

## A Discourse Analysis of Preservice Teachers' Beliefs about Globalization

<sup>1</sup>Tahir Gur, <sup>2</sup>Sefa Yildirim and <sup>3</sup>Tuncay Dilci

<sup>1</sup>Cumhuriyet University, Sivas, Turkey

<sup>2</sup>Ibrahim Çeçen University, Agri, Turkey

<sup>3</sup>Cumhuriyet University, Sivas, Turkey

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**Abstract:** Globalization has been one of the most popular phenomenon of recent times and it is discussed by various media, people and researchers in a wide variety of contexts. Globalization originating from increasing interaction between countries, communities and people, have altered the lives of people, their thoughts, perspectives and beliefs. This study aims to explore the beliefs and ideas of university students about globalization. Six students studying at the Faculty of Education at Agri Ibrahim Cecen University were chosen as a study group. Students' reflections about globalization and semi-structured interviews were used as data collection tools in the study. Interviews and reflections were recorded for analysis. The data were analysed through discourse analysis technique. According to the results of the study, students mostly had a negative attitude towards globalization because of side effects of globalization. In other words, they have focused on the disadvantages of it for themselves and their country. They were aware of the power of globalization and the developments in the new world, but they were expecting respect for their cultural characteristics.

**Key words:** Globalization • Discourse Analysis • Beliefs • Preservice Teachers

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### INTRODUCTION

Globalization has been one of the most popular issues in for the last fifty years. Especially in the last twenty-five years, the rapid development of communication and technology has increased the impact of globalization on the lives of people in today's world. Similarly, the rise of globalization has rapidly increased the number of its supporters and opponents. Today, all parties stating their opinion on globalization unanimously agree that its effects are felt in all areas of social life.

Giddens [1] states that, because of globalization, cultures affect and resemble each other through trade, migration and the exchange of ideas and information. Wikipedia dictionary describes globalisation as a process of merging that occurred in regional or local economies, societies, cultures by transport, trade and communication. In addition to all these definitions of globalization, contradictory definitions are put forward in debates. For instance, its supporters believe that it is seen as a process of interaction and integration that leads to positive results; however, opponents describe it as a modern colonial system.

Upon examining the discourse of globalization, it is seen that globalization has originated due to a wide variety of reasons. Among them are the development of technology, global markets and products, international investments, free movement of workers. Baghwati [2] added military action, foreign investment and migration to the list of possible causes of globalization. However, according to the general perception, globalization is in the world occurred by commonizing economic, sociocultural, technological, political and biological factors [3]. In addition, of globalization can be seen as the process of changing people's ideas, beliefs, behaviors, language, culture and social institutions through the intense influence of their counterparts in other societies.

Globalization can be understood as part of the process of modernization and westernization and it can be regarded as a continuous change from traditional to modern society [4]. This change is so effective that people become a part of this change outside of their own desire or intend [5]. During this change, even people living in different parts of the world, their lives, thoughts and perspectives are involuntarily or unconsciously affected by living people, innovations, trends and events

occurring in other parts of the world. In other words, people living in different parts of the world influence each other through increasing communication possibilities of the contemporary world. These possibilities can lead two-way conclusions; desired and side (negative) effects [6]. Therefore, much of the discussion on globalization generates some dichotomies such as personal-social, traditional-modern, global-local, imaginary-real, conservative-liberal, old-new, open society-closed society and national-international etc.

According to the debates on globalization, it is concluded that “its power” is the most frequent acceptance and is intensely highlighted. Among these discussions, it is concluded that those having financial, cultural, technological power have great advantages over other people without them. First and foremost, those with the power are getting stronger and continuing to hold this advantage by increasing the gap between themselves and other countries. As a conclusion, considering the power in the context of globalization, it is manifested as a tool in favor of those with influence and control over others.

One of the most fiercely debated issues concerning globalization is that it has an impact on cultural change and consequently alters people's lives, beliefs, thoughts and perspectives. This process can be called as the process of cultural globalization and it is identical for every society or country with their own way of globalization [7, 8]. Cultures have unique features, which must be examined within their own context from different perspectives. This is beyond the scope of the current study. However, the structure and process of globalization of each society has its own unique cultural globalization. Therefore, the process of globalization in every society should be evaluated by taking into account its own characteristics. Globalization takes place naturally in different societies and countries with different processes revealing different results. This is a process that does not contain a generalizable and single structure [9].

