




The Metaphoric Perceptions of the Prospective Turkish Language and Literature Teachers, Taking Pedagogical Formation Education about "Bilingualism"

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ABSTRACT

The concept of bilingualism is gaining prominence in our daily lives due to political and social reasons. The fact that bilingualism has become an undeniable fact requires investigation of it in educational sciences. How prospective teachers perceive the concept of bilingualism will fill a gap in the literature in terms of understanding educational practices. In this context, the purpose of this study is to determine the perceptions of the Turkish language and literature teacher candidates who have received formation education about the concept of "bilingualism" through metaphors. About 92 Turkish language and literature teacher candidates, studying at Çukurova University, form the research group of the study, for which qualitative research design is adopted. As a data collection tool, each student was given a guidance note with the expression of "bilingualism is like... because..." and the blanks in this guidance note were asked to be filled in. The metaphors obtained in the study were collected in different categories. Content analysis technique was used to analyze the data. According to the results of the research, it was determined that Turkish language and literature teacher candidates who received formation education had positive perceptions about the concept of bilingualism in a total of 12 concept categories.

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1. Introduction

Bilingualism is a concept that has existed throughout history due to political and social reasons and its importance has increased gradually day by day in association with the globalizing of the world. Bilingualism, which is the English word, is formed by the combination of the two words "bi" in Latin and "lingualism" meaning linguistics. Bilingualism is a mixed psychological and sociocultural behavior and has multidimensional aspects (Butler & Hakuta, 2004). In the updated Turkish dictionary of Turkish Language Agency (TDK) (2020), bilingualism is defined as "being bilingual". In the TDK Geographical Terms Dictionary (1980), "speaking in more than one language among the citizens of the same state" is called bilingualism. Although there are different opinions about what bilingualism is and who should be called bilingual, it is generally deemed sufficient for an individual to be bilingual to speak two languages. As can be seen, speaking and listening skills of the person's four basic language skills are considered sufficient for practical communication. The speed, which is undeniable in today's world where education, health, entertainment and economy have reached a global dimension, creates an intense interaction and thus makes communication the most important element.

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The fact that “language” is the structure that carries this communication makes it almost compulsory to learn languages other than the mother language. Akkaya and Aydın (2019, p. 91) mentions that bilingualism is considered as a popular quality that is growing day by day. Approximately two-thirds of the world's population today is bilingual (Institute for Learning and Brain Sciences UW). Consequently, as in the example of the European Union, the concepts of bilingualism and multilingualism in the international dimension have gained prominence in education and have even influenced educational policies.

Teachers conducting educational services in accordance with the purpose of education are also the main subjects that lead the society (Battal, 2003). It is also teachers who form or portray the perspective of students, who are the target audience of education, towards bilingual individuals and being bilingual. The Turkish language and literature course of secondary education (9th, 10th, 11th and 12th grades) equips the students with many knowledge, skills and attitudes such as the beauty and subtleties of Turkish, which are specified under the special objectives of the curriculum and the field-specific skills. Consequently, this course has an important position on the Turkish language and literature teachers, language phenomenon and awareness of bilingualism. In this context, it is also important to investigate the perceptions of Turkish language and literature teacher candidates on bilingualism. Because what the concept of bilingualism means in the eyes of prospective teachers and what kind of meaning it evokes will contribute to the perception of the prospective teachers' perspective after starting their profession.

