GAINING INSIGHTS INTO PREPARATORY SCHOOL INSTRUCTORS' AND STUDENTS' METAPHORICAL IMAGES OF EFL WRITING INSTRUCTORS THROUGH METAPHOR ANALYSIS

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JANUARY 2016

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A THESIS SUBMITTED TO THE

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

OF

BAHÇEŞEHİR UNIVERSITY

BY

Kaya Nur ÇALIŞIR GÖVENÇ

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR

THE DEGREE OF MASTER OF ARTS

IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

JANUARY 2016

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ABSTRACT

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Master's Thesis, Master's Program in English Language Education

Supervisor: Assist. Prof. Yeşim KEŞLİ DOLLAR

January 2016, 103 pages

The purpose of this study is to investigate the English Preparatory School instructors' and students' metaphorical images of English as a Foreign Language (EFL) writing instructors at a foundation university in Istanbul, and also, explore whether there is any consistency of the conception of metaphorical images of EFL writing instructors given by preparatory school students and preparatory school English instructors. A sample of 58 EFL instructors and 335 students participated in this study. Data was obtained through metaphor surveys and semi-structured interviews. The findings of the study showed that most of the instructors and students have a tendency to generate metaphors in the Learner-Centered Growth perspective. It is also suggested that preparatory school instructors' and students' metaphorical images and cognitions of EFL writing instructors should be surfaced and acknowledged. Therefore, EFL writing instructors should look into their teaching ways and styles to detect good or other parts to consider in their teaching styles under the light of tacit and unexamined thoughts coming from both students and instructors. Lastly, EFL instructors, teacher educators and trainers may have an idea how they are perceived, how they teach and how students learn.

Keywords: Writing, Instructors, English as a Foreign Language (EFL), Preparatory School Students, Metaphor, Perception, Teacher Cognition

ÖZ

İNGİLİZCE OKUTMANLARININ VE HAZIRLIK ÖĞRENCİLERİNİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN YAZMA OKUTMANLARINA OLAN MECAZİ GÖRÜŞLERİ HAKKINDA METAFOR ANALİZİ İLE BİR BAKIŞ AÇISI KAZANMA

Çalışır Gövenç, Kaya Nur

Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Yöneticisi: Yrd. Doç. Yeşim KEŞLİ DOLLAR

Bu çalışmanın amacı, İstanbul'daki bir vakıf üniversitesindeki İngilizce okutmanlarının ve hazırlık öğrencilerinin, İngilizceyi yabancı dil olarak öğreten yazma okutmanlarına olan mecazi fikirlerini incelemek ve aynı zamanda, İngilizce okutmanlarının ve hazırlık öğrencilerinin İngilizceyi yabancı dil olarak öğreten yazma okutmanlarına olan mecazi fikirleri arasında herhangi bir tutarlılık olup olmadığını araştırmaktır. Elli sekiz İngilizce okutmanı ve üç yüz otuz beş hazırlık öğrencisi bu çalışmaya katılmıştır. Veriler, metafor anketi ve yarı yapılandırılmış görüşmeler ile toplanmıştır. Çalışmanın bulguları, birçok hazırlık okulu okutman ve öğrencisinin, Öğrenci Merkezli Gelişim bakış açısında metafor üretme eğilimi olduğunu göstermiştir. Ayrıca, hazırlık okulu okutman ve öğrencilerinin İngilizceyi yabancı dil olarak öğreten yazma okutmanlarına olan mecazi fikir ve bilişlerinin ortaya çıkması, kabul görmesi gerektiği sonucuna varılmıştır. Bu nedenle, İngilizceyi yabancı dil olarak öğreten yazma okutmanları, öğretimlerinlerindeki iyi ya da gözden geçirilmesi gereken yerleri bulmalı, kendi öğretme şekil ve yollarını hazırlık öğrencilerinden ve okutmanlardan gelen kelimelere dökülmemiş ve incelenmemiş fikirler ışığında gözden geçirmelidirler. Böylelikle, yazma okutmanları ve öğretmen eğitmenleri, yazma okutmanlarının nasıl algılandığı, nasıl öğrettikleri ve öğrencilerin nasıl öğrendiği konusunda fikir edinebilirler.

Anahtar Kelimeler: Yazma, Okutman, Yabancı Dil olarak İngilizce (EFL), Hazırlık Okulu Öğrencileri, Metafor, Algı, Öğretmen Bilişi

To my family and husband

ACKNOWLEDGEMENTS

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Introduction

In this chapter, information about background of the study, statement of the problem, significance of the study, research questions, assumptions and limitations of the study will be mentioned. Since there have not been a lot of studies about EFL writing instructors and students using metaphor analysis in literature, it inspired the researcher to conduct this research, which is expected to be helpful and a light for all the EFL teachers and researchers.

1.1 Overview

The fields of L2 writing and teachers cognition have become one of the essential research topics in recent years. There have been some studies on these areas separately (Borg, 1999; Borg, 2003; Hammerness, 2003; Seferoğlu, 2009; Korkmazgil, & Ölçü, 2009), but it seems difficult to find an exact and appropriate research if it is needed to combine them in a qualified study. Teachers' attitudes and beliefs have a great impact in the classroom environment, the relations to their students and their own learning process (Borg, 2003; Richardson, 1996).

Writing is a complex process, which requires written production of EFL learners. It can be observed that EFL learners have difficulties in writing compositions in another language. EFL learners are required to focus before, while and after writing stages deeply to be successful in L2 writing by most of the Preparatory Schools. They start to learn how to write academically. After process-based writing compositions during their modules, they will get high or low points for their products which have been finished within the time frame given by their instructors for a task achievement, coherence, cohesion, accuracy and diversity of vocabulary and grammar. In order to success, they sometimes trust on their beliefs and what they have brought into the class and felt about the writing course and their writing instructors. As good writing instructors, it is necessary to find out students' beliefs and attitudes towards writing and EFL writing instructors via something appropriate and useful such as metaphors. Therefore, this study may provide an opportunity for EFL writing instructors, students, researchers, and teacher trainers to

be aware of their attitudes and beliefs towards EFL writing instructors, students and writing lessons. Additionally, with light of this study and similar studies (Cabaroglu & Roberts, 2000; Norman & Spencer, 2005; Peacock, 2001) changing beliefs and attitudes in a different longitudinal study through metaphor conceptualization can be examined.

The use of metaphor in education, especially in terms of getting idea of instructors' and students' beliefs and previous experiences which have been brought with them to the classroom environment, is seen as a productive tool by Munby and Russel (1989). Thornbury (1991) focuses on the importance of uses of metaphor that consist of teachers' beliefs and values. These metaphors can give a deeper understanding on teachers' attitudes and beliefs about teaching and learning. Therefore, teachers' images of teaching and learning via metaphor will enlighten the ways of most of researchers, teacher educators to make them more effective in teaching. Perry and Cooper (2001) see metaphors as mirrors that provide a productive way to reflect on their professional lives, which are full of theoretical and practical knowledge about their fields. Leavy, McSorley, and Boté (2007) point out coherence and internal consistency that provide insights into ideas, which are not explicit. Thus, metaphors can serve to make implicit knowledge explicit through reflection. They are exact and perfect tools which are needed to unearth students' and instructors' beliefs and attitudes towards writing and EFL writing instructors subconsciously, and it leads a lot of researchers to reach some solid data and a deeper understanding of the creativity of human conceptualization, which comes from the hearts of participants, and they are ready to comment on and see all details in both written and spoken language (Freeman et al., 1999)

Looking at the significant thoughts about metaphor mentioned above by some of the researchers, the benefits of metaphor can be limitless in terms of students, instructors and teacher education. Therefore, the present study attempts to find out how EFL writing instructors are perceived both by themselves and their students taking writing lessons which are prerequisite for their departments in an English Language Preparatory School of a Foundation university through metaphorical image.

Being an EFL writing instructor, who can observe and detect her students' necessities in relevance to writing rules and tasks, deciding what she will give her students to make them move forward through modules, and being a good assessor and giving feedback at the right time, might seem to be difficult and even frightening especially in the first year of teaching. They can feel a big burden on their shoulders. As all instructors do, EFL writing instructors bring their previous beliefs, perceptions, and experiences to the stage where is full of unique EFL learners coming from different cultures. While the instructors try to find themselves and their ways in this new world, they should also be a good light for their learners.

The objective of this study is to bring some metaphorical images of EFL writing instructors with the support of preparatory school instructors' and learners' metaphors. By making use of students' and instructors' surveys and focusing group interviews; this study aims to fill the gap from the perspectives of metaphors, EFL instructors, and writing in preparatory classes.

1.2 Theoretical Framework

During the last two decades, there has been a gradual emergence of a different conception of teaching as a process of active decision-making informed by teachers' cognitions- the beliefs, knowledge, assumptions, theories, and attitudes about all aspects of their work teachers have. However, the topic of this study has been ever-growing body of research in a range of diverse instructional settings, in pre-service and in-service contexts, at various levels, and with respect to a wide range of subjects such as English and Science (Borg, 1999). Teacher cognition can be defined as "what teachers think, know and believe and the relationships of these mental constructs to what teachers do in the language classroom" (Borg 2003, p. 81). According to educational researchers, understanding teachers' ways of thinking about teaching, learning and other school-related issues means having an idea about their influence on their classroom practices and their own professional growth (Seferoğlu, Korkmazgil, & Ölçü, 2009).

Looking all these various contexts and settings mentioned above, it is clear that there is an extensive body of research on teachers' attitudes and beliefs. The common point of all the studies, which have been conducted so far, is that they have

focused on L2 grammar teaching (Borg, 2003; Ellis, 1991; Johnson, 1994). On the other hand, a limited work on L2 writing teacher cognition has been conduced and still remains as a big issue which should be dealt with in short time. Borg (2015) states that:

> A key factor driving the increase in research in teacher cognition, not just in language education, but in education more generally, has been the recognition of the fact that teachers are active, thinking decision-makers who play a central role in shaping classroom events (p. 1)

From the theoretical points of view, according to Richardson (1996), there are two perspectives on the role of beliefs in learning to teach. The first one is related to constructivist theories of learning, which explain that learners bring beliefs to teacher education program, so it can be influential in terms of what and how they learn. The second perspective focuses on belief change for teacher education. Student teachers' existing understandings and beliefs influencing learning process are significantly important in shaping what students learn and how they learn it (Borg, 2015; Seferoğlu et al., 2009).

Lee (2010) states that while much more attention has been paid to the needs of students who are learning how to write in EFL context, EFL writing teachers should also be taken into consideration to understand their needs, decisions, attitudes and beliefs towards students in and out of class. Villamil and Guerrero (2005) state that EFL teacher educators focus on the process by which student teachers form and develop ideas about the teaching of L2 writing which can get difficult in the first year of teaching experience. It is implied that it is not too late to consider in-service EFL writing teachers to scaffold them when they feel unqualified or insufficient.

Metaphor, which makes a lot of studies more creative and makes teachers' or students' feelings, beliefs and attitudes touchable, has been an important concept in the EFL world in recent years. Many years ago psychological studies on the influence of metaphor on mental representations had a few things to say about our goal, but later the explosion of research on learning and teaching in English has broaden our horizon as ELT dedicators. There are a lot of researchers who give various definitions of the term "metaphor". For instance, Lakoff and Johnson (1980a) state that metaphors are overarching, mostly shared understandings that support discourse and social cognition, so organize people's existence. They propose that

metaphor is, for most people, a device of the poetic imagination and rhetorical flourish- a matter of extraordinary rather than ordinary language. It is typically viewed as the characteristic of language alone, a matter of words rather than thought or actions. On the contrary, it is not just in language, it is pervasive in everyday life and as Lakoff and Johnson (1980b) state "It seems nearly impossible to get on well without metaphor" (p.3). Moreover, Berliner (1990) claims that "metaphors are powerful forces, conditioning the way we come to think of ourselves and others….They affect our thoughts in subtle but powerful ways" (p.2). While Perry and Cooper (2001) support this idea, they believe that metaphors help us shape what we say and how we form our thoughts about concepts via metaphors. Seferoğlu (2009) claims that recent research on teachers' beliefs to understand how teachers make sense of the classroom reflects a shift towards a qualitative methodology. Therefore, metaphor seems to be the best way to gather concrete data on this topic including teachers' or students' beliefs and attitudes on educational studies.

There have been plenty of researchers who used metaphors in gaining insight about pre-service or in-service teachers' ways of thinking, making decisions and their beliefs in various levels, contexts, and subjects (Aktekin, 2013; Belcher & Yiğitoğlu, 2014; Berliner, 1990; Chris & Cooper, 2001; Farrell, 2006; Furuoko & Nikitina, 2008; Goldstein, 2005; Hunby & Russell, 1989; Lakoff & Johnson, 1980a; Lakoff & Johnson, 1980b; Leavy et al., 2007; McEwan, 2007; Nunan, 1998; Pinnegar et all, 2010; Seferoğlu et all; 2009; Stofflett, 1996; Thornbury, 1991; Thomas & Beauchamp, 2011; Villamir & Guerrero, 2005; Yesilbursa, 2012). In the light of these studies conducted so far and with the support of metaphorical images of instructors and students, this study has an objective to find out the English preparatory school instructors' and students' metaphorical images of EFL writing teachers, and then to focus on the consistency between two various data.

1.3 Statement of the Problem

Writing English essays have been an important role for learners at the university level. Like in many countries where English is spoken as a foreign language, students first have to successfully pass in English at preparatory schools to fulfil the conditions of their department requirements To achieve their goals, they try to deal with their insufficient motivation, plenty of rules, which show the right ways

of writing English compositions, and follow their writing instructors who make their students' intrinsic motivation increase with the aid of their presence and materials in class. They lack motivation in terms of communication or creative production in writing. On the other hand, in high school, they may feel that they have to follow all homework or writing tasks because of teachers, administrators, or parents. At the end of their efforts, they will have an entrance exam such as a new college or university (Casanave, 2009).

Such factors have inevitably affected the tasks which are expected from EFL writing instructors at university level. They may feel under stress and a huge responsibility because of unmotivated, too high or too low level learners to be able to adapt themselves to learners' levels.

A lot of research studies that investigate the term '*teacher*' have been done for years. They have found the challenges that they encounter, and what *teacher* means for themselves in pre-service and in-service via metaphors for years. According to Casanave (2009), EFL writing instructors have to constantly deal with the question on how to integrate best activities in teaching context. When the focus has been on teacher for years, the problem is that EFL writing instructors shouldn't be underestimated. How are they seen by themselves and their students? How are they described?

As some of the problems EFL writing instructors faces in or out of class have been mentioned above, there are lots of studies dealing with various issues in writing, metaphors, or instructor education (Fenwick, 2000; Pinnegar et al., 2011; Seferoglu et. al., 2009; Stofflett, 1996; Thomas & Beauchamp, 2011; Villamil & Guerrero, 2005; Yeşilbursa, 2012; Yigitoglu & Belcher, 2014). However, it is difficult to find research studies on the metaphorical images of EFL writing instructors in the literature. To fill this gap, the consistency between metaphorical images of EFL writing instructors in the eyes of preparatory school instructors and students will be examined in this study.

1.4 Purpose

This study aims to investigate the English preparatory school instructors' and students' metaphorical images of writing instructors, and explore whether there is any consistency between their metaphorical images on their mind. As it is known in the literature, EFL writing instructors have difficulties in writing lessons in terms of students' motivation, feeling themselves not qualified enough in academic writing and leading students to apply the rules of academic writing to their compositions effectively. There haven't been any studies that aim to include both writing instructors and students' beliefs and attitudes towards EFL writing instructors at the same time. Most of the studies have focused on only teachers. More specifically, this study attempts to find out instructors and students' attitudes and beliefs towards EFL writing instructors separately, to examine how EFL writing instructors are perceived by instructors and students at a preparatory school such as an authority, guide, parents, or friends and finally, to learn about the consistency between their attitudes and beliefs to broaden most researchers' horizon to help EFL writing instructors.

1.5 Research Questions

The purpose of this study is to seek answers to the following questions:

1. What are the English preparatory school instructors' metaphorical images of EFL writing instructors?

2. What are the English preparatory school students' metaphorical images of EFL writing instructors?

3. What is the consistency of the conception of metaphorical images of EFL writing instructors given by preparatory school students and preparatory school English instructors?

1.6 Significance of the Study

'Teacher' and 'writing' are highly important terms in the EFL world and in an educational system. Instructors in English preparatory schools have different responsibilities and workloads giving different courses such as English main course, Reading and Writing lessons, Listening and Speaking lessons, English for Academic Purposes (EAP), and English for Special Purposes (ESP) lessons. Grabe and Kaplan

(1996) also draw attention to the distinct writing demands on English for Special Purposes (ESP) or English for Occupational Purposes (EOP) students and the demands, which may be very different from those on English for Academic Purposes (EAP) students. It may cause difficulty for instructors to focus on a specific area to teach in the class.

On the other hand, instructors' cognition has been an effect on instructors' teaching. According to Borg (2003), there have been various studies (Johnson, 1994; Numrich, 1996) showing that the cognitions shape language teachers' classroom practices. The classroom practices have different dimensions such as instructional concerns, levels of context, principles, pedagogical knowledge, their practical knowledge and beliefs (Borg, 2003, p.91). In regards to these dimensions, instructors may have positive or negative attitudes and beliefs towards any of the lessons or skills mentioned above. In spite of these difficulties, beliefs and attitudes they bring into the class, they are the ones who survive and try to teach their students the best regarding the objectives of their lessons. The writing instructors try to accomplish their lesson objectives, to get their students' attention to the lesson and to maintain it during the term.

