

**ELICITING STUDENT TEACHERS' CONCEPTIONS OF
TEACHING FROM METAPHORICAL LENS:
PRE- AND POST-TEACHING PRACTICUM**

THESIS

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FROM METAPHORICAL LENS: PRE- AND POST-TEACHING
PRACTICUM**

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ABSTRACT

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This study aims at finding out the student teachers' conceptions of teaching before and after teaching practicum, and whether the metaphors of teaching reflect conventional or constructivist before and after teaching practicum. Twenty students majoring in the English language education (batch of 2017 and 2018) of UIN Ar-Raniry who had taken teaching practicum were selected purposively as the participants. The data were collected via a metaphor elicitation task in which every participant was asked to fill in the blank "Teaching is like..... because....." (based on their perspectives before and after teaching practicum). The data obtained were coded inductively by categorizing each metaphor based on its general character. The results showed that there are some metaphor categories before teaching practicum found which are "an easy thing", "a hard thing", and "preparation". Then, some metaphor categories of teaching after practicum found which are "a complicated thing", "taking a long process", and "providing knowledge". Meanwhile, the metaphors of teaching before and after teaching practicum which reflect the conventional teaching paradigm are more dominant than the constructivist one.

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I am very aware and admit that my thesis still has many shortcomings and limitations due to my lack of knowledge and experience in doing and writing research. Even so, I hope that the readers can take knowledge and benefit from this thesis. Then for future researchers, hopefully, the contents of this thesis can be used as a reference for conducting broader research related to this thesis.

Banda Aceh, July 19th 2022

The Researcher,

AR - RANIRY

Mawaddah Chairiyani

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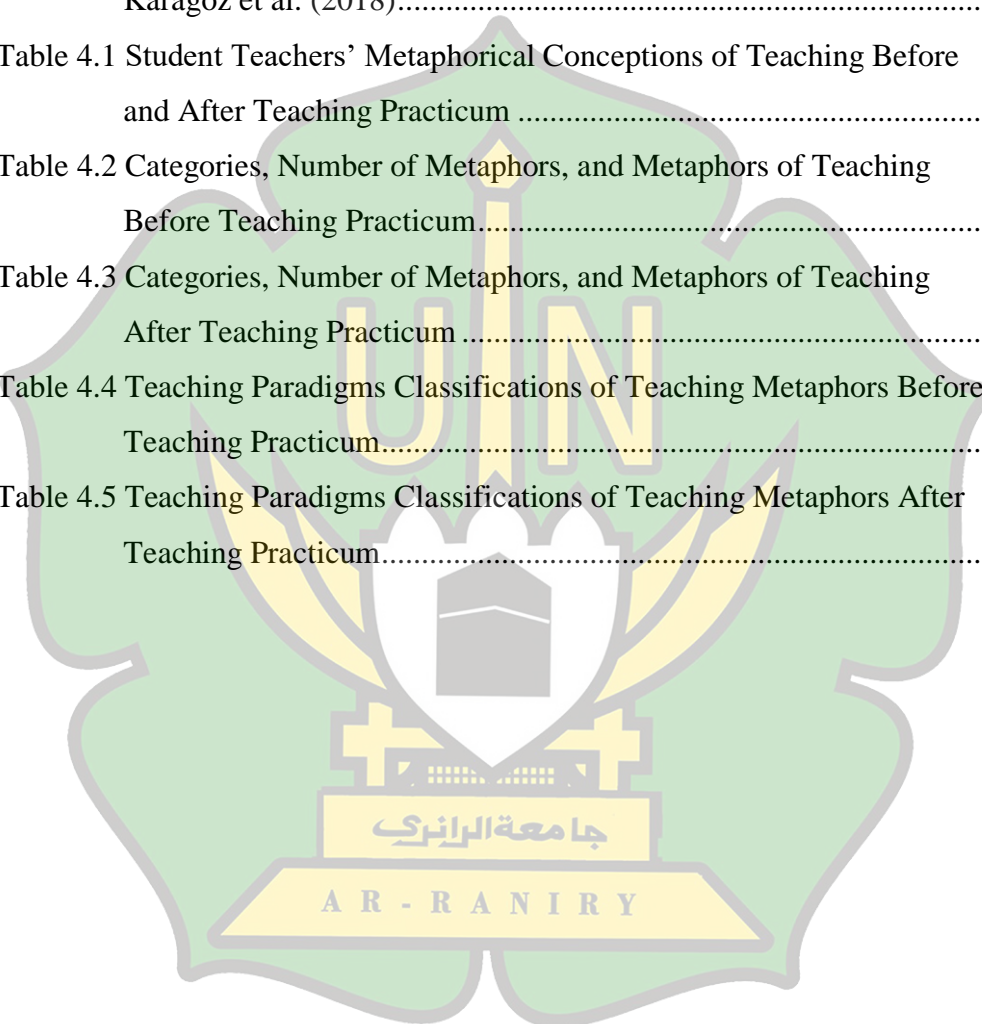
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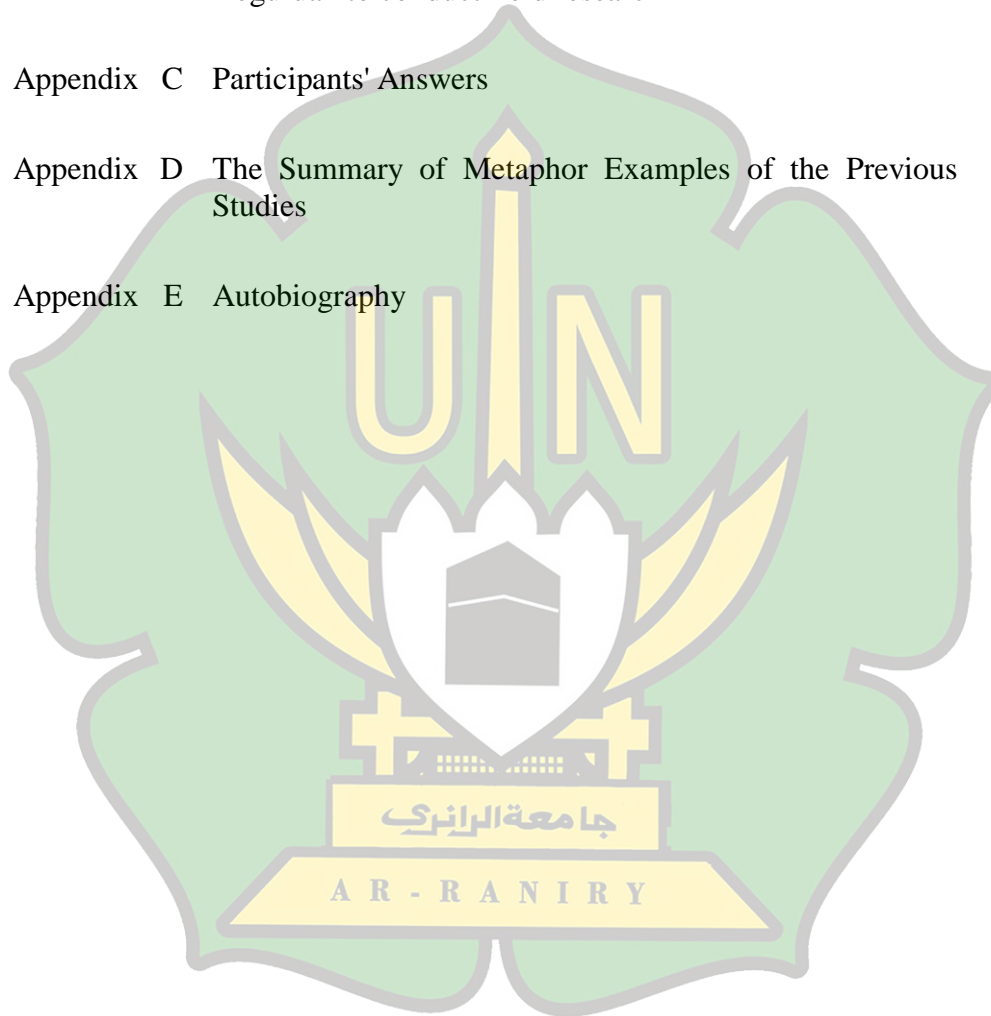
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CHAPTER I INTRODUCTION

This chapter consists of background of study, research question, aim of study, significance of study, and key terms used.

A. Backgrounds of the Study

Teaching practicum is a must for all students studying at the Faculty of Education and Teacher Training. Similarly, Agustiana (2014) pointed out that students in the Faculty of Teacher Training and Education must complete a teaching practicum as part of their graduation requisites. This is so because teaching practicum aims to train prospective teachers to deal directly with students. This program provides an opportunity for prospective teachers to experience the real world of teaching before actually stepping into it. According to Ulvik and Smith (2011), teaching practicum is essential to improve student teachers' teaching ability and obtain experience in order to broaden their professional knowledge. The theories from books are not enough because practical knowledge is personal and difficult to transfer from one person to another, so that is why student teachers must practice on their own. In addition to this, according to Riesky (2013), teaching practicum for student teachers is one of the most important things where they may apply what they have learned in class to real world teaching circumstances.

The involvement of student teachers in the schools where they practice builds their relationships with students, mentors, and school staff members. This can affect the emotions or feelings of student teachers. Marais (2013) said that

student teachers are responsible for developing relationships with students, mentor teachers, other staff members, and school parents, all of whom can influence their emotions. The feelings or emotions that student teachers are experiencing can be either positive or negative emotions. Student teachers can encourage positive emotions such as supportive social relationships with learners, students' parents, and distant people. Meanwhile, during their practicum in schools, many student teachers also encounter negative emotions. Monir (2012) stated that mentor teachers have observed that some student teachers feel helpless, frustrated, confused, embarrassed, defensive, and even hostile. Student teachers also feel resentment and rage as a result of their lack of success during the practicum. It can be concluded that teaching is an emotional exercise that needs emotional exertion. Therefore, it is important to comprehend and deal with the different emotions faced by student teachers.

Furthermore, emotions are closely related to expression, where expression is the process of showing one's emotions or feelings. Collier (2014) pointed out that people usually utilize words to tell others how they feel and to show their emotions through expressions. People also sometimes express their emotions or feelings through metaphorical expressions. According to Crawford (2009), emotional experiences are frequently used to express metaphorical language. Metaphorical expression of teaching practicum is very useful for student teachers because it can encourage reflection to deepen their knowledge in teaching (Saban, 2004; Karagöz et al., 2018). Also, Connelly and Clandinin (1988, as cited in

Arshavskaya et al., 2014) stated that teachers' understanding of their metaphorical conceptions of teaching can help them reflect on their practice.

Meanwhile, according to Sibel (2015), metaphor can also be an effective method for conveying and comprehending the beliefs and conceptions of student teachers, including teaching paradigms. Some researchers also have used metaphors to explore the influence of teacher education programs on student teachers' conventional and constructivist teaching paradigms. Sibel (2015) also stated that student teachers who support student-centered beliefs prefer to use a constructivist teaching paradigm. On the other hand, student teachers who still support teaching-centered beliefs prefer to use the conventional/traditional model. Therefore, it is important to use metaphors as an alternative to express student teachers' perspectives on their preferred teaching paradigms.

Regarding the metaphorical expressions and paradigms of teaching, there are several studies that examined this. One of the studies that examined this topic was the research by Rogayan and Reusia (2021), research on teaching internship from the metaphorical lens of Filipino prospective teachers. This study gathered data from the participants' depiction of ideas in written narratives and explanations about what a teaching internship is. It was found that there were six categories about teaching internship from the participants' ideas, such as "an immersion in the actual workplace", "a chance to be a surrogate parent", "a rewarding obstacle to surpass", "an enhancement of pedagogical competence", "an ultimate path towards becoming a teacher", and "an endless learning venture".

The study also presented metaphorical representations and associated meanings based on the statements of the participants.

Another study that also examines metaphors was the research by Karagöz, Şükür, and Filiz (2018) on pre-service EFL teachers' metaphorical conceptualizations of an EFL teacher. This study aimed to use metaphors to investigate the conceptualization of Turkish EFL teachers during the EFL teacher preparation period. This study found some metaphors from two analytical themes, namely teacher roles and teacher characteristics. Then, the teacher roles were divided into two, such as ELT teacher roles and non-ELT teacher roles. The metaphors categories found in the ELT teacher roles were the provider of knowledge, the culture transmitter, and the language integrator. Non-ELT teacher roles were a source/provider of knowledge, actress, guide, inspirer, self-sacrificer, entertainer, friend, and other. Meanwhile, teacher characteristics were flexibility, versatility, and other. The study showed that the senior pre-service teachers saw EFL teachers' roles as being the same as traditional or conventional teachers' roles, namely as knowledge providers to students.

Addressing the important role of metaphor in teaching, in line with those previous studies, this study tried to conduct similar topic research. To distinguish the subject of study apart from the previous studies, this study focused on the metaphors of teaching created by student teachers before and after teaching practicum, and also the teaching paradigms that reflect the metaphors of teaching.

B. Research Questions

Based on the background, the research questions of this study are:

1. What are the metaphors of teaching created by student teachers before and after teaching practicum?
2. Do the metaphors of teaching students reflect conventional or constructivist paradigms before and after teaching practicum?

C. Research Aims

The aims of this study are:

1. To find out the metaphors of teaching created by student teachers before and after teaching practicum.
2. To find out whether the metaphors of teaching students reflect conventional or constructivist before and after teaching practicum.

D. Significance of the Study

The study's findings are expected to be useful for:

1. Student Teachers

This study is expected to provide information and knowledge of metaphors to student teachers to increase their motivation to become good teachers in the future. In addition, the metaphor obtained can also be an illustration or depiction of what type of teaching paradigm is widely used by student teachers in general. Thus, it can be a lesson for student teachers to be able to guide the learning development of students in the future so that students can actively participate in teaching-learning process.

2. *Future Researchers*

This research can be used as a reference or source to help future researchers to obtain data related to metaphorical expressions and paradigms of teaching.

E. Terminologies

In order to facilitate the understanding of the meaning of certain terms in the study, the definitions of the topic are provided as follows:

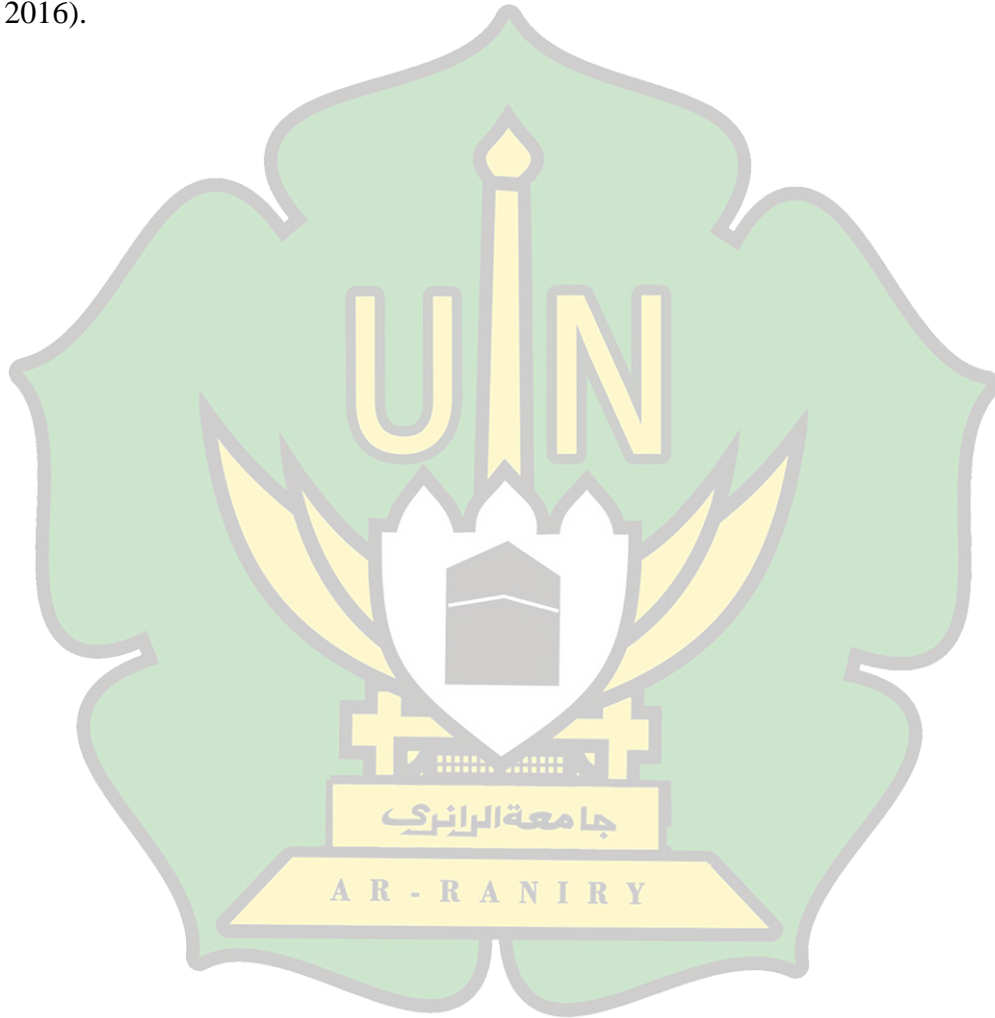
1. *Teaching Practicum*

Teaching practicum is an important part of any education and pedagogy program. It is an opportunity for student teachers to put into practice the newly acquired knowledge (Jusoh, 2013). Teaching practicum is an opportunity for every student from education and teacher training faculty to practice the teaching theory they have learned on campus, which they must teach in front of students as if they are teachers in a school. According to Portman and Abu (2019, as cited in Zhu et al., 2020), teaching practicum is an essential time for student teachers to combine theory and practice to improve their teaching skills and gain self-confidence and self-control.

