp almamalarına göre değişiklik gösterip göstermediğini ortaya çıkarmayı amaçlamaktadır. Çalışmada nitel veri toplama yöntemi kullanılmıştır. İçerik Analizi yapılarak, bu metaforik ifadeler incelenmiş ve analizin bir sonraki safhası için konusal kategorilere ayrılmıştır. Toplamda 99 adet geçerli kişisel benzetme analiz edilmiş olup, bu benzetmelere ilişkin 15 ana kategori belirlenmiştir. Genel olarak İngiliz Dili Eğitimi Bölümü 3. sınıf öğrencileri çocuklara İngilizce öğreten dil öğretmenini ‘iş birliği yapan lider’ olarak görürken, çocuklara İngilizce öğretimi dersini almayan 2. Sınıf öğrencileri bu öğretmenleri ‘bilginin kaynağı’ olarak görmektedir. Çalışmanın bulguları öğretmen adaylarının kendi öğretme stil ve stratejilerini belirleyebilmeleri için metafor aracılığıyla farkındalıklarını artırmayı desteklemekte, İngiliz Dili Eğitimi ve ilerde yapılacak çalışmalar için bazı öneriler vermektedir.

**Anahtar Kelimeler:** Çocuk öğrenciler, Çocuklara İngilizce öğreten yabancı dil öğretmeni, Metafor, Metaforik algılar

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## ABBREVIATIONS

<b>ELT</b>	English Language Teaching
<b>TEYL</b>	Teaching English to Young Learners
<b>YLS</b>	Young Learners
<b>EFL</b>	English as a Foreign Language
<b>L1</b>	First Language
<b>F</b>	Female Students
<b>M</b>	Male Students
<b>n</b>	Number of students

TO

MY PARENTS AFİFE AND HASAN

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FOR THEIR ENDLESS LOVE AND SUPPORT

## CHAPTER I

### INTRODUCTION

#### **Introduction**

This chapter presents the general background to the study, statement of the problem, aim of the study, significance of the study, research questions, scope and limitations.

#### **General Background**

Considering the role of learners in educational setting, understanding learners' beliefs and perceptions become vital to reveal the learning process. Therefore, it can be useful to examine their beliefs, perceptions and attitudes on teaching and learning. It can be assumed that the beliefs and perceptions of them can affect the learning process. Breen (2001) mentions the importance of the factor of learners' beliefs and perceptions by saying that learning process and achievement to success are influenced by beliefs and perceptions that the students bring into the learning environment. This means, the beliefs and perceptions that learners hold, influence their behaviours and attitudes to the subject. If beliefs determine the way a person thinks and behaves, exploring beliefs and perceptions will give essential insights into the reasons behind the acts of students or teachers in the learning process. On the other hand, beliefs and perceptions can change according to individual learners and learning situations; therefore, examining on beliefs and perceptions can give insights of specific learner needs. All in all, examining learner beliefs is essential for determining problems in foreign language learning, finding solutions and improvement.

Examining and exploring beliefs and perceptions that learners hold have important implications in many ways such as improving learning and teaching conditions, raising awareness about problems in education, teaching methods and classrooms practices. As it is

known, learning situations consist of various socio-cultural and educational settings. Examining different belief systems on certain subjects also helps to gain insight into the problems of the varieties. Metaphor analysis was used in many studies for this purpose. According to De Guerrero and Villamil (2001, p. 1) ‘metaphor analysis is a method that systematically examines elicited or spontaneous metaphors in discourse as a means for uncovering underlying conceptualizations’. Even though a metaphor analysis doesn’t reveal all beliefs it’s very helpful to gain deeper insight into teacher’s thinking and our understanding of teacher’s beliefs, behaviours and actions as elemental constituents of human cognitive processing (Kalraa & Baveja, 2012).

Metaphor analysis has been used as a research tool in a number of studies about education. These studies mostly focused on the pre- and in-service teachers’ attitudes towards the classroom practices, teacher-student classroom interaction, and the evolution of the teacher beliefs about teaching and learning (Nikitina & Furuoka, 2008). In the field of language pedagogy, uncovering metaphors about language learning and teaching gained importance. In conclusion, a number of studies have employed metaphor analysis to describe teacher-student interaction and to examine the particularities of the language teaching profession (Cameron & Low, 1999; De Guerrero & Villamil, 2001; Holme, 2003; Oxford, Tomlinson, Barcelos, Harrington, Lavine, Saleh & Longhini, 1998). Teachers’ metaphorical reflections were also studied in some other studies (Ellis, 2003; Erkmen, 2010; Lin, Shien & Yang, 2012, cited in Akbari, 2013; Mello, Damianovic & Ninin, 2007; Zapata & Lacorte, 2007). Yet, just in a few studies language learners was in charge of generating the metaphors (Ahkemoğlu, 2011; Bozlk, 2002; Lin et al., 2012; Nikitina and Furouka, 2008; Oxford et al., 1998).

As metaphors uncover people’s conceptions and beliefs, conducting a metaphor analysis of prospective teacher’s metaphors seems to yield promising results in relation to the current problems of young learners’ education in Turkey. The present study is different from the

previous studies in few aspects. It conducts analysis of metaphors generated by Çanakkale Onsekiz Mart University ELT students about teachers who teach English to young learners (YLS). The study examines how the metaphors produced by the undergraduate students who have already attended 'Teaching English to Young Learners' (TEYL) course and who have not attended that course, yet. The major aim of this study is to learn these students' hidden beliefs and ideas about language teachers' roles, their characteristics, their image through metaphors and analysing those metaphors according to ELT major learners' attending the course entitled 'Teaching English to Young Learners'.

### **Statement of the Problem**

The need to investigate Prospective English Language Teachers' perceptions of a language teacher who teaches English to young learners as well as comparing students who have attended the course TEYL and who have not attended the same course seems to be yet unfulfilled. This study explores the uses of metaphor to express the various perspectives of prospective English teachers about the language teachers who teaches English to YLS.

As Lakoff and Johnson (1980) state, metaphors are tools to make thoughts more vivid. He also mentions that metaphors actually structure our perceptions. Additionally, Oxford et al. (1998, p. 5) suggest that 'metaphor has the power to enhance the subject's understanding of educational problems and thus increase perspective-consciousness'. Therefore, it can be inferred that exploring prospective English language teachers' metaphors reveals more reliable and clear information about their beliefs regarding to a language teacher who teaches English to YLS.



## **Aim of the study and Research Questions**

The first purpose of the study is to understand what an English teacher teaching English to YLs is in Turkey from the views of one of the most important subjects: Prospective English language teachers. The second aim is to explore how ELT students conceptualize ‘the English teacher who teaches English to young learners’ in the current condition of Turkish education system. The participants were asked to state their metaphorical images in order to learn these students’ hidden beliefs and ideas about language teachers' roles, their characteristics, their images through metaphors and to analyse the difference between those metaphors according to ELT major learners’ attending TEYL course and their genders. Finally, it is intended to increase prospective teachers’ awareness about their roles and functions in their future classroom teaching for their professional development.

In this study, the following questions are going to be investigated.

1. What are the general metaphorical perceptions of 2<sup>nd</sup> and 3<sup>rd</sup> grade students of ELT Department about a language teacher who teaches English to young learners?
2. What are the similarities and differences between the students’ metaphorical perceptions in terms of their gender?
3. What are the similarities and differences between the students’ metaphorical perceptions in terms of their grade?

## **Significance of the study**

Learners and teachers’ beliefs have significant aspects in educational settings because these beliefs influence their attitudes and practices in the classroom. In this respect, metaphor analysis provides insights into beliefs of learners and teachers as the studies in the literature indicate. Studies that explore beliefs of pre-teachers enable to raise awareness about the subject

and the participants of the study can make reflections about themselves. In addition to this, as Horwitz (1987) points out learners have preconceived notions. By revealing the beliefs of the learners this study will explore whether there are any misconceptions that can affect their learning negatively. Therefore, in ELT context, studies focused on learner beliefs reveal the real problems behind English teaching and learning. Koçak (2013, p. 44) indicates that ‘metaphors have important roles guiding education and teaching practices of teacher candidates’. In this respect, metaphor studies can be useful in educational settings to gain insight into perceptions of students and teachers to evaluate the teaching and learning conditions.

Metaphor analysis can be a powerful method to examine beliefs and perceptions in language teaching and learning. The main advantages to use metaphor analysis as a data collection tool are the participants can both reveal their perceptions through metaphorical expressions and they can make reflections about themselves. At the same time, it increases the awareness of participants about being a teacher. Besides, since metaphors also reveal social and cultural conventions it is possible to gain insight into particular situations and make comparisons of different metaphor production between different groups through content analysis. This study explores the uses of metaphor to express the various perspectives of prospective English teachers about the language teachers who teaches English to young learners.

### **Scope and Limitations**

This study has some assumptions. First of all, participants take part in the research voluntarily and they are selected according to the aims of the study.

The study is conducted just at Çanakkale Onsekiz Mart University with 2<sup>nd</sup> and 3<sup>rd</sup> grade students of ELT Department. The number of participants is limited; therefore, it is hard to make generalization based on the data gathering on the study. In addition, individual variables such

as social and economic background, and language proficiency were not taken into consideration in the analysis of the data. Additionally, data is limited to the metaphor elicitation questionnaire.

## CHAPTER II

### LITERATURE REVIEW

#### Introduction

This chapter provides the definition of significant terms which are young learners and metaphor. It presents the characteristic of young learners, the information about children as language learners, teaching English to young learners, and the foreign language teacher who teaches English to young learners. Next, TEYL course at Çanakkale Onsekiz Mart University, ELT Department is represented. After the characteristics of metaphor is clarified, conceptual metaphor theory is explained. Finally, the studies related to metaphors are reviewed and summarized.

#### Definition of Significant Terms

##### Young learners.

The term ‘young learners’ is defined in many different ways by many different writers. For instance,

Young language learners are those who are learning a foreign or second language and who are doing so during the first six or seven years of formal schooling. In terms of age, young learners are between the ages of approximately five and twelve. (Mckay, 2006, p. 1)

As Phillips (1993, p. 5) states the term ‘young learners’ refers to the children from the first of formal schooling to eleven or twelve years of age. On the other hand, Ellis (2014, p. 76) stated that ‘young learner’ term is too vague to refer all children under a certain age. She defined YLs as:

Young learner is a generic term that encompasses a wide range of learners who as a group share commonly accepted needs and rights as children but differ greatly as learners in terms of their physical, psychological, social, emotional, conceptual, and cognitive development, as well as their development of literacy.

Along the same line, Nunan (2011) also claimed that due to the different mental and social characteristics of children at different ages young learners cannot be categorized in terms of age bracket strictly. Accordingly, he noted that YLs who are in a large chronological age span from 3 years of age to 15. In addition, Pinter (2006) stated that children have different features in the same age range by the reason of their uniqueness, even their culture and educational contexts.

### **The Characteristics of Young Learners**

Children's natural language learning abilities help them to acquire even the second language with apparent ease in addition to their native language. Some unique characteristics of children make them different than any other language learners while acquiring a language.

According to the literature, there are various agreed-upon features of YLs. Children are willing to play games, do enjoyable activities and have hands-on learning experiences. The general the characters of YLs are naughtiness, noisiness, short attention span. (Cameron, 2001; Coltrane, 2003; Harmer, 2001, Klein, 2005; MoNE, 2006; Orr, 1999). Additionally, they are bodily kinaesthetic and visual learners who learn best by doing things with respect to the learner types (Çakır, 2004).

According to Scott and Ytreberg (1990), there are big differences between what a five year old child and ten years old child can do; however, it's possible to find out some certain characteristics of YLs to be paid attention during language teaching. Consequently, they divided the children into 2 groups to explain the characteristics of children as YLs.

General characteristics of children who are five to seven year olds:

- They understand situations more quickly than they understand the language used.
- They use language skills long before they are aware of them.
- They have a very short attention and concentration span.
- They sometimes have difficulty in knowing what is fact and what is fiction.
- Young children are often happy playing and working alone.
- Young children love to play, and learn best when they are enjoying themselves.
- Young children are enthusiastic and positive about learning (p.2).

General characteristics of children who are eight to ten year olds:

- They can tell the difference between fact and fiction.
- They are able to make some decisions about their own learning.
- Their basic concepts are formed.
- They rely on the spoken word as well as the physical world to convey and understand meaning.
- They are able to work with others and learn from others (p.3).

On the other hand, Harmer (2001) itemized the general characteristics of YLs as follows:

- They respond to meaning even if they do not understand individual words.
- They often learn indirectly rather than directly.
- Their understanding comes not just from explanation, but also from what they see and hear, and, crucially.
- They generally display enthusiasm for learning and a curiosity about the world around them.

- They have a need for individual attention and approval from the teacher.
- They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so (p.38).

In the same line with Harmer, Moon (2000) stated that children are both curious and active innately; hence, they are willing to explore the environment and interact with people in order to construct their understanding of the world. Generally, younger children are more enthusiastic to talk in class due to the fact that their desire to communicate is strong without being embarrassed.

McKay (2006) divided the characteristics of children into three categories. These are growth, literacy, and vulnerability. One of the clear differences between young and adult learners is cognitive growth. Young learners are easily distracted due to their short attention span which is as little as 10 to 15 minutes; therefore, they cannot struggle to a difficult task despite their willingness to achieve it to please their teacher. Children who are from ages five to seven continue to learn from direct experiences with the improvement in their understanding of cause and effect, organizing information, expanding their usage of their native language. Between the age of eight and ten they become more aware of grammar of the language and discourse. At the age of 11 to 13, children are able to manipulate thoughts and ideas, predict, and hypothesize by the expansion of their usage of the language. In terms of physical growth from 5 to 7 years of age children who need to play and have fun like physical activities. Between 9 to 12 years of age children develop hand-eye coordination better than seven-or eight-year-old kids. Socially, while progressing through from 5 to 12 years of age children interact with their peers by gaining more confidence. In terms of literacy, children get the messages with the help

of drawing in early ages. They start to self-correct between 7 and 9 while conveying meaning only through writing. By the time children are between 11 and 13 years old their reading, critical literacy skills develop. With respect to vulnerability, children should be treated and assessed with more attention in order for them not to feel worthless that can have long-term consequences.

In addition, Nunan (2011) defined YLs as the children at pre-school or in the first couple of years of schooling. They aren't aware enough to understand the process of learning; therefore, they cannot analyse language. Fantasy, imagination, and movement are enjoyable for them. Their reading, writing skills and knowledge about world are limited. In spite of this fact, according to Cameron (2001), children who have huge learning potential can always do more than adults think. They are unpredictable and creative even though they love the security of routine and predictability of rules. Activities that make children have fun are important for them to engage in with deadly seriousness while they can be competitive, at the same time, committed to co-operation (Lewis & Bedson, 1999).

### **Children as Language Learners**

The importance of English as a lingua franca has increased over the last few decades. In parallel with this, the interest in teaching English to YLs starts to rise up each day. Besser and Chik (2014, p. 299) stated that 'as the numbers of young English learners increase globally, there is a need to develop understanding of not only how young learners learn English in these settings, but how they negotiate their identities as English learners and users'. Therefore, YLs are supposed to be provided with the qualified foreign language education which can help them to communicate effectively.

Piaget (1928), Vygotsky (1962) and Bruner (1983) are known by their theories related to the learning way of children. To begin with, Piaget's theory (1928) is concerned with children



by focusing on development. In contrast to the behaviourist psychologists, Piaget considers that children's constructing their thinking is an active process. Learning occurs when the child who is an active learner and thinker interacts with social and physical environment. He introduced four stages of cognitive development – 'sensorimotor' period when children learn with physical interaction (birth to 18 months approximately), 'pre-operational' period when children need concrete situations to process ideas (ages 2 to 7), 'concrete operational', a period when children learn how to conceptualize and do abstract problem solving even if they learn best doing (ages 7 to 11 approximately), and 'formal operational' period when children can use abstract thinking (11 years onwards). He insisted that this sequence is followed by cognitive development even though there may be differences among children with different characteristics. Besides, these cognitive development stages must precede learning.

Vygotsky's theory (1962) differs from Piaget's theory as it focuses that learning and development of children take place in a social context where children have social interaction, communication and instruction in determining intellectual development of the child. As Cameron (2001:6) explained, 'for Piaget the child is an active learner in a world full of objects, for Vygotsky the child is an active learner in a world full of other people'. As it is seen, in Vygotskian view, language that provides the child with a new tool, opens up new opportunities for doing things and for organising information through the use of words, symbols and other people who play important roles in helping children to learn, talking while playing, asking questions are crucial for the development of children (Cameron, 2001, p. 5).

