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İÇİNDEKİLER

Metaphorical Perceptions of ELT Students at Preparatory Class about "Learning English" and "Teaching English"

Bildiri Kodu: 36

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Abstract

The study aimed at determining perceptions of English Language Teaching (ELT) students at preparatory class about the concepts of "learning English" and "teaching English" through metaphors. Phenomenological design and convenient sampling technique were used in the study. The study group consisted of 15 ELT students at preparatory class in 2021-2022 spring semester. Students were given a form and asked to fill in the form. The form contained two open-ended statements as "Learning English is like … because …" and "Teaching English is like … because ...." The data were analyzed through content analysis. The analyses showed that students created 14 different metaphors for "learning English" and 15 different metaphors for "teaching English". The metaphors produced by students were grouped into three categories as "positive associations", "negative associations" and "both positive and negative associations". Based on the results of the study, some recommendations were made.

Keywords: Learning English, Teaching English, Metaphor, ELT students, Prospective teachers of English.

Öz

Bu çalışma, hazırlık sınıfında öğrenim gören İngiliz Dili Eğitimi/İngilizce Öğretmenliği (ELT) bölümü öğrencilerinin "İngilizce öğrenmek" ve "İngilizce öğretmek" kavramlarına ilişkin algılarını metaforlar aracılığıyla belirlemeyi amaçlamaktadır. Araştırmada nitel araştırma yöntemlerinden olgubilim deseni ve amaçlı örnekleme yöntemlerinden kolay ulaşılabilir örnekleme yöntemi kullanılmıştır. Çalışma grubunu 2021-2022 bahar döneminde hazırlık

sınıfında öğrenim gören İngilizce öğretmeni adayları oluşturmaktadır. Çalışmaya 15 öğrenci gönüllü olarak katılmıştır. Öğrencilerin İngilizce öğrenmek ve İngilizce öğretmek kavramlarına ilişkin sahip oldukları metaforları belirlemek amacıyla onlara "İngilizce öğrenmek … gibidir, çünkü ..." ve "İngilizce öğretmek … gibidir, çünkü ..." şeklinde iki açık uçlu ifadenin yer aldığı bir form verilmiş ve onlardan bu formu doldurmaları istenmiştir. Veriler içerik analizi ile analiz edilmiştir. Analizler sonucunda, öğrencilerin "İngilizce öğrenmek" için 14 farklı metafor ve "İngilizce öğretmek" için 15 farklı metafor ürettikleri tespit edilmiştir. Öğrencilerin ürettikleri metaforlar "olumlu çağrışımlar", "olumsuz çağrışımlar" ve "hem olumlu hem de olumsuz çağrışımlar" olmak üzere üç kategoride toplanmıştır. Çalışma sonuçlarından yola çıkarak bazı önerilerde bulunulmuştur.

Anahtar Kelimeler: İngilizce öğrenmek, İngilizce öğretmek, Metafor, İngilizce öğretmenliği öğrencileri, İngilizce öğretmen adayları.

Introduction

Metaphors play an indispensable part in a person's life, and they determine how he/she lives. Metaphors are considered to create realities and to be a guide for future actions (Lakoff & Johnson, 2003). In other words, an important part of a person's conceptual system is structured by metaphorical relations. Metaphors help him/her conceptualize his/her experiences in concrete terms. The essence of a metaphor is to explain or interpret something, such as a phenomenon, concept or object using something else (Lakoff & Johnson, 2003). According to Yob (2003), metaphors are the most powerful mental tools that can be used to understand and explain an abstract, complex, or theoretical phenomenon.

In educational research, metaphors can be used to visualize and describe an abstract concept more concretely (Lakoff & Johnson, 2003; Singh, 2010). As Low (2015) stated, the use of metaphors in educational settings can enhance learning and teaching. Thus, in educational studies, to investigate students' perceptions and beliefs, metaphors have been accepted and considered as an important data collection tool (Cameron & Low, 1999). Although they are typically thought as a figure of speech, metaphors are employed in the training of language teachers to promote awareness and reflective practice. They have significant impacts on the subject matter and style of instruction, in addition to revealing how teachers behave in the classroom (Arshavskaya, 2014; Herron, 1982). Metaphors might encourage educators to investigate new conceptual horizons that are evident from a different perspective, which might

not have otherwise considered (Martinez, Sauleda, & Güenter, 2001). Based on all these directions in the literature, examining metaphors of ELT students at preparatory class, who are prospective teachers of English, about the concepts of "learning English" and "teaching English" was determined as the aim of this study.

