

Social Studies Teacher Candidates' Metaphorical Perceptions towards "Modernization" and "Globalization" Concepts

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Abstract—Modernization and globalization facts led to different reaction in non-Western societies. Stance taken against modernization or globalization also affects the perception for these concepts directly. Metaphors are also effective instruments in terms of revealing the perception of students for a specific concept. In this study, the perception of Social Studies teacher candidates for modernization concept is tried to be determined through metaphors. Working group of the research is consist of first, second, third and fourth grade students from Ataturk University Kazim Karabekir Education Faculty, Department of Social Studies Education. In order to gather the data, all the students were given a form contains the sentences "Modernization is like; because" and "Globalization is like; because" and they were wanted to fill the gaps. Analysis and interpreting process of metaphors took place in four stage: (1) determining the metaphors, (2) categorizing the metaphors, (3) developing a category, (4) providing validity and reliability. In research, Phenomology design, one of the qualitative research methods is used. In results of the study, for modernization concept, 146 metaphors which are developed by teacher candidates were collected under 9 category in terms of similar/common traits. For "globalization" concept, 103 different and valid metaphors were developed by 144 teacher candidates. These metaphors were collected under 11 category in terms of similar/common traits.

Index Terms—Globalization, metaphor, modernization, perception.

I. INTRODUCTION

Since 19th century, "modernization", "modernity" and "modernism" concepts have been used in lots of subjects like literature, art, philosophy and economy. Investigating the etymology of modernization concept, we reach the Latin word "modo" which means "present, today." This word is used as "moda (fashion)" in our language today and it means "the latest"[1]. Also, this concept is defined as the thing which is short-dated comparing to the customs, instantly changeable, temporary behavior spreading through imitation, dressing and art style [2].

The word "modern" which is derived from the root moda (fashion), means "relating to the present or recent time" [3]. At the same time, the modern concept is defined as "the latest technique, method or produced" or "the characteristic of style

or movement as a result of destroying tradition" [4].

The word "modern" that we are trying to explain by investigating etymology — modernus in Latin- was used for the first time in late in 5th century B.C.E. in order to discriminate image-worship history of Roma from the era when

Christianity was accepted officially. It expresses a disengagement or changeover with this feature. The factors emphasized by the meanings of the word "moda (fashion)", the root of the concept of modern, are the expansionist features of change, differentiation, a common acceptance and fashion.

Modernization is a movement for being a modern, as well [5]. Modernization, since it has been appeared, aims to make Catholic traditions close to modern views by predicating on the latest, recent social and political improvements in philosophy, history and the other sciences. In this regard, modernization wants to church to state the truths again and aright [4].

The usage of "disengagement and changeover term" in modernization process became a case that lots of authors mention. The key factor of this usage is the classification of the society done by some authors and philosophers with the modern term. In 1861, Sir Henry Maine divided all the societies as based on "statue" or based on "agreement" [6]. Tönnies who accepts this analysis as beginning, added a discrimination to social science literature; Gemeinschaft (community) and Gesellschaft (society) [6].

Another definition claims that modernization is a disengagement and changeover process is belong to Bendix. According to him, modernization is "Social and political changes seen in western civilization countries following the industrialization. Among these changes, urbanization, vocational changes, social mobility, universal education can be seen as a modulation from absolutist regime to pluralist regime and from laissez-faire to modern welfare state [7]. Another name Jeanniere, also, mentions four reforms determine modulation to modernity. These are scientific, political, cultural technical and industrial reforms [7].

Globalization, on the other hand, which occupies the societies' agenda especially onwards the last quarter of 21th century, is a fact we have been coming across. Globalization have been the spotlight of many subjects from economy to policy.

The Economist magazine had influence in terms of globalization concept to gain its current meaning in 4 April 1959 [8]. For the first time, in a text he wrote in 1962,

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McLuhan used the term “global village” which is stated frequently in order to comprehend the effect of the new communication technology in our lives [8].

According to Modelski, globalization is a concept contains the historical process of enlargement and deepening of general solidarity among nations, civilizations and political community [9].

According to Giddens, globalization is generally the synonym of modernity because in new age ‘the number of global social relationship’ is far more than all the others in history. In order to comprehend the globalization, we need to examine the forces motivate modernity. In other words, the important thing is to understand how they became a globalizing force for the qualification of their engaged industrialization, capitalism, militarism and statism process [9].

It can be said that globalization is consist of three engaged factors; enlargement of marketing, challenging to states and institution, the emergence of new social and political movements. These are not theoretical approaches which erected each other, they express the different sides of globalization. Fundamentally, globalization has an intercommunal and international frame [10].

Modernization, originated from Western, also become a current issue in non-Western communities as a disengagement and changeover process. It is seen that especially in non-Western communities’ reactions for modernization is various. It is a reality that variety in reactions effects the modernization perception in society. Especially in some countries which cannot complete the modernization process, like Turkey, it is estimated that modernization perception has an effect on teaching modernization-based lessons. On the other hand, it is thought that modernization perception may change in terms of activity in every part of life and the results of it.

In Turkey, modernization and globalization are teaching both in lessons and school books in educational institutions. Existence of “modernization” and “globalization” in school books or teaching these subjects as lessons in university shows the importance of mentioned facts. As part of these lessons “modernization” and “globalization” perception that students have, is accepted as a determinant in teaching lessons. Thus, in this study, “modernization” and “globalization” perception of Social Studies teacher candidates is tried to be determined through metaphors.

