Iranian PhD Students' Beliefs about

Language Learning and Teaching: A Qualitative Study

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Abstract

Employing metaphor analysis, the present studyexplores the nature of unconscious beliefs of PhD students. This research aimsat analyzing the metaphors produced by Iranian PhD students about learning and teaching in both current and ideal situations. Using the Iranian context of education, this study intended to: first, collecting the metaphors the students created by using the prompts "A university student is/should be like a..." and "A university professor is/should be like a... ". Second, identifying and analyzing the metaphors. The results revealed thatPhD university students concur with forming the foundation of learning and teaching based on *situative*learning concepts. Finally, the results were discussed in the context of language learning and teaching.

Keywords: Conceptual metaphor, University students, University professors, Linguistic metaphor, Metaphor analysis

1. Introduction

It seems thatanalyzing metaphors has become a powerful tool of expression, figure of speech and a basic vehicle for communication and reflection of social images and thoughts. Metaphorsare the central part of everyday language existing inour thoughts, which play a major role in clarifying everyday realities (Lakoff&Johnson, 1908). The need for metaphorical definitions in the conceptual system comes from the fact that many abstract concepts are not described in our experience. Therefore, in order to understand them, people need to use other concepts that are clearer. That is why metaphors are pervasive in thought, language, actions, and experiences and also they fulfill the purpose of everyday functioning (Lakoff& Johnson, 1980). The use of conventional metaphors needs no effort because they are always automatically in use.People can use metaphors as a cognitive tool to see reality through their mental images of the real world and they help people in the cognition processes (Nikitina&Furuoka, 2008). Metaphor analysis allows for a wide range of research perspectives due to the following reasons.First, metaphors can help processing, understanding and reflection on experiences and self. Second, metaphors are the linguistic presentations of implicit knowledge which can be put into use reliably. They can be the manifestation of knowledge helping to develop some problem-solving skills. Moreover, metaphors are learned through social interactions which become part of the subconscious level of language. Finally, metaphors are reflections of cultural and social processes in which they are learned.Metaphor analysis brings the possibility of understanding the tacit knowledge individuals have of themselves, and it also eases finding out the social differences of metaphor use. It is also an interdisciplinary field which links the cultural, social, cognitive, and individual aspects of metaphor use (Moser, 2000). The cognitive theory of metaphor by Lakoff and Johnson (1980) proposed that human beings' understanding of the world is the result of mappings from known to unknown domains which happens through a mental operation. In this theory mappings are primary and language is secondary. Cognitive theory views metaphor as a process and a product of mappings across conceptual domains that systematically structure mind and actions. This theory depends on the metaphorical expressions of language that supports metaphorical thinking.

The large volume of research on metaphor analysis suggests that uncovering implicit ideas of teachers not only enable

them to reflect on their practice and alter false assumptions but also it assists them to move toward their career advancement. Metaphors can be tools that help teachers verbalize their professional identity and understand their teaching role. By critically reflecting on metaphors, teachers can construct a new perspective of teaching. So, language teacher education programs can provide teachers with opportunities and activities that help them examine their prior beliefs (Nikitina&Furuoka, 2008; Oxford et al., 1998; Saban, 2004)

The focus of the this study is to collect the metaphors Iranian PhD students created   to talk about themselves and their professors in the current and ideal situations of learning and teaching in order to heighten students' self-awareness about the roles they play in the process of learning. In fact, this study provides the opportunity to gain insights into the beliefs hidden in these metaphors.

2. Theoretical framework

There are lots of studies which have used metaphors as research methodology. For example,in a study Cortazzi and Jin (1999) examined the metaphors used by teachers in oral accounts of classroom. They used 'it seems to click' and 'it came on' when students succeeded in their learning. The other common metaphor found in this study was teachers calling learning as movement.

