بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

Sudan University of Science and Technology

College of Graduate Studies

Role of Literature in The Context of National Citizenship to
Develop a Positive Attitude Towards English Language at The
Secondary Schools Level

دور الأدب في الاطار الوطني لتطوير اتجاه موجب نحو اللغة الانجليزية في المدارس
الثانوية

A Thesis Submitted in Fulfillment of the Requirements for the
Degree of Doctor of Philosophy (PhD)
In Applied Linguistics

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بسم الله الرحمن الرحيم

Preface:

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

فَتَعَٰلَى ٱللَّهُ ٱلْمَلِكُ ٱلْحَقُّ ۗ وَلَا تَعْجَلْ بِٱلْقُرْءَانِ مِن قَبْلِ أَن يُقْضَىٰٓ إِلَيْكَ وَحْيُهُۥ ۖ وَقُل رَّبِّ زِدْنِى عِلْمًا ﴿١١٤﴾

سورة طه الآية ﴿١١٤﴾

**Then High above all be Allâh, the True King.
And be not in haste (O Muhammad ﷺ) with the
Qur'ân before its revelation is completed to
you, and say: "My Lord! Increase me in
knowledge."**

Sûrat Tâ-Hâ. Verse 114

Dedication:

TO **MY PARENTS**, **FAMILY**.

Acknowledgment:

First and foremost to ALLAH, that is for giving me the strength and ability to complete this work. I implore him to help in assist others with what I have learnt.

This thesis completed by cooperation, assistance and facilitation of many individuals. Therefore, I have to deeply express my thanks and appreciation to them. I am indebted to my supervisor associate professor Faisal Abd Elrahman Khidir for his priceless guidance, critique, support, and constructive comments he provided during the journey of this study.

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My thanks go to those policy-makers from the Ministry of Education and College of Education, College of Arts, the secondary schools teachers and computer technician Mr. Ali Altohami Bashir for helping me in data collection from internet and my wife who provided an academic environment study, only with their participation and assistance has the study succeed in achieving its aims.

My thanks are also to all of my colleagues in the journey of PhD in the Faculty of Language, Sudan University for Science and Technology special thanks are due to my two sons who encouraged and inspired me.

Abstract:

This study aims at investigating the role of Sudanese literature in English and Arabic to have a positive attitude towards English language. It is to find out the concept and theories of citizenship. It is aiming at discovering the concept of identity. It is demonstrated to clarify the role of motivation through the window of teaching literature in the context of citizenship to have a good response towards English language.

The researcher uses two tools for data collection one of them is the questionnaire that is made up of 30 questions. Thus the questionnaire is distributed and is chosen of random samples out of 100 secondary schools teachers in the State of Khartoum. The American scale of Likert is adopted which is made up of five options. While the other tool is interviews with 10 experts of English language is the State of Khartoum randomly.

The population of the research is Sudanese secondary schools students, secondary schools teachers and English language Universities' teachers in the State of Khartoum.

Some of the research findings are: Sudanese literature texts in the context of citizenship motivate students and have its impacts on the process of having a good command of English language as a foreign language. Teaching Sudanese literature in the context of citizenship consolidates the social fabric of Sudanese secondary schools students. Teaching Sudanese literature in the context of citizenship enhances linguistic competence to Sudanese students, since literature addresses the four skills of language.

Some of the recommendations are that studying the language literature texts in the context of citizenship will help to integrate the language and literature syllabuses more closely.

ملخص البحث:

هذه الدراسة تهدف إلى التحقيق في دور الأدب السوداني باللغتين لإعطاء سلوك إيجابي تجاه اللغة الانجليزية. وذلك لنكتشف مفاهيم ونظريات المواطنة. وتهدف هذه الدراسة لاكتشاف مفهوم الهوية.

ويهدف هذا البحث لتوضيح دور التحفيز من خلال نافذة تدريس الأدب في إطار المواطنة لإعطاء استجابة جيدة تجاه اللغة الانجليزية.

لقد استخدم الباحث أدوات لجمع المعلومات. إحدى هذه الأدوات الاستبيان وهو مكون من 30 سؤال. وقد تم توزيع الاستبيان على 100 عينة تم اختيارها عشوائياً لمعلمي المرحلة الثانوية لولاية الخرطوم. وقد تم استخدام مقياس ليكرت الأمريكي وهو مكون من خمس خيارات. بينما الأداة الأخرى هي إجراء مقابلة مع 10 خبراء في اللغة الانجليزية في ولاية الخرطوم عشوائيا.

إن مجتمع الدراسة يتكون من طلاب المرحلة الثانوية بولاية الخرطوم ومعلمي المرحلة الثانوية بولاية الخرطوم وأساتذة الجامعات في ولاية الخرطوم.

هذه بعض نتائج البحث: النص الأدبي في اطار المواطنة يحفز الطلاب ولدية تأثير على عملية تجويد اللغة الانجليزية كلغة أجنبية. إن تدريس الأدب السوداني باللغتين في اطار المواطنة يقوي المقدرة اللغوية لطلاب المرحلة الثانوية السودانية. كنتيجة لذلك الأدب السوداني في اطار المواطنة يخاطب مهارات اللغة الأربعة. إن تدريس الأدب السوداني في إطار المواطنة يقوي النسيج الاجتماعي لدى طلاب المرحلة الثانوية السودانية.

إن من بعض توصيات البحث: إن دراسة النص اللغوي الأدبي في اطار المواطنة يساعد في عملية التكامل بين اللغة الانجليزية ومنهج الأدب بصورة لصيقة.

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CHAPTER 1

CHAPTER ONE

INTRODUCTION

1.0   INTRODUCTION:-

(MLA Style: "English Language." Encyclopædia Britannica. Encyclopædia Britannica Ultimate Reference Suite. Chicago: Encyclopædia Britannica, 2012, 31/3/2012) argues that the origin of English Language is in England and due to the spread of British Empire in the past 18th and 19th centuries, it is now used on many countries on many continents. It is the mother tongue language of the United States, The United Kingdom, Canada, Australia, Ireland, and New Zealand. And many small nations in the Caribbean Sea use English Language. Moreover is also in Pacific Ocean. English Language has become internationally as a Lingua Franca.

It is claimed that it is an official Language of The Philippines, Singapore and India. Also it is so in beneath desert of Africa and South Africa.

1.1   Definition of Terms: -

❖   **Teaching** in this study is an art supported with professional academic field of E.L.T. and applied linguistics.

❖   What is meant by **literature** in this research is Sudanese African literature, including Novels and verse and their role to promote a positive attitude towards English Language.

❖   **Citizenship** and **identity** in this research project indicate two faces of one coin which is loyalty to the homeland country of The Sudan.

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❖ **In The context of** it means in this study the parts of discourse that surround a word or a passage and can throw light on its meaning. The interrelated conditions in which something exists.

❖ **English Language** in this field of study means a foreign language because the Sudan in the past was one of the members of the common wealth organization.

❖ **English Language as a second language** in this research is that when it is acquired by immigrants to mother tongue countries such as Canada, USA, UK, Australia etc…, whose mother tongue is not English in order to cope with these societies.

❖ **English language as other language** in this study when it is used for obtaining information and knowledge. It is also used for the purpose of travelling of nations with different mother tongue.

❖ (Jack C. Richards Richard Schmidt, 2010, Longman Dictionary of Language Teaching and Applied Linguistics, Longman)**Applied linguistics** 1 the study of second and foreign language learning and teaching. 2 the study of language and linguistics in relation to practical problems, such as lexicography, translation, speech pathology, etc. Applied linguistics uses information from sociology, psychology, anthropology, and information theory as well as from linguistics in order to develop its own theoretical models of language and language use, and then uses this information and theory in practical areas such as syllabus design, speech therapy, language planning, stylistics, etc.

❖ **(Ibid) ELT** an abbreviation for English Language Teaching. It is used especially in Britain to refer to the teaching of English as a second language or English as a foreign language. In North American usage this is often referred to as tesol.

❖ **(Ibid) Motivation** in general, the driving force in any situation that leads to action. In the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn the second language.

(Roger Fisher: H. of Language. 2012, Newzeland) stated that English Language is originated to the Indo-European Language family. One of the characteristics of English Language: elasticity of function, simplicity of inflections on one hand and on the other hand the vocabulary embodies free entry of words from other language and the capability of creating compounds and derivational words.

It is argued that the phonology of British Receive Pronunciations (RP) is known as speech of educated people and the accent of prestige.