2. *Metaphor*

According to Bartel (1983, as cited in Oxford et al., 1998), the metaphor is defined as a comparison that cannot be literally interpreted. Metaphors are windows into how people think about the world and reality by expressing one thing in terms of another (Lakoff & Johnson, 1980; Yüksel, 2019). Metaphor is images, assumptions, and stories that people keep in mind. It determines not only

how we understand the world but also how we behave (Senge, 1990; Farrell, 2006). A metaphor is a figure of speech in which something is described as resembling something else, such as when “a vicious guy” is described as “a tiger” (Chambers Twentieth Century Dictionary, 1976; Guilherme & Souza de Freitas, 2016).



CHAPTER II

LITERATURE REVIEW

Theories are required to explain some concepts or terms used in this research. Thus, it is needed to provide some relevant literature.

A. Metaphor

1. Definition of Metaphor

According to Bartel (1983, as cited in Oxford et al., 1998), the metaphor is defined as a comparison that cannot be literally interpreted. The word “metaphor” is defined as a poetic linguistic expression that expresses a resembling concept using one or more words of a concept that deviates from the usual traditional meaning (Lakoff, 2008). Metaphor is images, assumptions, and stories that people keep in mind. It determines not only how we understand the world but also how we behave (Senge, 1990; Farrell, 2006). A metaphor is a figure of speech in which something is described as resembling something else, such as when “a vicious guy” is described as “a tiger” (Chambers Twentieth Century Dictionary, 1976; Guilherme & Souza de Freitas, 2016). Metaphors are windows into how people think about the world and reality by expressing one thing in terms of another (Lakoff & Johnson, 1980; Yüksel, 2019). Furthermore, metaphorical language is a crucial part of human life that includes language, thoughts, and actions (Lakoff & Johnson, 1980; Lakoff, 1998; Rasekh & Ghafel, 2011).

According to the above definitions, it came to the conclusion of metaphor is a sort of figurative language that is intended to give a sentence more life by adding mood, that is, using an analogy or parable of two different things.

Furthermore, metaphor is a type of figurative language that expresses an analogical comparison between two different things, more precisely connecting something abstract to something concrete or familiar. Metaphor is a type of language in which comparative terms are used to represent something other than the thing being compared, such as physical objects, traits, thoughts, or other acts.

2. Theories of Metaphor

There are many theories of metaphor. Two of them are: (1) Conceptual Metaphor Theory (CMT) by George Lakoff and Mark Johnson (1980) and (2) Pre-Service EFL Teachers' Metaphorical Conceptualizations of an EFL Teacher by Tuba Karagöz, Murat Şükür, and Sevil Filiz (2018). Both of these theories have their own methods of conceptualizing metaphors based on certain linguistic expressions. The theory by Karagöz et al. (2018) was chosen as the model for this study because it is considered more appropriate for the objectives of this study.

a) Conceptual Metaphor Theory (CMT)

The founders of the conceptual metaphor theory (CMT) are George Lakoff and Mark Johnson. They came up with this theory for the first time in 1980. They pointed out that metaphor is commonly seen to be a feature of a language, involving words rather than thought or action. Similarly, according to Gibbs (2011), conceptual metaphor theory is a concept that states a metaphor is more than just a linguistic feature. It is a basic component of human thought, in which most metaphorical language is derived from pre-existing metaphorical thought patterns. According to Arshavskaya et al. (2014), conceptual metaphor theory is a concrete concept to understand an abstract concept. In addition, Kövecses (2017)

stated that CMT distinguishes between two domains: the source domain and the target domain. The target domain is abstract, whereas the source domain is concrete. Additionally, it is crucial to understand the difference between literal and metaphorical meaning. According to Steen (2002, as cited in Usman & Yusuf, 2020), literal meaning is direct or can be referred to as concrete meaning, whereas metaphorical meaning is indirect or can be referred to as abstract meaning.

Lakoff and Johnson (1980) provided some descriptions of a concept word (literal/concrete meaning) and a conceptual metaphor word (metaphorical/abstract meaning) that can be found in daily activities, for example, “argument is war”. The word “argument” is source domain, while the word “war” is target domain. In addition, they presented some examples of expressions in daily language representing this metaphor, they are:

Your claims are indefensible.
 He attacked every weak point in my argument.
 His criticism 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 of my arguments.
 (Lakoff & Johnson, 1980, p. 454).

In the case of this metaphor, the metaphorical or abstract concept of “argument” is transformed into a concept of “war” because “argument” concerns the speakers’ or writers’ strikes and backlashes (Lakoff & Johnson, 1980; Usman, 2017). Then, Lakoff and Johnson (1980) pointed out that:

We can actually win or lose arguments. We see the person we are arguing with as an opponent. We attack his positions and we defend our own. We

gain and lose ground. We plan and use strategies. If we find a position indefensible, we can abandon it and take a new line of attack.

(Lakoff & Johnson, 1980, p. 455).

From the statement above, it can be known that in carrying out an argument or war someone can win or lose because at that time it takes resistance to fight the enemy or opponent. In carrying out an argument or war, strategies are also needed to be able to attack the opponent.

Then, Lakoff and Johnson (1980) also provided the metaphorical concept of “time” as “money”. The word “time” is source domain, while the word “money” is target domain. They also presented the descriptions of this metaphor example as an idea into the nature of metaphors that can be encountered in daily life language as follows:

You're wasting my time.
 This gadget will save you hours.
 I don't have the time to give you.
 How do you spend your time these days?
 That flat tire cost me an hour.
 I've invested a lot of time in her.
 I don't have enough time to spare for that.
 You're running out of time.
 Put aside some time for ping pong.
 Is that worth your while?
 Do you have much time left?
 You don't use your time profitably.
 I lost a lot of time when I got sick.
 Thank you for your time.

(Lakoff & Johnson, 1980, p. 456).

According to Lakoff and Johnson (1980), time and money are structurally similar, so it can be used to represent each other. They explained that time is a

valuable commodity because it is a limited resource that people need. From this explanation, it can be understood that time is as valuable and important as money. Therefore, whoever is wasting time, is also wasting money. Then, they also stated that time is similar to money in that it can be spent, wasted, budgeted for, and used for good or bad.

In the other instance, Lakoff (1993) added the metaphorical concept of “love” as “a journey”. The word “love” is source domain, while the word “journey” is target domain. He expressed the example of this metaphor in everyday language that is not poetic and easy to understand as follows:

Look how far we’ve come. It’s been a long, bumpy road. We can’t turn back now. We’re at a crossroads. We may have to go our separate ways. The relationship isn’t going anywhere. We’re spinning our wheels. Our relationship is off the track. The marriage is on the rocks. We may have to bail out of this relationship. (Lakoff, 1993, p. 205).

According to Usman (2017), based on the expressions, the lover uses entities in the domain of “a journey” in all the words or phrases he uses. Love is typically composed of entities such as the lovers, their common goals, their troubles, their love relationship, and so on (Lakoff, 1993; Usman, 2017). Then, Lakoff (1993) connected the entities related to “love” with journey entities, such as the travelers, the vehicle, the destinations, and else. This can be interpreted that love is a situation in which two lovers are traveling together to achieve their main goals or destinations. On the way, they will surely encounter various kinds of problems that must be overcome together in order to get to their destination. Then, Lakoff (1993) also developed a mapping that connects the relationship between the love entities and the travel entities, as follows:

The Love-As-Journey Mapping: The lovers correspond to travelers; the love relationship corresponds to the vehicle; the lovers' common goals correspond to their common destinations on the journey; the difficulties in the relationship correspond to impediments to travel. (Lakoff, 1993, p. 205-206).

b) Pre-Service EFL Teachers' Metaphorical Conceptualizations of an EFL Teacher

This metaphorical theory is the theory of the journal-title created by Tuba Karagöz, Murat Şükür, and Sevil Filiz in 2018. In their research journal, they stated that metaphors can be used since they are an effective research tool for learning more about how future teachers think about teaching and learning (Saban et al., 2006; Karagöz et al., 2018). Through metaphors, the study aimed to express senior pre-service language teachers' conceptualizations of an EFL teacher to encourage a better comprehension of becoming a teacher. This study grouped two analytical themes, such as teacher roles and teacher characteristics. The teacher roles were divided into two, namely ELT teacher roles and non-ELT teacher roles. The metaphors categories found in the ELT teacher roles were “the provider of knowledge”, “the culture transmitter”, and “the language integrator”. Non-ELT teacher roles were “a source/provider of knowledge”, “actress”, “guide”, “inspirer”, “self-sacrificer”, “entertainer”, “friend”, and “other”. Meanwhile, teacher characteristics were “flexibility”, “versatility”, and “other”. The study showed that the senior pre-service teachers saw EFL teachers' roles as being the same as traditional teachers' roles, namely “*the knowledge providers to students*” as the highest percentage (29%).

Moreover, the data collected in the study were inductively analyzed. In the procedure of collecting and processing data, the researchers conducted a 15-minute workshop to explain metaphors and their uses. Previously, each participant was marked with a number, for example, P1, P2, P3, and others. After the workshop, the elicitation metaphor task was carried out by the research participants. The question is “*An English teacher is like..... because.....*”, in order to acquire the metaphors. All the metaphors and their explanations found were arranged into a list, which was adjusted according to each the number previously marked for every participant. Then, the obtained data were coded independently. During the process of coding, a metaphor that was similar or had the involvement with other metaphors was combined into one category. Each category of similar metaphors was given a name based on the general characteristics of the metaphors in it. The following is an example of the results’ description of the study.

Table 2.1
Categories and Number of ELT Related Metaphors

Category	Number of the Metaphor	Metaphors
The culture carrier/transmitter	4	Carnival (P3), Bridge (P7, P11), Compass (P19)
Provider or source of knowledge	3	The ocean (P5), Dictionary (P8), The sun (P24)

(Karagöz et al., 2018, p. 49)

The following is an example of linguistic expressions from one of the research participants on ELT teacher roles in the category “the culture carrier/transmitter.”

An EFL teacher is like a bridge because s/he teaches the culture and values of that language while teaching the language. Therefore, s/he can introduce students to new cultures, life-styles. In language teaching, learning new things becomes permanent with culture. And this can be provided by the English teacher. (Karagöz et al., 2018, p. 49).

3. *Types of Metaphor*

According to Craig (2018), there are two types of metaphor, they are: (1) stock and novel metaphors, and (2) ascribed and emergent metaphors.

1) Stock and Novel Metaphors

Novel metaphors are creative and capable of generating new thoughts (Schon, 1993; Craig, 2018). These metaphors capable of expressing the unspeakable, clear in the depictions, and interpretable in an infinite number of ways (Ortony, 1975; Craig, 2018). Meanwhile, according to McFague (1982, as cited in Craig, 2018), stock metaphors risks becoming overused and absolutized to the point of being insignificant, if not deleterious. To put it another way, stock metaphors are possible to become so common and insignificant that they unconsciously form practice in unhelpful ways.

2) Ascribed and Emergent Metaphors

According to Breault (2006, as cited in Craig, 2018), in emergent metaphors, educators hold and articulate these metaphors intuitively. Emergent metaphors come naturally in a teacher’s language and as his or her practice develops. Meanwhile, ascribed metaphors are novel or stock metaphors that

researchers use to explain a situation they have personally observed or what they believe are teachers' perceived teaching experiences (Nieto, 2003; Craig, 2018). In teacher development workshops, ascribed metaphors such as the following are frequently used: "How does your teaching practice unfold like a Chinese screen painting?" or "In what ways does your teaching practice resemble gardening?" (Connelly & Xu, 2008; Craig, 2018). Those examples of metaphors can be encountered in everyday life. Teachers are expected to mold their knowledge and experience to fit the metaphors they select. The teachers use a metaphor when explaining their teaching to the students (Craig, 2005; Craig, 2018). Because metaphors arise naturally in the midst of teaching and learning practices and not at the command of others.

4. *Metaphor of Teaching and Learning*

Metaphor plays some important roles in teaching and learning because it can create students' interest and increase their motivation to learn. The presentation of metaphors brings students into a vibe full of happiness and compassion, thereby creating joy and meaning in the next teaching and learning process (DePorter et al., 1999; Yulian, 2018). Additionally, according to Farrell (2016), metaphors can be an effective reflection method for articulating the meaning that supports the concept of teaching and learning English as a second or foreign language. Carter and McCarthy (1988, as cited in Hoang, 2014) said that metaphor plays an essential role in language teaching, as they can help with reading comprehension. For example, metaphor promotes native speakers' figurative language competence and warns that a dependency on literal readings

will cause learners to ignore figurative language's evaluative or connotative aspects. Besides, metaphors can be used since they are an effective research tool for learning more about how future teachers think about teaching and learning (Saban et al., 2006; Karagöz et al., 2018).

Furthermore, metaphors also have some important roles for teachers. Teachers' metaphors can help to better understand teaching by making explicit teachers' intuitive knowledge about themselves, their classrooms, and their practice (Erickson & Pinnegar, 2016). Metaphor can also give teachers new ideas or insights in teaching and learning. As pointed out by Lin et al. (2012), metaphors are crucial in teacher education because they can give insight into complete teaching and learning topics, as well as be an idea into the teacher's own experience. It is in line with the statement by Munby (1986, as cited in Lin et al., 2012), who stated that educational metaphors can represent teachers' perceptions of reality, their ideas, attitudes, and professional practices. It also provides insight into complex concepts such as teaching and learning at school, as well as an opportunity to access a teacher's individual experience.

Metaphors are also useful for student teachers or prospective teachers in conveying their views. According to Rogayan and Reusia (2021), the use of metaphors is essential for student teachers to investigate and understand the big picture of what they see, assume, and feel. The concept of teaching practicum is born out of the metaphorical picture that emerges from the reactions of student teachers and shows the rich experience of prospective teachers' journey. The difficulties experienced by student teachers in teaching practice are considered

good and positive for them because they can be used as lessons to become better teacher candidates. It can be seen the challenges as the driving force for becoming a better teacher candidate. The student teachers' response also identified problems with large classes and even students with different needs. This recommends an explanation for student teachers' mixed reactions using positive and negative metaphorical expressions.