Martinez, Sauleda, and Huber (2001) studied the metaphors about learning based on the reflections of 50 experienced teachers. They focused on categorizing the metaphors into three main dimensions: behaviorist/empiricist, cognitive/constructive and situative/socio-historic perspective. The behaviorist approach views learning as the process of stimulus-response formation. This category describes learners as passive recipients, teachers as transmitters of knowledge. The second group defines teachers as facilitators and learners as active participants reconstructing knowledge. Finally, situative approach views learning as being situated in contexts and being produced by social participation. The results of this study revealed that the majority of the participants define teaching and learning as transmission of knowledge. Only a minority conceptualized teaching and learning as a social process.

De Guerrero and Villamil (2002) collected data from the prompt "An ESL teacher is like…….." that the teachers completed by writing an original metaphor about how they saw themselves as ESL teachers. The results of this study were organized in 9 conceptual categories: *teacher as co-operative leader* which implies the traditional position of leadership but not a dictatorial one. It also gives a certain level of dependence to learners. *Teacher as provider of knowledge* shows that knowledge moves from teacher to learners that reflects cognitive and information processing view of teaching and learning a L2. *Teacher as challenger or agent of change* (learner as object of change) represent teachers as transformers of the situations in which learners are hopeless or resistant in learning a L2. *Teacher as nurturer* (learner as developing organism) reflects teachers' role as an influential person and a nurturer who tries to make the best of learners' qualities. *Teacher as innovator* (learner as resistor) describes teaching as an activity which needs to be updated constantly based on the progresses and developments of the field and teachers as being flexible and open to new ideas.*Teachers as provider of tool* (learners as constructors) views teachers as mediators that make the language available for the learners so that they can both use it to create meaning. *Teacher as artist*(learners as raw material) captures the idea that teaching is a creative activity and learners as raw material which the teacher shapes. *Teacher as repairer* (learners as defective individual) puts the teacher in a higher-level position who knows how to correct others' errors and shows the learners as a defective individual. *Teacher as gym instructor* (learners as gymnasts) is related to the idea of learning as a physical activity and strengthening the mind. The result of this study recommended metaphor analysis as a fruitful and powerful tool for the teachers to evaluate their beliefs and increase self-reflection. In a case study by Farrel (2006), the metaphors pre-service English teachers used were examined. Teachers reflected on the nature of metaphors and they observed whether any changes occurred in their metaphors during the term. This study was based on Oxford et al.(1998) approach that is based on four perspectives: 1) social order 2) cultural transmission 3) learner-centered growth and 4) social reform. The participants were supposed to write 6 weekly journals about the teaching and learning process from each class. The metaphors were organized in 3 of the perspectives i.e. social order, cultural transmission, and learner-centered growth.

Metaphors can help novice learners because their mental models can develop by the use of metaphors and as a result facilitate learning of new subjects (Hsu, 2006). Learners' beliefs are cognitive and affective and come from several sources such as their past experience, education, language learning, cultural background, and their personality. These beliefs are also dynamic and context-bound and they influence learners' actions to a great extent. As a result, teachers should recognize the beliefs and try to solve any possible mismatch between their own beliefs and those of the student's. By explicating their beliefs about language learning, teachers can help students become cognizant and evaluate their beliefs to progress in learning a language (Ellis, 2008).

In a study done by Nasif and Khalil (2006), the metaphors of cooking a pie was used to teach reliability and validity to a

group of students pursuing the Master of Public Health Behavior and Education. This study included 3 activities. The 1st one aimed to teach face validity through which the instructor asked the students to name any ingredients that can make a pie. These ingredients are the components of a construct. In the 2nd activity were supposed to determine the amount of each ingredient; because these amounts were significant for the recipe as an item becomes meaningful when it becomes a significant contributor to the score of a scale. Finally, in the 3rd activity, reliability is explained as the similarities between the outcomes of making pies for several times. Abstract concepts can be facilitated if they are observed through everyday experiences. Metaphors can act as a tool to connect them as this study used making pies too reduce the complexity of teaching reliability and validity.

