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

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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

الملخص العربى

تحليل الاستعارة المفهومية لمفهوم المعلم في الخطط الإستراتيجية المصرية

تستند الدراسة الحالية إلى نظرية الاستعارة المفهومية للاكوف وجونسون (١٩٨٠) 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 والعددي في الدراسة الحالية ، أظهر تحليل مفهوم المعلم أو المدرس أن تنوع التصورات المتعلقة بدور المعلمين تشير إلى أن مهنة التدريس متعددة الأوجه، بدءًا من كون المعلم مربيا إلى كونه محترفًا 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 hypothesize 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 Mid-western 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/alnashra/alnashrha9.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 *Muʕallim, Muʕallimi:n, Muʕallimah, Muʕallima: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 primilary 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. *Mudarrisu:n mutaxasˤsˤisˤu:n* Teachers specialist Lit: Specialist teachers	14	Second point under �ᵒA	ESP.1
معلم متخصص	2. *Muʕallim mutaxasˤsˤisˤ* Teacher specialist Lit: A specialist teacher			ESP.1
المعلم هو خبير	3. *l-muʕallim huwa: xabi:r* A teacher is an expert Lit: An expert teacher	44	First point under point no. 6	ESP.1
المعلم.......مصدر تقديم للمعلومات	4. *l-muʕallim...... masˤdar* Teacher............source *taqdi:m llimaʕlu: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-muʕallim mudarrab* Teacher trained Lit: A trained teacher	44	Ninth line from the bottom	ESP.1
المعلم.......ممارس	6. *l-muʕalim...... muma:ris* Teacher ....practitioner Lit: A practitioner teacher	44	Ninth line from the bottom	ESP.1
المعلم.......تأملي	7. *l-muʕallim...... taʔa:mmuliyy* Teacher ...... reflective Lit: A reflective teacher	44	Ninth line from the bottom	ESP.1
المعلم.......مفكر	8. *l-muʕallim...... mufakkir* Teacher....... Thoughtful Lit: A thoughtful teacher	44	Ninth line from the bottom	ESP.1
ومعلم *فعال* لكل طفل	9. *Muʕallim faʕʕa:l* likull tˤifl Teacher effective for each child Lit: An effective teacher for each child	2	Second red bullet point	ESP.2
معلمتين مدربتين	10. *Muʕallimatayn mudarrabatayn* Two female teachers	16	Point no. 7	ESP. 2

Arabic context	Linguistic expression	Page	Paragraph	Version
	trained Lit: Two trained female teachers			
معلمة مدربة	11. **Muʕallima mudarraba** female teacher trained Lit: A female trained teacher trained	16	Point no. 8	ESP. 2
المعلمين ممارسين للمهنة	12. **Muʕallimi:n muma:risi:n** lilmihnah Teachers practitioners Lit: Practitioner teachers	19	Point no. 4, 1st line	ESP. 2
المعلم الممارس	13. **l-muʕalim……muma:ris** Teacher……..practitioner Lit: A practitioner teacher	19	Point no. 4, 2nd line	ESP. 2
مفكر…….المعلم	14. **l-muʕallim……mufakkir** Teacher……. Thoughtful Lit: A thoughtful teacher	19	Point no. 4, 2nd line	ESP. 2
معلمى التعليم الإعدادى الخاص غير مؤهلين تربويًا	15. **Muʕallimi** ʔattaʕli:m l-ʔiʕda:di Teachers education preparatory l-xa:sˤ ɣayr muʔa:hhal tarbawiyan private not **qualified** educationally Lit: Private preparatory education teachers are not educationally qualified	35	Point no. 1	ESP. 2
معلمـين غيـر المـؤهلين أكاديميًا	16.**Muʕallimi:n** ɣayr **muʔa:hhali:n** Teachers are not qualified aka:di:miyyan academically Lit: Teachers are not academically qualified	45	Point 2.1.3	ESP. 2
معلم كفـء	17. **Muʕallim kufʔ** Teacher competent Lit: A competent teacher	٥٣	Sixth column , fourth row	ESP.2
معلم متأمل	18. **Muʕallim mutaʔa:mmil** Teacher reflective Lit: A reflective teacher	٥٣	Sixth column , fourth row	ESP. 2
معلم مـدرب على المنـاهج	19. **Muʕallim mudarrab** ʕala:	71 &	Point no. seven	ESP. 2