Metaphor, “metapherein” in Greece, means “transfer” however; today it is used as similar relations between two subject, fact or relationship [11]. Metaphor means a way of describing something indirectly by comparing it with something else which has some of the same qualities [12]. Metaphors help to define something unknown through known experiences, presents a practical method in order to transmit complicated ideas, provide to define the important features of complex changeable easily and transfer the whole story in one idea [13]. Shortly, metaphor is comprehend something as if it is another thing and also to experience it [14].

In education, like other sciences, researchers and operators are directed in their field by metaphors and images

unconsciously. These are accepted as prototype of professional knowledge or draft of professional thought. Metaphors especially effects the idea of the teacher about teaching and learning deeply during the planning and analyzing process [15]. Investigating the metaphor studies in Turkey it is seen that there are some studies about teacher, student and school concepts, class and class direction, role and usage of metaphors in education system. For example, metaphor studies for determining perception of students towards concepts like teacher, student and director were done [16]-[18]. Another examples are metaphor studies for determining perception of students and teachers towards concepts like teacher, culture, classroom and classroom management [19], [20]. This kind of studies provide students to appear their perception for factors during the education process. Apart from this, in the configuration of education process this studies are seen as a guide by determining some concepts through the metaphors. Hence, the first factor requires this study is that the researcher¹ is studying and teaching about modernization. At the same time, it is observed that mentioned teacher candidates sometimes use the “modernization” and “globalization” concepts for each other and they have a contradiction in terms. For that reason it is made out that determining the modernization and globalization concepts is important and it is thought that such a study may give significant results for both the researcher and mentioned lessons. That’s why it is thought that through this study, perception for mentioned concepts can be appeared so, the results may help teacher in teaching mentioned lessons. In this context, students’ perceptions for modernization and globalization are tired to be determined in this study.

II. PROCEDURE

A. Purpose

In this study, the purpose is to reveal the perception of Social Studies teacher candidates for modernization and globalization concept through metaphors. For this purpose, the answers of these questions were seek;

- 1) What are the metaphors that Social Studies teacher candidates develop for the concept of modernization?
- 2) In which category may the metaphors developed by Social Studies teacher candidates for the concept of modernization be gathered in terms of common traits?
- 3) What are the positive and negative metaphors that Social Studies teacher candidates develop for the concept of modernization?
- 4) What are the metaphors that Social Studies teacher candidates develop for the concept of globalization?
- 5) In which category may the metaphors developed by Social Studies teacher candidates for the concept of globalization be gathered in terms of common traits?
- 6) What are the positive and negative metaphors that Social Studies teacher candidates develop for the concept of globalization?

Besides, as part of these purposes, the results of study is

¹ Mentioned researcher is Erol Çiydem.

supposed to be guide to the researcher in the lessons based on this concepts or the related lecturer.

B. Method

In this study, which is done through qualitative research method, Phenomology design is used. Phenomology design focuses on the facts that we know but have no deep knowledge. Phenomology provide a proper basis for the studies purpose to investigate the facts that we have a little knowledge and at the same time we cannot comprehend totally [21]. In other words, apart from the way people perceive and define the fact, it focuses on how they feel about that fact, how they judge it, how they remember it, how they explain it and what they are talking with others about it [22].

C. Working Group

So as to determine the people take part in working group, easily accessible sample method is preferred. Working group consist of 299 Social Studies teacher candidates from Ataturk University in 2015-2016 academic year. 85 (28,43%) of teacher candidates take part in research are first grade student, 65 (21,74%) of them are second grade students, 87 (29,10%) of them are third grade students and 62 (20,73%) of them are fourth grade students.

D. Data Collection

Views of participants were collected with the form had been delivered before the class which is filled with “Modernization is like because;”. and “Globalization is like because;”. Students were supposed to produce an image for the concept in the form and to present a meaningful reason and basis. Those who are volunteer are supposed to fill the gaps.

E. Analysis of Data

In this study data were subject to an assessment based on qualitative research through content analysis. Main purpose in content analysis is to determine the concepts and relations which can explain collected data [21]. Content analysis usually express text analysis. Through the content analysis, the basic consistence among qualitative data and identification of the meanings are possible [22]. The metaphors that the participants were developed for the mentioned form was firstly arranged in an alphabetic order and their meanings were written after them just as in the form. Later on, reading the explanation of each metaphor carefully, they were given codes as part of common trait. Meanwhile, forms which are without metaphors or without expression were excluded. In addition, forms which have no connection between the metaphor and the meaning were also excluded. These points are precautions for gaining validity to the investigation. Afterwards, reconsidering the metaphors existed at the end of the coding, a category name were determined which would qualify that group. So, metaphors were collected under certain categories. In reliability stage, reliability formula of Miles and Huberman were used [reliability = (agreement / agreement + divergence) X 100] [23]. For this purpose, one of the two experts were given forms which include explanations and metaphors, the other were given the forms which were include the categories produced by researchers and they were wanted to write which

metaphor is suitable for which category. Ultimately, at the end of the calculation, as part of the suitability of the metaphors for modernization is 90%, suitability of the metaphors for globalization is 88,9%. It is claimed that calculating with the mentioned formula, 70% and above are enough for reliability [23].