B. Teaching Practicum

1. Definition of Teaching Practicum

There are many terms of teaching practicum that are often used, such as teaching internship and teaching practice. They all have the same meaning and usage. According to Jusoh (2013), teaching practicum is an opportunity for student teachers to put into practice the newly acquired knowledge. Rogayan and Reusia (2021) also pointed out that teaching practicum as part of the training for becoming a true educator. Every teacher education program must include a teaching internship or teaching practicum. Moreover, teaching practicum is an essential time for student teachers to combine theory and practice to improve their teaching skills and gain self-confidence and self-control (Portman & Abu, 2019; Zhu et al., 2020). According to Brown et al. (2015, as cited in Martins et al., 2015), teaching practicum significantly improves student teachers' perceptions of efficacy and preparedness to teach. Merç (2015) defined teaching practicum as a multifaceted activity that includes student teachers, mentors, supervisors, administrators, and students. According to Mtika (2011), teaching practicum is an

important aspect of the professional enhancement of trainee teachers, since it develops their views and thoughts about teaching.

Based on the definitions above, it came to the conclusion of teaching practicum is an important part of any education and pedagogy program. Teaching practicum is an opportunity for every student from education and teacher training faculty to practice the teaching theory they have learned on campus. It is a preparation that must be faced by every student from the faculty of teacher training to directly teach in front of students as if they are teachers in the school.

2. *Basic Qualities of Student Teachers*

The quality of a teacher greatly affects success in education. Therefore, prospective teachers must have some basic qualities to be responsible for the education of their students. According to Buckworth (2016), there are three basic qualities that student teachers are suggested to bring to school, they are:

1) Receptiveness

It is related to the situation and the adaptability and motivation associated with the situation, especially the ability to deal with change and uncertainty (Buckworth, 2016). A student-teacher has to try to adjust to the school environment by recognizing the school environment first and also making contact with students. With self-adjustment or the ability to adapt, a student-teacher can be easily accepted by the students and the school environment. Buckworth (2016) also stated that the close emotional relationship between student teachers and students will make it easier for a student teacher to teach. Thus, with the

receptiveness of the students and school environment, a student-teacher can develop his or her abilities and strengthen the quality of experience.

2) Reflexivity

According to Buckworth (2016), reflexivity entails conscious, measured, and critical self-reflection in relation to others, as evidenced by the degree to which collaborative action is formed. According to Moon (2004, as cited in Stroobants et al., 2007), reflective learning is required for effective personal development in order to develop the future and apply action using a formula that learning is influenced by interactions with other groups through dialogue, conversation, and communication to provide new understanding and experiences. With reflection, a student-teacher can find out the extent of the students' achievements and find out the complaints of students during the teaching and learning process so that the student-teacher can look for the solution and make self-reflection on what is around him/her.

3) Reciprocity

Buckworth (2016) pointed out that reciprocity is a positive result that helps to speed up the mutuality of roles that comes with sharing outputs, goals, and commitments. Buckworth (2016) also stated that reciprocity is needed by a student-teacher to communicate with other fellow teachers to discuss assessments and student meetings that can be carried out in the school environment. This reciprocal relationship is necessary to build good communication between each other, build collaboration, and share knowledge with other colleagues. Moreover, reciprocity between students and student teachers is also important because they

have to learn from each other. According to Dale (2017), reciprocity of teaching and learning implies that both students and teachers have assignments, expectations, and the chance to learn from one another.

3. Experience of Teaching Practicum

Practicum is still considered the most valuable factor in preparing experience for the teaching profession by the majority of pre-service teachers in various international contexts (Campbell-Evans & Maloney, 1997; Le Cornu & Ewing, 2008; Smith & Lev-Ari, 2005; White et al., 2010; White & Forgasz, 2016). The more experience a teacher has, the more it will support greater student learning, the school, and their students (Kini & Podolsky, 2016). Kini and Podolsky (2016) also stated that the more experienced teachers gain, the more likely students are to excel on the test score success scale as well as class attendance. Moreover, students also gain the essential experience to comprehend the responsibilities of a teacher through practical teaching experience among student-teachers (Tuli & File, 2009; Ulla, 2016). Besides, lack of experience in teaching from a teacher can cause anxiety in the classroom (Mosaddaq, 2016).

In addition, anxiety is a subjective sense of tension, uncertainty, jumpiness, and worry (Spielberger, 1983; Horwitz et al., 1986; İpek, 2016). It is in line with the statement by Brown (1994, as cited in İpek, 2016) that anxiety symptoms include a feeling of discomfort, frustration, self-doubt, uncertainty, or worry. Furthermore, according to Bernstein (1983, as cited in Merç, 2015) anxiety of teaching is a combination of psychological arousal, subjective difficulty, and behavioral disruption. Teaching anxiety is concerned with audience interactions

such as student inquiries, direct negative feedbacks, class disruptions, or student evaluations (Gardner & Leak, 1994; Merç, 2015). Anxiety is a psychological condition that is characterized by feelings of restlessness, worry, and fear. In teaching, the anxiety experienced by student teachers is a normal situation, especially when they have to deal with students and conduct the teaching-learning process.

A test-score-anxiety correlation study discovered that a little anxiety can be helpful and facilitate the process of the teaching-learning experience, whereas exaggerated anxiety can be risky and inhibit FL in the process of teaching-learning (Chastain, 1975; Scovel, 1991; İpek, 2016). Chaplain (2008, as cited in Eksi & Yakisik, 2016) stated that the most stressful aspects of teaching practicum that were experienced by student teachers were behavior management, amount of work, and a lack of support. Facchinetti (2010, as cited in Eksi & Yakisik, 2016) added that time management needs, financing, technology, resources, management of student behavior, collegiate support, managing a full curriculum, and examinations are among the other sources of anxiety highlighted. Furthermore, anxiety and worry during the practicum may be also caused by a lack of role clarification, the evaluation system, and not knowing the mentor's or supervisor's expectations (MacDonald, 1992; Murray-Harvey et al., 2000; Eksi & Yakisik, 2016).

In conclusion, teaching experience, along with other factors such as training, good preparation, and teaching aids, is without a doubt the most significant factor for a teacher in order to reduce anxiety (Mosaddaq, 2016).

Students are more likely to understand a teacher who has taken the time and preparation to take the information they have learned and interpret it before explaining it to them coherently (Fiorella & Mayer, 2013). Mosaddaq (2016) also stated that student teachers can get benefit from reflecting on teaching practicum experiences because it allows them to identify what is most important to them about their classroom experiences. With all of this in mind, reflection can help student teachers feel less anxious and have a stress-free teaching practicum.

4. Teaching Paradigms: Conventional and Constructivist

Teaching paradigm is a belief or perspective in looking at something in the teaching process. According to McManus (2001), the paradigm influences teachers' educational beliefs, educational goals, and evaluation of results. Additionally, it affects how teachers feel about their job to teach, their interactions with students, and their obligations to inspire and guide them. There are two kinds of teaching paradigms, such as conventional and constructivist paradigms. Sibel (2015) stated that student teachers who support student-centered beliefs prefer to use a constructivist teaching paradigm. On the other hand, student teachers who still support teaching-centered beliefs prefer to use the conventional/traditional model.

According to Yap (2016), conventional teaching, also known as traditional teaching, is a method of instruction in which teachers and students interact face-to-face in a classroom setting. These teachers lead class discussions and concentrate solely on mastering material from textbooks and notes. Devinder and Zaitun (2006, as cited in Yap, 2016) pointed out that many teachers still stick to

the old-school ways of teaching. Yap (2016) also pointed out that teachers continue to educate their students in the same way that they were taught and that their own teachers were taught. Therefore, many conventional/traditional teachers are still apprehensive and hesitant to move to different teaching models because they believe it will be difficult and risky. It has been seen that while the teacher is talking and writing on the board, the students copy everything down on their notes, some daydreaming and some nodding off. Accordingly, it would be challenging to ensure that all students were paying attention in class and prevent them from copying notes off the board simultaneously. In this teaching environment, students continue to take a passive role in the learning process by repeating the knowledge they have learned for the tests (McCarthy & Anderson, 2000; Yap et al., 2016).

Meanwhile, According to Goodwin and Webb (2014), constructivist teaching is when teachers employ active, engaging learning activities to cause students to create knowledge and then reflect and discuss what they are doing as their understanding changes. Teachers who use the constructivist paradigm ensure that they grasp their students' preexisting beliefs and direct the learning activities so that students change their understandings. This teaching paradigm demands students be emphasized throughout the learning process in order for them to actively develop their knowledge. The teacher constantly questions his or her own methods and encourages students to do the same while learning. Furthermore, in a constructivist classroom, the teacher and student roles are distinct: the teacher prepares activities such as problem-solving and in-depth inquiry to assist students

to develop knowledge rather than memorizing information. Akpan et al. (2016) noted that this teaching paradigm encourages teachers to always looking for innovative ways to help students understand and connect to their previous or present experiences. They also said that students who are taught utilizing constructivist methods outperform those who are taught using conventional methods. Besides, students who were taught using constructivist outperformed those who were taught using direct teaching in answering conventional procedural questions, conceptual questions, and critical questions.

From the above explanations, it came to the conclusion that conventional and constructivist teaching paradigms are two different teaching patterns. The conventional teaching model is a model that is commonly carried out in the learning process, which is done by means of teachers explaining and students listening. This activity is like transferring knowledge from teacher to students. The teacher's job is to give and the students' job is to receive. In this conventional model, students are passive recipients of information, where students receive knowledge from the teacher. Meanwhile, constructivist teaching emphasizes the active role of students in building their own understanding of the knowledge they learn. This teaching model always links information with the initial knowledge that students already have. It is considered superior to the conventional teaching model because it can build students' knowledge.

5. The Learning Theories of Constructivism and Behaviorism

There is such a thing as learning theories in the learning process. Learning theories are steps that teachers or student teachers can use to help them teach and deliver knowledge to their students. According to Wang (2012), when it comes to learning new skills, knowledge, and attitudes, learning theories guide one's activities. Learning without learning theories can lead to pointless activism. It means that time is wasted trying to learn something while the results are inadequate. Thus, learning theories are important in the learning process. A fundamental comprehension of some learning theories is required for teachers or student teachers who want to lead a learning-friendly classroom (Clark, 2018). Clark (2018) also said that learning theories describe how learning takes place, how internal and external factors influence learning, how memory influences learning, and how knowledge is transferred. The most commonly used learning theories are constructivism and behaviorism. Weegar and Pacis (2012) pointed out that learning theories such as behaviorism and constructivism are based on two philosophical schools of thought that have affected educators' perspectives on learning.

According to Doolittle (2014), constructivism is a broad philosophy in which students create their own knowledge by interpreting their own experiences. It means that students learn by connecting new knowledge to what they already know. Bada and Olusegun (2015) stated that when encountering new information, this constructivism theory tries to balance against prior knowledge and experiences. It is something that may require us to change our beliefs or dismiss

new information as unrelated. To connect them, some questions should be asked, investigated, and evaluated by students. This theory requires students to receive emphasis during the learning process so that they should actively develop their knowledge. Similarly, Wang et al. (2013) pointed out that constructivist education encourages students to be active rather than passive receivers. Meanwhile, the teacher's role in constructivist learning is to help the process of constructing knowledge by students run smoothly. Teachers only help students to form their own knowledge and are required to better understand the way of thinking or students' perspectives in learning. The teacher ensures that he or she is aware of the students' preconceptions and directs the activity to address and then build on them (Oliver, 2000; Bada & Olusegun, 2015).

According to Budiman (2017), the theory of behaviorism assumes that learning changes students' behavior by allowing them to produce oral or written products. The teacher's job is to direct the stimulus and learning environment in order to bring the goal closer to reality. The study of observable and measurable aspects of human behavior is the focus of behaviorism. Behaviorist learning theories underline alters behavior as a result of the learners' stimulus-response associations when defining behavior (Parkay & Hass, 2000; Zhou & Brown, 2015). The interaction between a teacher and students is required for the formation of a stimulus-response relationship. When students show a change in behavior or response to the stimulus provided by the teacher, they are considered to have learned (Budiman, 2017). Accordingly, learning has some impacts on behavior. According to Sarah (2006, as cited in Budiman, 2017) the stimulus is

everything the teacher gives the students, whereas the response is in the form of student reactions to the stimulus. Processes that happen between the stimulus and the response are not visible or measurable, but stimuli and responses can be observed. Hence, both what the teacher provides (stimulus) and what the students respond to (reaction/response) should be observed and measured. It focuses on measurement theory, as the measurement is critical in establishing whether behavioral changes occur (Fauziati, 2016; Budiman, 2017). What the teacher does in the stimulus-response must also be accepted by the students. In other words, the transfer of knowledge from the teacher to the students can result in students having the same understanding as the teacher.

C. Previous Studies

This part reviewed several previous studies and provided information for this study. It focused on the metaphorical expressions of teaching practicum. There are several studies that examined teaching viewed from the metaphorical lens. One of the studies that examined this topic was the research by Karagöz et al. (2018) on pre-service EFL teachers' metaphorical conceptualizations of an EFL teacher. This study aimed to use metaphors to investigate the conceptualization of Turkish EFL teachers during the EFL teacher preparation period. Qualitative approach that applied a metaphor elicitation task instrument was used in this study. Then, it used purposive sampling to select 59 senior pre-service language teachers as the participants. The participants were asked to fill in the blank: "An English teacher is like..... because....." in Turkish as a metaphor elicitation task. This study grouped two analytical themes, namely

teacher roles and teacher characteristics. The teacher roles were divided into two, namely ELT teacher roles and non-ELT teacher roles. The metaphors categories found in the ELT teacher roles were the provider of knowledge, the culture transmitter, and the language integrator. Non-ELT teacher roles were a source/provider of knowledge, actress, guide, inspirer, self-sacrificer, entertainer, friend, and other. Meanwhile, teacher characteristics were flexibility, versatility, and other. The study showed that the senior pre-service teachers saw EFL teachers' roles as being the same as traditional teachers' roles, namely as knowledge providers to students.

The other research had been done by Rogayan and Reusia (2021), namely research on teaching internship from the metaphorical lens of Filipino prospective teachers. This study used a qualitative approach by gathering data from the participants' depiction of ideas in written narratives and explanations about what a teaching internship is. Then, it used purposive sampling to select 77 education and teacher training students as the participants. This study also adopted the data analysis by Carillo (2007) which listed the metaphorical expressions from pre-service students' responses and calculated them based on how many times they were utilized by the participants. The responses of the participants were used to create a survey tool to describe prospective teachers' perspectives on teaching internships. Meanwhile, blank sheets of paper were given to the participants and asked to complete the sentence "Teaching internship is like.....", which then they were asked to explain the reasons. As a result, there were six categories about teaching internship from the participants' ideas found, they were "an immersion in

the actual workplace”, “a chance to be a surrogate parent”, “a rewarding obstacle to surpass”, “an enhancement of pedagogical competence”, “an ultimate path towards becoming a teacher”, and “an endless learning venture”. The study revealed that the various metaphoric representations of teaching internships by pre-service education students might affect them as they begin their teaching careers after they graduate.

Another study was held by Yüksel (2019), that is research on ELT preservice teachers’ conceptualization of teaching practice: a metaphor analysis of the dynamics of teaching practice. This study used an approach from Creswell (2008), namely quantitative analysis to explain the qualitative analysis. It applied a questionnaire to answer 6 open-ended questions. Then, the convenience sampling was used to select 35 pre-service English teachers as the participants. The method used in this study was the theory by Cameron and Low (1999), that was, metaphor analysis which is based on the theory of conceptual metaphor. According to this theory, metaphors have two distinct conceptual domains, such as the source domain and the target domain. To collect the data, the participants were given the task of completing the prompts, that is, “(Target term) is.... because....”. There were six target terms in the research, such as “the practicum, the students, the supervisor, the mentor, the lesson plan, and the material”. The results of this study found that there were 189 metaphors found. They were defined and categorized for each concept of metaphors from the target terms that were answered by the participants. They expressed the practicum as a performance, journey, pitfall, venue, vagueness, and 29 other metaphors. The

mentor as an authority, guide, caring, non-functional, and 29 other metaphors. The supervisor as an authority, source, guide/caring, and 27 other metaphors. The students as need-care, out-of-control, and 31 other metaphors. The lesson plan as a route map, torture, and 26 other metaphors. The material as scaffolding, uncertainty, fun, and 28 other metaphors. The findings revealed that the participants had diverse experiences and opinions, due to the numerous metaphors used for each concept/target term.