(MLA Style: "English language." Encyclopædia Britannica. Encyclopædia Britannica Ultimate Reference Suite. Chicago: Encyclopædia Britannica, 2012, https://www.demonoid.com, 31/3/2012 /8.47.16 Am) stated that *"American accent shows four divergences from British English: (1) the words cod, box, dock, hot, and not are pronounced with a short (or half-long) low front sound as in British bard shortened (the terms front, back, low, and high refer to the position of the tongue); (2) words such as bud, but, cut, and rung are pronounced with a central vowel as in the unstressed final syllable of sofa; (3) before the fricative sounds s, f, and θ (the last of these is the th sound in thin) the long low back vowel a, as in British bath, is pronounced as a short front vowel a, as in British bad; (4) high back vowels following the alveolar sounds t and d and the nasal sound n in words such as tulips, dew, and news are pronounced without a glide as in British English".*

However, English Language is considered to be as global language. It is a language of communication. It is official language. It is a language of education. It is a language of varieties. Whereas we find British English, American English, Australian English, Canadian English, African English, European English and Asian English. Now more than 300 million people speak English Language in the world.

(Grace Hui-chin Lin - Paul Shih-chieh Chien, 2010, https://www.google.com, 17/10/2015, 10:00 pm.)Stated that the process of teaching English Language, has become a professional career for teachers. In addition to that it is in academic field of study; and research area since more than sixty years ago. Many researchers devote their academic efforts to raise the awareness of English Language teachers to enhance their knowledge and abilities to carry out a prominent lesson in classrooms teachers for English Language Learners. They claim that due to speedily cycle of globalized world, through 3rd mellinium the act of teaching English Language as a familiar communication vessel has become even though more far better than two decades ago. (Ibid) argues that *"For introducing the history, research methodologies, and teaching pedagogies of teaching English as a Second/ Foreign/International Language, this book is composed as a reference for present English teachers."* To be a good English teacher that depends on your characteristic and personality. It is possible to find out suitable methodologies of teaching English Language in one hand.

On the other hand you will have the opportunity to understand the other ways of teaching or a particular approach of teaching through team framework of other English Teachers.

In addition to that you might be able to recognize the terms such as type of teaching English Language as a foreign Language, or as a second language. They stated that you should be familiar with academic ground in the process field of teaching English, i.e. to be up-to-date with theoretical foundation, application and techniques.

During the past fifty years many terminologies had been developed, in accordance to linguists, researchers and scholars making observations for foremost pedagogies of teaching English. Some of the terms focus on the functions of teaching and shed lights on purposes of learning. Hence teaching English Language is involved in this issue.

As a result of English Language role according to various political conditions; and degree of approval by different people with different nature and characteristics, we can claim that English teaching can be presented as teaching English as a second language (TESL), Teaching English as a foreign Language (TEFL) and teaching English as other Language (TESOL). Hence teaching English as a second language is used basically for the immigrant countries such as Canada, U.K. and U.S.A. cause many immigrants their mother tongues are not English so they have to adopt themselves with these communities.

While teaching English Language for speakers of other Languages, there by English is considered to be as a tool for obtaining information and knowledge. Also it is used for the purpose of travelling. Therefore here emerges in emphasize of methodologies of learning strategies and profession of teaching. Whereas, (English as a foreign Language) is concentrated on the

purpose, the aims of studying English by English teachers and learners, with different mother tongue. The definite explanation for (TEFL) is that English Language here is thought to be as a tool of communication in the world of different nations. Instead of using it as educational language or official language; it should cover a wider meaning and function more than that.

It is thought by many educationists in The Sudan that problems of teaching English Language are so many; the absence of updated syllabus. English Schools Texts Books are not available for students. The career of being an English teacher in general education is not promising. Also the absence of serious training centers for new English teachers. The application of grammar translation method in our schools by many English teachers is quietly obvious. The absence of modern teaching aids is quietly clear. The students of general education are not motivated enough. There is absence of real and keen syllabus of English literature. There is poorness of schools environmental education. Also there is meager percentage in the Government balance for general education. There is leakage flow of students from school. The student's mal-economics situation is one of the reasons. The absence of English professional teachers is another reason.

(Grace Hui-chin Lin - Paul Shih-chieh Chien, 2010, https://www.google.com, 17/10/2015, 10:00 pm.)Claim that in accordance to Lin (2009) whenever we investigate communication strategy from a historical point of view, Selinker (1972) proposed application of strategy in his entitle paper "Inter Language" in order to concentrate on classifications of errors made by non – native speakers. He argues that either to

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investigate communication strategy or trying to promote it. Despite of communication strategies many have lead second language speakers speech to be likely non – native, or even not proper. It might cope with second language learners to communicate and interact for the purpose of achievable communication. Thus this is one of the problems of teaching English Language; the fragile basic foundation for communication competence. This should take place before acquiring linguistic competence. This is based on communicative competence. That is made up of grammatical competence, socialistic competence, discourse competence and strategic competence.

Loyalty is a spirit of belonging to this homeland of The Sudan. And defend it morally and materially. In other words; it is the shield to stand against any threat. That can lead to fragmentation of social fabric and national unity. Loyalty is faithfulness or a devotion to a person, country, group, or cause *"(Philosophers dis agree as to what thing one can be loyal to. Some, as explained in more detail below, argue that it is only possible for loyalty to be another person and that it is strictly interpersonal."* (Wikipedia, the free encyclopedia, 2011, Wikipedia, the free encyclopedia, https://en.wikipedia.org/wiki/Loyalty, 28/10/2011, 11:00:50 pm) loyalty means to commit yourself to your country, to your nation and to your beliefs. On other hand, the concept of citizenship is interpreted in enjoying the fundamental rights of all Sudanese people. It is such as, social and cultural rights. And to have international standards of human rights. So that it is the right in education, health and freedom of beliefs. It is speculated that citizenship, same as identity and loyalty are two faces of one coin.

Whenever, we handle the issues of citizenship we claim that proverb pay me with my own coin. The relationship between an individual and a state is that an individual owes allegiance to that state and in turn is entitled to its protection. Citizenship implies the status of freedom with accompanying responsibilities. *"Citizens have certain rights, duties, and responsibilities that are denied or only partially extended to aliens and other noncitizens residing in a country. In general, full political rights, including the right to vote and to hold public office, are predicated upon citizenship. The usual responsibilities of citizenship are allegiance, taxation, and military service."* (MLA Style: "English language." Encyclopædia Britannica. Encyclopædia Britannica Ultimate Reference Suite. Chicago: Encyclopædia Britannica, 2012, https://www.demonoid.com/ 31/3/2012 /8.47.16 am) hence these are common shared elements to form a citizenship. Moreover to add the mother tongue can play a vital role as a basic foundation. Furthermore, the common shared elements are social, political and economics interest.

It is difficult to define the term citizenship; that for it is abstract. It is something that we cannot touch. But we can feel it. In this concern we aim at presenting Sudanese novelists and poets. Thus Sudanese African literature might implant citizenship items of Sudanese Nation. We can depict, point out the outlines of the concept of Sudanese citizenship as a common shared among them. We can realize the language unit. Which is Arabic Language as a lingua-franca. Cause all Sudanese writers from North, East and West express their loyalty to the Sudan in Arabic Language. The Sudan is rich with domestic languages. These languages are linguistically called vernacular. Such as Juba Arabic e.g. [almouja alaina ʤi:b], the languages of Beja in the East etc. Also Juba Arabic in Nubba Mountain and Blue Nile States is used. Religions and beliefs are

rooted in Sudanese people by nature. This is clearly appears in The Sudan National Anthem:

We are the fighter soldiers of the Lord

Soldiers of the homeland.

The poet is (Ahmed Mohammed Salih: 1950).The Poet Ahmed Mohammed Salih here portrays all the meaningful of sacrifice, loyalty and unity factors. The supreme meaningful of seeking glory and prosperity to the homeland is obviously pictured. This appears clearly when Sudanese secondary school students recite and sing The National Anthem, every morning.

Which voice yesterday;

Visit my fancy.

Roaming round the heart;

And singing to perfection elegy.

This is my voice?

Science and knowledge add;

To it sparkles.

I'm the mother of today.

The cause of ecstasy;

Candle.

I'm from your daily life.

The most sweetest;

Wishes hive.

