Conceptual Metaphor Analysis of the Concept of Teacher in the Egyptian Strategic Plans

Fatma Aboelsoud Abdelhafez Abdelreheem Nasr

Abstract

The present study aims at studying the conceptual metaphors identified in the three strategic plans which are under investigation and which are issued by the Egyptian Ministry of Education. Conceptual metaphors are pervasive in everyday language. Hence by analyzing the CMS that people use in depicting their experiences and beliefs, individuals can start to reveal meanings underneath those straightforwardly. Accordingly, the aim of the study is to discover how policy planners think about abstract concepts in terms of concrete ones when writing these plans. More specifically, the study aims at investigating how the concept of teachers is conceptualized by the policy planners. Concerning the concept of teachers, the findings of the study reveal that CMS are helpful in terms of understanding the way the ministry views this concept. In addition, regarding the role of the teacher, a great emphasis was put on the role of teacher as a professional.

Keywords: strategic plans - conceptual metaphor - linguistic expressions - teachers
تحليل الاستعارة المفهومية لمفهوم المعلم في الخطط الإستراتيجية المصرية

تستند الدراسة الحالية إلى نظرية الاستعارة المفهومية للاكوف وجونسون (1989) وجميع الأدبيات ذات الصلة. تهدف الدراسة إلى التحقق من الاستعارات المفهومية المتعلقة بدور المعلمين في الخطط الإستراتيجية لوزارة التربية والتعليم المصرية قيد البحث، يتم استخدام التحليل الوصفي والعدادي في الدراسة الحالية، أظهر تحليل مفهوم المعلم أو المدرس أن تنوع التصورات المتعلقة بدور المعلمين تشير إلى أن مهنة التدريس متعددة الأوجه، بدأ من كون المعلم مربى إلى كونه محترفاً يشير إلى التعقيد في تصور أدوار المعلم.
1. Introduction

Over the last few decades, examining educational policies started to gain attention (Maalej, 2008). Examining educational policies allows policy makers to focus more on the development of the educational system in a way that maximizes the benefits that learners receive. In addition, it allows them to avoid possible problems and challenges that may face learners. Given the usefulness of such investigation is what inclined the researcher to study the metaphors in the Egyptian educational strategic plans.

The current study is based on the conceptual metaphor theory of Lakoff and Johnson (1980) and all the related literature. According to them, “within the cognitive paradigm, metaphor is a constitutive of thought, and pervades our conceptual system” (Lakoff & Johnson, 1980, p.3) by which we think, reason, and act. Lakoff and Johnson (1980) establish the prominence of conceptual metaphor over metaphoric expressions. Granting this preeminence of conceptual metaphor, the linguistic expressions that have been placed in the strategic plans issued by the Egyptian Ministry of Education are part of the conceptual metaphors in the thoughts of the policy planners.

1.2 The Aim and Significance of the Study

The study aims at investigating the conceptual metaphors that are related to the role of teachers in the strategic plans of the Egyptian Ministry of Education namely, (2007/08-2011/12) referred to later as ESP.1, (2014-2017) referred to as ESP.2, and (2014-2030) referred to as ESP.3. The purpose is to examine the existence of conceptual metaphors in the documents under investigation in order to comprehend how the role of teacher is metaphorically conceptualized as a way of grasping the way the ministry views and thinks about it.

The reason why the current investigation focuses on the educational discourse is the fact that only very few studies have investigated this context. To my knowledge, none of the previous studies have examined the strategic plans of the Egyptian Ministry of Education. Furthermore, comprehending the way the ministry views the role of the teacher in the education process adds insights on how the education context in Egypt functions.

1.3 Research Question

The study aims at answering the following research question:

How is the role of teachers conceptualized metaphorically in the Egyptian Strategic Plans for Pre-university Education?
2. Theoretical Background

Metaphor analysis, a strategy for discourse analysis, stems to a great extent from the work of Lakoff and Johnson (1980) in which they investigated the role that metaphor plays in human cognition. The hypothesis behind this methodology is that by analyzing the metaphors that people use in depicting their experiences and beliefs, individuals can start to reveal meanings underneath those straightforwardly and intentionally. The conceptual metaphor theory (CMT) was established by the cognitive linguists Lakoff and Johnson in (1980). The theory was published in their famous book *Metaphor we live by*. Due to the significant development (Kövecses, 2002) that has taken place on it, it became one of the most influential theories.