For Bruner, the most important tool for cognitive growth is language. He studied on adults who use language to mediate the world for children and help them solve problem (Cameron, 2001). According to Şeker (2007), Bruner brought a new understanding to children's thinking and learning by integrating Piaget's and Vygotsky's views and he emphasized that

biology and evolution of human intelligence and the way in which language and social interaction are involved are significant for children development.

### **Teaching English to Young Learners**

To Cameron (2001, p. 15) who believes teaching a foreign language to YLs is different in contrast to teaching adults and adolescents, ‘children are generally less able to give selective and prolonged attention to features of learning tasks than adults, and are more easily diverted and distracted by other pupils’. Cameron (2001, p. 15) summarized the differences as follows:

- Children are both more enthusiastic and lively.
- Children want to content the teacher rather than their peer group.
- Children are willing to join an activity even if they do not know what or how it is.
- Children lose their interest and motivation more quickly on difficult tasks.
- Children are less embarrassed.
- Children can get native-like accent easily with the lack of inhibition.

As can be seen, YLs have their own characteristics; therefore, it’s significant to acknowledge these features to teach more effectively. According to Phillips (1993) there are some significant issues to pay attention while teaching YLs such as their developmental stages and cognitive readiness, so the language teachers should not set unrealistic goals by taking these factors into consideration. Teaching methodology, course structure, materials, learning environment, and appropriately qualified teachers are needed owing to some specific requirements to teach young learners (Ellis, 2014).

There are several studies that support enjoyable atmosphere to teach YLs. Lewis and Bedson (1999) claimed that games are one of the best way to teach YLs due to their characteristics as games include co-operation and competition, rules and unpredictability, enjoyment and serious commitment. In this sense, they added that ‘playing games is a vital and

natural part of growing up and learning' since games motivate children to use the language while getting them have fun (p.5). In addition, Phillips (1993) pointed out some ways for children to have an enjoyable classroom with full of motivation. These are:

-The activities should be simple enough for the children to understand.

-The task should be within their abilities: it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work.

- The activities should be largely orally based.

-Written activities should be used sparingly with younger children.

According to Phillips (1993), these kind of activities which enable young learner to develop their intellectual, social, motor skills are games, songs, total physical response activities, repetitive stories, tasks that involve cutting, and colouring. And she added that the focus should be on language as a vehicle of communication, not on the grammar.

Ten useful ideas for teaching English to young learners were presented by Shin (2007, p. 1-2). These are:

- Supplement activities with visuals, realia, and movement.
- Involve students in making visuals and realia.
- Move from activity to activity.
- Teach in themes.
- Use stories and contexts familiar to students.
- Establish classroom routines in English.
- Use first language (L1) as a resource when necessary.
- Bring in helpers from the community
- Collaborate with other teachers in your school.

- Communicate with other TEYL professionals.

In the same line with Shin, Tripathy (2014) supported children's acquisition of the language by implementing some steps. These are starting English education early in all schools by practicing activities and interactions, making English learning process interesting through enjoyable activities, using storytelling, audio-visual and games method to make learning permanent and entertaining, providing skilful teacher who can handle children.

Moon (2000) mentioned about how children learn English in her book and summarized as follows. According to her, if children enjoy with the activities, they will be more willing to continue to be exposed to English input as well as having positive attitude to language learning. Additionally, children tend to experiment and work out the rules of language in their head; therefore, the teacher should provide opportunities for children to use the language efficiently and appropriately by creating various situations to talk. The use of communication games, drama, project work, storytelling, practical activities in teaching allows YLs to attach meaning to the words. Besides, using chunks is a useful way to get the children to take part in conversations; as it is the case in using rhymes, songs, and poems. As physical activities make the meaning clear it should be preferred to let pupils be active and participate by getting them to expose to meaningful input but without forcing to speak the language. If children are provided with interesting activities, they will be talking more willingly, so they will be more exposed to the practice of the foreign language. Because children can lose their confidence easily about language learning, the teacher should be aware of their needs and support them.

Besides, Brown (2000) drew attention to the differences between YLs and adults by presenting some rules related to teaching a language to a young learner. Firstly, he suggested not to explain grammar rules explicitly. According to him, grammatical concepts should be

given by certain patterns. It is useful to repeat these patterns continuously since child brain needs repetition to learn. Brown remarked attention span as one of the different feature of YLs.

For this reason,

- A lesson needs a variety of activities to keep interest and attention alive.
- Because children are focused on the immediate here and now, activities should be designed to capture their immediate interest.
- A teacher needs to be animated, lively, and enthusiastic about the subject matter.
- A sense of humour will go a long way to keep children laughing and learning (p. 88-89).

As another characteristic of YLs is their need of all five senses stimulated, Brown (2000) suggested to provide the learners with physical activities that get students to move such as role-play. It is significant for learners to internalize language; therefore, projects, hands-on activities, sensory aids help children. According to Brown (2000), another important issue is helping students to overcome potential barriers to learning. Hence, he recommended YLs' teachers as the following tips:

- Help your students to laugh with each other at various mistakes that they all make.
- Be patient and supportive to build self-esteem, yet at the same time be firm in your expectations of students.
- Elicit as much oral participation as possible from students (p. 89).

Due to the fact that children are interested in what language can be used for, the new language should be context embedded as authentic and meaningful language. Additionally, language should not be broken into many pieces so that learners can see the relationship to the

whole (Brown, 2000). Besides all the information above, children are known to be natural language learners (Curtain & Dahlberg, 2009).

### **Foreign Language Teacher who Teaches English to Young Learners**

Teachers should have various competencies in order to make their teaching effective due to the profound influence of their teaching styles on students. As Büyükyavuz (2014, p. 1) stated, ‘regardless of subject matter, teachers play a pivotal role in constructing and shaping educational practices at all levels. Teachers are powerful figures who have long-lasting influence in many aspects on students. Teachers directly affect their learners’ academic achievement’. The role of the teacher might change from one activity to another one so that the teacher can facilitate the learner’s progress (Harmer, 2001).

Due to the fact that YLs learn in a different way than adults, the teachers who teach them should also be different with their different roles, various teaching strategies, and enjoyable activities. According to Cameron (2001), YLs have limited world knowledge and they can only make sense in terms of it. Therefore, teachers should use the appropriate activities by analysing them from the point of YLs. The teacher of YLs should be careful about the space need of children for language growth, so he/she should benefit from routines and scaffolding by keeping away from formal grammar as much as possible and getting YLs to have social interaction with both their peers and adults. Language learning of children occurs once they experience what they have learnt. Hence, teacher should create a class atmosphere to get children to improve their language learning skills as experiencing.

According to Tripathy (2014, p. 103), ‘teaching English to YLs requires highly skilled teachers to handle the mater. Teachers of English for young learners need to have a sound understanding of how students think and operative i.e. how young learners learn a language’. They should prepare their lessons with enjoyable activities that include movement and senses

(Scott and Ytreberg, 1990). Since the concentration and attention span of YLs are short there must be different kind of activities. Children should be encouraged by rewards. Büyükyavuz (2014, p. 3) emphasized that ‘games are placed in the centre of children’s lives offering a series of true-to-life lessons. Through games children learn how to live in a rule-governed world, thereby experimenting with so-called realities of life’. Playing games and other activities get children to absorb language with fun (Scott and Ytreberg, 1990).

The feelings for their teacher, the lesson, the learning atmosphere and teaching methods tend to influence YLs. Therefore, teacher should create sufficient conditions for an effective teaching atmosphere. As Vickery (1999) suggested, to have a supportive classroom atmosphere, YLs teacher should be patient, positive and relax. Additionally, psychologically secure setting in the classroom contributes to students’ learning (Çakır, 2004). Furthermore, YLs teacher need to have deep knowledge of the children’s cognitive, social and emotional and physical growth so that he or she can choose and construct the most suitable assessment task and give appropriate feedback (McKay, 2006). Along the same line, Copland & Garton (2014) emphasized that if a teacher wants to teach effectively she or he should be aware of the theories of second language acquisition as well as having a good understanding of social and cognitive development of children. Likewise, Cameron (2001) pointed out the teacher teaching English to YLs should have all the skills to be a good at managing children, developing their understanding towards differently organized concepts.

YLs have different features, different learning styles and attitudes towards English owing to their needs and interests. Therefore, teaching English to YLs requires various things. For the purpose of developing the language of children supporting them with communicative activities, attractive environment and appreciation is quite significant in teaching young learners. The teachers who teach English to young learners should be aware of the physical and psychological needs of children. Consequently, they should meet these needs in order for

children to focus on learning by providing enough care and instruction (Nunan, 2011). Harmer (2001) pointed out that the English teacher who are aware of the characteristics of YLs should provide them with wide range of different activities in order to encourage them. They should give special care to them by having a good relationship.

Since Burnett and Myers (2004) think that meaningful interaction with others and the response that they get develops children's language, they suggested for effective motivation that the teacher should provide:

- Opportunities to develop the understanding of children with meaningful contexts.
- Opportunities for children to be independent, autonomous language learners and communicate with other people.
- Different kind of activities that include reading, writing, speaking and listening.
- Authentic materials to make children familiar with daily life contexts, culture, range of information.
- Different subjects to improve children's ability to use language properly in different contexts.
- Lots of support and affirmation in an environment which encourages children to learn the language.

In the same way, Moon (2000, p. 10) suggested that 'as teachers, we need to be very sensitive to pupil's feelings as this may affect their motivation and attitude to learning the language'. According to Moon, to create the right kind of learning environment, teachers need to consider how to:

- create a real need and desire to use English
- provide sufficient time for English
- provide exposure to varied and meaningful input with a focus on communication



- provide opportunities for children to experiment with their new language
- create a friendly atmosphere in which children can take risks and enjoy their learning
- provide feedback on learning
- help children notice the underlying patterns in language (p.10).

Language teachers play a crucial role in children's early formative years in terms of the young children's socialization and the development of their attitudes to learning (Enever, 2014). Since YLs have different qualities, the teacher should meet their needs to have an effective lesson and teach English. In this respect, Yıldırım and Doğan (2010) pointed out that the appropriate atmosphere can be created by the YLs teacher by having an extensive understanding in respect of YLs development so that the teacher can fulfil young learners' needs. For this reason, YLs teacher should be caring towards to children for improving their language skills.

### **Teaching English to Young Learners Course at Çanakkale Onsekiz Mart University ELT Department; Present Situation**

The prospective teachers at ELT departments have TEYL course in the fall and spring term of 3<sup>rd</sup> grade, with 2 hours for practical and 2 hours for theoretical knowledge. The content of the TEYL course is given on the web site of Çanakkale Onsekiz Mart University as follows:

- The differences between young learners (K-6) and learners at other ages (in terms of learning of language structures, skills and sub-skills);
- Misconceptions about young learners;
- Learner styles (e.g.: visual, auditory, kinaesthetic) and strategies (e.g.: meta cognitive, cognitive, socio affective) of young learners;
- Activities (e.g.: puzzles, stories and games, simulations) and audio visual aids (e.g.: pictures, realia, cartoons, puppets, songs) for the teaching of vocabulary, language skills and structures;

- Selecting and sequencing teaching points and adapting and evaluating materials according to the cognitive and affective development and language level of the learners;
- Classroom management techniques necessary for young learner classrooms;
- Young learner (K-6) course syllabuses (e.g.: story-based, content-based, theme-based, task-based);
- Effective use of child literature within a chosen syllabus;
- Video recordings of young learner classrooms with reference to classroom management, presentation of language and practice. (<http://yde.comu.edu.tr/ksayfalar/sayfa/1/6/ders-ve-icerikleri>)

### **Metaphor.**

The word metaphor originates from metapherein that is a Greek word. *Meta* means ‘among’ and *pherein* means ‘to carry’. Many researchers and literary scholars described metaphors in many different ways. For instance, according to Lakoff and Johnson (1980), understanding and experiencing one kind of thing in terms of another is the essence of metaphors. Metaphors are the way to express events, phenomenon or situations more beautifully as poetic tools which blossom through imagination. Metaphor is defined by other researchers as ‘a fundamental vehicle of human thought’ (Kliebard, 1982, p. 13), an ‘important tool of cognition and communication’ (Ortony & Fainsilber, 1989, p. 181), ‘any comparison that cannot be taken literally’ (Bartel, 1983, p. 3).

More recently, Hornby (2000, p. 803) also defines 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’. Additionally, Lakoff and Johnson (2003, p. 4) suggested that ‘metaphor is for most people a device of the poetic imagination and the rhetorical flourish - a matter of extraordinary rather than ordinary language.

Moreover, metaphor is typically viewed as characteristic of language alone, a matter of words rather than thought or action'. This view was supported by Gibbs (2008, p. 3) who explained 'metaphor is not simply an ornamental aspect of language, but a fundamental scheme by which people conceptualize the world and their own activities'. By the same token, Knowles and Moon (2006, p. 1) describes the metaphor 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'.

### **The Characteristics of Metaphor**

The characteristics of metaphor were mentioned by many researchers. To illustrate, Ortony (1975) divided communicative functions of metaphor in 3 themes: expressibility, compactness, and vividness. He claimed that 'while the compactness thesis argues that metaphors enables the predication of a chunk of characteristics in a word or two that would otherwise require a long list of characteristics individually predicated, the inexpressibility thesis argues that metaphor enables the predication by transfer of characteristics which are unnameable' (p.49). In other words, they together try to explain what is happening in a metaphor and why. Yet, 'the vividness thesis is concerned with what seems to be a consequence of the view so far espoused (p.50). It related to the distinction drawn earlier between the continuity of experience and the discreteness of symbolic systems.' Nikitina and Furuoka (2008) exemplified to illustrate these qualities by comparing two metaphors. While a student describes learning as 'climbing the Everest' the image demonstrate the hard and dangerous act that the learner can struggle to, nevertheless, it also shows optimistic view since it means that achieving the target will take the learner to the top. On the other hand, if a student describes learning as 'clinging to a log after a shipwreck' which evokes negative feelings it means that the learner should persevere to survive on that time. As illustrated, a few words provided a vivid image and pointed out the feelings of students toward a complex cognitive process as learning.

Lawley and Tompkins (2000) state that the metaphor which enables us to understand ourselves, others and the world around us is about reflecting the essential nature of an experience. It is not just verbal expressions. In other words, individuals are able to express everything that they see, hear, feel, think and do in the way they imagine via metaphors. Our thinking and understanding of events can be structured by the help of metaphor (Perry & Cooper, 2001) since metaphor, which is a strong mental tool, can be used to comprehend and express sophisticated, abstract, or conceptual phenomenon (Aytan, 2014).

Metaphors, which categorize emotional experiences according to the similarities and differences between past and present unconsciously, are not only a figure of speech but also the currency of the emotional mind (Modell, 2009). In Yob's opinion (2003, p. 134), 'metaphor is employed when one wants to explore and understand something esoteric, abstract, novel, or highly speculative. As a general rule, the more abstract or speculative it is, the greater the variety of metaphors needed to grapple with it'. Therefore, there are a number of metaphors related to God such as King, Shepherd, Lord, Judge, Mother, Lion, and so on. In this respect, Saban, Kocbeker, and Saban (2007) claimed that researchers are invited by metaphor in order to find out comparisons, realize similarities and use a situation as an image of another. In addition, Lakoff and Johnson (1980, p. 3) stated that 'metaphor acts as a lens, a screen, or filter through which a subject is (re)viewed and becomes a mental for thinking about something in light of another'. Hence, when it's said 'a teacher is a gardener', it is related to not only what teachers are like, but also 'what it is like to be a teacher'.

Moreover, Kovecses' (2002) study featured the traditional view of metaphor concisely with five of its most widely accepted characteristics:

- Metaphor is a property of words; it is a linguistic phenomenon.

- Metaphor is used for some artistic and rhetorical purpose, such as when Shakespeare writes ‘all the world’s a stage’.
- Metaphor is based on resemblance between the two entities that are compared and identified.
- Metaphor is a conscious and deliberate use of words, and you must have a special talent to be able to do it and do it well. Only great poets or eloquent speakers can be its masters.
- It is also commonly held that metaphor is a figure of speech that we can do without, we use it for special effects, and it is not an inevitable part of everyday human communication.

In addition, Botha (2009) suggests the following list related to the roles of metaphors:

- Metaphors could be constitutive to the educational policies we devise, e.g. the ‘market’ metaphor or school choice (goods, services, consumers).
- They can also be constitutive of the teaching process (e.g. teaching as orchestrating, conditioning, guiding or training).
- They could function heuristically as a tool for discovery (spiral staircase or ladder).
- They often function didactically as approaches to teaching (dramatization and role playing).
- They sometimes qualify the teaching actions of the teacher (pottery, gardening, artistry, policeman, entertainer, sermonizer, scholar, a guide, a coach, a researcher, a sculptor, conductor, gardener, mid-wife, etc.).
- At times, they determine the way the learner or learning process is seen (sponge, filter, funnel, and strainer).