Bircan (2018) had also conducted research on the same research topic, namely metaphors of history teachers candidates in Turkey on teaching profession. The purpose of this study was to determine the reasons of history teacher candidates for selecting the teaching profession and to know how they perceive the concepts of teacher and teaching. There were 115 history teachers candidates at a teacher training program at a university located in Turkey's Central Anatolia Region who took part in this study. Phenomenology had been used as a qualitative research method in this study. The questionnaire instrument was also utilized in this qualitative study. Then, the content analysis method was applied to evaluate the data. Meanwhile, blank sheets of paper were given to the participants and asked to complete the sentence "Teacher is like.... because....", "Teaching is a profession which is... because...". Those participants had to explain the reasons to provide a logical basis for the metaphors. The results of this study found that there were 19 metaphors and 6 categories for the concept of teacher, 26 metaphors and 7 categories for the concept of teaching, and 15 metaphors and 3 categories for the reasons of choosing the teaching profession. The 6 categories of

the teacher concept were a directive, protector, healer, shaper, securer of justice, and producer of information. The 7 categories of the teaching concept were the construction of the future, source of need, guiding, informative profession, virtuous profession, self-sacrificing profession, and expression of difficulty. The last, the 3 categories of the reasons of choosing the teaching profession were responsibility, love, and need. According to the findings of this study, teacher candidates should gain more experience. If teacher candidates have enough chances to practice teaching, their teacher perception of the teaching profession will improve.

Hasim et al. (2013) had done research on metaphors used by Malaysian teachers-in-training: implications for language teacher education. The major purpose of this study was to determine how trainee teachers used metaphors to reflect their responsibilities as beginning ESL teachers, based on their own teaching experience. The participants in this study were 72 trainee teachers in a Malaysian university who had done teaching practicum after three months. The reflective journal writing was used in this qualitative research. Then, the thematic analysis was also performed on this qualitative data. The participants were put together in a room and commanded to write an essay of 500 to 1000 words reflecting on their roles as ESL language teachers during their teaching practicum. According to the findings of this study, four major metaphors (including the conceptions of teaching & the conceptions of learning) were discovered that represent the concepts of the participants' thoughts, such as family members, facilitators, entertainers, and motivators. The participants used these flexible

metaphors to describe teaching and learning in ways that were highly motivating to students.

Another study was held by Lin, Shein, and Yang (2012), research on exploring personal EFL teaching metaphors in pre-service teacher education. This study looked at the pre-service teachers' perceptions of what it means to be a teacher. The theory by Cameron (2003) was adopted in this study, which used a recursive approach of repeated cross-examination of data across researchers. Then, there were 40 student teachers of the certificate program took part in this study. It used metaphors as the method which applied open-ended questions. The participants were given the task of completing the blank statement, "I think to be an EFL teacher is like.....", which then they answered it in the written metaphors and explanations. The results showed that there were eight categories of metaphors found, which was in each category there were several examples of metaphors. The eight categories were innovator, challenger, cooperative leader, repairer, artist, provider of knowledge, provider of tools, and nurturer. The results of the study concluded that the metaphorical conceptualizations of the EFL teachers gave a structure for evaluating teaching, as well as a way for teachers to improve their self-awareness and professionalism.

All previous studies discussed above focused on the metaphors in education or teaching and learning. They are concentrated on preservice teachers, prospective teachers, new/novice teachers, and trainee/internship teachers in using teaching metaphors. On the contrary, this study focused on the metaphors of

teaching created by student teachers before and after teaching practicum, and also the teaching paradigms that reflect the metaphors of teaching.



CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on the methodology used to conduct this study. It addresses the research design, research participants, method of data collection, and method of data analysis.

A. Research Design

This research applied a descriptive qualitative approach. The purpose of descriptive qualitative research is to describe individuals, events, or conditions by studying them as they are (Houser, 2008; Siedlecki, 2020). According to Lambert and Lambert (2012), the goal of qualitative descriptive research is to provide a complete summary of specific events that individuals or groups of individuals have encountered in daily life. Descriptive research looks at the characteristics of a population, identifying problems that exist within a unit, organization, or population, or taking into account differences in characteristics or practices between organizations or even countries (Grove et al., 2012; Siedlecki, 2020). This approach is in line with the focus of the study, which is an approach that focused on the metaphors of teaching created by student teachers before and after teaching practicum.

B. Research Participants

Twenty students majoring in the English language education in the tenth and eighth semester (batch of 2017 and 2018 academic year) of UIN Ar-Raniry took part in this study. The participants were selected by using the purposive sampling technique because it focuses on the student teachers who had taken teaching practicum. According to Bernard (2002, as cited in Etikan et al., 2016), purposive sampling is the purposeful selection of participants based on their personal characteristics. This technique does not require any principle theories or a predetermined number of participants. This sampling technique looks for people who can provide information based on their knowledge or experience.

C. Method of Data Collection

This study used a metaphor elicitation task to collect data. This study was conducted by adapting the way used by Karagöz et al. (2018) in which the participants were asked to complete the statement “Teaching is like.....because.....”, in order to obtain similes that could be used as examples of metaphors.

D. Method of Data Analysis

Data analysis is a complex and controversial part of qualitative research, which has received limited theoretical attention (Savage, 2000; De Casterlé et al., 2012). According to Graue (2015), qualitative data analysis is the process of describing, categorizing, and relating phenomena to the thoughts of the researcher. Furthermore, data analysis includes preparing and organizing data, reducing data

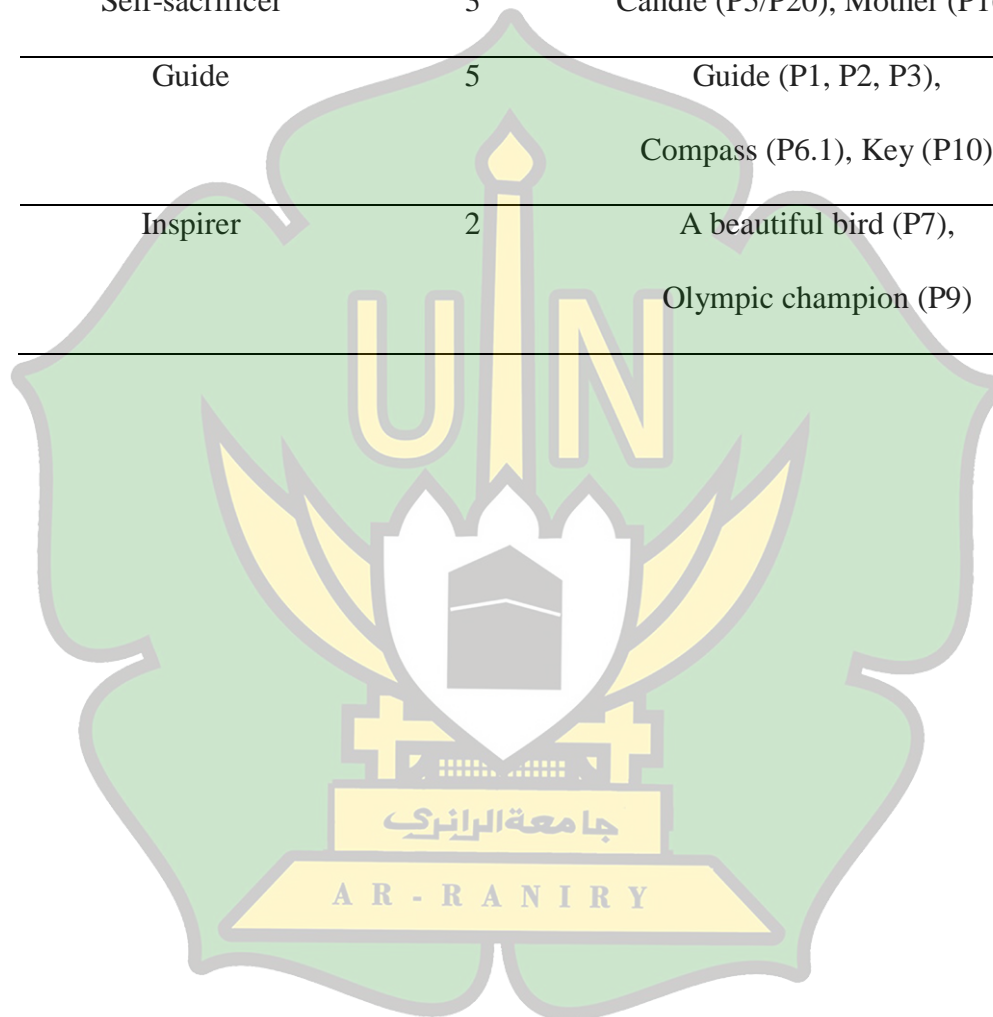
into topics through coding, compression codes, and presenting data in graphs, tables, or discussions (Cypress, 2018).

The analysis of data in this study adapted a model by Karagöz et al. (2018) in which the data collected were inductively analyzed. Firstly, each name of the 20 participants was marked with a number, for instance, P1, P2, P3,, P20. Then, the participants were given an explanation of what metaphor is and the examples. This research was held from 03 to 09 June 2022. After that, the participants were asked to fill in the blank “Teaching is like..... because.....”, in order to acquire similes that could be used as examples of metaphors. The participants were asked to give the examples of metaphors of teaching in two perspectives based on their experiences, namely before and after teaching practicum. Each participant might provide more than one metaphor example. All the metaphors and their reasons found were arranged into a list, which was then adjusted according to each the number previously marked for every participant. Then, the obtained data were coded independently. During the process of coding, the metaphor that was similar or had the involvement with other metaphors was combined into one category. Each category of similar metaphors was given a name based on the general characteristics of the metaphors in it. After that, in the second analysis, some metaphors of teaching before and after teaching practicum obtained were seen one by one to be associated with which teaching paradigm was suitable between conventional and constructivist.

Table 3.1

The Example of Categories and Number of Related Metaphors by Karagöz et al. (2018):

Category	Number of the Metaphor	Metaphors
Self-sacrificer	3	Candle (P5/P20), Mother (P16)
Guide	5	Guide (P1, P2, P3), Compass (P6.1), Key (P10)
Inspirer	2	A beautiful bird (P7), Olympic champion (P9)



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the research findings and discussion are presented to answer the research questions in the chapter one. Point one in the research findings answers the first research question. Meanwhile, point two in the research findings answers the second research question. The results of the study are derived from interviews that have been conducted.

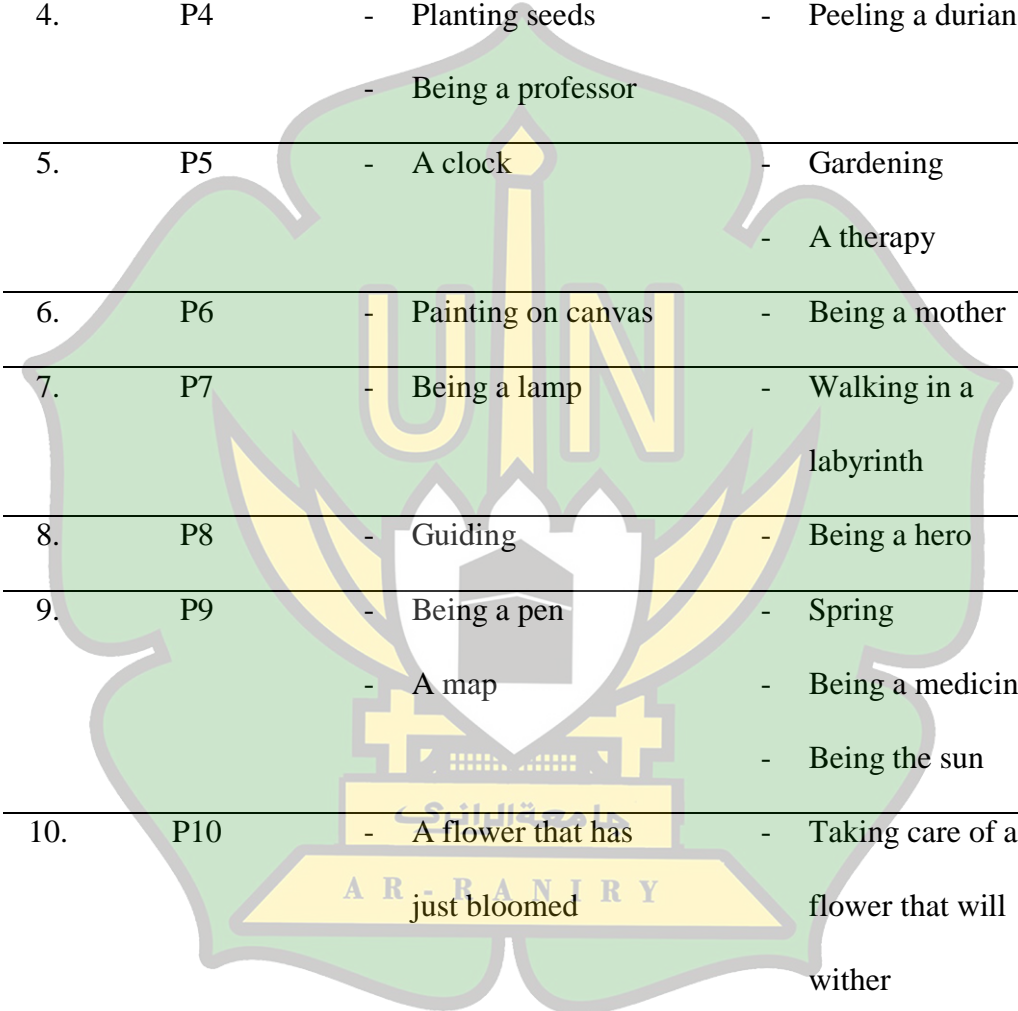
A. Research Findings

After carrying out the research, it reveals that there were 30 metaphors of teaching in the perspective before teaching practicum, and 31 metaphors of teaching in the perspective after teaching practicum. Thus, in total, there were 61 metaphors of teaching produced by the 20 participants. Below is the list of student teachers' metaphorical conceptions of teaching before and after teaching practicum.