The essence of the CMT is that metaphors are pervasive in everyday thought and action. Lakoff and Johnson (1980) argued that, “our ordinary conceptual system, in terms of what we both think and act, is fundamentally metaphorical in nature” (p.3). This theory raised interest in studying metaphors not as poetic expressions but rather as a conceptual phenomenon existing in the human cognition and reflected in everyday language. According to Lakoff (2003) “[t]he locus of metaphor is not in language at all, but in the way we conceptualize one mental domain in terms of another” (p. 203).

According to CMT, the perception of metaphors is associated with people’s conceptual system. Metaphor is the mechanism by which we understand abstract concepts. In other words, it is the conceptual system that allows abstract reasoning to be understood in a concrete way.

(i) 2.1 Conceptual Metaphor

A distinction between conceptual metaphors and linguistic expressions is essential to be drawn. Linguistic expressions can be described as the surface manifestation of conceptual metaphors. For instance, one conceptual metaphor can be reflected in a number of linguistic expressions. For example, in Lakoff’s article (2003) “The Contemporary Theory of Metaphor”, examples of the different linguistic expressions that reflected the conceptual metaphor LOVE IS A JOURNEY are the following:
- Look how far we’ve come.
- It’s been a long bumpy road.
These two linguistic expressions are not two conceptual metaphors. They all reflect the way love is perceived in terms of a journey. A typical conceptual metaphor involves “a source domain, a target domain and a
source-to-target mapping” (Lakoff, 1987, p. 206). It is the source domain from which the metaphorical mapping is drawn to the target domain.

2.2 Metaphor Analysis in Educational contexts

(b) 2.2.1 The Role of Teachers

Metaphors are significant in terms of shaping teachers’ understanding of their roles as teachers (Pajak, 1986). For instance, metaphors can be a method for teachers to verbalize their professional identity.

In English language teaching, various depictions of metaphors have been proposed (e.g. Oxford, , Tomlinson, & Barcelos, 1998). Block (1999), for instance, utilized the term “macro-metaphors” that includes general depictions of the role of the teacher. He said the generally known macro-metaphors utilized are the "teacher as contracted professional” and “teacher as a providing parent”.

The prior research conducted by Marchant (1992) elicited similes for the words "teacher", "student" and "classroom" from 102 undergrad in a teacher preparation program at an unnamed university of the Midwestern in the U.S. and 104 experienced teachers following masters programs. The analysis revealed that the similes produced can be grouped into 8 factors (e.g., authority, caregiving, production, captives) and that there was some internal coherence (e.g., similes within the authority construct included “animal trainer” for teacher, “wild animal” for student and “jungle” for classroom).

Oxford, et al. (1998) explored teachers' metaphors in L2 teaching. Their outcomes (as a typology of metaphor use) and analysis of metaphor utilization were produced from narrative case studies. Oxford, et al's. (1998) typology involves 4 points of view of teaching: (1) Social request: for instance, teacher as manufacturer, teacher as competitor; teacher as conduit, teacher as repeater; (2) Learner-centered growth: for example, teacher as nurturer, teacher as lover, teacher as scaffolder, teacher as entertainer; and (3) Social reform: for example, teacher as acceptor, teacher as learning partner.

Other instances of the metaphors of the teacher that are mentioned in the literature reviews are teacher as coach, teacher as consultant, teacher as performer, teacher as orchestra conductor. The most cited study is the one conducted by Cortazzi and Jin (1999). They investigated teachers’ and students’ metaphors of teaching, learning and language, and found that “metaphors are a bridge to learn more about teachers and students” (p. 173).
3 Methodology

Both qualitative and quantitative methods of analysis are utilized in the current study. The data is based on the strategic plans of the Egyptian Ministry of education, namely (2007/08-2011/12) which can be accessed via ncerd.org/pdf/alconsha/alconshrha9.pdf, (2014-2017) which is accessible through http://moe.gov.eg/ccimd/pdf/Executive_Programs.pdf, and (2014-2030) which can be accessed via http://moe.gov.eg/ccimd/pdf/strategic_plan.pdf.

