

Changes in Metaphor of Teacher: A Narrative Inquiry of Two Pre-Service Teachers*

Myonghee Kim

Sookmyung Women's University

Kim, Myonghee. (2014). Changes in metaphor of teacher: A narrative inquiry of two pre-service teachers. *Modern English Education*, 15(1), 1-25.

The present study explores how two pre-service teachers' metaphors of teacher changed over time as a consequence of student teaching, and what factors influenced the metaphor transformation. Using a narrative inquiry as a methodological framework, this study was grounded on two major assumptions: teachers' beliefs about teaching have a tremendous effect on their teaching practices; a metaphor is a powerful tool that can reveal its holder's views about teaching. Data were collected through interviews with two pre-service teachers before and after their student teaching and weekly reflective journals that each pre-service teacher wrote while student teaching. Findings of this study indicate that both pre-service teachers underwent metaphor transformation affected by their lived experiences in local realities, such as teaching anxiety, observation of other teachers' critical teaching episodes, and intimate interaction with students. Implications of the findings are discussed in detail. This study contributes to an understanding of the significance of metaphors in teacher development.

[teacher's beliefs/metaphor of teacher/student teaching/
/ /]

I. INTRODUCTION

Importance of teachers' perception of teaching and learning has well been documented in literature. It has been pointed out that teachers' beliefs have a tremendous impact on many aspects of teaching, such as planning for teaching, teaching practices, and interaction styles with students (Gordon & Debus, 2002; Hammerness, 2003; Munby, Russell & Martin,

* This study was supported by the Faculty Research Grant of Sookmyung Women's University in 2012.

2001; Richardson & Placier, 2001; Tarman, 2012).

With an increasing recognition of the role of teachers' perception, attempts have been made to encourage pre-service teachers to examine their belief of teaching and learning in the field of teacher education. Opportunities to delve into such belief are believed to help teachers to assess its soundness, investigate its origins, and refine it into more robust one. This endeavor can then facilitate pre-service teachers' professional growth. In the process, metaphor has been extensively used to date as a means of exploring teacher perception not only for research purposes but also for educational purposes. An underlying assumption is that a metaphor can powerfully reveal its holder's views about teaching and learning. (Lakoff & Johnson, 1980; Martinez, Saulea, & Huber, 2001; Shaw & Mahlios, 2008; Saban, Kocbeker, & Saban, 2007)

Given the value of metaphor, many research studies have explored pre-service teachers' perception of teaching through metaphor (e.g., Leavy, McSorley & Boté, 2007; Leon-Carillo, 2007; Pinnegar, Mangelson, Reed, & Groves, 2011). The vast majority of those studies, however, focused on metaphors that pre-service teachers had at a certain point of time, for example, at the entry point of teacher education program or at its ending time, using survey data. Little research exists on how pre-service teachers' metaphors develop and change over time.

The present study intended to examine through metaphor how pre-service teachers' beliefs about teacher changed as a result of student teaching experiences. Considering a critical role of student teaching in pre-service teachers' professional development that has been documented in a sizeable body of literature (e.g., Bell & Robinson, 2004; Bezzina & Michalack, 2008; Farrell, 2008; Leshmen & Bar-Hama, 2007; Smith & Lev-Ari, 2005), an influence of student teaching on metaphor reconstruction is worth investigating.

The current study posed the following research questions:

1. Are there any changes in pre-service teachers' metaphors of teacher as they complete student teaching? If so, what are the changes?
2. What factors influenced the metaphor changes?

To answer these questions, the present study examined the lived experiences of two pre-service teachers, Mi Hyun and Sinhee, who completed student teaching as a part of graduate programs, and tracked the transformation of their metaphors of *teacher* over time. This study was guided by a research paradigm of narrative inquiry because people's experiences can be well uncovered and understood through narrative inquiry, which delves into experiences retold in individuals' narratives (Cladinin & Connelly, 2000; Connelly & Cladinin, 2006; Ollerenshaw & Creswell, 2002).

II. LITERATURE REVIEW

1. Beliefs about Teaching and Learning

The role of teachers' beliefs about teaching and learning in their classroom practices and decisions has well been documented in the literature (Chan & Elliott, 2004; Donovan & Bransford, 2005; Gordeon & Debus, 2002; Pajares, 1992; Richardson & Placier, 2001). According to Pajares (1992), "few would argue that the beliefs teachers hold influence their perceptions and judgments, which, in turn, affect their behavior in the classroom, or that understanding the belief structures of teachers and teacher candidates is essential to improving their professional preparation and teaching practices" (p. 307).

Through reviews of the previous studies of pre-service teacher beliefs, Pajares (1992) highlighted the importance of such beliefs during their teaching career and discussed a couple of significant issues. For example, pre-service teachers establish beliefs by the time when they enter teacher education programs. Besides, pre-service teachers sometimes change their belief due to a shift in their status from a student to a teacher although adults do not usually change their beliefs during adulthood. Richardson (1996) identified three main sources of teachers' beliefs: personal experiences, particularly experiences in community; parenting and schooling; pedagogical knowledge. According to Weinstein (1990), pre-service teachers' initial beliefs are strong enough to influence their perception and experiences in their teacher education programs.

Fenstermacher (1994) claimed that a goal of teacher education programs is to support pre-service teachers in identifying and examining their beliefs so that they can develop their underdeveloped beliefs into more informed, well-educated ones. Likewise, Tarman (2012) argued, "Examining prospective teachers' beliefs and perceptions could provide both a new focus for potential as in teacher education programs that don't exist yet and an understanding of the effect that method courses have on prospective teachers – a process that could be useful as a model for other teacher educators" (p. 1966).

2. Metaphors of Teaching and Learning

Metaphors can be defined as "understanding and experiencing one kind of thing in terms of another" (Lakoff & Johnson, 1980, p. 5). In their seminal work on metaphors, Lakoff and Johnson write, "A large part of self-understanding is the search for appropriate metaphors that make sense of our lives" (p. 233). Massengill Shaw and Mahlios (2008) agree, defining metaphors as "analogic devices that lie beneath the service of a person's awareness and serve as a cognitive device...as a means for framing and defining experience in order to achieve meaning about one's life" (p. 35). To put it in Saban, Kocbeker, and

Saban's (2007) words:

Metaphors act as powerful mental models through which people understand their world by relating complex phenomena to something previously experienced and concrete. It is indeed this process of building linkages between two dissimilar ideas (the concrete and the abstract) or the projection of one schema (the source domain of the metaphor) onto another schema (the target domain of the metaphor) that makes a metaphor an effective cognitive device (p. 123).

