

An Analysis of the Social Studies Teacher Candidates' Perception with Respect to the Concept of Globalization

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ABSTRACT In this study, out of qualitative research patterns, the “phenomenological pattern” which is appropriate for the very nature of the research was used. The study group included 133 students studying in the Department of Social Studies Teaching, Faculty of Education in Siirt University in the academic year 2011 – 2012. In order to define the social studies teacher candidates’ perception with respect to the concept of globalization, teacher candidates were delivered a semi-structured form which included an item “Globalization is something like Because,” They were asked to focus on a single metaphor and express their opinion. Data gathered at the end of the study were analyzed in pursuance of content analysis. Participants produced a total of 51 valid metaphors in regard to the concept of globalization, and these metaphors were classified in ten different conceptual categories, that is; improvement in communication, expansion in its domain, improvement in interaction, experiencing competitiveness, causing danger and hazards, development, increase in solidarity, decrease in independence, improvement in transportation, and increase in life standards. It was found that globalization is a multifaceted abstract concept and it can be handled or approached from different perspectives.

INTRODUCTION

At the very beginning of the 21st century, rapid change in technology, liberalization in the flow of goods and capital in international trading, reconstruction based on the market system in economics, expansions in politics towards a more liberal democracy, and new quest for social organizational models have been widespread and turned out to be a deep comprehensive stage of evolution. Innovations in IT and communication technologies, which lead to a systematic simplification in the flow of knowledge among nations at unexpected extent, are the driving forces of this evolution process we may call as globalization (DPT 2000).

Despite the fact that globalization is a concept with social, cultural, political, technological and financial domains, there exist no definition upon which everybody reach a consensus (Leba 2001). Globalization is a concept that there is no consensus not only on its definition but also when it was first used. There are three arguments in this case. According to the first of these arguments, globalization dates back to the starting point of the history, however; the process of change accelerated in recent years (Scholte 1999). According to the second point of view, globalization is as old as the development of modernism and capitalism, and the present situation is just the acceleration of this development. To another view, however, globalization is

a phenomenon occurred as a result in the dissolution in post-industrial, post-modern and capitalist system (Eroglu and Albeni 2002). The factors which affected appearance of the process of globalization can be counted as (i) technological developments (Friedman 2000; Ulugay 2001; Yeates 2001), (ii) political factors (Legrain 2002), and (iii) economic factors (Aksoy 1997; Stiglitz 2002; Soros 2003).

Although globalization has been a very popular concept constantly used in many disciplines such as economics being in the first place, sociology, geography and international relations, different perspectives –depending on the opposite ideologies and political approaches – make it more ambiguous. Accordingly, the meaning individuals attribute to the concept of globalization may change according to their perspectives. Because words may not be enough to explore the meaning, individuals’ system of thought and meaning they attribute to the concepts may be understandable by means of metaphors (mental images) they have (Denshire 2002; Arslan and Bayrakci 2006). Because, metaphors are tools for perception, ways of thought and sight (Morgan 1998; Arnett 1999) which make us understand and experience something according to a phenomenon or anything else like an object (Lakoff and Johnson 2005).

Characteristics of metaphors are as follows (Tompkins and Lawley 2002):

- ♦ Defining a concept by means of another concept

- ♦ Describing a concept by means of analogy of a different concept
- ♦ Placing a concept in a different dimension
- ♦ Interpret a concept within a different pattern

There are a number of studies on determining the meaning the individuals attribute to a concept by means of metaphors. Examples for these studies focus on determining the perception of inspection of teachers newly started work (Dos 2010), perception of distance learning of students who have distance education (Tuncay and Ozcinar 2009), university students' perception of Turkish education system (Erginer and Erginer 2009), perception of European education system of the university students in Turkey (Erginer 2009), perception of primary school teachers with respect to inspection (Toremen and Dos 2009), and primary school teachers' (Class 1-5), teacher candidates' and students' perception with respect to school (Saban 2008) by means of metaphors. Metaphors produced by intern teachers (Alkis 2009), classroom teacher candidates (Gecit and Gencer 2010) and secondary school students (Aydin 2010) with respect to the concept of geography.