The more research studies are done, the more data broaden EFL writing instructors, researchers, teacher educators and trainers' horizons to scaffold EFL writing instructors. On this purpose, this study will contribute the literature by investigating to unearth the preparatory school instructors' and students' metaphorical images of EFL writing instructors, and the consistency between their responses including metaphors. This study gives clear results and implications, which have simple, but deeper understanding about the issue for further studies. It is also crucial to prevent in and out of class problems related to the beliefs and attitudes towards EFL writing instructors. Concerning the importance of EFL writing instructors and students, there is a significant need to conduct this study in detail. In short, there have been a lot studies about the metaphorical images of teachers, however there are a few studies about the metaphorical images of EFL writing instructors and students, which will be reviewed in Chapter 2. by analyzing the consistency of the images and compare the results, this study aims to fill this gap in the literature.

1.7 Operational Definitions

EAP : English for Academic Purposes

ESP : English for Special Purposes

EFL : English as a Foreign Language

ELT : The teaching of English to speakers of other languages (Cambridge Dictionaries Online, 2014)

EOP : English for Occupational Purposes

L2 : Second Language

Chapter 2
Literature Review

2.1 Overview

In this chapter, an overview of foreign language teacher cognition, concepts of *writing teacher*, the difficulties they face in the classroom environment and the qualifications which are expected from an EFL writing teacher to be able to manage her students will be reviewed. Additionally, *metaphor* will be another important term in this study in the frame of examining deeper meaning given by a lot of researchers and metaphor in education.

To begin with, most teachers may have difficulties on several schools of subjects during years. The need of help to overcome challenges they have faced in the class is increased by unmotivated or too and/or high level students. It may be same in higher education from the point of EFL instructors' views at universities. Considering all levels of teachers and EFL instructors; in order to understand them deeply and support their need, teachers' attitudes and beliefs should be taken into consideration. To narrow down the study, EFL writing instructors at English preparatory school at universities are ones of teachers who survive to be useful and a guide. Additionally, the instructors teach and motivate their students who study English for their departments.

To be able to scaffold EFL writing instructors who often find themselves in need regarding teaching and motivating students in class and developing their personal qualifications in writing lesson at English preparatory school at universities, theorists state that metaphors have a powerful influence upon them, not just reflecting their attitudes, but also shaping their perspectives and their actions (McEwan, 2007). Looking at all these studies conducted so far, with the concepts of metaphorical images of instructors and students, this study has an aim to reach the English preparatory school instructors' and students' metaphorical images of writing instructors at a foundation university, and then to focus on the consistency between two various data.

2.2 Foreign Language Teacher Cognition

Since the mid-1980s, there has been a shift from teacher behaviors and skills to the focus on teachers' thoughts to understand teachers' ways of thinking about teaching, learning and other issues related to school. This shift leads teacher cognition to become one of the significant fields of research. It is believed that teacher cognition affects teachers' classroom practices and their professional life (Seferoğlu, 2009). Teachers' beliefs function as skeletal understanding that impact planning to teach as well as teacher interaction and action in the classroom environment (Hammerness, 2003).

Borg (1999) states that teacher cognition has been a research topic in a range of diverse instructional settings in pre-service and in-service contexts, at various levels (from kindergarten to adult education) in relation to a wide range of subjects (e.g. English, history) and specific subjects (e.g. vocabulary, grammar). According to Borg (1999),

> Teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized and context-sensitive networks of knowledge, thoughts and beliefs (p. 81).

According to Richardson (1996), there are three main sources of identifying teachers' beliefs. Firstly, personal experiences of individual teachers affect approaches to teach their students. Each teacher has different experiences and different life in and out of the classroom. Bruner (1986) and Lave (1988) state that language teacher education programs have failure to prepare teachers for the real life of the classroom environment (as cited in Crandall, 2000). Therefore, they can be affected easily by the positive or negative experiences in the personal stories and events in their lives. The second source of effect is the influence of experience with schooling and instruction on beliefs about children's learning and the role of teacher. This is considered to have more powerful effects on beliefs more than experiences which they have had during teacher education program. Lastly, Clift (1987) and Grossman (1990) state that teacher beliefs are affected by formal knowledge on the context of pedagogical knowledge, which is not as powerful as other factors (as cited in Leavy et al., 2007). In order to understand teachers' beliefs and attitudes towards teaching that teacher cognition research provides, there have been various

applications for teachers, teacher educators, and policy makers (Borg, 1999) (see Table 1)

Table 1

Applications of Research on Teacher Cognition

Insight into teachers' conditions allow us

- to understand discrepancies between theoretical recommendations based on research and classroom practice and hence to attempt to explain the lack of influence on practice of educational innovation (Clark & Peterson, 1986),
- to provide quality portraiture of teaching in all its complexity (Clark and Lampert, 1986),
- to provide policy makers in education and teacher education with the basis for understanding how best to implement educational innovation and to promote teacher change (Butt et al., 1992),
- to engage teachers in a form of reflective learning, by making them aware of the psychological bases of their classroom practice; to help teachers understand their mental lives, not to dictate practice to them (Clark & Lampert, 1986),
- to understand how teachers develop (Tobin and LaMaster, 1995),
- to develop a new conceptualization of teaching which supports and improves the quality of teachers' professional practice (Calderhead, 1987),
- to provide the basis of effective pre- and in-service teacher education and professional development (Goodman, 1988).

Source: (S. Borg, 1999, p. 23)

Junqueira and Payant (2015) claim that research on the beliefs of EFL writing teachers and the pedagogical choices that influence how they respond to student writing is much more insufficient. For instance, in a study conducted by Jodaie and Farrokhi (2012) including 30 EFL writing teachers from a private language institute were examined in terms of their perceptions towards corrective feedback practices. According to the results of questionnaire, it was clear that over half of the teachers favored comprehensive feedback (56.7 %) over selective feedback (43.3 %) (as cited

in Junqueira and Payant, 2015). Another study conducted by Ferris (2014) focused on the voice of writing teachers regarding beliefs about feedback practices. The survey was with college writing instructors ($N = 129$) working at eight different post-secondary institutions followed by interviews with volunteer participants from these respondents ($N = 23$). The focus of the interview was on their philosophies and beliefs towards responding to students' work. The results showed that teachers' practices are guided by a desire to build student confidence and to increase accountability (as cited in Junqueira and Payant, 2015).

Whereas research in L2 writing teacher cognition lead researchers to investigate teachers' perspectives and practices, they have some constraints There have been few studies which included classroom observations (Freeman, 1993; Woods, 1996). Most of the researchers conducted interviews, administered surveys, gave their reflections on their own development, or combined some of them to elicit teachers' thinking and practices (Yigitoglu and Belcher, 2014). In this study, surveys through metaphor and semi-structured interviews were conducted to reach the students' and the instructors' attitudes and beliefs towards writing instructors.

2.3 Writing in the EFL World

Writing has been an important field for all human beings for a lot of years. Here is the question to start thinking about writing: 'Is it possible to categorize writing like swimming?' Lenneberg (1967) states that human being universally learns to walk and talk whereas swimming and writing are known as learned behaviors (as cited in Brown, 1994). It is seen that while there are non-swimmers, poor swimmers, and excellent swimmers, it is same for writers. Brown (1994) searches for the answers of some questions such as "Why isn't everyone an excellent writer?, what is it about writing that blocks so many people, even in their own native language?". In order to answer these questions below, Brown (1994) suggests that teachers who dedicate themselves to teach writing looking into the three issues at first: process vs. product, which is mostly chosen in accordance with the aim of the course; contrastive rhetoric, which was given as patterns of written discourse by Kaplan (1966); and authenticity, which the development of writing skills have been concerned in applied linguistics over 50 years, and includes the development of writing abilities both for learners of English as a first language (L1) or as a second

language (L2) (Grabe & Kaplan, 1996). As the changes, L1 and L2 writing contexts and instructions have changed. As seen below, they are parts of an overview of writing theory and practice from applied linguistics perspective.

According to Grabe & Kaplan (1996, p.20), L2 writing instruction may:

- place writing demands on EFL students, and for some of them, English may not be perceived as a very important subject;
- place distinct writing demands on English for Special Purposes (ESP) students, or on English for Occupational Purposes (EOP) students – demands which may be very different from those on English for Academic Purposes (EAP) students planning to enter English medium universities;
- include writing demands on adult literacy and immigrant survival English students – both groups experiencing very different demands from those which occur in academic context;
- include academic writing demands in which a sophisticated level of writing is not a critical concern.

The nature of writing has also been another issue which must be considered. Grabe & Kaplan (1996) have some basic questions on this issue; "Why do people write?, What different sorts of writing are done by which different groups of people, and what different purposes?, and what constitutes writing?"(p.19). The need for writing has been significant during years even if it may not be realized enough. People engage in various writing types that may be important or not. Grabe & Kaplan (1996) state that there are many different functional sorts of writing that constitute common things depending on the context, task, and audience, may be classified functionally in different ways such as writing to identify, to communicate, to call to action, to remember, to satisfy requirements, to introspect, or to create, either in terms of recombining existing information or in terms of aesthetic form. Coxhead and Byrd (2007) also state that a lot of instruction in L2 writing for adult learners getting prepared for a degree in an English-medium college or university focuses on academic writing, which is similar to English preparatory school programs in this study.

Composing is another development level in which people may distinguish writing. It also includes the combining of structural sentence units into a more or less unique, cohesive and coherent larger structure as opposed to lists, forms, etc. Grabe and Kaplan (1996) state composing/ non-composing dichotomy in terms of audience in Table 2 below:

Table 2

Patterns of Composing with Differing Audience

Audience	Writing Without Composing	Writing With Composing	
		For knowledge telling	For knowledge transforming
Self	Shopping list	Personal diary	Journal' notes
One known other	Note to milkman	Personal letter	
One unknown other		Business letter	
Small group known		Lesson plan sermon	
Small group unknown	Questionnaire	Newsletter item	Proposal
Large group	Tax form driver's license application form		Poem, drama novel short story

Source: Grabe & Kaplan, 1996, p.22

Another significant dimension of writing in terms of students is motivation, which can be both intrinsic and extrinsic to write and develop their writing skills with the assistance of their teachers. According Noels (2001), in order to enhance motivation, there are three psychological needs ''(a) a sense of competency achieved through seeking out and overcoming challenges; (b) autonomy; (c) relatedness—being connected to; and esteemed by others belonging to a larger social whole'' (as cited in Lo & Hyland, 2007, p.220). In addition, Old father and West (1999) state that ''a sense of self-worth'' (p. 16) and ''self-determination'' (p. 17) are essential, and

learners need to be given ''ample opportunities for social interaction and self-expression'' (p. 16).

2.3.1 EFL writing teachers. "Becoming a writer is a complex and ongoing process, and becoming a writing teacher is no less". (Kroll, 1990, p.2) Looking at the quotation above, it is clear that becoming an EFL writing teacher is a difficult task that needs to be paid much more attention than it is thought. There have been various studies, which have paid attention to the needs of students who learn to write in accordance with language requirements of their departments or schools. All EFL writing teachers can do anything to lead students to help themselves how to cope with the challenges of writing in a foreign language, which can be much difficult in different levels (Hirvela & Belcher, 2007). There have been various researchers who are interested in writing and writing teachers. For instance; while Lee (2003) focuses on L2 writing teachers' beliefs and practices of error feedback, Cumming (2003) finds out conceptualization, plan, and delivery of writing courses. Additionally, Lee (2010) explores writing teachers' perspectives about their own development as writing teachers. Whereas these studies provide some understanding of L2 writing teacher cognition, L2 writing teachers' beliefs about themselves as learners of L1 and L2 writing is not focused specifically, which can be searched as a further study (Belcher & Yigitoglu, 2014).

Theories of L2 writing teacher cognition and teacher education can be expanded by gaining insights into the information about not only teachers' beliefs about certain aspects of the teaching and learning of writing, but also their beliefs about themselves as learners and writers in their L1 and L2, which can affect how they perceive the teaching and learning of L2 writing (Belcher and Yigitoglu, 2014). To get attention to writing, the *Journal* of *Second Language Writing* devoted a whole issue to L2 writing teacher education (Lee, 2010). Lee (2010) also states that there is not enough knowledge about how writing teacher education can impact teacher learning, which is one of the reasons to conduct this study including EFL writing instructors at English preparatory school. There is a gap that needs to be clear that EFL writing instructors and students' metaphorical images of EFL writing instructors. If their beliefs and attitudes are embodied with their own words, teacher educators and trainers can detect EFL writing teachers' problems clearly, and provide appropriate solutions in order not to make the effects of writing teachers'

beliefs and attitudes on class interrupt their students and classroom environment negatively.

2.4 Metaphor

Until a few decades, philosophers have had a tendency to berate metaphor as dangerous or to ignore it. The philosophy of language has just focused on literal language, not metaphor, which is also treated as if it were the result of some operation performed upon the literal meaning of the utterance. However, *conventional metaphors* are important parts of our everyday way of thinking, speaking, and acting. It is understood that gaining insight of conventional metaphor and the way that metaphor structures our normal conceptual system will sooner or later provide a new "experientialist" perspective on classic philosophical problems, such as nature of meaning, truth, and knowledge (Lakoff & Johnson, 1980a).

A lot of researchers provide various definitions of the term "metaphor". Lakoff and Johnson (1980a) state that metaphors are overarching, mostly shared understandings that support discourse and social cognition, so organize people's existence. They state that metaphor is, for most people, a device of the poetic imagination and rhetorical flourish- a matter of extraordinary rather than ordinary language. It is typically viewed as characteristic of language alone, a matter of words rather than thought or actions. On the contrary, it is not just in language, it is persistent in everyday life. "It seems nearly impossible to get on well without metaphor" (Lakoff & Johnson, 1980b, p.3). Moreover, Berliner (1990) thinks that "metaphors are powerful forces, conditioning the way we come to think of ourselves and others….They affect our thoughts in subtle but powerful ways" (p.2). While Perry and Cooper (2001) support this idea, they support that metaphors help us shape what we say and how we form our thoughts about concepts via metaphors.

According to Lakoff and Johnson (1980b), the concepts which manage our thoughts are not just related to the intellect. They also govern our ordinary functioning, including most of the details. Our concepts structure what we perceive and their relations to other people. In defining everyday realities, our conceptual systems have a significant role. If the idea which tells that conceptual system of people is largely metaphorical is true, the way people think, what they experience,

and what they do every day is very much matter of metaphor (Lakoff & Johnson, 1980b).

To have an idea what it could mean for a concept to be metaphorical, an example *argument* is given by Lakoff and Johnson (1980a, p.454). The conceptual metaphor is *Argument is War.* Looking at the variations below, there are lots of reflections in everyday language of people:

ARGUMENT IS WAR

Your claims are *indefensible.*

He *attacked every weak point* in my argument.

His criticisms were *right on target.*

I *demolished* his argument.

I've never *won* an argument with him.

You disagree? Okay, *shoot*!

If you use that *strategy,* he'll wipe you out.

He *shot down* all my arguments.

It is an important point to see that arguments were not discussed in terms of war above. Winning or losing, attacking someone's position and defending ours, planning and using strategies, finding a position indefensible, and taking a new line of attack are many of the things people do in arguing in relation to the concept of war. It shows the features of verbal battle instead of physical one. It can be stated that it structures the actions we perform in arguing. Lakoff & Johnson (1980a) states:

The essence of metaphor is understanding and experiencing one kind of thing or experience in terms of another (p.455).

However, metaphorical concepts might be extended beyond the range of normal literal ways of thinking and talking into a different range such as the range of what is called figurative, poetic, colorful, or fanciful thought and language (Lakoff &

Johnson, 1980b). Lakoff and Johnson (1980a) state that "If ideas are objects, we can dress them up in fancy clothes, juggle them, line them up nice and neat, etc" (p.460).

2.4.1 Metaphor Types. In order to reach details, what is involved in the metaphorical structuring of a concept or system of concepts, to identify Lakoff & Johnson's three basic domains of conceptual structure and to try to find some of the systematic connections among and within them is needed. Since these three domains-physical, cultural, and intellectual- can be similar, describing them sharply is really a difficult task (Lakoff & Johnson, 1980a).

2.4.1.1 Structural metaphor. Structural metaphors are the cases where one concept is metaphorically structured in terms of another. For instance, argument is structured in terms of war. Structural metaphors mostly include a concept from one domain such as war as a physical or cultural phenomenon to structure a concept from another domain such as argument in an intellectual concept, but in a cultural content.

2.4.1.2 Physical metaphor. They involve the projection of entity or substance status upon something not having that status inherently. These kinds of metaphors give us an opportunity to view events, activities, emotions, ideas, etc. entities for different purposes such as referring, categorizing, grouping, or quantifying. For instance:

The brutality of war dehumanizes us all. (Identifying aspects)

You've *too much hostility* in you. (Quantifying)

It is difficult to notice physical metaphors since they are hardly ever noticed. They are needed in everyday conceptualizing and functioning (Lakoff & Johnson, 1980a).

2.4.1.3 Orientational metaphor. Orientational metaphor is the last type of conventional metaphor. It does not structure a concept with another. Instead of structuring, it organizes total system of concepts with respect to one another. The reason to call them "orientational" metaphor is that most of them are related to spatial orientation such as UP-DOWN, FRONT-BACK, ON-OFF, and DEEP-SHALLOW. The fact that the concept HAPPY is oriented UP leads to English expressions like "I am feeling up today. That boosted my spirits. My spirit rose. You

are in high spirits". On the other hand, SAD means DOWN when analyzed in terms of our physical and cultural experience. It means "I am feeling down. I am depressed. He is really low these days. My spirit sank" (Lakoff & Johnson, 1980a).