Littlemore and Low (2006) assert that second language learners' ability to use metaphors is not seen as core ability by others and there are only few commercial second-language courses which teach metaphor as anything other than the basis of colorful idiomatic phrases. Their aim is to review the scope of metaphor and metaphoric competence in the context of second-language teaching and learning and to show that metaphor is involved in every area that language learners need to use, understand or learn.

The study done by Hashemian and TalebiNezhad (2007) attempts to find out whether Persian students of English develop metaphorical competence and conceptual fluency, ability to use and understand conceptual concepts of a language, after studying the language for several years. The researchers examined whether students understand and produce metaphors in English and analyzed their written discourse to find out the total number of metaphors in it. The results showed that it is possible to increase learners' use of metaphors by incorporating them in L2 textbooks and methodologies. It also helps them to activate their passive lexical knowledge. The presence of pictures alongside metaphor instruction can increase meaning comprehension of conceptual metaphor.

Alger (2009) in her article, has discussed and explored the alteration of teacher beliefs over their career span. She argued that the traditional, teacher-centered learning experiences that students bring when entering teaching programs tend to solidify a set of beliefs that can have a tremendous impact on classroom practices, views of the role of the teacher and learner, and learning to teach in general. Alger (2009) reviewed 23 studies that represented 1053 teacher-generated metaphors to determine which teaching metaphors are most prevalent in the literature on teaching and teachers for the purpose of developing a survey to explore teachers' metaphors when they began their pre-service program, metaphors for their current practice, and the metaphors they desire to put into practice. She developed a thorough classification system of conventional metaphors. She then divided these metaphors in two categories of teacher-centered and student-centered. In her survey 1100 participants were prompted to analyze the metaphors by thinking about the role of the teacher, the learners, and teaching and learning before choosing one that best represents what they thought teaching would be like, what teaching is like for them, and what they would like teaching to be. She finally asserts that the most exciting outcome of the study is the evidence that there is a reduction in teacher-centered conceptual metaphors and an increase in student-centered conceptual metaphors that represent current practice and desired practice.

Michael and Katerina (2009) examined the metaphors 156 in-service teachers used to explain their attitudes toward teacher-student roles, teaching, classroom climate and their beliefs about knowledge. The findings illustrate that Greek culture and educational system seem to result in the diversity of the chosen metaphors. Furthermore, teachers' understanding of the metaphors they create and select can influence and also benefit them since these metaphors have the potential to help teachers analyze their roles and identities. Moreover, the data analysis rejected the initial research hypothesis that teachers make their own beliefs the priority while selecting metaphors to talk about teaching.Bagici and Çoklar (2010) analyzed 45 obtained metaphors developed by 131 prospective teachers who study at AfyonKocatepe University, Turkey in relation to their roles in use of educational technology. The metaphors can be classified under six different categories: being important, useful, assistant, guide, user, producer, designer, learner and attitude. Results revealed that prospective teachers were mostly assumed roles of being important, useful, assistant, guide and user. Another finding of this study was that the metaphors produced by the prospective teachers differed in various departments.

Kesen (2010) studied the EFL learners' perception about their course book through content analysis. The findings indicated that learners perceive the coursebook as a secret garden, foreign country, planet and space which reveals uncertainty faced by the learners. Learners' beliefs about their coursebooks should be elicited because it can be a valuable source of motivation for them. Teachers will benefit from these results because they can choose the appropriate coursebook for their students.

Singh (2010) discusses the use of metaphors in classrooms as a vehicle for conveying leadership thoughts more conveniently. Her aim was to get the students actively involved in the process of examining their knowledge of leadership earlier in the semester and also help them express their thoughts easier. Therefore she decided to work with

two sections of an introductory educational leadership class and the students were asked to describe a metaphor that best captured their perception of educational leadership.   After collecting the data Singh (2010) noticed that phrases generated by students through their metaphors revealed interesting ways of looking at leaders, followers and their interactions. She finally concludes by using metaphors in educational leadership classes we can invite students to reflect on their perceptions in a more natural way and to gain a greater depth of understanding in terms of the role leaders play.