Table 4.1

Student Teachers' Metaphorical Conceptions of Teaching Before and After Teaching Practicum

Nos.	Respondents	Metaphorical Conceptions	Metaphorical Conceptions
		of Teaching Before Teaching Practicum	of Teaching After Teaching Practicum
1.	P1	- A piece of cake - Doing nonsense	- A piece of diamond - Cooking



2.	P2	- Archery	- A flow of a river
		- Art	- Juggling
3.	P3	- Baking a cake	- Building
		- A performance	skyscrapers
4.	P4	- Planting seeds	- Peeling a durian
		- Being a professor	
5.	P5	- A clock	- Gardening
			- A therapy
6.	P6	- Painting on canvas	- Being a mother
7.	P7	- Being a lamp	- Walking in a
			labyrinth
8.	P8	- Guiding	- Being a hero
9.	P9	- Being a pen	- Spring
		- A map	- Being a medicine
			- Being the sun
10.	P10	- A flower that has	- Taking care of a
		just bloomed	flower that will
			wither
			- Being a billionaire
11.	P11	- A disaster	- Walking
		- Walking through	encyclopedia
		dark tunnel	
12.	P12	- Being an actor	- Being a friend

13.	P13	- Eating food	- Hiking
		- Being a tourist	- Being sugar in tea
14.	P14	- Pouring water into a bucket	- Being a tour guide
		- Daytime	- The snow at the South Pole
15.	P15	- Taking part in an important race	- Being a forest guide
			- Being a rainbow
16.	P16	- A strict parent	- Sharing session
17.	P17	- Cooking	- Art
18.	P18	- Flying birds	- Holding coal
			- Being a chameleon
19.	P19	- Crossing a high bridge	- Watching thriller movies
		- Doing sport	
20.	P20	- Being electricity	- Being a designer
		- Drinking a cup of coffee	- Being a plate

1. Categorization and Numbering of Teaching Metaphors Before and After Teaching Practicum

After the metaphors of teaching before and after teaching practicum were obtained, the data were coded independently by looking at the reasons and explanations of the participants' answers. In the process of coding, a metaphor that was similar and had the involvement with other metaphors was merged into a category. Then, each category was given a name according to the nature or general character of the metaphors in it. After that, all the metaphors that are in one category were numbered. The following is the categorization and numbering of teaching metaphors before teaching practicum:

Table 4.2
Categories, Number of Metaphors, and Metaphors of Teaching Before Teaching Practicum

Category	Number of the Metaphor	Metaphors
An easy thing	5	A piece of cake (P1.1), Eating food (P13.1), Pouring water into a bucket (P14.1), Flying birds (P18), Drinking a cup of coffee (P20.2)
A hard thing	4	A disaster (P11.1), Walking through a dark tunnel (P11.2), Crossing a high bridge (P19.1), Doing sport (P19.2)

		Art (P2.2), Baking a cake (P3.1), A performance (P3.2), Planting seeds (P4.1), Painting on canvas (P6), Cooking (P17), Taking part in an important race (P15)
Preparation	7	
		Being a professor (P4.2), Being a lamp (P7), Being a pen (P9.1), Being electricity (P20.1)
Transferring knowledge	4	
Directing goals	3	Archery (P2.1), Guiding (P8), A map (P9.2)
Timing	2	A clock (P5), Daytime (P14.2)
Obeying rules	2	Being a tourist (P13.2), A strict parent (P16)
		Doing nonsense (P1.2), A flower that has just bloomed (P10), Being an actor (P12)
Other	3	

a. The Category of *An Easy Thing*

The perspective of teaching before taking teaching practicum in the category of “an easy thing” contains several metaphors which assume that teaching is an easy thing. Before doing teaching practicum, there were 5 student teachers who view that teaching is simple, easy, and everyone can do it. The metaphor examples of teaching before taking teaching practicum created by the participants in the category of “an easy thing” are teaching as *a piece of cake* (P1.1), teaching as *eating food* (P13.1), teaching as *pouring water into a bucket*

(P14.1), teaching as *flying birds* (P18), and teaching as *drinking a cup of coffee* (P20.2). Some statements from the participants are listed below:

Excerpt 1:

I think teaching is like eating food. It's really easy for me. I think it's just need to take the material and teach students by explaining and giving some examples to make students understand the materials. (P13.1)

The above excerpt contains a metaphor that leads to the characteristic of the category of "an easy thing" because in the expression there is a statement that teaching is as easy as eating food.

Excerpt 2:

I thought teaching was like flying birds. Because basically birds can fly without being taught, we as teachers just let students fly and develop like birds without any hard work. (P18)

The metaphor in the above expression falls into this category because there is a sentence that means that teaching is easy, it is as easy as flying a bird that can already fly.

b. The Category of A Hard Thing

The perspective of teaching before taking teaching practicum in the category of "a hard thing" contains several examples of metaphors that show that teaching is a difficult thing to do. This is due to certain reasons such as feelings of fear and nervousness. These metaphor examples were created by 2 participants. Both of them produced two examples of metaphors for teaching based on their perspective before teaching. The metaphor examples of teaching before taking teaching practicum created by the participants in this category are teaching as *a disaster* (P11.1), teaching as *walking through a dark tunnel* (P11.2), teaching as

crossing a high bridge (P19.1), and teaching as *doing sport* (P19.2). The following are the details of the statements of the participants:

Excerpt 3:

Before I do my PPL, my perspective about teaching is like a disaster. Because we have to deal with students with limited knowledge, we must have big courage. We also have to understand the students with different behavior. So, I think it's something scary to do. (P11.1)

The depiction above has words that indicate that teaching is a frightening thing and needs courage, as well as a disaster. Thus, the metaphor refers to the category of “a hard thing”.

Excerpt 4:

Teaching was like crossing a high bridge. There's a sense of fear, nervousness, but i must be able to prepare my self and get through it because it's my duty to teach the students well. (P19.1)

The metaphor in the expression above shows that teaching is a difficult thing, as seen from the use of the words fear and nervousness. Thus, the metaphor of teaching as *crossing a high bridge* is categorized as “a difficult thing”.

c. The Category of *Preparation* جامعة

The perspective of teaching before teaching practicum in the category of “preparation” consists of examples of metaphors that illustrate that teaching is something that requires preparation. Some reasons from the participants were that before teaching in class, some learning materials and methods have to be prepared by the teacher. There were 6 participants who gave examples of metaphors in this category, namely 1 participant with 2 metaphors, while the other 5 participants each gave 1 metaphor. Accordingly, there were 7 kinds of examples of metaphors

created by the participants in this category. Among them are teaching as *art* (P2.2), teaching as *baking a cake* (P3.1), teaching as *a performance* (P3.2), teaching as *planting seeds* (P4.1), teaching as *painting on canvas* (P6), teaching as *cooking* (P17), and teaching as *taking part in an important race* (P15). The metaphors and explanations listed below are typical instances:

Excerpt 5:

Teaching was like a performance because you need to prepare anything that you want to present and teach to your students, such as preparing some materials and the way how they will be delivered. Besides, you have to do it perfectly. When you have taught them, you hope they will get the whole point. (P3.2)

Excerpt 6:

Teaching is like taking part in an important race because you have to prepare everything you need, when you prepare everything carefully then you will achieve your goal which is to be a winner. (P15)

The two excerpts above reveal that teaching is something that requires preparation, just like *performance* and *taking part in an important race*. Hence, these two metaphors fall into the “preparation” category.

d. The Category of *Transferring Knowledge*

The perspective of teaching before teaching practicum in the category of “transferring knowledge” contains several metaphors that illustrate that teaching is an activity to transfer or deliver knowledge to students. There were 4 participants who each provide one example of a metaphor related to this category. The metaphor examples of teaching before taking teaching practicum created by the participants in this category were teaching as *being a professor* (P4.2), teaching as *being a lamp* (P7), teaching as *being a pen* (P9.1), and teaching as

being electricity (P20.1). Below are the following metaphors and their explanations that represent the perspective of teaching before doing teaching practicum in the category of “transferring knowledge”:

Excerpt 7:

Teaching for me was like you are being a professor. Because of all the knowledge that you have, you need to transfer it to students spontaneously. (P4.2)

The metaphor of teaching as *being a professor* in the above expression belongs to this category because it shows that teaching aims to transfer knowledge as well as the goal of being a professor.

Excerpt 8:

Teaching was like being electricity, because electricity will always flow to every house, house means students. It means we deliver knowledge to students. We only teach according to the book and only focus on the situation. (P20.1)

The above metaphorical expression is included in this category because there is a statement that reveals that teaching is the delivery of knowledge just like electricity which delivers electric current to every house.

e. The Category of *Directing Goals* I R Y

The perspective of teaching before doing teaching practicum in the category of “directing goals” is considered an activity to direct students toward their goals as well as the goals of teaching. In this category, there were 3 participants, in which each of them provided 1 example of a metaphor. There are three examples of metaphors related to this category, namely teaching as *archery*

(P2.1), teaching as *guiding* (P8), and teaching as *a map* (P9.2). The description of the two metaphors can be seen below:

Excerpt 9:

I thought teaching was like archery which focuses on the goals that will be targeted to achieve learning goals. (P2.1)

Excerpt 10:

For me, before taking PPL, teaching was like a map because you show every detail of direction to the students in order to guide them to the right places that they want. (P9.2)

The two metaphors above, namely teaching as *archery* and teaching as *a map* fall into the category of “directing goals” because the two expressions explain that teaching is like directing students to their goals.

f. The Category of *Timing*

Teaching in this category can be characterized as something to do with time. The student teachers who gave metaphors in this category stated that teaching must be on time and have certain times. There were two participants who each gave one example related to this metaphor category. The metaphors are teaching as *a clock* (P5) and teaching as *daytime* (P14.2), which is described in the examples below:

Excerpt 11:

Teaching is like a clock because we as teachers must on time in every condition. It is like you are being chased by time. You do the same activity in everyday. And it's like the hands of a clock are turning. (P5)

Excerpt 12:

Teaching for me was like daytime, because when it's night you can stop and rest and don't need to think about it anymore. I think teaching only

takes a short time, the rest you can use to relax and do other activities. (P14.2)

The metaphor of teaching as *a clock* and teaching as *daytime* in those expressions are included in the category of “timing” because the two metaphorical expressions provide explanations of teaching that leads to something in terms of time.

g. The Category of Obeying Rules

The perspective of teaching before taking teaching practicum in the category of “obeying rules” is defined as a job that requires following the rules. This category defines that teaching has several rules that must be obeyed by both teachers and students. It was found that there were 2 examples of metaphors created by 2 participants who are related to this category. The metaphors are teaching as *being a tourist* (P13.2) and teaching as *a strict parent* (P16), which is clear in the following examples:

Excerpt 13:

I thought that teaching was like being a tourist because we have to follow the rules and understand the attitude of culture before taking an action. (P13.2)

The depiction from the above expression explains that teaching is like a rule that have to be followed, just as a tourist have to obey the rules of the culture of the place he visits. Accordingly, this metaphor is included in this category.

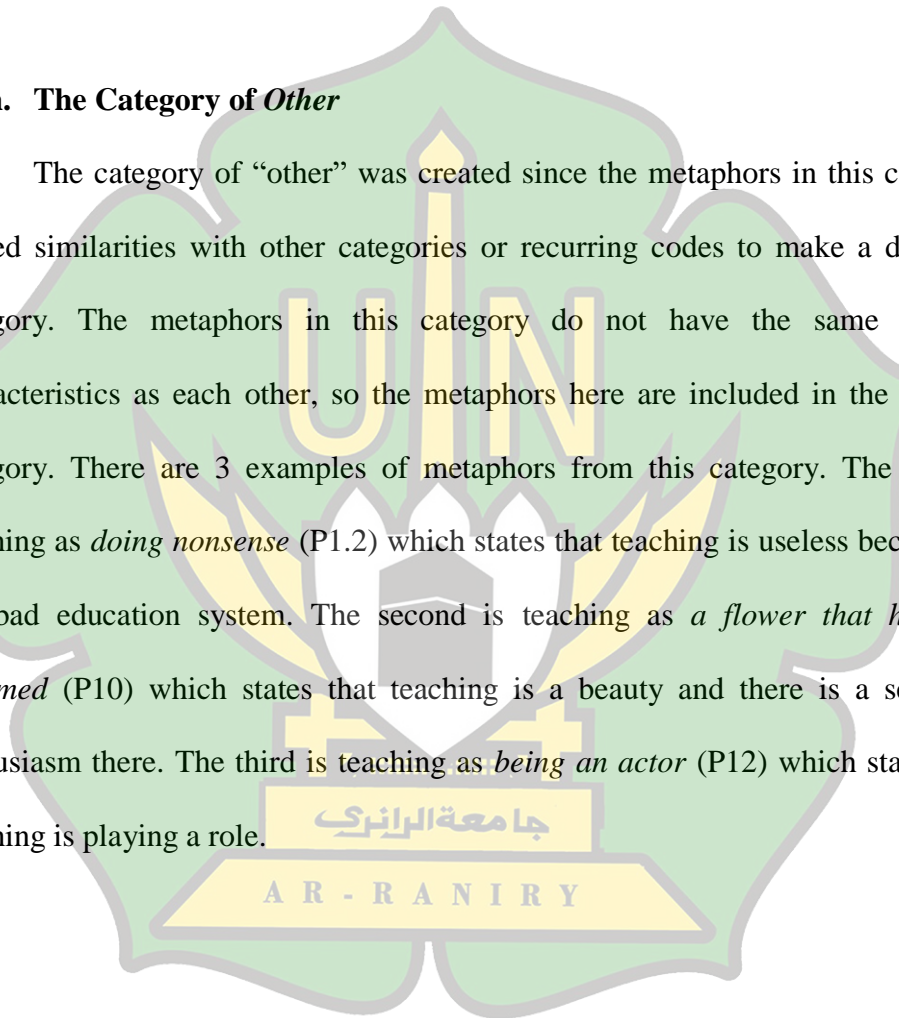
Excerpt 14:

Teaching was like a strict parent. It is because when I teach, I have to obey all the rules that have been made by the system and I have to follow all the obligations that have been fixed by the education system and also the school. (P16)

The metaphorical expression above explains that teaching is a rule or obligation that must be followed and obeyed. It is like *a strict parent* who is firm in giving rules to their children, and they must obey them. Thus, this metaphor is included in the “obeying rules” category.

h. The Category of *Other*

The category of “other” was created since the metaphors in this category lacked similarities with other categories or recurring codes to make a different category. The metaphors in this category do not have the same general characteristics as each other, so the metaphors here are included in the “other” category. There are 3 examples of metaphors from this category. The first is teaching as *doing nonsense* (P1.2) which states that teaching is useless because of the bad education system. The second is teaching as *a flower that has just bloomed* (P10) which states that teaching is a beauty and there is a sense of enthusiasm there. The third is teaching as *being an actor* (P12) which states that teaching is playing a role.



The following is the categorization and numbering of teaching metaphors after teaching practicum:

Table 4.3

Categories, Number of Metaphors, and Metaphors of Teaching After Teaching Practicum

Category	Number of the Metaphor	Metaphors
A complicated thing	6	A piece of diamond (P1.1), Juggling (P2.2), Peeling a durian (P4), Walking in a labyrinth (P7), Hiking (P13.1), Holding coal (P18.1)
Taking a long process	5	Cooking (P1.2), Building skyscrapers (P3), Being a billionaire (P10.2), The snow at the South Pole (P14.2), Art (P17)
Helping/Caring	9	Gardening (P5.1), A therapy (P5.2), Being a mother (P6), Being a hero (P8), Being a medicine (P9.2), Taking care of a flower that will wither (P10.1), Being a friend (P12), Being sugar in tea (P13.2), Being a plate (P20.2)

Providing knowledge	3	Being the sun (P9.3), Walking encyclopedia (P11), Being a rainbow (P15.2)
Guiding	2	Being a tour guide (P14.1), Being a forest guide (P15.1)
Other	6	A flow of a river (P2.1), Spring (P9.1), Sharing session (P16), Being a chameleon (P18.2), Watching thriller movies (P19), Being a designer (P20.1)

a. The Category of A Complicated Thing

The perspective of teaching after taking teaching practicum in the category of “a complicated thing” can be described as a difficult activity or job and not everyone can do it. There were 6 metaphor examples of teaching after teaching practicum created by the participants in this category. Among them are teaching as *a piece of diamond* (P1.1), teaching as *juggling* (P2.2), teaching as *peeling a durian* (P4), teaching as *walking in a labyrinth* (P7), teaching as *hiking* (P13.1), and teaching as *holding coal* (P18.1). They can be seen in the following examples:

Excerpt 15:

Teaching is like juggling because it requires multiprocessing and it's a difficult thing. In a classroom, students have different needs, abilities, and learning styles. That's why teachers have to juggle all of the needs and demands at once. (P2.2)

The above metaphorical expression falls into this category because there is an explanation that explains that teaching is a complicated thing to do. It is the same as *juggling*, which not everyone can do because it requires multiprocessing and that is a difficult thing.

b. The Category of *Taking A Long Process*

The perspective of teaching after teaching practicum in this category has several kinds of metaphors that are taking a long process. That is because from the answers of some participants, they explained that teaching is an activity that takes quite a long time and process. There were 5 participants, each of them gave 1 metaphor example related to this category. The metaphors are teaching as *cooking* (P1.2), teaching as *building skyscrapers* (P3), teaching as *being a billionaire* (P10.2), teaching as *the snow at the South Pole* (P14.2), and teaching as *art* (P17) as follows:

Excerpt 16:

I think teaching is like building skyscrapers because it takes time to build up a student's knowledge and skills. Teachers and their students place one brick at a time until a tall strong skyscraper of knowledge is constructed. This skyscraper will be strong and withstand strong wind and storms. (P3)

The description of the metaphor above falls into this category because it has a statement that explains that teaching is something that takes time to build students' knowledge and skills. It is the same with teaching as *building skyscrapers*. It needs a long time to build a strong building that is resistant to wind and storms.