In this poem and its inner structure the poet is Abdelkareem Alkabli: 1960. He draws out attention to education and culture. It is not exclusively to males but also to females. Hence before him the Godfather of women education has called for this idea. He was Babikir Badri. In order to build a unified luminous strong nation. We should pay much attention to education. It is thought that Sudanese African literature adopts studied plans to achieve rehabilitation, reconciliation and consolidated awareness to the concept of citizenship. It is claimed that the concept of citizenship is not enough clearly explored and is not vitally mature.

(Usa Noytim, 2006, 1/10/2015) the Impact of teaching English Language as a second language / foreign language appears as a window to globalization and the advancement of the speedily cycle of information and knowledge, since English Language is a key to professional careers and education. Teaching English Language influences non – native speakers of English Language life. Cause it is considered as a lingua franca internationally.

(Mohammad Khatib, Allameh Tabataba, Saeed Rezaei, Ali Derakhshan, 2011, https://www.google.com, 17/10/2015, 10:00 pm) argue that literature was the main stream of feedback as an input for English Language teaching in classrooms theatres during the period of applying grammar translation method. Hence since that time it has been ignored. (Collie & Slater, 1987) stated that with the school of structuralism and audiolingualism methods, literature curtain was lowered in the theatre of Language teaching process.

Literature at that time was neglected and much attention was paid to conversations and dialogues on which were so practical and tangible in real life situation. (Duff & Maley, 1991) taking into consideration all these disfavors, language scholars and some linguists in the 1980 s emphasized literature as a language teaching and learning material.

Side by side, applied linguistics has given the returning of literature for language teaching an impulsive power (Belcher&Hirvela, 2000) thus publications which have paved the way for literature were flourished at this time including.

- Carter & Burton, 1982. Maley & Mouldingg, 1985.
- Collie & Slater, 1987. Carter & Long, 1991.
- Bassentt & Grund, 1993, and others.

Literature is thought to be as an outstanding means for language learning goals and language teaching objectives. As claims (Mohammad Khatib, Allameh Tabataba, Saeed Rezaei, Ali Derakhshan, 2011, https://www.google.com, 17/10/2015, 10:00 pm) many scholars of concern have suggested different advantages for the application of literature in teaching English as a foreign language / second language. Such as literature supports authentic feedback as an input for language learning and language teaching. It enhances intensive and extensive reading. Literature promotes cultural heritage.

Authenticity can improve sociolinguistic and pragmatic knowledge; as far as their base are communicative competence. As a hierarchical order it consulates linguistic competence. On which its

tools are grammar and vocabulary. That means lexical items. (Van, 2009) stated that it enriches the language four skills. Literature text such as Novel, play drama and poetry enhance the development of intellectual emotional intelligence. As ((Ghosn, 2002) argued that. ((Ghosn, 2002) maintained that literature output and outcome are progressing learners attitudes through critical thinking; and analytic thinking is also as an approval to the value of applying literature text in teaching English Language. It is thought to be appropriate that literature is an art. And literature is for art sake.

What is motivation? It is simply stimulus, response and reinforcement. The notion is similar to (F.B. Sckiner 1950s) theory of behaviorism; the experiment of mouse, morsel of food and itching powder.

(Ghosn, 2002, Van, 2009) literature communicates with nature. It portrays the real life experiences. It deals with marvelous interesting fancy and reality in human being life. It provides suspense. It supports us with climax events. It activates our thinking that interpreted in prediction. (Maley, 1989a) literature develops learners language linguistic competence. Since literature interacts with universal issues. Globalization is taken a back and eager for a companying literature hands by hands not solely in economy, sociology and politics but also involves in related field of language such as ELT and applied linguistics.

For all these reasons literature texts are considered to be very motivating. It is as a result of meaningful of the literature context. And its authenticity that manages and maintains things in nature which is displayed in magnificent literature framework. Hence

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motivation claimed to be one of the vigorous tools through the entry gate of literature. Exposure to what the learners really entertain, which is literature. Motivation is particularly accomplished when students find themselves when reading literature text.

Why is literature motivating? (McKay, 2001) literature is occupied with sociolinguistic and pragmatic information. Due to these features and characteristics, they are adopted to appropriateness and not correctness. And this is solely found in contextualization language literature texts. Such as in drama in particular is clearly obvious. According to my modest experiences that English learners are ultimately motivated when they are indulged in literature text profoundly for language learning aims.

The reasons behind the choice are absence of schools libraries. There is absence of application of literature in syllabus. The phenomenon of disparity and discrepancy in the cycle of English language syllabus development are clearly obvious. It is thought that, there is lack of mature link between education and human rights; students should have received a proper education. There is a clear spread of illiteracy of English Language among Sudanese people. Also racism and tribalism are ones of reasons behind the selection of the topic. Another reason is the absence of civic education syllabus in the Sudan.

1.2   Statement of The Problem : -

The aim of this study is to investigate the problem of teaching literature in the context of citizenship to develop a positive attitude towards English Language at secondary schools levels at Khartoum State. There is immature role of teaching literature in secondary

schools. The notion of citizenship as a window of teaching literature is not well studied or covered. These factors are speculated to give a positive attitude towards English Language as a foreign language.

1.3   The Research Questions : -

A.   Is teaching literature in context of citizenship develops a positive attitude towards English Language?

B.   Is teaching literature in the context of citizenship consolidates the social fabric?

C.   Is the concept of citizenship and identity can be put in the framework of teaching literature?

1.4   The Hypotheses : -

A.   Teaching literature in the context of citizenship develops a positive attitude toward English Language.

B.   Teaching literature in the context of citizenship consolidates the social fabric.

C.   The concept of citizenship and identity can be put in the framework of teaching literature.

1.5   The Objectives : -

1.   To investigate the role of Sudanese English literature to have a positive attitude toward English Language.

2.   To investigate the concept of citizenship and identity and how they can be put in the framework of teaching literature.

3.   To investigate how teaching literature in the context of citizenship strengthens the social fabric.

4.   To clarify the role of motivation through the prospect of teaching literature to have a good response towards English Language.

1.6   Delimitation : -

According to many reasons this study will be limited to secondary schools at State of Khartoum during the academic year 2015-2016.

1.7   Significance of The Study : -

This study is useful to Sudanese Ministry of Education, secondary schools students and secondary schools teachers. It will also be useful to syllabus designers and decision makers

1.8   Planning of The Study: -

☒   Chapter one. Introduction.

☒   Chapter two. Literature review and previous studies.

☒   Chapter three. Methodology and procedures.

☒   Chapter four. Finding and discussion.

☒   Chapter five. Summary.

☒   Appendix.

CHAPTER 2

CHAPTER TWO

Literature Review and Previous Studies

2.0 INTRODUCTION:-

In this chapter we are going to display and present the related studies to the context and theories of citizenship, so for identity and motivation. Also we are going to present a literature review to the study.

2.1 Citizenship:

(Emma Jones and John Gaventa, 2002, https:\\www.google.com, 1/9/2015, 10:00 pm) Argue that, very little is known about the realities and facts of how different people understand themselves as citizens. The approaches in which this impacts on the different aspects of their lives. The same as little is known about how rights, languages are definitely used in presented struggles, by various individual and groups. And to what extent does it affect. In this chapter it is aimed to bring the concept of citizenship. It is aimed to bring the theory of citizenship. We want to shed a light on it and to know the consequences of that. Also it is aimed at bringing about the concept of identity. And we want to present the theory of identity. The researcher wants to present the theory and concept of motivation as a tool to give a positive attitude towards English Language through teaching literature in the concept of citizenship as a window.

Since the late 1990s, several attempts in development thought have participated to the rise of citizenship as an area that emerged in debates in development studies. The concentration on the contribution of development which is rooted as dominant factor of

community projects has started to learn toward political participation and contribution, increasing the poorest and marginalized people's impact and influence on the widest decision – making access that can have impact on their lives (Holand and Blackburn 1998; Gaventa and Valderrama 1999, Cornwall 2000). Side by side to this was the appearance of the good governance agenda and to whom it concerns with decentralized governance and multiplied responses of governments to the urgent needs and basic priorities of citizens (Minogue 1997, Rhodes 1996; Schneider 1999, Edralin 1997) Representing a level of convergence these aspects have opened wide spaces for the contribution and good governance agendas to meet the concept of citizenship. Also the late 1990s drew attention of a new relationship between the dominants of human rights and development explored in the rights – basic needs of citizens. As an entry gate right of people open a profound space for issues of citizenship within development. Moreover to add to it is formed by the movement within human rights development; contribution itself has been reformed as a humane human and citizenship right; and is prerequisite by people for emphasis to claim other rights (Hauserman 1998; Ferguson 1999).