When the literature was reviewed, it was found out that there were some studies using metaphors to examine the viewpoints of prospective teachers or students at preparatory classes. De Guerrero and Villamil (2000) analyzed metaphors of 22 ESL teachers about "being a teacher" in the United States and found that the metaphors reflected traditional notions, including "agent of change", "leader", "nurturer" and "provider of knowledge". Aktekin (2013) examined the concept of "learning English" through metaphors with 30 instructors teaching and 156 students studying at preparatory classes. Gömleksiz (2013) conducted a study with prospective English language teachers examining "foreign language" and reached the categories of "future", "necessity", "power", "pleasure", "travel", "hopelessness", "difficulty" and "colonialism".

Before and after ten weeks of teaching English in practicum, Şimşek (2014) asked 26 Turkish prospective teachers for metaphors of "an EFL teacher". The findings revealed that there were significant changes in prospective teachers' pre- and post-metaphors. Fang (2015) examined college EFL students' metaphorical interpretations of "learning English" in a Northwest China. 120 students participated in the study, including 30 English majors and 30 non-English majors, and it is found out that students understood the process of learning English well. Their metaphors reflected what they thought about (a) themselves as language learners, (b) learning English, and (c) the learning process itself. They realized that learning a language is a challenging process and that being a successful learner entails a number of requirements, including diligence, effort, patience, and a positive attitude.

Zapata (2015) asked six Spanish teachers teaching English at a public university in Canada for metaphors of "a second language teacher, student, and classroom" and revealed that four of the six teachers' metaphors were related to the cultural transmission perspective, which contends that language teachers are the experts at transmitting knowledge and have control over what is taught to students, who are empty vessels. Shaw and Andrei (2020) examined how teacher candidates conceptualize "learning English" and "teaching English" and analyzed the metaphors used by 98 participants from two universities in the United States. Baş and Bal Gezegin (2015) investigated the perceptions of university preparatory class students on the concept of "English learning process". Çelik and Asmalı (2017) analyzed the concepts of

"English learning" and "English learner" by English teachers through metaphors. Erdem (2018) examined university students' metaphorical perceptions of "English" according to the variables of gender, faculty and high school type.

Pehlivan, Şen Akçay, and Neyişci (2020) identified metaphors of 107 university students enrolled English Preparatory Program about "English" and "learning English". The results showed eight conceptual categories as process, effort, necessity, general culture, universality, communication, necessity and hopelessness for "English", and nine conceptual categories as effort, process, universality, general knowledge, obligation, necessity, hopelessness, self-confidence and communication as for "learning English". They concluded that students' metaphorical attitudes toward English were positive and they were conscious of the inevitable necessity of learning English.

As mentioned before, studies in the literature using metaphors as a data collection tool mostly have study groups of either teachers or prospective teachers at Faculty of Education or students at preparatory classes from different departments. In other words, the literature review showed that "learning English" was analyzed with participants who were students at preparatory classes, and "teaching English" was analyzed with participants who were prospective teachers or teachers, so the number of studies investigating metaphors of "learning English" and "teaching English" together was limited. A good and successful language teacher is expected to be aware of psychological, social, and personal factors that affect students. Only if the language teacher loves his/her job, s/he can make courses more meaningful and interesting for students, so his/her students participate in the process more actively (Harmer, 2007). Students with positive perceptions towards the foreign language teacher will develop positive attitudes towards the language and language learning (Gömleksiz, 2013). A positive change in students' attitudes can lead them to learn better, which reveals the role and importance of a language teacher who considers affective dimension in language learning environment. Therefore, in this study, determining the participants as students who not only were studying English extensively at preparatory class but also were prospective teachers and would teach English in the future was thought to contribute to the literature of language teacher training in general and English language teacher training in specific. Based on this thought, the aim of the study was to determine perceptions of ELT students at preparatory class about the concepts of "learning English" and "teaching English" through metaphors. The following questions were addressed in the study:

1. What are the metaphors of ELT students at preparatory class about the concepts of "learning English" and "teaching English"?