2.4.2 Metaphor in education. Recently metaphor has been started to be used as an educational tool in second language education. There has been a shift towards qualitative methodology on teacher beliefs studies through surveys, observations, and interviews as the most widely employed data collection techniques in teacher cognition. Since researchers had difficulty in reaching teachers' deeper beliefs and attitudes, which they bring into the classroom towards language learning and teaching, bringing use of metaphor into classroom may enlighten the dark side of education as much as possible. In spite of that, there is a lack of sufficient study on the metaphors held by instructors at higher education level, especially in the combination of different fields of education- *writing* and *instructors*. These fields should highly be demanding in terms of instructors at high levels such as English preparatory schools since they face various problems including their own and their students' motivation, insufficient field knowledge, self-development.

Oxford et al. (1998) say "Metaphor has the power to enhance the subject's understanding of educational problems and thus increase perspective-consciousness" (p.5). Additionally, Saban, A., Kocbeker and Saban (2007) state that "Metaphors seem to provide a powerful cognitive tool in gaining insight into prospective teachers' Professional thinking" (p.123), which show that it can be used under different studies. Seferoğlu (2009) also claims that recent research on teachers' beliefs to understand how teachers make sense of the classroom reflects a shift towards qualitative methodology. Furthermore, metaphors are not just concepts suggesting specific perspectives and ideas; they can also help teachers' thinking and understanding of structure of the events, and consequently have an effect on their behaviors (Lakoff & Johnson, 1980b; McEwan, 2007). Since metaphors infuse their language, they might not recognize the strengths and limitations carried in their messages (Bailey, 2000). According to Munby and Russel (1989), exploring teaching metaphors is an effective way to unearth and reflect upon hidden beliefs and concepts about teaching. Weber and Mitchell (1996) state that most of the studies on metaphor in teacher education centers on the search for appropriate and effective metaphors to conceptualize teaching. The metaphors that were chosen by different

authors to recall the particular images and ideologies of teaching that underlie their own work. Additionally, similes have also been accepted as metaphors by the researchers in the recent educational studies. They try to diminish the contrast between metaphor and simile since they can be considered members of the same cognitive category (Freeman et al., 1999).

Looking at the studies mentioned above and more, use of metaphor in education; especially to uncover teachers' and students' beliefs and attitudes towards second language teaching and learning, have brought new aspects in the frame of educational research in teaching and learning new languages (Alger, 2009; Botha, 2009; Cerit, 2008; Forceville, 2002; Inbar, 1996). Therefore, it can be focused on that doing research by metaphor on EFL writing instructors may help them find out themselves as leading them to reflective thinking, spot the problems which they face to in-out of class and try to solve. In short they may develop their professional roles and feel satisfied at the end through metaphor analysis, which will fill the gap in this field.

2.5 Relevant Former Studies on EFL Teachers, Writing, and Metaphor Use

This study is inspired by many researchers in the field of ELT, especially on EFL teachers, their metaphorical images by themselves, and writing teachers and their needs in general. There are a few relevant studies below which will be summarized in terms of the relevance to this study. (Pinnegar et al., 2011; Seferoglu et. al., 2009; Stofflett, 1996; Thomas & Beauchamp, 2011; Villamil & Guerrero, 2005; Yesilbursa, 2012; Yigitoglu & Belcher, 2014).

As the first relevant study, Stofflett (1996) conducted a study on a graduate-level teacher education course intended to facilitate teachers' understanding of the relationship between theory and practice. Teachers were asked to develop metaphors grounded in their personal histories as learners and educators. Four case studies are described and summarized deeply. Many of the participant teachers struggled with metaphor development. However, they found this process valuable to combine their cognition and practice. The results showed that as the teachers were already using metaphors in their daily lives to express their views about learning and teaching, most of them were not aware of using them as practice. The process of developing

their metaphors allowed them to look through their personal histories, and reorganize their conceptualization of their teaching practice.

According to another study conducted by Pinnegar et al. (2011), exploring how entering female pre-service teachers position themselves- the plotlines, obligations, responsibilities and duties they are prepared to enact, the expectations they have for future students, and the implications for teacher education were researched. The sample data was collected by 20 individually structured autobiographical narratives that included the applicants' decision path towards becoming a teacher and experiences they had acting in teaching and leadership roles, the best and worst learning experiences among 700 applicant autobiographies stored during approximately 2 years. That qualitative data- autobiographical statement was analyzed by a particular analytic tool called as *triad*. 12 plotline metaphors were found at the end the study: teacher as a celebrity, creator, expert, friend, leader, learner, mentor, nurturer, performer, redeemer, scaffolder, and self-sacrificer. These findings lead teacher educators think of the impact of belief, metaphor, or vision on teachers' teaching, and the relevance between the impact on teacher learning and teaching practice, which the later one is bigger.

The next significant study called "Gaining insights into teachers' ways of thinking via metaphor" is from Seferoğlu et al. (2009). The purpose of the study is to explore metaphorical images of pre-service and in-service teachers as windows into their schemata for thinking about "teachers". Data collection included three groups which were 58 junior year students studying English teaching program, 92 senior year students registered in the same service program, and 70 in-service English language teachers. Using metaphor elicitation method, the participants were supposed to complete the rest of the writing stem "A teacher is …" which required a metaphor or simile. According to the results of analysis, "teacher as a guide" was conceptualized by all the groups of participants. The results provided significant implications for teacher education programs and it is suggested that teachers' pre-training cognitions regarding teachers and teaching should be taken into consideration and that they should be seen as source to reach tacit or unexamined beliefs into objectively rational beliefs since these beliefs can affect their how they teach and how students learn.

Furthermore, Villamil and de Guerrero (2005) conducted a study called "Constructing theoretical notions of L2 writing through metaphor conceptualization" with 10 students on a graduate course on writing theories, which inspired me this study to be conducted as well. The research focused on the impact of intervention through metaphorical conceptualization and reflection on student teachers' theoretical beliefs about L2 writing. By means of collecting data, two perspectives were taken into consideration: a) their own observations as teachers and researchers about the students' changes in their original, alternate, and adopted metaphors and (b) the participants' own views about the impact of metaphor on their conceptualization of writing. For data collection procedure, participants were supposed to write an Introspective Learning Log to analyze their assumptions and beliefs about the teaching of writing. As part of Entry I, they completed similes: "An ESL writer is like. . ."and "An ESL writing teacher is like . . ." In Entry 2, they were asked to give details about the underlying theories and assumptions in their metaphors as well as the implications for daily practice. After a while, in Entry 3, the participants were supposed to create new metaphors for both the ESL writer and writing teacher considering what had been learned through class discussions. On the tenth week, participants shared with their classmates the metaphors they had previously given in their entries and explain their rationale. While Entry 4 asked them to examine the metaphors generated by their classmates, in Entry 5, at the end of the course, the participant submitted an overall evaluation on those conceptualizing processes.

Following study is "Understanding new teachers' professional identities through metaphor" by Thomas and Beauchamp (2011). The aim of the study was to find out the metaphors new teachers use to describe their professional identities and compares metaphors chosen immediately following graduation with metaphors which they chose through their first year of teaching. The results showed that new teachers had different modes between two years. While they see themselves as ready for the challenge in the last year of their program, they make a shift to a survival mode in the first year of teaching. According to the metaphors given by teachers, new teacher have difficulties to develop a professional identity during their first year, which is gradual, complex and mostly problematic. As implications, it can be said

that more emphasis should be given to explore professional identity in pre-service programs.

Lastly, one of the relevant studies about our study was done by Yeşilbursa (2012) to find out the professional role identities of higher education English language instructors at a Turkish university who are all non-native. To reach her aim, she used metaphor gathering data from 35 English language instructors. The data was collected by means of an interview form including two parts, *demographic information* and *a question "What metaphor would you use to describe yourself as an English teacher at this time?",* following the Thomas and Beauchamp (2011) study. The second part of data collection procedure included the semi-structured interview form which was gathered from 35 participants. The data analysis was done in terms of content analysis, and the data was coded by hand since the number of participant was easy to handle. 35 metaphors were grouped under nine headings from the most common metaphor to the least one such as "guide, flexible, nurturer, frustration, authority, entertainer, challenger, novice and other". The results showed that after they were categorized, the pattern of metaphors revealed the similarities with the international literature on metaphor and teacher professional role identity. It emphasized the importance of gaining insight into teachers' unconscious body of beliefs, needs and values and asking metaphor about their jobs lead them to think reflectively.

Analyzing more specifically, Yigitoglu and Belcher (2014) focused on a study to explore L2 writing teacher cognition from an experiential perspective. The study aimed to prove that the role learning to write may play in professional beliefs and practices. The main aim of the study was what connections ESL writing teachers may see between their beliefs about and practice of teaching second language (L2) writing and their experiences in writing in their first and second languages. The participants of the study were two PhD students teaching ESL writing part-time in very different classroom contexts. While one of them was bilingual mother tongue English language speaker (EL), other one was English-as-an-additional-language speaker (EAL).

Based on these overviews, it could be stated that there is a need for more studies related to writing instructors and preparatory school students for the

betterment of EFL writing instructors', teachers' professional development, writing lessons, and students in Turkey, for bringing different perspectives into the matter through metaphor analysis and going beyond. To fill this gap, the present study aims to investigate the English preparatory school instructors' and students' metaphorical conceptions of EFL writing instructors at a foundation university in Istanbul, and also, explore whether there is any consistency of the conception of metaphorical images of EFL writing instructors given by preparatory school students and preparatory school English instructors, which will broaden teachers educators, trainers and instructors' horizon on that specific topic.

Chapter 3
Methodology

3.1 Philosophical Paradigm

Paradigm has been defined by Guba and Lincoln (1994) as "the belief system or a world view that guides the investigation" (p.105). There are two research paradigms that have been widely used; quantitative and qualitative research. Firstly, quantitative research is called as a numerical measurement, which aims to quantify opinions and behaviors and defined variables and help researchers generalize results from a larger sample population. According to Denzin and Lincoln (2005), natural settings are also important to study topics to interpret them where participants bring to the study.

> A quantitative approach is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data. (p.18)

On the other hand, qualitative research leads inquirer to make knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed, with and intend of developing a theory or pattern) or advocacy/participatory perspectives such as political, issue oriented, collaborative, or change oriented (Creswell, 2003). Additionally, to look into the nature of qualitative approach deeply, two different worldviews are considered: constructivist and transformative worldviews. The former one is the combination of an ethnographic design and observation of behavior. In this type of approach, participants' behaviors and attitudes towards activities are observed, which helps researchers   and the next one includes narrative design and open-ended interviewing (Creswell, 2013).

This study was based on mixed methods approach in terms of gathering data. Although it seems like quantitative research method, frequency and chi-square

analysis to be able to reach the results of the research questions and to make the study more reliable makes the study quantitative. Therefore, both qualitative and quantitative methods research approach was adapted in the frame of research questions, which is called mixed method.

3.2 Research Design

For the purpose of this study, mixed research methods approach was used to gather relevant data. This study is a case study. The goal is to find out the metaphorical images of preparatory school students and instructors and the consistency of the conception of metaphorical images. The data was obtained through surveys and semi-structured interviews given to both students and EFL instructors. The purpose of collecting data from both students and EFL instructors is to improve the validity and reliability of the study. The surveys provided qualitative data about the research questions. By using SPSS and analyzing the frequency and consistency of the results, this study has quantitative supplements in the results, which is similar to Saban et al.'s study (2007). Also, the qualitative data gathered through the semi-structured interviews supported the results of the surveys in depth. With the help of this data collection method, combination of qualitative data gathered from both groups of participants leads the researcher to find out a detailed and balanced picture of the situation using quantitative data resulted from the data analysis. Mixed research methods approaches can provide a better understanding and solutions to the researchers and the research problems. Creswell (2013) states the necessity of using mixed methods approach:

> The researcher bases the inquiry on the assumption that collecting diverse types of data best provides a more complete understanding of a research problem than either a qualitative and quantitative data alone. The study begins with a broad survey in order to generalize results to a population and then, in a second phase, focuses on qualitative, open-ended interviews to collect detailed views from the participants to help explain the initial quantitative survey. (p. 19)

Additionally, the data of this study was collected at one point in time to explore the metaphorical images of preparatory school students and instructors. Thereby, it can be known as cross-sectional study to show the attitudes and beliefs at a specific time.

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For the purposes of the study, mixed methods research design is appropriate to be used. The researcher gathers and analyzes different kinds of data, qualitative and quantitative, examines the comparison and relations between the different data types to interpret the results of the research questions. Whereas the nature of the data was more qualitative, the analysis of the data added quantitative supplements to the study. Therefore, to have higher credibility, mixed methods research design was applied in this study.

3.3 Settings and Participants

Sampling is a research technique, which is used by researchers in science to be able to reach the data needed for the study. It is defined by Weathington, Cunningham, and Pittenger (2010) as a group of people who can be easily reached and show the similar characteristics of the target population. There are two different types of sampling: probability sampling and non-probability sampling.

Probablity sampling means that the reseacher uses diffent forms of selection from the population randomly. Each person has an equal chance of being chosen. On the other hand, non-probability sampling means that the participants are chosen in terms of the researcher' convenience, which is related to easiness to reach the target group of people.

In this study, convenience sampling, which is subcategory of non-probability sampling was used to be able to reach the target participant groups easily. The researcher focused on a foundation university and the participant students and instructors were chosen randomly. Because of that, the levels of students and the background of the instructors might be different. Therefore, this sampling type helped the researcher collect the data easily, and carry out the study on time.

This study was conducted in the English Language Preparatory School of a Foundation University in Istanbul, Turkey. The primary aim of the program is to provide learners English for academic purposes in order to prepare them for their departments at the university. The program is composed of four English Proficiency levels and English for Academic Purpose at last. They are divided into the levels according to the frame of *Common European Framework* (see Appendix A) which is defined as an international standard for describing language ability. Each level is

composed of two courses; Integrated Skills and Academic Writing. In the Integrated Skills course; reading, listening, and speaking are taught with the integration of target vocabulary and grammar. In writing course, on the other hand, the students try to combine the rules of academic writing into their compositions in accordance with a variety of academic writing genre given by instructors.

Before students start studying their education in chosen disciplines at different departments, they have to get sufficient score to pass an Oxford placement test online in the beginning of the year. According to the results of the placement test, the students take lessons from their departments, or they are placed to an appropriate module in accordance with their scores at the English Language Preparatory School, and they have to complete each subsequent module with an overall grade of at least 60 before advancing to the next. The English requirements of students depend on the disciplines at their departments.

The academic year in English preparatory school is comprised of a total of 5 modules which include 8 weeks per module. The levels are separated into modules like Breakthrough (A1- Elementary), Waystage (A2- Pre-Intermediate), Threshold (B1- Intermediate), Vantage (B2- Upper-Intermediate), and optional EAP (C1- Advanced). When students are placed to an appropriate module considering their test results, they receive 20 hours of English instruction per week in each level. The program includes two basic courses, main course (16 hours) and reading writing which, mainly focus on developing students' writing skills. In the main course, the focus is on grammar, vocabulary, reading, listening, and speaking, whereas in academic course reading and writing take place. Specifically, in reading and writing courses, students are expected to participate in the course, do the exercises related to reading text and start to produce a paragraph or an essay on the topic. The writing procedure has two steps: in and out of class writing. The first written product is written by the students when the related reading part and exercises have finished in class, and then in the second step, instructor checks the writings and gives them back to the students to correct their mistakes, which are shown with the codes by the instructor; and the students rewrite them accordingly. It is useful in terms of being aware of their own mistakes and being able to correct them with a clue given by the instructor. Looking at all courses, the aim of the program is to meet students' needs and support them all the way for their further education.

In preparatory school, while some students whose departments need 30% English are supposed to be successful in three modules including Breakthrough (A1), Waystage (A2), and Threshold (B1) (see Appendix A), other %100 English medium departments' students are required to finish one more module, Vantage (B2), to be able to study at their departments. Additionally, during their study at prep school, the students might take one more EAP classes (English for Academic Purpose, C1-Advanced) in order not to take a compulsory English lesson during their study at their departments. Whereas the students can take EAP during fall and spring terms providing success in their compulsory modules, they are not allowed to take EAP classes in summer module. Thus, they have to finish an English language study during their education time at the university.

To be successful and objective on this study, data was gathered from 43 Turkish EFL instructors, 15 native English instructors and 335 Turkish students. The native instructors were from different countries, which were not taken into consideration on the study.

Table 3

Results of Instructors' Demographic Data

Categories		F	%
Age	25-30	36	62%
	31-35	10	17%
	36 and more	12	21%
Gender	Female	37	64%
	Male	21	36%
Nationality	Other	15	26%
	Turkish	43	74%
Educational Background	BA	22	38%
	MA	32	55%
	PhD	4	7%
Teaching Experience	0-1 year	2	3%
	2-5 years	34	59%
	6-10 years	10	17%
	11 years and more	12	21%
Total		58	100

The instructors' demographic data (see Table 3) in the first part of the instructors' survey shows the distribution of 58 participants: Age of participants ranged from 25 to 36 and more. The participants who were between 25-30 years took a big place in the study (62 %), on the other hand, the participants who were 36 and more were the smallest group (21 %). The middle group including 31-35 year old participants were 10 (17%) out of 58. Looking at the gender column, there are 21 male (36 %) and 37 (64 %) female participants in the study. The number of Turkish instructors was 43 (74%) and the number of the instructors from other countries was 15 (26%). Since the effects of the instructors' nationalities were not the focus of the study, it was not taken into the consideration. The educational background had three categories: 22 (38%) of the instructors had BA, 32 (55%) of the instructors had MA, and 4 (7%) of the instructors had PhD. Additionally, some of MA and PhD degrees were on the progress, which was not taken into the consideration in this study. Lastly, 34 (59%) of the instructors who participated in the study had up to 2-5 years of total teaching experience, whereas, 2 (3%) of them had 0 to 1 years, 10 (17%) of them had 6 to 10 years, 12 (21%) of them 11 years and more. With regard to the number of teaching years at a university level, 59 % of the participant instructors constituted the largest group with 2 to 5 years, whereas, 3% of them who had 0 to 1 year teaching experience at current university constituted the smallest group.