The term citizenship as a discourse has come to give to every person an offer that they would like to understand what it means. The term citizenship has been increasingly used in relation to contribution, rights and obligations. Due to citizen participation much literature uses, for instance "citizenship" to mean the role of any person taking part in public affairs. Hence this participation is promoted to a level of right. But still there is a little conceptualization of what the implication of this; could be individual rights, some

criteria of group rights, rights to contribute in the basis of particular identities or interests, right to difference or dissent? Similarly, in regard with to accountability, there is little conceptualization of who is accountable to whom and in what domains of life, or how a person might deal with their increasing and sometimes conflicting individual and group obligations and rights.

2.2 Identity:

(Ditte Andersen, Henrik Holm Kjar, Line Falk Tranberg, Liv Holm Carlsen, Louise Secher, Maya Coulson, Thea Nielsen, 2009, https:\\www.google.com,2/11/20015, 10:00 pm)In recent times, identity has been under focus as an object of academic study. For instance through the raise of awareness of self-identity (Giddens, 1991). The concept of identity is interested in "social identity, ethnic identity, cultural identity, linguistic identity, socio-cultural identity, subjectivity the self and the voice" (Miller, 1999: 150). In our study of sociolinguistic identity there are some definitions, where identity is understood as something fluid. "Nudansk Ordbog (the Present-day Danish Dictionary) depicts identity as follows: derives from Latin = Idem = same, same as (influenced by Late Latin essentitās, being, identidem, repeatedly), from id, it. In addition, Stuart Holds (British sociologist (born 1938), British Jamaican cultural theorist and sociologist (born 1932).

The common conception of identity can be related to the humane humanistic and essentialist understanding of nation that is constant. An essential factor that ultimate, as an outcome of that particular individuals socialization, for example, the social, economic and cultural backgrounds all of them were important during the

different stages of life of individual which would direct the orientation of person's identity. The notion was that the person still would obtain the same identity through life according to his experiences. While social constructionism stands against this idea; by becoming anti – humanistic – essentialistic (Burr, 1995: 40). In accordance to social constructionist perception or understanding, the individual's behavior and thoughts change depends on who person is interesting with.(Ibid).It does not make common sense to enquire which of these two types is the real fact of you. They are both of you; but each of them is a product of your in relation with others. (Burr, 1995: 27) (Per Shultz Jørgensen (1999)).Claims that interaction with others, due to life experiences and everyday life performs something an individual tries to create or construct. Thus construction of identity is a permanent process that never ends. Identity interacts with others and with itself. The social identity represents a variety of options which are being tested, evaluated, contemplated and involved in the core of the cream one gradually constructs as an identical image of oneself: the personal identity (Brorup et al, 2003: 179). Schultz Jorgensen speculates that identity have two dimensions: the personal (internal) and the social (external) identity. Thus every composition of identity is made up of the two dimensions. Hence they are intermingle processes which are in the situation of interaction always. (Schultz Jorgensen, 1999: 48-62).The internal condition of identity is what is happening with us as psychological factor; how we understand ourselves, what we are standing for and how we want ourselves to be. While the external conditions of identity are ground on everything that is happening around us. We mean the society, the culture. What kind of social group we are embodied in. How others interact with us. Hence identity is both

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personal "story life and social role that an individual acquires within community as one part of it" (Ibid).

Jan Tonnes Hansen, claim that the internal condition of identity as the individual personal story life, which includes everything from experiences up to adventures. He distinguishes between the "I" and the "me" the "I" signals the part of the personality that acts, reacts, reflects, thinks and influences. Moreover to add it includes conscience. On the other hand the "me" is understood as the inner "essence", the personality within the individual the part that shown outsidely that others relate to. This causes the belief of being "good enough" and it causes self – esteem (Tonnes Hansen, 2000: 17). Thomas Ziehe argues that due to socio – psychological perspective it is the individual him - / herself to create his / her own identity; on other words it is up to them that is to say the constructed "private world" therefore becomes a sum of private and contemporary culture's norms and values and ethics that the person can see as the foremost necessity in his/her life (Ibid). The person has to ascribe artifacts, situations and different values, translate signs within culture so as to understand the value of oneself; moreover, what s/he stands for and what s/he represents. Giddens pays attention to one fact which is the construction of identity is a constant process that never ends and should be created and developed continuously by individuals.

It is claimed that through interaction a person defines own identity. Identity can be understood as self-defined. The self-perception is one who goes along with others perception of him/her. Language as a means of communication and interaction, a person "finds" oneself, and then constitutes one's identity. Due to

this relationship language plays a vital basic part and role that is given. Because through language we can explain to others who are we and what we represent; but also we can understand how others perceive us. People struggle to accomplish the acceptance of others. But as the same time this acceptance creates solid ground for the construction and development of identity; because it is within this particular group of community that we are part of it and at the same time we are identified with. Moreover; Ziehe argues that people choose who they want to be within their own "private world" or community and due to this, they indicate what society they belong to and how they want to be perceived and dealt with (Ziehe 2003 89). The community or social group that an individual is presented in is so important according to its involvement to identity. Therefore it is not just the social factors is the full meaning to our identity; but also the verbal behavior how individual is able to express him/herself and clarify who is s/he, what s/he thinks and his/her respond on various aspects of life (Uldal Christensen, 2004), thus language is considered to be as a tool and means of expression and identified identity. In addition to that the choice of words, expression, accent and dialect, the intonation, the voice all these factors are parts of identity and all these aspects are to give full understanding of an individual. Identity is obligatory part of everyday life; e.g. in college or school when we are acquiring a new language, at the place of work also and so on. One is forced to interact who they are through Language with others. Hence language and identity constantly become two terms interacting within everyday life.

Social communities within language and context through identity interact, e.g. school language, among family and intimate friends. These factors play a vital part for a person's usage of language as well as for the construction of identity (Uldal Christensen, 2004).

The identity of one person's identity is inevitably contributed through language interactions. Within one language; it is possible to have many identities or roles as they can be seen as; e.g. a certain language is used with parent, while another language is used among friends. This can show how a person undertakes various roles during the day in just one language and even without having idea of noticing it. Thus an individual may develop a completely different identity, when he expresses something through another language than one's mother tongue. In accordance to that; David Block (2007) defines language identity as "the assumed and or attributed relationship between one's sense of self and a means of communication which might be known as a language, a dialect or a sociolect" (Block, 2007:40).

One can be forced to speak a foreign language in one's own or in foreign country. The issue of whether or not a foreigner acquires a national identity, from specific country that s/he is currently living in it, arises. Even though every person has their own personal identity/ies there will be overall identities of a country consisting of widespread common views and opinions related to life style and values.

As Brea Kwell, stresses: "[t] there is no such thing as a national identity in an absolute sense. Every nation has many national identities since each individual, in social context, negotiates what the

meaning of his or her national identity is, and can renegotiate moment by moment" (Brea Kwell in Okaes, 2001:39).

2.3 Motivation:-

(R.C. GARDNER, Motivation and Second Language Acquisition 2007, Portal Linguarum 8 junio, University of Western Ontario, https://www.google.com, 17/10/2015, 10:00 pm) stated that, research for the post halve century has been concern with the role of attitudes and motivation in second language acquisition, thus during this state of time a considerable amount of data have been gained. I would like to focus on the role of motivation and language learning in general and attention is directed to the points of two motivational constructs.

When motivation and second language learning are considered, the distinction between language learning motivation and classroom learning motivation are under investigation. By language learning motivation, it is meant that the motivation is to learn and acquire a second language. This kind of motivation is attributed to socio-educational model of second language acquisition (Grander, 1985), the social context model (Clement, 1980), the self-determination model (Noels, & Clement, 1986), the willingness to communicate model (Macintyre, Clement, Dornyei, & Noels, 1998), and the extended motivational framework (Dorynei, 1994) to name a few. It is general form of motivation that is related to any second language – learning context. It is a general characteristic of the individual that applies to any opportunity to learn the language. It is relatively stable, because of its presumed antecedents, but it is easy to be led to change under certain conditions. The variety of models referred to above all agree that it as an involvement with significant implications

for the individual; they differ in terms of its correlates, as well as in how it might assess.

The second class of motivation is classroom learning motivation, particularly the classroom language. This is a kind of motivation emphasized by Heckhausen and Kuhl (1985); it is the kind characterized by Dornyie's tripartite pre-actionaland post-actional motivation, and is common to educational psychology in general.