Excerpt 17:

I feel that teaching is like being a billionaire, cause it needs times, some good steps, and the best strategies for being a good teacher in teaching. (P10.2)

The above metaphorical expression falls into this category because there is a statement that says that teaching takes a lot of time. It is the same with the metaphor of teaching as *being a billionaire*, which takes a lot of time to become a billionaire.

c. The Category of *Providing Knowledge*

Teaching after practicum in this category is regarded as an activity to provide knowledge to students. It is because a teacher is considered to have and master a science in his or her field. There were 3 examples of metaphors given by 3 participants related to this category, such as teaching as *being the sun* (P9.3), teaching as *walking encyclopedia* (P11), and teaching as *being a rainbow* (P15.2). The following metaphor is depicted:

Excerpt 18:

I think teaching is like a walking encyclopedia because we have to master everything about the material that we want to teach in the classroom. So we can transfer it clearly and accurately. (P11)

The depiction of the above metaphor explains that teaching is an activity to provide knowledge to students. Just like the *walking encyclopedia* which provides information and knowledge.

d. The Category of *Guiding*

The metaphors of teaching after practicum that represent this category identify that teaching is a process carried out by a teacher to guide his or her students. The teacher is considered a facilitator and a master in knowledge because he or she can guide students. There are two examples of metaphors that represent this category, they are teaching as *being a tour guide* (P14.1), and teaching as *being a forest guide* (P15.1). An instance of the metaphor is implied below:

Excerpt 19:

Teaching means being a tour guide. We not only overflow students with tons of knowledge but also guide them to the possibilities and realities around them. We are learning facilitators. Every year we get a new group of students, just like a tour guide guiding different groups all the time. We may start with a script at the beginning of our career, but we learned to adapt and customize our tour for each group. Just like teaching, we may learn a lot of theories about how to teach, but in the end, we have to implement them according to the condition in which we teach. (P14.1)

The metaphorical expression above illustrates that teaching aims to direct, guide, and provide information to students. The explanation about teaching is expressed as *being a tour guide*. It is because teaching is the same as *being a tour guide* in which a tour guide has to direct, guide, explain, and provide information to tourists about places that are conducting tours. Thus, this metaphor is included in the category of “providing knowledge”.

e. The Category of *Helping/Caring*

This category of teaching after practicum is referred to the metaphors that have some features, such as protecting, helping, loving, caring, and guarding. There are 9 kinds of examples of metaphors given by the participants pertained to this category, such as teaching as *gardening* (P5.1), teaching as *a therapy* (P5.2), teaching as *being a mother* (P6), teaching as *being a hero* (P8), teaching as *being a medicine* (P9.2), teaching as *taking care of a flower that will wither* (P10.1), teaching as *being a friend* (P12), teaching as *being sugar in tea* (P13.2), and teaching as *being a plate* (P20.2). The metaphor instances and their explanations are depicted as follows:

Excerpt 20:

Teaching is like being a mother because a mother has to help and teach her kids with patience, care, and love. A mother also will sacrifice her life to reach a successful child. (P6)

The expression above reveals that teaching is an activity that gives attention, affection, help, care to students. Just like *being a mother* where a mother gives love, attention, care, and help to her children so that they are successful. Hence, this metaphor is suitable in the category of “helping/caring”.

Excerpt 21:

Teaching is like taking care of a flower that will wither. Only those who survive will continue to care for the flower until new flowers grow again. This is because in teaching, someone will get bored, but, the real teacher will survive and find a way to bloom new flowers again or new spirits. (P10.1)

The expression above is included in this category because the metaphor of teaching as *taking care of a flower that will wither* is an activity which gives full

attention and assistance to a flower, so that the flower can survive and grow again. It is the same as teaching, which is an activity to give attention and help to students who are tired of studying to get back excited.

f. The Category of *Other*

The category of “other” was created because the characteristics represented in the metaphors that made up this category did not allude to the general or recurring characteristics. There are 6 kinds of metaphors that are not related to each other. The first one is teaching as *a flow of a river* (P2.1) which states that teaching should be one-way and cannot go against the current. The second is teaching as *spring* (P9.1) which states that teaching is a beautiful thing, like spring. The third is teaching as *sharing session* (P16) which states that teaching is a process to share experiences and learn from each other. The fourth is teaching as *being a chameleon* (P18.2) which states that teaching is adapting. The fifth is teaching as *watching thriller movies* (P19) which states that teaching is something that causes curiosity and anxiety. The last is teaching as *being a designer* (P20.1) which states that teaching is the same as attracting students’ attention.

2. *Conventional and Constructivist Teaching Paradigms in the Metaphors of Teaching Before and After Teaching Practicum*

The analysis of this point is to know whether the metaphors of teaching obtained reflect conventional or constructivist paradigms before and after teaching practicum. There were many metaphors of teaching from the two perspectives before and after teaching practicum obtained in this research. Although not all the

metaphorical categories of teaching relate to teaching paradigms, still there were several metaphors of teaching obtained that expressed the student teachers' beliefs and conceptions about the teaching paradigms (conventional and constructivist). The following are some metaphors of teaching before teaching practicum related to conventional and constructivist teaching.

Table 4.4

Teaching Paradigms Classifications of Teaching Metaphors Before Teaching Practicum

Teaching Paradigm	Number of Metaphors	Metaphors
Conventional	6	Being a professor (P4.2), Being a lamp (P7), Being a pen (P9.1), Being an actor (P12), Cooking (P17) Being electricity (P20.1)
Constructivist	4	Archery (P2.1), Guiding (P8), A map (P9.2), A strict parent (P16)

a. Conventional Paradigm in the Metaphors of Teaching Before Teaching Practicum

In conventional teaching, the teacher's job is to deliver knowledge and convey information, while the students' job is to be passive listeners. In the metaphors of teaching before teaching practicum, it was found that there are 6 metaphors that reflect conventional teaching paradigm. These things can be seen in the following explanation of a teaching metaphor example:

Excerpt 1:

Teaching is like being a lamp that functions to illuminate the darkness. It is the same with the task of a teacher. Teachers always try to make their students understand what they don't know. So, teaching is like giving light to students. Students only need light from it without knowing what the process of making the lamp is like. (P7)

The above metaphorical expression is included in the character of the conventional teaching paradigm because the metaphor of teaching as *being a lamp* which functions to illuminate the darkness explains that in teaching, a teacher is tasked with providing understanding to students. This expression also shows that the role of students is more passive, namely only as recipients of knowledge.

b. Constructivist Paradigm in the Metaphors of Teaching Before Teaching Practicum

In the metaphor of teaching before teaching practicum, there are 4 kinds of metaphors that reflect constructivist paradigm. Constructivist teaching itself builds students to always be active so that there is an increase in student learning. Meanwhile, the teacher's task is giving instructions and looking for innovative ways to help students understand and connect to their previous knowledge. Here is a metaphor example before teaching practicum and its explanation that fit the characteristics of constructivist teaching:

Excerpt 2:

Teaching is like guiding because you have to give some instructions to students and help them to achieve goals. (P8)

The above metaphorical expression is included in the constructivist paradigm because in the teaching as *guiding* metaphor there is a statement that

explains that in teaching, the teacher's role is as an instructor who directs students to their goals. It is the same with the character of constructivist teaching.

From the teaching metaphors before teaching practicum obtained, it turns out that there are more metaphors that reflect the conventional paradigm than the metaphors that reflect the constructivist paradigm.

Meanwhile, the following are some metaphors of teaching after teaching practicum related to conventional and constructivist teaching.

Table 4.5
Teaching Paradigms Classifications of Teaching Metaphors After Teaching Practicum

Teaching Paradigm	Number of Metaphors	Metaphors
Conventional	13	Gardening (P5.1), Being a mother (P6), Being a hero (P8), Being a medicine (P9.2), Being the sun (P9.3), Taking care of a flower that will wither (P10.1), Walking encyclopedia (P11), Being a friend (P12), Being sugar in tea (P13.2), Being a rainbow (P15.2), Being a chameleon (P18.2), Being a designer (P20.1), Being a plate (P20.2)
Constructivist	3	Being a tour guide (P14.1), Being a forest guide (P15.1), Sharing session (P16)

a. Conventional Paradigm in the Metaphors of Teaching After Teaching Practicum

The number of metaphors of teaching after teaching practicum that reflect the conventional paradigm is 13 metaphors. These metaphors have the nature of involving transferring knowledge to students, while students become the recipients of knowledge passively. A metaphor and its explanation that is related to conventional paradigm is described below:

Excerpt 3:

Teaching is just like being a plate. By teaching, we have to accommodate and create useful knowledge that will be presented to be developed and processed, so that self feels knowledge and energy. It's the same with the function of a plate itself. A plate can accommodate food so that the food cannot be spilled and can be served. (P20.2)

The expression above has a statement that explains that teaching is to accommodate knowledge. Accommodating means providing something to satisfy a need. The statement relates to the nature and characteristics of conventional teaching. Then, the above expression expresses teaching as *being a plate*. The function of a plate itself is a container that serves to accommodate food. Therefore, this metaphor expression is included in the conventional teaching character.

b. Constructivist Paradigm in the Metaphors of Teaching After Teaching Practicum

In the metaphor of teaching after teaching practicum, which describes the nature or character of constructivist teaching, there are only 3 metaphors. The three metaphors illustrate that in the teaching process, a teacher only acts as a facilitator and director to direct students to learning objectives, the rest of the students have to play an active role in developing their own knowledge. A metaphorical expression after teaching practicum that is related to the character of constructivist teaching can be seen in the following depictions.

Excerpt 4:

Teaching is like being a tour guide. We not only overflow students with tons of knowledge, but also guide them to the possibilities and realities around them. We are learning facilitators. Every year we get a new group of students, just like a tour guide guiding different groups all the time. We may start with a script at the beginning of our career, but we learned to adapt and customize our tour for each group. Just like teaching, we may learn a lot of theories about how to teach, but in the end we have to implement them according to the condition in which we teach. (P14.1)

In the above expression, there is a statement that reveals that in teaching, the teacher's role is as a facilitator to guide the students. This expression is included in the character of constructivist teaching, where in this model of teaching the teachers act as facilitators and guide students towards learning goals. The character of this teaching is assumed to be teaching as *being a tour guide*, where being a tour guide means being a director and facilitator for tourists.

From the results of the metaphor of teaching after teaching practicum, it can be seen that the metaphor that represents the character of conventional teaching is also much more dominant than the metaphor that represents the

character of constructivist teaching. It can be seen from the table, which shows that the number of metaphors from conventional teaching is much greater than the constructivist ones.

B. Discussion

This part discusses the findings in the previous section to compare and contrast with research findings. The discussion is oriented toward the two research questions listed in the chapter one. The first research question is “What are the metaphors of teaching created by student teachers before and after teaching practicum?”. After conducting a metaphor elicitation task with the twenty participants, this study found that there were 30 metaphors of teaching before teaching practicum and 31 metaphors of teaching after teaching practicum created by the student teachers. As a result, when totaled, there were 61 metaphors of teaching. Since this study adapted a model by Karagöz et al. (2018), all the metaphors of teaching before and after teaching practicum were coded independently by combining several metaphors that have similarities and involvement with each other into one category. Then, each category was given a name according to the general character or nature of the metaphors in it. After the coding or categorization process was carried out, it was found that there were 8 categories of metaphors of teaching before teaching practicum and 6 categories of metaphors of teaching after teaching practicum.

In addition, some participants employed both positive and negative symbolism in their teaching metaphors, either on their perceptions before or after teaching practicum. As explained by Marais (2013) the feelings or emotions that

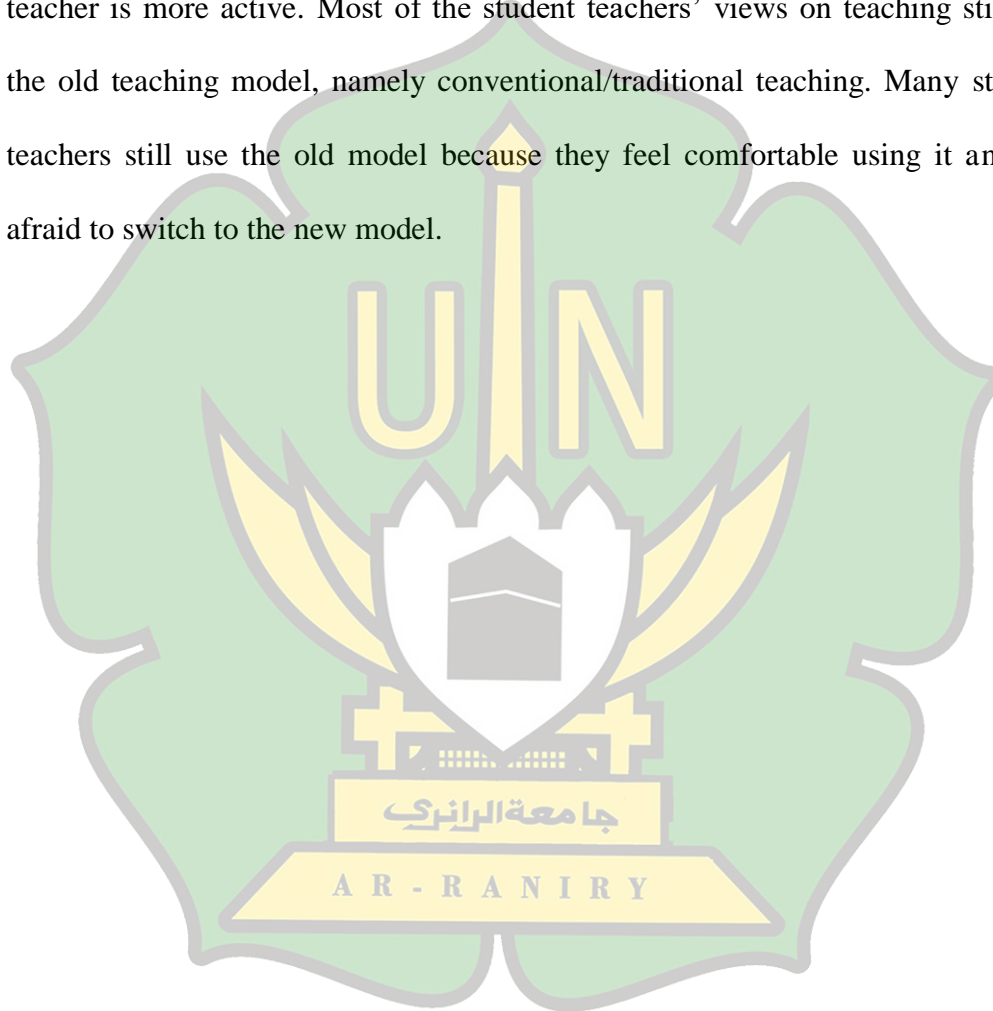
student teachers are experiencing can be either positive or negative emotions. Student teachers can encourage positive emotions such as supportive social relationships with learners. All these positive emotions can be found in metaphorical categories such as “an easy thing”, “transferring knowledge”, and “directing goals” (metaphors categories of teaching before teaching practicum), and “providing knowledge”, “guiding”, and “helping/caring” (metaphors categories of teaching after teaching practicum). In contrast, according to Monir (2012), during their practicum in schools, many student teachers also encounter negative emotions, such as feeling helpless, frustrated, confused, embarrassed, defensive, and even hostile. Student teachers also feel resentment and rage as a result of their lack of success during the practicum. These negative emotions can be found in the metaphorical categories such as “a hard thing” and “obeying rules” (metaphors categories of teaching before teaching practicum), and “a complicated thing” (a category of metaphors of teaching after teaching practicum). However, the difficulties that the participants experience can be lessons for them so that they can teach better in the future. As pointed out by Rogayan and Reusia (2021), the difficulties experienced by student teachers in teaching practice are considered good and positive for them because they can be used as lessons to become better teacher candidates. It can be seen the challenges as the driving force for becoming a better teacher candidate.