In this study, the metaphorical perceptions of Turkish language and literature teacher candidates on bilingualism were quantified. The word metaphor is derived from the root of the Greek *metapherein* (Aytan, 2014). *Meta* means to change and *pherein* means to carry (Levine, 2005, p. 172). In the contemporary Turkish dictionary (2020), the word metaphor means figurative and has transferred from the French word *métaphore* to our language. According to Eraslan (2011, pp. 3-4), the concept of metaphor in our language has been used in the form of “*benzetmeler, eğretilmeler, istiareler and mecazlar*”. This etymological structure shows the feature of metaphor to reconcept a phenomenon or an object, to connect and express it with different perspectives. The truth is that if one of the concepts is well known, it will be easier to explain the other (Tamimi, 2005, p. 30). In other words, metaphor is the process of establishing a link between the information in the mind that allows to perceive and understand one subject from the perspective of another subject (Eraslan, 2011, p. 4). Contrary to popular belief, metaphor is not only a philosophy and literature term, it also carries an educational and psychological mission. According to Saban (2004, p. 132) “Metaphors provide an opportunity for educators to make comparisons between two things, to draw attention to the similarities between two things, or to explain something by substituting it with other things”. Enabling the reflection of a certain mental scheme on another mental scheme by establishing a relationship between two dissimilar situations makes the concept of metaphor powerful as a mental model (Saban, 2008, p. 424).

This research was designed to find clues about how Turkish language and literature teacher candidates perceive the concept of bilingualism. According to the previous researches in literature, there are some studies about the concept of metaphor conducted on different subjects related to Turkish language and literature teachers and teacher candidates. Some of the prevailing studies are; Yazıcı's (2012) “Metaphors about the ‘literature’ of candidate teachers graduated from the Department of Turkish Language and Literature”, Kahya's (2018) “Analysis of Prospective Turkish Language and Literature Teachers' Perceptions on the Concept of 'Literature Teacher' Through Metaphor”, Özdaş and Çakmak (2018) “Metaphoric Perceptions of Teacher Candidates Regarding Teaching Practice”, Aydın's (2018) “Macedonian bilingual Turkish teachers' metaphorical perceptions of Turkish Language”, Pilav's (2018) “Perceptions of Turkish Language and Literature Teachers on Writing Skills” Yılmaz and Çakmak's (2016) “The Views of Turkish Language and Literature Teacher Candidates About Nature of the Course, Special Teaching Methods, in the Pedagogical Formation Education Program” and Özdemir, Tulumcu and Idi Tulumcu (2019) “Turkish and Turkish Language and “Perceptions of Literature Teacher Candidates Towards the Teaching Profession”. However, there is no metaphor study on bilingualism about Turkish language and literature teachers and teacher candidates. It has been contemplated that this study will contribute to the field by revealing the perceptions and thoughts of Turkish language and literature teacher candidates who receive formation education about the concept of bilingualism.

The primary purpose of the study is to determine the perceptions of the Turkish language literature teacher candidates who have received formation education about the concept of bilingualism. In this context, the

views of 92 Turkish language and literature teacher candidates who received formation training at Çukurova University on the concept of bilingualism were investigated. The problem statement of the research was determined as *"What are the metaphorical perceptions of the Turkish language literature teacher candidates who receive formation education about the concept of bilingualism?"*

2. Method

2.1. Research Model

In this study, which aims to find out the opinions of Turkish language and literature teacher candidates who attend Pedagogical Formation Education on bilingualism concept, phenomenological model is applied. In a phenomenological research that focuses on the life experiences of people, (Merriam 2013) the main point is on how people perceive a phenomenon, how they describe it, what they think about it, how they judge it, how they remember it, how they interpret it, and how they talk about it with others. (Patton, 2014) In this study, since Turkish language and literature teachers' opinions about bilingualism concept based on their experiences are obtained, phenomenological model is used.

2.2. Research Group

The research group of this article consists of 92 Turkish language and literature teacher candidates who are studying in Çukurova University. Of the candidates, 48 is woman and 44 is man. Both the opportunity to reach the candidates and the sufficient number of students were effective in choosing Cukurova University.

2.3. Data Collection

The data were collected by the researcher using a metaphor form. In order to collect data in the study, prospective teachers were asked to answer the question *"Bilingualism is like... because..."*. According to Saban (2008), the concept of *"like"* is used to more clearly evoke the connection between the subject of the metaphor and the source of the metaphor in the metaphor studies. With the concept of *"because"*, it is expected to constitute a rationale or a logical basis for the metaphors produced by students. Then, after explaining what metaphor means, students should be informed about the purpose of this study.