The current investigation focusses on the role of teachers as conceptualized by the policy planners in a decontextualized manner. All the expressions related to Mu'allim, Mu'allimi:n, Mu'allimah, Mu'allima:t, Mudarris, Mudarrisi:n, Mudarrisah, and Mudarrisa:t etc are examined. are extracted from the three strategic plans under investigation, translated from Arabic to English, and written using the IPA (International Phonetic Alphabet). At the stage of coding and analysis, all the metaphors produced by the policy planners were separated as units of analysis clarification. The stage that follows is entitled the naming stage. In such a stage, all the metaphors are put in a list. Then, all the collected data regarding the teachers’ roles are carefully examined in order to determine the salient and common ones. 64 metaphors and explanations are organized into certain conceptual themes. Hence similar metaphors were grouped together and put into the suitable role category adopted from De Guerrero and Villamil (2000) and Farrell (2011). The categorization provided by De Guerrero and Villamil (2000) includes 9 role categories, namely; cooperative leader, knowledge provider, challenger/agent of change, nurturer, innovator, provider of tools, artist, repairer, and gym instructor. Likewise, Farrell (2011) provided 3 major role categories which are manager, professional and acculturator. However, the collected data in the current study matched only 4 categories from the categorization of De Guerrero and Villamil (2000) namely nurture, innovator, knowledge provider, and cooperative leader and one category from those of Farrell (2011) which is professional. Thus the researcher disregarded all the role categories that do not match the collected data. Regarding the metaphors that could not match any of the categories provided by De Guerrero and Villamil, a new role category is provided which is professional and which is adopted from Farrell (2011). Hence the collected data realized 5 role categories.

4 Analysis

This section primarily examines the conceptualization of the teachers’ roles in the three strategic plans under investigation through
metaphor analysis. The analysis focuses specifically on the adjectives used to describe the role of the teachers as illustrated in the following table:

Table 1. Adjectives Describing the Role of Teachers

| Arabic context | Linguistic expression | Page | Paragraph | Version |
|----------------|-----------------------|------|-----------|---------|
| مدرسون متخصصون | 1. Mudarrisun mutaxas'sis'sun Teachers specialist Lit: Specialist teachers | 14 | Second point under 9A | ESP.1 |
| المعلم متخصص | 2. Ms'allim mutaxas'sis Teacher specialist Lit: A specialist teacher | | | ESP.1 |
| المعلم هو خبير | 3. l-mu'allim huwa: xabiri A teacher is an expert Lit: An expert teacher | 44 | First point under point no. 6 | ESP.1 |
| المعلم متقدم ....المعلم للمعلومات | 4. l-mu'allim....... mas'dar Teacher............source taqdi:m limas'lu:ma:t of knowledge Lit: A teacher is the source of knowledge | 44 | First point under point no. 6 | ESP.1 |
| المعلم مدرب | 5. l-mu'allim mudarrab Teacher trained Lit: A trained teacher | 44 | Ninth line from the bottom | ESP.1 |
| المعلم ......المعلم الممارس | 6. l-mu'sallim....... mumarisi Teacher ........practitioner Lit: A practitioner teacher | 44 | Ninth line from the bottom | ESP.1 |
| المعلم ....المعلم تأملي | 7. l-mu'allim...... ta'ammuliyy Teacher ...... reflective Lit: A reflective teacher | 44 | Ninth line from the bottom | ESP.1 |
| المعلم ......المعلم مفكر | 8. l-mu'allim...... mufakkir Teacher....... Thoughtful Lit: A thoughtful teacher | 44 | Ninth line from the bottom | ESP.1 |
| ومعلم فعال لكل طفل | 9. Ms'allim fa'ala:l likull ti'il Teacher effective for each child Lit: An effective teacher for each child | 2 | Second red bullet point | ESP.2 |
| معلمتين مدريدين | 10. Ms'allimatayn mudarrabatayn Two female teachers | 16 | Point no. 7 | ESP.2 |
| Arabic context | Linguistic expression | Page | Paragraph | Version |
|----------------|-----------------------|------|-----------|---------|
| معلمة مدرية     | Lit: Two trained female teachers | 16   | Point no. 8 | ESP. 2  |
| المعلمين ممارسين للمهنة | Lit: A female trained teacher trained | 19   | Point no. 4, 1st line | ESP. 2  |
| المعلم الممارس   | Lit: Practitioner teachers | 19   | Point no. 4, 2nd line | ESP. 2  |
| المعلم          | Lit: A practitioner teacher | 19   | Point no. 4, 2nd line | ESP. 2  |
| المعلمين التعليم الإعدادي الخاص غير مؤهلين تربويًا | Lit: A thoughtful teacher | 35   | Point no. 1 | ESP. 2  |
| المعلمين غير المؤهلين أكاديمياً | Lit: Teachers are not qualified academically | 45   | Point 2.1.3 | ESP. 2  |
| معلم كفء       | Lit: A competent teacher | 53   | Sixth column , fourth row | ESP.2 |
| معلم متأمل      | Lit: A reflective teacher | 53   | Sixth column , fourth row | ESP. 2  |
| معلم مدرب على المناهج | Lit: Teacher reflective | 71   | Point no. seven | ESP. 2  |
| Arabic context | Linguistic expression | Page | Paragraph | Version |
|----------------|-----------------------|------|-----------|---------|
| الجديد         | Teacher trained on l-mana:hidʤ l-djadi:dah curricula new Lit: A trained teacher on new curricula | 248  | & six     |         |
| مدرس لغة إنجليزية متخصص | 20. **Mudarris** luyah indʤiliziyyah Teachers language English mutaxasˤisˤ specialist Lit: A specialist English language teacher | 102  | Third line from the bottom | ESP. 2 |
| معلمات مؤهلات ومدربات | 21. **Muʢallimɑ:t** muʢahhalɑ:t Female Teachers qualified wa mudarrba:t and trained Lit: Female qualified and trained teachers | 105 & 108 | Point no. 2.2 & Point no. 2.2 | ESP. 2 |
| معلمين مسائنين لمنظومة الدمج | 22. Muʢallimi:n musa:nidi:n Teachers supporter limanzˤu:mat ʔadamʤ Integration system Lit: Teachers who are supporters for the integration system | 136 & 139 & 146 | Line no. 5 -6 & Point no.1.3 & Point no.1.3 | ESP. 2 |
| المعلم المساعد | 23. l-muʢallim musa:nid teacher supporter Lit: A supporter teacher | 139 & 146 & 146 | Point 1.3.1 & second column & third column | ESP. 2 |
| المعلم المساعد | 24. l-muʢallim l-musa:sid Teacher helper Lit: A teacher who is a helper | 139  | Point no. 1.3.2 | ESP. 2 |
| المعلمين المسائنين | 25. l-muʢallim:i:n musa:nidi:n Teachers supporters Lit: Supporter teachers | 146  | Fifth column, third row | ESP. 2 |
| المعلمين المدربين | 26. Muʢallimi:n mudarrabi:n Teachers trained Lit: Trained teachers | 193  | Third column, second row | ESP. 2 |
| Arabic context                                           | Linguistic expression                                      | Page   | Paragraph   | Version |
|---------------------------------------------------------|------------------------------------------------------------|--------|-------------|---------|
| معلم القرن                                               | 27. *Mu'allim l-qarn* teacher century                       | 228    | Last line   | ESP. 2  |
| معلم القرن الحادي والعشرين                               | 28. *Mu'allim l-qarn l-haddyy wa* teacher century first    | 237    | Point no. 5.2.1 | ESP. 2 |
| معلم ممواكب للتطور                                        | 29. *Mu'allim muwa:kib* teacher is an *littatˤwwu:r* evolutionary one | 241    | Last column, last row | ESP. 2 |
| المعلمين المدربين                                        | 30. *l-mu'allimini:n* *mudarrabi:n* Teachers trained       | 260    | Point no. 1.3.2 | ESP. 2  |
| المعلمين .... الركيزة الأساسية للتعليم                   | 31. *l-mu'allimini:n* ..... *ʔarraki:zah* Teachers are.......pillar *l-ʔasasiyyah* *lilttaˤli:m* main of education | 270    | Eighth line   | ESP. 2  |
| معلم فعال                                               | 32. *Mu'allim faʢa:l* Teacher effective                    | 2      | Second red bulleted point | ESP. 3 |
| المعلمين المستوفين للعبء التدريسي                         | 33. *l-mu'allimini:n* *l-mustawfi:yun* Teachers meet *liliʢibʢ* *l-ttadrisyy* load teaching | 18     | Fifth line from the bottom | ESP. 3 |
| المعلم العربي                                             | 34. *l-mu'allim* *l-murabi* Teacher caretaker               | 27     | 3rd paragraph | ESP.3  |
| المعلم المثقف                                             | 35. *l-mu'allim l-muθiqaqaf* Teacher educated               | 27     | 3rd paragraph | ESP.3  |
| المعلم الرسول                                             | 36. *l-mu'allim ʔarrasu:l*                                  |        | 4th paragraph | ESP.3  |