III. FINDINGS

In this part, metaphors that teachers developed in terms of “modernization” and “globalization” are presented. Afterwards, data belongs to the categories of metaphors that are developed for mentioned concepts are revealed. After each category, two metaphors belong to that category and its meaning are given as an example. Also, categories and answers in these categories are commented by analyzing by the researcher.

A. Modernization Perception of Teacher Candidates

TABLE I: METAPHORS DEVELOPED BY TEACHER CANDIDATES FOR MODERNIZATION CONCEPT

Metaphor	f	Metaphor	f	Metaphor	f
Acun ²	1	Ajda Pekkan ³	1	Leon	1
Animal	1	Annihilation	1	Life	2
Baby	2	Being assimilated	1	Life style	1
Blind street	1	Being superior	1	Light	3
Blossoming	1	Capricious girl	1	Lux car	1
Book	1	Contemporary civilization	1	Machine	1
Breath	1	Cultural annihilation	1	Medicine	1
Bridge	2	Depersonalization	1	Medine	1
Bulb	2	Different flowers	1	Mind	1
Bullshit	1	Drying of the tree	1	Mirror	1
Cells	1	An empty plaque	1	Necessity	1
Chameleon	2	First arrival to the earth	1	Ocean	1
Change	1	Getting of one’s high horse	1	Ottoman	1
Child	5	Inevitable change	1	Paper	1
Chocolate	1	Intellectualness	1	Policy	1
Clock	2	Mechanical pen	1	River	1
Cloth	1	Medicable illness	1	Road	1
Comfort	1	A new dress	1	Sapling	1
Corruption	1	A new ordonnance	1	School	2
Difference	1	Pencil in hand	1	Season	1
Dress	1	Pizza tower	2	Seed	1
Education	3	Play dough	1	Shoe	1
Eiffel tower	1	Pop song	1	Snake	1
Europe	1	Regeneration of a plane tree	1	Soil	1
Express train	1	River water	1	Stream	1
Farting	1	Similitude	1	Sun	6
Fashion	3	Skin replacement	1	Thought	2
Flower	1	Snake skin	1	Time	3
Gold	2	Source of life	1	Tree	5
Growth	2	Stale bread	1	Tyre	1
Human	3	Swimming	1	Universe	2
II. Mahmut ⁴	1	Technology	5	Walking	2
Imperialism	1	An unknown toy	1	Water	2
Innovation	1	Urbanization	1	Woman	1
Internet	1	Westernization	2		
Total					146

In this investigation as for “modernization” concept, 104 different and valid metaphor were developed by 146 prospective teachers. On the other hand, 61 metaphor developed by teacher candidates are not included to the categories as their explanations are not suitable for the

² Turkish tv presenter and producer.

³ Turkish artist and singer.

⁴ 30th Ottoman sultan.

meaning. Besides, while 30 teacher candidates cannot develop any metaphor, 52 teacher candidates cannot give an explanatory answers to the metaphors that they developed. In other words, 146 (48,83%) of the 299 participants could develop a valid metaphor, however; it is seen that rest of the teacher candidates, 153 (51,17%) cannot develop a metaphor or they can develop but unsuccessful at explaining or they couldn't manage to explain the metaphor they developed correctly. Valid metaphors that are developed by teacher candidates are showed in Table 1.

B. Categorization of Metaphors Developed for Modernization Concept

146 metaphors which are developed by teacher candidates were collected under 9 category in terms of similar/common traits. Mentioned categories are as the followings:

TABLE II: CATEGORICAL DISPLAY OF METAPHORS DEVELOPED FOR MODERNIZATION CONCEPT

Categories	f	%
An uncompleted process	29	19,9
A process causing decrease in value	10	6,8
A dynamical process	30	20,5
A process which changes according to cases	26	17,8
An unnecessary process	6	4,1
A power oriented process	17	11,7
An inevitable process	10	6,8
A guiding process	13	8,9
An unpredictable process	5	3,5
Total	146	100

Seen in Table II, examining the metaphors that teacher candidates developed for modernization, it is concluded that teacher candidates perceive the modernization as a dynamic process (20,5%), a progressing process (19,9%), a process which changes according to cases (17,8%). It is remarkable that only 5 (3,5%) teacher candidates perceive the modernization as an unnecessary process. Apart from this, it is significant that six teacher candidates (4,1%) perceive modernization as an unpredictable process. Besides, it is categorized that metaphors developed by 17 (11,7%) teacher candidates are power oriented process; metaphors developed by 10 (6,8%) teacher candidates are a process which causes decrease in value, metaphors developed by 10 (6,8%) teacher candidates are inevitable process and metaphors developed by 13 (8,9%) teacher candidates are guiding process.