It is so far represented in the socio educational model of second language acquisition, although it is considered to be as an integral part of motivation in general (Gardner, 1985). It is attributed to the motivation in the classroom situation, or in any particular situation. The concentration is on the individual's perception of the task that is ready at hand and is greatly state oriented. Eventually, it will be impacted or influenced by a captured of factors associated with the classroom language. Hence it is clear that the teacher, the classroom atmosphere or classroom environment, the course content, material and facilities such as realia, aids, as well as personal characteristics of the student ((such as studiousness, etc…)) will have an impact on the individual's classroom learning motivation. In the socio-educational model, we claim that it will also be influenced by the general language learning motivation referred to above mentioned. It is certain, in a very real common sense; no one can distinguish between the two kinds of motivation. They operate and interact on the individual at any given time, but it is meaningful to put into consideration that both of them are operative.

(Zolt'n Dörnyie, Motivation in second and foreign language learning, language teaching / volume 31 issue 03, published online 12: June 2009, https://jounals.cambridge.org/LTA). Argue that, even though 'motivation' is a term frequently used in both educational and research context, it is to some extent astonishing how is it little agreement is there in the literature with regard to the exact and definite meaning of this concept. But researchers speculate to agree on that motivation is responsible for determining human behavior and attitude by making it energetic and giving it orientation, but the great and huge variety of concerns put it forward in the literature of how this happens might surprise even the seasoned researcher.

Of course this diversity is no occident; as Dörnyie (1996) points out, motivation theories in general seek to explain no less than fundamental question of why humans behave as they do, and therefore it would be naive to speculate any simple direct answer, certainly every different psychological perspective on human behavior is associated with a different theory of motivation and, hence, in general psychology it is not the lack but it is rather the abundance of motivation theories which confuses the common sense.

In addition to that, motivation to learn an L2 presents a complex and unique situation even within motivational psychology and this is due to the multifaceted nature and roles of language itself. Language is spontaneously: (1) a coding system of communication that can be thought and learned as subject at school;(2)an integrated part of the individual's identity interacted in almost all mental activities and also (3) the most essential channel of social organization included in the culture of community on which it is used and applied.

Therefore, the basis of motivation on language ground attainment is not directly compared to that of mastery of other subject matters of concerns; in that having a good command of an L2 also involves the development of some kind of L2 identity and the common shared elements from the culture of L2. (cf. Gardner, 1985), moreover to add, in one hand the environmental and cognitive factors of learning in current educational psychology as normal process; L2 motivation also, in the other hand contains featured and characteristic personality and social dimensions.

Hence, L2 motivation is essentially a multi-faceted construct. So that describing its nature and its features cream requires particular care and attention.

(Eiko Ushida, the Role of student's Attitudes and Motivation in Second language learning in online language courses, University of California, San Diego, 2005, Calico Journal, vol 23, No. 1). Investigated that, the role of students' motivation and attitudes in second language (L2). Students' attitudes and motivation were examined within a socioeducational framework (GARDNER & Macintyre, 1993) while learning contexts were examined based on Dörnyie's (1994) components of foreign language learning motivation. Students' learning behaviors and learning outcomes were used as predicator and criterion variables in a series of quantitative and qualitative analyses. The result showed that students tended to have relatively high anxiety about second language learning in online courses at the beginning of the semester, perhaps this is due to their lack of familiarity with the specific ((second language learning online courses)) learning environment. However, students' motivation and

attitudes toward (L2) study were positive and stable during the course to a great deal indeed.

A student's attitude and motivation has frequently been reported to be the most critical factor for success within computer-assisted language learning (CALL) environments (Brandl, 2002, Desmaris, 2002, Doherty, 2002; Gilbert, 2001; Murday & Ushida, 2002; Warschauer, 1996, a 1996 b). Motivation in accordance to Winne and Marx (1989), is both a condition for, and a result of, effective instruction. Based on these, claims, it is possible to speculate that students' motivation plays and important role in successful (CALL) implementation and that, if it is used effectively, the CALL environment can enhance students' motivation to learn a second language (L2).

The study of motivation has been a prominent area for research in psychology and education for many years (Dörnyie, 2001 a). This interest might reflect the widespread perception of classroom teachers who tend to regard student motivation as the most important factor in educational success in general (Dörnyie, 2001 b). The literature on L2 motivation has two main streams. One stream consists of a series of studies based on Gradner's socio educational model in which the role of integrative motivation-comprised of integrativeness, attitudes toward the learning situation, and motivation – was experimentally investigated as a derminnat of L2 attainment. The other stream calls for the implementation of a new "agenda" (Crookes & Schmidt, 1991) for L2 motivation research, proposing a number of alternative models with an attempt to gain a more in depth understanding of L2 learning motivation within mainstream education. While the former studies investigate casual

relationships among possible individual – difference variables with various L2 achievement measures, the later attempts to identify possible variables, that could influence learners' motivations within immediate L2 learning context. Each of these approaches is reviewed in the following sections.

The role of L2 learning motivation has been intensively studied by social psychologists in Canada, where French and English are two official languages. Gardner (1985) hypothesized that L2 learners with positive attitudes toward the great culture and people will learn the target language more effectively than those who do not have such positive attitudes. In their earlier studies, Gardner and Lambert (1959) found that ability and motivation were the two factors most strongly associated with learners' L2 achievement.

Adherents of this model of SLA (Gadner & Maclntyre, 1992, 1993) claim that individual – difference variables (e.g. biological factors such as age and experiential factors such as previous language training experience); interact with both formal and informal language acquisition contexts and influence both, linguistic and nonlinguistic outcomes (i.e. students' reactions to the learning experience). Gadner and Maclntyre (1993, P.9) argues that this model shows the importance of what takes place in the learning context: "Teachers, instructional aids, curricula, and the like clearly have an effect on what is learned and how students react to the experience. The model also predicts that students' degree of success (i.e. linguistic outcomes) effect their feelings (i.e. nonlinguistic outcomes) and that both types of outcomes will have influence on individual – difference variables including language attitudes and motivation.

"Motivation in this model is defined as the extent to which the individual works or strives to learn the language because of a desire to learn the language and the satisfaction experienced in this activity. A "motivated learner" is, therefore, defined as one who is: (a) eager to learn the language, (b) willing to expend effort on the learning activity, and (c) willing to sustain the learning activity (Gardner, 1985, p. 10).

Motivation plays an outstanding role in this model in three ways. Firstly, it stands as mediator in any relation or link between language attitudes and language accomplishment. Secondly, it has a temporary relationship with language anxiety. Third, it has a direct role in the informal learning context, displaying the optional nature of the motivated learners' participation informal L2 learning contexts.

In his current model, Gardner (200) focuses on motivation and language ability as the two most influential determents of language accomplishment and shows how integrative motivation affects language achievement. In addition to that, this model predicts that the L2 learning situation could affect learners' attitudes and motivation.

(Abbas Pourhosein Gilakjani, Lai-Mei Leong, Nojres Banou Sabouri, A study on the role of motivation in foreign language learning and teaching, I.J. Modern Education and computer Science, 2012.07.02). They argue that, the issue of motivation, particularly in English as a foreign language settings, is so important that other consideration about teaching methodology seem to pale in comparison. It is important to think about motivation as the zest of language teaching because of the obvious realities of learning English for the most of learners. All conditions of concerns that we know

contribute to successful of second language learning are lacking in most EFL contexts there is not just enough English input in the environment, probably there are not enough opportunities for interaction with English speakers. Usually there are not enough strong role models promoting English language learning and there may not be a widespread enough social acceptance for the idea of becoming proficient in English. Because of these conditions of diversity, learner has extraordinary motivation in order to succeed at learning a foreign language.

There are three levels of motivation in language learning which are 'operational', or accessible to direct the influence by the teacher. To the extent that a teacher can cope into any or all of these levels, s/he is more likely to become a 'motivating' teacher.

The first level of motivation is to find learner's passion. The first level which is considered to be the central core of motivation and the cream of the cream of motivation is that what may be called 'finding your passion'. All of the successful learning is to some extent connected to the leaner's passion. What does it mean for the term passion? Passion means an individual's central target or aim in life. Such as, the things that is the leaner that cares about mostly. And the things that are move him or her emotionally. It does not mean that a learner needs to become passionate about learning English language in order to succeed or to meet the needs of his/her goals. But rather, the learner needs to find a way that is well paved to connect English language learning to his/her real passion in life. The teacher as a monitor can help learners to bring their passion into classroom in several ways and several approaches. One is by introducing 'hot issues' in the classroom, such as music, movies, aids, current topics,

personalities, games, clues and so on, in order to trigger learners' real interests. The teacher can use these triggers to build a class culture. If teachers introduce or permit the learners' themselves to bring in, samples of current songs, clippings of famous people, or a photographs or a video clips, they invite greater engagement in the classroom.