The second research question is “Do the metaphors of teaching students reflect conventional or constructivist paradigms before and after teaching practicum?”. To answer it, the results of the study found that, in the metaphor of

teaching before teaching practicum, there are 6 metaphors that represent the character of conventional teaching, and there are 4 metaphors that represent the character of constructivist teaching. Meanwhile, in the metaphor of teaching after teaching practicum, there are 13 metaphors in the nature of conventional teaching, and 3 metaphors in the nature of constructivist teaching. Therefore, we can see that most of the student teachers produced more metaphors that reflect conventional rather than constructivist teaching. This finding is the same as the research of Karagöz et al. (2018), which found that most of the metaphors obtained refer to traditional/conventional teaching. This is because there are still many teachers in schools who use conventional teaching paradigms. Teachers at schools still like to use this teaching model because it follows the way they were taught when they were still in school, so they are still comfortable using this learning model and not changing to another model. As stated by Yap (2016), teachers continue to educate their students in the same way that they were taught and that their own teachers were taught. Therefore, many conventional/traditional teachers are still apprehensive and hesitant to move to different teaching models because they believe it will be difficult and risky.

To sum up, from the research results, there are many metaphors of teaching before and after teaching practicum found. For the category before practicum, such as “transferring knowledge” has some metaphors such as teaching as *being a professor*, teaching as *being electricity*, and teaching as *being a lamp*. Meanwhile, the category after practicum is like “guiding” has metaphors such as teaching as *being a tour guide* and teaching as *being a forest guide*. Furthermore,

the metaphors of teaching before and after teaching practicum found were mostly reflected conventional teaching. Meanwhile, there are fewer metaphors of teaching that represent the nature of constructivist teaching. It shows that teaching activities that involve students to be active in the classroom is much less while the teacher is more active. Most of the student teachers' views on teaching still use the old teaching model, namely conventional/traditional teaching. Many student teachers still use the old model because they feel comfortable using it and are afraid to switch to the new model.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the conclusions obtained from the findings and discussion. It also presents suggestions that are considered useful for future research regarding student teachers' metaphorical expressions and paradigms of teaching.

A. Conclusions

Having analyzed and discussed the findings, this study concluded that there are 30 metaphors of teaching before teaching practicum and 31 metaphors of teaching after teaching practicum created by the participants. When totaled, there are 61 metaphors of teaching found. It was found that there are 8 categories of metaphors of teaching before teaching practicum and 6 categories of metaphors of teaching after teaching practicum. One of the categories of teaching before teaching practicum found such as “transferring knowledge” has some metaphors such as teaching as *being a professor*, teaching as *being electricity*, and teaching as *being a lamp*. Another category of teaching before teaching practicum is “directing goals” which has metaphors such as teaching as *archery* and teaching as *a map*. Meanwhile, one of the categories of teaching after teaching practicum found such as “guiding” has metaphors such as teaching as *being a tour guide* and teaching as *being a forest guide*.

Meanwhile, it appears that there are 6 teaching metaphors before teaching practicum that represent the characteristics of conventional teaching, and 4

metaphors that are in the nature of the constructivist teaching paradigm. Additionally, it is found that there are 13 metaphors of teaching after teaching practicum which have the character of conventional teaching, and 3 metaphors of teaching after practicum that represent the nature of constructivist teaching. This shows that most of the student teachers create conventional teaching metaphors more dominant than constructivist ones. Therefore, the teaching activities that involve students to be active in classroom is much less.

B. Recommendations

This study recommends student teachers create more metaphors of teaching as a reflection for them to deepen their knowledge about teaching. Moreover, student teachers are recommended to switch to constructivist or student-centered teaching because this teaching model is considered to make students more active, think critically, and creatively in class. The teacher only acts as a presenter of material, a supporter, and a director. In the rest, the students must play an active role in developing their knowledge.

It is realized that this research still has many weaknesses and limitations. However, this research is expected to be a reference to help future researchers who want to research on metaphorical expressions and paradigms of teaching. Future researchers are recommended to increase the number of participants to do research regarding student teachers' perspectives on the metaphor of teaching, teacher, student, mentor, and supervisor. The metaphors found are also suggested to be connected to teaching paradigms, namely conventional and constructivist teaching paradigms.

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Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Nomor : B- 9589/Un.08/FTK/KP.07.6/08/2022

TENTANG PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR- RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-18635/Un.08/FTK/KP.07.6/12/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2021

MEMUTUSKAN


Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-18635/Un.08/FTK/KP.07.6/12/2021** tanggal **29 Desember 2021**

KEDUA : Menunjuk Saudara:
1. Dr. Jarjani, M.Sc., MS Sebagai Pembimbing Pertama
2. Fithriyah, M. Pd. Sebagai Pembimbing Kedua
Untuk membimbing Skripsi:
Nama : **Mawaddah Chairiyani**
NIM : **170203052**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Eliciting Student Teachers' Conceptions of Teaching from Metaphorical Lens: Pre- and Post-Teaching Practicum**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 05 Agustus 2022
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;

Appendix B

6/20/22, 10:30 PM



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-7000/Un.08/FTK.1/TL.00/06/2022

Lamp

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Mahasiswa PPL angkatan 2017 dan 2018 Prodi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MAWADDAH CHAIRIYANI /170203052**

Semester/Jurusan : X/ Pendidikan Bahasa Inggris

Alamat sekarang : Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Eliciting Student Teachers' Conceptions of Teaching from Metaphorical Lens: Pre- and Post-Teaching Practicum***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 20 Juni 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 20 Juli 2022



Dr. M. Chalis, M.Ag.

AR - RANIRY

Appendix C

Participants' Answers

Participant 1 (P1):

- Answer before teaching practicum:

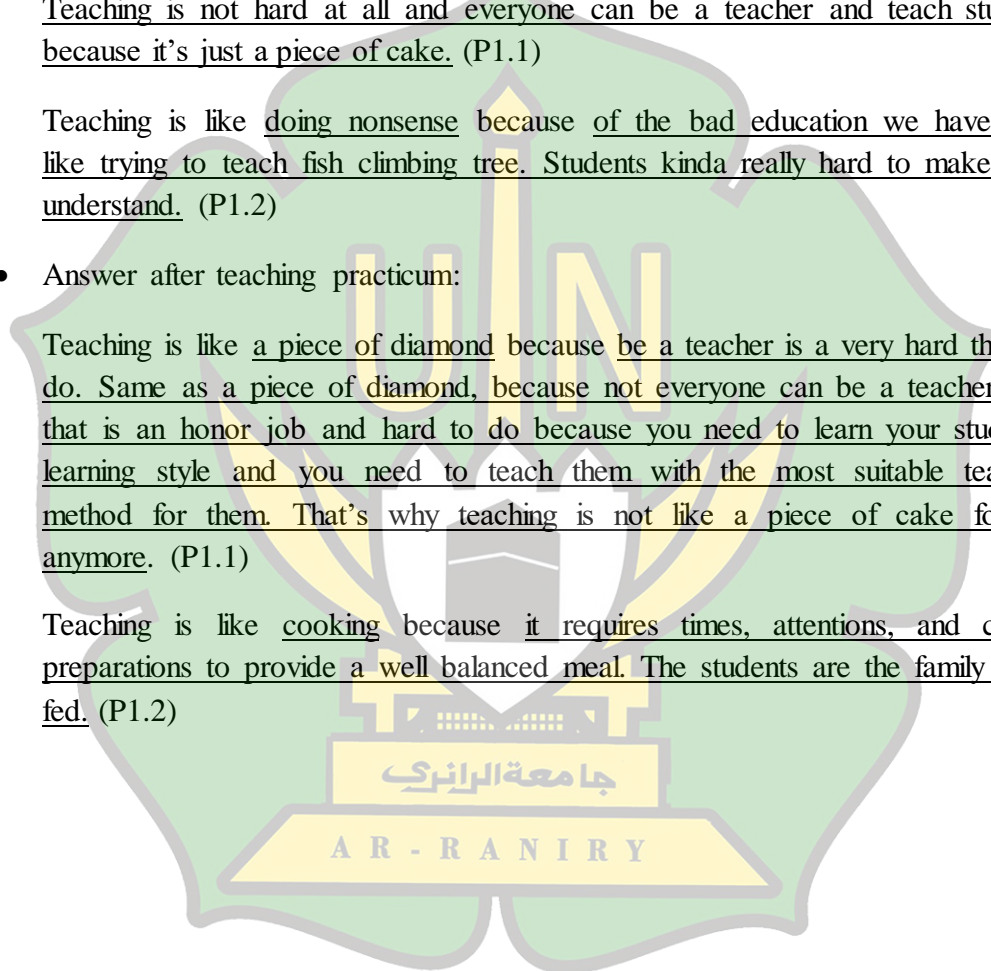
Teaching is like a piece of cake because I feel teaching is a very easy job to do. Teaching is not hard at all and everyone can be a teacher and teach students because it's just a piece of cake. (P1.1)

Teaching is like doing nonsense because of the bad education we have, it is like trying to teach fish climbing tree. Students kinda really hard to make them understand. (P1.2)

- Answer after teaching practicum:

Teaching is like a piece of diamond because be a teacher is a very hard thing to do. Same as a piece of diamond, because not everyone can be a teacher, and that is an honor job and hard to do because you need to learn your students' learning style and you need to teach them with the most suitable teaching method for them. That's why teaching is not like a piece of cake for me anymore. (P1.1)

Teaching is like cooking because it requires times, attentions, and careful preparations to provide a well balanced meal. The students are the family being fed. (P1.2)



Participant 2 (P2):

- Answer before teaching practicum:

Teaching is like archery because it focuses on the goals that will be targeted to achieve learning goals. (P2.1)

Teaching is like art because it needs skills, times, preparations, and patience, as well as teachers use creative ways to teach the students and they find it to be fun and interesting to learn. (P2.2)

- Answer after teaching practicum:

Teaching is like a flow of a river because teaching must be in one way and cannot go against the current. (P2.1)

Teaching is like juggling because it requires multiprocessing and it is kinda a difficult thing. In a classroom, students have different needs, abilities, and learning styles. That's why teachers have to juggle all of the needs and demands at once. (P2.2)

Participant 3 (P3):

- Answer before teaching practicum:

Teaching is like baking a cake because we need to put in all ingredients then waiting while the cake sets. Just like when we teach, we only need to provide the learning materials to students, and we only need to let students understand it themselves. (P3.1)

Teaching is like a performance because you need to prepare anything that you want to present and teach to your students. Such as preparing some materials and the way how they will be delivered. Besides, you have to do perfectly. And when you have taught them, you hope they will get the whole point. (P3.2)

- Answer after teaching practicum:

Teaching is like building skyscrapers because it takes time to build up a student's knowledge and skills. Teachers and their students place one brick at a time until a tall strong skyscraper of knowledge is constructed. This skyscraper will be strong and withstand strong wind and storms. (P3)

Participant 4 (P4):

- Answer before teaching practicum:

Teaching is like planting seeds because if the process is not done properly, the seeds will not grow big and die. (P4.1)

Teaching is like being a professor because of all the knowledge that you have, you need to transfer it to the students spontaneously. (P4.2)

- Answer after teaching practicum:

Teaching is like peeling a durian because not everyone can do it, and it takes a lot of patience and precision to enjoy the delicious flesh of the fruit. (P4)

Participant 5 (P5):

- Answer before teaching practicum:

Teaching is like a clock because we as teachers must on time in every condition. It is like you are being chased by time. You do the same activity in everyday and it is like the hands of a clock are turning. (P5)

- Answer after teaching practicum:

Teaching is like gardening because every child is different tree and flower at a garden. As a teacher, we plant seeds and help them to grow up. The result is a beautiful garden where each student has learned and succeed in the classroom. (P5.1)

Teaching is like a therapy because it is not only delivering knowledge and informations, but also knowing every students' characters, passions, hobbies, moods, and the most important thing is you must have many skills or ways to teach your students in order to not bring them in a boring learning process. (P5.2)

Participant 6 (P6):

- Answer before teaching practicum:

Teaching is like painting on canvas because you need to prepare all the things like paint brushes, palette, acrylic paints, and canvas. You must create interesting paints to attract and inspire people. It means you need to prepare the materials and the methods on the learning process that make students are interested in and can increase their motivation in learning. (P6)

- Answer after teaching practicum:

Teaching is like being a mother because a mother has to help and teach her kids with patience, care, and love. A mother also will risk her life to reach a successful child. (P6)

Participant 7 (P7):

- Answer before teaching practicum:

Teaching is like being a lamp because it functions to illuminate the darkness. It is the same with the task of a teacher. Teachers always try to make their students understand what they don't know. Teaching is like giving light to students. Students only need light from it without knowing what the process of making the lamp is like. (P7)

- Answer after teaching practicum:

Teaching is like walking in a labyrinth because when we enter the labyrinth, feelings of confusion and anxiety arise. That is what arouses our curiosity to keep looking for a way out. So, like it or not, we have to try, try, and try until we find the right way. Likewise, with the teaching process, if we don't try and don't move, our knowledge will also be narrower and stuck on the wrong path. (P7)

Participant 8 (P8):

- Answer before teaching practicum:

Teaching is like guiding because you must give some instructions to students and help them to achieve goals. (P8)

- Answer after teaching practicum:

Teaching is like being a hero because you have to do anything for your students, not just teaching or guiding but also rebuilding students' characters. (P8)

Participant 9 (P9):

- Answer before teaching practicum:

Teaching is like being a pen because you will write down the contents of your mind on a piece of paper. The teacher is a pen, while the students are papers. You as a teacher will transfer the knowledge that you have and share it to students. (P9.1)

Teaching is like a map because you show every detail of direction to the students in order to guide them to the right places that they want to. (P9.2)

- Answer after teaching practicum:

Teaching is like spring because there are so many beautiful flowers blooming. Teaching with sincerity will allow each pupil to grow and develop into valuable human beings in the future. (P9.1)

Teaching is like being a medicine because you heal the students' pain when they got sick physically and mentally, and teacher can handle it. (P9.2)

Teaching is like being the sun because the sun gives heat and light to the entire face of the earth. That is the same as the role of a teacher. It is because teachers are everything for their students. The role of a teacher can be as a motivator and facilitator. Teachers do not only let students do anything by themselves but under their control as well. (P9.3)

Participant 10 (P10):

- Answer before teaching practicum:

Teaching is like a flower that has just bloomed because everyone wants to have it (knowledge). That is why teaching looks so beautiful and fresh. (P10)

- Answer after teaching practicum:

Teaching is like taking care of a flower that will wither because only those who survive will continue to care for the flower until new flowers grow again. This is because in teaching, someone will get bored, but, the real teacher will survive and find a way to bloom new flowers again. (P10.1)

Teaching is like being a billionaire because it needs times, some good steps, and the best strategies for being a good teacher in teaching. (P10.2)

Participant 11 (P11):

- Answer before teaching practicum:

Teaching is like a disaster because we have to dealing with students with limited knowledge and it must have a big courage. We also have to understand the students with different behavior. That is why I think it is something scary to do. (P11.1)