Looking at the student participants, there were 335 Turkish students. The student participants were 170 females and 165 males. The English proficiency levels of students include Waystage, Threshold, Vantage and EAP (English for Academic Purpose) in different numbers to obtain general opinion of all students about the study. These levels are divided into in the frame of *Common European Framework* which is defined as an international standard for describing language ability. The English teaching experience of the instructors were between 0-1 year and 11 years and more, and they were teaching at different modules, which are changed regularly by the administrator at the preparatory school.

The results of the students' demographic data in the first part of the students' survey can be seen in Table 4 below. It shows the distribution of 341 participants. Looked at the gender column, there are 165 male (49 %) and 170 (51 %) female participants in the study. The age of participants ranged from 18 to 30 and above. The participants who were between 18-20 years had the largest proportion in the

study (66 %), on the other hand, the participants who were 30 and more were the smallest group (1 %). The middle group including 20-25 year old participants were 110 (33%) out of 335. The level of the students had three categories, which were A1-A2, B1-B2, and C1-C2 in regard to CEF (see Appendix A). While B1-B2 group was the largest one with 260 students (78%), C1-C2 group had only 5 students (1%). The number of Turkish students was 332 (99%) and the number of the students from other countries was 3 (1%). Since the effects of the students' nationalities were not the focus of the study, the low number of the student participants was not taken into the consideration.

Table 4

Results of Students' Demographic Data

Categories		F	%
Gender	Male	165	49%
	Female	170	51%
	18-20	221	66%
Age	20-25	110	33%
	30-…	4	1%
	A1-A2	70	21%
Level of English	B1-B2	260	78%
	C1-C2	5	1%
Nationality	Turkish	332	99%
	Other	3	1%
Total		335	100%

3.4 Procedures

3.4.1 Sources of data. The data was obtained through a survey and semi-structured interviews which were given to both students and EFL instructors in order to improve the validity and reliability of the study. In the survey, the participating instructors and students were asked about metaphorical images of EFL writing instructors. For instructors, a survey included demographic data part that was prepared to be able to categorize the results in terms of gender, age, and background. In the second part of the survey, a sentence completion part "A writing teacher is

like…" was prepared in the frame of similar studies (Guerrero & Villamil, 2001; Farrell, 2006; Nikitina & Furuoka, 2008;Seferoglu,2009; Villamil & Guerrero, 2005) to find out what they think of EFL writing teachers and how they describe them. As for semi-structured interviews, they were questioned about writing, EFL writing instructors, and the participants' attitudes and beliefs towards these two points. There were more detailed seven questions to gather more reliable and variable data from the target group to support the study in depth.

3.4.1.1 University preparatory school students' metaphor survey. University preparatory school students' metaphor survey (see Appendix B) included the demographic data of the EFL students in the first part. Participants' demographic data was collected through four-item information form. They consisted of gender (female-male), age (in three different range), level of English (in three different range), and nationality (Turkish-Other). In the second part of the survey, they were asked to complete a sentence using metaphor. That part of the survey, a sentence completion part "A writing teacher is like…" was prepared in the frame of similar studies (Guerrero & Villamil, 2001; Nikitina & Furuoka, 2008; Seferoglu, 2009; Villamil & Guerrero, 2005) to find out what they think of EFL writing teachers and how they describe them. Metaphors are significant part of this study. Leary (1994) states that metaphors represent what people's attitudes and beliefs are, and how they feel towards a topic. Since it gives more sincere answers, it has been used as a research tool in education. The questions in this survey were prepared by the researcher according to the points, which exactly focus on the basic needs of the study.

3.4.1.2 University preparatory school instructors' metaphor survey. University preparatory school instructors' metaphor survey (see Appendix C) included the demographic data of the EFL native and non-native instructors in the first part. Instructors' demographic data was collected through five-item information form. They consisted of gender (female-male), age (in three different range), nationality (Turkish-Other), educational background (BA-MA-PhD), teaching experience (in three different range). In the second part of the survey, they were asked to complete a sentence using metaphor, which was prepared in the frame of similar studies (Guerrero & Villamil, 2001; Farrell, 2006; Nikitina & Furuoka, 2008;

Seferoglu, 2009; Villamil & Guerrero, 2005) to find out what they think of EFL writing teachers and how they describe them.

3.4.1.3 University preparatory school students' semi-structured interview. Semi-structured interview is a significant part of the qualitative data collection process. Balbach (1999) states that less structured interview protocols and open-ended questions are used in case studies and semi-structured interviews give interviewees to express their ideas in a better way related to the topic of the survey. Additionally, in terms of language barriers, Louise and While (1994) say that semi-structured interviews avoid the challenges that participants face during the interview by conveying the meaning through careful use of words. Therefore, valid and reliable data will be obtained. In this study, in order to get more detailed information about the participant students', metaphorical images of EFL writing instructors and writing lesson, semi-structured interviews (see Appendix D) were carried out. Interview questions were constructed in accordance with the survey mentioned above. The semi-structured interview included 7 open-ended questions that consisted of the topic of the study in detail. These questions were about the feelings of the participant students' towards English writing lessons, the description of writing lessons using a metaphor, and the best and the worst part of a writing course during a class hour. Additionally, the questions asked if they liked their writing teacher, how they could describe a writing teacher, what the role of writing teacher was, and their expectation from a writing teacher and a writing lesson. Finally they answered the question what kind of writing teacher helps them enjoy and learn writing lessons more than they felt and learnt at that moment.

3.4.1.4 University preparatory school instructors' semi-structured Interview. To have a real idea about the university preparatory school instructors' attitudes towards writing lessons, the semi-structured interview, which was mentioned above in relation to Balbach (1999) was used in this study. Interview questions were constructed in accordance with the survey mentioned above. The semi-structured interview (see Appendix E) included 7 open-ended questions, which are similar to the students' semi-structured interviews. These questions were about the feeling of the participant instructors' towards teaching English writing lessons, the description of writing lessons using a metaphor, and the best and worst part of a writing course during a class hour. Additionally, the questions asked if they liked

writing teacher, how they could describe a writing instructor or themselves, what the role of writing teacher was, and their expectation from a writing instructor and a writing lesson in general. Finally, they answered the question about what kind of writing teacher helps them enjoy and learn writing lessons more than they felt and learned at that moment.

3.4.2 Data collection procedures. The data was gathered through a foundation university in Istanbul. To conduct the research, the researcher got permission from the Head of the English Preparatory School at the university. The participant students' data was gathered with the help of other instructors. They gave the survey to as many classes as possible to reach different levels of students to have more heterogeneous group for the study. During data collection process, the teachers were in the class, and monitored their students with no interference to be sure that they did the survey on their own. In addition to this, the researcher chose some of the students from the target group students randomly to express their thoughts and feelings clearly for semi-structured interview.

The next step was to gather data from the instructors. While 58 instructors and 335 were asked to fill in the University Preparatory School Instructors' Metaphor Survey, 8 volunteer instructors and 28 volunteer students took semi-structured interview that includes more detailed questions. When all the data was gathered, the consistency between students' and instructors' answers were analyzed.

3.4.3 Data analysis procedures. The data gathered for this study were analyzed qualitatively. For all the research questions of the study, the data was obtained from the participant students and instructors' surveys and semi-structured interviews, which was similar to Ganser' study (1994). In the first part of the surveys, the demographic data were analyzed by hand with an instructor for inter rater reliability because of the limited number of items that were asked. Then, the answers of the sentence completion in the second parts which included metaphor were analyzed by the frequency which showed the number of the words given by the participants. The researcher and a colleague identified metaphors given by the participants and put them under the predefined themes in the frame of four philosophical perspectives. In this study, Oxford et al.'s four perspectives on education (1998) were used to analyze the data including metaphors. According to

Oxford et al.'s perspectives (1998), these metaphors can be clustered into four different philosophical perspectives: Social Order, Cultural Transmission, Learner-Centered Growth and Social Reform (see Table 5).

Table 5

Oxford et al.' Four Perspectives on Education

Key aspects	Control	Focus	Archetype
Social Order	Teacher control	Shaping learners through external reinforcement	Molding
Cultural Transmission	Teacher control	Unidirectional information-giving	Gatekeeping
Learner-Centered Growth	Shared teacher-and-student control	Facilitating development of innate potential	Gardening
Social Reform	Shared teacher-and-student control	Encouraging multiple viewpoints in community of learners	Democratizing

Source: R. L. Oxford et al., 1998, p. 7

The Social Order Perspective is the most common image of schooling (see Table 5). It aims the well-being of the society and students are perceived as resources to meet social needs. The teacher is seen as a technician who is *molding* learners for the needs of society. The second philosophical perspective is *the Cultural Transmission,* which is mostly associated with elicit vision of high culture and intellectual education. It supports curriculums that relate individual development as a process of enculturation. Whereas there are different views on this perspective, which are called as *classicists* and *multiculturalists*, a teacher is seen as *a gatekeeper* who leads students into a good life made by culturally and has a good understanding of cultural values and expressions. In contrast to the previous perspectives, the *Learner-Centered Growth* perspective supports the idea, which learners have natural talent in education. Additionally, it is stated that learners can bring out all the inborn

powers and capacities. Instead of forcing students to carry out what their teachers wants, this perspective gives a chance to students to discover themselves and flourish their minds, which makes teacher like *a gardener* to create a positive learning environment. The last perspective, *Social Reform*, is difficult to understand in terms stressing elements from other three movements. John Dewey (1993) initiated this approach and he states:

> Rather than divorcing individual and society, subject and object, learner and curriculum, the whole process of education had to be reconceptualized around the interactive character of life, as witnessed in the process of organic adaption. For Dewey, human being are reflective creatures who could assess their own situation and, by working together democratically, employ the scientific method (which included imaginative metaphorical constructions tested against experience) to gradually create a better world. (as cited in Oxford et al., 1998).

The next stage of the procedure was to analyze the data which had come from the semi-structured interviews which is thought to be useful by Balbach (1999) with both the students and the instructors. The data was analyzed through the content analysis. Content analysis (Miles & Huberman, 1994; Weber, 1990) was started by categorizing them from these codes for each set of data which was related to a specific question. All the categories and themes taken from the content analysis were double-checked by a colleague from the field of English Language Teaching (ELT) who had an experience in content analysis and a research assistant who has an MA and is a PhD student in the Measurement and Evaluation Department at Ankara University to have a significant degree of inter-rater reliability. Armstrong et al. (1997) states that inter-rater reliability is confirmed process of qualitative research. Gwet (2014) also defines inter-rater reliability as: "Two raters scoring the same subjects under the same conditions are expected to achieve a high level of consistency in their scores" (p. vii), which means a significant inter-rater reliability of the study.

For the answer of the last research question, Chi-Square Test was used to reveal whether there is any consistency of the conception of metaphorical images of writing instructors given by preparatory school students and preparatory school

English instructors. Chi-Square Test is a statistical test, which is preferred for categorical data (Howell, 2014). Different types of Chi-Square test can be applied to the studies in regard to the variable. One classification Variables, two Classification Variables, and Chi-Square for larger contingency tables are one of those that researchers can use in relation to their variables. In this research, Chi-Square test was analyzed on SPSS (Statistical Package for the Social Sciences).

Content analysis that was used in the semi-structured interviews in this study, is a research method which has some steps to make good inferences from the text (Weber, 1990). It also "classifies textual material by reducing it to more relevant and manageable parts of data" (p.5). According to Miles and Huberman (1994), qualitative data such as interviews and field notes is comfortable to analyze in condition that they are made comparable systematically. Therefore, data collected from the participants were analyzed in the light of this information about content analysis.

Table 6

The Four Philosophical Perspectives of Oxford et al. (1998).

Social order	Cultural Transmission	Learner-Centered Growth	Social Reform
Teacher as Manufacturer	Teacher as Conduit	Teacher as Nurturer	Teacher as Acceptor
Teacher as Competitor	Teacher as Repeater	Teacher as Lover or Spouse	Teacher as Learning Partner
Teacher as Hanging Judge		Teacher as Scaffolder	
Teacher as Doctor		Teacher as Entertainer	
Teacher as Mind-and-Behavior		Teacher as Delegator	

Source: R. L. Oxford et al. (1998), p.19

As seen in the Table 6 above, in order to categorize the metaphors gathered from the participants, they were analyzed in terms of the philosophical perspectives of Oxford al. et. (1998). Although the number of the data collected from the instructor and student participants were a lot and on paper, the four philosophical perspectives and the typologies of Oxford al. et. (1998) were analyzed.

The following table provides an overview of the research questions and corresponding procedures.

Table 7

Overview of Research Questions and Corresponding Procedures

Research Questions	Data Collection Instruments	Data Analysis
1. What are the English preparatory school instructors' metaphorical images of EFL writing instructors?	University Preparatory School Instructors' Metaphor Survey, Semi-structured Interviews carried out with instructors	Frequency Analysis, Content Analysis (Miles and Huberman, 1994; Weber, 1990)
2.What are the English preparatory school students' metaphorical images of EFL writing instructors?	University Preparatory School Instructors' Metaphor Survey, Semi-structured Interviews carried out with students	Frequency Analysis, Content Analysis (Miles and Huberman, 1994; Weber, 1990)
3. What is the consistency of the conception of metaphorical images of EFL writing instructors given by the preparatory school students and instructors?	University Preparatory School Instructors' Metaphor Survey, Semi-structured Interviews carried out with students	Chi- Square Test (Howell, 2014)

3.4.4 Trustworthiness. Trustworthiness is one of the significant issues in both qualitative and quantitative research. According to Guba (1981), there are four criteria that affect a research (as cited in Shenton, 2004):

- Credibility (internal validity): to be sure about that the study measures or tests what is needed.
- Transferability (external validity): to be able to extent the results of the study to other situations.
- Dependability: to be able to get the same results in each try in the same context with the same methods and participants.
- Confirmability: to be able to reach the results of the study, which avoid the researcher's prejudices, motivation or interest.

In order to establish trustworthiness in this study, these criteria mentioned above were analyzed step by step. To be able to establish credibility in this study, the researcher had enough time to observe the instructors and students since she works in the institution. She also used member checks strategies, which means to see if the participants give right answers matching with what they intended. According to Louise and While (1994), the willingness of participants and to be good informants show the validity of the data collected through the surveys and semi-structured interviews.

As for transferability, extensive description of the institution and the participants was given to give light for the further research, which can be called as thick description strategy.

To establish the next criteria, dependability, the researcher gave the detailed information about the process of the study. The researcher described the research design, its implementation and data collection process. Furthermore, there was an external evaluator taking part in the research to be definite about the accuracy of the findings, interpretations, and conclusions related to the data.

Confirmability was ensured by the triangulation method. Data was gathered through English preparatory school students' metaphorical image survey, English preparatory school instructors' metaphorical image survey, semi-structured interviews for both groups of the participants, and the comparison between two

groups' answers to find consistency which is one of the research questions in the study.

To increase inter-rater reliability, all the categories and themes taken from the content analysis were checked by a colleague from the field of English Language Teaching (ELT) who had an experience in content analysis and a research assistant who has an MA and is a PhD student in the Measurement and Evaluation Department at Ankara University. For all the steps of the data analysis procedure, they categorized qualitative data under the right perspective and typology. Therefore, it increased the inter-rater reliability of the study. For the last research question, which needs Chi-square test analysis on SPSS, the research assistant from the department of Measurement and Evaluation helped the researcher analyze the data to increase reliability of the study.

3.4.5 Limitations. There have been a few limitations of the study explained below:

The first limitation is that the number of participants can affect the results. If this study is conducted with more participants in different institutions, the results can be more representative.

Secondly, the results were mostly based on qualitative data, which is always difficult to be objective 100% for all participants. The instructors and the students were asked to complete the questions of surveys and the semi-structured interviews. They gave their answers, but it could be related to their moods at that moment or they did not want to state their own thoughts in order not be seen as unmotivated instructors to the researcher.

The next limitation is related to the students participating to this study. As it was understood, they were affected by their current writing instructors. Looking at their foreign language experience at their high schools, they informed the researcher that they had not had a specific writing teacher. Therefore, they had 3 different writing instructors since the English preparatory school started when the researcher gathered the data from the students. Although they had three so far, the researcher takes into consideration that they were affected by their last writing teachers more than the previous ones.

Despite all these limitations, it is a significant study in the field of how EFL writing instructors are perceived by themselves, all the instructors and the students, and it brings light for further research in this field.

3.4.6. Delimitations. There have been a few delimitations of the study explained below:

This study was narrowed down in the frame of the purpose of the study and the research questions. To be able to have more precious information about EFL writing instructors, preparatory school instructors and students were included in this study. The survey and semi-structured interviews were applied to all preparatory school instructors. The researcher did not choose only EFL writing instructors because in the preparatory school, all instructors could be an EFL writing instructor in regard to their schedules. Therefore, their previous and current experience could give more valuable results.

Secondly, the demographic data were not taken into consideration since the study aimed to find out the metaphorical images of EFL writing instructors, which tried to reach preparatory school beliefs and attitudes towards EFL writing instructors. It will be suggested in The Recommendations for Further Research Part, which can be another research goal.