Various metaphors about teaching and learning help individuals get a good understanding of how teachers and students view their job and what it takes to be a good teacher and learner. Metaphorical expressions used by teachers show their attitude towards teaching practices and theories that they choose or reject. Moreover, individual differences in learners' beliefs can be projected in the metaphors used by the learners. Analyzing them can guide us in understanding how learners describe their learning experience (Saban, 2004).

3. Purpose of the study

Due to the importance of knowing the learners' beliefs about learning and teaching, this study intends to pinpoint the types of beliefs Ph.D. students majoring in English language teaching hold of teaching and learning in the current and ideal situations in Iran. To be more exact, we aim to answer the following questions:

1. What types of metaphors Ph.D. students produce for teaching in the current and ideal situations?

2. What types of metaphors Ph.D. students produce for learning in the current and ideal situations?

4. Methodology

4.1 Participants

A total population of participants consisted of 22 individuals (female= 9, male=13) took part in this study. They were PhD students, majoring in English Language Teaching, whose age ranged from 25 to 38. The students were studying in Mashhad (a city in Iran) and they were in their second or third year of their study in university. It also should be pointed out that PhD program in Iran is both course and project based.

4.2 Instrumentation

In order to address the research questions, the participants were asked to fill out the questionnaire designed by Pishghadam, AskarzadehTorghabeh, and Navari (2009), which took 15 minutes to answer the questions. This questionnaire was adapted to university situations in Iran, consisting of four questions:

"1. what is your idea of a university professor?"

"2. What is your idea of an ideal university professor?"

"3. What is your idea of a university student?"

"4. What is your idea of an ideal university student?"

The reason for providing the participants with this kind of prompting was realizing their attitudes towards the current and ideal situations. They were asked to complete these questions with as many metaphors as they prefer to mention to describe university students and professors in the current and ideal situations.

4.3 Data collection and analysis

The process of data collection started in September (2010) and continued until February (2011) to gather all the data. According to Ellis (2008), one of the most effective ways of conducting a metaphor analysis is to experimentally eliciting the metaphors through which the researcher can explicitly ask the subjects to provide metaphors in order to describe their teachers/learners. In this study, for gathering the data, a metaphor –elicitation instrument was employed which consisted of a question with an instruction and a prompt: " *What is your idea of a university professor/ student?* A university professor/student is like…." which required the subjects to express their ideas about what they usually believe of the professors and students; also they had to answer this question " *what is your idea of an ideal university professor/student*? An ideal university professor/student is like….." so the participants can mention their ideas about their ideal professors and students. In this phase, the participants wrote down as many metaphors as they wanted to express their views of their professors and students and also provided an explanation for the given metaphors to ease the process of analyzing the data.A number of studies employed the qualitative approach to identify and analyze the metaphors that language teachers and learners produced (de Guerrero &Villamil, 2002; Saban, Kocbeker&Saban, 2007). Ellis (2008) stated that considering metaphor analysis as a qualitative research methodology helps researchers to uncover and analyze the hidden beliefs and discuss the ideas behind them. It also elicits the necessary information indirectly.

The first step was to organize the metaphors alongside with their entailments. Next, the metaphors related to the study were investigated, so that the hidden concepts behind them could be explicated. In this stage, 100 metaphors and their entailments were identified and listed. These metaphors created by the participants were scrutinized to determine the embedded thought patterns in each of them.   Then, the metaphors were categorized based on the typology of the metaphors developed by Martinez et al. (2001): behaviorist/empiricist, cognitive/constructive, situative or socio-historical perspective. Finally, each metaphor was categorized by the researchers first individually and then in a discussion with two experts to approve the grouping. For each category of metaphors the frequency and percentage were calculated. Then, the metaphors related to each group of participants and their percentages were compared to uncover the ideas in each context.