TABLE III: MODERNIZATION: A PROCESS CAUSING DECREASE IN VALUE

Metaphor	f	Metaphor	f
Annihilation	1	Cultural annihilation	1
Being assimilated	1	Depersonalization	1
Capricious girl	1	Getting of one's high horse	1
Child	1	Imperialism	1
Corruption	1	Similitude	1
Total			10

As it is seen in Table III as a result of categorizing the metaphors which are developed for modernization concept, 10 different metaphors developed by 10 different teacher candidates are categorized under the name of a process which causes decrease in value. Considering the explanation of metaphors under this category, the common accentuated point is that modernization causes a decrease in value in some way. Modernization perception of students, who develop metaphor in this way, is negative. For instance, according to a

student "modernization is like being assimilated." The student explains it in this way: "because we are fronting Western countries day by day and we are losing our own values." Another example is "modernization is like a self-loss because it is a process which makes our culture and tradition lost."

TABLE IV: MODERNIZATION: AN UNCOMPLETED PROCESS

Metaphor	f	Metaphor	f	Metaphor	f
Baby	1	Growth	1	Snake skin	1
Bridge	2	Innovation	1	Soil	1
Cells	1	Life	1	Technology	3
Chameleon	1	Machine	1	Time	3
Clock	2	Mind	1	Tyre	1
Cloth	1	River	1	Walking	1
Dress	1	Sapling	1	Water	1
Fashion	1	Season	1		
Total					29

Metaphors in Table IV are categorized under the name of a perpetual process. 23 different metaphors are developed by 29 different students. The common point of these metaphors in this category is that modernization is defined as an uncompleted process by prospective teachers. Examples of metaphors in this category: "Modernization is like s clock because it is always passing." "Modernization is like a season because it always changes."

TABLE V: MODERNIZATION: A DYNAMICAL PROCESS

Metaphor	f	Metaphor	f	Metaphor	f
Blossoming	1	Growth	1	Skin replacement	1
Chameleon	1	Human	1	Source of life	1
Change	1	Life style	1	Thought	1
Child	4	River water	1	Tree	4
Chocolate	1	Road	1	Urbanization	1
Difference	1	School	2	Walking	1
Fashion	1	Seed	1	Westernization	2
Regeneration of a plane tree			1		
Total					30

The metaphors at Table V are categorized under the title of a dynamical process. 22 different metaphors are developed by 30 prospective teachers. The common trait of metaphors in this category is the perception of modernization in the form of a process that it brings along alteration, differentiation and transformation. As an illustration: "Modernization is like growing leaf of a tree; because a tree turns green with leaves, with new hopes. Modernization also promises new hopes." "Modernization is like a chameleon, alteration and development is in its inside."

TABLE VI: MODERNIZATION: A PROCESS CHANGES ACCORDING TO CASES

Metaphor	f	Metaphor	f	Metaphor	f
An empty plaque	1	İnternet	1	Pencil in hand	1
Different flowers	1	Animal	1	Play dough	1
Drying of the tree	1	Baby	1	Pop song	1
Farting	1	Book	1	Shoe	1
First arrival to the earth			1	Snake	1
Flower	1	Breath	1	Technology	1
Human	2	Bullshit	1	Thought	1
Mechanical pencil	1	Medicine	1	Tree	1
Medicable illness	1	Paper	1		
Total					26

The metaphors at Table VI are categorized under the title of a process changed according to cases. 25 different metaphors are developed by 26 students. The common trait of

metaphors in this category is that modernization may have positive and negative results and humankind has control in this process. The examples of metaphors in this category are as below: “Modernization is like silly putty; because it is formed as you want”. “Modernization is like a pop song because it has a certain term, then loses its importance and place.”

TABLE VII: MODERNIZATION: AN UNNECESSARY PROCESS

Metaphor	f	Metaphor	f	Metaphor	f
A new dress	1	Pizza tower	2	Stale bread	1
Eiffel tower	1	Policy	1		
Total					6

As it is seen at the Table VII, the 4 different metaphors developed by 5 students are categorized under the title of unnecessary process. The common trait of metaphors in this category is the perception that modernization is a process which leads to waste time. For example; “Modernization is like new clothes; because you buy a new cloth and not long after the new one is produced and yours becomes an old one. People waste their time in modernization.” Another example is; “Modernization is like Eiffel Tower because it is high-rise and gorgeous but it is hollow.”

TABLE VIII: MODERNIZATION: A POWER-ORIENTED PROCESS

Metaphor	f	Metaphor	f	Metaphor	f
Acun	1	Ajda Pekkan	1	Being superior	1
Europe	1	Education	1	Intellectualness	1
Gold	2	II. Mahmut	1	Medine	1
Leon	1	Lux car	1	A new ordonnance	1
Stream	1	Ottoman	1	Woman	1
Contemporary civilization			1		
Total					17

A power-oriented process is determined for the metaphors at Table VIII. 15 different metaphors are developed by 17 students in this category. The common trait of metaphors in this given category is the perception that the process of modernization brings along the moral and material power in the end. The examples from these metaphors; “Modernization is like a lion; because the modernized country becomes the king”. “Modernization is like Ajda Pekkan because it tries to be the best one in any time and in any case”.

TABLE IX: MODERNIZATION: AN INEVITABLE PROCESS

Metaphor	f	Metaphor	f	Metaphor	f
Education	2	Inevitable change	1	Swimming	1
Express train	1	Life	1	Technology	1
Fashion	1	Necessity	1	Water	1
Total					10

The metaphors at Table IX are categorized under the title of an inevitable process. It is seen that 9 different metaphors are developed by 10 students. The common trait of metaphors in this category is the perception of that the modernization is necessary for the societies or it ultimately makes an impression on all societies or individual as a process. For example; “Modernization is like a high-speed train; it moves along very quickly, it affects all the things came its way”. Another one is; “Modernization is like education; because it is essential”.