2.4. Data Analysis

Based on the metaphors expressed by the prospective teachers, codes and categories were determined. Content analysis method was used in evaluating the data. The main purpose in content analysis is to reach the concepts and relationships in which the collected data can be explained. Data similar to each other are brought together logically and interpreted clearly (Yıldırım & Şimşek, 2008, p. 227). The forms filled out by the prospective teachers were carefully examined, the metaphors created by the candidates were listed, and the listed metaphors were divided into groups. In order to ensure the reliability of the study, the metaphors were conceptually ranked by categories by two researchers except the author. Afterwards, the categories were determined by considering the justifications of the metaphors. Later, these categories were matched and combined.

3. Findings

In this section, the metaphors formed by the students training formation education about the concept of bilingualism at Çukurova University were conceptually categorized and analyzed. Quotations were taken from sentences related to the generated metaphors.

Table 1. The Metaphors Developed by Students for Bilingualism and the Number and Percentage of Students Representing Them

Code	Name of the Metaphor	Student Representing Metaphor		Code	Name of the Metaphor	Student Representing Metaphor	
		(f)	(%)			(f)	(%)
1	Branches of a tree	1	1,09	38	Two different countries	1	1,09
2	Two branches of a tree	1	1,09	39	Two eyes	1	1,09
3	Mind games	1	1,09	40	Two people	6	6,52
4	Gold	2	2,17	41	Two fruiting trees	1	1,09
5	Subtitle	1	1,09	42	Two countries	1	1,09
6	Key	1	1,09	43	Encounter with a second color	1	1,09
7	Car and key	1	1,09	44	Twin	1	1,09
8	Stay in between	1	1,09	45	Human	1	1,09
9	Aromatic	1	1,09	46	Human perspective	1	1,09
10	Mirror	2	2,17	47	Confusion	1	1,09
11	Spice	1	1,09	48	Chaos	1	1,09
12	Parents of the individual	1	1,09	49	Complicated feeling	1	1,09
13	Idle talk	1	1,09	50	Profit	1	1,09
14	Nightingale	1	1,09	51	Cat	1	1,09
15	Heaven and hell	1	1,09	52	Stuttering	1	1,09
16	Muddy water	1	1,09	53	Guide	1	1,09
17	Diversity	1	1,09	54	Person	1	1,09
18	Plural living	1	1,09	55	Coin	1	1,09
19	Multilingualism	1	1,09	56	Greengrocer	1	1,09
20	Garbage	1	1,09	57	Logic	1	1,09
21	Ocean	1	1,09	58	Profession	1	1,09
22	World	1	1,09	59	Organ	1	1,09
23	Marbled	1	1,09	60	Game	1	1,09
24	Economic	1	1,09	61	Self confidence	1	1,09
25	Sun	1	1,09	62	Raw food	1	1,09
26	Pregnancy	1	1,09	63	Color	1	1,09
27	Life	1	1,09	64	Black and white	1	1,09
28	Treasure	1	1,09	65	Problem	1	1,09
29	Need	1	1,09	66	Water	3	3,26
30	Two separate people	1	1,09	67	Spoiled	1	1,09
31	Two separate personality	1	1,09	68	Password	1	1,09
32	Two headed giant	1	1,09	69	Soil and water	1	1,09
33	Double headedness	1	1,09	70	Creativity	1	1,09
34	Two selves	1	1,09	71	Life	1	1,09
35	Bilingual	1	1,09	72	Substitute	1	1,09
36	Two worlds	2	2,17	73	A new person	1	1,09
37	Two different people	3	3,26	74	Prosperity	7	7,60
Total						92	100

About 74 different metaphors were produced by 92 participants regarding the concept of "bilingualism" (Table 1). It is apparent that the most developed major metaphors are "Prosperity", "two people" and "water".