5. Results

At this stage, 100 metaphors were collected from the forms completed by PhD students about students and professors in both ideal and current situations. All the metaphors were categorized according to the study done by Martinez et al. (2001). The comparison between the frequency and the percentage of the metaphors in both situationsare presented in the following tables.

<Tables 1, 2, 3 & 4 about here>

As Table 1 shows, 44% of metaphors produced by PhD students about their professors in the current situation represent the notions of behaviorist ideas. These students in fact, interpreted their professors' roles as a *reference book* whose responsibility is to provide knowledge in every possible way regardless of the applicability of it to life-like situations. Other metaphors belonging to this group are *arrogant ruler, radio, and police officer.* However, as it is illustrated in Table 1, the percentages of situative and cognitive metaphors (cognitive= 28%, situative= 28%) are the same and their total is more that behaviorist notions. Therefore, one can notice the tangible improvement in the professors' styles of teaching and encouraging students to take an active and significant role of their own learning. The metaphors *mentor, facilitator* and*, kind friend* belong to cognitive and situative approaches.

Table 2 suggests that PhD students would want their ideal professors to be mostly classified under the category of situative/ socio-historical metaphors (p= 73.07%). This implies that PhD students would rather have professors who act an *inspiring guide* disclosing their potentials and help them make discoveries, a *problem solver* who can provide them with practical advice in the face of problems, and *an encouraging researcher* who is keen on conducting vigorous and groundbreaking pieces of research which contribute significantly to the given field. Moreover, they need professors who prepare them for their real life situations by practicing the necessary skills in the classroom. Cognitive approach consists 19.2% of the metaphors, leaving only 7.6 % for the behaviorist views of learning. These results portray the fact that students prefer a more collaborative and cooperative teaching atmosphere.

According to Table 3, the majority of the metaphors (p= 42.8%) produced by PhD students about students in the current situation is attributed to the behaviorist perspective of learning. Evidently, they interpret the students' role as a passive participant in the classroom. The emphasis is on looking at a learner as a *receiver* who takes in the information generated by the professors in the class or offered in the course books. He/she shows no tendency to explore or investigate novelties through engaging deeply in the process of learning. The other metaphors in this group include cognitive (p=21.4%) and situative (p= 35.7%) approaches which follow behaviorist notions closely. It can be understood that the significant gap between these viewpoints are being bridged as the students acquire more knowledge about the latest trends of teaching and learning that are practiced in well-established educational systems.

Illustrated in Table 4 is the prevailing attitude of the PhD students toward learning based on the situative perspective in the ideal situation. What they have mentioned about situative metaphors constitutes 85.7% of their total ones. This clarifies the beliefs that the PhD students prefer to follow the guidelines of situative paradigm to make use of the appropriate contexts in which they can prepare for skills needed in their real life practice of teaching. Surprisingly, no metaphors were attributed to the behaviorist views that can explain the desired modification in students' views points. Transferring such ideas into their teaching career, PhD students can be the forerunners of a new era of teaching in the Iranian educational system.

6. Discussion

Metaphor analysis can give us a simple but true reflection of individuals' internal conceptual system. The main focus of the present study is to organize the metaphors created by PhD students about students and professors in the current and ideal situations around the three perspectives of *behaviorist*, *cognitive*, and *situative*laid down by Martinez et al. (2001). Almost half of the metaphors PhD students produced to comment on their professors' roles in the current situation is attributed to behaviorist views, which implies the existence of the metaphor TEACHER AS A CONDUIT among the

created metaphors. Even in PhD programs, students still consider their professors as *selfish books* or *providers of learning sources* whobring their pupils under full control and spoon-feed them with the materials chosen beforehand regardless of the students' interests. Other instances such as *arrogant ruler, dictator,* and *police officer* which have the metaphor TEACHER as MIND and BEHAVIOR CONTROLLER switch attention to the concept students have in mind describing their professors (Oxford et al., 1998).