TABLE X: MODERNIZATION: A GUIDING PROCESS

Metaphor	f	Metaphor	f	Metaphor	f
Comfort	1	Light	3	Sun	6
Lamp	2	Mirror	1		
Total					13

The metaphors at Table X are categorized under the title of a guiding process. 5 different metaphors are developed by 13 students in total. Of these metaphors, “sun” is developed by 6 students; “light” is developed by 3 students; “lamp” is developed by 2 students. The common trait of the metaphors given in this table is the perception that modernization is a guide for the future of societies. For instance, the student who develops the metaphor of light in the way that “modernization is like a light” explains this metaphor as “because it shows the right way”. For another example; “modernization is like a sun because it makes life easier”.

TABLE XI: MODERNIZATION: AN UNPREDICTABLE PROCESS

Metaphor	f	Metaphor	f
An unknown toy	1	Ocean	1
Blind street	1	Universe	2
Total			5

The common trait of the metaphors that are categorized under the title of an unpredictable process at Table XI is that the consequence of the process of modernization is perceived as unknown by prospective teachers. 4 different metaphors are developed by 5 prospective teachers in this category. To illustrate these metaphors; the prospective teacher who develops the metaphor “ocean” explains the metaphor as below: “Modernization is like an ocean, because it is the thing we cannot see its end”. We see the explanation “Modernization is like a universe because it is large and endless” in another example.

TABLE XII: POSITIVE METAPHORS FOR MODERNIZATION CONCEPT

Metaphor	f	Metaphor	f	Metaphor	f
Acun	1	Ajda Pekkan	1	Light	2
Baby	1	Being superior	1	Lux car	1
Bulb	2	Blossoming	1	Medine	1
Child	1	Chocolate	1	Mirror	1
Comfort	1	Contemporary civilization	1	Road	1
Education	3	Ottoman	1	School	2
Europe	1	River water	1	Seed	1
Fashion	1	Source of life	1	Stream	1
Gold	2	Swimming	1	Sun	6
Growth	1	Technology	3	Thought	1
II. Mahmut	1	Improvement	1	Tree	2
Innovation	1	Intellectualness	1	Walking	1
Leon	1	Westernization	2	Water	1
Life	1	Woman	1		
Total				56	

As is seen at the Table XII, when the valid metaphors developed by prospective teachers are assessed in the context of their explanations, it is understood that 56 students (38,6%) have positive perception of the concept of modernization. To give an example for the metaphors developed positively; “Modernization is like a chocolate because you become sweet and charming as long as you are modernized”. Another example is as below: “Modernization is like gold because it makes the peoples rise in value”. “Modernization is like a school because it makes your knowledge level high day by day”.

TABLE XIII: NEGATIVE METAPHORS FOR MODERNIZATION CONCEPT

Metaphor	f	Metaphor	f	Metaphor	f
Annihilation	1	Blind street	1	Being assimilated	1
Child	1	Corruption	1	Capricious girl	1
Eiffel tower	1	Imperialism	1	Cultural annihilation	1
Pizza tower	2	Policy	1	Depersonalization	1
Stale bread	1	Similitude	1	A new dress	1
Getting of one's high horse			1		
Total					17

When the Table XIII is reviewed, it is understood that 17 (11, 6%) prospective teachers who develop valid metaphors have negative perception of modernization. When the metaphors developed by these prospective teachers are taken into consideration, we see that modernization is perceived as leading loss in value or an unnecessary process. To illustrate; "Modernization is like politics, it becomes unbearable with each passing day", "Modernization is like being assimilated because we front West more and more so we lose all values".

C. The Globalization Perception of Prospective Teachers

In this investigation for "globalization" concept shown in Table XIV, 103 different and valid metaphors were developed by 144 prospective teachers. In addition to these valid developed metaphors, 65 developed metaphors are accepted as invalid because of their explanations that were written by teacher candidates are not suitable for the meaning. Besides, while 54 teacher candidates cannot develop any metaphor for "globalization", 36 teacher candidates cannot explain the metaphors that they developed. Therefore, these aforementioned metaphors are accepted as invalid. In other words, 155 (51, 84%) of the 299 participants cannot develop a valid metaphor, or they do not develop any metaphor or they cannot explain the metaphor they developed.