Perspectives on the discourse of globalization of western countries are different from those of developing countries [10]. For the Westerners, globalization means cheap travel, rapid communication, unforeseen income, earned benefits for democratization, while for the poor third world it mostly involves negative evaluations such as unemployment, economic crisis, security problems and the destruction of the environment. Depending on the effects of globalization on developing countries, governments endeavored to develop their countries through the methods of privatization, liberalization,

democratization. However, such methods failed to overcome their problems originated from the globalization process [10].

**Discourse Analysis:** As one of the frequently mentioned concepts in the second half of the last century, Discourse Analysis came to the fore as a research method as well as a scientific field in social sciences and. Discourse analysis which is a current qualitative research method is currently in use or its employability is being researched in any human related scientific field [11]. There is no doubt that the reason of the widespread use of this technique and of the last fifty years is called as the age of the linguistic turn [12] is because of the inextricability of human and his language from each other in all areas of science. As one of the products as well as the most important building blocks of the social life, language has become an undeniable part of the object of scientific research. In this scope, when Borekçi [13] describes “language”, she asserts that language is not used only for communication but also it is effective in the production of thought, it has the social and individual characteristics changing from one society to another, its formation depending on human and it also needs human to survive. In summary, in any research related to human beings, if language dimension is taken into consideration, it will become more holistic. For the the study, most of the believes are reflected in communicative events. Therefore, beliefs of students in this study were examined through discourse analysis.

**Belief:** Beliefs are personal psychological rules that guide personal actions and thoughts; they are formed by the experiences with other people in social settings and they can change by time,. Beliefs begin to form in early childhood when a child becomes a member of his society and they are a part of personal identity that is conveyed to the child during the socialization process. They are formed by various sources including individual experiences, instruction at schools, the media and religious experiences [14, 15]. As indicated above, beliefs are part of personality and generally occur in social settings and they can be seen in some language productions. Therefore, discourse analysis could be a felicitous technique to study them.

**Research Questions:** This study has two research questions:

- What are students' beliefs about globalization?
- What are the attitudes of Turkish students towards the globalization process?

**Methodology and Method of Data Analysis:** In this study, the data were collected from students in two ways: The articles reflecting the views of students and an interview with the study group. The collected data was transcribed and then line numbers were given to facilitate monitoring and controlling. In the research group, each student was given a letter and A, B, C, D, E and F letters were assigned to each student. Oral(verbal) and written products were marked by its producer, type and line number. For example, AV32 meant produced by student A, oral product line 32; and CW12: produced by student C, writing product, line 12. Then, the data was analysed through discourse analysis technique.

In the study, to obtain detailed information about students and context, the students were given an information sheet. The information taken from the sheets was presented in the context section of the study.

**Study Group:** 6 students at the Faculty of Education at Agri Ibrahim Cecen University were selected as the study group. It was found that the participants to this study are from various parts of Turkey and from the middle class in terms of socio economic status.

## RESULTS

**Discourse Analysis and Context:** Researchers employing discourse analysis as a research method have defined context in various ways. While Widdowson [16] defines context as "a set of conditions concerning the meaning of discourse," Yule [17] defines it as the "physical environment that word is used in". Van Dijk [18, 19] defines it differently: "Mental, social, personal, dynamic, experiential aspects that constitute our world". In summary, context is an entity of social, cultural, psychological, historical, linguistic and communicative elements in which discourse is formed, continued and redistributed [11].

It is important to know the context when doing discourse analysis to make comments more accurate. Therefore, the context of discourse in the study has been presented firstly.

Turkey is a country located at intersection of continents of Africa, Asia and Europe. It is located between the Islamic world, Europe and the Caucasus and it is a geographical and geopolitical bridge. This country, which considers itself as European, is situated in the

Middle East region, one of the world's most volatile areas of the world. In recent years, as a growing economy with fast recovery and a single secular democratic Muslim country in the region, Turkey is attracting attention with its stable management.

The study was conducted in the province of Agri, located in the eastern region of Turkey. This area is bordered with Iran and Iraq. Three of the students participating in the study were from a city near Syria which was affected by the Arab Spring during the time of the study.

Five of the students could communicate in English and all the students used the Internet at least 2 hours a day. These students were the members of various social networks and three of them had friends from various parts of the world. Furthermore, three students performed regular worship, while others fulfilled worship in a week or a month.

This study aims to explore how the participants discuss the power of globalization and how they saw globalization from the personal, social, cultural and global perspectives and what positive or negative reactions they developed towards it.

**Globalization as a Force:** According to analysis of the discourse produced by students, it is found that global new world order is based on the redistributing of the capital, values and power. The power and capital flows from the Third World Countries to the Western world. Almost all of the developments originated from globalization were in favor of the Western countries.