Table 2. Conceptual Categories Created by Students' Metaphors Regarding Bilingualism

Metaphor Categories	(f)	(%)
Being Diverse / Rich	25	27,18
Being Beneficial / Needed	17	18,48
Facilitating Communication	13	14,13
Creating Confusion and Causing Conflicts	11	11,96
Creating Difference and Innovative	9	9,78
Complementing each other	6	6,52
Causing Damage	3	3,26
Being Distinguished	2	2,17
Guiding / Shedding Light	2	2,17
Developing Mind	2	2,17
Entertaining	1	1,09
Being Unique by Itself	1	1,09
Total	92	100

As seen in Table 2, the metaphors produced by the participants were divided into 12 conceptual categories. The category represented by the most metaphor is the "Being Diverse / Rich " category; The categories represented by the least metaphor are "Entertaining" and "Being Unique by Itself" categories.

Table 3. Metaphors Regarding the "Being Diverse / Rich" category

Metaphor Name	(f)	(%)	Metaphor Name	(f)	(%)
Two people	5	20	Two selves	1	4
Prosperity	5	20	Two different people	1	4
Aromatic	1	4	Two different countries	1	4
Mirror	1	4	Two countries	1	4
Spice	1	4	Human	1	4
Diversity	1	4	Person	1	4
Live in plural	1	4	Greengrocer	1	4
World	1	4	Color	1	4
Pregnancy	1	4			
Total			Total	25	100

In this category, there are 17 different metaphors developed by 25 participants (27.18%). It is the category that is represented by the most metaphors. The main metaphors developed in this category are the metaphors of "two people and prosperity". Participants stated that bilingual individuals have more than one culture and language, resulting in a fact that bilingualism is a diversity or prosperity for individuals.

Some of the participants' expressions that make up this category are given below:

"Bilingualism is like a world, because it is a diversity and a door with windows of opportunities. Being bilingual is being in different cultures."

"Bilingualism is like a greengrocer, because it contains wealth."

"Bilingualism is like two different countries, because it contains as much culture as the language it knows."

Table 4. Metaphors Regarding "Being Beneficial / Needed" Category

Metaphor Name	(f)	(%)	Metaphor Name	(f)	(%)
Water	3	17,66	Profit	1	5,88
Prosperity	2	11,78	Cat	1	5,88
Key	1	5,88	Profession	1	5,88
Economic	1	5,88	Organ	1	5,88
Treasure	1	5,88	Self confidence	1	5,88
Need	1	5,88	Life	1	5,88
Two fruiting trees	1	5,88	Substitute	1	5,88
Total			Total	17	100

In this category, there are 14 different metaphors created by 17 participants (18.48%). "Water, Prosperity and key" are some of the metaphors created. Metaphors expressing that bilingualism is a need for people and that

it provides material or moral benefits to people have been developed by the participants. Additionally, bilingualism has been stated as an important status in achieving success and increasing self-confidence.

Some of the expressions of the participants creating this category are given below:

“Bilingualism is like water, because it enables people to continue their existence.”

“Bilingualism is like a tree bearing two fruits, because sometimes a single fruit does not feed a person, bilingualism is a necessity for me, and it is always good to know more than one language.”

“Bilingualism is like self-confidence, because a bilingual person becomes more successful in life with increased self-confidence.”

Table 5. Metaphors Regarding the Category Facilitating Communication

Metaphor Name	(f)	(%)	Metaphor Name	(f)	(%)
Parents of the individual	1	7.69	Bilingual	1	7.69
Nightingale	1	7.69	Two eyes	1	7.69
Heaven and hell	1	7.69	Two people	1	7.69
Multilingualism	1	7.69	Coin	1	7.69
Ocean	1	7.69	Password	1	7.69
Marbled	1	7.69	A new person	1	7.69
Life	1	7.69			
Total				13	100

In this category, there are 13 metaphors created by 13 participants (14.13%). “Nightingale, marbling and ocean” are some of the metaphors created. Participants developed metaphors, indicating that bilingualism enables people to express themselves in different languages and facilitates communication with other people. However, it was stated that bilingual individuals also have the opportunity to communicate with more than one community that has the same language.