TABLE XIV: METAPHORS DEVELOPED BY TEACHER CANDIDATES FOR GLOBALIZATION CONCEPT

Metaphor	f	Metaphor	f	Metaphor	f
An unrounded world	1	America	1	Inevitable	1
Avalanche	1	Atom ant	1	Internet	1
Become poor	1	Bird	1	Kinship	1
Being freedom	1	Bomb	1	Labyrinth	1
Black hole	1	Botflies	1	Octopus	2
Capitalism	1	Bridge	1	Our village	1
Climate in a region	1	Change	1	Poison	1
Collaborate	1	Child	1	Prison	1
Communication	1	Climate	1	Puzzle	1
Community	1	Clock	2	Relationship	1
Computer	1	Daisy	1	Revolution	1
Cooperation	1	Diamond	1	Rotten apple	1
Die of fire	1	Economy	1	Sea	1
Diminution	1	Emotion	1	Separation	2
Diminution of the world	1	Eraser	1	Silence	1
Doomsday	1	Family	2	Snowball	4
Emanation	1	Fashion	1	Social media	1
Endless stairs	1	Fire	1	Socializing	1
Epidemic	1	Flock	1	Space	1
Epidemic illness	1	Flood	3	Speed	1
Facebook	1	Football	1	Spider web	1
Folk song	1	G1 ⁵	1	Steam	1
Fructiferous tree	1	Hair gel	1	Sun	1
Garden bed	6	History	1	Technology	1
Getting drunk	1	Home	1	Telephone	1
Information community	1	Human	2	Television	1
Interaction	1	Ice caps	1	Trade	4
Limitless road	1	Illness	3	Tree	5
Melting iceberg	1	Life	1	Tsunami	1
Pomegranate	1	Love	1	Vascular system	1

⁵ A bus route in the Erzurum in the Turkey.

Powerful state	1	Meeting	1	Waterfall	1
Race of forces	1	Village	11	Western world	1
Radical changes	1	Virus	4	Wind	1
Telecommunication	1	Water	2	World	4
Junction point of East & West			1		
Total					144

D. Categorization of Metaphors Developed for Globalization Concept

TABLE XV: CATEGORICAL DISPLAY OF METAPHORS DEVELOPED FOR GLOBALIZATION CONCEPT

Categories	f	%
An unfinished process	18	12,5
A process causing decrease in value	12	8,3
A process which changes according to cases	11	7,6
A process removing the differences	5	3,5
A power-oriented process	9	6,3
A process expediting the communication	17	11,9
An inevitable process	7	4,9
A process shortening the distance	15	10,4
A shared value	12	8,3
An unpredictable process	7	4,9
An expansionist process	31	21,5
Total		144 100

It is seen that the metaphors developed by prospective teachers for globalization concept are categorized into 11 different groups as shown in Table XV. The quantitative majority is the expansionist feature of the globalization in this categorization. The common trait of the metaphors developed by 31 prospective teacher (21,5%) is the aforementioned feature of the globalization. It can be seen that other categories are not far away from each other in the context of quantity. Globalization is perceived as a process expediting the communication by 17 prospective teachers (11,9%), an unfinished process by 18 prospective teachers (12,5%), a process shortening the distance by 15 prospective teachers (10,4%), a shared value by 12 prospective teachers (8,3%), a process causing decrease in value by 12 prospective teachers (8,3%), a process which continues according to cases by 11 prospective teachers (7,6%), a power-oriented process by 9 prospective teachers (6,3%), an inevitable process by 7 prospective teachers (4,9%), an unpredictable process by 7 prospective teachers (4,9%) and a process which removes the differences by 5 prospective teachers (3,5%) respectively.

TABLE XVI: GLOBALIZATION: AN UNFINISHED PROCESS

Metaphor	f	Metaphor	f	Metaphor	f
Child	1	Hour	2	Snowball	1
Climate	1	Human	1	Society	1
Emotion	1	Labyrinth	1	Steam	1
Fashion	1	Limitless road	1	Trade	2
Folk song	1	Revolution	1	World	1
History	1				
Total					18

As is seen at the Table XVI, the common trait of 16 different metaphors developed by 18 prospective teachers (12,5%) is that globalization is perceived as an unfinished process. The mutual emphasis of explanations of the metaphors in this category is that globalization process continues and will continue. To illustrate this metaphors; "Globalization is like a history because it teaches, improves people and provides experience to people". Another example; "Globalization is like a child because it always improves and

grows up”.

TABLE XVII: GLOBALIZATION: A PROCESS CAUSING DECREASE IN VALUE

Metaphor	f	Metaphor	f	Metaphor	f
Black hole	1	Doomsday	1	Rotten apple	1
Blowing out of a fire	1	Flood	1	Silence	1
Disease	2	Poison	1	Virus	1
Melting Iceberg	1	Prison	1		
Total					12

11 different metaphors are developed by 12 prospective teachers (8,3%) at the Table XVII. In consideration of explanations of metaphors developed by prospective teachers, the common point is that globalization leads to decrease in moral and material value (tradition, culture etc). Two examples for these metaphors are as below respectively: “globalization is like a disease because it makes people depressed”. “Globalization is like flood because it spoils and mess up everywhere it reaches”.

TABLE XVIII: GLOBALIZATION: A PROCESS WHICH CHANGES ACCORDING TO CASES

Metaphor	f	Metaphor	f	Metaphor	f
Become poor	1	Fire	1	Water	1
Field	6	Interaction	1	World	1
Total					11

6 different metaphors categorized under the title of a process which is changed according to cases at the Table XVIII are developed by 11 prospective teachers. The focus of explanations of these metaphors in this category is that globalization is changed from society to society or may lead to positive or negative results. Two sample for this category; “globalization is like fire because too much fire damages. Firstly, it warms up but people get exhausted after a while”. “Globalization is like water because it takes the shape of its container. It becomes like its container is”.