In this study, it is aimed to analyze the mental images the social studies teacher candidates use to reflect their perceptions of globalization and to reveal their perception of globalization clearly by means of metaphors. This study will contribute to teachers and academics for future studies on globalization.

MATERIAL AND METHODS

Design of the Study

In this study, out of qualitative research patterns, the "phenomenological pattern" which is appropriate for the very nature of the research was used. Phenomenological design focuses on phenomena about which the researchers have awareness but they do not have a deeper and detailed understanding. The phenomena may be encountered in various forms such as events, experiences, perceptions, tendencies, concepts and situations in everyday life. However, this does not mean that the phenomena can fully be understood. Phenomenology forms an appropriate basis for the research aiming to examine phenomena which one has acquaintance but can't get the "exact" meaning (Yildirim and Sim-

sek 2006). In other words, defining the essence of conscious is the study field of phenomenology (Sonmez and Alacapinar 2011).

Working Group

133 students studying in the Department of Social Studies Teaching, Faculty of Education in Siirt University in the academic year 2011 – 2012 consist the working group for this study. Data about the working group are in Table 1. As indicate in Table 1, 62 female (47%) and 71 male (53%) teacher candidates composes the working group.

Table 1: Frequency and rational distribution of teacher candidates in working group according to gender variable

<i>Gender</i>	<i>N</i>	<i>%</i>
Female	62	47
Male	71	53
Total	133	100

Data Collection

In order to define the social studies teacher candidates' perception with respect to the concept of globalization, teacher candidates were delivered a semi-structured form which includes an item "Globalization is like Because," It was explained that they can use metaphor, or simile for anything (concrete, abstract, animate, inanimate things) in first sentence. In the latter part which begins "Because...", they were asked to write about the rationale for metaphors. Participants were allowed one class hour (50 minutes) to focus on only one metaphor and reflect their opinions. In the research metaphors were used as a research tool, researchers (Saban 2008; Saban 2009; Aydin and Eser Unaldi 2010; Eraslan Capan 2010; Coskun 2011; Ozder et al. 2012) used "...like..." to explicitly connnotative the link between the metaphor itself and its source, and "Because..." to justify their metaphors. These forms filled out by teacher candidates as documents are the main data source for this study.

Data Analysis and Interpretation

Data gathered at the end of the study were analyzed in pursuance of content analysis. Con-

content analysis is defined as an inerrable and systematic technique in which certain words or concepts within texts are summarized by smaller categories or codes based on certain rules (Buyukozturk et al. 2009). The main objective of content analysis is to reach concepts and relationships to explain the data gathered. Data outlined and interpreted in descriptive analysis are subjected to a deeper process. In this process, concepts and themes which can't be seen in descriptive analysis can be explored in this analysis (Yildirim and Simsek 2006).

Data analysis and interpretation stage was designed by making use of similar studies. (Saban 2009; Eraslan Capan 2010; Coskun 2011; Hacifazlioglu et al. 2011). Findings gathered out of the working group were analyzed in five stages: (1) coding and debugging, (2) compiling sample metaphors, (3) developing categories, (4) validity and reliability and (5) transferring the data to digital platform in computer. Accordingly, the studies are shown below:

Coding and Debugging

In this phase, a temporary list was created according to the metaphors the teacher candidates developed in an alphabetical order. For the purpose of this study; it was examined whether writings of teacher candidates focus on a specific metaphor very clearly or not. 32 forms which don't define any metaphor were left out, and the study was carried out on 101 forms.

Compiling Sample Metaphors

In this phase, raw data was reviewed by making a list of metaphors in an alphabetical order and one sample statement of metaphor was selected from the forms which represent each metaphor. In this way, "a list of sample metaphors" was created by compiling metaphor images of participants who were assumed to best represent each of 51 metaphors. This list has two purposes: (i) to use as a resource for reference and (ii) to validate the process of analysis and interpretations.

Developing Categories

In this phase, the metaphors the teacher candidates developed were examined thoroughly in terms of their characteristics with respect to the

concept of globalization. This process, based on the list of 51 metaphors created, focused on how each metaphor image conceptualizes the phenomenon of globalization. For this purpose, each metaphor created by the participants was analyzed in terms of its subject, resource and the relation between the source and the subject. According to their perspectives regarding to the concept of globalization, each metaphor image was associated with a certain theme and 10 different conceptual categories (such as improvement in communication and increase in life standards) were created.