2. What positive and/or negative associations do the metaphors of ELT students at preparatory class about the concepts of "learning English" and "teaching English" have?

Method

Study Design

The aim of the research was to determine and analyze the metaphors used by ELT students at preparatory class and their perceptions of the concepts of "learning English" and "teaching English." To achieve this aim, qualitative research was used in which rich data can be collected by trying to explain and understand concepts, facts, relationships (Merriam & Tisdell, 2015). One of qualitative research, phenomenological design was applied to concentrate on the phenomena that individuals are aware of yet do not fully comprehend (Yıldırım & Şimşek, 2011). In this context, the purpose of this research design is not to generalize but define facts (Patton, 2014). Phenomenological design was preferred in this research so as to examine thoroughly the perceptions of ELT students at preparatory class about the concepts of "learning English" and "teaching English" and to create a detailed understanding of their perceptions of the concepts.

Study Group

The study group included ELT students at preparatory class in 2021-2022 spring semester. Convenient sampling technique was used based on voluntariness. Five male and ten female students participated in the study voluntarily. Four of the students were 18, three of them were 19, five of them were 20, two of them were 21 and one of them was 23 years old.

Data Collection Tool

Students were given a semi-structured form and asked to fill in the form. The form contained two open-ended statements as "Learning English is like ... because ..." and "Teaching English is like … because …" in addition to demographic features such as gender and age. In studies where metaphor is used as a research tool, the word "like" is used to reveal the link between

the subject of the metaphor and the source of the metaphor more clearly, and the word "because" is used to provide a rationale or logical basis for their metaphors (Saban, 2008, 2009). The statements written by the participants in their own handwriting were used as the main data in this study.

Data Analysis

In the research, the data were analyzed using content analysis. The main purpose of content analysis is to reach codes, categories and concepts that can explain the data obtained in the research (Cohen, Manion, & Morrison, 2017). By using content analysis, data are defined, and hidden facts are revealed by the researchers. For this purpose, similar data are grouped and interpreted within the framework of certain concepts and themes (Yıldırım & Şimşek, 2011). In this study, the metaphors were grouped into three categories as (a) positive associations, (b) negative associations and (c) both positive and negative associations.

Validity and Reliability

In qualitative research, reporting the data in details and explaining them are important criteria for validity. In addition, including direct quotations from participants and explaining the results based on these quotations are crucial for validity (Yıldırım & Şimşek, 2011). In this study, the validity was tried to be increased by explaining the data analysis process in details and by quoting directly from the students' own statements (Wiersma & Jurs, 2008). While making direct quotations, the letter "S" was used for each student, numerical codes such as 1, 2, 3, 4… were used for the order of submitting the form, and the letters "F" and "M" were used to indicate their gender. For example, the code "S1F" was used for the female student who first submitted the form.

For reliability, expert opinion was sought to determine whether the metaphors represent the relevant categories. For this purpose, two separate lists containing the categories and statements written by students were given to an associate professor in curriculum and instruction. The expert was asked to match the metaphors with the categories, so that no metaphors were left out. The matches made by the expert were compared with those made by the researcher. The numbers of "agreements" and "disagreements" were determined, and interrater reliability was calculated via the reliability formula proposed by Miles and Huberman (1994). Within the scope of the reliability study, the expert scored one of the metaphors differently from the researcher

both for "learning English" and "teaching English." Thus, reliability (93%) was above the expected percentage (80%) suggested by Miles and Huberman (1994) and Patton (2002).