TABLE XIX: GLOBALIZATION: A PROCESS REMOVING DIFFERENCES

Metaphor	f	Metaphor	f
Pomegranate	1	Separation	2
Puzzle	1	Village	1
Total			5

When the 4 different metaphor developed by 5 prospective teachers at the Table XIX are evaluated in the context of their explanations, the shared perception is that the globalization process decreases the differences or gathers the different traits. It is generally stated that the differences between society and individual begin to disappear in this process. The examples from these metaphors; “globalization is like a puzzle because it is to come together the different parts”. “Globalization is like a pomegranate because its seeds are like each other”.

TABLE XX: GLOBALIZATION: A POWER-ORIENTED PROCESS

Metaphor	f	Metaphor	f	Metaphor	f
America	1	Information community	1	Tree	1
Diamond	1	Race of forces	1	Western world	1
Economy	1	Sea	1	Yielding tree	1
Total					9

The metaphors at Table XX are categorized under the name of a power-oriented process. 9 different metaphors are

developed by 9 prospective teachers in this category. The common trait of these metaphors in this category is that the process of globalization brings with moral and material power in the end. The examples of these metaphors are as below: “globalization is like United States of America because she becomes the most powerful state with the globalization”. “Globalization is like Western because it is superior thanks to all kinds of things produced”.

TABLE XXI: GLOBALIZATION: A PROCESS EXPEDITING COMMUNICATION

Metaphor	f	Metaphor	f	Metaphor	f
Atom ant	1	Family	1	Social Media	1
Blood relationship	1	Internet	1	Television	1
Computer	1	Our Village	1	To meet	1
Expansion	1	Phone	1	Trade	1
Facebook	1	Socializing	1	Village	2
Total					17

15 different metaphors categorized under the name of a process expediting the communication are developed by 17 prospective teachers in Table XXI. The common point is that globalization expedites the communication and transportation among the societies and people when the explanations of these metaphors are took into consideration. The examples of these metaphors are as follows: “globalization is like social media because it makes you be informed about all over the world”. “Globalization is like Facebook because it is a place where there is no limit and everyone may connect each other”.

TABLE XXII: GLOBALIZATION: AN INEVITABLE PROCESS

Metaphor	f	Metaphor	f	Metaphor	f
Inevitable	1	Snowball	1	Tsunami	1
G1	1	To collaborate	1	Water	1
Human	1				
Total					7

The metaphors at Table XXII are categorized under the title of an inevitable process. The common trait of 7 different metaphor developed by 7 prospective teachers is that it is emphasized that globalization has effects on every society more or less or societies need to keep up with this process. For instance; “globalization is like water because it is indispensable”. “Globalization is like G1 because you fall over unless you keep in step with it”.

TABLE XXIII: GLOBALIZATION: A PROCESS SHORTENING THE DISTANCES

Metaphor	f	Metaphor	f	Metaphor	f
An unrounded world	1	Bridge	1	Eraser	1
To become smaller	1	Ice caps	1	Speed	1
Relationship by affinity	1	Waning of the world	1	Village	7
Total					15

As is seen at the Table XXIII, 9 different metaphors developed by 15 prospective teachers are categorized under the title of a process shortening the distances. The point to be emphasized by prospective teachers who develops the metaphors in this category is that globalization narrows or removes the limits. The examples of these metaphors are as below: “globalization is like a village because the world become smaller gradually”. “Globalization is like a bridge because it makes distant get closer”.

TABLE XXIV: GLOBALIZATION: A SHARED VALUE

Metaphor	f	Metaphor	f	Metaphor	f
Changing radically	1	Flies	1	Capitalism	1
Climate of a region	1	Football	1	Love	1
Helping each other	1	Being free	1	Sun	1
Junction point of East & West	1	Life	1	World	1
Total					12

12 different metaphors developed by 12 prospective teachers at Table XXIV are categorized under the name of a shared value. The common perception of the prospective teachers who develops the metaphors in this category is that globalization is shared value which is accepted by everyone and gathers people to it. The examples from these metaphors are: “globalization is like a football because it is same in everywhere around the world”. “Globalization is like a junction point because it makes East and West come side by side”.

TABLE XXV: GLOBALIZATION: AN UNPREDICTABLE PROCESS

Metaphor	f	Metaphor	f	Metaphor	f
Bird	1	Flock	1	Space	1
Endless stairs	1	Getting drunk	1	Spider web	1
Family	1				
Total					7

7 different metaphors at Table XXV are categorized under the title of an unpredictable process. These metaphors are developed by 7 prospective teachers. The point to be emphasized by prospective teachers who develops the aforesaid metaphors is that it is unknown where will globalization process end up. The examples from these metaphors are as follows: “Globalization is like being drunk; we cannot know what happens at the end”. “Globalization is like an endless stairs because it is like a long-distance having no end”.

TABLE XXVI: GLOBALIZATION: AN EXPANSIONIST PROCESS

Metaphor	f	Metaphor	f	Metaphor	f
Avalanche	1	House	1	Technology	1
Bomb	1	Intercommunication	1	Trade	1
Daisy	1	Octopus	2	Transmission	1
Disease	1	Powerful state	1	Tree	4
Epidemic	1	Snowball	2	Waterfall	1
Epidemic illness	1	Vascular system	1	Wind	1
Flood	2	Village	1	World	1
Hair gel	1	Virus	3		
Total					31

As it is seen at Table XXVI, 23 different metaphors developed by 31 prospective teachers are categorized under the name of an expansionist process. When the explanations of the metaphors are assessed, the point which is emphasized by prospective teachers is that globalization cannot be territorial; it affects the other regions and extends its scope at last. The examples of these metaphors are: “Globalization is like a vascular system because it surrounds everywhere”. “Globalization is like a wind, because there is no place affected by it”.