Validity and Reliability

The validity and reliability are the most widely used indicators in terms of the credibility of the results of a scientific research. That the researchers report the data collected in a detailed way and explain how they have the results are among the most important criteria in a qualitative research (Yildirim and Simsek 2006). In this study, the list of 51 metaphors and the list of 10 different conceptual categories were submitted to an expert in the field, the experts were asked to match the first list and the second one. By comparing the list created by the experts and the list created by the researcher, the number of agreements and disagreements was calculated. The reliability of this study was measured by using the formula suggested by Miles and Huberman (1994): Reliability = ((Agreement): (Agreement + Disagreement)) x 100. Because the statements related to the metaphors of "village" and "football match" fall into two different categories, reliability was calculated for 53 metaphors. The expert consulted for reliability placed "virus" and "economic crisis" – which are in the category titled "expansion in its domain" –, in another category "causing danger and hazards", and "team supporters" – which is in the category titled "experiencing competitiveness" – in another category "increase in solidarity". Accordingly, the reliability of the study was calculated 0.94. The transaction was formulated as follows:

$$[\text{Reliability} = ((50):(50+3)) \times 100 \Rightarrow \text{Reliability} = \% 94]$$

In qualitative studies, if the agreement between the researcher and the expert's review is higher than 90%, the desired level of reliability is assured (Saban 2008).

Transferring the Data to Digital Platform in Computer

All data were transferred to digital platform in computer; the number of the participants (f) who represent 51 metaphors and 10 different conceptual categories and the ratio (%) were calculated.

RESULTS

In this part of the study are presented the metaphors with respect to the concept of globalization teacher candidates in the working group produced, ten different conceptual categories developed based on these metaphors, and characteristics of each category by providing support with sample metaphors the participants created.

Metaphors of the Concept of Globalization

According to the overall findings of the study, Social Studies teacher candidates produced a total of 51 metaphors with respect to

the concept of globalization (Table 2). 43 metaphors (A tree, an octopus, an amigo, a computer, World War I, Stock Exchange, a live bomb, gossiping, an earthquake, economic crisis, electrical network, a factory, a ship, grouping, Sun, a map, English, a chaos, chemical waste, odor, a kingdom, culture, a brand, media, a metropolis, spider's web, psychological war, a radio, welfare, an ivy, chess, rings on the water when a stone falls, a dictionary, a company, team game, team supporter, a scale, a theatre, a seed, a satellite, a jig-saw puzzle, wealth) are only produced by one teacher candidate. Other metaphors are produced by teachers of 2 through 22. These are, a village (f=22), access (f=13), a television (f=9), family (f=4), a telephone (f=3), a virus (f=3), an avalanche (f=2) and football matches (f=2) respectively.

As it can be seen, a large number of metaphors produced by Social Studies teacher candidates participated in the survey. Metaphors produced and the number of students who represent these metaphors (f) and their ratio (%) are shown in Table 2.

Table 2: The metaphors social studies teacher candidates produced with respect to the concept of globalization, frequencies and the ratios