- They are also characteristic of the content of the subject matter that is being taught and this in turn is often determined by the curricular metaphors (system, mechanism, organism) within which the subject matter is taught.
- Metaphors can function as tools for communication.
- Metaphors mediate the understanding of the nature of the school as educational institution (family, factory, etc.) (pp.433).

Besides, Saban (2004) introduced metaphor as a mirror of one's reality, which means that 'metaphor is fundamental to one's search for meaning. It helps one make sense of the world and reality and of the circumstances he or she is currently involved in' (p.619). As a mechanism of the mind, 'by reflecting on personal thoughts, beliefs and feelings, metaphors provide a valid source for gaining insights into the teaching profession from the perspectives of various school people' (p.169). Being a sense-making tool, creating metaphors is asked to symbolize the views of teaching so that a useful perspective for better understanding of teaching as a profession (Soder, 1998 cited in Saban, 2004). Saban (2004) explained about metaphor as a medium of reflection by showing the study of Black and Halliwell (2000). They discussed practical teaching knowledge under three forms of representation: oral, written, and pictorial which allows to draw combined with metaphor. These reflections have been used so that they could analyse how their aspiration, experiences, relationships, and feelings contribute to their teaching identities. According to Saban (2004), one of the most important aims of teacher education programme is developing prospective teachers to have a better understanding the concept of teaching and learning. As he mentioned, the studies which get the students to produce a metaphor about teaching and learning show that metaphor is also used as an instructional tool. Finally, he mentioned that 'metaphor could be used as a tool for both formative and summative program evaluation purposes' (p.620).

Metaphors are seen significant in the field of foreign language learning and teaching in order to discover perceptions and create awareness (Kesen, 2010). Vadeboncoeur and Myriam (2003) reveal that metaphors are affective tools to be used to detect the place of teachers in modern education approach. The images that the students have about their teachers are important since these images reflect their expectations regarding their teachers and organization of the classroom activities (Nikitina & Furuoka, 2008). According to Lin et al. (2012, p. 184), ‘metaphors provide insights into complex concepts of teaching and learning and thus provide a window into the comprehension of teachers’ personal experiences.’ With regard to this view, Martinez, Sauleda, and Huber (2001, p. 966) remarked that ‘considering these general aspects of metaphorical thinking we assume 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’.

### **Conceptual Metaphor Theory**

A conceptual metaphor is ‘a metaphor that exists in the mind of a speaker, and may thus be unconscious’ (Johansen, 2007, p. 11). Unlike the view that depict the metaphor as characteristics of language alone rather than thought or action, Lakoff and Johnson (1980) mentioned about the pervasiveness of metaphor in daily life, thought and action. They claimed that ‘our ordinary conceptual system in terms of which we both think and act, is fundamentally metaphorical in nature’ (p.3). That’s why, the role of conceptual system which is not been aware of, is significant for defining everyday realities by structuring what we perceive, and how we related to other people. The authors begin with the concept ‘Argument’ and the conceptual metaphor ‘Argument is war’ which is reflected in several expressions in English in order to explain conceptual metaphor nature of metaphor. To illustrate,

You claims are indefensible.

He attacked every weak point in my argument.

I demolished his argument

He shot down all of my arguments. (Lakoff & Johnson, 1980, p. 4)

From the metaphor 'Argument is war' it can be understood that all actions in the war such as defending, attacking, winning or losing are applied to the concept argument. Yu (2013, p. 1469) stated that 'people not only understand things metaphorically, but also construe the concepts of things with the help of conceptual metaphor'. Thus, it can be concluded the conceptual metaphor is already present in each individual's mind.

### **The Studies Related to Metaphor**

A review of the literature demonstrates that metaphors and metaphorical analysis have been used in the context of educational practice and research over years. According to Balci (1999), metaphor has been used as a powerful tool in the field of education in order to find out and search the current state of educational practices. There are various studies that were done to explore about metaphorical perceptions during teaching learning process.

To begin with, Oxford et al. (1998) explored the uses of metaphors related to the concept of teachers and teaching process by means of student-written and teacher-composed narratives, interviews, articles and texts of education theorists and methodologists. At the end of the study, the distinct metaphors were placed into four perspectives which are Social Order, Cultural Transmission, Learner-Centered Growth and Social Reform. At the end of the content analysis, Social Order where teachers predominated was the most prevailing philosophical perspective with the metaphors: teacher as '*manufacturer*', '*competitor*', '*hanging judge*', '*doctor*', and '*mind-and-behaviour controller*'. The second perspective was Cultural Transmission which was described as one-way flow of information from teacher to student with the metaphors:



teacher as *'conduit'* and *'repeater'*. Learner-Centered Growth was the third philosophical perspective on education which sees teacher as facilitator of the individual development and included the metaphors: teacher as *'nurturer'*, *'lover or spouse'*, *'scaffolder'*, *'entertainer'*, and *'delegator'*. The last approach was Social Reform which emphasized the learner and teacher control in learning and consisted of the metaphors: teacher as *'acceptor'* and *'partner'*. Regarding these perspectives Oxford et al. (1998) shed light on a more precise and critical understanding of the language teaching and learning situation.

Ahkemoğlu (2011) made a study on metaphorical perceptions of ELT learners regarding foreign language teacher. The study investigated the similarities and/or discrepancies between ELT major learners and non-ELT major learners in how they perceive an English language teacher. Metaphor elicitation sheet, semi-structured interviews, personal essays were used for data collection. The results showed that while some metaphors are peculiar to English language teacher such as oracle, schizophrenic, and gum, some metaphors seem to be common with the ones developed for the concept of a teacher such as 'light', 'guide' and 'bridge'. ELT major learners developed 37 metaphors under 13 themes (illumination, source of knowledge, nurturer, happiness, growth, cure/treatment, discovery, giving shape/form, beauty, freedom, decision making, competence, and art). Among the themes of the metaphors, the theme 'illumination' had the highest number of metaphors (n:11; 22%). The metaphors 'light' (n:4;8%) under the theme of 'illumination' and the metaphor 'dictionary' (n:4; 8%) under the theme of '*source of knowledge*' had the highest frequency. Non-ELT major learners developed 39 metaphors under 17 themes (illumination, annoyance, guidance, depth of knowledge, power, fun, patience, provider of communication, growth, giving shape/form, cure/treatment, future, discovery, speed, support, competence and art). The theme with the highest frequency was '*provider of communication*' (14%) with the metaphors 'door', 'bridge' and 'television'. They concluded that while non-ELT major learners were apt to The Cultural Transmission Aspect which

supports the teacher control in class, ELT major learners displayed a tendency towards Learner-Centered Growth Aspect in which the control is divided between the teacher and the learners.

Saban et al. (2007) investigated prospective teachers' conceptions of teaching and learning revealed through metaphor analysis related to the teacher by using a prompt "A teacher is like.... because.....". Quantitative and qualitative methods were used and metaphor analysis was done gaining insight into prospective teachers' professional thinking. There were 64 valid personal metaphors and 10 themes identified. These are teacher as '*knowledge provider*' (e.g., sun, candle, television), '*molder*' (e.g., painter, constructor, architect), '*curer/repairer*' (e.g., doctor), '*nurturer/cultivator*' (e.g., gardener, farmer), '*facilitator/scaffolder*' (e.g., lighthouse), '*entertainer*' (e.g., actor/actress, comedian), '*cooperative leader*' (e.g., coach), '*superior authoritative figure*' (e.g., shepherd), '*change agent*' (e.g., script writer), '*counselor*' (e.g., parent, friend). The result of the study suggested that there are major cross-cultural similarities in teachers' conceptualization of teaching and learning. Female participants generated more metaphors related to the themes of 'teacher as nurturer/cultivator' and 'teacher as counselor.'

Sayar (2014) examined the EFL teachers' and their students' conceptions of professional teacher identity through metaphor analysis. Data were collected both from 10 Turkish language teachers instructing English as a foreign language and their 200 students by means of semi-structured interviews. Data were analysed using metaphor analysis in order to unveil the teachers' and their students' perceptions towards teachers' professional identity. According to the findings of the study, the teachers depicted their professional identities under 6 distinct categories which were named '*teacher as neophyte*', '*teacher as entertainer*', '*teacher as interest arouser*', '*teacher as expert*', '*teacher as guide*', and '*teacher as nurturer*'. In addition, 14 major themes named '*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'* were obtained by means of the analysis of the 200 metaphorical expressions of students. Even though some of the metaphors of students and teachers intersected, there were also some mismatches. When the teachers were asked about the reason, they revealed that assessing the feedback from students as well as reviewing the classroom practices was a suitable way to realize and reconsider their personal and professional identity.

Lin et al. (2012) employed metaphorical analysis for their study in order to investigate how pre-service teachers view English as a Foreign Language (EFL) courses at the beginning of their teacher education programmes. In addition, 40 student teachers in a teacher certificate programme in secondary education were asked to provide metaphors of how they conceptualise themselves as EFL teachers. The open-ended, take-home survey included five sets of questions related to EFL teachers was given to the participants. Pre-service teachers' written metaphors and explanations were classified into 8 conceptual categories which are *nurturer* (e.g. farmer, parent, and gardener), *cooperative leader* (e.g. coach, captain, guide, and director), *provider of knowledge* (e.g. chef, printer and musician), *artist* (e.g. magician, host), innovator (e.g. explorer, sponge), *provider of tools* (e.g. market, bee), *challenger* (e.g. shepherd, coach), *repairer* (e.g. car mechanic, doctor). According to the findings, teacher candidates appeared to be less teacher-centred and more learner-centred.

Wan, Low, and Li (2011) examined the metaphors of a group of Chinese university teachers and two groups of English major students by using a prompt "An English teacher is... because...". After data analysis, 8 conceptual categories were detected. The first category was *teacher as provider* which included the metaphors 'book', 'machine', 'salesman', 'actor/actress', 'encyclopaedia', 'mineral source', 'dictionary', 'candle', 'tools', 'glasses', and 'keyboard'. *Teacher as nurturer* was the second category with the metaphors 'gardener' and 'parent'. While the third category *teacher as devotee* comprised of the metaphors 'silkworm',

'candle', 'chalk' and 'bee' the fourth category *teacher as instructor* consisted of the metaphors 'prompter', 'candle', 'Aladdin's Lamp', 'driver', 'radar', 'lighthouse' and 'beacon'. The metaphors 'bridge', 'guide', 'media', 'window', 'ribbon' and 'engineer of the soul' were under the category of *teacher as culture transmitter*. The sixth category *teacher as authority* comprised 'magician', 'expert', 'sunshine' and 'sky' while the seventh category *teacher as interest arouse and co-worker* consisted of the metaphors 'magnet' and 'entertainer'. According to the results, a marked difference in conceptualization of teachers' roles could not be found between the three groups in terms of the categories teacher as nurturer, devotee or provider. After the follow-up interviews, it was inferred that teacher expected their roles to be those of a guide, helper or an assistant in teaching / learning process so that they can have a good interpersonal relationship with the students.

Akbari (2013) conducted a study with 187 Iranian bilingual university students to find out the metaphors about Teacher of English as a Foreign Language teachers' roles. The metaphorical expressions collected via completion of the metaphor prompt "An English language teacher is (like) .... because ...." were structured into dominant thematic categories by using content analysis. The first category with the highest number of images was summarized thematically into '*EFL teacher as a guide*' combined out of several metaphors such as coach, director, manager, book, police officer and foreman while the second category composed of metaphors such as genius, mastermind, scientist, inventor and professor under the theme '*EFL teacher as a professional*'. The metaphorical images such as non-human killer, monster, alien, a strange being and dragon were entitled as '*EFL teacher as a devil*', however, the fourth group of metaphorical images was entitled as '*EFL teacher as an angel*' included images such as a kind person, a charitable person, an angel and a caring individual. There were another categories of metaphors about EFL teachers' roles '*EFL teacher as a parent*' which included dad, father, mother and 'teacher as a natural element which included metaphorical

concepts such as sun, rain, mountain, water, respectively. The seventh and eighth metaphorical groups of images entitled as '*EFL teacher as a machine*' and '*EFL teacher as a creator*' which included images such as robot, talking machine, translating machine, radio and artist, builder, maker, respectively. As it can be inferred, Iranian non-English-major university students hold relatively positive and negative perceptions of language teachers' roles.

Cesur and Tercan (2014) examined how 2<sup>nd</sup> and 3<sup>rd</sup> year of ELT students at Çanakkale Onsekiz Mart University used personal 'teacher' metaphors via a metaphor prompt "An English teacher who teaches English to young learners is like a/an.....because....." to represent their beliefs related to the roles of teachers of young learners with the purpose of finding out whether their metaphorical perceptions about language teachers teaching English to young learners change in terms of gender and grades. By using content analysis, prospective teachers written metaphors and explanations were classified into 9 conceptual categories which are *nurturer* (e.g. farmer, parent, mother, and engineer), *source of fun* (e.g. clown, showman, joker, monkey, child, funny idol, computer game), *source of knowledge* (e.g. sun, designer, mall, language manual, king), *cooperative leader* (e.g. manager, orchestra leader, controller, director, soccer team coach, CIO, trainer, light house), *role model* (e.g. role play, television, role model, actor/actress), *scaffolder* (e.g. painter, builder, facilitator), *learning partner* (e.g. friend, child), *molder* (e.g. music, architect), and *provider of tools* (e.g. Swedish pocket knife, plane, iron). According to the findings, it can be said that 3<sup>rd</sup> grade students of ELT Department tend to see the teacher as 'source of fun' while 2<sup>nd</sup> grade students who have not attended the course regard the teacher as 'source of knowledge'. In addition, female students generated more metaphors related to the theme 'teacher as nurturer', 'teacher as source of knowledge' and 'teacher as source of fun', however, male students in both of the grades tend to accept the language teacher who teaches English to YLs as 'cooperative leader' and 'role model' more than the female students do. This study that was carried out in 2014 was also a piloting for this MA thesis.

A large amount of research on metaphor creation has been conducted for the purpose of shedding more light on educational experience (See Table 1). Studies were mainly conducted on pre-service teachers and about teachers, schools and lessons. Since there is a critical scarcity of metaphorical research among ELT students about a young learner teacher who teaches English, this thesis is based on this topic unlike the vast amount of research investigating the metaphorical images used by pre-service, in-service and non-ELT students.

**Table 1**

*The research studies related to metaphor*

<b>RESEARCHER</b>	<b>PARTICIPANTS</b>	<b>THE TOPIC</b>
Akbari (2013)	University students	English teacher
Alger (2009)	Teachers	Teaching and learning
Aytan (2014)	Preservice Turkish teachers	Teacher
Cesur & Tercan (2014)	Prospective English teachers	YLS teacher
Farjami (2012)	EFL Students	Grammar Learning
Farrell (2006)	Pre service teachers	Teacher
Guerrero & Villamil (2001)	ESL teachers	ESL teacher
Kamberi (2014)	The university students	Student, teacher, English language
Kesen (2010)	EFL teachers and learners	Language teacher
Kocak (2013)	Teacher candidates	School
Lin et al. (2012)	Pre service teachers	EFL teacher
Martínez et al. (2001)	Teachers	Teaching learning
Negamine (2012)	Preservice EFL teachers	English teacher English education Teaching English Student
Nikitina & Furuoka (2008)	The university students	A language teacher
Pishghadam & Torghabeh & Navari (2009)	Teachers	Language teaching and learning
Saban (2004)	Prospective classroom teachers	Teacher
Saban (2007)	Prospective students	Teacher

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Saban (2010)	Prospective teachers	Learner
Sayar (2014)	Students teachers	Teacher
Seferoglu, Korkmazgil & Ölçü (2009)	Pre-service and in-service teachers	Teacher
Şimşek (2014)	English teacher candidates'	Language and teaching
Thomas & Beauchamp (2011)	Teachers	Teacher
Wan et al. (2011)	English major students and teacher	EFL teacher

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## **CHAPTER III**

### **METHODOLOGY**

#### **Introduction**

In this chapter, first the overall design of the study is given. Then, the context of the study, the participants, the data collection instruments are presented. Finally, detailed information about the data analysis procedure is given.

#### **Aim of the study and Research Questions**

The purpose of this study is to investigate the prospective teachers' metaphorical perceptions of language teachers teaching English to YLs. Also, this study aims to find out whether their metaphorical perceptions about language teachers teaching English to YLs learners change in terms of gender and grades. Besides, this study focuses on the importance of metaphor in understanding perceptions of prospective teachers to evaluate the teaching and learning conditions. The research questions are written below.