Nevertheless, a noteworthy point is the total percentage of the metaphors categorized under the cognitive and situative notions. The majority of the metaphors seem to be in favor of the two formerly mentioned approaches. This shows the relative dominance of the cognitive and situative approaches in comparison to the behaviorist ideas among students which suggest a change in their attitudes towards their professors.

Analyzing the results of the created metaphors for professors in the ideal situation shows that situative perspective wins an absolute majority. Compared with the findings related to the current situation, PhD students would rather work with professors who truly believe in the guidelines of situative approach which persuadesthe interaction of the students with the physical world. *Inspiring guide, torch*and *competent leader* pictures a professor who allows students to experience learning while doing different life-like activities and at the same time provide them with the necessary help not to lose the right path. These metaphors exemplify TEACHER as DELEGATOR who believes every student has the potential to guide his/her own learning. *Cheesecake* and *box of gifts* suggest that students enjoy having a professor who is unpredictable in the sense that he/she may raise some controversial topics in the class in order to encourage students' creativity and critical thinking ability, involve students in classroom discussions, and students always look forward to participate under such conditions.

Discussing the produced metaphors about students in the current situation shows that 42.8% of the data is attributed to the behaviorist views and 35.7% is related to situative notions. As it is clearly described, these figures do not differ significantly and it seems that a balance is created in students' assumed roles. The metaphor *plant*, belonging to the situative approach and explaining LEARNER as SIGNIFICANT BEING,suggests the inherent potential in every student to develop in every possible way. Other metaphors such as *paste, prisoner,* and *onlooker* instance behaviorist views of learning and the conceptual metaphors of LEARNER as KNOWLEDGE RECIPIENT and ABSOLUTE COMPLIENT. As it was the case for professors in the current situation, the total percentage of metaphors related to cognitive and situative viewpoints are larger than behaviorist notions of learning (Saban, 2010). It appears that PhD students tend to take a more active role in their learning as compared to their previous years of education.

Almost all of the metaphors about students in the ideal situation are meant to depict learners in the situative framework of learning. It portrays students as unique individuals who are eager to make discoveries and be discovered by their professors but still need the proper context and situation to develop in. The metaphors *adventurer, evaluator, bee,* and *researcher* explain the underlying conceptual metaphor LEARNER as KNOWLEDGE CONSTRUCTOR. In this view, students try to examine all the clues to reach an understanding and bring together all the necessary parts of the knowledge they are about to construct (Saban, 2010).

The findings suggest that the marked difference between students' ideas concerning their professors' and their own roles in classroom seems to be disappearing gradually.The results of the study emphasize on the importance of disclosing the students' hidden beliefs and its effect on selecting the appropriate styles for learning and teaching. As it can be inferred, PhD students have developed a sense of self-understanding through which they can evaluate their activities, trying to change for the best. By knowing what the dominant concepts are in their minds, students can achieve self-awareness and they can either modify or improve their implicit attitudes in order to enhance their level of learning. This study faced a number of limitations such as not taking into account the gender and the age of the participants. The researchers also suggest that since the present study was done in a few universities, more research can be conducted in other universities in Iran to compare the results.

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Table 1.The frequency and percentage of the metaphors produced by PhD students about professors in the current situation

BEH.	f/p	COG.	f/p	SIT.	f/p
Container of information	1/ 9.09%	Leader in a small town	1/ 14.2%	Facilitator	3/ 42.8%
Selfish teacher	1/ 9.09%	Standup comedian	1/ 14.2%	Guide	1/ 14.2%
Sleeping pill	1/ 9.09%	Mother	1/ 14.2%	Problem solver	1/ 14.2%
1.5 V battery	1/ 9.09%	Kind friend	1/ 14.2%	Manager	1/ 14.2%
Accessible reference book	1/ 9.09%	Kind book	1/ 14.2%	Research oriented	1/ 14.2%
Arrogant ruler	1/ 9.09%	Mentor	1/ 14.2%		
Arrogant spokesman	1/ 9.09%	Entertaining shepherd	1/14.2%		
Radio	1/ 9.09%				
Traffic police officer	1/9.09%				
Provider of learning source	1/9.09%				
Selfish dictator	1/9.09%				
Total	11/ 44%	Total	7/ 28%	Total	7/ 28%