Another method of helping teachers to find their passion is by organizing class activities around the theme of self-expression. There are a number of approaches here: personalized mission, idea, notion journals, speaking circles, interactive questionnaires. When learners realize that the content of the class in their personal lives, and that the teacher responds to them as people, not just as language learners, the teachers invite a deeply profound level of commitment and motivation.

A third way of generating passion is through the psychological principle of 'immediacy' using yourself as a model of enthusiasm and motivation for learning.

The second level of motivation is to change learners' reality. In almost or in any language learning setting, but in particular, in EFL settings, learners cannot make sufficient progress in the L2 because they do not receive enough instruction. And not even nearly enough attention in class. And not even have enough input or meaningful interaction or opportunities for serious output.

A typical learner in need of a minimum of four hours a week of quality contact with a language, in order to make progress. Even though or even if this estimate is not true for all learners, it is clear to

most EFL teachers that learners in need of more language instruction than teachers can provide in their classrooms. Learners need more quality instruction as an input. Instruction, and opportunities are needed for meaningful as an output; not only to make progress, but in order to maintain a sufficiently strong connection to the language and to build their own motivation for learning process.

Motivation is a basic and major part of the teachers job to help learners finding opportunities for engagement in learning tasks outside the classroom. And helping learners to find quality 'homework' is essential to maintain learning quality in the classroom. The ideas are endless: direct learners to quality language learning websites; the availability of making quality audio video ready at hand and multimedia learning courses, workshop. And we can develop a small library of accessible readers and supplementary materials and self-access to quizzes. We can use worksheets and games.

Spending classroom time to help learners select, share and evaluate their output and evaluate their out-of-class work with English language is just as an important as covering a lesson in the textbook. Helping learners to change their reality means moving them toward seeing language learning in a different way. It means helping them take simple, self-directed steps to make choices about learning. The first step is the most important, because it's the one that can ignite this level of motivation.

The third level of motivation is connecting to learning activities. Connecting is referred to the engagement of intention, attention, and memory in the activity itself. All teachers want their

students to connect with the learning activities. They prepare, still they of fail to take concrete steps that will lead to better connection. Here are a few 'connecting principles' that can be used in teaching material such as:

Using personalized warm ups to lead into an activity. This creates relevance; an essential condition for memory to work effectively. Aim to get all learners involved in the warm up. Make each learning activity as vivid and tangible and authentic as possible; using provocative topics. Include visual aids (pictures, charts, realia) and tangible references (games, boards, index cards) to engage students' attention. Provide variety in learning activities so that learners can try out different learning styles (interpersonal, kinesthetic, musical, clue, puzzle, etc…).

Make sure that each learner is involved, and everyone has an attention in every activity. Assign role in pair and group activities. Include inductive learning in lesson be sure that learners have an opportunity to discover things on their own such as grammar points, pragmatic patterns, new vocabulary. Give learners a chance to reflect. It is always easier to teach deductively through direct presentations, but discovery learning is more meaningful and more permanent.

Provide feedback on all levels of language progress. Progress in language involves more than just gradual mastery of grammar and vocabulary. Give feedback on elements of performance that affect leaners' motivation: Their success in an activity and their level of engagement. The role of the teacher is recognized as being highly significant in all the stages of the motivational process.

2.4 The concepts and Theories of Citizenship:

(Erika González García, 2010, https://google.com, 5/10/2016, 11:00 pm) stated that the concept of citizenship is a controversial issue or subject matter. Since it concerns with society. In case we would to revise the notion of citizenship as status of belonging. We have to put these subject matters into consideration. Such as motivation, globalization, political and social change. The foundation of democracies, education for citizenship and the development of rights and duties are under investigations.

(Erika González García, 2010, https://google.com, 5/10/2016,11:00 pm). Argue that, 18" the concept of citizenship is an open, flexible, changing and polysomic term, which has had different meanings depending on the socio-cultural context, the political organization of the state, eva and various political, social and cultural circumstances".

To establish our own notion of citizenship, we have to put into consideration some elements that we think it is fundamental to explore a satisfactory definition to citizenship. And therefore on citizens who have been formed throughout rotation of history of the concept of citizenship. Special emphasis may take place on the liberal, communitarian and republican of citizenship. The concept of citizenship is an international issue that claims citizens have rights and duties. In order to make citizens committed to their homeland they should have their rights in election vote, in education, in human rights and in all rights under democratic authority should be enjoyed.

2.5 Citizenship:

The idea of citizenship now becomes a hot issue. This is due to gradual transformations that takes place in society or community. Therefor it happens in real life situation under the conditions of migration, the impact of globalization, political and social change. The recreated emphasis on the subject matter of collective identity, ((if it is national, cultural, gender, etc…)) (Penda, 2003 3 ,p. 215) From this scope of view point the legal status of equality of citizens as owner of a definite or particular political and legal status must be competed with the groups of groups upon which and individual may belong with loyalty.

We realize that the indifference involves politics in our societies, the conflict of the state of welfare are connected to the recovering notion of citizenship. The major world problems of poverty or civil war crisis, the failure of the liberal conception and the problems of environment all these factors have their impact on the concept of citizenship. It seems that "democratic societies" cannot be stable and settled only on rights and insinuations, but their basic foundations are depended on the attitudes as well as qualities of their members. Their effects of the sense of identity, their participation in the political system, their tolerance, and participation should be most effective. "(Peda, 2003, P 216) In other words, society need people committed to their community, and not only rights-holders. This idea has been expressed by all political currents-liberal, communitarian".

In this sense, the citizen would become the main point that meets the needs of convergence between the community and the political system. (Zapdata-Barrero, 2001 P. 215) The concept of

citizenship differs from one community to another, depending on the place, the historical moment and the political organization.

We can have an initiative beginning by using some definitions of citizen and citizenship that are found in dictionaries and encyclopedias. A first approach is found in the Spanish language dictionary, published by The Royal Spanish Academy where the term citizenship has several meanings, which are related to the city as a political organization that is known among them being: "20 "The dweller in ancient cities or modern states as a subject of political rights and who intervenes, exercising those rights in the government of the country."(RSA)

This sense denotes one of the hallmarks of citizenship as being active participation in political life performance by those individuals who live within the scope of a state action.

To be more precise on this notice, the Dictionnaire de Philosophie Politique, defines who is a citizen: "the citizen of modern times-that is, of the philosophy of modern natural law" is defined in contrast with the man (the rights of man and the citizen) and in relation to sovereignty." (Raynaud and Rials, 1996, P.16). He identifies that citizens and their rights who are as related to the government, stressing also the fact of the sovereignty as accomplishment achieved over other absolute powers different from popular will.

(Erika González García, 2010, https://google.com, 5/10/2016, 11:00 pm, P. 20) While the Dictionnaire Constitutionnel refers to a citizen as "a member of a territorial political community, holding

rights and subject to obligations independently of belonging to "particular collectives" (sex, race, tribes, corporations, caste, municipalities, classes, religions) " (Duhamel and Mény, 1992, p. 46) The word of focus of this definition is on personals' membership of a community that make him/her a subject of rights and duties, as pointed out in the dictionary at the time of the Enlightenment published by Diderot and D'Alembert: "One who is a member of a free society consisting of several families who share the rights in this society and enjoy its privileges." (García Inda et al., 2008, p. 26)

The Encyclopedia of Nationalism defines it as "[...] a concept whose profiles are better defined by contrast with its opposites. And it is a term whose historical significance has not always been the same. In a legal sense, citizen is opposed to foreigner, in a political sense; a citizen is opposed to subject. The individual has the condition of citizen from birth, against others, and against the powers of the state. According to this status it gives rights which naturally belong to the individual and are only lost by temporary or permanent exclusion from the legal community, and this exclusion has to be based on pre-established reasons. It is a highly personal quality and not transferable." (De Blas Guerrero, 1999, p. 109) we can deduct from this definition that citizens are born and not made and that it is a personal quality that distinguishes him/her and differentiates him/her from other citizenships of other persons belonging to these states.

Even though concerning the concept of citizenship differences might exist but still, there are common shared elements for these hot issues. Such as identity, duties, rights, belonging and participation in particular community should be gained. Thus the relationship

between the individual and the political regime can be understood from different points of view, (Republican, communitarian, bourgeois, slave- owning, etc.) and from different disciplines (philosophy, political science, sociology, anthropology, education sciences and so on).