Chapter 4
Results

4.1 Overview

This chapter presents the results of qualitative data analysis, which aims to answer all three research questions. The first and second research questions focused on the English preparatory school students' and instructors' metaphorical images of EFL writing instructors. The last research question aims to find out the consistency of the conception of metaphorical images of EFL writing instructors given by preparatory school students and preparatory school English instructors. The qualitative data was obtained from the university preparatory school instructors' and students' metaphor surveys and the semi-structured interviews. While the metaphor survey was analyzed by using frequency and content analysis, the analysis of the semi-structured interviews were basically based on the content analysis. Lastly, the consistency between the metaphorical images of EFL writing instructors was analyzed by using Chi Square Test on SPSS which had been used in Saban et al.'s study (2007). The remaining of this chapter presents and discusses the findings of each research question addressed in this study in detail.

4.2 The Findings of Research Question 1

To find out the English preparatory school instructors' metaphorical images of EFL writing instructors, the data was gathered from the English preparatory instructors at the foundation university. They were asked to complete the survey, which included their demographic data in the first part and the main question starting with "A writing teacher is like…" in the second part.

4.2.1 University preparatory instructors' metaphor survey results. In the second part of the university preparatory school instructors' metaphor survey, the analyses of the metaphors and their entailments were taken into the consideration. In the analysis, all the similar metaphors were grouped under the same category in the frame of Oxford et al.'s four perspectives on education (1998). Additionally, almost all the metaphors were grouped under the typologies in the light of similar studies (Aktekin, 2013; Belcher & Yiğitoğlu, 2014; Berliner, 1990; Chris & Cooper, 2001;

Farrell, 2006; Furuoko & Nikitina, 2008; Goldstein, 2005; Hunby & Russell, 1989; Lakoff & Johnson, 1980a; Lakoff & Johnson, 1980b; Leavy et al., 2007; McEwan, 2007; Nunan, 1998; Pinnegar et all, 2010; Seferoğlu et all; 2009; Stofflett, 1996; Thornbury, 1991; Thomas & Beauchamp, 2011; Villamir & Guerrero, 2005; Yesilbursa, 2012). The analysis of the metaphors showed the researcher the results about how EFL writing instructors were perceived by themselves via a conceptual metaphor. The overall distribution of the instructors' metaphors on the four perspectives is shown in the Table 8 below.

Table 8

Overall Distribution of Instructors' Metaphors on the Four Perspectives

Four Perspectives of Oxford et al.	Typology 1	Typology 2	F	%
Social Order	Teacher as Manufacturer		8	14%
	Teacher as Competitor		0	0%
	Teacher as Hanging Judge		0	0%
	Teacher as Doctor		4	7%
	Teacher as Mind and Behavior		4	7%
Cultural Transmission	Teacher as Conduit		15	26%
	Teacher as Repeater		0	0%
Learner - Centered Growth	Teacher as Nurturer	Caretaker	5	9%
		Animals	3	5%
		Food	1	2%
		N. Elements and Resources	5	9%
	Teacher as Lover or Spouse		0	0%
	Teacher as Scaffolder		5	9%
	Teacher as Entertainer	Positive	6	10%
		Negative	2	3%
	Teacher as Delegator		0	0%
Social Reform	Teacher as Acceptor		0	0%
	Teacher as Learning Partner		0	0%
Total			58	100%

First of all, the Social Order perspective in the Table 9, which constituted 28% of the total sampling as outlined by Oxford et al. (1998), has a big control over learning and teaching processes. It shapes learners through external reinforcement (Oxford et al., 1998). The examples from the instructors' metaphors that fit in this perspective are *head of state, engineer, architect,* and *traffic police.* Looked at the metaphors given under this perspective, there were also Typologies like *teacher as manufacturer, teacher as competitor, teacher as hanging judge, teacher as doctor,* and *teacher as mind-and-behavior.* In this perspective only *teacher as manufacturer, teacher as doctor* and *teacher as mind-and-behavior* were found through the metaphors given by the instructors. While *teacher as manufacturer* (14%) were described as *worker, engineer,* or *architect* to show how to build teaching on students' learning, *teacher as doctor* typology (4%) *is* the teacher as *detective* or *detector* in terms of showing what is true and false. The last metaphor the study included is *teacher as mind-and-behavior controller* (7%) is a teacher which is kind of *traffic police* or *leader.* They try to control what students think and do and lead students to have them obey the rules of learning.

> *A traffic police. S/he directs the drivers (students) to drive their vehicles (words) in an orderly fashion.* (Instructor 9, March 16, 2015)

> *An engineer. We show our students how to use the base material of language to design a meaning structure.* (Instructor 10, March 16, 2015)

> *An architect. S/he makes efforts to teach how to write a well-organized and consistent paragraph.* (Instructor 11, March 16, 2015)

Table 9

Distribution of Instructors' Metaphors on the Social Order Perspective

					Social Order Perspective						
Teacher as Manufacturer	F	Teacher as Competitor	F	Teacher as Hanging Judge	F	Teacher as Doctor	F	Teacher as Mind and Behavior	F	Total
Composer	2					Detective	1	Head of state	1	4
Chef	1					Detector	1	Police officer	1	3
Architect	1					Proofreader	1	Traffic police	1	3
Worker	1					Doctor	1	Leader	1	3
Engineer	1									1
Farmer	1									1
Sculptor	1									1
	8		0		0		4		4	16
	14%		0%		0%		7%		7%	28%

Table 10

Distribution of Instructors' Metaphors on the Cultural Transmission Perspective

Cultural Transmission				
Teacher as Conduit	F	Teacher as Repeater	F	Total
Walking Dictionary	2			2
Book	2			2
Magic Wand	1			1
Navigator	1			1
Translation Program	1			1
Road map	1			1
Dispatcher	1			1
GPRS Device	1			1
Advertisement	1			1
Wi-fi Signal	1			1
USB	1			1
Discovery Channel	1			1
Google	1			1
Total	15		0	15
	26%		0%	26%

The second perspective of education as outlined by Oxford et al. (1998) is the Cultural Transmission (26%) with 15 metaphors in total in the Table 10. In this approach, the teacher is a "unidirectional information-giver" (p.7). While all these metaphor examples below are in relation to the Teacher as Conduit metaphor in Oxford et al.'s (1998) typology, metaphors in *Teacher as repeater* typology were not observed.

> *A navigator who explains the route but does not give a lift or take you to your destination.* (Instructor 11, March 16, 2015)

> *A guide. S/he guides students to improve their skills in innovative ways.* (Instructor 12, March 16, 2015)

> *A road map. S/he shows you the best possible way to reach your destination.* (Instructor 13, March 16, 2015)

Google. If you consult him or her, you get variety of answers. If you don't,
you got nothing. (Instructor 14, March 16, 2015).

Table 11

Distribution of Instructors' Metaphors on the Learner-Centered Growth Perspective

Learner - Centered Growth Perspective		
Typologies	F	%
Teacher as Nurturer	14	25%
Teacher as Lover or Spouse	0	0%
Teacher as Scaffolder	5	9%
Teacher as Entertainer	8	13%
Teacher as Delegator	0	0%
Total	27	47%

As the third perspective, the Learner-Centered Growth perspective of
education (see Table 11) as outlined by Oxford et al. (1998) constituted 47% of the
total sampling. The researcher added some categories to make analysis clearer and
easier such as *teacher as caretaker, food, animals* and teacher *as natural elements
and resources* (in Table 12), which are groups to a similar study (Nikitina &
Furuoka, 2008). *Teacher as caretaker* (5%) has a character that teaches and cares for
children. The metaphors given by the instructors are *mother* and *gardener.* These are
the examples taken from the instructors' metaphors:

> *The mother of a toddler. She or he does everything to help her child to stand
> up and start to walk, but all she can do is to support. The only one who can
> perform the desired activity is the toddler itself.* (Instructor 15, March 16,
> 2015)

> *A gardener. She or he first prepares the ground and then step by step does the
> planting, watering, nourishing, et as much as she can do so that she or he
> might reap the harvest in the end.* (Instructor 16, March 16, 2015)

Table 12

Distribution of Instructors' Metaphors on Teacher as Nurturer Typology in the Learner-Centered Growth Perspective.

Learner - Centered Growth Perspective							
Teacher as Nurturer							
Caretaker	F	Animals	F	Food	F	Natural Elements and Resources	F
Gardener	3	Octopus	1	Onion	1	Tree	1
Mother	2	Butterfly	1			Star	1
		Spider	1			Light	1
						Cloud	1
						Breeze	1
	5		3		1		5
	9%		5%		2%		9%

Secondly, *animals* and *food* categories had 4 metaphors such as *octopus*, *butterfly*, and *onion* in total (in Table 12). Additionally, *teacher as natural elements and resources* (9%) was the last typology the instructors gave, and its number was significant in terms of the study results. The examples are like *tree, star, butterfly* and *cloud.* The instructors' metaphors are below:

> *A tree with fruit. She or he tries to teach students to produce something new. She or he acts as a model for students to develop new ideas and create something original, unique.* (Instructor 17, March 16, 2015)

> *A butterfly. Showing his/her students colors and patterns of writing. S/he lets them be creative and write on their own.* (Instructor 18, March 16, 2015)

> *A star in the deep darkness. S/he tries to make our way easier by directing and giving feedback.* (Instructor 20, March 16, 2015)

These perceptions above correspond to Oxford et al.'s (1998) *Teacher as Nurturer* which is under the Learner-Centered Growth perspective of education as outlined by Oxford et al. (1998). It is the largest group in this framework (in Table 10). Oxford et al. (1998) state that Learner-Centered Growth perspective shares the control over learning between the teachers and students, which shows the balance in

teaching and learning. The other typology under this perspective below (see Table 13) is *teacher as scaffolder* (9%) including *coach (3)* and *guide* (2) metaphors. Guerro and Villamil (2001) had a similar category named as *cooperative leader* that included similar metaphors such as *coach* and *guide*. Guerro and Villamil (2001) stated that *coach* metaphor showed the need for "constant encouragement, support, feedback, and opportunities for practice and using the L2" and the need for "interaction between teacher and learners and among learners (p.10). Bartel (1983) also states "the sports term coach first referred to a vehicle to help someone move ahead, and then it became related to the idea of a tutor or teacher, who provides coaching to students." (as cited in Oxford et al.,1998, p.34). *Teacher as entertainer* (13%) which was divided into two categories, negative and positive, included metaphors such as *playing the violin*, *chess*, and *idling car* which were taken from the instructors' metaphor examples.

Table 13

Distribution of Instructors' Metaphors on Teacher as Scaffolder Typology in the Learner-Centered Growth Perspective

Learner Centered Growth					
Teacher as Scaffolder		Teacher as Entertainer			
	F	Positive	F	Negative	F
Coach	2	Chess	2	Idling car	1
Guide	3	Playing The Violin	1	Lazy Sunday	1
		Circus Juggler	1		
		Puzzle	1		
		Gym Membership	1		
Total	5		6		2
	9%		10%		3%

Lastly, the Social Reform perspective of education as outlined by Oxford et al. (1998) was not found among the metaphor generated by the participant instructors in this study (0%). This perspective was developed by Dewey (1993 as cited in Oxford et al., 1998). To have more democratic society is the aim of this approach, and the class can be an example of "democratic community" (Oxford et al., 1998, p. 41).

4.2.2 University preparatory instructors' semi-structured interview results. The researcher conducted the semi-structured interview with 8 instructors who were chosen randomly. Their demographic information was not taken into consideration since the important part was only the answers of the questions. The questions of the semi-structured interview with university preparatory school instructors about their metaphorical images of EFL writing instructor (see Appendix E) were analyzed with the help of content analysis.

The answers of the first, third and fourth questions were combined and explained together since they required similar types of answers from the instructors related to their attitudes and beliefs towards writing, writing instructors, and writing lessons. Looked at the first question that asked whether the instructors like English writing lessons or not, 6 out of 8 instructors who agreed to be a part of the semi-structured interview gave *yes* answer. The aspects that they liked were *seeing their students' efforts on their papers, their students' motivation to write, the ability to produce the language,* and *satisfaction of teaching*. However, 2 instructors had negative answers because of *the lack of writing background of the students* and *the difficulties that they have in a writing lesson*. The third question also asked the instructors what the best and worst part of teaching a writing lesson. It can be inferred from almost all the instructors' answers that the best part of teaching in a writing lesson had a relation with the *production*, and the worst part included some kinds of problems such as *structure*, *ability*, *unappealing topics,* and *time limits*. Additionally, the fourth question required the answers of the instructors on their beliefs and attitudes towards their writing teaching styles. 4 of the instructors (8) stated that they did not like their teaching styles, or they were not sure about their teaching styles in a writing lesson. While some of the instructors liked good rapport with their students and feeling competent about writing lessons, others stated a few problems such as *time management, limitations* and *the pacing* in a writing lesson.

> *Q1- Teaching writing has always been more challenging than teaching grammar for me but I can easily say yes to this question. Because seeing your and students efforts on their papers is a real motivator and a good feedback on your teaching.* (Instructor 3, May 14, 2015)
>
> *Q3-The best part is guiding your students with your experiences knowledge and seeing the end result. But the worst part is limiting*

them with unappealing writing topics and pushing them to finish their tasks in a short time. That is a real problem when you need to follow a certain syllabus in an educational institution. (Instructor 3, May 14, 2015).

Q4- I like my own teaching style because I let the students brainstorm on the related topic first, I give them necessary time and structure, and I model writing. I go step by step. Then, I give them feedback. I think I am organized enough in teaching writing, therefore I feel competent. (Instructor 8, May 14, 2015).

The second and fifth questions asked the instructors how they could describe a writing lesson and a writing teacher in *one word*, and what made them think like that. For the second question, 3 of the instructors gave three words which have negative meanings such as *uncontrolled, pain*, and *agony* (see Table 14). The difficulty of understanding and producing a proper written paper came at the beginning of their problems. The rest of the instructors had positive attitudes toward a writing lesson and they described a writing lesson as *creativity, cooking, production, cooperation, and puzzle,* which showed their points of views. For the fifth question, most of the instructors (see Table 15) which were similar to the metaphors under the typologies and the four perspectives of Oxford et al. (1998). They stated their problems about *enthusiasm of their students about writing, a big need to have not only a wide range of vocabulary but also be really good at grammar,* and *keeping an eye on all the students and make them work collectively.*

Table 14

Word Analysis Results of the Second Question in Instructors' Semi-Structured Interview

Question 2				
Positive	F	Negative	F	Total
Creativity	1	Uncontrolled	1	
Cooking	1	Agony	1	
Producing	1	Painful	1	
Cooperation	1			
Puzzle	1			
Total	5		3	8
	63%		38%	100%

Table 15

Word Analysis of the Fifth Question in Instructors' Semi-Structured Interview

Question 5	
One Word	F
Stressed	1
Structuralist	1
Parent	1
Walking dictionary	1
Dispatcher	1
Knowledgeable	1
Leadiator	1
Guidebook	1
Total	8

Q2- "Uncontrolled" There are always students who fail to understand what they need to do to write a proper paper. (Instructor 1, May 14, 2015)

Q5- A writing teacher is like a parent trying to teach his / her infant child walking. Because writing is a process just like writing in which you must first

learn to stand on your feet and then take a careful step forward before you are ready to walk properly. (Instructor 3, May 14, 2015).

Lastly, the sixth and seventh questions of the semi-structured interview asked the instructors what the role of a writing teacher in a writing lesson, what they expect to teach a student, and what kind of writing teacher helps students enjoy and learn writing lessons more than the students feel and learn. With regard to the answers of the instructors for the question six, they described the role of a writing teacher *as a guide, a purpose to make students more autonomous, the leading force, a leadiator, and a facilitator.* They also expected to teach a student writing lesson by *giving clues, leading them to find their own ways and think creatively, encouraging them, and accepting the diversity of the students.* For the last question, the instructors tried to describe the ideal type of a writing teacher who helps students enjoy and learn writing lessons more than they feel and learn with some points such as a*n understanding, patient and creative writing teacher who includes audio visual materials, collaborative activities and games in the class.* Therefore, te instructors believe that their student will learn in a better way.

Q6- Facilitator. The students need to find their own ideas and build their writing with a correct grammar. Teacher should just help when necessary. (Instructor 6, May 14, 2015).

Q7- He/she should understand the potentials and needs of his/her students and plan his/her lessons in that way to create a lesson where potentials and needs transform into success. (Instructor 5, May 14, 2015).

4.3 The Findings of Research Question 2

To find out the English preparatory school students' metaphorical images of EFL writing instructors, the data was gathered from the English preparatory students at the foundation university. The students were asked to complete the metaphor survey consisting of their demographic data in the first part and a sentence to complete -A writing teacher is like…- in the second part.

4.3.1 University preparatory students' metaphor survey results. In the analysis of students' metaphor survey, all the similar metaphors were grouped under the same category in the frame of Oxford et al.'s four perspectives on education (1998). Additionally, almost all the metaphors were grouped under the typologies in

the light of similar studies (Aktekin, 2013; Belcher & Yiğitoğlu, 2014; Berliner, 1990; Chris & Cooper, 2001; Farrell, 2006; Furuoko & Nikitina, 2008; Goldstein, 2005; Hunby & Russell, 1989; Lakoff & Johnson, 1980a; Lakoff & Johnson, 1980b; Leavy et al., 2007; McEwan, 2007; Nunan, 1998; Pinnegar et all, 2010; Seferoğlu et all; 2009; Stofflett, 1996; Thornbury, 1991; Thomas & Beauchamp, 2011; Villamir & Guerrero, 2005; Yesilbursa, 2012). The overall distribution of the metaphors collected from the participant students was seen in the Table 16. In the frame of Oxford et al.' typology (1998), the metaphors were put under the right categories. To make groups clearer and easier, the researcher added *Typology 2* part in the framework, which was similar to Nikitina and Furuoka's (2008) study. Total number of metaphors gathered from the students was 335 (100%). It can be seen that the number of the metaphors fallen under the Social Order was 31 (9%). The Cultural Transmission perspective had 83 metaphors, constituting 25% of the sampling group. The next perspective, The Learner Centered Growth, had the largest proportion in this study with the significant number, 194 metaphors (58%). On the other hand, the Social Reform perspective was the smallest group with 27 metaphors, constituting 8% of the sampling group. The metaphors, which could not be categorized by the researcher because of ambiguity in the meaning were not taken into consideration and were excluded from the research analysis and results.