RQ1. What are the general metaphorical perceptions of 2<sup>nd</sup> and 3<sup>rd</sup> grade students of ELT Department about a language teacher who teaches English to young learners?

RQ2. What are the similarities and differences between the students' metaphorical perceptions in terms of their gender?

RQ3. What are the similarities and differences between the students' metaphorical perceptions in terms of their grade?

#### **Research Design**

As to find out the conceptual metaphors of 2<sup>nd</sup> and 3<sup>rd</sup> grade ELT students, the present study adopted qualitative data collection design. The metaphors generated by learners were described, categorized, compared and analysed by means of content analysis. The reason for



utilizing this method was that ‘content analysis is an approach to the analysis of documents and texts (which may be printed or visual) that seeks to quantify content in terms of predetermined categories and in a systematic and replicable manner’ (Bryman, 2012, p. 289). Accordingly, in this study, the students’ metaphorical expressions were examined through content analysis to structure them into dominant thematic categories.

### **Participants**

The study was conducted in the Department of English Language Teaching at Çanakkale Onsekiz Mart University in Çanakkale. A total of 130 EFL students voluntarily participated in the study. Among them, 59 students (47 female, 12 male) were in 2<sup>nd</sup> grade while 71 students (43 female, 28 male) were in 3<sup>rd</sup> grade. Second grade students have not attended the course TEYL, but third grade students have attended that course. The purposeful sampling was done. The students were attending the courses of the supervisor of the researcher; therefore, it was the easiest group to conduct the research study.

### **Data Collection**

A self-designed metaphor elicitation sheet with an incomplete sentence written in English was distributed to ELT students of 2<sup>nd</sup> and 3<sup>rd</sup> grade at the end of the first semester of the academic year 2014/2015 (Appendix A). The students were supposed to complete the sentence: ‘An English teacher who teaches English to young learners is a/an..... because .....’. After completing the prompt all the participants were also asked to clarify why they chose that metaphor for the concept of their ELT teacher teaching young learners. The sufficient time for reflection was given to the students to complete the task. The participants were allowed to use the formal academic language (English) or even their mother tongue (Turkish) in developing their metaphors since it was believed that using the target language (English) might cause some learners to have difficulty in generating metaphors and expressing themselves in

the correct way. It was stated that their participation was entirely voluntary; their answers would be used only for academic purposes and kept confidential as anonymous.

### **Data Analysis**

This study employs a qualitative approach to metaphor analysis and uses content analysis to examine the students' metaphorical expressions and to structure them into dominant thematic categories. The whole data was handled by the researcher from the beginning of the data analysis process. In the beginning of the study, 8 papers were eliminated because of 4 ambiguous, unclear explanations and 4 empty papers during the data analysis process. Finally, there were a total of 130 participants, 59 of them were from the 2<sup>nd</sup> grade and 71 of them were from the 3<sup>rd</sup> grade. Discussions with the supervisor were done so that consensus was reached.

Unlike many studies on metaphors, the categories were determined according to the reasons that participants stated in their choice of metaphors in regard to their perceptions of an English language teacher who teaches English to YLs. Following content analysis, all the metaphors created by the participants were classified under various categories. To provide the reliability of the study, two instructors were given the list of themes and related metaphors prepared by the researcher and they were asked to check whether the metaphors and the categories well-matched or not. Then, each theme and the related metaphors of 2<sup>nd</sup> and 3<sup>rd</sup> grade students were analysed in detail. The data was quantified by using the codes determined by the researcher. Finally, the similarities and differences in metaphorical perceptions of prospective teachers related to an English teacher who teaches English to YLs were examined in terms of gender and grades. Descriptive statistics were used for further analysis of the data.

## CHAPTER IV

### FINDINGS

#### Introduction

This chapter aims to present the analysis and interpretation of the collected data about prospective students' perception with respect to the concept of an English teacher who teaches English to YLs through the use of metaphor. In this part of the study, the research questions are answered in the light of the findings.

#### Analysis of the Metaphors Developed by 2<sup>nd</sup> and 3<sup>rd</sup> grade ELT students

##### The findings of data analysis relating to the first research question.

**RQ1:** *What are the general metaphorical perceptions of 2<sup>nd</sup> and 3<sup>rd</sup> grade students of ELT Department about a language teacher who teaches English to young learners?*

The analysis concluded with the categorization of 99 metaphors obtained under categories according to their common characteristics. Table 2 displays these categories and the sample metaphors listed under these categories. Table 3 demonstrates frequencies of the metaphors generated by the participants.

Fifty-nine 2<sup>nd</sup> grade students developed 48 different metaphors in regard to their perception of a language teacher who teaches English to YLs while seventy-one 3<sup>rd</sup> grade students came up with 53 different metaphors. These metaphors of 130 students were categorized under 15 conceptual themes which are *teacher as source of fun, nurturer, source of knowledge, cooperative leader, role model, scaffolder, provider of tools, molder, learning partner, patchwork, eager beaver, repairer/ curer, authority, agent of change, and interest arouser*. Among the themes of the metaphors, the theme “teacher as source of knowledge” had the highest number of students (n=25, 19.23%) who believe that the teacher conveys knowledge

and assists students to learn. They produced the metaphors such as ‘trainer, mother, father & mother, figure of mother, umbrella, guide, singer, family, parent, social network, actor, (shining) sun, candle, tree, rainbow, farmer, moon and traveller’.

**Table 2**

*The general metaphorical perceptions of 2<sup>nd</sup> and 3<sup>rd</sup> grade students of ELT Department*

<b>Teacher Roles</b>	<b>The metaphors of 2<sup>nd</sup> Grade Students</b>	<b>The metaphors of 3<sup>rd</sup> Grade Students</b>
<b><i>Source of Knowledge</i></b>	1. Trainer (n=1) 2. Mother (n=1) 3. Father & Mother (n=4) 4. Figure of mother (n=1) 5. Umbrella (n=1) 6. Guide (n=1) 7. Singer (n=1) 8. Family (n=1) 9. Parent (n=1) 10. Social network (n=1) 11. Actor (n=2) 12. (Shining) sun (n=3) 13. Candle (n=1) 14. Tree (n=1) 15. Rainbow (n=1) 16. Traveller (n=1)	1. Farmer (n=1) 2. Moon (n=1) 3. Parent (n=1)
<b><i>Cooperative Leader</i></b>	17. Maestro in orchestra (n=1) 18. Leader (n=1) 19. Mayor (n=1)	4. Guide (n=1) 5. Director (n=3) 6. Leader (n=3) 7. Maestro (n=1) 8. Coach (n=1) 9. Captain Prince (n=1) 10. Orchestra leader (n=3)

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		11. Moderator (n=1)
		12. Manager (n=1)
		13. Movie director (n=1)
		14. Captain (n=1)
		15. Conductor (n=1)
<i>Source of Fun</i>	20. Clown (n=4)	16. Showman (n=1)
	21. Opportunity (n=1)	17. Clown (n=2)
	22. Actor (n=1)	18. Theatre (n=1)
	23. Toy (n=1)	19. Enjoyable partner (n=1)
	24. Funny commander (n=1)	20. Active sportsman (n=1)
	25. Game friend (n=1)	21. Father (n=1)
<i>Nurturer</i>	26. Cartoon character (n=1)	22. Babysitter (n=1)
	27. Family figure (n=1)	23. Gardener (n=2)
	28. Nurturing carer (n=1)	24. Parent (n=1)
	29. Mother and Father (n=1)	25. Sunshine giver (n=1)
	30. Water (n=1)	26. Mother (n=1)
	31. Mother (n=1)	27. Farmer (n=1)
<i>Learning Partner</i>	32. Child (n=1)	28. Mechanic (n=1)
		29. Buddy (n=1)
		30. Child (n=3)
		31. (Good) friend (n=7)
<i>Role Model</i>	33. Idol (n=1)	32. (Role) model (n=4)
	34. Guide (n=1)	33. Actor/ Actress (n=1)
	35. Model (n=4)	
<i>Molder</i>	36. Baker (n=1)	34. Chef (n=1)
		35. Gardener (n=1)
		36. Cook (n=2)
		37. Engineer (n=1)
		38. Architect (n=1)
<i>Interest Arouser</i>	37. Fable Character (n=1)	39. Coach (n=1)

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	38. Fire (n=1)	40. Artist (n=1)
		41. Babysitter (n=1)
		42. Motivation (n=1)
<i>Agent of Change</i>	-	43. Leader (n=1)
		44. Lifestyle coach (n=1)
		45. Guide (n=1)
		46. Window (n=1)
<i>Authority</i>	39. Master (n=1)	47. F&B Manager (n=1)
	40. Authority (n=1)	
<i>Provider of Tools</i>	41. Supervisor (n=1)	48. Organizer (n=1)
	42. Artist (n=1)	
<i>Scaffolder</i>	43. Rose (n=1)	-
	44. Traffic signboard (n=1)	
	45. Guide (n=1)	
<i>Repairer/Curer</i>	46. Doctor (n=1)	49. Grease Monkey (n=1)
		50. Doctor (n=1)
<i>Eager Beaver</i>	47. Ant (n=1)	-
<i>Patchwork</i>	-	51. Thespian (n=1)

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After “teacher as source of knowledge”, the second group with the highest number of images (16.15%) was summarized thematically into “teacher as cooperative leader” combined out of several metaphors such as maestro in orchestra, leader, mayor, guide, director, leader, maestro, coach, captain prince, orchestra leader, moderator, manager, movie director, captain, and conductor. The third category of metaphorical concepts with the highest number of images (20.32%) for a young learner teacher's roles were grouped into the theme “teacher as source of fun” composed of metaphors such as clown, opportunity, actor, toy, funny commander, clown, game friend cartoon character, showman theatre, enjoyable partner, and active sportsman.

The fourth and the fifth metaphorical groups of images pictured by 2<sup>nd</sup> and 3<sup>rd</sup> grade ELT students entitled as “teacher as nurturer” (10%) and “teacher as learning partner” (10%) included metaphorical concepts such as family figure, nurturing carer, mother and father, water, babysitter, gardener, parent, sunshine giver, farmer and mechanic, buddy, child, friend, respectively. The sixth group of metaphorical images (8.46%) was entitled as “teacher as role model’ comprised of metaphorical images such as idol, guide, model, and actor/ actress while the seventh group was “teacher as molder’ (5.38%) including metaphors such as chef, gardener, cook, engineer, architect and baker.

The eighth metaphorical groups of images entitled “teacher as interest arouser” (4.61%) had a higher percentage as compared to the theme “teacher as agent of change” (3.07%) including metaphorical concepts such as coach, artist, babysitter, motivation, fable character, fire and leader, lifestyle, coach, guide, window, respectively.

The themes “teacher as scaffolder” with the metaphors ‘rose, traffic signboard, guide child’, “teacher as provider of tools” with the metaphors ‘supervisor, artist, organizer’, “teacher as repairer/curer” with the metaphors ‘grease monkey, doctor’ and “teacher as authority” with the metaphors ‘master, authority, F&B Manager’ had the same percent (2.30%) while the themes “teacher as eager beaver” with the metaphor ‘ant’ and “teacher as patchwork” with the metaphor ‘thespian’ had the least percent (0.76%) in total.

### **The findings of data analysis relating to the second research question.**

**RQ2:** *What are the similarities and differences between the students’ metaphorical perceptions in terms of their gender?*

It is clear in Table 3 that 9 female students (19.1%) of 47 second grade female students see the language teacher who teaches English to YLs as ‘source of fun’ with the metaphors that they chose (clown, opportunity, actor, toy, funny commander, game friend, cartoon character). However, just 1 male student (8.33%) of 12 second grade male students chose a metaphor

(clown) under this theme. Similarly, 4 female students (9.3%) of 43 third grade female students chose their metaphors that depict the language “teacher as source of fun” (theatre, enjoyable partner, active sportsman, and clown). However, just 2 male students (7.14%) of 28 third grade male students chose metaphors (clown and showman) under this theme. It can be stated that female students in both of the grades tend to choose metaphors under “teacher as source of fun” theme and the number of male students from both of the grades who chose metaphors under this theme is much less than the number of girls (13 female, 3 male). It can be inferred from the findings that teaching English to YLs contains more fun according to the female students.

Five 2<sup>nd</sup> grade female students (10.6%) who generated metaphors (family figure, nurturing carer, mother and father, water, mother) that refer to the theme “teacher as nurturer” had more percentage than male students (0%) who did not generate any metaphors under the same theme. Likewise, female students in 3<sup>rd</sup> grade (7 out of 43) who provided metaphors (babysitter, gardener, parent, sunshine giver, mother, farmer) under the theme “teacher as nurturer” had more percentage than all the male students in 3<sup>rd</sup> grade (1 out of 28) who provided metaphors (father) under the same theme (16.2%, 3.57%, respectively). Thus, it can be concluded that female students in both of grades tend to accept the language teacher who teaches English to YLs as nurturer more than male students do.

The percentage of 2<sup>nd</sup> grade female students (38.2%) is higher than the percentage of 2<sup>nd</sup> grade male students (33.3%) for the theme “teacher as source of knowledge”. While female students (18 out of 47) produced 13 metaphors (mother& father, actor, parent, tree, rainbow, figure of mother, traveller, social network, shining sun, candle, family, singer, guide) male students (4 out of 12) produced 4 metaphors (father & mother, umbrella, mother, trainer). Similarly, 2 female students who produced the metaphors under the same theme (moon, parent) had higher percentage than 1 male student who produced a metaphor (farmer) in the 3<sup>rd</sup> grade (4.65%, 3.57%, respectively). Therefore, it can be concluded from the findings that higher



number of female students describe a teacher teaching English to YLs “teacher as source of knowledge”.

**Table 3**

*Frequencies of the metaphors generated by the participants*

TEACHER ROLES	2 <sup>ND</sup> GRADE STUDENTS						3 <sup>RD</sup> GRADE STUDENTS						2 <sup>ND</sup> AND 3 <sup>RD</sup> GRADE STUDENTS	
	Female		Male		Total 2 <sup>nd</sup> Grade		Female		Male		Total 3 <sup>rd</sup> Grade		TOTAL	
	F	%	F	%	f	%	F	%	f	%	f	%	f	%
Source of Knowledge	18	38.2	4	33.3	22	37.2	2	4.65	1	3.57	3	4.22	25	19.23
Cooperative Leader	1	2.12	2	16.6	3	5.08	10	23.2	8	28.5	18	25.35	21	16.15
Source of Fun	9	19.1	1	8.33	10	16.9	4	9.3	2	7.14	6	8.45	16	12.30
Nurturer	5	10.6	0	0	5	8.47	7	16.2	1	3.57	8	11.26	13	10
Learning Partner	1	2.12	0	0	1	1.69	8	18.6	4	14.2	12	16.9	13	10
Role Model	5	10.6	1	8.33	6	10.1	1	2.32	4	14.2	5	7.04	11	8.46
Molder	1	2.12	0	0	1	1.69	3	6.97	3	10.7	6	8.45	7	5.38
Interest Arouser	1	2.12	1	8.33	2	3.38	3	6.97	1	3.57	4	5.63	6	4.61
Agent of Change	0	0	0	0	0	0	1	2.32	3	10.7	4	5.63	4	3.07
Provider of Tools	1	2.12	1	8.33	2	3.38	1	2.32	0	0	1	1.40	3	2.30
Scaffolder	3	6.38	0	0	3	5.08	0	0	0	0	0	0	3	2.30
Repairer/Curer	1	2.12	0	0	1	5.08	2	4.65	0	0	2	2.81	3	2.30
Authority	1	2.12	1	8.33	2	3.38	0	0	1	3.57	1	1.40	3	2.30
Eager Beaver	0	0	1	8.33	1	5.08	0	0	0	0	0	0	1	0.76
Patchwork	0	0	0	0	0	0	1	2.32	0	0	1	1.40	1	0.76
<b>TOTAL</b>	<b>47</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>59</b>	<b>100</b>	<b>43</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>71</b>	<b>100</b>	<b>130</b>	<b>100</b>

As can be seen in Table 3, 2 male students (16.6%) of 12 second grade male students describe the language teacher who teaches English to YLs as ‘cooperative leader’ with the metaphors that they chose (leader, maestro in orchestra). However, just 1 female student (2.12%) of 47 second grade female students chose a metaphor (mayor) under this theme. Among 3<sup>rd</sup> grade students, 10 female students (23.2%) chose their metaphors that depict the language teacher as cooperative leader (leader, orchestra leader, conductor, captain, director, manager, moderator). However, 8 male students (28.5%) of 28 third grade male students chose metaphors (guide, director, leader, maestro, coach, orchestra leader, captain prince) under this theme. It can be stated that the percentage of male students is higher than the percentage of female students that choose metaphors under the theme “teacher as cooperative leader”.