Some of the expressions of the participants creating this category are given below:

“Bilingualism is like an ocean, because the ease of self-expression is like an unlimited ocean.”

“Bilingualism is like a new person, because every language brings an agreement with a new person.”

Table 6. Metaphors Regarding “Creating Confusion and Causing Conflicts” Category

Metaphor Name	(f)	(%)	Metaphor Name	(f)	(%)
Mind game	1	9,09	Confusion	1	9,09
Stay in between	1	9,09	Complexity	1	9,09
Idle talk	1	9,09	Complicated feeling	1	9,09
Muddy water	1	9,09	Stuttering	1	9,09
Double headedness	1	9,09	Problem	1	9,09
Twin	1	9,09			
Total				11	100

In this category, there are 11 metaphors created by 11 participants (11.96%). "Mind game, double headedness, twin and idle talk" are some of the metaphors created. The participants stated that bilingualism causes problems in communication, confuses two languages with each other and makes communication difficult, thus causing incomprehensibility.

Some of the expressions of the participants creating this category are given below:

“Bilingualism is like a mind game, because learning two languages is difficult to try not to confuse the two. ”

“Bilingualism is like double headedness, because what you mean may not be clearly understood. ”

“Bilingualism is like a twin, because it mixes them.”

Table 7. Metaphors Regarding the “Creating Difference and Innovative” Category

Metaphor Name	(f)	(%)	Metaphor Name	(f)	(%)
Two different people	2	22,22	Two worlds	1	11,11
Mirror	1	11,11	Encounter with a second color	1	11,11
Two separate people	1	11,11	Human perspective	1	11,11
Two separate personality	1	11,11	Creativity	1	11,11
Total			9 100		

In this category, there are 8 different metaphors formed by 9 participants (9.78%). “Two different people, mirrors and two worlds” are some of the metaphors that have been created. Some of the expressions of the participants creating this category are given below:

“Bilingualism is like two different people, because you can change it with a second language while people dominate a limited area with a language they know. Two languages mean two people in the same body.”

“Bilingualism is like a mirror, because when you look in front of you it seems like there are two people.”

“Bilingualism is like two different people, because different feelings arise with the ideas of two people.”

Table 8. Metaphors Regarding “Complementing Each Other” Category

Metaphor Name	(f)	(%)
Black and white	1	16,66
Soil and water	1	16,66
Car and key	1	16,66
Branches of a tree	1	16,66
Two branches of a tree	1	16,66
Two headed giants	1	16,66
Total	6	100

In this category, there are 6 metaphors created by 6 participants (6.52%). “Black and white, earth and water, two-headed giant” are some of the metaphors created. Some of the expressions of the participants creating this category are given below:

“Bilingualism is like black and White, because they are opposite concepts but compatible.”

“Bilingualism is like land and water, because it feeds each other.”

“Bilingualism is like a car and a key, because they complement each other.”

Table 9. Metaphors Regarding the “Causing Damage” Category

Metaphor Name	(f)	(%)
Garbage	1	33.33
Raw food	1	33.33
Spoiled	1	33.33
Total	3	100

In this category, there are 3 metaphors created by 3 participants (3.26%). “Garbage, raw food and spoiled” are metaphors created. Some of the expressions of the participants creating this category are given below:

“Bilingualism is like garbage, because it makes you sick.”

“Bilingualism is like raw food, because it does not taste.”

“Bilingualism is like the spoiled, because it has an answer to everything.”

Table 10. Metaphors Regarding the “Being Distinguished” Category

Metaphor Name	(f)	(%)
Gold	2	100
Total	2	100

In this category, there is 1 metaphor created by 2 participants (2.17%). The metaphor in this category is the gold metaphor. Some of the expressions of the participants creating this category are given below:

“Bilingualism is like gold, because it is valuable.”

“Bilingualism is like gold, because it never loses value.”