Table 16

Overall Distribution of Students' Metaphors on the Four Perspectives

Four Perspectives of Oxford et al.	Typology 1	Typology 2	F	%
Social Order	Teacher as Manufacturer		11	3%
	Teacher as Competitor		1	0%
	Teacher as Hanging Judge		4	1%
	Teacher as Doctor		2	1%
	Teacher as Mind and Behavior		14	4%
Cultural Transmission	Teacher as Conduit		82	24%
	Teacher as Repeater		1	0%
Learner - Centered Growth	Teacher as Nurturer	Caretaker	17	5%
		Animals	16	5%
		Food	17	5%
		Natural Elements and Resources	94	28%
	Teacher as Lover or Spouse		0	0%
	Teacher as Scaffolder		10	3%
	Teacher as Entertainer	Positive	33	10%
		Negative	7	2%
	Teacher as Delegator		0	0%
Social Reform	Teacher as Acceptor		1	0%
	Teacher as Learning Partner		26	7%
Total			335	100%

Table 17

Overall Distribution of Students' Metaphors on the Social Order Perspective

Social Order										
Teacher as Manufacturer	F	Teacher as Competitor	F	Teacher as Hanging Judge	F	Teacher as Doctor	F	Teacher as Mind and Behavior	F	Total
Writer	2	Sprinter	1	Boss	2	Dentist	1	Leader	3	9
Author	2			Religion	1	Doctor	1	President	2	5
Machine	1			Prophet	1			Savior	1	3
Shepherd	1							Einstein	1	2
Expert	1							Genius Man	1	2
Painter	1							Hero	1	2
Factory	1							Queen Of Class	1	2
Sculptor	1							King	1	2
Housekeeper	1							Grammar Master	1	2
								Superman	1	1
	11		1		4		2		14	31
	3%		0%		1%		1%		4%	9%

Looking at the Table 17 closer, the Social Order perspective can be seen in detail. Although each typology seems so similar to another, there are small differences between them. The Social Order perspective, which comes first in the framework, constituted 9% of the total sampling. *Teacher as manufacturer* and *Teacher as mind-and-behavior* were the most two popular typologies chosen by the students. Whereas *Teacher as manufacturer* (4%) were mostly based on jobs such as *author, painter, and writer*, *Teacher as mind-and-behavior* typology (4%) had metaphors showing teacher's power in class such as *leader, superman, queen of class, and king*. The next typology under this perspective is *Teacher as competitor* having only 1 (0%) metaphor, *sprinter*. This conceptual metaphor showed that teacher can compete with her/his students for control in classroom. *Teacher as hanging judge* and *teacher as doctor* were other typologies which were not popular with constituting 2% (6 metaphors) among the students in this study. While *boss*, religion*,* and *prophet* metaphors showed capricious teacher type, *dentist* and *doctor* metaphors had meaning of finding students' mistakes, making them correct and giving remedies in the form of exercises. The most preferable metaphors by the students were *writer* (2) and *author* (2) in *Teacher as manufacturer*, *boss* (2) in *Teacher as hanging judge,* and *leader* (3) in *Teacher as mind-and-behavior*. As seen in the metaphors given by the students, the Social Order perspective had typologies which focus on molding and controlling students (Oxford et al., 1998).

Table 18

Overall Distribution of Students' Metaphors on the Cultural Transmission

Perspective

Cultural Transmission				
<u>Teacher as Conduit</u>	F	<u>Teacher as Repeater</u>	F	<u>Total</u>
Book	25	Robot	1	26
Compass	9			9
Dictionary	8			8
Map	4			4
Encyclopedia	3			3
Pencil	3			3
Lamp	2			2
Elevator	1			1
Pen	1			1
Tv	1			1
Google	1			1
School	1			1
Bus	1			1
Traffic Lamp	1			1
Key	1			1
Wise Old Man	1			1
Search Engineer	1			1
Encyclopedia	1			1
Smart Tv	1			1
English Encyclopedia	1			1
Strong Book	1			1
Space Shuttle	1			1
Lodestar	1			1
Magician	1			1
Town Square	1			1
Walking Book	1			1
Walking encyclopedia	1			1
Documentary	1			1
Wikipedia	1			1
Way	1			1
Mentor	1			1
Navigation	1			1
Bridge	1			1
Wizard	1			1
Navigator	1			1
Total	82		1	83
	24%		0%	25%

Another distribution of the metaphors gathered from the students can be categorized under the Cultural Transmission perspective (in Table 18). It constituted 25% of the total sampling with 83 metaphors. It has two types of typology in this perspective, *Teacher as conduit* and *Teacher as repeater*. Students had a tendency to give metaphors related to the first typology with 82 metaphors, which was the largest number (24%). The frequency of the metaphors generated by the students in *Teacher as conduit* typology showed that *book, compass*, *dictionary, map, and encyclopedia,* were the most preferable metaphors by the students. There was only one metaphor (0%) in *Teacher as repeater* group: *Robot* (1). As seen in the metaphors given by the students, the Cultural Transmission perspective had typologies which showed the teacher is unidirectional information giver (Oxford et al., 1998).

Table 19

Overall Distribution of Students' Metaphors on the Learner - Centered Perspective

	Typology	F	%
	Teacher as Nurturer	144	43%
	Teacher as Lover or Spouse	0	0%
Learner - Centered Growth	Teacher as Scaffolder	10	3%
	Teacher as Entertainer	40	12%
	Teacher as Delegator	0	0%
Total		194	58%

The third perspective shown above in the Table 19 is the Learner-Centered Growth, which had the largest group of metaphors gathered from the students. It constituted 58% of the total sampling with 194 metaphors in total. The significant number of the conceptual metaphors can be seen under *Teacher as nurturer* typology (43%) with 144 metaphors. Whereas *Teacher as lover or spouse* and *Teacher as delegator* had no metaphors (0%) generated by the students, *Teacher as scaffolder* had 10 metaphors (3%) such as *teacher, coach and guide*. The second largest group following *Teacher as nurturer* typology was *Teacher as entertainer* which formed 12% (40 metaphors) of the student sampling group.

Table 20

Distribution of Students' Metaphors on Teacher as Nurturer Typology

Teacher as Nurturer								
Caretaker	F	Animals	F	Food	F	Natural Elements and Resources		F
Mother	12	Lion	4	Candy	2	Sun		16
Family	2	Cat	1	Chili Peppers	2	Water		9
Father	1	Monkey	1	Banana	2	Ocean		9
Grandfather	1	Nervous Bull	1	Vegetable	1	Light		9
Gardener	1	Elephant	1	Plum	1	Tree		6
		Tiger	1	Meal	1	Rainbow		6
		Coyote	1	Dessert	1	Star		4
		Giraffe	1	Gum	1	Flower		3
		Dog	1	Chocolate	1	River		3
		Eagle	1	Pomegranate	1	Moon		3
		Bird	1	Strawberry	1	Sky		2
		Bee	1	Honey	1	Sunshine		2
		Horse	1	Cake	1	Sea		2
				Tea	1	Torch		2
						Flowers		1
						Fire		1
						Rock		1
						Candle		1
						Galaxy		1
						Rose		1
						Jungle		1
						Winter		1
						Snow		1
						Wood		1
						Sun		1
						Cloud		1
						Rain		1
						Waterfall		1
						Cotton		1
						Diamond		1
						World		1
						Mountain		1
Total	17		16		17			94
	5%		5%		5%			28%

In order to categorize clearly and easily, the researcher added four groups related to the content of the typology under *Teacher as nurturer* heading in the Table 20, which had the biggest proportion (43%) in this study. The groups were called

caretaker, animal, food, natural elements and *resources,* which all had meaning related to *nurturer* metaphor indeed. Whereas *caretaker, animals*, and *food* groups constituted only 15% of the sampling in total, *teacher as natural elements and resources* group was still bigger than the total proportion of the previous three groups itself. *Caretaker* group had 17 metaphors (5%) with the most popular one, *mother*, and the next group, which was called as *animals* also constituted almost same number (5%) of metaphors (16) with the most frequent one, *lion.*

The last significant typology above in the Table 21 is *Teacher as entertainer* which had the second largest group of metaphors gathered from the students in the Learner – Centered Growth perspective. It constituted 12% of the total sampling with 40 metaphors in total. The significant number of the conceptual metaphors can be seen under *Teachers as nurturer* typology (43%) with 144 metaphors. *Teacher as lover or spouse* and *Teacher as delegator* had no metaphors (0%) generated by the students. The second largest group following *Teacher as nurturer* typology was *Teacher as entertainer* which formed 12% (40 metaphors) of the student sampling group.

Table 21

Distribution of Students' Metaphors on Teacher as Entertainer Typology

Teacher as Entertainer

Positive	F	Negative	F
Computer Games	5	Alarm	2
Music	3	Psychological Tortures	1
Poem	2	Monster	1
Camera	1	Creature	1
Music Box	1	Medusa	1
An Indian Film	1	Tunnel Of Horror	1
Knowledge Cube	1		
Lullaby	1		
Pandora's Box	1		
Singing A Song On The Road	1		
Game Park	1		
Eye-Liner	1		
Linkin Park's Songs	1		
Fenerbahçe	1		
Art	1		
Mind Cube	1		
Festival	1		
Novel	1		
Film	1		
Piano	1		
Football	1		
Poetry	1		
Footballer	1		
Sweet Dream	1		
Foreign Music	1		
Galatasaray	1		
Total	33		7
	10%		2%

Table 22

Overall Distribution of Students' Metaphors on the Social Reform Perspective

		Social Reform		
Teacher as Acceptor	F	Teacher as Learning Partner	F	Total
Psychologist	1	Friend	14	15
		Angel	8	8
		Mirror	2	2
		Child	2	2
Total	1		26	27
	0%		7%	8%

Finally, the forth perspective of Oxford et al.'s perspectives (1998) is the Social Reform (see Table 22) which constituted 8% of the total sampling with 27 metaphors given by the students. Whereas *Teacher as acceptor* typology had only one metaphor, *psychologist*, *Teacher as learning partner* had 26 metaphors with the most frequent one, *friend*. In regard to the dictionary meaning (http://dictionary.cambridge.org/), *angel* means a very good person. Since it is similar to *friend* in meaning, it was put under this category.

4.3.2 University preparatory students' semi-structured interview results. The researcher conducted a semi-structured interview with 28 students who were chosen randomly. Their demographic information was taken into consideration since the important part was the answers of the questions. The questions of the semi-structured interview with university preparatory school students about their metaphorical images of EFL writing instructor (see Appendix D) were analyzed and put under the categories with the help of content analysis. The words in each question were put under each table and tried to be grouped to be analyzed one by one.

Q1: Do you like English writing lessons? Why/ Why not?

The semi-structured interview started with a general question related to the lesson and the justification from the students. 18 students (64%) gave *yes* answer to this question, and 10 students (36%) said *no* (see Table 23). As a reason to their *yes*

and *no* answers, the researcher tried to make their answers as much as shorter, took phrases and put them under two categories as *positive* and *negative* reason in the table. While *enjoyable* (3)*, important* (3), *good* (2) and *useful* (2) were the most frequent answers in the positive part, *boring* (4) and *dislike writing* (2) answers were significant in the negative part. Although there were some words which the researcher was not sure about what the student meant, they were still put in the table.

Table 23

Word Analysis Results of the First Question in Students' Semi-Structured Interview

Question 1				
Positive	F	Negative	F	Total
Enjoyable	3	Boring	4	
Important	3	Dislike writing	2	
Good	2	Hate writing	1	
Useful	2	No talent in writing	1	
Developing my language	1	Unnecessary	1	
Developing my writing ability	1	Wasting time	1	
Different from other lessons	1			
Funny and relaxing	1			
Good way to learn English	1			
Instructive	1			
Learning new things	1			
Personality	1			
Total	18		10	28
	64%		36%	100%

Q2. How can you describe a writing lesson in one word? What makes you think like that?

The students were required to provide one word to describe a writing lesson on their mind and they were supposed to justify their answers with the second question. The most frequent answers were *educational* (4), *unnecessary* (2) and *boring* (2). While 6 words given by the students had negative meaning, the rest of them were still positive (see Table 24). Their justification to their one word answers were in a harmony with the words they had given.

Table 24

Word Analysis Results of the Second Question in the Students' Semi-Structured Interview

Question 2			
One Word	F	One Word	F
Educational	4	Creative	1
Unnecessary	2	Changing	1
Boring	2	Different	1
Enjoyable	1	Math's lesson	1
Book	1	Sea	1
Great	1	Terrible	1
Instructive	1	Unique	1
Amusing	1	Encyclopedia	1
Brainstorming	1	Waste of time	1
Amazing	1	Engrossing	1
Brilliant	1	Enjoy	1
Fantastic	1		
Total			28

Q3. What is the best and worst part of participating in a writing lesson? Why/ Why not?

The students were supposed to state their attitudes towards participating in a writing lesson, and they needed to justify their answers. The answers were not categorized by the frequency in this question since the answers from each student were in the same line under the best and worst parts (see Table 25). One of the students did not give an answer for the worst part category. While most of the students focused on *learning (sth.)* in the best part, the answers of the second part included 3 negative words frequently such as *boring*, *difficult* and *long*.

Table 25

Word Analysis Results of the Third Question in Students' Semi-Structured Interview

The Best Part	The Worst Part
Learning different techniques	Boring
Personality	Long essay
Learning new vocabulary	Long paragraphs
Writing	Listening
Writing	Finding subject
Developing imagination	Boring
Writing	X
Beautiful	Boring topic
Enjoyable	Difficult
Enjoyable	Difficult
Enjoy	Long
Writing rules	Boring
Brainstorming	Reading examples is boring
Brainstorming	Reading examples is boring
Learning how to write	Difficult
Learning	Boring
Learning new vocabulary	Difficult topic
Practicing	Wrong words
Learning writing in English	No bad parts
Learning how to write whatever I want	Some rules
No best parts	Writing is bad
learning new vocabulary	Difficult topic
Thinking about the topic	No bad parts
Finishing writing	Writing part
No best parts	Participating
Learning new vocabulary	Writing part
High grade, good feeling	No bad parts
Improving writing	Boring
28	27

Q4. Do you like your writing teacher? Why/ Why not?

The question wanted to learn how the students attitudes towards their writing teacher and whether there was a relation between enjoying writing lesson and teacher. 100% of the student participants told they liked their teacher, and they had no problems (see Table 26). To support their answers, they used some frequent words and phrases such as helpful (4), helpful and kind (3), and good (3). Additionally, there were 3 students who did not give an answer for justification their *yes*.

Table 26

Word Analysis Results of the Fourth Question in Students' Semi-Structured Interview

Question 4	
Answer	F
Helpful	4
Helpful and kind	3
No answer	3
Good	3
Cute, helpful	1
Smart	1
Lovely	1
Does everything for sts	1
Knows everything	1
Does everything for sts, teaches clues of writing	1
Intelligent	1
Enjoyable	1
Not too boring lessons	1
Funny, good at her job	1
Successful	1
Angel	1
Corrects mistakes and helping me	1
Interested in sts	1
Corrects mistakes	1
Total	28

Q5. How can you describe a writing teacher in one word? What makes you think like that?

In this question, the students tried to describe their attitudes and feelings towards a writing teacher in a word instead of writing lesson in the second question (see Table 27). Whereas the first part of the question included a word, the second part had words or phrases which the researcher got using content analysis to justify their answers. There was no common words to categorize, but except *unwilling* word which did not have an explanation in the second part the answers focused on the positive sides of a writing teacher such as *mother, book*, and *helpful*.

Table 27

Word Analysis Results of the Fifth Question in Students' Semi-Structured Interview

Question 5	
P1	P2
Enthusiasm	Motivated
Galatasaray	Two rivals
Book	Has lots of knowledge
School	Helps me think
Library	Teaches important things
Mother	Interested in students
Instructive	Believes himself/herself
Calm	Considerate
Map	Shows the right way
Mother	Teaches the right things
Experienced	Knows everything
Helpful	Loves teaching
Wise	Knows everything
Dictionary	Knows everything
Computer	Gives information
Smart	Smart
Intelligent	Teaches everyone
Helpful	Helps me think
Amazing	Good
Sophisticated	Resources of information
Intelligent	Intelligent
Perfect	Smart, lovely
Bee	Works a lot
Brilliant	Knows everything
Unwilling	X
Fun	Funny
Talkative	Perfect accent
Successful	Wonderful lesson
28	27

Q6. What is the role of a writing teacher in a writing lesson? What do you expect to learn from a writing teacher?

The question asked the students to think deeply and give answers in relation to their dream writing teachers and lessons. While 28 students (100%) provided answers for the first part of the question, 6 students did not state anything about their expectations in the second part (see Table 28).