The percentage of five 2<sup>nd</sup> grade female students (10.6%) who generated metaphors (model, guide) that refer to the theme “teacher as role model” is higher than the percentage of male students (8.33%) who generated a metaphor (idol) under the same theme. On the contrary, the percentage of one 3<sup>rd</sup> grade female student (2.32%) who developed a metaphor (model) is less than the percentage of male students (14.2%) who developed metaphors (role model, actor/actress) in the same category. In short, it can be said that male students describe the young learner teacher as role model more than female students do in 3<sup>rd</sup> grade while the percentage of female students was higher than that of male students in 2<sup>nd</sup> grade.

In 2<sup>nd</sup> grade, none of the male students developed a metaphor under the theme “teacher as learning partner” while just one female student (2.12%) developed a metaphor (child) related to this theme. However, there was an increase in 3<sup>rd</sup> grade students. While 8 female students (18.6%) of 3<sup>rd</sup> grade students chose their metaphors that depict the language teacher as learning partner (child, friend), 4 male students (14.2%) of third grade students chose metaphors (mechanic, buddy, child, good friend) under this theme. As it can be inferred, more female students describe the young learner teacher as a partner who helps students while learning.

Likewise, there were not any male students who developed a metaphor related to the theme “teacher as molder”, “teacher as scaffolder”, and “teacher as repairer” in 2<sup>nd</sup> grade. However, there was a female student (2.12%) who came up with a metaphor (baker) under the theme “teacher as molder”. Similarly, another female student (2.12%) developed a metaphor (doctor) under the theme “teacher as repairer/curer”. There were 3 female students (6.38%) who provided metaphors (rose, traffic signboard, guide) under the theme “teacher as scaffolder”. On the other hand, in 3<sup>rd</sup> grade students, 3 female students (6.97%) and 3 male students (10.7%) developed metaphors under the theme “teacher as molder” (F: chef, gardener, cook; M: engineer, cook, architect). However, there were not any female and male students under the theme “teacher as scaffolder”. While 2 female students (4.65%) developed metaphors (grease monkey, doctor) under the theme “teacher as repairer/ curer”, there was not any male student under the same theme. According to the results, male students depict young learner “teacher as a molder” who shape the students with the help of knowledge more than female students do in total. Yet, female students describe the young learner “teacher as a scaffolder and repairer/curer” more than male students do.

In the 2<sup>nd</sup> grade the percentage of female and male students of the themes “teacher as provider of tools”, “teacher as interest arouser”, “teacher as authority” is the same (F: 2.12%, M: 8.33%). In the 3<sup>rd</sup> grade, the percentage of female students described the YLs teacher as provider of tools (2.32%) and interest arouser (6.97%) was higher than the percentage of male students under the same themes (M: 0%, 3.57%, respectively). However, the percentage of male students who depicted YLs teacher as authority (3.57%) was higher than the percentage of female students (0%).

**The findings of data analysis relating to the third research question.**

**RQ3:** *What are the similarities and differences between the students' metaphorical perceptions in terms of their grade?*

The similarities and differences to be discussed can be seen under the following headings with the explanations of prospective teachers (Appendices B-C). The following table 4 presents each student's generated metaphors regarding teacher roles.

**Table 4**

*The themes generated by the students regarding teacher roles*

TEACHER ROLES	2 <sup>ND</sup> GRADE STUDENTS		3 <sup>RD</sup> GRADE STUDENTS	
	Female	Male	Female	Male
<b>Nurturer</b>	s19,s20,s21,s22, s23	-	s55,s56,s57,s58 s59,s60,s61	s17
<b>Source of Fun</b>	s1,s2,s3,s4,s5, s6,s7,s8,s9	s50	s34,s35,s36,s37	s5,s6
<b>Source of Knowledge</b>	s29,s30,s31,s32, s33,s34,s35,s36, s37,s38,s39,s40, s41,s42,s43,s44, s45,s46	s56,s57,s58, s59	s30,s31	s7
<b>Cooperative Leader</b>	s10	s47,s48	s62,s63,s64,s65, s66,s67,s68,s69, s70,s71	s8,s9,s10,s11, s12,s13,s14,s15
<b>Learning Partner</b>	s14	-	s38,s39,s40,s41 s42,s43,s44,s45	s18,s19,s20,s21
<b>Role Model</b>	s24,s25,s26,s27, s28	s54	s33	S22,s23,s24,s25
<b>Scaffolder</b>	s17,s18,s55	-	-	-
<b>Provider of Tools</b>	s15	s53	s53,s54	-
<b>Molder</b>	s12	-	s48,s49,s50	s1,s2,s3
<b>Authority</b>	s11	s52	-	s4

<b>Repairer/ Curer</b>	s13	-	s51,s52	-
<b>Interest/Arouser</b>	s16	s49	s46,s47	16
<b>Eager Beaver</b>	-	s51	-	-
<b>Agent of Change</b>	-	-	S32,	S26,s27,s28
<b>Patchwork</b>	-	-	S29	-
<b>15 THEMES</b>	<b>47</b>	<b>12</b>	<b>43</b>	<b>28</b>
<b>TOTAL: 70 STUDENTS</b>		<b>59</b>		<b>71</b>

### *Teacher as Nurturer.*

In this category of metaphors, nurturing and providing support that promotes student growth, and development is the main role of the teacher who teaches English to YLs. There were five 2<sup>nd</sup> grade students (8.47%) under this theme and the following five metaphors were used: ‘family figure’ (n=1), ‘mother/father’ (n=1), ‘nurturing carer’ (n=1), ‘water’ (n=1) and ‘mother’ (n=1). There were eight 3<sup>rd</sup> grade students (11.26%) altogether under the same theme and the following seven metaphors were used: ‘father’ (n=1), ‘babysitter’ (n=1), ‘gardener’ (n=2), ‘parent’ (n=1), ‘sunshine giver’ (n=1), ‘mother’ (n=1), and ‘farmer’ (n=1). As can be seen, the metaphors that were generated by the 2<sup>nd</sup> and 3<sup>rd</sup> grade students are almost the same for theme “teacher as nurturer” with similar percentages (8.47%, 11.26 %, respectively). One of the participants from 2<sup>nd</sup> grade produced ‘water’ as different from the other students and stated that:

*An English teacher who teaches English to young learners is water because he/she gives care to students. Students are flowers and thanks to water they grow up. Water is an essential part of life. If a teacher doesn't exist, nobody learns and grows. (s22)*

Other students in 2<sup>nd</sup> grade depicted metaphors related to family concept such as mother, family figure, parent, mother/father and they all said the similar statements to tell the reason of their metaphors, for instance, ‘an English teacher who teaches English to young learners is a mother/ father because he/she should be close to young learners’ (s21) and ‘an English teacher who teaches English to young learners is a parent because teacher makes children warm feelings children at this age need it to learn willingly’ (s20).

A student from 3<sup>rd</sup> class stated:

*An English teacher who teaches English to young learners is mother because children want to be loved and need affection. An English teacher should treat as if she was a mother of the student. She should pay attention to her young learners. In this way, students can love her and maybe learn more effectively. (s59)*

The other students generated metaphors ‘gardener’, ‘sunshine giver’, ‘farmer’ explained the reason almost in the same way such as ‘an English teacher who teaches English to young learners is gardener because a teacher grows students like a gardener grows flower’ (s56), ‘an English teacher who teaches English to young learners is sunshine giver because teacher helps young learners to grow up by giving them whatever necessary regardless of their gender, personality, economic level etc.’ (s58), an English teacher who teaches English to young learners is farmer because he/she helps students to grow well’ (s60). In short, both 2<sup>nd</sup> year and 3<sup>rd</sup> year students explained their reasons by focusing on YLs teacher’s caring her/ his students and growing them up under the theme ‘teacher as nurturer’.

### ***Teacher as Source of Fun.***

In this category of metaphors, students depict the teacher as an entertainer who can make people happy and enjoy. The teacher makes an effort to break down affective barriers that prevent communication, make YLs more active and teach effectively while they have fun.

There were ten 2<sup>nd</sup> grade students (16.9%) under this theme and the following 8 metaphors were used: ‘clown’ (n=3), ‘opportunity’ (n=1), ‘actor’ (n=1), ‘toy’ (n=1), ‘funny commander’ (n=1), ‘game friend’ (n=1), and ‘cartoon character’ (n=1). There were six 3<sup>rd</sup> grade students (8.45%) altogether under the same theme and the following five metaphors were used: ‘clown’ (n=2), ‘showman’ (n=1) and ‘theatre’ (n=1), ‘enjoyable partner’ (n=1), and ‘active sportsman’ (n=1). As can be seen, the metaphor ‘clown’ that were generated by 2<sup>nd</sup> grade and 3<sup>rd</sup> grade students are the same for theme ‘teacher as source of fun’; however, the percentage of 2<sup>nd</sup> grade students is higher than 3<sup>rd</sup> grade with the metaphors that they generated under this theme (16.9%, 8.45%, respectively).

Four students from 2<sup>nd</sup> grade selected the metaphor ‘clown’ to describe the teacher of YLs. They all formed the similar statements to tell the reason of their metaphor ‘clown’ such as ‘teacher adds fun to lesson, plays games, sings etc.’ (s5), ‘teacher does different kinds of enjoyable activities, such as games, dramas’ (s8), ‘YLs teachers are enjoyable ones since young learners like playing games’ (s9), and ‘YLs teacher should make children happy like clowns’ (s50). Similarly, one of the two students from 3<sup>rd</sup> grade that chose metaphor ‘clown’ stated:

*An English teacher who teaches English to young learners is a clown because young learners look for having fun and it's teachers' job to make them entertain, learn by fun. (s6)*

The second 3<sup>rd</sup> grade student noted:

*An English teacher who teaches English to young learners is a clown because young learners like playing games. Teacher should be funny to teach and to grab their attention. (s37)*

As can be seen both grade students clarified the metaphor ‘clown’ almost in the same way. Another students from 2<sup>nd</sup> grade chose the metaphor ‘game friend’ and stated:

*An English teacher who teaches English to young learners is game friend because these students are too young. They can learn by playing games, having fun. Teacher must be a friend and play games with them. (s6)*

The metaphor ‘cartoon character’ chosen by a 2<sup>nd</sup> grade students was explained that ‘An English teacher who teaches English to young learners is a cartoon character because young learners can easily learn by entertaining. This would be more attractive and effective’ (s7). Likewise, a 3<sup>rd</sup> grade student chose the metaphor ‘showman’ and explained that ‘An English teacher who teaches English to young learners is a showman because he/she always do different kinds of effective and enjoyable activities’ (s5).

### ***Teacher as Source of Knowledge.***

In this category, conveying knowledge and assisting students to learn were considered as the job of the teacher. Learning is regarded as a process of acquiring and accumulating knowledge, which is transferred to the students by the teachers.

Altogether, there were twenty-two 2<sup>nd</sup> students (37.2%) under this theme and the following metaphors were used: ‘trainer’ (n=1), ‘mother’ (n=1), ‘umbrella’ (n=1), ‘father & mother’ (n=4), ‘figure of mother’ (n=1), ‘guide’ (n=1), ‘singer’ (n=1), ‘family’ (n=1), ‘parent’ (n=1), ‘social network’ (n=1), ‘actor’ (n=2), ‘sun’ (n=3), ‘candle’ (n=1), ‘tree’ (n=1), ‘rainbow’ (n=1), and ‘traveller’ (n=1). There were three 3<sup>rd</sup> grade students (4.22%) altogether under the same theme and the following 3 metaphors were used: ‘farmer’ (n=1), ‘moon’ (n=1) and ‘parent’ (n=1). In total, the category of “teacher as source of knowledge” has the biggest proportion with 19.23%.

As can be seen, the metaphor ‘parent’ which was generated by one second grade and one third grade students is the same for this theme ‘teacher as source of knowledge’ while the students gave the similar explanations such as ‘he/she teaches young learners that they never



know. As parents teach their children how to walk, and speak Turkish, YLs teacher teaches young learners how to speak English’ and ‘the teacher teaches his/her students new things from the beginning’ (s31 of 2<sup>nd</sup> grade, s31 of 3<sup>rd</sup> grade, respectively).

There are seven more 2<sup>nd</sup> grade students that chose similar metaphors (mother, father/mother, figure of mother, family) and made similar statements under this theme. For example, an English teacher who teaches English to young learners is a mother/father because ‘teacher teaches like mum or dad with patience and love’ (s29), ‘teacher teaches as if she/he teaches her/his own child, making them safe’ (s33), ‘teacher helps children because they do not have enough knowledge’ (s42), and ‘teacher teaches a new language like father/mother’ (s57).

There are different metaphors generated by 2<sup>nd</sup> and 3<sup>rd</sup> grade students. While one of 2<sup>nd</sup> grade students (S31) selected the metaphor ‘trainer’ for describing the teacher who teaches English to YLs by stating ‘teacher educates and prepares YLs to whatever they may encounter in their daily lives’ (s56), the other one chose the metaphor ‘candle’ by explaining ‘teacher has an important job. They pass their knowledge to the students’ (s40). A 3<sup>rd</sup> grade students chose ‘farmer’ as a different metaphor and added ‘she or he is famer because he/she plants information in children’s mind.’ (s37)

### ***Teacher as Cooperative Leader.***

In this category, it is believed that learners have primary ownership of their learning processes but the teacher who provides direction to help learners coordinates all the learning activities in the classroom since he/she has more experience than the students.

Altogether, there were three 2<sup>nd</sup> grade students (5.08%) under this theme and the following eight metaphors were used: ‘maestro in orchestra’ (n=1), ‘leader’ (n=1), and ‘mayor’ (n=1). There were eighteen 3<sup>rd</sup> grade students (25.35%) under the same theme and the metaphors ‘guide’ (n=1), ‘director’ (n=3), ‘leader’ (n=3), ‘maestro’ (n=1), ‘coach’ (n=1),

‘captain prince’(n=1), ‘orchestra leader’(n=3), ‘moderator’ (n=1), ‘manager’ (n=1), ‘movie director’ (n=1), ‘captain’ (n=1), and ‘conductor’ (n=1) were used. As can be seen, there is a difference between 2<sup>nd</sup> and 3<sup>rd</sup> grade students for the theme ‘teacher as cooperative leader’. The percentage of 3<sup>rd</sup> grade students who generated metaphors under this theme is higher than 2<sup>nd</sup> grade students (25.35%, 5.08%, respectively). In total, the category of teacher as cooperative leader has the second biggest proportion with 16.15%.

The metaphor ‘leader’ which was generated by one 2<sup>nd</sup> grade and three 3<sup>rd</sup> grade students is the same for this theme “teacher as cooperative leader” while the students give the similar explanations. While a student from 2<sup>nd</sup> grade stated that ‘An English teacher who teaches English to young learners is a leader because the teacher leads students during learning process’ (s48), other students from 3<sup>rd</sup> class expressed:

*An English teacher who teaches English to young learners is a leader because he/she leads young learners in the language learning process. He/she decides what to do and how to do and gives instructions to the young learners. Young learners generally do what the teacher says, they see him/her as a leader. (s63)*

Another similarity between 2<sup>nd</sup> and 3<sup>rd</sup> grade is that one student from each grade used the metaphor ‘maestro’ under this theme and explained in the same way, for instance, an English teacher who teaches English to young learners is a maestro because ‘teacher is the leader of the group.’ (s47 of 2<sup>nd</sup> grade), and ‘teacher gives directions and leads students to reach and solve problems’ (s12 of 3<sup>rd</sup> grade) while there are 3 more students in 3<sup>rd</sup> grade who generated the metaphor ‘orchestra leader’ by explaining that an English teacher who teaches English to young learners is an orchestra leader because ‘teacher manages everything in the classroom’ (s15), ‘he/she organizes the students in order to create better results’ (s65), ‘teacher makes students adapt the classroom environment and organizes them’ (s67).

The explanations of 3<sup>rd</sup> grade students about the other metaphors are similar as follows. In order to depict the metaphors ‘guide’, ‘director’, ‘coach’, ‘Captain Prince’, ‘moderator’, ‘manager’, ‘captain’, and ‘conductor’. The explanations are ‘because teacher shows how to acquire or learn the language’ (s8), ‘because she/he directs students’ (s9), ‘because she/he directs everything in the classroom for teaching process (s70), ‘because she/he manages the class.’ (s13), ‘he/she manages students strictly’ (s14), ‘he or she directs and leads students (s62), ‘the teacher manages the class, makes students study and learn language on their own’ (s64), ‘he or she navigates the class, manages learning process (s69), ‘because it’s necessary to control the class, so teacher manages behaviours of the students and the lessons (s71).