Now let us discuss some common elements that define citizenship. That is to say citizenship is considered to be a status of rights. The absolute fact of being a citizen makes an individual have a credit of a series of rights. In this concern, current political affairs tend to identify citizenship with rights. Marshall 1998, distinguishes three types of rights that historically have been established; the civil rights which are the rights that are necessary for the normal development of personal liberty, the political rights, such as the right in participation of political power exercise as an elected member or as a voter and the social rights which that grantee public safety rights, rights in health affairs the right in education and the rights in honorable standard of living. Precisely these rights give us the status of citizens to enjoy these meaning of citizenship is to be a full member of a democratic society. Therefore, citizenship can be understood differently depending on the importance of the status that is attributed to the rights of citizens.

On the other hand French Declaration of Rights of 1789, on the rights of human being and citizen simultaneously reflected in its title their two conceptions: either they are rights whose recognition and exercise comes from the law established by the common will of the people as a whole, as a historic victory, and natural rights before and above them, which the state has to recognize and respect.

(Declaration of Rights of Man and Citizen) what are inclusion and exclusion boundaries of citizenship.

However, as it is said before at the beginning, the classical notion of citizenship is in crisis due to the multiple problems. These problems are due to the economical factor, globalization and the oriented control to the communication and mass media. And the tendency to the people who may emigrate to more economical developed countries. These may lead to two major challenges which are multiculturalism. It is a matter of making cultural identity; that competes with the notion of citizenship in society, on which different cultural identities may exist. The second challenge is the determined tension between the universal citizenship and particular citizenship. This it is universalism versus particularism. The meeting point between human rights with the rights of citizens leads us to consider the problem of immigration. Since citizenship is claimed to achieved equality and freedom for all persons 23 *"Ackerman thinks that in principle all human beings have an unconditional right to demand their recognition as full citizens of a liberal state"* (Ackerman, 1993) The only reason to restrict immigration would be the risk that may be caused to public order or economic survival. Other authors (Kymlicka, 1996) suggest that liberal states should protect the cultural affairs of individuals; concerning their identity. Almost the argument with most restrictions is the communitarian on which a citizen means "to be a member of a particular city, formed from a history and a particular cultural tradition, which is specific and different from others, in which the identity of citizens is formed and to which they are emotionally attached." (Peña, 2003, p. 228)"On other words, people are part of a community with its own traditional culture, that identifies them as

member of that particular community and hence this membership implies the exclusion of fellow citizens who are not part of the dominant ethnic group. So, to apply the criteria to ethnicity and territoriality to universal citizenship or any more who watches over the rights of citizens, or development policies considered it as a mistake because there is no universal state. What happens according to Walzer (1997) is that those who are active members of a specific policy claim a particular way of life and culture that cannot be shared by any newcomer.

Citizenship is associated with membership of a political community, that implies integration into that community with a specific identity which is common to all members who belong to it. Historically these criteria for membership have been linked to a shared territory, a common culture, ethnic characteristics, and history. It is this communal identity, according to nationalists *"that maintains the political community, to the extent that it is the national consciousness that provides the legal and political framework of the State with a basis of legitimacy, a bond of cohesion and even a base of motivation that cannot be extracted from politics itself. "(Peña, 2003, p. 231)*By vice-versa, democratic citizenship gives priority to the political will of citizens as opposed to membership, which is secondary.

We believe it is necessary to recognize a distinct that conceives of citizenship as a universal equal status for all members of political society. The fact of differences enriches society. That is why we must tackle the complex ethnic and cultural problems, as there are groups such as immigrants, women among many others, who feel excluded. Developing the notion of equality policies would be one of possible mechanism for resolving problems.

While participation occupies a key factor in the classical theory of citizenship even though today it has a secondary position, mainly due to two reasons. Firstly, because participation it is real. It is only in very small communities where there is an interaction between everyone, and secondly, because participation requires many civic virtues and commitment to the public. In practice, for the majority of citizens, participation is reduced to specific event such as intervention in various elections of political representatives.

On the other hand, the prevailing model of citizenship has been liberal whatever the matter is not guaranteeing the citizen the power to govern, but rather guaranteeing the rights to be governed by a state that enjoys consensus, that respect individual rights and permits plan, according to his/her tastes and ability. (Peña, 2003, p. 233) Today the passive liberal conception of political participation is spreading, due to the disinterest that are shown by the public.

It is thought that the biggest problem today is how to shape an active citizenry that participates in political matters. We have three problems which any attempt at reconstruction of citizenship faces. (Peña, 2003, pp. 234-235). The first of these is the displacement of the political issue. If the politics does not intervene economic affairs and the citizen is represented by politicians, it is increasingly seems to be more insignificant. The second problem has to do with communication. Information is distorted and the critics cannot compete with the mass media. Finally, the third is related to the exhaustion of the model of the State. Many members demand a civil society. Most contemporary works that address the issue of citizenship use to speak of three models of citizenship which are:

republican, liberal and communitarian. These models are neither the only ones, nor clearly are shown, but from them other mixed models have appeared. These are not homogenous among themselves or antagonistic and are not presented as pure models.

The public conception of man is now primarily understood as a political status determined by a set of rights, obligations and duties. TH Marshall, Citizenship and Social Class (1949), which aimed at the acquisition of the universal status of citizenship. He claimed that "citizenship is that status which is granted to full members of a community". The beneficiaries are equal so far as rights and obligations are concerned."(Marshall and Bottomore, 1998, p. 37). The definition of citizen as the bearer of rights and duties is defended in contemporary political theory by some liberal authors. Since 1971, when John Rawls (1993) published his Theory of Justice, liberal approaches to citizenship are based on his work, to the extent that his ideas have made him the most representative of this liberal model. Rawls began his inquiry into the idea of justice by invoking that of Emile in Rousseau's work (1990), which defended the existence in man of a sense of justice and explained it as a true feeling of the heart enlightened by reason. This feeling is natural result of our primitive emotions, not natural law. Later, Rawls says that the sense of justice arises from primitive natural attitudes. Justice is the first virtue of social institutions as truth is of systems of thought, and its main objective is the development of a basic structure of society (Rawls, 1993). The substance will be found in institutional public life and not in inter subjective private relationships. These principles arise from the consideration of qualified persons about the justice of political

and social institutions. They are processes of thought and are not innate.

However, communitarianism is a model that lacks the traditional and consistency of republicanism and liberalism, but has had a privilege place in political theory due to the controversies that have arisen in its conformation with the liberal model. Communitarians argue that the identity of citizens cannot be understood outside the territory in which they live, their culture and traditions, arguing that the basis of its rules and procedures and legal policy is the shared common interest. The political matter, above all, belongs to community. A community to which he owes allegiance and commitment. As a result, the interest and the good of the community is much above individual rights. In this sense, there seems rejection of state neutrality. Thus the state should provide a common good policy. And that should take place according to the way of life of the community. Then this becomes the space for citizens' self-realization. Hence the author Charles Taylor (2002) affairs this point as a leading thinker in this model of citizenship. The meaning by this is that citizenship comes from the community identity, to enable people to participate.

The three basis aspects should be highlighted in Charles Taylor's thought. The first one has to do with the anthropological conception of man. This is where key concepts of this philosophy arise, such as the moral dimension of human life and personal identity. The second is his idea of the community and its relationship with the visions of society and the third concerns his views on collective rights and multiculturalism.

Taylor, like the other communitarians fixes on Rawls as the focus of his analysis and criticisms, arguing that *"Rawls has doubts about what is a just society and tries to describe these principles of justice seeking the basis on which individuals could reach agreement to collaborate in a society."* (Taylor, 2002, p. 64) These citizens, according to Rawls's approach, have certain life plans that require the appropriate resources or primary goods to carry them out. Taylor argues that Rawls's vision "is very egalitarian." Of course within the framework of a society whose conception of the common good would be to defend and protect the possible of building and conducting individual life plans, while ensuring the equal distribution of the means to carry it out.

In relation to this argument, this author also decides to address what he understands as community challenge"; he says all communitarians ask the question whether our society will require a richer concept of the common good than that proposed by the Rawlsian theory this concern is for the type of society globally. By the same freedom and individual identity can be developed only in a society that recognizes its value almost overall. (Taylor, 1996).