A sizable body of literature on the value of metaphor points out that metaphor construction is a useful tool for supporting pre-service and novice teachers (Ben-Peretz, Mendelson, & Kron, 2003; Connelly & Clandinin, 1988; Pinnegar, Mangelson, Reed, & Groves, 2011). It can help them to reflect upon, examine, and analyze their assumptions about teaching and learning and to better understand them as teachers. Through metaphor constructions, they can reflect critically on their practices, evaluate soundness of their teaching decisions, and monitor their professional development as teachers (Leavy, McSorley, & Boté, 2007). Metaphor can also help teachers to put distance from their own practice and look upon the practice as an external observer (Calderhead & Robson, 1991). Worth also noting is that metaphor is likely to change as students become teachers and interact with others, including students, other teachers, and administrators.

To date much research has been conducted to examine how teachers – both pre-service teachers and in-service teachers – perceive themselves as teachers and their professional world through metaphor. With an attempt to investigate metaphor pre-service teachers bring with them on the entry level, for instance, Mahlios and Maxson (1998) administered a questionnaire among 134 pre-service teachers in the elementary education track and 119 teachers in the secondary education track regarding their metaphors about life, children, and teaching. Four main metaphors that the pre-service teachers constructed about teaching were teaching as guiding, teaching as nurturing, teaching as stimulating, and teaching as telling. Dominant adjectives that the pre-service teachers provided to describe ideal teachers include caring, understanding, creative, and enthusiastic. The study reported on some distinct differences in the perspectives between the two groups of pre-service teachers. For example, elementary track participants chose nurturing and imaginative as adjectives for ideal teachers while secondary track participants intellectual and stimulating.

More recently, Pinnegar, Mangelson, Reed, and Groves (2011) analyzed application letters of 20 entering female pre-service teachers to explore how they positioned themselves as teachers and what views they held regarding teacher obligations and student roles in relation to the positioning. Data analysis identified 12 metaphors for teacher:

celebrity, creator, expert, friend, leader, learner, mentor, nurturer, performer, redeemer, scaffolder, and self-sacrificer. A similar study (Saban, Kocbeker, & Saban, 2007) was conducted in Turkey to investigate metaphors that 1,142 Turkish pre-service teachers used to describe their conceptualizations of “teacher.” Dominant metaphors identified include sun, candle, sculptor, doctor, medicine, shepherd, ship captain, fashion designer, actor, parent, friend, gardener, and compass, which were then categorized into 10 main conceptual themes, such as teacher as knowledge provider, teacher as craftsperson, teacher as facilitator, teacher as cultivator, teacher as counselor, teacher as democratic leader.

Research on teaching metaphors was conducted in the Korean context as well. For example, Hye Young Chung (2004) investigated the meanings of teaching and the roles of teacher through seven metaphors of teacher – teacher as artist, as researcher, as clinician, as professional, as persuader, as dialogist, and as role model. She claimed that the metaphors were not mutually exclusive but intricately combined with each other. She further highlighted that understanding the complex and various aspects of teacher is critical to successful educational endeavor. Jae Yun Cho (2010) explored the types of teaching metaphors suggested by 226 in-service teachers and how teacher variables, such as gender, career, and teaching grade, affect their metaphors. Metaphors were categorized into seven groups: knowledge transmission, guidance, development, adaptation, exploration, relationships, and harmony. Jae Yun Cho reported that neither gender nor career made any significant differences in teaching metaphors but that teaching grade did. Teachers for first and second graders focused on teaching as adaptation whereas those for third through six graders as knowledge transmission.

2. Student Teaching

Traditionally, a teaching practicum has been regarded as a bridge between the world of the academy and the real world of the teaching profession (Schön, 1987). A significant body of literature indicates the crucial role of student teaching in pre-service teachers’ professional development in many aspects: for example, it allows them to transfer content knowledge and teaching skills that they acquired through teacher education programs to actual teaching sites (Bell & Robinson, 2004; Bezzina & Michalack, 2008; Leshmen & Bar-Hama, 2007); to acquire professional knowledge and competences as a teacher (Hascher, Cocard, & Moser, 2004; Munby, Russell, & Martin, 2001; Smith & Lev-Ari, 2005); to socialize within the teaching profession (Hascher, Cocard, & Moser, 2004); to experience real classrooms (Farrell, 2008); to test their commitment to a career, evaluate progress and identify areas whether further development is needed (Daresh, 1990).

In the meantime, research also reports on problems that pre-service teachers experience during their student teaching (Goldstein, 2005). For instance, many pre-service teachers

have misconceptions about teaching and thus often feel torn apart by the striking contrasts between their idealized notions and the realities of the teaching profession (Cole & Knowles, 1993). They suffer from so many stresses that they sometimes experience student teaching as overwhelming. Several attempts have been made to account for the causes of those problems. Beck and Kosnick (2002) indicated the lack of a coherent philosophy of teaching and learning shared by the university faculty and the cooperating teachers at the practicum schools. Bullough and Gitlin (1995) pointed out the lack of integration between university courses and teaching practicum as well as limited, inadequate student advising or supervision by university faculty. Besides, other factors, including insufficient time for practical training, lack of clearly defined objectives, and lack of standardized criteria, were also discussed (Wang & Gao, 2007; Yan & He, 2010).

One of the recommendations made to help pre-service teachers to successfully navigate the student teaching period is to have them explore their metaphors about teaching and learning (Connelly & Clandinin, 1988; Pinnegar, Mangelson, Reed, & Groves, 2011). Pajares (1992) claimed that the evolving beliefs and perceptions pre-service teachers hold about teaching and learning play an important role during the transition process.