### ***Teacher as Role Model.***

In this category of metaphors depicts the teacher like an idol who can be imitated, who is in any roles to teach effectively and who inspires and encourages the students. According to the results, altogether there were 11 students (8.46%) that are grouped under the category of teacher as role model.

There were six 2<sup>nd</sup> grade students (10.1%) under this theme and the following four metaphors were used: ‘idol’ (n=1), ‘guide’ (n=1), and ‘model’ (n=4). There were five 3<sup>rd</sup> grade students (7.04 %) altogether under the same theme and only the metaphors ‘role model’ (n=4) and ‘actor/actress’ (n=1) were used. As it can be seen, the metaphor ‘(role) model’ that was generated by the 2<sup>nd</sup> and 3<sup>rd</sup> grade students is the same for theme “teacher as role model”. One of four students from 2<sup>nd</sup> grade that chose the metaphor ‘role model’ depicted that ‘an English teacher who teaches English to young learners is a role model because young learners tend to behave like their teacher, so the teacher should be careful about what she/he is doing in the classroom’ (s25). Another student from 2<sup>nd</sup> grade described YLs teacher as a role model and added ‘students imitate their teachers’ (s27). Along the same line, four 3<sup>rd</sup> grade students used

the same metaphor 'role model' by explaining that 'an English teacher who teaches English to young learners is role model because teacher not only gives information to the children but also he/she educates them for every aspect of life' (s23), 'teacher affects the students because young learners care about their teachers' appearance, the use of language etc.' (s24), 'YLs tend to act like people they like or they respect. That's why their teachers should be careful about themselves not only with their teaching skills, but also with personal characteristics' (s25) and 'teacher is a model since the beginning of the class' (s33).

The metaphor 'actor/actress' was used by 3<sup>rd</sup> grade students unlike 2<sup>nd</sup> grade students. The student who used that metaphor stated that:

*An English teacher who teaches English to young learners is an actor/ actress because he/she has different roles to teach different things to young learners. (s22)*

Another difference is the metaphors 'idol' and 'guide' that 2<sup>nd</sup> grade students used by explaining 'the teacher establishes students' approach to language during life' (s54) and 'the teacher is crucial sample for student's whole life as a guide' (s28).

### ***Teacher as Scaffolder.***

In this category, the teacher is thought that he/she provides help to students at the appropriate times and removes it when they do not need it anymore. In this respect, making instructional materials and academic assistance available in the classroom is the main role of the teachers. According to the results, altogether there were 3 students (2.30%) that are grouped under the category of "teacher as scaffolder".

There were three 2<sup>nd</sup> grade student (5.08%) under this theme and the metaphors 'rose' (n=1), 'traffic signboard' (n=1) and 'guide' (n=1) were used. However, there was nobody from

3<sup>rd</sup> class who generated a metaphor under the same theme. As it can be seen, 2<sup>nd</sup> grade students had higher percentage. The reason why the participant used the metaphor ‘guide’ is as follows:

*An English teacher who teaches English to young learners is a guide because teacher always facilitates learning steps. He or she helps learning. (s17)*

The participant using the metaphor ‘traffic signboard’ gives the rationale for her choice as follows:

*An English teacher who teaches English to young learners is a traffic signboard because teacher gives an idea about the way but it’s up to the student to follow the right way or stop. (s55)*

### ***Teacher as Learning Partner.***

In this category, the teacher is seen as the partner of the students with whom he/she has meaningful interaction even while the teacher is a student and the students are teachers. The third biggest proportion with 10% is of the category of “teacher as learning partner”.

There was one 2<sup>nd</sup> grade student (1.69%) under this theme and the metaphor ‘child’ (n=1) was used. There were twelve 3<sup>rd</sup> grade students (16.9%) under the same theme and the following 4 metaphors were used: ‘mechanic’ (n=1), ‘buddy’ (n=1), ‘child’ (n=3), and ‘friend’ (n=7). As it is clear, both 2<sup>nd</sup> and 3<sup>rd</sup> grade students chose metaphor ‘child’ to describe the teacher under the theme ‘teacher as learning partner’. The percentage of 3<sup>rd</sup> grade is much higher than that of 2<sup>nd</sup> grade (16.09%, 1.69%, respectively). The student of 2<sup>nd</sup> grade stated:

*An English teacher who teaches English to young learners is a child because teacher must understand their young learners, so he/she can be a child with his/her students’.*  
(s14)

Similarly, there are three 3<sup>rd</sup> grade students who chose the same metaphor. For instance, they explained that an English teacher who teaches English to young learners is a child because ‘he/she should be a child from time to time for being an effective teacher’ (s18), ‘he/she should be one of them in order to make children feel relax and interested in the lesson’ (s39), ‘he/she should behave like a child sometimes to know their needs and to understand them’ (s41).

Unlike 2<sup>nd</sup> grade, seven 3<sup>rd</sup> grade students chose the metaphor ‘friend’ by explaining an English teacher who teaches English to young learners is a friend because ‘YLS teacher needs to have a good communication with his/her students’ (s21), ‘YLS teacher should be happy and friendly to help young learners feel safe’ (s38), ‘the teacher should be able to behave like children, in this way learners can like them and feel relaxed.’ (s40), ‘teacher should be like a friend to enjoy together and for students’ listening to her/him’ (s42), ‘YLS should be encouraged, language should be like with the teacher help’ (s43), ‘teacher should make YLS learn better being a friend with a good communication’ (s44), ‘teacher should participate in the activities’ (s45).

### ***Teacher as Molder.***

In this category of metaphors, the teacher is perceived to be a highly skilled individual whose main task is molding and shaping students like a raw material by educating them. According to the results, altogether there were 7 students (5.38%) that are grouped under the category of “teacher as molder”.

There was one 2<sup>nd</sup> grade students (1.69%) under this theme and the following metaphor was used: ‘baker’ (n=1). There were six 3<sup>rd</sup> grade students (8.45%) under the same theme and the metaphors ‘chef’ (n=1), ‘gardener’ (n=1), ‘cook’ (n=2), ‘engineer’ (n=1), ‘architect’ (n=1) were used. It is clear that the percentage of 3<sup>rd</sup> grade is higher than 2<sup>nd</sup> grade (1.69%, 8.45 %, respectively). According to a 2<sup>nd</sup> grade student,

*An English teacher who teaches English to young learners is a baker because all students are different ingredients of a bread or a cake and for the best taste the baker mixes the ingredients in an appropriate way and creates a good product. (s12)*

Similar explanation came from a 3<sup>rd</sup> grade student with a different metaphor ‘cook’:

*An English teacher who teaches English to young learners is a cook because a good meal is up to the cook. We can count students as ingredients because if they are cooked well, they will be a good meal (person). (s1)*

A 3<sup>rd</sup> grade students stated that ‘an English teacher who teaches English to young learners is gardener because he/she tries to give form to the students. If she/he does this well the world will seem better’. (s3) The reason why other 3<sup>rd</sup> grade student used metaphor ‘architect’ is as follows:

*An English teacher who teaches English to young learners is an architect because he/she constructs a very difficult thing from zero point. He/she should be careful about it and its process. Because each stone has an important role in the construction of a building. (s49)*

### ***Teacher as Provider of Tools.***

In this category of metaphors, the teacher is perceived to be tool-provider by constructing an enriched language-learning environment and providing students the tools. The students should be active and meet the goals by using these tools. According to the results, altogether there were 3 students (2.30%) under the category of “teacher as provider of tools”.

There were two 2<sup>nd</sup> grade students (5.08%) under this theme and the following two metaphors were used: ‘supervisor’ (n=1), and ‘artist’ (n=1) while there was just one 3<sup>rd</sup> grade

student (1.40%) who generated a metaphor ‘organizer’ (n=1) under the same theme. As can be seen, both grade students depicted different metaphors.

A student of 2<sup>nd</sup> grade stated: *‘An English teacher who teaches English to young learners is an artist because young learner can understand concrete things so teacher should draw, act, sign, paint, etc.’* (s15)

Other explanation is:

*‘An English teacher who teaches English to young learners is a supervisor because he/she knows everything about the language acquisition, so he/she supplies whatever children need.’* (s53)

A student from 3<sup>rd</sup> grade chose the metaphor ‘organizer’ and explained:

*‘An English teacher who teaches English to young learners is an organizer because he/she organizes lesson clearly. He/she prepares materials, activities, presentations.’* (s53)

### ***Teacher as Interest Arouser.***

In this category of metaphors, the teacher is perceived to be arouser of children’s interest to learn by different kinds of activities and motivating students for the purpose of attracting their attention. According to the results, altogether there were 6 students (4.61%) under the category of “teacher as interest arouser”.

There were two 2<sup>nd</sup> grade students (3.38%) under this theme and the following two metaphors were used: ‘fable character’ (n=1) and ‘fire’ (n=1) while there were four 3<sup>rd</sup> grade student (5.63%) under the same theme and the metaphors ‘coach’ (n=1), ‘artist’ (n=1), ‘babysitter’ (n=1) and ‘motivation’ (n=1) were depicted. The sample quotation of a 2<sup>nd</sup> grade student for the metaphor ‘fable character’ is presented below:



*An English teacher who teaches English to young learners is a fable character because he/she should grab the attentions of his/her learners. (s49)*

Similar explanation made by a 3<sup>rd</sup> grade students who chose the metaphor ‘motivation’:

*An English teacher who teaches English to young learners is motivation because young learners have short attention span time, so teacher need to find different kind of activities and motivate them. Young learners should be excited to learn. (s47)*

### ***Teacher is Repairer/ Curer.***

In this category of metaphors, the teacher is perceived to be repairer or curer who improves the language of students by correcting their errors and deficiencies. The teacher is the one who meet the student’s needs by the help of pedagogical content knowledge. According to the results, altogether there were 3 students (2.30%) under the category of “teacher as repairer/curer”.

There was one 2<sup>nd</sup> grade student (1.69%) under this theme and the metaphor ‘doctor’ (n=1) was used. There were two 3<sup>rd</sup> grade students (2.31%) altogether under the same theme and the following 2 metaphors were used: ‘grease monkey’ (n=1), and ‘doctor’ (n=1).

The student of 2<sup>nd</sup> grade stated: ‘An English teacher who teaches English to young learners is a doctor because it’s the fact that English is a world language. English teacher saves the student’s future by solving their problems, teaching them English’ (s13). Similarly, the 3<sup>rd</sup> class students selected the same metaphor and explained the reason:

*An English teacher who teaches English to young learners is a doctor because a doctor determines which vitamin is lack and gives pills to heal his/her patients. Teachers also determine the deficiencies of students and tries to disappear them. (s51)*

Another 3<sup>rd</sup> grade student chose the metaphor ‘grease monkey’ different from 2<sup>nd</sup> grade students and explained that ‘*An English teacher who teaches English to young learners is a grease monkey because grease monkey knows how to part flinders etc. and teachers also detect the problems and solve them*’ (s52).

***Teacher is Authority.***

In this category, the teacher is seen as the dominant character who controls the student, assesses their academic success with strict rules and has a power on teaching-learning process.

There were two 2<sup>nd</sup> grade students (3.38%) under this theme and the following metaphors were used: ‘master’ (n=1) and ‘authority’ (n=1). There was one 3<sup>rd</sup> grade student (1.40%) under the same theme and the metaphor ‘F&B manager’ (n=1) was used. As can be seen, the percentages of metaphors that were generated by the 2<sup>nd</sup> and 3<sup>rd</sup> grade students are almost the same.

A student of 2<sup>nd</sup> grade stated: ‘An English teacher who teaches English to young learners is an authority because he or she is the only person who can control and rule the class (s11). The other 2<sup>nd</sup> grade explained the reason of his metaphor ‘master’ related to YLs teacher by saying ‘because the teacher controls everything’ (s.52). The 3<sup>rd</sup> grade student stated in the same way with a different metaphor:

*An English teacher who teaches English to young learners is an F&B Manager because he controls students as F&B manager controls the quality of every food and beverages at hotels. (s4)*

Although different metaphors were chosen by 2<sup>nd</sup> and 3<sup>rd</sup> grade students, what they mean is the same for the teacher of young learners.

### ***Teacher as Eager Beaver.***

In this category, the teacher is seen as a hardworking person who makes great effort for the lessons, provides different kinds of materials to the students and goes on teaching them without stopping.

There was one 2<sup>nd</sup> grade student (1.69%) under this theme and the metaphor ‘ant’ (n=1) was used. However, there was nobody from 3<sup>rd</sup> class who generated a metaphor under the same theme. As can be seen, the percentage of 2<sup>nd</sup> grade was higher. The sample quotation of a 2<sup>nd</sup> grade student for the metaphor ‘ant’ is presented below:

*An English teacher who teaches English to young learners is an ant because he/she needs to work hard. (s51)*

### ***Teacher as Agent of Change.***

In this category, teacher is clarified as a person who makes change in student’s life and society’s future. While there was nobody who generated a metaphor under this theme among 2<sup>nd</sup> grade students there were four 3<sup>rd</sup> grade students (5.63%) and the following metaphors were used ‘leader’ (n=1), ‘lifestyle coach’ (n=1), ‘guide’ (n=1), and ‘window’ (n=1).

According to the results, altogether there were 4 students (3.07%) under the category of “teacher as agent of change”. It has the third least percentage of all other categories and only 3<sup>rd</sup> class students used metaphors related to this theme. The reason why other 3<sup>rd</sup> grade student used metaphor ‘lifestyle coach’ is as follows:

*An English teacher who teaches English to young learners is a lifestyle coach because the teacher should guide children to choose the true way for the rest of their life, for their future carrier. (s26)*

Similar explanation made by another 3<sup>rd</sup> grade students who chose the metaphor ‘guide’:

*An English teacher who teaches English to young learners is a guide because he or she directs the students to set up their future plans. (s27)*

***Teacher as Patchwork.***

In this category, the teacher has different kinds of features and all of them is a whole that is seen as a perfect match.

Although there was nobody in 2<sup>nd</sup> grade there was one 3<sup>rd</sup> class student (1.40) whose metaphor is ‘thespian’ (n=1). In total, there was 1 student under the category of teacher as patchwork, consequently, the percentage of this category (0.76%) is the least of all like the theme “teacher as eager beaver”. The reason why other 3<sup>rd</sup> grade student used metaphor ‘thespian’ is as follows:

*An English teacher who teaches English to young learners is a thespian because he/she has lots of roles. Sometimes he/she is a commander, sometimes a friend or a director. (s29)*

## CHAPTER V

### CONCLUSION AND DISCUSSION

#### **Introduction**

This chapter includes conclusion and discussion part by presenting the findings of data analysis. The results and discussion are presented in relation to the research questions. In addition, implications of this study, limitations and suggestions for further studies will be highlighted.

#### **Research Questions and Discussion**

The research questions and the related findings are as follow:

RQ1. What are the general metaphorical perceptions of 2<sup>nd</sup> and 3<sup>rd</sup> grade students of ELT Department about a language teacher who teaches English to young learners?

The data was analysed and it was found out that 2<sup>nd</sup> and 3<sup>rd</sup> grade students developed 99 metaphors in regard to a language teacher who teaches English to YLs. The metaphors were categorized under 15 conceptual themes (source of knowledge, cooperative leader, source of fun, nurturer, learning partner, role model, molder, interest arouser, agent of change, authority, provider of tools, scaffolder, repairer/curer, eager beaver, and patchwork). Table 5 shows these thematic categories and the researchers who used the same themes in their studies.