Conceptual Metaphor Analysis of the Concept of Teacher in the Egyptian Strategic Plans

 ISSN 1110-2721

Occasional Papers
Vol. 70: April (2020)
| Arabic context | Linguistic expression | Page | Paragraph | Version |
|----------------|-----------------------|------|-----------|---------|
| Teacher messenger | معلم تربوي | 37. | 48 | First row | ESP.3 |
| Lit: A teacher is a messenger | Muṣallim tarbawiyy | Teacher educator | | | |
| | Muṣallim yāyr tarbawiyy | Teacher is not educator | | | |
| Lit: A teacher who is not an educator | | | | | |
| Teacher educator | معلم خبير | 39. | 59 | First line | ESP.3 |
| Lit: An expert teacher | Muṣallim xabiːr | | | | |
| Teacher...as a source sole | l-muṣallim.. kamas'dar wahiːd | Teacher... as a source sole | 40. | Third line from the top of the page | ESP.3 |
| lil-maˤrifah | for knowledge | lil-ssultˤ ah l-ʔilmiyyah | | | |
| Lit: The teacher...as the sole source of knowledge | | authority scientific | | | |
| | Muʢallim .. kamasdar wahiːd | Teacher... as a source sole | 41. | Third line from the top of the page | ESP.3 |
| | lil-ssultˤ ah l-ʔilmiyyah | for knowledge | | | |
| Lit: The teacher...as the sole source of scientific authority | | | | | |
| Teacher....focus process | l-muʢallim .. mihwar l-ʔamaliyyah | Teacher....focus process | 42. | Under the title “Taʔhhiːl muʢallimiːn” “qualifying teachers” | ESP.3 |
| ʔattaʔilmiyyah wa markaziha educational and center l-raʔisiyy main | | | | | |
| Lit: The teacher ....... the focus of the educational process and its main center | | | | | |
| Teacher renewed | المعلم المتجد | 43. | 76 | third point 3 | ESP.3 |
| Lit: A renewed teacher | l-muʢallim l-mutadʤaddid | | | | |
| Teacher guide | المعلم المرشد | 44. | 76 | third point 3 | ESP.3 |
| Lit: The Teacher is a guide | l-muʢallim murʃid | | | | |
| الميسر للتعلم | l-muʢallim l-muyassir | 45. | 76 | third point 3 | ESP.3 |
| Arabic context | Linguistic expression | Page | Paragraph | Version |
|----------------|-----------------------|------|-----------|---------|
|ِالعنصر الفعال | *littaśallum* Teacher…facilitator Lit: The teacher is a facilitator | ^4 | | ESP.3 |
|المعلمين المدربين | 46. *l-muśallim l-suns'ur l-fašša:* ingredient effective Lit: The teacher is an effective ingredients | ^4 | | ESP.3 |
|المعلمين المدربين | 47. *l-muśallima:t l-mudarrba:t* FemaleTeachers and trained Lit: Female trained teachers | ^4 | Point no. 7 | ESP.3 |
|المعلمين المدربين | 48. *Muśallimi:n mudarrabi:n* Teachers trained Lit: Trained teachers | 92 & 96 | Point no. 5 & 7 | ESP.3 |
|المعلمين المدربين | 49. *Muśallima:t muẓahha:la t=mudarrba:t* FemaleTeachers qualified wa mudarrba:t and trained Lit: Female qualified and trained teachers | | | ESP.3 |
|المعلمين المدربين | 50. *Muśallimi:n musa:nidi:n* Teachers supporter limanz'u:mat ʔadamʤ Integration system Lit: Teachers who are supporters for the integration system | 108 | Point no. 2 under the tilte “Siya:sat ʔa-dgawdah”” | ESP.3 |
|المعلمين المدربين | 51. *Muśallimi:n mudarrabi:n* Teachers trained Lit: Trained teachers | 117 | Point no. 2 | ESP.3 |
|المعلمين المدربين | 52. *Muśallima:t riya:dˤ ʔatˤfafa:l* FemaleTeachers kindergarten l-mudarrba:t trained Lit: Trained kindergarten female teachers | 130 | Point no. 3 | ESP.3 |
The results gained through the analysis regarding the policy planners’ conceptualizations of the teachers’ roles are given below:

Table 2. Policy Planners’ Conceptualizations of the Teachers’ Roles through Metaphors

| Role category | Example metaphor | Metaphorical entailments |
|---------------|------------------|-------------------------|
| Learner is    | Teaching is      | Learning is             |
| Nurture (N=1) | caretaker        | Promoting the potential development and capacities of learners; mediating the growth and development; the learning process is | 0 | 0 | 1 |
| Role category                  | Example metaphor                                                                 | Metaphorical entailments                                                                 | Learner is | Teaching is | Learning is | ESP. 1 | ESP. 2 | ESP. 3 |
|-------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------|-------------|-------------|--------|--------|--------|
| Innovator (N=6)               | Reflective, thoughtful, evolutionary, renewed                                      | A resistant staying up to date with new strategies and advancements in the field and putting them into action in the classroom | learning process via providing consistent feedback and support | influenced by nature and nurture |            |          |        |
| Knowledge provider (N=8)      | Source of knowledge, main pillar of education, messenger, a sole source for knowledge, a sole source of scientific authority, the ones who meet the teaching load, focus and center of the educational process | A receiver of knowledge The dispensary of knowledge, the provision of input |            |             |             |        |        |        |
| Cooperative leader (N=11)     | Supporter, helper, guide, facilitator                                             | An active participant in the learning process The provision of guidance and support for learners; assistance in achieving goals; the establishment of an environment of trust in the classroom |            |             |             |        |        |        |
| Professional (N=38)           | Specialist, expert, practitioner, effective, effective ingredient, trained, qualified educationally, qualified academically, competent, qualified and trained, century, the 21 century, educated, qualified, educator | A partner in the teaching /learning process A partnership between the teacher and the students; provision of directions; facilitation of class activities |            |             |             |        |        |        |
As the table shows, the least frequent conceptualization of the teachers’ roles is the role of a nurture (N=1). The only metaphoric conceptualization in this category perceiving teachers as caretakers suggests how teachers view learners.

Represented with metaphors such as reflective, thoughtful, evolutionary, and renewed, the teachers were conceptualized as innovators (N=6). Although the metaphors are very few in number, they give an idea regarding how the policy planners view teachers.

As the table shows that one of the less frequent role is the knowledge provider (N=8). For the policy planners, the teacher is conceptualized as being a knowledge provider. Although the conceptualization varied from being the main pillar of education, messenger, and the one who meets the teaching load, the main metaphors such as source of knowledge, a sole source for knowledge, and a sole source of scientific authority are the ones that derived the tendency towards defining them as knowledge providers.

In another categorization, the policy planners seem to conceptualize teachers as cooperative leaders (N=12). As indicated by the table, this conceptualization was popular among the policy planners. Among the metaphors that indicated leadership are supporter, helper, guide, and facilitator.

Similarly, the other metaphors produced by policy planners revealed that they conceptualize teachers’ roles as professionals (N=38). The metaphors that realized such role category are specialist, expert, practitioner, effective, trained, qualified educationally, qualified academically, competent, qualified and trained, century, the 21 century, educated, educator and qualified.

5. Discussion

The analysis of the concept of l-mu'allim or l-mudarris revealed that the variety of conceptualizations concerning the role of teachers indicates that the teaching profession is a multifaceted one. Ranging from being a nurture to being a professional suggests the complexity in conceptualizing teacher’s roles. Additionally, the variations in metaphors that conceptualize the teachers’ roles refer to the different roles that they play in their daily teaching practice which range from having the teacher as the center of the learning process to having the student as its center.
However, the analysis suggests a complete shift from teacher-centered practices to learner-centered ones.

6. Conclusion

Various metaphorical conceptualizations about the role of teachers emerged from the analysis. Specifically, five conceptual metaphors about teachers are identified along with entailed views about learners and the learning/teaching process. Teachers are taking the roles of a nurture, innovator, knowledge provider, cooperative leader, and a professional. Whereas the roles of the students ranged from the most active to the least one. Additionally, teaching seems as multifaceted activity which involves nurturing, keeping up with the new teaching techniques, providing knowledge, guiding and providing direction. Learning appears from different perspectives as well which involves growth change resistance, information processing, continual recipient of support, recipient of high quality knowledge.