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For the role of a writing teacher, the part 1 had lots of similar phrases such as *correcting mistakes, knowing everything* and *teaching writing.* The part 2 had a focus on *learning new vocabulary.*

Table 28

Word Analysis Results of the Sixth Question in Students' Semi-Structured Interview

Question 6	
P1	P2
Corrects mistakes	Helping me
Keeps course alive	X
Important	Learns interesting things
Educational, funny	Learns new vocabulary
Teaches me something	Learns new things
Knowledgeable	Learns very well
Shows the right way	Helps us
Teaches us something	Helps me
Corrects mistakes	Learns new vocabulary
Corrects mistakes	Learns new vocabulary
Makes fun	Makes writing lessons funny
Makes Sts write more	X
Knows everything	Provides all information
Corrects mistakes	Learns new vocabulary
Education	Learns about new clues of writing
Pole of class	X
Smart, lovely	Explains everything
Enjoyable	Likes enjoyable teachers
Funny	Funny
Corrects mistakes	Learns from my mistakes
Enjoyable	X
Teaches everything	X
Helps us to write best paragraphs	Corrects mistakes
Teaches everything	X
Teaches a lot of information	Doesn't know
Nothing	Writes good things
Respect	Learns how to write paragraph
Helps me	Learns important information
28	22

Q7. What kind of writing teacher helps you enjoy and learn writing lessons more than you feel and learn now? Briefly explain.

The last question was similar to the previous one in regard to having an idea about a perfect writing teacher of the students. The most frequent answers gathered

from the students were *enjoyable* (4) and *funny* (3) *writing teacher* (see Table 29) In addition to that, the students asked to *sing a song, play games* (2), *focus on writing lessons* (2) and *be helpful* (2).

Table 29

Word Analysis Results of the Seventh Question in Students' Semi-Structured Interview

Question 7	
Words	F
Enjoyable	4
Funny	3
Sings a song, playing games	2
Focuses on writing lessons	2
Helpful	2
Relaxed and funny	1
Learns new vocabulary, finds interesting subjects	1
Gives examples from daily life	1
Shows our mistakes, fun	1
Plays vocabulary games	1
Friendly	1
Short writing lessons, does not repeat same words	1
Teaches the best things	1
Interested in Sts	1
Smiling teacher	1
Intelligent, funny	1
Playing games	1
Interesting subjects, new words	1
Correcting mistakes	1
Knowledgeable	1
Total	28

4.4 The Findings of Research Question 3

The last research question of the study had a purpose to find out whether there was a consistency of the conception of metaphorical images of EFL writing instructors given by preparatory school students and preparatory school English instructors to find out whether there is a gap between instructors and students' attitudes and beliefs towards EFL writing instructors.

4.4.1 The consistency of the metaphorical conception between university preparatory school instructors' and students' results. To be able to make this study more reliable, Chi-square test was used to find whether there was a consistency between the two participant groups and metaphors given by the two participant groups under the four perspectives of Oxford et al. (1998) for the last question of the study. As it was mentioned in the data analysis procedure, Chi-square test is used to find the relation between variables which are qualitative and, which were also used in Saban et al.'s (2007) study. It has been providing an opportunity to compare the relationship between two qualitative variables to conclude the study with a clear and simple result. Firstly, the researcher had the percentage and the frequency of the data gathered from the instructors and students, and it was analyzed by SPSS. The participant groups were called as *occupation* variable in the cross-tabulation table.

Table 30

Cross-Tabulation of Variables

			Occupation		Total
			Instructor	Student	
Metaphor	Social Order	Count	16	31	47
		% within metaphor	34%	66%	100%
		% within occupation	27,6%	9,3%	12%
	Cultural Transmission	Count	15	83	98
		% within metaphor	15,3%	84,7%	100%
		% within occupation	34,5%	27,8%	28,8%
	Learner Centered Growth	Count	27	194	221
		% within metaphor	12,2%	87,8%	100%
		% within occupation	37,9%	54%	51,7%
	Social Reform	Count	0	27	26
		% within metaphor	0%	100%	100%
		% within occupation	0%	8,1%	6,9%
Total		Count	58	335	393
		% within metaphor	14,8%	85,2%	100%
		% within occupation	100%	100%	100%

In chi-square test, the number of cells, which were expected to have lower value than 5 should not exceed the 20% of the total number cells. In this analysis, since the number of the cells who were expected to have lower value than 5 constituted 12,5% of the total cells, that kind of problem did not exist. When the table analyzed (see Table 30), the results were like that: While the 27,6% of the instructors gave metaphors in the Social Order perspective, 9,3% of the students were in the same perspective. Secondly, 34,5% of the instructors and 27,8% of the students had metaphors in the Cultural Transmission perspective. The Learner-Centered Growth perspective included 37,9% of the instructors and 54% of the students. Lastly, whereas the Social Reform perspective did not have any metaphors from the instructors, 8,1% of the students created metaphors for this perspective. The top perspective chosen by both participant groups was the Learner-Centered Growth.
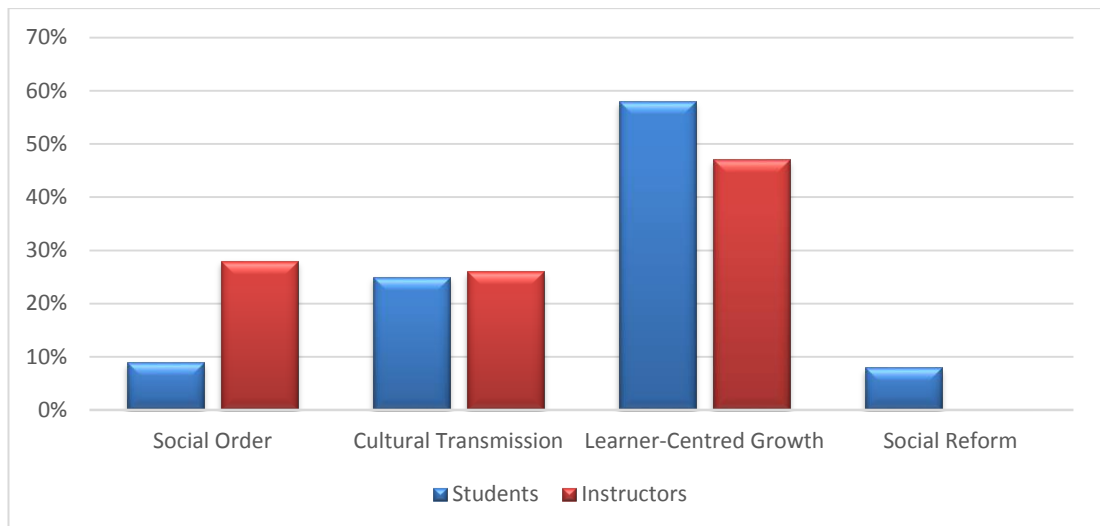
Figure 1. Comparison of the four perspectives between instructors and students

Table 31

Chi Square Test Results on Variables

Chi-Square Tests			
	Value	dh	Asymp. Sig. 2-sided
Pearson Chi-Square	19,726	3	0
Likelihood Ratio	20,683	3	0
N of Valid Cases	393		

a. 1 cells (12,5%) have expected count less than 5. The minimum expected count is 3,98

Table 32

Symmetric Measures of Chi-Square Test

Symmetric Measures			
			Approx. Sig.
Nominal by Nominal	Phi	0,224	0,00
	Cramer's V	0,224	0,00
	Contingency Coefficient	0,219	0,00
N of Valid Cases		393	

The results of the analysis (see Tables 31 and 32) showed that there was a significant association between the two variables, *two participant groups*

(instructors-students) and *the four perspectives which included teachers' typologies (the Social Order, the Cultural Transmission, the Learner-Centered Growth, and the Social Reform)*: X^2 (sd=3, *n*=335) = 19,726 p‹.05. Therefore, there was a significant and meaning correlation between the participant groups and metaphors given by the two participant groups under the four perspectives of Oxford et al.'s (1998) study.

Chapter 5
Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The purpose of this study was to investigate the English preparatory school instructors' and students' metaphorical images of EFL writing instructors, and explore whether there is any consistency between their metaphorical images of the two sample groups through metaphor analysis. Mainly, the qualitative research method was used, and the data was obtained through a survey and semi-structured interviews, which included both the instructors and students. For the data analysis procedure, some quantitative data through content analysis, frequency analysis, and Chi Square test analysis was used. The following sections discuss the findings of each research question.

5.1.1 Discussion of Findings of RQ1. The first question aimed to find out the English preparatory school instructors' metaphorical images of EFL writing instructors, and to examine their beliefs and attitudes towards EFL writing instructors and writing lesson in detail. The data was gathered by the metaphor survey, which included a demographic data and a sentence completion part and the semi-structured interviews, which asked more detailed questions about writing lessons and EFL writing instructors to support the study.

The findings showed that while 28% out of 100% (58) instructors gave metaphors which showed their tacit thoughts about EFL writing instructors under the Oxford et al.'s (1998) Social Order perspective; 25% of the instructors created metaphors under the Cultural Transmission perspective. The instructors had a tendency to create metaphors under the Learner-Centered Growth perspective with 47% of total instructor participants. Finally the last perspective, the Social Reform, was the least popular one among the instructors with 0% respond, which is same as Nikitina & Furuoka's (2008) study.

First of all, the Social Order perspective constituting 28% of the total sampling as outlined by Oxford et al. (1998) had a significant number in this category, which was the second popular perspective chosen by the instructors in this study. It shapes learners through external reinforcement (Oxford et al., 1998). This

perspective and the metaphors generated by the instructors are in the same line with the *Autocratic teacher* category in Seferoglu's study (2009). In regards to the metaphors created by the instructors in this perspective, there were *teacher as manufacturer, teacher as doctor* and *teacher as mind-and-behavior* typologies. The instructors' tendency was on *teacher as manufacturer* typology (14%, n: 8) with the examples *worker, engineer,* or *architect*. *Teacher as doctor* typology (7%) showed students what is true and false like a detector. The last metaphor, *teacher as mind-and-behavior controller* (7%), is a teacher which is similar to a teacher as *police officer*. They control what students think and do and lead student to have them obey the rules of learning. Regarding this perspective, Oxford et al. (1998, p.8) stated "The teacher, often viewed as a technician, was in the process of social engineering, molding learners for the needs of society".

The second perspective, the Cultural Transmission (26%), describes a teacher as a "unidirectional information-giver" in Oxford et al.'s study (1998, p.24). It is the third popular perspective on the instructors' side. While all those metaphor examples are in relation to the *Teacher as conduit* metaphor in Oxford et al.'s (1998) typology, *Teacher as repeater* typology did not have any metaphors. The instructors in this perspective try to show their students ways to discover as "unidirectional information" givers (Oxford et al., 1998, p.7). They know the way of writing and ask their students to follow them and reach their aims.

Thirdly, the Learner-Centered Growth perspective outlined by Oxford et al. (1998) is the most recurring perspective in the present study, which displayed parallel results to the results of Nikitina & Furuoka's study (2008). This perspective also corresponds to Democratic/ Participatory teacher category in Seferoglu's study (2009). It was stated that Learner-Centered Growth perspective shares the control over learning between the teachers and students, which shows the balance in teaching and learning (Oxford et al., 1998). Most of the metaphors gathered from the instructors correspond to Oxford et al.'s (1998) *Teacher as Nurturer* typology under the Learner-Centered Growth perspective of education. To make analysis clearer and easier such as *teacher as caretaker, food, animals* and *teacher as natural elements and resources* were added as subcategories as it had been done in the same way in Nikitina & Furuoka's study (2008). *Teacher as caretaker* (9%) has a character that teaches and cares for learners. The metaphors given by the instructors are *mother* and *gardener,* which is the same as the *teacher as care taker* under the participatory

category in Seferoglu's study (2009). Additionally, *animals and food* subcategories had a few metaphors, and the numbers of the *teacher as natural elements and resources* sub-category (9%) was significant in terms of the study results. It was the most recurring and popular typology chosen by the instructors with the examples *sun, tree, star, butterfly* and *cloud*. This fact reveals that the participant instructors try to a) care for their students, b) provide knowledge and comfort and sense of security, c) take into consideration their students' emotional needs and d) create positive and pleasant atmosphere (Nikitina & Furuoka, 2008). *Teacher as scaffolder* typology constituted 9% (5 metaphors) in total. Guerro and Villamil (2001) had a similar category named as *cooperative leader* that included similar metaphors such as *coach* and *guide*. Guerro and Villamil (2001) stated that *coach* metaphor showed the need for "constant encouragement, support, feedback, and opportunities for practice and using the L2" and the need for "interaction between teacher and learners and among learners (p.10). They also claimed that metaphor was a "combination of acquisition and learning" (p.11). The last typology under this perspective is *teacher as entertainer* (13%), which had two categories, negative and positive, such as *playing the violin* and *chess* that were taken from the instructors' metaphor examples. Almost all the instructors in this typology had positive answers except two instructors who had negative metaphors. The instructors try to make writing instruction as happy and enjoyable as possible in terms of getting students attention and helping them have fun in the class while they learn how to write.

Last but not least, the Social Reform perspective was not found in the metaphors of the instructors in this study (0%). This perspective was developed by Dewey (1993 as cited in Oxford et al., 1998). To have more democratic society is the aim of this approach, and the class can be an example of "democratic community". It can be inferred that the instructors prefer not to be learning partners of the students. They can help, guide, and be their lights, but they do not want to be literally friends with their students. The reason might be the cultural effect or their schemata on learning. The school can be seen as a hierarchical organization where the teachers are respected rather than befriended or be treated as equals (Nikitina & Furuoka, 2008, p.202).

The interviews also shed some light on metaphor analysis above. They support the metaphors generated by the instructors. Most of the instructors evidently feel positive things towards EFL writing teachers, and they lead their students to the

right ways to learn how to develop their writing skills, have them fun in the class, help them discover the rules and strategies, care for them, and be fruitful every time.

5.1.2 Discussion of findings of RQ2. The second question had an aim to find out the English preparatory school students' metaphorical images of EFL writing instructors, and to examine their beliefs and attitudes towards EFL writing instructors and writing lesson in detail. The data was gathered by the metaphor survey, which included a demographic data and a sentence completion part "A writing teacher is like…" and the semi-structured interviews to support the accountability of the study.

The findings revealed that the number of the metaphors fallen under the Social Order was 9%. The Cultural Transmission perspective constituted 25% of the sampling group while the next perspective, The Learner Centered Growth, had the largest proportion in this study with the significant number; 194 metaphors (58%). It is inferred that the students had a tendency to create metaphors under the Learner-Centered Growth perspective. On the other hand, the Social Reform perspective was the smallest group with 27 metaphors, constituting 8% of the sampling group, but at least some students created related metaphors in this category. In the instructors' part, there was no metaphor in relation to the Social Reform perspective.

Firstly, in the Social Order perspective, each typology seems similar to another, but there are small differences between them. *Teacher as manufacturer* and *Teacher as mind-and-behavior* were the two most popular typologies chosen by the students, which were 7% in both. Whereas *Teacher as manufacturer* (3%) were mostly based on jobs such as *author, painter, and writer*, *teacher as mind-and-behavior* typology (4%) had metaphors showing teacher's power in class such as *prophet, queen of class, and king*. It can be inferred that for students, writing teachers are the first person in the class. According to the students, the teacher has an authority and knows everything in the world. *Teacher as competitor* typology has only 1 (0%) metaphor, *sprinter*. A few students may see their writing teachers who can compete with her/his students for control in classroom, which is a good result for the perception of teachers by students. *Teacher as hanging judge* and *teacher as doctor* were other typologies that were not popular (1%) among the students in this study. *Teacher as doctor* in Oxford et al.'s study (1998) was called as *Teacher as Curer / Repairer* in Saban et al.'s study (2007), and it was also not popular there too.

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Students may think of a writing teacher who finds their mistakes, making them correct and giving remedies in the form of exercises. As seen in the students' metaphors analysis in Chapter 4, the Social Order perspective had typologies that focus on molding and controlling students (Oxford et al., 1998), which students do not prefer to see these kinds of teachers in the class. They tend to reject the notions of teacher as hanging judge, competitor, and doctor, which is the same as Saban et al.'s study (2007). Lastly, this perspective and the metaphors generated by the instructors are also in the same line with the *Autocratic teacher* category in Seferoglu's study (2009). Therefore, it is one of the least preferred perspectives by the students.

In the Cultural Transmission perspective (25%), which has two typologies; *Teacher as conduit* and *Teacher as repeater*. The students had a tendency to give metaphors related to the first typology with 82 metaphors, which was the largest number (24%). Seferoglu (2009) had similar metaphors such as *book, compass, dictionary, map, and encyclopedia* in Democratic/Participatory Teacher perspective, which were the most preferable metaphors by the students. This perspective was the most popular metaphor group in Seferoglu's study (2009). In the present study, there was only 1 metaphor (0%) in *Teacher as repeater* group: *Robot* (1), which has negative meaning towards teacher. As seen in the metaphors given by the students and the percentages, students' second favorite writing teacher type is under the Cultural Transmission perspective, which describes as "unidirectional information giver" (Oxford et al., 1998, p.7).

The third perspective, the Learner-Centered Growth, is the largest group of metaphors collected from the students. It constituted 58% of the total sampling with 181 metaphors. The significant number of the conceptual metaphors can be seen under *Teachers as nurturer* typology (43%) with 144 metaphors, which was named as *teacher as knowledge provider* such as *tree*, *sun* and *light* and in *Teacher as nurturer/cultivator* typology (student as developing organism) such as *gardener*, *farmer*, and *soil* in Saban et al.'s study (2007). A teacher from Seferoglu's study (2009) explained a *lighthouse* metaphor in a good way focusing on the main idea of this perspective and its typologies: "Lighthouse only lights the way, and it is the students who make their own way through the world" (p.332-333), which means they are not dependent to their teachers under this perspective, but students need them to

care for themselves, to be a light in the darkness, or a sun which gives everything to its students, specifically in *Teacher as nurturer* perspective. Whereas *Teacher as lover or spouse* and *Teacher as* delegator had no metaphors generated by the students, *Teacher as scaffolder* had 10 metaphor (3%) including *guide, teacher* and *coach* metaphors. Bartel (1983) states "the sports term coach first referred to a vehicle to help someone move ahead, and then it became related to the idea of a tutor or teacher, who provides coaching to students." (as cited in Oxford et al.,1998, p.34). In the light of this sentence, it can be inferred that *coach* and *teacher* metaphors are under the teacher as scaffolder typology. The second largest group was *Teacher as entertainer* (12%) including *positive* and *negative* subcategories. It means that some students see their writing teachers as a horror tunnel, or a creature, which may show their negative attitudes towards a writing lesson or a teacher. This can be related to a specific teacher, lack of his/ her talent in writing, interest, and motivation which is not a big amount in this study.