Role of the Researcher

The researcher decided to use convenient sampling in order to get relevant data from the participants. The researcher explained the participants how to write metaphors giving some examples. The researcher emphasized voluntariness for the participation in the study. During analysis, the researcher used the data gathered objectively. The researcher also provided expert opinion and calculated interrater reliability as well as including direct quotations in the findings to increase the objectivity and reliability and to eliminate bias.

Ethical Issues

Within the scope of the research, the issues stated in the literature on qualitative research ethics were taken into account. Voluntary participation of the students in the research was taken as a basis. The participants were informed about the purpose of the research, the identities of the participants were kept confidential, and the participants' confirmation was obtained.

Findings

The Metaphors of ELT Students at Preparatory Class about the Concepts of "Learning English" and "Teaching English"

The metaphors developed by ELT students at preparatory class about the concepts of "learning English" and "teaching English" were listed in Table 1.

Table 1

The Metaphors of ELT Students at Preparatory Class about the Concepts of "Learning English" and "Teaching English"

Learning English	Teaching English
• a friend	• a magic
• a tunnel with no end	• a smiling child
• becoming a new person	• a journey
• bungee jumping	• being a disseminator
• fighting	• being a doctor
• going to another planet	• being a hero
• hot pepper	• building an apartment
• life (2)	• creating a new character
• moving to another country	• discovering new things
• my mom	• growing plants
• my phone	• my boyfriend's mom
• pasta	• solving a problem
• the game of draughts/checkers	• the game of chess
• watching a movie	• travelling different places everyday
	• weaving a carpet

As seen in Table 1, analyses showed that students created 14 different metaphors for "learning English" and 15 different metaphors for "teaching English". Only one metaphor (life) was used twice for "learning English". On the other hand, all metaphors were different for "teaching English".

Positive and/or Negative Associations of Metaphors of ELT Students at Preparatory Class about the Concepts of "Learning English" and "Teaching English"

When the metaphors of ELT students about the concepts of "learning English" and "teaching English" were analyzed, associations for both concepts were found to be grouped into three categories as (a) positive, (b) negative and (c) both positive and negative. The categorizations of the metaphors were given in Table 2, 3, 4, 5, 6, and 7.

Table 2

Positive Associations of Metaphors of ELT Students at Preparatory Class about the Concept of "Learning English"

Metaphors	f	Explanation
moving to another country	1	"… because I learn new things such as culture." S1F
watching a movie	1	"… because I like watching movies. When I watch a movie, I learn new things. I love English, and I want to learn English completely, so I can learn about other countries and their cultures." S4M
becoming a new person	1	"… because it changes you and you are not the same person when you learn new things." S7F
going to another planet	1	"… because it opens new doors for you such as new people, new ways of education." S8M
a friend	1	"… because you don't feel lonely and you feel happy while learning it." S9F
pasta	1	"… because when you start to eat, you can't stop eating." S12F
bungee jumping	1	"… because it includes new adventures. I learn new people their habits and cultures." S13F
hot pepper	1	"… because my food cannot be delicious without hot pepper, I love it." S14F
my mom	1	"… because she is an important part of my life." S15F
Total	9	

As seen in Table 2, ELT students developed nine metaphors that were categorized in positive associations. Of all the metaphors about the concept of "learning English", positive associations included the most metaphors.

Table 3

Negative Associations of Metaphors of ELT Students at Preparatory Class about the Concept of "Learning English"

Metaphors	f	Explanation
fighting	1	"… because we have to come up with difficulties." S2M
a tunnel with no end	1	"… because I don't think I can fully learn English." S6M
Total	2	

As seen in Table 3, ELT students developed only two metaphors that were classified in negative associations. Of all the metaphors about the concept of "learning English", negative associations included the least metaphors.

Table 4

Both Positive and Negative Associations of Metaphors of ELT Students at Preparatory Class about the Concept of "Learning English"

Metaphors	f	Explanation
life	2	"… because it is a process and it never ends." S3F "… because you sometimes have trouble and sometimes have fun." S10F
the game of checkers	1	"… because a person has to revise every detail in order not to forget it." S5M
my phone	1	"… because it is my obsession and I can't stand being without it." S11F
Total	4	

As seen in Table 4, ELT students developed four metaphors that were grouped in both positive and negative associations. The metaphors "life" was developed twice and they included both positive and negative associations about the concept of "learning English".

