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Exploring Teaching Training Using Metaphors among Arab Students in Israel

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ABSTRACT

Many studies reveal that personal insights and growth can be followed through the study of narratives and metaphors in the field of education. Yet, there is a striking lack of studies in education that analyzes students' metaphors regarding teacher-training practicum as a continuous process, and there is a lack of such studies in various cultural contexts. This paper describes how Arab teacher-training students described their impressions of their practical experience through personal stories entirely based in metaphoric language. The study was carried out in a multiple case study format, in which the cases are the stories of the students. The stories were written in Arabic the mother tongue of the students. This paper contributed to the body of knowledge available about student teachers' practical experiences in two ways: first, by providing a detailed understanding of how students perceive their practicum; and second, since knowledge through metaphors can provide direction in structuring training courses for student teaching in accordance with student insights and by addressing their needs, such an understanding will be useful to teachers and instructors and can guide them in providing training that is relevant, rational, and supportive.

KEYWORDS

Component; Formatting; Style; Styling; Insert

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