No.	Metaphors produced	Frequency (f)	Ratio (%)	No	Metaphors produced	Frequency (f)	Ratio (%)
1	A village	22	21.78	27	A hurricane	1	0.99
2	Internet	13	12.87	28	Chemical waste	1	0.99
3	A television	9	8.92	29	Odor	1	0.99
4	Family	4	3.96	30	Kingdom regime	1	0.99
5	A telephone	3	2.97	31	Culture	1	0.99
6	A virus	3	2.97	32	A brand	1	0.99
7	An avalanche	2	1.98	33	Media	1	0.99
8	A football match	2	1.98	34	A metropolis	1	0.99
9	A tree	1	0.99	35	Spider's web	1	0.99
10	An octopus	1	0.99	36	Psychological war	1	0.99
11	An amigo	1	0.99	37	A radio	1	0.99
12	A computer	1	0.99	38	Welfare	1	0.99
13	World War I	1	0.99	39	An ivy	1	0.99
14	Stock exchange	1	0.99	40	Chess	1	0.99
15	A live bomb	1	0.99	41	Rings on the water when a stone falls	1	0.99
16	Gossiping	1	0.99	42	A dictionary	1	0.99
17	An earthquake	1	0.99	43	A company	1	0.99
18	Economic crisis	1	0.99	44	Team game	1	0.99
19	Electrical network	1	0.99	45	Team supporters	1	0.99
20	A factory	1	0.99	46	A scale	1	0.99
21	A ship	1	0.99	47	A theatre	1	0.99
22	Grouping	1	0.99	48	A seed	1	0.99
23	Sun	1	0.99	49	A satellite	1	0.99
24	A map	1	0.99	50	A jig-saw puzzle	1	0.99
25	English	1	0.99	51	Wealth	1	0.99
26	Chaos	1	0.99				

The Distribution of Metaphors with Respect to the Concept of Globalization According to Categories

The metaphors the Social Studies teacher candidates have, with respect to the concept of globalization, were classified in ten different conceptual categories (Table 3): improvement in communication, expansion in its domain, improvement in interaction, experiencing competitiveness, causing danger and hazards, development, increase in solidarity, decrease in independence, improvement in transportation, and increase in life standards respectively.

Categories for Metaphors with Respect to the Concept of Globalization

Perceptions in Regard to Improvement in Communication

It is seen that participants who perceive globalization as "improvement in communication" (f=33, 32.67%) have produced 11 (20.75%) metaphors. These metaphors are internet (f=1), tele-

vision (f=9), telephone (f=3), an octopus (f=1), gossiping (f=1), electrical network (f=1), media (f=1), radio (f=1), dictionary (f=1) and satellite (f=1). Samples for metaphors produced in this category are provided below:

"Globalization is like internet. Because, you can access information you want whenever you want very easily."

"Globalization is like a television. Because, from a headquarter, you can reach every home by means of networks."

"Globalization is like a telephone. Because, you can reach anybody anytime."

"Globalization is like an octopus. Because, you can reach anything you want by its various hands."

"Globalization is like a computer. Because, it makes it easy for you to access information."

"Globalization is like gossiping. Because, information flows and expands in a short span of time."

"Globalization is like an electrical network. Because, information somewhere on the Earth can easily reach receivers anywhere in the world

Table 3. The categories of metaphors social studies teacher candidates produced with respect to the concept of globalization

No. Categories	Metaphors	Students		Metaphors	
		Frequ- ency(f)	Ratio (%)	Frequ- ency(f)	Ratio (%)
1. Improvement in Communication	Internet (13), Television (9), Telephone (3), Octopus (1), Computer (1), Gossiping (1), Electrical network (1), Media (1), Radio (1), Dictionary (1), Satellite (1),	33	32.67	11	20.75
2. Expansion in its Domain	Village (8),Virus (3), Amigo (1), Stock exchange (1), Economic crisis(1), Ship (1), Sun (1), Odor (1), Kingdom regime (1), Culture (1), Ivy (1), Rings on the water when a stone falls(1)	21	20.79	12	22.64
3. Improvement in Interaction	Village (14),Family (4)	18	17.83	2	3.77
4. Experiencing Competitiveness	World War I (1), Football match (1), grouping (1), Team game (1), Team supporters (1), Scale (1)	6	5.94	6	11.33
5. Causing Danger and Hazards	Live bomb (1), Earthquake (1), Chaos (1), Hurricane (1), Chemical waste (1), Psychological war (1)	6	5.94	6	11.33
6. Development	Avalanche (2), Tree (1), Brand (1), Company (1), Seed (1)	6	5.94	5	9.43
7. Increase in Solidarity	Factory (1), Football match (1), Theatre (1), Jig-saw puzzle (1)	4	3.96	4	7.55
8. Decrease in Independence	English (1), Spider's web (1), Chess (1)	3	2.97	3	5.66
9. Improvement in Transportation	Metropolis (1), Map (1)	2	1.98	2	3.77
10. Increase in Life Standards	Welfare (1), Wealth (1)	2	1.98	2	3.77
Total		101	100	53	100

by means of globalization, just as it is in the case of electricity.”