Table 5

Positive Associations of Metaphors of ELT Students at Preparatory Class about the Concept of "Teaching English"

Metaphors	f	Explanation
discovering new things	1	"… because when I teach English, I also learn new things. I discover new things about the language." S1F
growing plants	1	"… because it requires endeavor and effort. When we teach somebody English, we help them develop." S2M
solving a problem	1	"… because I feel happy when I solve problems in my life. Observing someone learning a language after I teach is priceless." S4M
creating a new character	1	"… because if a student knows one language, he is a person, and if he knows two languages, he becomes another person." S6M
being a disseminator	1	"… because you transfer your knowledge to your students while teaching." S8M
being a hero	1	"… because when you teach a language to students, they admire you and you become their hero." S9F
a smiling child	1	"… because when you see that smile, you are proud of teaching." S12F
a magic	1	"… because when I teach English, I also learn properly." S13F
traveling to different places every day	1	"… because it brings new things every day." S14F
a journey	1	"… because it gives me pleasure." S15F
Total	10	

As seen in Table 5, ELT students developed ten metaphors that were categorized in positive associations. Of all the metaphors about the concept of "teaching English", positive associations included the most metaphors.

Table 6

Negative Associations of Metaphors of ELT Students at Preparatory Class about the Concept of "Teaching English"

Metaphors	f	Explanation
the game of chess	1	"… because it isn't as easy as it seems." S5M
weaving a carpet	1	"… because you should be careful about every detail." S10F
Total	2	

As seen in Table 6, ELT students developed only two metaphors that were classified in negative associations. Of all the metaphors about the concept of "teaching English", negative associations included the least metaphors.

Table 7

Both Positive and Negative Associations of Metaphors of ELT Students at Preparatory Class about the Concept of "Teaching English"

Metaphors	f	Explanation
building an apartment	1	"… because it goes on slowly and carefully." S3F
being a doctor	1	"… because it needs patience." S7F
my boyfriend's mom	1	"… because I haven't met her yet, and similarly I don't know how to teach English now." S11F
Total	3	

As seen in Table 7, ELT students developed three metaphors that were grouped in both positive and negative associations about the concept of "teaching English".

Discussion, Conclusion and Recommendations

The analyses of the study showed that students created 14 different metaphors for "learning English" and 15 different metaphors for "teaching English". Only one metaphor (life) was used twice for "learning English". On the other hand, all metaphors were different for "teaching English". When the metaphors of ELT students about the concepts of "learning English" and "teaching English" were analyzed, associations for both concepts were found out to be grouped into three categories as positive, negative and both positive and negative.

ELT students developed nine metaphors for learning English that could be grouped in positive associations. Learning English was associated with "moving to another country" and "watching a movie" because students learn new things and new cultures. It was resembled to "becoming a new person" because learning new things changes people. "Going to another planet" was among the metaphors developed as it opens new doors for people such as new people and new ways of education. These metaphors may be developed because students are aware of the fact that they

need to know more than just grammar and vocabulary and they need to be familiar with the context and background information. In parallel with these findings of the study, in a study conducted with prospective teachers, "a joke" was developed for learning English. This metaphor implied that understanding something complex like a joke can be difficult for someone unfamiliar with the language, expressions, and culture (Shaw & Andrei, 2020).

Learning English was also associated positively with "a friend" and "mom" because students do not feel lonely and they feel happy while learning and it is an important part of their life. In addition, metaphors "pasta" and "hot pepper" was used because they love it. In Aktekin's (2013) study, a student described learning a language like "eating a hot chili pepper; you cry because of hot but you don't give up eating it", which is the same in this study. The student continues to eat chili peppers because he still thinks that learning English is important and that it is a part of his education, just as the pepper is a necessary component of his food and adds flavor. The phrase alludes to bodily suffering, pain, and the bitterness that brings pleasure (Aktekin, 2013). Finally, "bungee jumping" was developed as a metaphor because it includes new adventures. Likewise, Pierson (2008) emphasized that both the teacher and students enjoy the adventure of an educational journey together by establishing and enabling appropriate learning environments. Of all the metaphors about "learning English", positive associations include the most metaphors. In the same way, Pehlivan et al. (2020) found out that 107 preparatory class students' metaphorical attitudes toward English and learning English were positive.