The results of the analysis share similarities with the related literature. For instance, 4 of the 5 conceptual categories that are identified in the current investigation resemble the ones identified in the study conducted by De Guerrero and Villamil (2002). These categories are TEACHER AS A COOPERATIVE LEADER implying a leadership position, TEACHER AS A PROVIDER OF KNOWLEDGE entailing cognitive and knowledge processing view, TEACHER AS A NURTURER reflecting the influential role of the teacher on the students, and TEACHER AS AN INNOVATOR implying the flexibility and readiness of the teacher to develop.
References

Block, D. (1992). Metaphors we teach and learn by. *Prospect, 7*(3), 42-55.

Cortazzi, M., & Jin, L. (1999). Bridges to learning: Metaphors of teaching, learning and language. *Researching and applying metaphor*, 149, 176.

De Guerrero, M. C. M., & Villamil, O. S. (2000). Exploring ESL teachers' roles through metaphor analysis. *Teachers of English to Speakers of Other Languages, Inc. (TESOL)*, 34 (2), 341-351.

De Guerrero, M., & Villamil, O. (2002). Metaphorical conceptualization of ESL teaching and learning, *Language Teaching Research*, 6 (2), 95-120.

Farrell, T. S. (2011). Exploring the professional role identities of experienced ESL teachers through reflective practice. *System*, 39(1), 54-62.

Gadalla, H. (2000). Comparative Morphology of Standard and Egyptian Arabic. *Muenchen, Germany: Lincom Europa.*

Kövesces, Z. (2002). *Metaphor: A practical Introduction.* Oxford: Oxford University Press.

Lakoff, R. (2003). Language, gender, and politics: Putting “women” and “power” in the same sentence. *The handbook of language and gender, 161*, 78.

Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By.* Chicago: University of Chicago press.

Maalej, Z., 2008. Metaphors of learning and knowledge in the Tunisian context: a case of re-categorization. In: Berendt, E. (Ed.), *Metaphors of Learning*. John Benjamins Publishing Company, Amsterdam and Philadelphia, pp. 205–223.

Marchant, G. (1992). A teacher is like a … using simile lists to explore personal metaphors. *Language and Education*, 6(1), 33-45.

Oxford, R. L., Tomlinson, S., Barcelos, A., et al. (1998). Clashing metaphors about classroom teachers: Toward a systematic typology for the language teaching field. *System*, 26, 3-50.

Pajak, E. F., (1986). Psychoanalysis, teaching, and supervision. *Journal of Curriculum and Supervision*, 1, 122-131.
Appendix

List of the Phonemic Symbols Used in the Study

I. CONSONANTS

| Symbol | Sound Description |
|--------|-------------------|
| b      | voiced bilabial stop |
| t      | voiceless dento-alveolar non-emphatic stop |
| d      | voiced dento-alveolar non-emphatic stop |
| k      | voiceless velar stop |
| q      | voiceless uvular stop |
| ñ      | voiceless glottal stop |
| dʒ     | voiced palatal affricate |
| ċ      | voiced pharyngeal fricative |
| ʝ      | voiced velar fricative |
| f      | voiceless labio-dental fricative |
| θ      | voiceless inter-dental fricative |
| ð      | voiced inter-dental fricative |
| zˤ     | voiced (emphatic) inter-dental fricative |
| sˤ     | voiceless (emphatic) dental fricative |
| z     | voiced dento-alveolar non-emphatic fricative |
| ʃ      | voiceless palatal fricative |
| x      | voiceless uvular fricative |
| h      | voiceless pharyngeal fricative |
| h      | voiceless laryngeal fricative |
| r      | voiced dento-alveolar non-emphatic flap |
| l      | voiced dento-alveolar non-emphatic lateral |
| m      | voiced bilabial nasal |
| n      | voiced dento-alveolar non-emphatic nasal |
| w      | voiced bilabial glide |
| y      | voiced palatal glide |

II. VOWELS

| Symbol | Sound Description |
|--------|-------------------|
| i      | short high front unrounded vowel |
| iː     | long high front unrounded vowel |
| a      | short low central unrounded vowel |
| aː     | long low central unrounded vowel |
| u      | short high back rounded vowel |
| uː     | long high back rounded vowel |

The above mentioned Arabic sound description is adopted from Gadalla (2000). The specific phonemic script is not the same one used in the current investigation. The symbols are adopted from the following page: https://www.lexilogos.com/keyboard/ipa.htm