“Globalization is like media. Because, it informs us about all the developments and events in the world.”

“Globalization is like a radio. Because, from a center, both (globalization and radio) reach people very easily.”

“Globalization is something like a dictionary. Because, thank globalization, we can access information you want whenever we want, just as we can look it up in the dictionary when we want to find the meaning of an unknown word.”

“Globalization is like a satellite. Because, it makes it easy to share information.”

Perceptions in Regard to Expansion in its Domains

It is seen that in this category which features expansion in its domains, it is seen that 21 participants (20.79%) have produced 12 (22.64%) metaphors. The metaphors and their distribution of frequency in this category are a village (f=8), a virus (f=3), an amigo (f=1), stock exchange (f=1), economic crisis (f=1), ship (f=1), Sun (f=1), odor (f=1), kingdom regime (f=1), culture (f=1), ivy (f=1), rings on the water when a stone falls (f=1), respectively. Samples for metaphors produced in this category are provided below:

“Globalization is like village. Because, something happens anywhere in the world may affect all the people, just as what happens in a village affects people in that village.”

“Globalization is like a virus. Because, it spreads very fast and influence a large area.”

“Globalization is like an amigo. Because, globalization affects the entire world, just as an amigo affects people in a stadium.”

“Globalization is like stock exchange. Because, its every movement affects the world.”

“Globalization is like economic crisis. Because, both influence the world.”

“Globalization is like a ship. Because, any intervention to a ship influence people aboard. Likewise, it can be said that something happens in the world may influence the entire world.”

“Globalization is like sun. Because, it reaches more than one places simultaneously.”

“Globalization is like odor. Because, every molecule spreads and influence everybody in the room.”

“Globalization is like a kingdom regime. Because, both influences everybody from a center.”

“Globalization is like culture. Because, culture affects and guides all the people in a society. Globalization affects and guides the entire world.”

“Globalization is like an ivy. Because, it creeps everywhere and expands its domain every day.”

“Globalization is like rings in the water when a stone falls. Because, one small event in a region spreads and influence larger areas, the entire world.”

Perceptions in Regard to Improvement in Interaction

In this category in which an improvement in interaction, with respect to globalization, seems dominant there are 2 (3.77%) metaphors produced by 18 (17.83%) participants. The metaphors and their distribution of frequency in this category are a village (f=14), a family (f=4). Samples for metaphors produced in this category are provided below:

“Globalization is like a village. Because, it is easy for people to influence others in a smaller world because of globalization, just as it is in a small village.”

“Globalization is like a family. Because, everybody shares the same environment and influences other. In globalization, there is an interaction worldwide.”

Perceptions in Regard to Experiencing Competitiveness

In this category, participants who perceive globalization as “expressing competitiveness”, there are 6 (11.33%) metaphors produced by 6 (5.94%) participants. The metaphors and their distribution of frequency in this category are World War I (f=1), a football match (f=1), grouping (f=1), team game (f=1), team supporters (f=1) and a scale (f=1). Samples for metaphors produced in this category are provided below:

“Globalization is like World War I. Because, powerful countries try to be stronger as they attract other countries.”

“Globalization is like a football match. Because, everybody wants his team to win.”

“Globalization is like grouping. Because, every government create unions in line with their interests.”

"Globalization is like a team game. Because, it is composed of players who unite to beat the opponent."

"Globalization is like team supporters. Because, team supporters unite together and produce strength against their counterparts."

"Globalization is like a scale. Because, powerful countries attract other less powerful countries and try to make others feel that they are strong."

Perceptions in Regard to Causing Danger and Hazards

In this category, participants who perceive globalization as "causing danger and hazards", there are 6 (11.33%) metaphors produced by 6 (5.94%) participants. These metaphors are live bomb (f=1), earthquake (f=1), chaos (f=1), hurricane (f=1), chemical waste (f=1) and psychological war (f=1). These mental images are provided below:

"Globalization is like a live bomb. Because, live bomb destroys everything when explodes. Globalization will destroy and extinguish life in time, too."