TABLE XXVII: POSITIVE METAPHORS FOR GLOBALIZATION CONCEPT

Metaphor	f	Metaphor	f
America	1	Race of the forces	1
Atom ant	1	Sea	1
Blood Relationship	1	Social Media	1

Bridge	1	Socializing	1
Communication	1	Speed	1
Computer	1	Television	1
Diamond	1	Junction point of East & West	1
Economy	1	To be free	1
Expansion	1	To help each other	1
Facebook	1	To meet	1
Family	1	Trade	1
G1	1	Tree	1
Helping each other	1	Tsunami	1
History	1	Village	5
Human	1	Waning of the World	1
Inevitable	1	Water	1
Information society	1	Western World	1
Internet	1	Yielding tree	1
Our village	1		
Total			41

37 different metaphors at Table XXVII are developed by 41 prospective teachers (28,7%). We see that globalization is perceived as a positive process by prospective teachers on the basis of the explanations of the metaphors at this table. A few examples for these metaphors are as below: “Globalization is like a diamond because it is shaped while you are working hard”. “Globalization is like a tree because it yields fruit and gets peace”.

TABLE XXVIII: NEGATIVE METAPHORS FOR GLOBALIZATION CONCEPT

Metaphor	f	Metaphor	f	Metaphor	f
Disease	2	Melting iceberg	1	Poison	1
Doomsday	1	Become poor	1	Prison	1
Fire	1	Black hole	1	Rotten Apple	1
Flood	1	Blowing out of a fire	1	Silence	1
Virus	1				
Total					14

As it is seen at Table XXVIII, the globalization perception of 13 different metaphors developed by 14 prospective teachers (9,72%) is negative. When we look at the explanation of these metaphors, it is generally put emphasis on the subject that globalization leads to decrease in value. It is seen that similes such as poison, virus, disease are used; they have negative hints from a first impression.

IV. CONCLUSION AND DISCUSSION

The modernization and globalization concepts take an important place on the agenda of countries taking Western civilization as a role model such as Turkey as of the mid-twentieth century. Modernization movement started Western referenced leads to a variety of reactions in society. 3 ideological type of response is get for modernization. Firstly, the ideologies which reward this process or approve the justification of this process are come forward. Secondly, there are ideologies which are produced oppositely for the process and the essential purpose of them is to resist this process. Thirdly and the most importantly in our day, there are the ideologies which try to think of ways to control an involve modernization on account of some values being thought independently of this process [24].

The reaction for modernization affects necessarily the perception of modernization in non-Western societies. The modernization perception of students may vary within the scope of course books and teachers. Thus, the conclusions of this research are examined, the modernization perception of

prospective teachers is categorized under the 9 different groups. The first three one of these categories (a dynamical process – 20,5%, a perpetual process -19,9%, a process changing according to cases – 17,8%) are important in terms of specifying the tipping point of modernization perception of prospective teachers.

The second important conclusion of this research is that 6,8% of prospective teachers describe the modernization as a process decreasing value, 4,1% of them describe this process as unnecessary. When the metaphors at these categories are evaluated, it is appeared that these prospective teachers have negative perception of modernization. It is thought that this conclusion may be beneficial to take into consideration during modernization-centered courses.

When the findings of this research are assessed, another revealed conclusion is that 56 (38,35%) of prospective teachers who develop valid metaphors has positive modernization perception while 17 (11,65%) of them has negative modernization perception. The rest 73 metaphors (50%) cannot categorized as negative or positive. The rate 50% is provided high level. It can be said that these students have no perception of modernization concept or they cannot describe the modernization correctly.

When the metaphors for the globalization concept are examined, it is seen that it occurs the same situation with modernization concept. This similarity is that 155 (51,84%) of prospective teachers cannot develop metaphor or cannot develop metaphor correctly. This point reveals the possibility that about half of the prospective teachers have no perception of aforesaid concept in full.

The emphasis of the metaphors developed by 31 prospective teachers (21,5%) in the context of its common traits among the 144 valid metaphors developed for globalization is the perception of globalization as an expediting process. This matter introduces that globalization is perceived as a process having effects on many region or society rather than just one region or society. Meanwhile, the prominent matter from other categories is the perception that globalization accelerates the communication and it is an on-going process.

When the metaphors for globalization developed by prospective teachers are examined, it is seen that 41 (28,47%) of the developed metaphors ascertains the positive perception of globalization. Besides, there is negative perception of globalization in explanations of just 14 metaphors (9,72%). The rest 89 metaphors (61,81%) cannot be included in any category when their explanations are reviewed.

It is understood that the conclusions of this research may be guide for modernization-centered lectures given by researcher. Teachers/lectures can determine them students' perceptions towards any concept, then they can use these findings in them classes or lectures. Indeed, the metaphors are like tools for guidance the training application and for location the teachers at modern education concept [25]. Taking this into account, such studies may be carried out in the context of subjects or concepts and may be an important guidance for teachers.

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