**Table 5**

*The dominant thematic categories and the researchers that used the same themes*

<b>Themes</b>	<b>Researchers that used the same themes</b>
<b>Nurturer</b>	Ahkemoglu (2011), Guerrero & Villamil, (2000), Lin et. al. (2012), Nikitina & Furuoka (2008). Oxford et al. (1998) Pinnegar, Mangelson, Reed and Groves (2011), Saban (2004), Saban et al. (2007), Sayar (2014), Wan et. al. (2011), Yeşilbursa (2012)
<b>Source of Fun/ Entertainer</b>	Farrell (2011), Hasim, Mohtar, Mohani, Barnard and Zakaria (2013), Nikitina & Furuoka (2008), Oktay & Osam (2013), Oxford et al. (1998) Saban. (2004), Saban et. al. (2007), Sayar (2014), Yeşilbursa (2012)
<b>Source of Knowledge/ Transmitter of Knowledge</b>	Ahkemoglu (2011), Aytan (2014), Saban, (2004), Guerrero & Villamil (2000), Eren & Tekinarslan (2012), Lin et. al. (2012), Nikitina & Furuoka (2008), Saban et. al. (2007), Sayar (2014), Wan et al. (2011)
<b>Cooperative Leader</b>	Guerrero & Villamil (2002), Lin et. al. (2012), Saban (2004)
<b>Learning Partner</b>	Oxford et al. (1998), Saban (2004)
<b>Role Model</b>	Cesur & Tercan (2014)
<b>Scaffolder</b>	Oxford et al. (1998), Saban (2004)
<b>Provider of Tools</b>	Guerrero & Villamil (2002), Lin et al. (2012), Wan et al. (2011)
<b>Molder/ Craftperson</b>	Aytan (2014), Saban et. al. (2007),
<b>Authority</b>	Marchant (1992), Saban (2004), Sayar (2014), Wan et. al. (2011), Yeşilbursa (2012)
<b>Repairer/ Curer (Cure/Treatment)</b>	Ahkemoglu (2011), Ben-Peretz, Mendelson and Kron (2003), Lin et. al. (2012), Guerrero & Villamil (2002), Saban (2004), Saban et. al. (2007), Wan et al. (2011), and Yeşilbursa (2012)
<b>Interest/Arouser</b>	Sayar (2014), Wan et. al. (2011)
<b>Eager Beaver</b>	Sayar (2014)
<b>Agent of Change/ Change Agent</b>	Guerrero & Villamil (2002), Saban et. al. (2007)
<b>Patchwork</b>	Sayar (2014)

Of all the themes that emerged from the metaphors given by both 2<sup>nd</sup> and 3<sup>rd</sup> year ELT students, it appears that the category of “teacher as source of knowledge” was the most commonly reported one at 19.23% with the metaphors ‘trainer, mother, father & mother, figure of mother, umbrella, guide, singer, family, parent, social network, actor, (shining) sun, candle, tree, rainbow, farmer, moon and traveller’. In another study that explores the uses of metaphors to describe the concept a teacher, Saban, Koçbeker, and Saban (2006) identified the theme ‘knowledge provider’ with the same metaphor ‘sun, candle’. However, the metaphor ‘rainbow’ was used under interest arouser theme in the study of Sayar (2014).

The second most popular reported theme at 16.15% of the submitted metaphors fell under the category of “teacher as cooperative leader” with the metaphors ‘maestro in orchestra, leader, mayor, guide, director, leader, maestro, coach, captain prince, orchestra leader, moderator, manager, movie director, captain, and conductor’, however, the metaphor ‘captain’ was used under the ‘knowledge provider’ in the study of Sayar (2014).

It was followed by “teacher as source of fun” at 12.3% with the metaphors ‘clown, opportunity, actor, toy, funny commander, clown, game friend cartoon character, showman theatre, enjoyable partner, and active sportsman’. The theme ‘source of fun’ was used in different names in different previous studies such as ‘entertainer’ in the study of Nikitina & Furouka (2008), Saban (2007), Oxford et al. (1998), Yeşilbursa (2012) with the same metaphors such as ‘actor’, ‘actress’. The theme “teacher as source of fun” was the third most commonly reported category. The reason of it might be attributed to these participants’ major which is English language teaching and the course TEYL course that 3<sup>rd</sup> grade students attend. The prospective teachers must be aware that since the attention span of children is short, the teacher should prepare activities which can capture their interest (Brown, 2000). As Lewis and Bedson (1999) suggested, playing games which motivate the children is a vital and natural part of growing up and learning.

The fourth category pictured by 2<sup>nd</sup> and 3<sup>rd</sup> grade ELT students entitled as “teacher as nurturer” including the metaphors ‘family figure, nurturing carer, mother/father, water, babysitter, gardener, parent, sunshine giver, and farmer’ was at 10%. In the study of Ahkemoglu, (2011), Guerrero and Villamil (2000), Nikitina and Furuko (2008), Cesur and Tercan (2014) whose aim was seeking metaphors related to a language teacher, the metaphors ‘mother’, ‘gardener’ were under ‘nurturer’ theme showing parallelism with this study. But the metaphor ‘water’ was used under the theme ‘essential element’ in the study of Nikitina and Furuko (2008) which is used in a different meaning under the theme ‘teacher as nurturer’ of current study.

The metaphors ‘cook’, ‘actor’ under ‘enjoyment’, ‘artist’ under ‘show off learning’, ‘gardener’ under ‘production’, ‘manager’, ‘conductor’ under ‘guide’, ‘water’, ‘candle’ under ‘growth’, and ‘rainbow’ under ‘variety’ themes also appeared in the study of Kesen (2010) investigating the metaphorical images of EFL teachers and learner in regard to the concept of a language teacher while in the study of Akbari (2013) which explores the perceptions with respect to an English teacher there were the metaphors ‘coach’, ‘director’, ‘manager’ (as guide), ‘father’, ‘mother’ (as parent), and ‘sun’, ‘water’ (as natural element) unlike this study which has the same metaphors under the themes with different names.

In this current study, “teacher as learning partner” included metaphorical concepts such as mechanic, buddy, child, friend got the same percentage with ‘teacher as nurturer’ as the fourth most reported themes (10%). Oxford et al. (1998) identified the same theme in their studies under ‘Metaphors in the Social Reform’ perspective with the explanations related to the metaphors ‘partner’ and ‘student’. As Vickery (1999) and Çakır (2004) claimed, YLs can feel secure and learn better in a supportive classroom atmosphere with a positive and relax teacher. So the YLs teacher can facilitate learning and communication being like a friend for children by showing tolerance of diverse opinions and treating students with respect. In this study, it can



be inferred that prospective teachers are aware of the needs of children during teaching and learning process.

The sixth category was entitled as “teacher as role model” (8.46%) comprised of metaphorical images such as ‘idol, guide, model, and actor/ actress’ and the seventh group “teacher as molder” (5.38%) included the metaphors such as ‘chef, gardener, cook, engineer, architect and baker’. Like the previous study of Cesur and Tercan (2014) which explored the perceptions of ELT students about the teacher who teaches English to YLs, this study also has the theme “teacher as role model” with the same metaphors such as ‘model’ and ‘actor/actress’. As this theme and related metaphors were not encountered in literature of metaphor analysis, it can be inferred that the metaphors related to this theme were generated for a YLs teacher. It is a fact that teachers have a crucial role in young learners’ lives while children gain their attitude towards life. Teachers are one of the first models for YLs. Therefore, it is an inevitable result that teachers are either a positive or negative model for YLs.

The eighth category entitled as “teacher as interest arouser” (4.61%) with the metaphors coach, artist, babysitter, motivation, fable character, fire had a higher percentage as compared to the category “teacher agent of change” (3.07%) comprising the metaphors such as and leader, lifestyle, coach, guide, and window. The percentages of the themes “teacher as scaffolder” with the metaphors ‘rose, traffic signboard, guide child’, “teacher as provider of tools” with the metaphors ‘supervisor, artist, organizer’, “teacher as repairer/curer” with the metaphors ‘grease monkey, doctor’ and “teacher as authority” with the metaphors ‘master, authority, F&B Manager’ was the same at 2.30 % while the themes “teacher as eager beaver” with the metaphor ‘ant’ and ‘patchwork’ with the metaphor ‘thespian’ had the least percent (0.76%) in total. Saban et al. (2006) identified the theme ‘curer/ repairer’ with the metaphor ‘doctor’ as it was generated in line with this study.

The metaphors produced by students were various, but the metaphorical images ‘coach’, ‘guide’, ‘director’ under the theme “teacher as cooperative leader”, ‘moon’, ‘sun’ under the theme “teacher as provider of knowledge”, ‘window’ under the theme “teacher as agent of change” were similar to the metaphors generated by Guerrero and Villamil (2000). Additionally, the metaphors of ‘ant’ under the theme “teacher as eager beaver”, ‘candle’ and ‘nurturer’ under the theme “teacher as nurturer” were the same with the ones proposed by a group of EFL teachers to generate metaphors about their own identities in Sayar’s (2014) study.

According to results of the metaphor analysis there was no metaphor with a negative connotation. The possible reason of this can be the prospective teacher’s not having a negative feeling about their future job and their thinking about children who are seen as the one who needs care, affection, fun during teaching / learning process. Whereas, this result is different from the one found by Akbari (2013) who had a theme entitled ‘EFL teacher as a devil’ which was comprised of metaphorical images such as non-human killer, monster, alien, a strange being and dragon.

As can be mentioned, some of 99 metaphors of this current study which stood out to present prospective teacher’s perceptions of YLs teacher were alike with both national and international studies which are related to the just teachers or language teachers. As a result, there seems to be no current research concerning a language teacher who teaches English to YLs. This study aims to contribute to the literature which has a significant gap in this field.

RQ2- What are the similarities and differences between the student’s metaphorical perceptions in terms of their gender?

Female students in 2<sup>nd</sup> and 3<sup>rd</sup> grades tended to choose the metaphors under “teacher as nurturer” theme more than male students did (F: 10.6% in 2<sup>nd</sup> grade, 16.2 in 3<sup>rd</sup> grade, M: 0% in 2<sup>nd</sup> grade, 3.57% in 3<sup>rd</sup> grade). The common metaphors that both gender used were ‘mother’ and ‘father’. The results are in line with the study of Saban et al. (2007), Nikitina and Furuko

(2008) and Cesur and Tercan (2014) in which female participants generated more metaphors related to the theme ‘teacher as nurturer/cultivator’. This may mean that female students have more intense feelings with affection and care than male students. Likewise, Saban et al. (2007) noted that it is possible that female students had caring and nurturing experience more than their male peers did.

Female students in 2<sup>nd</sup> and 3<sup>rd</sup> grades tended to choose the metaphors under “teacher as source of fun” theme more than male students did (F: 19.1% in 2<sup>nd</sup> grade, 9.3% in 3<sup>rd</sup> grade, M: 8.33% in 2<sup>nd</sup> grade, 7.14 in 3<sup>rd</sup> grade). The common metaphor that both gender used was ‘clown’. This may mean that female students viewed teaching English as fun for children more than their male peers did.

Female students generated more metaphors related to the theme “teacher as source of knowledge” than male students did (F: 38.2% in 2<sup>nd</sup> grade, 4.65% in 3<sup>rd</sup> grade, M: 33.3% in 2<sup>nd</sup> grade, 3.57% in 3<sup>rd</sup> grade). The common metaphor that both gender used was ‘father/mother’. The results show the parallelism with the study of Saban et al. (2007) in which female participants generated more metaphors related to the theme ‘teacher as knowledge provider’ more than male students did. However, these findings are different from the study of Cesur & Tercan (2014) due to the fact that male students depicted a young learners’ teacher as source of knowledge more than their female peers. According to female students, it can be inferred that it is the young learners’ teacher that the children can learn something from apart from providing children with fun.

Female students used more related metaphors for this theme “teacher as role mode” in 2<sup>nd</sup> grade (F: 10.6%, M: 2.32%) while male students produced more metaphors in 3<sup>rd</sup> grade under the same theme (F: 2.32%, 14.2%). The metaphor ‘role model’ was common for both gender. As can be inferred, both males and females view the English teacher as role model for

young learners as it was in Cesur and Tercan's study (2014) since teachers, as powerful figures, have long-lasting effect on students in many aspects (Büyükyavuz, 2014).

The other themes that female students are dominant were "teacher as learning partner" (F: 2.12% in 2<sup>nd</sup> grade, 18.6% in 3<sup>rd</sup> grade) 'teacher as scaffolder' (F: 6.38%, M: 0% in 2<sup>nd</sup> grade), 'teacher as repairer/curer' (F: 2.12% in 2<sup>nd</sup> grade, 4.65% in 3<sup>rd</sup> grade, M: 0% in 2<sup>nd</sup> grade, 0% in 3<sup>rd</sup> grade), and 'teacher as patchwork' (F: 2.32%, M: 0% in 3<sup>rd</sup> grade). The metaphors 'child', 'friend', 'cook' were common for both gender. It can be concluded that providing assistance, overcoming the deficiencies are the priority for female students with young learners. This may result from the difficulties female students had during their education, their attitudes towards young learners and thoughts related to the needs of YLs who are in need for new things, materials to be improved.

However, male students used the images under the theme "teacher as cooperative leader" (F: 2.12% in 2<sup>nd</sup> grade, 23.2 in 3<sup>rd</sup> grade, M: 16.6% in 2<sup>nd</sup> grade, 28.5% in 3<sup>rd</sup> grade), 'teacher as authority' (F: 2.12% in 2<sup>nd</sup> grade, 0% in 3<sup>rd</sup> grade, M: 8.33% in 2<sup>nd</sup> grade, 3.57% in 3<sup>rd</sup> grade) 'teacher as eager beaver' (F: 0% in 2<sup>nd</sup> grade and 3<sup>rd</sup> grade, M: 8.33 in 2<sup>nd</sup> grade, 0% in 3<sup>rd</sup> grade), and teacher as agent of change' (F: 0% in 2<sup>nd</sup>, 2.32 in 3<sup>rd</sup> grade, M: 0% in 2<sup>nd</sup> grade, 10.7% in 3<sup>rd</sup> grade) more often than female students did. Likewise, the theme 'cooperative leader' got higher percentage from male students in the study of Saban et al. (2007). It can be inferred that male students give more importance to power, dominance and leadership of the YLs teacher in the classroom. Moreover, the reason of this result can be their perceptions about the need of guidance that children have and for 3<sup>rd</sup> grade students, their TEYL course which has classroom management techniques necessary for young learner classrooms.

RQ3- What are the similarities and differences between student's metaphorical perceptions in terms of their grade?

There are totally 15 themes generated by 2<sup>nd</sup> and 3<sup>rd</sup> grade student. However, there were no students among 3<sup>rd</sup> grade students under the theme “teacher as scaffolder” and “teacher as eager beaver”, and among 2<sup>nd</sup> grade students, under the theme “teacher as agent of change” and “teacher as patchwork”. While the category of “teacher as source of knowledge” had the highest percentage among 2<sup>nd</sup> grade students (37.2%), the category of “teacher as cooperative leader” had the highest percentage among 3<sup>rd</sup> grade students (25.35%). The next most common themes of 2<sup>nd</sup> grade were “teacher as source of fun”, “teacher as role model”, and “teacher as nurturer” (16.9%, 10.1%, 8.47%, respectively) while the themes “teacher as learning partner”, “teacher as nurturer”, “teacher as source of fun” and “teacher as molder” were the next common themes of 3<sup>rd</sup> grade (16.9%, 11.26,%, 8.45%, 8.45%, respectively). Among 2<sup>nd</sup> grade students, the categories of “teacher as molder”, “teacher as repairer/curer” and “teacher as eager beaver” had the lowest percentage (1.69%) after the categories of “teacher as agent of change” and “teacher as patchwork”. Among 3<sup>rd</sup> grade students, the categories of “teacher as provider of tools”, “teacher as authority” and “teacher as patchwork” have the lowest percentage (1.40%) after the categories of “teacher as scaffolder” and “teacher as eager beaver”.

When it is compared, it can be observed that the percentages of some prominent themes such as “teacher as nurturer”, “teacher as learning partner”, “teacher as molder”, and “teacher as cooperative leader” were higher in 3<sup>rd</sup> grade than 2<sup>nd</sup> grade. It can be inferred that, after TEYL course that 3<sup>rd</sup> grade students attended, the prospective teachers are aware of the learner strategies, classroom management techniques, and general necessities for YLs classrooms that included in TEYL syllabus. YLs' teacher is viewed as learning partner in 3<sup>rd</sup> grade who gives opportunity to children to use socio-affective strategies to enhance their own learning while interacting with each other and also with the teacher by having a meaningful interaction.

Thereby, the learners are responsible for their own learning process, yet the teacher leads them to help by coordinating activities in the classroom as cooperative leader. In the same vein, Cameron (2001) stated the teacher should benefit from scaffolding by keeping YLs away from formal grammar as much as possible and getting them to have social interaction with both their peers and adults. He/she should give opportunities for children to be independent, autonomous language learners and communicate with people (Burnett & Myers, 2004).

Additionally, 3<sup>rd</sup> grade students' describing YLs' teacher as nurturer more than 2<sup>nd</sup> grade students do may mean that after TEYL course, they have realized the importance of a comfortable, friendly atmosphere for YLs during learning process. As Vickery (1999) suggested, a psychologically secure classroom with a patient, positive teacher can contribute to student's learning. A great amount of support and affirmation encourages children to learn the language (Burnett & Myers, 2004). To sum up, it can be said that 3<sup>rd</sup> grade students have become more aware that YLs should be given special care by having a good relationship (Harmer, 2001).

Furthermore, it can be observed that the 3<sup>rd</sup> grade students are more conscious about the necessities to teach young learners after getting TEYL course by describing the YLs teacher as molder who shapes students with education. Providing sufficient time, opportunities for children to experiment with their new language, feedback on their learning and assistance for children's noticing the underlying pattern in language should be considered so that the YLs teacher can create the right kind of learning environment (Moon, 2000).