"Globalization is like an earthquake. Because, earthquakes destroy an area at once. And, globalization may result in the loss of wealth of some countries at one because it changes economic stability and indicators."

"Globalization is like a chaos. Because, everything become fuzzy and vague to overcome when they mix up."

"Globalization is like a hurricane. Because, it destroys everything it encounters."

"Globalization is like chemical waste. Because, they both deteriorate environment."

"Globalization is like a psychological war. Because, our feelings, thoughts and behaviors are managed by others, we aren't aware of that."

Perceptions in Regard to Development

In this category, participants who perceive globalization as "development", there are 5 (9.43%) metaphors produced by 6 (5.94%) participants. These metaphors are avalanche (f=1), tree (f=1), brand (f=1), company (f=1), and seed (f=1). Sample definitions written by the participants are provided below:

"Globalization is like an avalanche. Because, they both grow larger as time passes."

"Globalization is like a tree. Because, it has stronger roots in depth and grows in time."

"Globalization is like a brand. Because, it refreshes and increases demand for it, grow faster each passing day."

"Globalization is like a company. Because, it always grows and improves."

"Globalization is like a seed. Because, it grows and doesn't fit into its home."

Perceptions in Regard to Increase in Solidarity

In this category, participants who perceive globalization as "increase in solidarity", there are 4 (7.55%) metaphors produced by 4 (3.96%) participants. These metaphors are factory (f=1), football match (f=1), theatre (f=1), and jig-saw puzzle (f=1). Sample definitions are provided below:

"Globalization is like a factory. Because, there are many workers with various roles in the production of something."

"Globalization is like a football match. Because, each player in a team works in cooperation to be victorious."

"Globalization is like a theatre. Because, people perform a coherent play although they all have different skills, experiences and personalities. They complete each other. In this way, they increase solidarity and make up a shortage of themselves."

"Globalization is like a jig-saw puzzle. Because, many different pieces come together to form a whole."

Perceptions in Regard to Decrease in Independence

In this category, participants who perceive globalization as "decrease in independence", there are 3 (5.66%) metaphors produced by 3 (2.97%) participants. These metaphors are English (f=1), spider's web (f=1), and chess (f=1). Sample sentences for mental images are provided below:

"Globalization is like English. Because, it is accepted in every region of the world. It insinuates itself in time that it surpasses present cultures so you have to live as others live."

"Globalization is like a spider's web. Because, it only moves within the limits of its web."

"Globalization is like a chess play. Because, if you don't do the right move, you limit your travel range."

Perceptions in Regard to Improvement in Transportation

In this category, there are 2 (3.77%) metaphors produced by 2 (1.98%) participants. These metaphors are metropolis (f=1), and a map (f=1). Sample sentences for these metaphors are as follows:

“Globalization is like a metropolis. Because, it is very easy to go from one place to another by means of developed transportation networks.”

“Globalization is like a map. Because, you reach very easily by means of developed transportation systems.”

Perceptions in Regard to Improvement in Transportation

In this category, there are 2 (3.77 %) metaphors produced by 2 (1.98%) participants. These metaphors are as follows:

“Globalization is like welfare. Because, it increases comfort and wealth of people owing to globalization.”

“Globalization is like wealth. Because, you become more powerful and reach whatever you want in a moment.”

DISCUSSION

Globalization can be defined as a continuous process which appears as a result of people's being affected by other's actions and experiences, becoming more and more aware of what happens on the Earth, sharing and spreading this information, depending upon the worldwide economic, political and cultural integration (Tezcan 1996; Kacmazoglu 2002; Balay 2004; Kizilcelik 2012). Because it includes current status, a specific process and sometimes ongoing developments or prediction about the future, globalization, as a concept, is examined separately in terms of each field of study. As economists have dealt with the logic of the market, social policy makers use a human-centered approach; those who have an ideological approach, however, emphasize nationalist and national values (Savaslar 2007).