Teaching is like walking through a dark tunnel because I know myself is passive. I am afraid of crowded and afraid of unhandled students. I think that I can lose my motivation to teach students because of the feeling of fear itself. (P11.2)

- Answer after teaching practicum:

Teaching is like walking encyclopedia because we have to master everything about the material that we want to teach in the classroom. Therefore, we can transfer it clearly and accurately. When teaching, we have the obligation to make sure students understand and happy with us in the class. (P11)

Participant 12 (P12):

- Answer before teaching practicum:

Teaching is like being an actor because it needs carrying out a role according to the available portion. I used to hate being a teacher before. That is why, when I come into the classroom, I have to become more responsible for teaching according to what the students want and try to adapt our attitude to the students. (P12)

- Answer after teaching practicum:

Teaching is like being a friend because I realize that teaching is trying to be a friend to students. It is a more mature version of a friend. Well, I can be friends with my students because if I think they are friends, they will feel more relaxed to asking me questions. Even when I do not understand the material, the students will understand that condition because they consider me as a friend, a friend they should respect. I feel for myself that when I try to teach in a strict way, they become afraid to learn. Therefore, I try to welcome them. When I make them like my friends, it turns out that it actually makes them happy with me. Thus, when students consider us (teachers) as friends, social and spiritual continuity grows between students and teachers. (P12)

Participant 13 (P13):

- Answer before teaching practicum:

Teaching is like eating food because I think it is just need to take the material and teach the students by explaining and giving some examples to make the students understand the materials. (P13.1)

Teaching is like being a tourist because we have to follow the rules and understand the attitude of culture before taking an action. (P13.2)

- Answer after teaching practicum:

Teaching is like hiking because it is not that easy. We have to work hard and survive in facing many problems in teaching. For example, in teaching we will face many different characteristics of students. Being a teacher is not only about teaching, we also have to make sure students understand the material well by finding the teaching method which is suitable with the students. Also,

teachers are the role-model for the students. Thus, we have to be the good example for them. (P13.1)

Teaching is like being sugar in tea because when it is sweet, the tea is praised, but the role of sugar is never forgotten. It is the same as the task of a teacher, when the students' parents praise their kids because of their achievements, the role of the teacher is also never forgotten. (P13.2)

Participant 14 (P14):

- Answer before teaching practicum:

Teaching is like pouring water into a bucket because student's mind is a bucket and we as teachers need to fill them with knowledge. (P14.1)

Teaching is like daytime because when it is night, you can stop and rest and do not need to think about it anymore. Because I think teaching only takes a short time, the rest, you can use to relax and do other activities. (P14.2)

- Answer after teaching practicum:

Teaching is like being a tour guide because we not only overflow students with tons of knowledge, but also guide them to the possibilities and realities around them. We (teachers) are learning facilitators. Every year we get a new group of students, just like a tour guide guiding different groups all the time. We may start with a script at the beginning of our career, but we learn to adapt and customize our tour for each group. Just like teaching, we may learn a lot of theories about how to teach, but at the end, we have to implement them according to the condition in which we teach. (P14.1)

Teaching is like the snow at the South Pole because there is no rest as long as we serve as teachers to educate the nation's generation. Just like the snow at the south pole that never stops. (P14.2)

Participant 15 (P15):

- Answer before teaching practicum:

Teaching is like taking part in an important race because you have to prepare everything you need. When you prepare everything carefully, you will achieve your goal which is to be a winner. (P15)

- Answer after teaching practicum:

Teaching is like being a forest guide because you have to be experienced and master the forest path. When you master it, you can reach your goal which is the person you are guiding does not get lost in the forest. As well as being a teacher, you have to guide your students so that they succeed in life. (P15.1)

Teaching is like being a rainbow because we can color other people's minds. Teaching feels easier when we can share knowledge and exchange ideas. (P15.2)

Participant 16 (P16):

- Answer before teaching practicum:

Teaching is like a strict parent because we have to obey all the rules that have been made by the system and we have to follow all the obligations that have been fixed by the education system and also the school. (P16)

- Answer after teaching practicum:

Teaching is like sharing session because when I teach students, I feel like I have to share everything such as my experience of life. (P16)

Participant 17 (P17):

- Answer before teaching practicum:

Teaching is like cooking because it requires patience in it such as preparing ingredients and equipments to cooking process, and you have to be patient. Just like teaching where a teacher must prepare everything before teaching, and teaching students must be full of patience. (P17)

- Answer after teaching practicum:

Teaching is like art because it takes skill, time, and patience. This art is what a teacher needs to determine when to motivate, when to give consequences, when to help, and when to back off only watching from afar. Sometimes before teaching, a teacher has prepared what he or she will need later, but often unexpected things happen in the learning process. That is why the art of teaching can make a teacher think how he or she can deal with things that are not planned. (P17)

Participant 18 (P18):

- Answer before teaching practicum:

Teaching is like flying birds because basically birds can fly without being taught, we as teachers just let students fly and develop like birds without any hard work. Also, I can let my students express their ideas, thoughts, and wishes whatever they want. (P18)

- Answer after teaching practicum:

Teaching is like holding coal because I think teaching is an activity that really requires a strong mentality and not everyone can do it easily. We have to deal with some unpleasant behavior of students and also have to struggle to make them understand lessons. (P18.1)

Teaching is like being a chameleon because I must try to adapt with every grade of students and learn how to communicate with students in every grade such as, elementary, junior, and high school. (P18.2)

Participant 19 (P19):

- Answer before teaching practicum:

Teaching is like crossing a high bridge because there is a sense of fear and nervousness, but I must be able to prepare my self and get through it. (P19.1)

Teaching is like doing sport because I think that is so hard to do. It takes many times to prepare what we want to teach to students, how to teach students, and how to give explanations to students. That's all make a lot of my energy drained. (P19.2)

- Answer after teaching practicum:

Teaching is like watching thriller movies because sometimes we are excited and sometimes we are curious, but at the same time we are angry at students and afraid cannot teach them well. (P19)

Participant 20 (P20):

- Answer before teaching practicum:

Teaching is like being electricity because electricity will always flow to every house, house means students. It means we deliver knowledge to students. We only teach according to books and only focus on the situation. (P20.1)

Teaching is like drinking a cup of coffee because coffee can bring people together. Many of us drink and enjoy it. It can also be a good bonding experience. When people are given a cup of coffee, they will feel happier and more motivated to listen or provide input. It means that teaching can be easier to do with love and passion. (P20.2)

- Answer after teaching practicum:

Teaching is like being a designer because a designer studies the current trends to attract the attention of buyers, buyers mean students. We will look for something new to steal the attention of students in learning. (P20.1)

Teaching is like being a plate because by teaching, we have to accommodate and create useful knowledge that will be presented to be developed and processed, so that self feels knowledge and energy. It is the same with the function of a plate itself. A plate can accommodate food so that the food cannot be spilled and can be served. (P20.2)

Appendix D

The Summary of Metaphor Examples of the Previous Studies

No.	Previous Study	Categories of Metaphors		Examples of Metaphors
1.	Karagöz et al. (2018), Pre-service EFL teachers' metaphorical conceptualizations of an EFL teacher	• ELT teacher roles	1. The culture carrier	• Window, bridge, light, carnival, compass
			2. Source of knowledge	• The ocean, dictionary, mother or father, the sun
			3. Culture integrator	• Rainbow, picture
		• Non-ELT teacher roles	1. Provider of knowledge	• Light, candle, rainbow, the sun, newspaper, course book, the sea, the cave of the forty thieves, chief, the ocean
			2. Guide	• Guide, compass, key, candle
			3. Actress	• Actress, artist
			4. Inspirer	• Light, a beautiful bird, music, olympic champion
			5. Friend	• Friend
			6. Entertainer	• Rollercoaster, rainbow
			7. Self-sacrificer	• Candle, mother
			8. Other	• Painting palette, door, apple of my eyes
		• Teacher characteristics	1. Versatility	• Polygon, rainbow, octopus, household appliance
			2. Flexibility	• Chameleon
			3. Other	• Ship in unfamiliar waters, flower field, newly arrived student, close

			friend
2.	Rogayan and Reusia (2021), Teaching internship from the metaphorical lens of Filipino prospective teachers	<ul style="list-style-type: none"> An endless learning venture 	<ul style="list-style-type: none"> Provides an avenue for exchange of knowledge (Zoo, being in the supermarket, plant) Broadens knowledge, skills, and attitude (Studying, story) Transfers learning (River)
		<ul style="list-style-type: none"> A rewarding obstacle to surpass 	<ul style="list-style-type: none"> Poses challenges to overcome (Exploring vast ocean, unforgettable adventure, playing with waves, mountain climbing) Allows use of strategies (Maze, soldier) Provides silver lining (War, battle, experiencing, life and death, swimming an 8-ft pool, ferris wheel, sculpture making, swing, difficult task) Changes one's perspective (Pruning process, flower, messy world)
		<ul style="list-style-type: none"> A chance to be a surrogate parent 	<ul style="list-style-type: none"> Teaches to love and respect children (Being an instant parent, surrogate parent, role model) Enables learners' dreams (Candle) Assists in instructional routines (Dark chocolate, referee)

		<ul style="list-style-type: none"> • An enhancement of pedagogical competence 	<ul style="list-style-type: none"> • Equips one to be a holistic person (Friendly battle) • Enhances one's ability to teach (Song, online games, knife being sharpened, cooking, clock, battle, tuning a guitar) • Employs science of managing a class (Military training, doing a watercolor art)
		<ul style="list-style-type: none"> • An immersion in the actual workplace 	<ul style="list-style-type: none"> • Allows to experience and see the reality (Battleground, managing one's family, eye opener)
		<ul style="list-style-type: none"> • An ultimate path towards becoming a teacher 	<ul style="list-style-type: none"> • Helps in the realization of personal goals (Walking in two different ways, mountain climbing, sailing in the sea, ladder)
3.	Yüksel (2019), ELT preservice teachers' conceptualization of teaching practice: A metaphor analysis of the dynamics of teaching practice	<ul style="list-style-type: none"> • Practicum 	<ol style="list-style-type: none"> 1. Practicum as a performance 2. Practicum as a journey 3. Practicum as a pitfall 4. Practicum as venue
			<ul style="list-style-type: none"> • Rehearsal, real world, an arena, a show, theatre, training arena • A journey, the preparation before a journey, a way with stones, a steeplechase, a must straight path, sea voyage • Shooting ground, swimming pool, timelessness, sea, a double-edged sword, examination • Noisy hallway, kindergarten, a lab, circus

			5. Practicum as a vagueness	<ul style="list-style-type: none"> Dilemma, newly tasted food, doubt, travelling to an unknown place, being a newborn child
		• Mentor	1. Mentor as authority	<ul style="list-style-type: none"> Proctor, a dominant queen, director, an observer, artist, raging flame, body guard, boss, driver
			2. Mentor as guide	<ul style="list-style-type: none"> Light, guide, model, a documentary, sample, the mother bird
			3. Mentor as caring	<ul style="list-style-type: none"> Angel, mother, helper
			4. Mentor as non-functional	<ul style="list-style-type: none"> Walk-on, gap, uneducated relative, television
		• Supervisor	1. Supervisor as authority	<ul style="list-style-type: none"> Inspector, detective, coach, judge, rule maker, check-up, observer, tailor, shepherd, assassin, eyes
			2. Supervisor as guide/caring	<ul style="list-style-type: none"> A parent, an angel, team-coach, corner stone
			3. Supervisor as source	<ul style="list-style-type: none"> Guidebook, coffee, book
		• Lesson plan	1. Lesson plan as route map	<ul style="list-style-type: none"> Map, guidebook, compass, schedule, architect table, medicine, prospectus, holly book
			2. Lesson plan as torture/redundancy	<ul style="list-style-type: none"> Burden, nightmare, ghost, fire, trivial
		• Material	1. Material as scaffolding	<ul style="list-style-type: none"> Savior, salt, key, friend, leverage, diamond, knives and forks, breathe
			2. Material as uncertainty	<ul style="list-style-type: none"> Water, black hole, fire, shuriken, rock, moon
			3. Material as fun	<ul style="list-style-type: none"> A toy, amusement park

		<ul style="list-style-type: none"> Students 	1. Students as need-care 2. Students as out-of-control 3. Other	<ul style="list-style-type: none"> Flowers, new born babies, travelers without a map, seed, ships in the ocean, robots, friends Monsters, floating mine, wild animals, boiling water, the climate of black sea region, bees Sacrificial lamb, audience, candle
4.	Bircan (2018), Metaphors of history teachers candidates in Turkey on teaching profession	<ul style="list-style-type: none"> The concept of teacher 	1. A directive 2. Shaper 3. The source of justice 4. The producer of information 5. Healer 6. A protector	<ul style="list-style-type: none"> Lighthouse, compass, guide Sculptor, architect, painter, artist Judge, prosecutor, scales Farmer, factory, servant, soothsayer Doctor, psychologist Tree, soldier, police
		<ul style="list-style-type: none"> The concept of teaching 	1. An expression of difficulty 2. The source of need 3. A self-sacrificing profession 4. A virtuous profession 5. An informative profession	<ul style="list-style-type: none"> War, water, tame man Wall, sun, money, assistant, walking Motherhood, friendship, marriage Flag, foreign currency, sacredness, honor Interactive whiteboard, researcher, computer, newspapers, library

		<ul style="list-style-type: none"> The reasons for becoming teachers 	6. The construction of the future	<ul style="list-style-type: none"> Compass, life-support unit, time machine 	
			7. Guiding	<ul style="list-style-type: none"> Lighthouse, compass, guide 	
			1. Love	<ul style="list-style-type: none"> Because I love it To make my dream come true To teach Because I take pleasure Because I am happy 	
			2. Need	<ul style="list-style-type: none"> To make money Because there is a lot of leisure time To become a civil servant To attain respectability Because my parents wanted it 	
			3. Responsibility	<ul style="list-style-type: none"> For national service To educate the society To direct people to do good To help others To start the change 	
5.	Hasim et al. (2013), Metaphors used by Malaysian teachers-in- training: Implications for language teacher education	<ul style="list-style-type: none"> Facilitators 	<u>Conceptions of Teaching</u> <ol style="list-style-type: none"> Facilitate and guide learning Flexible Cooperative learning 		<u>Conceptions of Learning</u> <ol style="list-style-type: none"> Collaborative Hands on Student-centered
		<ul style="list-style-type: none"> Motivators 	<u>Conceptions of</u>		<u>Conceptions of Learning</u>

			<u>Teaching</u> 1. Motivating 2. Variety of tasks 3. Innovative	1. Collaborative 2. Fun learning 3. Student-centered
		• Entertainers	<u>Conceptions of Teaching</u> 1. Creative 2. Flexible 3. Communicative	<u>Conceptions of Learning</u> 1. Fun learning 2. Participatory 3. Student-centered
		• Family	<u>Conceptions of Teaching</u> 1. Facilitate and guide learning 2. Communicative 3. Informative	<u>Conceptions of Learning</u> 1. Participatory 2. Fun learning 3. Student-centered
6.	Lin, Shein, and Yang (2012), Exploring personal EFL teaching metaphors in pre-service teacher education	• Nurturer • Cooperative leader • Provider of knowledge • Artist	• Farmer/gardener, parent • Movie/theatre director, tour guide, symphony director/conductor, ship pilot/captain, little league coach, navigator/guide • Chef, printer, broadcaster/disk jockey, architectural designer, musician, orator • Magician, host, clown/juggler, talking book	

		<ul style="list-style-type: none"> • Innovator 	<ul style="list-style-type: none"> • Leader of an expedition/explorer, sponge
		<ul style="list-style-type: none"> • Provider of Tools 	<ul style="list-style-type: none"> • Clerk or owner of a grocery store/market, bee
		<ul style="list-style-type: none"> • Challenger 	<ul style="list-style-type: none"> • Sheperd or animal tamer, coach
		<ul style="list-style-type: none"> • Repairer 	<ul style="list-style-type: none"> • Car mechanic, consulting doctor