ELT students developed only two metaphors for learning English to be grouped in negative associations. Learning English was associated with "fighting" because students have to come up with difficulties, and "a tunnel with no end" because they do not think they can fully learn English. In a similar study, Aktekin (2013) displayed that students at preparatory classes described learning English as "milking the pigeon", "something impossible", "carrying a stone on my back with naked feet on a road full of broken glass", "traveling on dead-end streets", "climbing up a rocky mountain with slippers", "walking on eggs without breaking them", all of which exhibit feelings of suffering, anguish, contempt, boredom, and desperation. Thus, success and enjoyment of learning will be minimal if students consider that learning a language is complicated and difficult and if they think the experience is a burden (Aktekin, 2013). However, in this study, it is promising that of all the metaphors about "learning English", negative associations include the least metaphors. Contrary to the frequencies of negative metaphors in this study, Shaw and Andrei (2020) found out that the category of "challenge" had the highest frequency. These negative

metaphors may imply that prospective teachers are aware of the challenges of learning a new language because according to research (Cummins, 1981), it can take up to 5-7 years to learn a second language at a level appropriate for academic purposes.

ELT students developed four metaphors for learning English that could be grouped in both positive and negative associations. The metaphors "life" was developed twice and they included both positive and negative associations about "learning English". Learning English was associated with "life" because it is a process, and it never ends, and because students sometimes have trouble and sometimes have fun. Likewise, in a study in China, students expressed that learning a language is difficult and successful learning requires confidence, a solid foundation, patience and perseverance, and a positive attitude beside effort. Additionally, they mentioned how happy, sad, or confused while they were learning English (Fang, 2015).

The second metaphor in both positive and negative associations category was "the game of checkers" because students must revise every detail in order not to forget it. Lastly, "phone" was developed as a metaphor because it is an obsession, and students cannot stand being without it. Similar to this finding, "cellphone" was developed as a metaphor for "language" by prospective English teachers, and it was classified in the category of "a communicative device" (Şimşek, 2014). These findings are reasonable because the students carry the language with them everywhere. Without cellphones, they feel they will perish and cut off from life. Alike, language connects them to other people and the world.

When all the metaphors in this group, both positive and negative associations category, were analyzed, it is easy to notice that they involve not only challenges but also opportunities and accomplishments. In similar vein, Shaw and Andrei (2020) grouped some metaphors of prospective teachers about learning English in a category called "exploration" including opportunities and successes. In that study, participants explained that learning English is overwhelming but presents thrilling new opportunities. In short, these metaphors imply that prospective teachers respect effort as much as the benefits of being bilingual, and so they can communicate in a second language.

ELT students developed ten metaphors for teaching English that could be grouped in positive associations. Teaching English was associated with "discovering new things", "a magic" and "traveling to different places every day" because students think when they teach English, they will also learn new things. Some positive metaphors included "growing plants" because it requires endeavor and effort, "solving a problem" because they feel happy when they solve problems in their life. Although this finding of the study is parallel with Shaw and Andrei's

(2020) study, there are some opposing findings (Şimşek, 2014; Villamil & de Guerrero, 2005; Zapata, 2015) in the literature. This finding may be resulted from new generation's teaching perspective. In other words, the prospective teachers view teaching as a meaningful and valuable process and the teacher as a facilitator as opposed to the traditional teaching views which consider students as "empty vessels" and themselves as "the expert knowledge giver".