*BV23 "... ticaret hacmi artarken bu artış hep batılı zengin ülkelerin lehine olmaktadır."*

*BV23 "... While the volume of trade increases, this rise is always in favor of the rich western countries."*

Globalization affects countries' fiscal balances and shatters management of the country. Because constantly changing flows of capital cause governments to feel helpless about their economy.

*CW12 "... küreselleşme mali bir işgaldir. Küreselleşme sonucu zengin daha zengin fakir daha fakirleşmektedir."*

*CW12 "... globalization is a financial invasion. The rich is getting richer, while the poor is getting poorer... Countries are getting unmanageable. "*

DV15 "... sermeye ise yönetime üstünlük kurarak onu yönetmeye başladı."

DV15 "... the capital established supremacy on the government and began to manage it."

Sometimes even the western countries concede from their values (like democracy) for the continuation of the stability, capital flow and the power distribution.

DV8 "... Küreselleşme uluslar arası bazda ele alındığında bir yandan küresel değerleri savunduğunu söylerken ulus devletlerin kaynaklarına göz diken ticari ve ekonomik bölge çıkarları için insanların sivil ya da yarı askeri savaşlarla ölümüne yol açan, ticari ve ekonomik çıkarlar için antidemokratik rejimi savunur."

DV8 "...Considering the globalization at the international basis, on the one hand they say that they defending the global values, but they covet the interests of nation states in the region for trade and economic resources of people,.. and sometimes they supported semi-military and anti-democratic regimes for keeping their own commercial and economic interests."

The power of globalization and the impossibility of getting rid of its influence were pointed out in every students' discourse. This power affect people, societies and countries by forcing them to employ changes on voluntary or involuntary basis.

AV10 "... Sağlıkta, dilde, eğitimde de aynı teknolojik gelişmelerdeki gibi sizi istesenez de istemesenez de etkisi altına alır."

AV10 "... developments in health, language, education and technological developments will affect you with or without your will.

**Globalization, Society and Culture:** Students' perspectives about and responses to globalization are affected by their knowledge about it and by their ideological standings. That is, students who have taken courses on globalization or possess enough information about it have put forward more sophisticated and clearer ideas and a more rational ideology. They have also higher self-esteem on the topic. On the contrary, the students without enough information about globalization are experience problems regarding where they position themselves and how to view the topic.

From the perspectives of the students, technological advances in communication technology, have speeded up the process of globalization and therefore dialogue and communication improved among people. According to some students, globalization have developed in parallel with the modernization or Westernization as a result of the growing communication and dialogue.

FW6 "... Yeni ismiyle küreselleşme artık küçük bir olayın bir teknolojik ürünün piyasaya sürülmesiyle yeryüzündeki halklarla tanışır... tüm olaylar ve gelişmeler modernleşme ve batılılaşma içindir."

FW6 "... with its new name, globalization meets the peoples on earth when small event occurs or a new technological product is marketed...all events or developments are intended for westernization and modernization"

The participants indicated that there is no longer a closed society or a state due to increased interactions with other counterparts with the impact of globalization. These interactions take place in different ways. The first of its effects is constant change. One of the participants indicated that institutions change through time with the impact of globalization emphasizing the changes in the education system.

BV7 "... önceleri yüzyılda bir değişebilen eğitim sistemi gelişmelere bağlı sıklıkla değişmekte ve yenilenmektedir."

BV7 "... in previous times educational system used to change in a century, but renovations and are frequently seen due to developments nowadays."

Second, globalization have brought forth advances as well as disadvantages. In other words, problems are also globalized.

DW17 "... dünyanın bir ülkesinde yaşanan ciddi bir kriz ortak parayı etkilemekte ve çıkış yolları aranmaktadır. Hatta savaşlar, diplomatik krizler, korku politikaları, restleşmeler bizi buralarda bir şekilde etkilemektedir."

DW17 "... A serious crisis in one country of the world influence the common money and all countries look for a way out.. Even the wars, the diplomatic crises, the politics of fear,etc. in other parts of the world affect us here. "

*CW11 "... teknolojik gelişmeler, ekonomideki ilerlemeler yaşam kalitemizi artırırken dışa bağımlılığımızı da arttırmaktadır.*

*CW11 "... economic and technological developments increase the quality of our life. But they increase our dependency on others, too."*

In addition, the majority of students stated that they believed globalization caused the loss of domestic and small-scale production of almost everything. Therefore, it relatively weakens weaker states, while international companies and richer countries are getting more powerful. They named the globalization process as a new colonial system.