Arabic context	Linguistic expression	Page	Paragraph	Version
الجديدة	Teacher trained on l-mana:hiʤ l-ʤadi:dah curricula new Lit: A trained teacher on new curricula	248	& six	
مـــدرس لغــة إنجليزيــة **متخصص**	20. **Mudarris** luɣah inʤiliziyyah Teachers language English *mutaxasˤsˤisˤ* specialist Lit: A specialist English language teacher	١٠٢	Third line from the bottom	ESP.2
معلمات مؤهلات ومدربات	21. *Muʕallima:t muʔahhala: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
معلمـــــين مســـــاندين لمنظومة الدمج	22.*Muʕallimi: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 المساند	23. *l-muʕallim 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-muʕallim l-musa:ʕid* Teacher helper Lit: A teacher who is a helper	139	Point no. 1.3.2	ESP. 2
المعلمين المساندين	25. *l-muʕallimi:n musa:nidi:n* Teachers supporters Lit: Supporter teachers	١٤٦	Fifth column , third row	ESP. 2
المعلمين المدربين	26. *Muʕallimi: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. ***Muʕallim l-qarn*** 　teacher century Lit: Teacher of the century	228	Last line	ESP. 2
معلــم القــرن الحــادي والعشرين	28. ***Muʕallim l-qarn l-ħaddyy wa*** 　teacher century first ***l-ʕiʃri:n*** twenty Lit: Teacher of the twenty-first century	237	Point no. 5.2.1	ESP. 2
معلم مواكب للتطور	29. ***Muʕallim muwa:kib*** teacher is an ***littatˤwwu:r*** evolutionary one Lit: A teacher is an evolutionary one	241	Last column, last row	ESP. 2
المعلمين المدربين	30. ***l-muʕallimi:n mudarrabi:n*** 　Teachers trained Lit: Trained teachers	260	Point no. 1.3.2	ESP. 2
المعلمـــين.....الركيـــزة الأساسية للتعليم	31. ***l-muʕallimi:n*** ……***ʔarraki:zah*** 　Teachers are……..pillar ***l-ʔasa:siyyah*** lilttaʕli:m main of education Lit: Teachers ...... are the main pillar of education	270	Eighth line	ESP. 2
معلم فعال	32. ***Muʕallim faʕʕa:l*** 　Teacher effective Lit: An effective teacher	2	Second red bulleted point	ESP. ٣
المعلمين المستوفين للعبء التدريسي	33. ***l-muʕallimi:n*** l-mustawfi:yyn 　Teachers meet liliʕibʔ l-ttadrisyy load teaching Lit: Teachers who meet the teaching load	18	Fifth line from the bottom	ESP. ٣
المعلم المربي	34. ***l-muʕallim*** l-murabi 　Teacher caretaker Lit: A teacher who is caretaker	27	3rd paragraph	ESP.3
المعلم المثقف	35. ***l-muʕallim l-muθaqqaf*** 　Teacher educated Lit: An educated teacher	27	3rd paragraph	ESP.3
المعلم الرسول	36. ***l-muʕallim ʔarrasu:l***		4th paragraph	ESP.3

Arabic context	Linguistic expression	Page	Paragraph	Version
	Teacher messenger Lit: A teacher is a messenger			
معلم تربوي	37. *Muʕallim tarbawiyy* Teacher educator Lit: A teacher who is an educator	٤٨	First row	ESP.3
معلم غير تربوي	38. *Muʕallim* ɣayr *tarbawiyy* Teacher is not educator Lit: A teacher who is not an educator	٤٨	First row	ESP.3
معلم خبير	39. *Muʕallim xabi:r* teacher expert Lit: An expert teacher	59	First line	ESP.3
كمصدر وحيد ...المعلم للمعرفة	40. *l-muʕallim*.. kamasˤdar wahi:d Teacher.. as a source sole lil-maʕrifah for knowledge Lit: The teacher...as the sole source of knowledge	٦٠	Third line from the top of the page	ESP.3
كمصدر وحيد ...المعلم للسلطة العلمية	41. *l-muʕallim* .... kamasˤdar wahi:d Teacher... as a source sole lil-ssultˤah l-ʕilmiyyah authority scientific Lit: The teacher as the sole source of scientific authority	٦٠	Third line from the top of the page	ESP.3
المعلم...... محور العملية التعليمية ومركزها الرئيسي	42. *l-muʕallim*.. miħwar l-ʕamaliyyah Teacher....focus process ʔattaʕlimiyyah wa markaziha educational and center l-rraʔisiyy main Lit: The teacher .... the focus of the educational process and its main center	57	Under the title "Ta:ʔhhi:l muʕallimi:n" "qualifying teachers"	ESP. 3
المعلم المتجدد	43. *l-muʕallim l-*mutadʒaddid Teacher renewed Lit: A renewed teacher	76	third point 3	ESP.3
المعلم المرشد	44. *l-muʕallim murʃid* Teacher guide Lit: The Teacher is a guide	76	third point 3	ESP.3
الميسر للتعلم	45. *l-muʕallim..l-muyassir*	76	third point 3	ESP.3