In this study, 51 metaphors produced by the participants. Considering the metaphors the participants use (internet, village, culture, ship, family, World War I, live bomb, brand, theatre, spi-

der's web, metropolis and wealth) we can say that globalization, a multidimensional and abstract concept, can't be explained by a single metaphor. Because, metaphors are options and represent only one dimension they try to define (Weade and Ernst 1990). Yob (2003) states that a metaphor is not the whole of a concept, it is only a symbol for a concept. He adds that metaphors are very powerful perspectives regarding to the phenomena, but they are less than a phenomena. It is necessary to use many metaphors to redeem this. In similar studies, the number of metaphors used is increasing (Alkis 2009; Toremen and Dos 2009; Aydin 2010; Aydin and Eser Unaldi 2010; Aydin and Pehlivan 2010; Coskun 2011).

It is very striking that the most common metaphor is 'a village'. Depending on this finding it can be said that it is generally effective to use 'a global village' with respect to the globalization. The reason this description is generally used is that McLuhan coined 'a global village' in 1960 as a term to make a definition of globalization (Tutar 2000).

The fact that 43 metaphors were each produced by only one participant indicates that globalization can be perceived in different domains according to different points of view. Ten different categories to group perceptions can be thought to be a proof to show that globalization is a multidimensional concept.

The fact that most participants fall in "improvement in communication" (f=33, 33.67%), "expansion in its domain" (f=18, 18.37%), and "improvement in interaction" (f=22, 22.45%) indicates that they perceive globalization as improvement in communication, expansion in its domain and improvement in interaction. However, although metaphors produced in categories "experiencing competitiveness, causing danger and hazards, development, increase in solidarity, decrease in independence, improvement in transportation", and "increase in life standards" are less in number, they are useful and important because they draw attention to different perspectives.

CONCLUSION

As a result of this research, in which 51 metaphors are produced by the participants, it is carried out an analysis of the social studies teacher candidates' perception with respect to the

concept of globalization by means of metaphors, and these metaphors were placed in certain conceptual categories. It is thought that this study contribute to understanding participants' thoughts about globalization, thanks to the metaphors they use, and enable us to view from different alternative perspectives.

One striking point is that statements for some metaphors can be classified in different categories. The reason is that participants focus on different properties of the same metaphor. For example 8 participants use "a village" metaphor mostly for statement related to the effect domain, 14 participants utilize "a village" for improvement in communication. Another example is 'a football match'. 1 participant sees football match as competition, another perceives it as solidarity.

Categories also show that teacher candidates perceive globalization in two different ways, positive and negative. Categories "improvement in communication, increase in solidarity, improvement in transportation, and increase in life standards" are those produced by participants perceive it as a positive concept. Categories "experiencing competitiveness, causing danger and hazards" and "decrease in independence" however categories mostly reflect the negative aspects of globalization.

RECOMMENDATIONS

The followings can be suggested accordingly with the findings of the study:

- ♦ Metaphors can be utilized as a research tool in order to find out the mental images related to a certain phenomenon individuals have, to understand and explain them
- ♦ Within the process of defining perceptions with respect to abstract and multi-dimensional concepts, metaphors can be used to reveal mental images.
- ♦ Metaphors gathered at the end of this study are strong clues about how the concept of globalization is perceived. We can say that it is necessary to utilize different aspects of metaphors along with various metaphors within the teaching process of globalization and relevant topics. Thus, teaching of abstract and multi-dimensional concepts can be concretized by mean of metaphors.

- ♦ Metaphors gathered at the end of this study are thought to provide teachers and academics with the different points of view for teaching process of globalization.
- ♦ A similar research can be carried out on primary school students or learners who study in different departments in universities. In this way, learners' level of readiness can be determined and gained a holistic perspective.
- ♦ It can be suggested that this study can be repeated periodically to find out changes.
- ♦ Because globalization is a continuing process and affecting all communities, it is an important subject. Accordingly, it can be suggested that much research about globalization at different stages of formal education should be carried out.
- ♦ Metaphors produced by the working group of this study can be utilized to raise awareness about globalization and to develop measurement tools and scales for perception.

It can be suggested that studies different in quality should be carried out. For instance, data gathered out of data collection tools in which participants can produce more than one metaphor can be analyzed according to different variables (such as gender, department, level of teaching etc.). In small groups, qualitative research methods can be used to examine the concept thoroughly.

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