Finally, the results of the forth perspective, the Social Reform (8%), reveals that some students had a tendency to have *a Teacher as learning part* ad *acceptor*. *Teacher as learning partner* had 26 metaphors with the most frequent one, *friend*. This can be inferred that the low number of the metaphors in this perspective should mean a lot to the teachers since the culture and society students live in lead them not to choose to be friends with or equal to their teachers, which was seen in Nikitina et al.'s study (2008). Even though the conditions they have to face every day, they may show their interests and wish by creating those kinds of metaphors under this perspective.

The interviews also revealed the support of the metaphors generated by the students. Almost all students have positive attitudes towards EFL writing teachers except boring topics and difficult parts in a writing lesson. This can be inferred that with the help of this small data, which show the negative attitudes of the students and why they feel like this can broaden EFL writing instructors' horizon to make a writing lesson more creative and interesting for students who feel bored. Thus, the instructors can prepare their lessons in a more collaborative way and step by step for students who think they do not have the ability in writing or they are slow learners.

5.1.3 Discussion of Findings of RQ3. The findings of the third question attempted to learn whether there is a consistency of the conception of metaphorical images of EFL writing instructors given by the preparatory school students and the preparatory school English instructors. The metaphors and the semi-structured interviews gathered from the instructors and students were analyzed through Oxford's et al.'s (1998) four perspectives on education, frequency analysis, and content analysis. To compare the relationship of two variables (instructors and students) with the four perspectives, Chi-square test was applied on SPSS. The results showed that there was a significant chance between two variables *(instructors-students)* and *the four perspectives.* X^2 (sd=3, n=335) = 19,726 p‹.05. Therefore, there was a significant and meaningful relationship between the participant groups and the four perspectives of Oxford et al.'s (1998). Almost all these kinds of comparisons in metaphor studies have been done between pre-service and in-service teachers or with just one of them to see how a teacher or his/her professional identity is perceived so far (Farrell, 2006; Nikitina & Furuoka, 2008; Pinnegar et al., 2011; Saban, 2007; Seferoglu, 2009; Stofflett, 1996; Thomas and Beauchamp, 2011; Yesilbursa, 2012). On the other hand, a few studies have been conducted on writing teachers or students through metaphor analysis (Villamil & Guerrero, 2005; Yigitoglu & Belcher, 2014).

5.2 Conclusions

The results of the study provided insights into the English preparatory school instructors' and students' metaphorical images of EFL writing instructors, and whether there is a consistency of the conception of metaphorical images of EFL writing instructors given by preparatory school students and preparatory school English instructors. From the theoretical points of view mentioned in the theoretical framework, Richardson (1996) states two perspectives on the role of beliefs in learning to teach. The first one is based on constructivist theories of learning, which explains that learners bring beliefs to teacher education programs, so it can be influential in terms of what and how they learn. Therefore, in this study, this can be inferred that EFL writing instructors' beliefs which they bring into the classroom can affect what they learn and how they teach. The second perspective focuses on belief change for teacher education. This study may provide an opportunity for EFL writing

instructors and students to be aware of their attitudes and beliefs towards EFL writing instructors and writing lessons. Additionally, with light of this study and similar studies (Cabaroglu & Roberts, 2000; Norman & Spencer, 2005; Peacock, 2001), changing beliefs and attitudes in a different longitudinal study through metaphor conceptualization can be examined.

Therefore, the study revealed that there were similar procedures done by the researchers to this study, which was mostly based on "teacher" conception (Farrell, 2006; Nikitina & Furuoka, 2008; Pinnegar et al., 2011; Saban, 2007; Seferoglu, 2009; Stofflett, 1996; Thomas and Beauchamp, 2011; Yesilbursa, 2012). First, whereas the English preparatory school instructors' metaphorical images of EFL writing instructors were based on *the Learner-Centered Growth* and *the Cultural Transmission* perspectives at almost same rate, the students' metaphorical conceptions focused on *the Learner-Centered Growth* with the highest proportion among the other perspectives. To sum up, it means almost all preparatory school instructors and students conceptualize their EFL writing teachers as knowledge provider, nurturer, cultivator, and conduit, which is parallel to Saban et al.'s (2007) study and Seferoglu's (2009) study. One of the biggest differences between groups was that the high number of the instructors' metaphors under the Social Order perspective. However, the students' metaphors under this perspective showed that they do not perceive their EFL writing instructors as an authority. Additionally, there was a big gap between the students and instructors' metaphors under the Social Reform perspective. This can be inferred that even if the instructors sometimes think they are like friends with their students, their tacit thoughts unearthed through metaphor analysis claim that they conceptualize themselves or writing instructors as knowledge provider, nurturer, cultivator, and conduit as students do. It can be because of the culture in which they live, which was mentioned in Nikitina & Furuoka's study (2008). Instructors could look into their own and students' inner thoughts deeply, and have awareness of their teaching styles and expectations from their students as a writing instructor.

Additionally, the consistency between these two groups and the perspectives has not been analyzed in any study so far. The importance of this study is that the results reveal the consistency of tacit and unearthed thoughts of the most important stones, students and instructors, of education. Additionally, it shows that preparatory

school students and instructors are on the same track in terms of the perceptions of EFL writing instructors and lessons. Both groups sometimes have difficulties, hard times in teaching and learning writing skill, but they never reject to teach or learn. Instead, they would like to teach and learn interesting, purposeful, and authentic topics with the guidance of their instructors or effort of the students in an interactive way in a positive atmosphere. This could be a reference to instructors who have difficulty in coping with their students to teach writing skill. Additionally, it could be used as a tool to find out their students' expectations and perceptions of a writing instructor and a writing class, so instructors may use metaphors as the most powerful source for change (Thornburry, 1991).

Lastly, the results provided significant implications for teacher education programs. This may be suggested that teachers' cognitions in regard to EFL writing instructors and teaching writing should be taken into consideration, and "they should be seen as source to reach tacit or unexamined beliefs into objectively rational beliefs since these beliefs can affect their how they teach and how students learn." (Seferoglu, 2009, p. 334). Regarding the results found through the metaphors analysis, teacher trainers can also provide in-service training programs, which can be online to make the programs available for all writing instructors. Additionally, metaphors created by students and instructors could be helpful for both participant groups since they are not just the reflections of unexamined and tacit thoughts and personal values, but also directly or indirectly influence the classroom performance of the writing instructors (Thornburry, 1991). To sum up with Guerro and Villamil (2001), it is recommended that "the use of-metaphor as a tool to increase self-reflection among L2/FL teachers", which can be used for writing teachers (p.11).

The results of the study indicated that the English preparatory school instructors' and students' metaphorical images of EFL writing instructors are mostly on the Learner-Centered Growth perspective of Oxford et al.(1998). Therefore, students and instructors' beliefs and attitudes towards EFL writing instructors revealed a writing instructor who cares for their students, provides knowledge to show the way like a lighthouse and comfort and sense of security, takes into consideration their students' emotional needs and creates a positive and pleasant atmosphere. Additionally, there is a significant change between the conception of metaphorical images of EFL writing instructors given by preparatory school students

and English instructors, which means there is a meaningful relationship between two participant groups and the four perspectives.

To conclude, in terms of teacher educators and trainers, this study fills a gap of EFL writing instructors' metaphorical images, which are provided by them and students who are exposed to a writing course at English preparatory school. When their beliefs and attitudes towards a writing instructor are embodied with their own words, teacher educators and trainers can detect EFL writing instructors' problems clearly, and provide appropriate solutions in order to turn the effects of writing instructors' beliefs and attitudes in class into positive and effective for their students. In terms of EFL writing instructors, it is also suggested that preparatory school instructors' and students' metaphorical conceptions and cognitions of EFL writing instructors should be surfaced and acknowledged, and that EFL writing instructors should look into their teaching ways and styles under the light of tacit and unexamined thoughts coming from both students and instructors to detect good or other part to consider again, so with the help of metaphor analysis, EFL instructors may have an idea how they are perceived, how they teach and how students learn.

5.3 Recommendations

This study has several recommendations for further research:

First and foremost, the present study took place in a private foundation university with 335 students and 58 instructors. Thus, having a sample from more than one university gives more representative results about EFL writing instructors and students.

Last but not least, effects of the variables in a demographic data chart (e.g., gender, educational background, and years of experience) can be investigated in relation to the four educational perspectives of Oxford et al. (1998). It can be analyzed whether there is any relationship between age and metaphors, nationality and metaphor, or gender and metaphors towards EFL writing instructors.

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A. Common European Framework of Reference
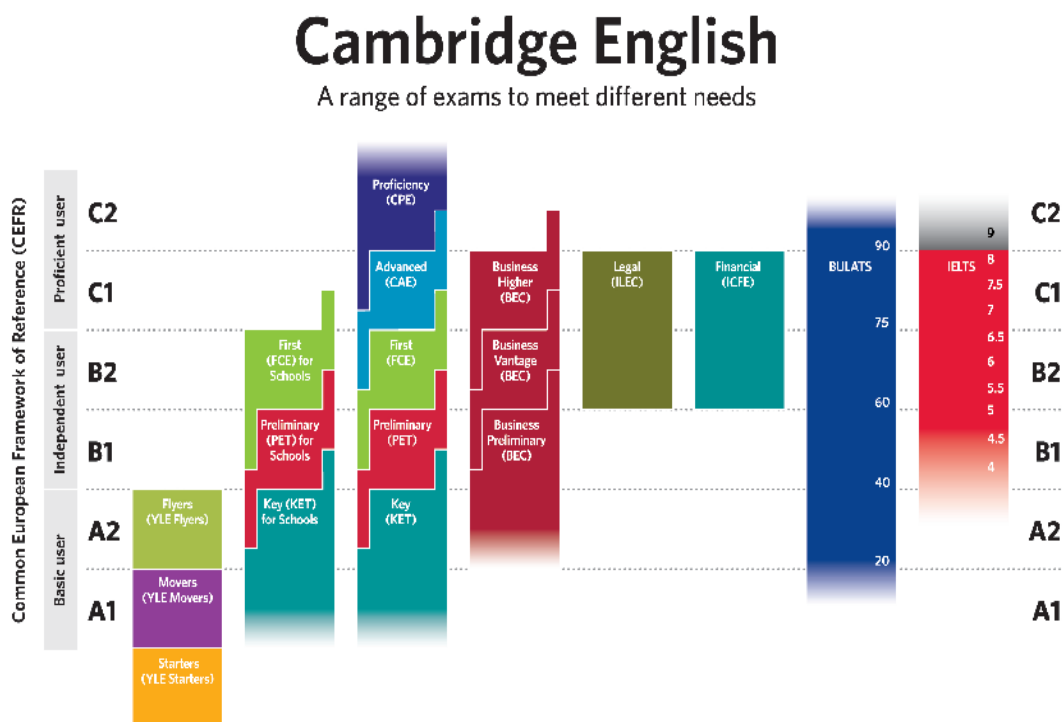
B. University Preparatory Students' Metaphor Survey

Following survey is designed to find out the preparatory students' metaphorical images of EFL writing teachers. Therefore, the consistency between the students' and teachers' answers including metaphors will be analyzed. Individual responses will be used only for statistical purposes.

Kaya Nur ÇALIŞIR GÖVENÇ

EFL Instructor, Beykent University

MA Student, Bahcesehir University

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Section 1:

1. Gender   :   ( ) Male   ( ) Female

2. Age   :   ( ) 18-20   ( ) 20-25   ( ) 30-…

3. Level of English   :   ( ) A1-A2   ( ) B1-B2   ( ) C1-C2

4. Nationality   :   ( ) Turkish   ( ) Other

Section 2:

What do you think about EFL writing teachers? Look at the half of the sentence below. Please describe them via a metaphor*. There is an example to show you how to describe.

Example: "A writing teacher is a candle. S/he tries to teach us how to write a good paragraph and show our ways with his or her light.

"A writing teacher is like____ _____

_____."

*Metaphor   *noun* **[C** or **U]:**   an <u>expression,</u>   often <u>found</u> in <u>literature,</u> that <u>describes</u> a <u>person</u> or <u>object</u> by referring to something that is <u>considered</u> to have <u>similar</u> <u>characteristics</u> to that <u>person</u> or <u>object</u>:"The *<u>mind</u>* is an *<u>ocean</u>*" and "the *<u>city</u>* is a *<u>jungle</u>*" are both metaphors. (*<u>www.dictionary.cambridge.org</u>*)

C. Preparatory School Instructors' Metaphor Survey

Dear colleague,

I am doing my Master degree at the Faculty of Educational Sciences, English Language Teaching Department at a Foundation University in Turkey. The goal of the study is to investigate the metaphorical images of EFL writing teachers. The survey consists of two parts. The first part of the study aims to get some demographic data, while the second part is designed to find out the preparatory school instructors' metaphorical images of EFL writing teachers. Therefore, the consistency between the students' and instructors' answers including metaphors on EFL writing teachers will be analyzed. Your sincere answers will affect the results of the study positively. Individual responses will be used only for statistical purposes. Thank you for your kind cooperation.

<div align="right">

Kaya Nur ÇALIŞIR GÖVENÇ

Instructor, Beykent University

MA Student, Bahcesehir University

kayanur.calisir@gmail.com

</div>

Section 1:

1. Gender   :   ( ) Male   ( ) Female

2. Age   :   ( ) 24-30   ( ) 31-35   ( ) 36- …

3. Nationality   :   ( ) Turkish   ( ) Other

4. Educational background
a. ( ) BA
b. ( ) MA completed/ ( ) MA in progress
c. ( ) PhD completed/ ( ) PhD in progress
5. Teaching Experience
a. ( ) 0-1 year
b. ( ) 2-5 years
c. ( ) 6-10 years
d. ( ) 11 years and more

Section 2:

What do you think about EFL writing teachers? Look at the half of the sentence below. Please describe them via a metaphor*. There is an example to show you how to describe.

Example: "A writing teacher is like a candle. S/he tries to teach us how to write a good paragraph and show our ways with his or her light.

"A writing teacher is like_____

_____."

*Metaphor   *noun* [**C** or **U**]:   an <u>expression</u>,   often <u>found</u> in <u>literature</u>, that <u>describes</u> a <u>person</u> or <u>object</u> by referring to something that is <u>considered</u> to have <u>similar</u> <u>characteristics</u> to that <u>person</u> or <u>object</u>:"The *<u>mind</u>* is an *<u>ocean</u>*" and "the *<u>city</u>* is a *<u>jungle</u>*" are both metaphors. (*<u>www.dictionary.cambridge.org</u>*)

D. Semi-Structured Interview with University Preparatory Students about Their Metaphorical Images of EFL Writing Instructors

1. Do you like English writing lessons? Why/ Why not?

_____

_____.

2. How can you describe a writing lesson in *one word*? What makes you think like that?

_____

_____.

3. What is *the best* and *worst* part of participating in a writing lesson? Why/ Why not?

_____

_____.

4. Do you like your writing teacher? Why/ Why not?

_____

_____.

5. How can you describe a writing teacher in *one word*? What makes you think like that?

_____

_____.

6. What is the role of a writing teacher in a writing lesson? What do you expect to learn from a writing teacher?

_____

_____

_____.

7. What kind of writing teacher helps you enjoy and learn writing lessons more than you feel and learn now? Briefly explain.

_____

_____.

E. Semi-Structured Interview with University Preparatory Instructors about the Metaphorical Images of EFL Writing Instructors

1. Do you like teaching English writing lessons? Why/ Why not?

_____

_____.

2. How can you describe a writing lesson in *one word*? What makes you think like that?

_____

_____.

3. What is *the best* and *worst* part of teaching a writing lesson? Why/ Why not?

_____

_____.

4. Do you like your writing teaching style? Why/ Why not?

_____

_____.

5. How can you describe a (or yourself) writing teacher in *one word*? What makes you think like that?

_____

_____.

6. What is the role of a writing teacher in a writing lesson? What do you expect to teach a student?

_____

_____.

7. What kind of writing teacher helps students enjoy and learn writing lessons more than they feel and learn now? Briefly explain.

_____

_____.

Kaya Nur ÇALIŞIR GÖVENÇ

PERSONAL INFORMATION

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Nationality: Turkish (TC)

Date / Place of Birth: January 01, 1990 / Bursa

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EDUCATION

Degree	Institution	Year of Graduation
BS	Marmara University	2011
High School	I.O.A. Teacher High School	2007

EXPERIENCE

Year	Place	Enrollment
2015-…	Istanbul Bilgi University	English Instructor
2012-2015	Beykent University	English Instructor
2011-2012	Bahcesehir College	English Teacher

FOREIGN LANGUAGES

Upper-Advanced English, Beginner Spanish

PUBLICATIONS

Mede, E., Tutal, C., Ayaz, D., Çalışır, K. N., & Akın, Ş. (2014). The effects of language transfer in Turkish EFL learners. *ELT Research Journal*, *3*(2), 70-83.

HOBBIES

Swimming, Tennis, Tango, Travelling