III. METHODOLOGY

1. Methodological Framework: Narrative Inquiry

The current study explored metaphor changes that two pre-service teachers experienced while student teaching within the framework of narrative inquiry. Narrative inquiry is the study of life experiences as expressed in lived and told stories of individuals (Connelly & Clandinin, 2006). It has many forms, such as a biographical study, autobiography and an oral history, uses various analytic practices, and is rooted in different social and humanities disciplines (Daiute & Lightfoot, 2004). Narrative inquiry puts a specific focus on narrative, which “is understood as a spoken or written text giving an account of an event/action or series of events/actions, chronologically connected” (Czarniawska, 2004, p. 17). While narrating their stories, the story-tellers experience the world and think about their personal and other people’s behaviors and thoughts (Bruner, 1990; Polkinghorne, 1988). Connelly and Clandinin (2006) claim that narrative inquiry is thus “first and foremost a way of thinking about experience” (p. 375).

Over the past 30 years, narrative inquiry has rapidly flourished in educational research (Carter, 1993; Connelly & Clandinin, 1990; Ollerenshaw & Creswell, 2002; Rushton, 2001, 2004). For example, Rushton (2001) analyzed the narrative of a pre-service teacher’s student teaching experiences and explored how the experiences, particularly conflicts she

had encountered while student teaching, influenced her understanding of teacher, learner, and teaching. In the Korean context, Myonghee Kim (2010) conducted a narrative inquiry to explore one Korean English teacher's first journey of co-teaching with a native speaker English teacher.

Increasing popularity of narrative inquiry was partially triggered by an understanding that teacher knowledge is largely structured through stories and that the story makes it possible to understand teaching from the teacher's perspective (Clandinin & Connelly, 2000; Lyons & LaBoskey, 2002). That is, teachers' lived experiences can be well understood and interpreted when the teachers tell and retell, live and relive their own stories (Clandinin & Connelly, 1996; Craig, 2007; Tsui, 2007). Narratives can also portray the richness, indeterminacy, and complexity of teachers' experiences and their understanding of what teaching is. Thus, in educational research, narratives have been used to explore various issues, including how teachers think (Craig, 2007), how children perceive teachers (Thomas & Montgomery, 1998), and how schools work (Cortazzi, 1993).

2. Participants

Two pre-service teachers, Mi Hyun and Sinhee, participated in the present study. Pseudonyms are used in the current study. At the time of data collection, both of them enrolled in the Graduate School of English Education at a woman's university in Seoul, Korea. Their undergraduate majors are English. Mi Hyun and Sinhee had several additional things in common: both of them were in their late twenties; considered an English teacher their future career; had student teaching experiences at the high schools they had graduated from.

1) Mi Hyun

Mi Hyun was a 28-year-old graduate student. She was born and grown in a city located in the southern part of Korea. She described her first encounters with English lesson as fantastic and enjoyable. She became increasingly interested in English and as years progressed, she came to desire to become an English teacher. As a natural course of action, Mi Hyun majored in English at college and entered a Graduate School of English Education to fulfill her goal. To her, becoming an English teacher had been a life-long dream since she first came into contact with English.

Mi Hyun's high school teachers played an important role in strengthening her desire. Mi Hyun, who did not go to private academies called hagwon, was greatly assisted in her study by teachers who provided her with extra instructional materials and learning tips, and the teachers became her role models. Due to such helpful interactions with the teachers, Mi

Hyun started to embrace a vision as a teacher who inspires and takes special care of the students that cannot afford to high cost of hagwon and thus have to solely depend on school learning.

2) Sinhee

Sinhee was a 27-year-old lady majoring English education at her graduate school. She graduated from a high school in a small town in a suburban area of Seoul. In Sinhee's memory, her high school teachers were caring teachers. Sinhee described her fond memory of them by saying, "They did everything for us." The teachers often responded positively to the students who begged them to buy something delicious, and even over the weekends and during summer and winter vacations, they came to school to be with students studying there. Such caring attitudes of the teachers were a source of relief for students of the high school who were under a great pressure for a study all the while. For example, when Sinhee was a third grader preparing for a university entrance examination, the teachers' being with her was literally a great help for her. In Sinhee's view, the teachers were caring about students' whole being, not just about academic progress. Of the high school teachers, a math teacher had a particularly strong impact on Sinhee. He treated students like a real father, taking genuine interest in their personal growth as well as academic studies. Partly influenced by him, Sinhee embraced a desire to become a teacher who takes good care of students. Then, while she was majoring in English at college, Sinhee decided to become an English teacher.

3. Data Collection

Data were collected between April and June of 2013 from two sources: interviews and weekly reflective journals. Mi Hyun and Sinhee were interviewed separately twice each – before and after student teaching, using semi-structured interview questions (Appendix 1, 2). In the first interview that took place one to two weeks before they started student teaching, they were asked to verbalize their metaphor of teacher with a focus on features of a teacher that the metaphor reflects. They were also asked to explain how they came to embrace their metaphor. Besides, questions were asked about their educational backgrounds, any memories of their previous school experiences, and expectations and concerns about student teaching. The second interview was conducted within a week after each participant completed her student teaching so that they could share their lived experiences with vivid memories of student teaching experiences. As in the first interview, the participants were asked to describe their metaphor of teacher. When there were discrepancies between the first and the second metaphors, they were asked to describe in detail how the two differ

from each other and also what caused the changes. Additionally, follow-up questions were asked with regard to several significant points written in the weekly reflective journals. Each interview was semi-structured and lasted about one hour. Interviews were transcribed in Korean verbatim.

In addition to the two interviews, Mi Hyun and Sinhee wrote a two-page reflective journal (Appendix 3) each week while student teaching. Altogether, each participant wrote four weekly journals. In their journals, they wrote about their experiences at school during the previous week, for example, aspects of her teaching, significant interactional episodes with students and other teachers, mentoring teacher's comments, new insights into teaching, anxieties about teaching skills, difficulties in student teaching, and enjoyable moments. The participants sent the researcher each journal via email at the beginning of the next week.

4. Data Analysis

Data collected were analyzed at two different levels: within-case analysis and cross-case analysis (Merriam, 1998). During within-case analysis, the entire data set on each participant was coded separately. Reading two transcribed interviews with each participant repeatedly, the current study compared and contrasted the two metaphors that she had constructed before and after the student teaching. In this process, particular attention was paid to any metaphor changes that occurred and how the two metaphors are different from each other. The present study then identified and highlighted critical moments or experiences contributing to the metaphor changes by reading interview data and weekly reflective journal data repeatedly. Findings from the interview data were compared and triangulated against those from the journal data. Finally quotations directly related to metaphor changes and their causes were identified. After the within-case analysis, this study then compared the two student-teachers' metaphors, metaphor changes, and influential factors for the change in terms of their similarities and differences.