Students believed that globalization is eroding the traditional society and its values as such values weaken. They even saw globalization as the cause of social collapse.

*BW18 "... Küreselleşme ile birlikte adetler, gelenekler, yerel ve ulusal algılamalar erozyona uğramıştır. Geleneksel yapının aşınması toplumsal çöküntülere yol açmıştır."*

*BW18"... With globalization, customs, traditions, local and national perceptions have undergone erosion. The erosion of traditional structures has led to social collapse. "*

*CW23 "küreselleşmenin fazla etkilemesi benliğimizi kaybetmemize sebep olabilir."*

*CW 23 "The deep effect of globalization can cause you to lose your traditional personality"*

On the contrary, some of the students have regarded globalization as a useful phenomenon due to increased communication, in inter-communal relations and intercultural dialogue.

*BV23 "... Küreselleşme ile diğer uluslarla etkileşimimiz artarak daha fazla diyalog geliştirmesinden dolayı gelişme açısından oldukça faydalıdır. İletişim arttıkça ortak noktaları bulmak daha da kolaylaşmaktadır."*

*BV23 "...globalization is useful since for development our dialogue with other countries have developed and it is useful; the more we interact with other nations the easier it is to find common points..."*

According to students, globalization also affects the language of communities. In the globalizing world, like powerful countries have the financial impact on the weaker ones, as there are still changing balances of language in favor of the powerful countries. In addition, English or another lingua franca is getting more dominant in the world. English as an essential language for employment in almost all over the world has become a key to self-expression in the contemporary world. Local languages are disappearing because of abortion, under usage and immense exposure to foreign words. In sum, the most important effect of globalization on languages is the destruction of local languages through pressure caused by the common language usage.

*EW14 "... Küreselleşme sonucunda bu dili konuşmayanların kendilerine Pazar, iş, ifade, gibi olanakları yok edilmiştir. Yozlaşmaya itilen yerel dillerle fikir üretimi de yok edilmiştir."*

*EW14 "... People who do not speak the common language cannot find a job and market and they cannot express themselves as a result of globalization...Local languages were pushed to degeneration and opportunity of local linguistic production in local languages were also destroyed. "*

In brief, the effects of globalization were identified in the discourse examined in the study. According to findings of the study, all students developed social and individual reactions to globalization but they accepted its power in their own lives and other people and countries.

## DISCUSSIONS

Berry [20] drew three general conclusions related to the process of globalization in his study. The first of these was that communities and individuals object to be disdained for the cultural heritage and be exposed to prejudice. Second, globalization may lead to the division of large states into small national states. If cross-cultural contacts lead to negative or discriminatory attitudes, individuals have higher consciousness in their own identity and cultural heritage. In addition, Brown [21] found that globalization process leads to increased awareness. Discourses of the participants to this study about globalization were in line with these findings. They were expecting respect for their cultural elements in

the globalization process and were trying to integrate their cultural characteristics with the values of new world. They were also aware of their cultural characteristics and differences in this process. As a consequence, they would feel offended when their values face attack or discrimination.

Doku and Assante [22] found that the people that experience of the integration of the local and global culture as a result of globalization experience identity crisis. This problem examined in this study has provided the same results. The participants to this study have given the same findings. They were reluctant to make a choice among being nationalists, liberals, conservatives, etc. Two of them could not decide whether they were going to oppose or to support globalization. In short, they experienced some problems to develop an appropriate perspective, belief and identity for the new world globalization in demand.

Nordtveit [23] assert that local and regional discourses of globalization produced in his study are similar to that produced in other parts of the world. In other words, patterns of discourse about globalization have common characteristics. In addition, he concluded that the path of the capitalist development has been accepted in many local and traditional societies. The results of this study seem to support these views. The students stated that while Turkey was being globalized, capitalist development was seen reciprocally and the traditional structure was forced to change. Though some negligible differences were found, the main findings of the analysis of the discourse studied in the study were similar to those of other discourses produced in the other parts of the world.

**Recommendations:** In this study, it was concluded that globalization is an unavoidable process. Rather than rejecting it entirely, educational systems and programs are needed to educate the modern man on both global and local cultures by avoiding possible identity crisis. Those engaged in social sciences (sociologists, psychologists, educational scholars, administrators and other stakeholders) should update their agendas for the new age of globalization.

This study aimed to document the students' beliefs about globalization. Responses on the issue in other sections of the community should be examined and documented by scientists through different methods. The findings of such studies should be utilized when developing social policies.

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