Other positive metaphors developed for teaching English contained "a journey" because it gives them pleasure, and "being a hero" because when they teach a language to students, their students will admire them and they will become their hero. They think that if they make enough effort while they are teaching English, they can observe their students learn English, feel happy and be admired by their students. Similarly, Kliebard (1972) asserted that students follow the curriculum under the direction of a knowledgeable leader (the teacher) and travel companions (the students). The journey will have a distinct impact on each traveler since that impact depends at least as much on that person's preferences, intelligence, interests, and intent as it does on the specifics of the route (Kliebard, 1972). Not only is this diversity inevitable, but it is also desirable. In order to make the journey as interesting, rich, and memorable as possible, significant effort should be put into route planning.

In this study, teaching English was associated positively with "creating a new character" because if they teach their students English, they will not be the same students any more, and with "being a disseminator" because teachers transfer their knowledge to their students while teaching. These findings are similar to De Guerrero and Villamil's (2000) findings. In their study, participants described "being a teacher" as being an "agent of change", "leader", "nurturer" and "provider of knowledge." Likewise, in Aktekin's (2013) study, lecturers of English used metaphors for teaching English which were grouped in "actor/actress", "artist", "construction engineer", "cooperative leader", "guide", "guru", "innovator", "provider of knowledge" and "nurturer" categories. Finally, "a smiling child" was another metaphor with positive association because when teachers see their students smile, they are proud of teaching. Shaw and Andrei (2020) grouped some metaphors of prospective teachers about teaching English in a category called "learn". Like the metaphors developed in this study, some students in Shaw and Andrei's (2020) study explained teaching English as "teaching a newborn to communicate". They resembled English learners to infants who have heard English but do not know how to speak it. As Lightbown and Spada (2013) stated these metaphors may be resulted from the similarity between the processes in second language learning and mother tongue

acquisition. Of all the metaphors about "teaching English", positive associations include the most metaphors.

ELT students developed only two metaphors for teaching English that could be grouped in negative associations. Teaching English was associated with "the game of chess" because it isn't as easy as it seems, and "weaving a carpet" because teachers should be careful about every detail. Of all the metaphors about "teaching English", negative associations include the least metaphors. However, Shaw and Andrei (2020) grouped metaphors developed by prospective teachers in the categories of "challenge", "worthwhile challenge", and "process", which constituted about 50% of the metaphors in their study. The participants in their study were aware that teaching English is difficult, even though they have just recently started their teacher training program. The participants of this study have not started their teacher training program, so this result also implies that some of these prospective teachers think that teaching English should be a worthwhile activity.

ELT students developed three metaphors for teaching English that could be grouped in both positive and negative associations. Teaching English was associated with "building an apartment" because it goes on slowly and carefully. Similarly, Shaw and Andrei (2020) grouped some metaphors of prospective teachers about teaching English in a category called "foundation". Another metaphor developed in this study was "being a doctor" because it needs patience. In Shaw and Andrei's (2020) study, some students developed metaphors including "patience" or "dedication". Lastly, "the boyfriend's mom" was used as a metaphor because she has not met each other yet, and she does not know how to teach English now. Shaw and Andrei (2020) called a category "diversity" referring to the uniqueness of students and their learning. Teaching English was described as "opening a surprise" because teachers can never know what they are going to get as every kid is different and has varying degrees of knowledge and experiences (Shaw and Andrei, 2020), which explains this student's metaphor.

In conclusion, despite the fact that most ELT students appeared to understand that learning English is a process, and it requires time and effort, only a few of them felt unprepared and anxious about teaching English. This result is reasonable because the participants of the study were studying at preparatory class and had not started their teacher training program. The participants as prospective teachers need training and experience in teaching English to overcome these problems.

There are some limitations of the current research. First, the study was conducted with ELT students at preparatory class who were also prospective English teachers. Thus, after attending

certain teacher training courses, potential English teachers may participate in a similar study, and the results could be compared and contrasted since the findings of a study in Turkey revealed that there were significant changes in prospective teachers' metaphors before and after ten weeks of teaching English practicum (Şimşek, 2014). Second, the study group consisted of only 15 ELT students due to convenient sampling technique based on voluntariness. If a larger sample size is included in further research, it will help to obtain thorough data and to reach more comprehensive results about the perceptions of prospective English teachers for learning and teaching English.

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