Table 11. Metaphors Regarding the “Guiding / Shedding Light” Category

Metaphor Name	(f)	(%)
Sun	1	50
Guide	1	50
Total	2	100

In this category, there are 2 metaphors created by 2 participants (2.17%). The metaphors in this category are the "sun and guide" metaphors. Some of the expressions of the participants creating this category are given below:

“Bilingualism is like the sun, because it enlightens people better. ”

“Bilingualism is like a guide, because when you go somewhere you may lose your direction, yet the guide shows the way out.”

Table 12. Metaphors Regarding the “Developing Mind” Category

Metaphor Name	(f)	(%)
Subtitle	1	50
Logic	1	50
Total	2	100

In this category, there are 2 metaphors created by 2 participants (2.17%). The metaphors in this category are "subtitle and logic" metaphors. Some of the expressions of the participants creating this category are given below:

“Bilingualism is like subtitles. While watching a movie, translating it, adjusting the synchronization, and coordinating yourself improves the brain skills more. ”

“Bilingualism is like logic, because it both thinks and speaks. ”

Table 13. Metaphors Regarding the “Entertaining” Category

Metaphor Name	(f)	(%)
Game	1	100
Total	1	100

In this category, there is one metaphor created by one participant (1.09%). The metaphor in this category is the "game" metaphor. The participant statement that makes up this category is given below:

“Bilingualism is like a game, because it’s fun. ”

Table 14. Metaphors Regarding The “Being Unique to Itself” Category

Metaphor Name	(f)	(%)
Two worlds	1	100
Total	1	100

In this category, there is one metaphor created by one participant (1.09%). The metaphor in this category is the "two worlds" metaphor. The participant statement that makes up this category is given below:

“Bilingualism is like two worlds, because it has its own characteristics.”

4. Discussion, Conclusion and Recommendations

In this study, the perceptions of Turkish language and literature teacher candidates who are studying at Çukurova University about bilingualism were determined. In this respect, the Turkish language and literature teacher candidates were asked the question in the form of “Bilingualism is like... because...” and metaphors presenting their perceptions of bilingualism were received. Based on the metaphors developed by Turkish language and literature teacher candidates regarding the concept of bilingualism, the following 12 categories have been determined:

1. Being Diverse / Rich One

2. Being Beneficial / Needed
3. Facilitating Communication
4. Creating Confusion and Causing Conflicts
5. Creating Difference and Innovative
6. Complementing Each Other
7. Causing Damage
8. Being Distinguished
9. Guiding / Shedding Light
10. Developing Mind
11. Entertaining
12. Being Unique to Itself

Prospective teachers developed 74 metaphors that were classified and divided into 12 categories. The wide range of metaphors that Prospective teachers present about bilingualism can be expressed as attributing very different meanings to bilingualism.

When the conceptual categories were examined, it was seen that the participants who developed metaphors about bilingualism mostly chose metaphors that were included in the concept area "Being Diverse / Rich" with 27.18%. The high rate of this category shows that bilingualism is a concept that is generally seen as valuable and rich in the mental world of the individual and society. Language and culture are two elements that show a parallel movement and development (Güvenç, 1999, p. 108). In this context, bilingualism enriches the society and enables the development and diversification of social culture through language. Bilingualism is the concept of interculturalism formed and embedded in the individual. For this reason, bilingualism enables people from different cultures to share feelings and thoughts and to develop an understanding of international respect and tolerance.

About 18.48% of the Turkish language and literature candidates participating in the study preferred the "Being Beneficial / Needed" conceptual category by using metaphors such as "water, prosperity, key and need". In this context, bilingualism is seen as a necessity benefiting its speakers. As one prospective student stated, "Bilingualism is like water, because it enables people to continue their existence.", bilingualism has become essential in today's world like water. Knowing a second language in a globalizing world emerges as a necessity in many areas such as economy, health and education.