Note: Beh= Behaviorist; Cog= Cognitive; Sit= Situative

Table 2.The frequency and percentage of the metaphors produced by PhD students about professors in the ideal situation

BEH.	f/p	COG.	f/p	SIT.	f/p
Sleeping pill	1/ 50%	Knowledgeable, kind human	1/ 20%	Critical thinker	1/ 5.2%
Longman dictionary of language teaching	1/50%	Stand-up comedian	1/ 20%	Friend	1/ 5.2%
		Kind friend	2/ 40%	Enzyme	1/ 5.2%
		Qualified transmitter	1/ 20%	Involve students	1/ 5.2%
				Competent leader	1/ 5.2%
				Guide	1/ 5.2%
				Problem solver	1/ 5.2%
				Cheese cake	1/ 5.2%
				Encouraging researcher	2/ 10.5%
				Feedback provider	1/ 5.2%
				Prompter	1/ 5.2%
				Inspiring guide	1/ 5.2%
				Box of gifts	1/ 5.2%
				Traveler	1/ 5.2%
				Challenger	1/ 5.2%
				Torch	1/ 5.2%
				Collaborative constructor	1/ 5.2%
Total	2/ 7.6%	Total	5/ 19.2%	Total	19/ 73.07%

Note: Beh= Behaviorist; Cog= Cognitive; Sit= Situative

Table 3.The frequency and percentage of metaphors produced by PhD students about students in the current situation

BEH.	f/p	COG.	f/p	SIT.	f/p
Paste	1/8.3%	Seeker of information	1/ 16.6%	Plant seed	1/10%
Container	1/8.3%	Partner	1/ 16.6%	Researcher	1/ 10%
Mentally ill person	1/8.3%	child	1/ 16.6%	plant	6/ 60%
Soldier	1/8.3%	Piece of computer	1/ 16.6%	Active participant	1/ 10%
receiver	2/ 16.6%	Motivated to study	1/ 16.6%	Globe trotter	1/ 10%
Sweet talk worker	1/8.3%	14-month old baby	1/ 16.6%		
Prisoner	1/8.3%				
Tape recorder	1/8.3%				
Studious learner	1/8.3%				
Onlooker	1/8.3%				
Recipient of knowledge	1/8.3%				
Total	12/ 42.8%	Total	6/21.4%	Total	10/ 35.7%

Note: Beh= Behaviorist; Cog= Cognitive; Sit= Situative

Table 4.The frequency and percentage of the metaphors produced by PhD students about students in the ideal situation

BEH.	f/p	COG.	f/p	SIT.	f/p
	0/ 0%	partner	1/ 33.3%	Patient	1/ 5.5%
		Player in Olympic	1/ 33.3%	Dedicated person	1/ 5.5%
		Value learning	1/ 33.3%	Reflective processor	1/ 5.5%
				Passionate thirsty person	1/ 5.5%
				Sieve	1/ 5.5%
				Aware of how to learn	1/ 5.5%
				Bear	1/ 5.5%
				Courageous researcher	2/ 11.1%
				Smart kid	1/ 5.5%
				Football magician	1/ 5.5%
				Skillful player	1/ 5.5%
				Bee	1/ 5.5%
				Vacuum cleaner	1/5.5%
				Automatic research machine	1/5.5%
				Contender	1/5.5%
				Adventurer	1/5.5%
				Risk-taker	1/5.5%
				Self-directed evaluators	1/
Total	0/ 0%	Total	3/ 14.2%	Total	18/ 85.7%

Note: Beh= Behaviorist; Cog= Cognitive; Sit= Situative