After completing a draft of the paper, the researcher sent it to the two participants for member check, which is one of the frequently used tools for ensuring trustworthiness of a qualitative research study (Lincoln & Guba, 1985). Their input was incorporated into subsequent revisions.

IV. FINDINGS

In what follows, narratives of each participant are provided, followed by descriptions of their metaphor changes and causing factors.

1. Mi Hyun's Metaphor Change from a Window to an Entertainer

Before starting her student-teaching, Mi Hyun had a metaphor of teacher as a *window*, possibly influenced by her memorable experiences with her loving, caring high school teachers. She stated:

I think a teacher is a window. Through the window, students can look at the outside world even though they cannot directly experience and feel it. A teacher is the person who helps students to experience through the window not only knowledge but also the world that they can show to the students. (interview before student teaching)

This metaphor reveals that Mi Hyun viewed a teacher as a channel through which students can see and experience the world outside of the class. This role of teacher's entails protection of students from a variety of hazards of the outside world as reflected in the following:

I think that as students are young and weak, some filters are needed that can protect the students from an unlimited amount of information blindly bombarding them. Students should be protected from violent scenes easily accessible through dangerous mass media. They should also be protected from adults' political standpoints so that they can develop their own views on neutral grounds. A teacher can play a role as a filter. (interview before student teaching)

Mi Hyun's metaphor of teacher as a protective window is also reflected in her portrait of the type of teacher that she wished to become:

I don't want to be a teacher who cares about students' study only. Instead, I want to become a teacher who performs multiple tasks at the same time, taking interest in students' career and home issues, taking care of their emotional turbulence, and also guiding them to study hard. (interview before student teaching)

In this quote, she clearly highlighted multiple roles that she as a future teacher hoped to play for students.

After one month of student teaching, however, Mi Hyun's initial teacher metaphor underwent a drastic change. Analysis of the stories that she shared in her weekly reflections

and in the interview revealed changes in her perception of a teacher. In the interview which happened after the student teaching, Mi Hyun articulated a new metaphor of teacher as an *entertainer* as follows:

A teacher is an entertainer. A teacher should possess some qualities of an entertainer. When my mentoring teacher said that a teacher should become an entertainer to arouse students' interest in learning, I first disagreed with him, thinking that we are not performing a show in front of students but giving a lesson to them. However, after I started teaching myself, I realized that knowing is one thing and teaching is another. As I got more and more interested in how to lead my students to gain more out of my teaching, I came to agree on the concept of teacher as an entertainer. (interview after student teaching)

Mi Hyun's metaphor changed from a window, which helps students to look at the world beyond it, to an entertainer, who leads a classroom lesson in an amusing, interesting way. Whereas her former metaphor is concerned with teacher's multiple roles, the latter one puts exclusive focus on the teaching dimension.

Several reasons for this change emerged over the course of the weekly reflections and transcribed interviews. Some of these involved Mi Hyun's observations of school teachers' critical teaching episodes, experienced difficulties in teaching students, realization of the place of teaching in teacher's job requirements, and her initial concerns about teaching. First of all, Mi Hyun's metaphor change was associated with her observations of other teachers' classroom teaching. As in most student teaching cases, she spent the first two weeks largely in observing school teachers' teaching performances. What struck her most strikingly during the observations was the teachers' skillfulness in delivering lessons. In her eyes, they played a central, authoritative role, engaging students in the learning process. She then came to believe that the teachers' skillfulness resulted from their careful preparation for lessons. With regard to this, she shared one memorable experience:

One day, I had a chance to observe a male English teacher's lesson. What stood out most to me in the lesson was that when the students were confused about a grammar point, the teacher did not give them an answer directly but had them discuss it first. At that time, I thought that making such a decision in the course of lesson was possible because he had already thought about the grammar point sufficiently and also possible students' reactions to it, and thoroughly prepared for the lesson. (1st weekly reflective journal)

Similarly, observation of a negative incident affected her perception as well. One day, Mi Hyun observed a teacher making an obvious mistake in pronouncing the word, 'significant,' and, unfortunately, no students calling it into question. Regarding this, she mentioned, "I was afraid that the students might accept it blindly and remember it as presented forever. That observation made me aware of the importance of teacher talk and also teacher's careful lesson planning." (2nd weekly reflective journal)

A stronger impetus for her metaphor changes originated from her own teaching experiences. When asked about a cause for the changes, Mi Hyun immediately pointed out her extreme burden on class teaching. More than anything else, Mi Hyun felt difficulties in teaching students in a motivating, interesting way. Teaching high school English, whose content she had thought is easy, actually posed a great threat to her while teaching, and made her realize that knowing is one thing and teaching is another. Additionally, teaching classes of students in the highest English proficiency level gave her an even greater burden. She commented:

Students in the highest level tended to evaluate their teachers. Naturally, I didn't want to lose my face in front of them. They asked many questions, and I was obsessed by a wish to answer all the questions correctly. English grammar has many exceptions, but questions about the exceptions and requests for a clearer explanation gave me a burden. (interview after student teaching)

Under such a tension, Mi Hyun was wondering how to better teach students all the while during her student teaching period. This quest thus led her to want to prepare lessons more thoroughly. She tried her best to create a variety of teaching materials and organize content for better teaching. This process allowed her to think that for teachers, one of the most important job requirements is to prepare carefully for lessons. In response to a question about any significant change in her way of thinking about teaching as a result of student teaching, she commented without hesitation on the importance of a thorough preparation for classroom teaching as follows:

I believe that teachers should spend more time on lesson preparation. It is often said that teachers are too busy to have time for lesson planning, but now I do not agree. One month of student teaching made me realize how important it is to teach well and, in order to make it happen, it is really crucial to get well prepared for teaching. (interview after student teaching)

However, reading her stories revealed that Mi Hyun originally had a strong desire to

teach well even before going to her student teaching. In the first interview, she said that what she was worried about most was whether she could teach like an expert. Likewise, she added in the first weekly reflective journal, “When I started student teaching, I wanted to hear comments from students, such as “Teacher, you teach very well.” Teaching very well like a professional was what I was most concerned about and also what I hoped most.” It can be said that Mi Hyun initially had a concern or a wish about her teaching excellence, and with her actual student teaching, she started to get more engrossed in the teaching dimension. As a consequence, her initial metaphor of a teacher, *window*, yielded its place to a new one, *entertainer*.