Arabic context	Linguistic expression	Page	Paragraph	Version
	lilttaʕallum Teacher…facilitator Lit: The teacher is a facilitator			
العنصر الفعال	46. *l-muʕallim l-ʕunsʕur l-faʕʕa:l* ingredient effective Lit: The teacher is an effective ingredients	٨٢		ESP.3
المعلمات المدربات	47. *l-muʕallima:t l-mudarrba:t* FemaleTeachers and trained Lit: Female trained teachers	٨٩	Point no. 7	ESP.3
إلمعلمين المدربين	48. *Muʕallimi:n mudarrabi:n* Teachers trained Lit: Trained teachers	92 & 96	Point no. 5 & 7	ESP.3
معلمـــــات مـــــؤهلات ومدربات	49. *Muʕallima:t muʔahhala:t* FemaleTeachers qualified wa *mudarrba:t* and trained Lit: Female qualified and trained teachers		Point no. 1	ESP.3
معلمـــــين مســــــاندين لمنظومة الدمج	50. *Muʕallimi:n musa:nidi:n* Teachers supporter limanzʕu:mat ʔadamdʒ Integration system Lit: Teachers who are supporters for the integration system	108	Point no. 2 under the tilte "Siya:sa:t ʔa-dʒawdah""	ESP.3
معلمين مدربين	51. *Muʕallimi:n mudarrabi:n* Teachers trained Lit: Trained teachers	117	Point no. 2	ESP.3
معلمـــات ريـــاض أطفـــال المدربات	52. *Muʕallima:t* riya:dʕ ʔatʕtʕfa:l FemaleTeachers kindergarten *l-mudarrba:t* trained Lit: Trained kindergarten female teachers	130	Point no. 3	ESP.3

Arabic context	Linguistic expression	Page	Paragraph	Version
معلمـي الحلقـة الابتدائيـة *المدربين*	53. Muʕallimiyy l-ħalaqa Teachers stage l-ʔibtidaʔiyyaha l- mudarrabi:n elementary trained Lit: Trained elementary teachers	130	Point no. 7	ESP.3
معلمـي الحلقـة الإعداديـة *المدربين*	54. *Muʕallimiyy* l-ħalaqa Teachers stage l-ʔiʕda:diyyah *l-mudarrabi:n* preparatory trained Lit: Trained preparatory teachers	130	Point no. 9	ESP.3

معلمـي مرحلـة التعلـيم الثانوى *المدربين*	55. *Muʕallimiyy* marħalat
	     Teachers school
	ʔattaʕli:m l-θa:nawy *l-mudarrabi:n*
	  secondary trained
	Lit: Trained secondary
	school teachers
		130	Point no. 11	ESP.3

المعلمـين الركيـزة الأساسية للتعليم	56. *Muʕallimi:n ʔarraki:zah* Teachers pillar *l-ʔasa:siyyah* lilttaʕli:m main of education Lit: Teachers are the main pillar of education	134	Second paragraph , the line before the last	ESP.3
المعلمين المؤهلين	57. *Muʕallimi:n* l-*muʔa:hhali:n* Teachers qualified Lit: Teachers are qualified	168	First red bullet point	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			ESP. 1	ESP. 2	ESP. 3
		Learner is	Teaching is	Learning is			
Nurture (N=1)	caretaker	A growing and evolving organism	Promoting of the potential development and capacities of learners; mediating the	The growth and development; the learning process is	0	0	1

Role category	Example metaphor	Metaphorical entailments			ESP. 1	ESP. 2	ESP. 3
		Learner is	Teaching is	Learning is			
			learning process via providing consistent feedback and support	influenced by nature and nurture			
Innovato-r (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	The resistance of the change	2	3	1
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	The recipient of input and information processing	1	1	6
Cooperat-ive 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	The motion towards the achievement of targeted goals; the state of being guided ; the continual recipient of support	0	8	3
Professio-nal (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	The recipient of knowledge from knowledgeable individuals who are experts and are prestigiously informative	5	17	16

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-muʕallim* 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.

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Appendix
List of the Phonemic Symbols Used in the Study [1]

I. CONSONANTS

b   voiced bilabial stop

t   voiceless dento-alveolar non- emphatic stop tˤ voiceless (emphatic) dental stop

d   voiced dento-alveolar non- emphatic stop

dˤ voiced (emphatic) dental stop

k   voiceless velar stop

q   voiceless uvular stop

ʔ   voiceless glottal stop

dʒ voiced palatal affricate

ʕ   voiced pharyngeal fricative

ɣ   voiced velar fricative

f   voiceless labio-dental fricative

θ   voiceless inter-dental fricative

ð   voiced inter-dental fricative

zˤ voiced (emphatic) inter-dental fricative

s   voiceless dento-alveolar non- emphatic fricative

sˤ voiceless (emphatic) dental fricative

z voiced dento-alveolar non- emphatic fricative

ʃ   voiceless palatal fricative

x   voiceless uvular fricative

ħ   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

i   short high front unrounded vowel

i: long high front unrounded vowel

a   short low central unrounded vowel

a: long low central unrounded vowel

u   short high back rounded vowel

u: long high back rounded vowel

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