Around 14.13% of the participants preferred the concept area of "Facilitating Communication" by using metaphors such as "two eyes, marbling and ocean". The answers given at this point show that bilingualism plays a role that positively affects communication and interaction between individuals and facilitates the establishment of a proper communication environment. Knowing a second language changes the individual's approach on subject and object and internalizes cognitive differences. In this context, bilinguals are in an advantageous position in terms of distinguishing similarities and differences in communication between individuals and conducting communication on a proper basis. Bilinguals show higher performance in cognitive flexibility, one of the cognitive features, than monolinguals (Karşlı & Karakelle, 2018, p. 175). The reactions, perspectives and alternatives that individuals develop for the problems they encounter, reveal his cognitive flexibility. Specifically, cognitive flexibility, which is related to the cognitive dimension of the individual, facilitates the life of the individual in challenging situations and is effective in solving the problem by finding options from these challenging situations (Akçay Özcan & Kıran Esen, 2016, p. 3).

Nearly 11.96% of the participants preferred the concept area of "Causing Confusion and Conflicts" by using metaphors such as "staying in between, mind game and double-headedness". Despite the fact that bilingual individuals speak both languages, they have not undergone a sufficiently good education process in both languages and are deficient in two languages, causing them to be defined as semilingual. According to Baker (2001, p. 8), bilinguals who show a lack of proficiency in both languages can be defined as "semi-lingual". In such cases, a process may occur in which the individual moves back and forth between the rules of the two languages. Thus, as the participants stated in their metaphors, the situation of "on the horns of a dilemma" of the participants may be experienced.

Almost 9.78% of the participants preferred the concept of "Creating Difference and Innovative" by using metaphors such as "two different people, creativity and two worlds". Based on the Wittgenstein's (2016)

statement of "*The limits of my language are the limits of my world*", it can be inferred that bilingualism expands the mental world of the individual. Alternatively, it may also be stated that a bilingual individual experiences two different worlds of two different languages together, and this situation makes him different.

Approximately 6.52% of the participants preferred the concept area of "Complementing Each Other" by using metaphors with different names. Bilingualism is the case when a language with two different structures and formations/design appears together in the individual. The fact that bilingual individuals go back and forth between the concepts of the two languages they speak shows that they establish a transparent structure between the two languages. Bilingual individuals benefit two languages while expressing their feelings and thoughts. In this case, using two languages together is the basis of bilingual individuals in expression. In short, the two languages used in bilingual individuals are in a structure that complements each other.

About 3.26% of the participants preferred the concept category of "Causing Damage" using metaphors with different names. Along with multilingualism, one of the most spoken linguistics topics in the world is bilingualism. Although there are positive opinions around the world about bilingualism and acquiring a second language, the presence of metaphors in our study in which bilingualism is seen as a damaging concept is a valuable data for our understanding of different views in society. It may be the starting point of these metaphors that a second language will damage the mother language and thus cause cultural changes.

Nearly 2.17% of the participants preferred the "Being Distinguished" concept category using metaphors with different names. They stated that bilingualism is always a valuable concept based on the gold metaphor. At the same rate, the participants used metaphors with different names included in the concept of "Guiding / Shedding Light", based on the fact that the individual can use two languages everywhere and they are guiding. In addition, 2.17% of the participants preferred metaphors that fall into the "Developing Mind" concept, emphasizing the structure of bilingualism that develops the mental world of the individual.

While 1.09% of the participants preferred the "Entertaining" concept area using the "game" metaphor, the same percentage of the participants pointed out that bilingualism is a different linguistic phenomenon by using the "two worlds" metaphor and preferred the "Being Unique by Itself" concept category.

Language that enriches the mental world of the individual and facilitates communication; reveals differences in terms of individual level with each of its features and similarities in cross-cultural dimension. The concept of bilingualism develops in that dimensions. Different research needs to be conducted in many areas, from the impact of bilingualism on the individual to its impact on society. The opinions of teachers, who are the sculptors of the society so to speak, about bilingualism will also characterize the perspective of bilingualism in society. In this context, it is essential to know the differences between monolingual and bilingual teachers' perceptions of bilingualism and its effects on their education approach. It is thought that such studies will contribute to bilingualism related research and educational sciences in our country.

5. References

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