In sum, Mi Hyun started her student teaching with a view of teacher as a window. As she was confronted with a realistic demand for skillful teaching and had to cope with the demand while student teaching, however, she became more focused on the teaching aspect of a teacher’s job.

2. Sinhee’s Metaphor Change from a Road Sign to a Gardener

A metaphor that Sinhee initially had about a teacher was a *road sign*. Through this metaphor, she wanted to highlight teacher’s roles as a guide who leads students to the right direction. With regard to this metaphor, she stated:

In Korean, a teacher means *seonsaengnim*, someone who lived earlier. Having that thought, I believe a teacher is a person who helps students to get to the right direction and reach their destination like road signs. A teacher has already passed the stages and thus knows which road is correct or better for getting to the destinations. So a teacher should play a role as a guide whether their students are aware of it or not. (interview before student teaching)

Admittedly, formation of this metaphor was heavily influenced by her high school teachers, who showed loving and caring attitudes toward students. In relation to this metaphor, Sinhee additionally articulated a metaphor of students as drivers. Drivers have a place that they want to go to and choose their own direction to reach the place. To get to the place, however, drivers sometimes need information from road signs about the place, particularly when the place is not familiar to them, and teachers can then play a role as road signs for students.

Possibly influenced by her views of a teacher and a student, Sinhee regarded student caring as top priority of her student teaching. In the interview that happened before student teaching, she shared her wish to get along with students as follows:

Teachers play multiple roles, for example, teaching subject matter, caring students, and administration. I think teaching is manageable if I study hard and prepare well for a lesson, but human interaction is a totally different story. So I will focus on how to establish good relationships with students. Through a study at a graduate school, I learned a lot about how to teach but I don't think I am well prepared for interacting with students skillfully yet. I plan to be with students day and night and go to school over the weekend as my teachers did for us. (interview before student teaching)

However, as soon as student teaching started, Sinhee was torn apart in dilemmas. On the one hand, she was afraid that she as a student teacher might get looked down upon by high school students and she thus considered taking authoritarian attitudes by putting some distance from the students and having a somewhat scary, stern face. On the other hand, she desired to develop pleasant relationships with students as planned before student teaching. It did not take long, however, for her to realize that the former option was not a good choice because she felt a long distance between herself and the students. Sinhee then immediately decided to interact with the students more actively instead. She thus went to her homeroom class whenever she was available, for example, during lunch time, 10-minute breaks between class, and cleaning time, and tried to interact with them. Such efforts were paid off; she started to feel a bond with the students. She could feel for sure that she and her stories were listened to and valued by the students. Regarding this incident, she wrote:

After one week of student teaching, I learned that education is communication....To communicate well with students, it seems that opening my mind as a teacher should come first. I realized that if I interact with them with forceful or superficial ways assuming that, otherwise, students may ignore me, they would close their minds to me and forget about my presence. (1st weekly reflective journal)

Another attempt Sinhee made to get closer to the students was student counseling. She arranged meetings for the students who hoped to have counseling with her, and surprisingly much more students than expected participated in the counseling program. During the counseling, she did not do anything particularly impressive but just listened to their stories with an understanding mind. Remarkably, this simple caring act then worked well for the students, who frequently expressed their sincere appreciation later. What is significant was that these experiences made her appreciate her own value that she had not been aware of. It boosted her self-esteem in turn. Also she felt that she herself was being

healed. Sinhee commented:

All I did was just listening to their stories, sometimes making simple, short comments, such as “yes, you are right,” “I did too,” and “it must be hard for you.” But then next day, when some students told me that I had been a great help for them, I was really pleased to learn that I could help someone; students accepted my stories meaningfully. Having realized that, I became aware of my value. It was a really fantastic healing experience for me. (interview after student teaching)

As a consequence of intimate and intense interactions with the students, Sinhee’s metaphor of a teacher was reshaped into a gardener. Whereas her initial metaphor, *a road sign*, refers to an inanimate entity standing aloof from the drivers and giving information about where to go in a non-interactive way, *a gardener* is an animate human being who stands near plants and cares about them. Sinhee’s lived experiences during the student teaching are well reflected in her metaphor change. Regarding her new metaphor, Sinhee stated:

I think a teacher is a gardener, a gardener who should water and take good care of a great variety of plants. Students have their own unique dreams and what students want to do can be different from what a teacher wants them to do. So a teacher seems to be a person who can help their students to accomplish what they want, I mean, bloom in their own way. (interview after student teaching)

This new metaphor highlights lively, close interactions with plants. Also, it hinges on the uniqueness of each plant, which Sinhee’s student teaching experiences enabled her to appreciate. Before the student teaching and also at its beginning stage, Sinhee regarded studying hard as a must for students, particularly third graders at high school, but as she met more and more students who were not interested in study but had their own unique dreams, she came to realize that study is not the only answer. She said, “At first I thought there is a right way, which is studying hard to enter a good university, but now I don’t think so. Students pursue their dreams in various ways. I met some students interested in hair dressing and even a first grader with a barista license.” (interview after student teaching)

Likewise, Sinhee’s perception of students underwent a serious change as well. In the first interview, she shared her metaphor of a driver who knows where to go and drives on his or her own, but later she admitted that actually there were much more students without any idea of where they wanted to go. Sinhee thus gave up the original metaphor and

espoused a new one, *a seed*. With regard to this metaphor, she hoped to highlight the fact that a seed does not have any clear form or structure in vision yet. She stated, “Students were like seeds which do not know what kind of flower they will be grown into. When students said to me, “I have no dream,” I tried to encourage them by saying, “You are a seed that will bloom beautifully in a unique shape” (interview after student teaching). To Sinhee, a teacher is a gardener who takes care of seeds without clear entities so that they can bloom beautifully some day.