As a result, the following findings are among the most important ones to be discussed.

- This study comprised of a total of 130 English language teaching undergraduate students at Çanakkale Onsekiz Mart University. There were 47 female, and 12 male participants in their 2<sup>nd</sup> year, and 43 female and 28 male 3<sup>rd</sup> year students.

- The results of the current study indicate that prospective English language teachers produced 99 valid metaphors in total.
- 2<sup>nd</sup> year students developed 48 metaphors while 3<sup>rd</sup> year students produced 51 metaphors under 15 themes.
- Of all the themes that emerged from the metaphors given by both 2<sup>nd</sup> and 3<sup>rd</sup> year ELT students, it appears that the category of “teacher as source of knowledge” was the most commonly reported one at 19.23%.
- According to the results, the second most popular reported theme at 16.15% of the submitted metaphors fell under the category of “teacher as cooperative leader”, closely followed by “teacher as source of fun” at 12.3%.
- “Teacher as nurturer” and “teacher as source of fun” were emerged in joint place at 10%.
- “Teacher as role model”, “teacher as molder”, “teacher as interest arouser”, and “teacher as agent of change” were the next most common categories (8.46%, 5.38%, 4.61%, and 3.07%, respectively).
- Of all the themes, the lowest percentage belongs to the category of “teacher as patchwork” and “teacher as eager beaver” (0.76%).
- The categories of “teacher as scaffolder”, “teacher as provider of tools”, “teacher as repairer/curer” and “teacher as authority” had the second smallest proportion with 2.30%.
- While the category of “teacher as source of knowledge” had the highest percentage in 2<sup>nd</sup> grade (37.2%), the category of “teacher as cooperative leader” had the highest percentage in 3<sup>rd</sup> grade (25.35%).
- There were not any students in 2<sup>nd</sup> grade who generated metaphors related to the categories of “teacher as agent of change” and “teacher as patchwork” (0%).

- In 2<sup>nd</sup> grade, the categories of “teacher as molder”, “teacher as repairer/curer” and “teacher as eager beaver” had the lowest percentage (1.69%) after the categories of “teacher as agent of change” and “teacher as patchwork”.
- There were not any students in 3<sup>rd</sup> grade who generated metaphors related to the categories of “teacher as scaffolder” and “teacher as eager beaver” (0%).
- In 3<sup>rd</sup> grade, the categories of “teacher as provider of tools”, “teacher as authority” and “teacher as patchwork” had the lowest percentage (1.40%) after the categories of “teacher as scaffolder” and “teacher as eager beaver”.
- There is no metaphor with negative connotation among the metaphors produced by 2<sup>nd</sup> and 3<sup>rd</sup> year students.
- The metaphors related to family such as ‘mother’ (n=1), ‘parent’ (n=2), ‘figure of mother’ (1), and ‘father and mother’ (n=4) that were generated by all students (n=130) had the highest frequency under the theme “teacher as nurturer”.
- The metaphors ‘director’ (n=3), ‘leader’ (n=3), ‘orchestra leader’ (n=3) that were generated by all students (n=130) had the highest frequency under the theme “teacher as cooperative leader”.
- The metaphor ‘clown’ (n=5) under the theme “teacher as source of fun” had the highest frequency.
- The metaphors related to family such as ‘mother’ (n=2), ‘mother and father’ (1), ‘family figure’ (n=1), ‘father’ (n=1) and ‘parent’ (n=1) were among the most commonly used ones under the theme “teacher as nurturer”. The same metaphors were also used under the theme “teacher as source of knowledge”.
- The metaphors ‘child’ (n=4) and ‘friend’ (n=7) had the highest frequency under the theme “teacher as learning partner”.



- The metaphor 'role model' (n=8) had the highest frequency under the theme "teacher as role model".
- The metaphor 'cook' (n=2) had the highest frequency under the theme "teacher as molder".
- The metaphor 'doctor' (n=2) had the highest frequency under the theme "teacher as repairer/ curer".
- The percentage of female students under the themes "teacher as nurturer", "teacher as source of fun", "teacher as source of knowledge", "teacher as learning partner", "teacher as scaffolder", "teacher as repairer/curer", "teacher as agent of change" and "teacher as patchwork" was higher than the percentage of male students in both grades.
- The percentage of male students under the themes "teacher as cooperative leader", "teacher as authority", and "teacher as eager beaver" was higher than the percentage of female students in both grades.
- In 2<sup>nd</sup> grade, the theme "teacher as source of knowledge" had the highest percentage of female students (38.2%) while none of the female students generated any metaphors under the theme "teacher as eager beaver", and "teacher as agent of change".
- In 2<sup>nd</sup> grade, the theme "source of knowledge" had the highest percentage of male students (33.3%) while none of the male students generated any metaphors under the themes "teacher as molder", "teacher as scaffolder" and "teacher as source of fun".
- In 3<sup>rd</sup> grade, the theme "teacher as cooperative leader" had the highest percentage of female students and male students (23.2%, 28.5%, respectively). However, none

of the female and male students generated any metaphors under the themes “teacher as scaffolder” and “teacher as eager beaver” in both grades.

- There are some metaphors that were used in different themes. For example, the metaphors related to family such as ‘mother’, ‘father’, ‘parents’ were used for both “teacher as source of knowledge” and “teacher as nurturer”.
- The metaphor ‘farmer’ was used under the theme “teacher as source of knowledge” and “teacher as nurturer”.
- The metaphor ‘leader’ was used under the theme “teacher as cooperative leader” and “teacher as agent of change”.
- The metaphor ‘guide’ was used under the theme “teacher as cooperative leader” and “teacher as role model”.
- The metaphor ‘coach’ was used under the theme “teacher as cooperative leader” and “teacher as interest arouser”.
- The metaphors ‘actor’, ‘actor/actress’, ‘thespian’ were used under different themes such as “teacher as source of fun”, “teacher as role model”, and “teacher as patchwork”.
- The metaphor ‘friend’ was used under the theme “teacher as source of fun” and “teacher as learning partner”.
- The metaphor ‘gardener’ was used under the theme “teacher as molder” and “teacher as nurturer”.
- The metaphor ‘artist’ was used under the theme “teacher as interest arouser” and “teacher as provider of tools”.

## **Implications**

As active participants of the learning process, learners' beliefs have significant aspects in educational setting. The beliefs they hold influence their behaviours and learning. As Horwitz (1987) states, learners come to the classroom with preconceived notions, in addition; they can hold misconceptions. Their beliefs can affect the learning process positively or negatively. It is important to uncover the perceptions of both learners and teachers since they play a crucial role in understanding their behaviour and improving the learning/teaching environment (Kesen, 2010). In this respect, revealing students' beliefs contribute to the improvement of learning and teaching. Therefore, studies can be done during the term with the intention of identifying the perceptions of prospective teachers related to young learner teacher. Since metaphors that people use shape their attitudes and professional practices these perceptions should be taken into account to design a new syllabus with the new course content. Consequently, prospective teachers can be made more conscious by means of metaphors about how to teach English to YLs, what their roles are in the learning/teaching process, so they can adopt their own teaching styles and strategies by enhancing their self-awareness and professional development.

Oktaý and Osam (2013) highlight the idea that understanding and reflecting thier own perceptions related to language teachers' roles is essential for teachers to improve professional preparation and teaching practices. Hence, pre-service and in-service teachers may join in seminars and courses in order to increase awareness about their own perceptions. Additionally, they can be up-to-date by identifying needs and improving themselves with the help of these kinds of professional development activities.

Besides, Nikitina and Furuoka (2008) suggested that 'asking the students to write their own metaphors about language learning may help language educators to understand specific characteristics of a particular education context and create a classroom that accommodates the

polyphony of voices and opinions' (p.208). Therefore, metaphorical perceptions can be examined not only for TEYL course but also for other courses. In this way, the contents of courses may be revised in order to get the students to have positive feelings about predetermined teacher roles.

### **Limitations and Suggestions for Further Research**

This study has some limitations. First of all, the number of participants was limited and conducted just in Çanakkale Onsekiz Mart University, ELT Department. For further research, a number of universities that have ELT department can be used to have different or more significant results. Additionally, a research can be conducted with the universities from different countries to find out whether there is a global difference in terms of the perceptions of prospective English language teachers with regard to an English teacher who teaches English to YLs.

Secondly, just a self-designed metaphor elicitation sheet was used for the study due to time limitation. For further studies, interviews can be done with students or teachers. In addition, this questionnaire asks about the grade and gender information of the students. Individual variables such as social and economic background, and language proficiency may be taken into consideration in the analysis of the data apart from gender and grade variables for further studies.

All in all, this study is different from the current studies as it focuses on the perceptions about the English teacher who teaches English to YLs and it examines the effectiveness of TEYL lesson. Therefore, this study gives a chance to the researchers in order to obtain a complete picture more on this subject considering the limitations.

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## APPENDICES

### Appendix A.

A self-designed metaphor elicitation questionnaire

## QUESTIONNAIRE

Dear participant,

This study aims to find out the metaphorical perceptions of ELT students in regard to their concept of an English Language Teacher who teaches English to young learners. Please fill in the sheet below to write the metaphor you would use to describe an English teacher teaching English to young learners and elaborate on your reasons for choosing that specific metaphor.

Thank you for your participation.

Instructor Gülşah TERCAN

[gulsahtercan@hotmail.com](mailto:gulsahtercan@hotmail.com)

**Name:**

**Gender:**

**Age:**

**Class:**

An English teacher who teaches English to young learners is a/an .....  
because.....

**Appendix B.**Metaphorical Images Proposed by 2<sup>nd</sup> Grade ELT Students

Conceptual categories	Exemplar metaphors	Entailments (because....)
Teacher as source of fun	Opportunity Actor Toy Funny commander Clown (4)  Game friend Cartoon character	Giving many different possibilities to enjoy English (s1) Playing games to teach something, having funny lessons (s2) Being both funny and useful (s3) Being enjoyable while teaching (s4) Adding fun to lesson, playing games, singing (s5) Doing different activities, games, drama etc. (s8) Being enjoyable teacher, cause YLs like playing game (s9) Making children happy (s50) Playing games with the children (s6) Teaching while entertaining young learners (s7)
Teacher as cooperative leader	Mayor Maestro in orchestra Leader	Giving rules, helping student when there is a problem (s10) Being the leader of a group (s47) Leading students during learning process (s48)
Teacher as authority	Authority Master	Controlling and ruling the class (s11) Controlling everything (s52)
Teacher as molder	Baker	Mixing ingredients like the baker in a suitable way, creating a product (s12)
Teacher as repairer/curer	Doctor	Saving students like doctor by teaching English.(s13)
Teacher as learning partner	Child	Being a child to understand YLs (s14)
Teacher as provider of tools	Artist Supervisor	Drawing, acting, providing YLs with concrete things (s15) Providing YLs with whatever they need (s53)
Teacher as interest arouser	Fire Fable character	Being energetic, lightening students (s16) Grabbing attentions of learners (s49)
Teacher as scaffolder	Guide Rose Traffic signboard	Facilitating learning, helping to learn (s17) Helping children to improve their English (s18) Giving idea about the way that students follow (s55)
Teacher as nurturer	Family figure Parent Mother/father Water Mother	Behaving as if they are always right (s19) Making children feel warm feelings (s20) Being close like mother or father (s21) Being essential for students to learn, growing them up (s22) Using mother techniques for children to obey (s23)



Teacher as role model	Model (4)  Guide Idol	Being a model because YLs want to be like himr/her (s24) YLs tend to behave like their children (s25) Being a model for YLs life (s26) YLs imitate their teachers (s27) Being a crucial sample for student's whole life (s28) Establishing students' approach to language during life (s54)
Teacher source of knowledge	Mother/father (4)  Actor (2)  Parent Tree Rainbow Figure of mother  Traveller Social network Shining sun (2)  Candle Sun Family Singer Guide  Trainer  Umbrella Mother	Teaching like mum with patience, love (s29) Teaching as if she teaches her own children, making safe (s33) Helping YLs, because they do not have enough knowledge (s42) Teaching a new language like father or mother (s57) Playing with language, being an example for YLs to talk (s30) Being knowledgeable and teaching in every way (s38) Teaching English from the beginning (s31) Having all information (s32) Having information and giving it to students (s34) Teaching everything from the beginning, making comfortable (s35) Teaching about culture, different topics (s36) Knowing lots of things (s37) Spreading knowledge on YLs (s39) Giving light, namely information (s43) Passing knowledge to students (s40) Educating YLs giving more information (s41) Teaching like the first language (s44) Giving messages to students (s45) Helping students to learn more about a foreign language (s46) Educated YLs for whatever they encounter in their lives (s56) Giving basic components of English (s59) Starting to teach a new language (s58)
Teacher as Eager Beaver	Ant	Being in need to work hard. (s51)

## Appendix C.

### Metaphorical Images Proposed by 3<sup>rd</sup> Grade ELT Students

Conceptual categories	Exemplar metaphors	Entailments (because....)
Teacher as molder	Cook Chef Gardener Engineer Architect	Preparing students in a good way (s1) Growing a person adding whatever necessary like ingredients (s2) Giving form to the students (s3)
Teacher as authority	F&B Manager	Controlling students (s4)
Teacher as source of knowledge	Farmer Moon Parent	Planting information in children's mind (s7) Illuminating students with knowledge (s30) Teaching new things (s31)
Teacher as cooperative leader	Guide Movie director Leader (3)  Director (3)  Maestro Coach Captain Prince Orchestra leader (3)  Moderator Manager Captain Conductor	Showing how to acquire or learn target language (s8) Directing students (s9) Leading students during learning process (s10) Leading YLs during learning process (s63) Managing all students (s68)  Directing the classroom (s11) Directing the class like in movie set (s66) Directing everything in the classroom for teaching properly (s70)  Giving direction to solve problems (s12) Managing classroom (s13) Managing students strictly (s14) Managing everything in the classroom, leading students (s15) Organizing students to get better results (s65) Making students adapt, organizing them (s67)  Directing, leading students (s62) Managing the class (s64) Managing the learning process (s69) Managing behaviours of the students, and the lessons (s71)
Teacher as interest arouser	Coach Babysitter Motivation Artist	Coordinating students, being aware of recent events (s16) Being cheerful, energetic to make children like English (s46) Keeping the interest of YLs, motivating them (s47) Showing many skills to improve students (s54)
Teacher as nurturer	Father Babysitter Gardener (2)  Parent Sunshine giver Mother Farmer	Being compassionate towards YLs (s17) Caring children (s55) Growing children (s56) Caring children (s61)  Helping YLs for everything (s57) Helping YLs grow, learn (s58) Showing affection, love to YLs (s59) Helping children to grow well (s60)
Teacher as learning partner	Child (3)	Being a child for being an effective teacher (s18) Making children relax being one of them (s39) Behaving like a child to know their needs to understand them (s41)

	Buddy Mechanic Friend (7)	Creating a trustworthy environment (s19) Understanding students' feelings, responding them (s20) Having a good communication with students (s21) Making children feel safe (s38) Behaving like children, to be liked (s40) Behaving like YLs to enjoy together, to be listened (s42) Encouraging YLs being one of them (s43) Making YLs learn better together by a good communication (s44) Participating activities (s45)
Teacher as role model	Actor/actress Role model (4)	Having different roles to teach YLs (s22) Educating and affecting children for life (s23) Affecting students' behaviours (s24) Being an example because students tend to act like teachers (s25) Being a model since the beginning (s33)
Teacher as patchwork	Thespian	Having lots of roles, features (s29)
Teacher as molder	Engineer Architect Cook  Chef Gardener	Building essential structure (s48) Giving shape to YLs like constructing a build (s49) Making students occupied, putting necessary things together (s50) Creating a person like mixing ingredients for a meal (s1) Deciding on things to create a good student (s2) Giving form to students (s3)
Teacher as agent of change	Lifestyle coach Guide Leader Window	Helping students to decide for their future carrier, life (s26) Setting up students' future plans about life (s27) Preparing students for real life (s28) Being a window opening to world, to life (s32)
Teacher as source of fun	Showman Clown (2)  Theatre Enjoyable partner Sportsman	Doing different, effective, enjoyable activities (s5) Making children entertain, and learn by fun (s6) Being funny to teach (s37) Amusing students with a big talent (s34) Teaching by games, song, role plays (s35) Enjoying students with different activities such as games (s36)
Teacher as repairer/ curer	Doctor Grease monkey	Determining the deficiencies of students, solving them (s51) Detecting and repairing the problems (s52)
Teacher as provider of tools	Organizer	Organizing lesson, preparing materials (s53)