One month of student teaching experiences turned out remarkably significant to Sinhee in that it helped to strengthen Sinhee’s dream to be an English teacher. Earlier, heavy news coverage about negative aspects of schooling, such as students’ severe violence against teachers and blatant challenge against teacher authority, frequently frustrated Sinhee in pursuit of her dream. Interacting with students at school, however, she could see what was covered in mass media was not the whole story of schooling. Rather she felt assured that she had made a right decision to become a teacher as reflected in the following:

For me, one-month student teaching was a time to fortify my vision as a future teacher. Of course, I experienced many different types of difficulty, and sometimes I tried hard to come up with good ideas to overcome the difficulties. But the difficulties were minor compared with joys and blessings I experienced while working with and teaching the students. Indeed, student teaching was a time when I could envision myself as a teacher and made up my mind to try harder. (4th weekly reflective journal)

Additionally, Sinhee further developed a more humane, sophisticated understanding of teaching as follows: “A teacher is not a person who manufactures a product and sells it but a second parent of a student who grows a baby and exists for the baby’s better future.” (3rd weekly reflective journal)

V. DISCUSSION

Both Mi Hyun and Sinhee started their student teaching with a somewhat broad metaphor of a teacher. Mi Hyun’s initial metaphor was a *window*, which allows people to look at and indirectly experience the outside world, while Sinhee’s metaphor was a *road sign*, which helps drivers to reach their destination. Interestingly, what the two metaphors share in common is that they both refer to inanimate objects which cannot interact with their counterparts, namely, students, but just perform their intended functions in a one-sided way. To the two student teachers, a teacher is someone who is doing something good

in general for students without close, humane connections with them.

With student teaching experiences, however, Mi Hyun and Sinhee embraced new metaphors, *entertainer* and *gardener* respectively. Mi Hyun, who was heavily concerned about teaching, ended up with constructing a new metaphor, an entertainer. Through this metaphor, Mi Hyun intended to highlight teacher's qualities which she believed to be crucial to motivating students for learning and engaging them in the learning process. In Mi Hyun's case, metaphor reformulation was triggered by several factors, such as her instinct to protect herself from any face-losing situations while teaching students, particularly high level students, observations of English teachers' teaching episodes, either positive or negative, and her own desire to be recognized as an effective teacher.

Meanwhile, Sinhee's intimate interactions with the students enabled her to appreciate individual students' uniqueness and also her own value as a teacher. This eventually led her to formulate a new metaphor, a gardener who takes care of a great variety of plants with their own uniqueness. Of course, even before student teaching Sinhee was indeed deeply interested in student caring as articulated in the first interview, but due to her student teaching experiences, particularly intense interactional experiences with students, she could develop a more sophisticated, concrete understanding of the notion of caring as reflected in her metaphors of teacher and student.

Unlike the initial metaphors, these new metaphors stress human agency that can feel, sympathize, and respond to environments. After student teaching, the initial metaphors gave their places to the new ones which highlight aspects of a teacher who acts upon students' needs while interacting with them and providing a care for them. The new metaphors are a product of the student teachers' lived experiences while student teaching. They reflect the transformation process in which the student teachers felt the real teaching world and adjusted their orientation, rooted in the experienced realities. As Iannaccone (1963) stated that "student-teaching is seen as a transitional period during which the student's perspectives undergo a radical change" (p. 73), Mi Hyun and Sinhee, indeed, underwent changes in their beliefs about the role of a teacher through student teaching.

Worth noting as well is that different experiences led to metaphor reformulation in different ways. Whereas formation of Mi Hyun's metaphor, an entertainer, originated from her teaching-related experiences, Sinhee's new metaphor, a gardener, is primarily due to her awareness of each student's value that she newly gained from intimate interactions with the students. As documented in literature (Cladinin & Connelly, 1991; Grossman, 1990), teacher's perception and beliefs about teaching and learning are grounded on his or her lived experiences and well reflect their academic, social, cultural backgrounds.

Earlier, Walberg (1968) claimed that student teachers often experience internal conflicts between a desire to establish friendly rapport with students and a desire to maintain authority and discipline. This is exactly what happened to Sinhee in the current study. In

grappling with the conflict, Sinhee first adopted the latter approach, but as soon as she realized that it proved unsuccessful, she immediately switched to the former option. In the meantime, this finding is contradictory to the findings of previous studies (Rushton 1997, 2001) reporting that student teachers in those studies chose to adopt more authoritarian attitudes to establish clear boundaries with their students as time progressed. It is perhaps possible to interpret the different research findings in relation to the different lengths of student teaching experience. Whereas student teaching in Korea lasts only about one month, student teachers in the studies cited above participated in 9-12 week or one year practicum program. With longer time in student teaching, student teachers may gradually feel a stronger need to have well-defined boundaries with students and to take more authoritarian stance. Possibly they may sometime feel challenged about their status as a teacher or experience difficulties in class management.

Another interesting finding reported in previous studies is that student teachers pass through three developmental stages over time. According to Fuller (1969), stage one is characterized as concerns for self, stage two as concerns for teaching tasks, and stage three as concerns for others. The findings of the current study do not support the presence of such a developmental sequence. Contradictory to Fuller's observations, both Mi Hyun and Sinhee were concerned about self and teaching tasks from the outset. In Sinhee's case, Fuller's stage three, concern for others, occurred almost immediately after her student teaching started. At least two of the three stages occurred simultaneously without following a rigid sequence, and the stages were ongoing. Similar results were earlier reported by Rushton (2001).

VI. CONCLUSION

The current study explored how two pre-service teachers' beliefs about teacher changed as a consequence of student teaching. This study attempted to illuminate changes in their metaphorical representations of teaching, specifically teacher's roles, and factors influencing the transformation process.

Data analysis revealed that Mi Hyun's original metaphor, *window*, gave its way to a new one, *entertainer*, while Sinhee's metaphor, *road sign*, to *gardener*. Interestingly, both of the new metaphors are associated with human agency that can feel, empathize, and interact with other human beings. Such metaphor transformations were heavily affected by their lived experiences in local realities, such as teaching anxiety, observation of other teachers' critical teaching episodes, and intimate interactions with students. As indicated by previous studies (e.g., Connelly & Clandinin, 1988; Pinnegar, Mangelson, Reed, & Groves, 2011), a metaphor served as a useful tool in this study in that it reflected and summarized a set of

beliefs formulated on the grounds of the student teachers' lived experiences.

Mi Hyun's and Sinhee's stories are a good reflection of their experiences, thoughts, and feelings that they had while student teaching. The two student teachers described their anxieties, difficulties, expectations, joys, and new understandings of teaching. This study supports the notion that becoming a teacher is an evolving process in which beliefs are constantly changing. With only two participants and relatively short time period, however, research findings are necessarily limited.

Future research might be carried out to investigate the impact of student teaching on the reformulation of a metaphor of, this time, a learner. Such exploration will also reveal another significant dimension of teachers' beliefs about education. Additionally, longitudinal studies might be needed to explore how pre-service teachers' perceptions of teaching and learning are shaped and reshaped over time starting their entry point at the teacher education program.

REFERENCES

- Beck, C., & Kosnick, C. (2002). Professors and the practicum: Involvement of university faculty in preservice practicum supervision. *Journal of Teacher Education, 53*(6), 6-19.
- Bell, C. L., & Robinson, N. G. (2004). The successful student-teaching experiences: Thoughts from the Ivory Tower. *Music Educators Journal, 91*, 39-42.
- Ben-Peretz, M., Mendelson, N., & Kron, F. W. (2003). How teachers in different educational contexts view their roles. *Teaching and Teacher Education, 19*, 277-290.
- Bezzina, C., & Michalak, J. (2008). Preparing student teachers for teaching practicum. In A. Swennen & K. Marcel (Eds.) In *Becoming a teacher educator: Theory and practice for teacher educators*. (pp. 163-171). Amsterdam: Springer.
- Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.
- Bullough, R.V., Jr., & Gitlin, A. (1995). *Becoming a student of teaching: Methodologies for exploring self and school context*. New York: Garland Press.
- Bullough, R. V., Jr., & Knowles, J. G. (1991). Teaching and nurturing: Changing conceptions of self as teacher in a case study of becoming a teacher. *International Journal of Qualitative Studies in Education, 4*(2), 121-140.
- Calderhead, J., & Robson, M. (1991). Images of teaching: Student teachers' early conceptions of classroom practice. *Teaching and Teacher Education, 7*(1), 1-8.
- Carter, K. (1993). Teachers' knowledge and learning to teach. In W. R. Houston (Ed.), *Handbook of research on teacher education* (pp. 291-310). New York: Macmillan.

- Chan, K. W., & Elliott, R. G. (2004). Relational analysis of epistemological beliefs and conceptions about teaching and learning. *Teaching and Teacher Education, 20*, 817-831.
- Cho, Jae Yun. (2010). *Analyzing metaphors of teaching*. Unpublished master's thesis. Korea National University of Korea. Chung-Buk.
- Chung, Hye Young. (2004). A study on the metaphors of teachers and the implications for teacher education. *Educational Science Research, 35*(1), 59-71.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey Bass.
- Clandinin, D. J., & Connelly, F. M. (1996). Teacher's professional knowledge landscapes: Teacher stories – stories of teachers – school stories – stories of schools. *Educational Researcher, 25*(3), 24-30.
- Clandinin, D. J., & Connelly, F. M. (1991). Narrative and story in practice and research. In D. Shon (Ed.), *The reflective turn: Case studies in educational practice* (pp. 258-281). New York: Teachers College Press.
- Cole, A. L., & Knowles, J. G. (1993). Teacher development partnership research: A focus on methods and issues. *American Educational Research Journal, 30*, 473-495.
- Connelly, F. M., & Clandinin, D. J. (2006). Narrative inquiry. In J. L. Green, G. Gamilli, & P. B. Elmore (Eds.), *Complementary methods for research in education* (3rd ed.) (pp. 375-385). Mahwah, NJ: Erlbaum.
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher, 19*, 2-14.
- Connelly, F. M., & Clandinin, D. J. (1988). *Teachers as curriculum planners*. New York: Teachers College Press.
- Cortazzi, M. (1993). *Narrative analysis*. Washington, D.C.: The Falmer Press.
- Craig, C. J. (2007). Story constellations: A narrative approach to contextualizing teachers' knowledge of school reform. *Teaching and Teacher Education, 23*, 173-188.
- Czarniawska, B. (2004). *Narratives in social science research*. Thousand Oaks, CA: Sage.
- Daiute, C., & Lightfoot, C. (Eds.). (2004). *Narrative analysis: Studying the development of individuals in society*. Thousand Oaks, CA: Sage.
- Daresh, J. C. (1990). Learning by doing: Research on the educational administration practicum. *Journal of Educational Administration, 28*, 34-47.
- Donovan, M. S., & Bransford, J. (Eds.). (2005). *How students learn: History, mathematics, and science in the classroom*. Washington, D.C.: National Academies Press.
- Farrell, T. (2008). Here's the book, go teach the class: ELT practicum. *Prospect, 16*, 49-62.
- Fenstermacher, G. (1994). The place of practical arguments in the education of teachers. In V. Richardson (Ed.), *Teacher change and the staff development process: A case in reading instruction* (pp. 23-42). New York: Teachers College Press.

- Fuller, F. F. (1969). Concerns of teachers: A developmental conceptualization. *American Educational Research Journal*, 6, 207-226.
- Goldstein, L. S. (2005). Becoming a teacher as a hero's journey: Using metaphor in preservice teacher education. *Teacher Education Quarterly*, 32(1), 7-24.
- Gordon, C., & Debus, R. (2002). Developing deep learning approaches and teaching efficacy within a preservice teacher education context. *British Journal of Educational Psychology*, 72, 483-511.
- Grossman, P. (1990). *The making of a teacher: Teacher knowledge and teacher education*. New York: Teachers College Press.
- Hamerness, K. (2003). Learning to hope, or hoping to learn. *Journal of Teacher Education*, 54(1), 43-56.
- Hascher, T., Cocard, Y., & Moser, P. (2004). Forget about theory – practice is all? Student teachers' learning in practicum. *Teachers and Teaching: Theory and Practice*, 10(6), 623-637.
- Iannaccone, L. (1963). Student teaching: A transitional stage in the making of a teacher. *Theory into Practice*, 2, 73-81.
- Kim, Myonghee. (2010). A narrative inquiry of a Korean English teacher's first journey through co-teaching. *English Teaching*, 65(4), 179-208.
- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- Leavy, A. M., McSorley, F. A., & Boté, L. A. (2007). An examination of what metaphor construction reveals about the evolution of preservice teachers' beliefs about teaching and learning. *Teaching and Teacher Education*, 23, 1217-1233.
- Leon-Carillo, C. (2007). Filipino pre-service education students' preconceptions of teacher roles viewed through a metaphorical lens. *Asian-Pacific Journal of Teacher Education*, 35(2), 197-217.
- Leshmen, S., & Bar-Hama, R. (2007). Evaluating teaching practice. *ELT Journal*, 62(3), 257-265.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Lyons, N., & LaBoskey, V. (2002). *Narrative inquiry in practice: Advancing the knowledge of teaching*. New York: Teachers College Press.
- Mahlis, M., & Maxson, M. (1998). Capturing preservice teachers' beliefs about schooling, life and childhood. *Journal of Teacher Education*, 46, 192-199.
- Martinez, M. A., Sauleda, N., & Huber, G. L. (2001). Metaphors as blueprints of thinking about teaching and learning. *Teaching and Teacher Education*, 17, 291-325.
- Merriam, S. B. (1998). *Qualitative research and case study application in education* (2nd ed.). San Francisco: Jossey-Bass.
- Munby, H., Russell, T., & Martin, A. (2001). Teachers' knowledge and how it develops. In

- V. Richardson (Ed.), *Handbook of research on teaching* (4th ed.) (pp. 877-904). Washington DC: American Educational Research Association.
- Ollerenshaw, J., & Creswell, J. W. (2002). Narrative research: A comparison of two restroying data analysis approaches. *Qualitative Inquiry*, 8(3), 329-347.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332.
- Pinnegar, S., Mangelson, J., Reed, M., & Groves, S. (2011). Exploring preservice teachers' metaphor plotlines. *Teaching and Teacher Education*, 27, 639-647.
- Polkinghorne, D. C. (1988). *Narrative knowing and the human sciences*. Albany: State University of New York Press.
- Richardson, V. (1996). The role of attitude and beliefs in learning to teach. In J. Sikula (Ed.), *Handbook of research on teacher education* (pp. 102-119). New York: Macmillan.
- Richardson, V., & Placier, P. (2001). Teacher change. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed.) (pp. 905-947). Washington D.C.: American Educational Research Association.
- Rushton, J. S. P. (1997). *The experiences of five inner city interns*. Unpublished doctoral dissertation, University of Tennessee, Knoxville, Tennessee.
- Rushton, J. S. P. (2001). Cultural assimilation: A narrative case study of student-teaching in an inner-city school. *Teaching and Teacher Education*, 17, 147-160.
- Rushton S. P. (2004). Using narrative inquiry to understand a student-teacher's practical knowledge while teaching in an inner-city school. *The Urban Review*, 36(1), 61-79.
- Saban, A., Kocbeker, B. N., & Saban, A. (2007). Prospective teachers' conceptions of teaching and learning revealed through metaphor analysis. *Learning and Instruction*, 17, 123-139.
- Schön, D. A. (1987). *Educating the reflective practitioner*. San Francisco, CA: Jossey-Bass.
- Shaw, D. M., & Mahlios, M. (2008). Pre-service teachers' metaphors of teaching and literacy. *Reading Psychology*, 29(1), 31-60.
- Smith, K., & Lev-Ari, L. (2005). The place of the practicum in pre-service teacher education: The voice of the students. *Asia-Pacific Journal of Teacher Education*, 33(3), 289-302.
- Tarman, B. (2012). Prospective teachers' beliefs and perceptions about teaching as a profession. *Educational Sciences: Theory and Practice*, 12(3), 1964-1973.
- Thomas, J., & Montgomery, P. (1998). On becoming a good teacher: Reactive practice with regard to children's voices. *Journal of Teacher Education*, 49, 372-380.
- Tsui, A. B. M. (2007). Complexities of identity formation: A narrative inquiry of an EFL teacher. *TESOL Quarterly*, 41(4), 657-680.
- Walberg, H. (1968). Personality-role conflict and self-conception in urban practice teaching.

School Review, 70, 41-49.

Wang, Y., & Gao, Y. (2007). Problems in teaching practice and strategies. *Taiyuan Normal Institute Journal*, 4, 155-156.

Weinstein, C. S. (1990). Prospective elementary teachers' beliefs about teaching: Implications for teacher education. *Teaching and Teacher Education*, 6, 279-290.

Yan, C., & He, C. (2010). Transforming the existing model of teaching practicum: A study of Chinese EFL student teachers' perceptions. *Journal of Education for Teaching*, 36(1), 57-73.

APPENDIX 1

Interview Questions before Student Teaching

- Why did you decide to become a teacher?
- Was there any teacher who influenced you a lot?
- What is your metaphor of teacher?
- What do you expect from student teaching experiences?
- What concerns do you have about teacher?

APPENDIX 2

Interview Questions after Student Teaching

- What school did you go to for your student teaching? What was the school like?
- What did you focus on during your student teaching period?
- Did your student teaching affect your views of teacher or teaching?
- What qualities of a teacher did you regard as critical during the student teaching period?
- What is your current metaphor of teacher? Does it differ from the one you had before your student teaching? If so, how is it different?

APPENDIX 3
Reflective Journal

My Reflective Journal	
Name	Date
<p>Please write down about your student teaching experiences for the past week. For this, ask yourself the following questions:</p> <ul style="list-style-type: none">• What is the most memorable experience last week?• What is the most difficult part and how am I dealing with the difficulty?• Did I have a chance to think about such things as education, teaching and learning, teacher and student? If so, what caused me to think about them?• Were there any incidents that affected my views of education or a teacher? <p>Besides these questions, you can ask various questions of yourself. Please feel free to write down about your experiences in any format.</p>	

Examples in: English

Applicable Languages: English

Applicable Levels: Tertiary

Myonghee Kim
School of English
Sookmyung Women's University
56-2, CheongPa-dong, Yongsan-ku, Seoul, Korea
Tel: (02) 2077-7377 / C.P.: 010-2473-8837
Email: kimm@sookmyung.ac.kr

Received 15 December 2013

Revised 7 February 2014

Accepted 18 February 2014