From this view point of citizenship, the political matter is designed to belong to a particular community. On the other hand identity is given to him to be as a part of an ethnic group. *"The citizen is first a subject of rights, a member of a community of memory and beliefs that precedes it, and owing allegiance and commitment."* (Peña, 2003, p. 239) That is to say, the common good is above individual rights and issues and therefore the state cannot be neutral as claimed by the liberal position, but has to fit the particular lifestyle

of each community. Rubio Carracedo argues: "the State must intervene with a strong cultural policy to preserve the dominant conception of the good in the community, which is not incompatible with tolerance of minorities, although it motivates them positively for their integration into the hegemonic community" (Rubio Carracedo, 2007, p. 71)

While the republican model; its main focus is the conception of man as citizen, that is "as someone that understands himself in relation to the city, believing that the guarantee of liberty lies in the commitment to the republican institutions in meeting their duties to the community." (Peña, 2003, p. 240) From this perspective, there are discrepancies with liberalism as the republican model is not individualistic, but this autonomy relates to participation in public life and does not conceive the role of politics and institutions as mere instruments. However, it has similarities with communitarianism in the priority that it gives to the common.

The pioneer impulse given to the republican model of citizenship is owed primarily to the philosopher Hannah Arendt, and later, to other authors such as Pocock, Skinner and Pettit. In Spain, the contributions of Javier Peña, among many others, are valued. Broadly speaking, Arendt's work (2002), highlights the value of the public space, because for her, it is the first condition of republicanism and democracy. Likewise, public space can be achieved when the exercise of citizenship is possible. For this philosopher, civic virtue is the prime virtue of man.

Republicans attach much value to the political institutions because they feel that they are a means to develop autonomy, which is why they link freedom to citizenship. The idea that republicans have of democracy is deliberative, where citizens have a voice, ability to think and participate actively hence power is not oligarchy, but the rulers are held accountable to their citizens.

In this model, individual rights take second place, unlike the case in the liberal model. Rights "are conceived as civil rights, created by the political process of formation of will, and no presupposed." (Peña, 2003, p. 241) The objection that liberals make to this conception of rights is that they would be subject to the political decisions of an assembly. There is a commitment with the republic that it is exercised by means of participation, a prerequisite for freedom.

The citizen is conceived as "an eminently participative being both in the dynamics of civic associations and in deliberations and direct political action." (Rubio Carracedo, 2007 p. 85).The citizen becomes the true protagonist of the political community, for that is why he has also been educated in the public virtues that enable him to participate actively, and this is one of the more striking innovations of the republican model. In the words of Rubio Carracedo (2007, p. 85) we can understand the political community to be "the set of norms and values built into the ongoing discussion and that are shared by the group after a relentless critical reception of them, so their value is not in being traditional and reasonable pluralism." As a consequence, citizenship is characterized by the active role it develops in society, as Held points out when he says

that "the thoughtful exercise of power by citizens is the only legitimate way to defend freedom." (Held 2001, p. 78) From this perspective, the exercise of citizenship is the best that a person can aspire to. Here are some characteristic features (Rubio Carracedo, 2 007) of the republican model.

a. Republican Equality:

For the republican model, equality has to be able to guarantee full freedom; formal legal equality is not enough, for without effective equality, freedom and public or private autonomy are not feasible. Freedom and equality are a set that cannot be separated, without one the other could be not achieved and vice- versa.

b. Republican Liberty:

One of the most widespread explanation has been of that is of Philip Pettit. This author builds his idea of republicanism on the concept of freedom, but not of a positive or negative freedom but a freedom that avoids these contrasts, as there are common features: "a conceptual element in common with the negative conception: the focus on the absence in presence, and an element in common with the positive: the focus on domination, not interference." (Pettit, 1999, p. 35). In short, freedom is based on plurality, on non-interference and non-domination.

c. Republican Justice

At this point, we highlight the two opposing positions and the liberal and the republican have no nexus. While for the liberal, human rights and justice (Natural Law) precede the citizens, for

Republicans, the rights of citizens are mutually recognized by consensus among all and referred to in the law.

d. Self-government and Citizen Control of Power:

Power is controlled by the citizens, direct representation is the form of government, with the objective of controlling tyranny and domination; as Rubio Carracedo (2007) says, this form of organizing power is not to monopolize it, but to control it effectively; in fact, citizens were rotating in the posts and had separation of powers.

e. Deliberative Citizenship:

Decision-making, discussing proposals, deliberate and consistent participation will be the most outstanding feature of the republican model of citizenship

f. Active Republican Citizenship:

Republicanism has stressed the need for continued active participation in political affairs. Besides being a civic duty, the public is for everyone.

g. Public Virtue of The Citizen:

The good republican citizen is someone who exercises civic virtue, which consists of a set of virtues such as prudence, moral integrity, thrift, care, responsibility for the public, solidarity, etc., which focus on the search for a public good that is not perceived as separate from the private good. This civic virtue is essential to maintain and strengthen the institutions of the republic. The exercise of civic virtue involves the active participation of all citizens.

h. The Education of Citizens:

"Republicanism is that conception of political life that advocates a democratic order that depends on the responsibility of its citizens." (Giners, 1998, p. 3) The republican citizen is not indoctrinated in a particular policy option, but rather instructs himself to be aware of his civic duties and develops a reflective and critical capacity.

Some of the most significant weaknesses that we have seen in the republican model are the lack of adaptation to post-national citizenship, or the restrictions it puts on to the acceptance of multiethnic, multinational and multicultural reality. However, the four components of the term citizenship and the relations among them have now been discussed, and we can define citizenship as a political and legal status related to a State that integrates the people concerned; while providing a political identity in a social and cultural context and in a given territory and develops active and participatory political subjects and affairs. We emphasize the basic principle of each of these models. Thus equality of the basic freedom, the guarantee of people's natural freedom, the rights of communication and political participation, and the politics of recognition and difference determine individuality each of these models of contemporary citizenship. The liberal response is intended to combine the primacy of the individual and his/her rights against any collective imposition of rules that facilitate social interaction through a clear distinction between public space that must be shared by all and the sphere of private interests and convictions. Liberalism is characterized mainly because it is individualistic both methodologically and axiologically. In the same way it maintains the supremacy of rights. Individual rights have priority over any goal or common value and also over democratic collective self-determination. Democracy is seen as a means of facilitating private autonomy. The attitude that shows the citizen as a rights holder against the political system is rather negative. Their civic duties are directed to respect the rights of others and themselves and obey the

law that preserves them which, if mobilized, will be in defense of these rights.

As for the communitarian model of citizenship, it too criticizes: atomism, social disintegration, loss of public spirit and community values and disorientation, which leads to the uprooting of individuals from their traditions. While the liberals put first the autonomy of individuals and their rights, and the ability to choose even against their own community, communitarians argue that the identity of individuals cannot be understood outside the community to which they belong, its culture and traditions and that the conception of the good shared by its members is the basis of its rules and political subject as someone defined primarily by their membership of a community, a territory, an ethnic group who is given his/her identity by the link to his/her community. A citizen is a member of a community of memory and beliefs that preceded it and to which s/he owes allegiance and commitment before being a subject of rights. This means the primacy of community over individual rights and a rejection of the liberal thesis on the ethical neutrality of the state. It is possible that communitarians are right in their criticism of an atomized society of individuals oriented only to achieving their own interests and rights. But the alternative they propose is a homogeneous community that does not correspond to the plurality of modern societies, which is alien to its effective social and cultural development and that requires of its members an uncritical and seamless adhesion incompatible with the reflective distance that should characterize citizens today.

Republicanism has its axis precisely in the concept of man as a citizen that is as someone who understands himself in relation to the

city, who believes that the guarantee of liberty lies in the commitment to republican institutions and the performance of his/her, duties to the community. He is therefore, opposed to liberal individualism, its idea of freedom as well as the instrumental conception of citizenship and political participation. Communitarianism is in harmony with the priority of the common, but without accepting subordination to the partial community or requiring homogeneity and unitary vision of society.

Just like the liberal, the republican citizen values his/her individual autonomy, but thinks he is linked to participation in the public sphere. Freedom is not defined in opposition to any external body, but rather for its link to a legal system created and maintained by political institutions, which are fed by the participation and virtuous commitment of citizens. Concerning the control of power by citizens, the republican tradition sought different ways to avoid the concentration and retention of power in a few hands and to ensure the capacity of citizens to speak out and demand accountability from their rulers. However, unlike the liberals, this is not to limit power, but to prevent its separation from the citizen.

On the other hand, rights are not conceived as individual facilities prior to their recognition of will. The liberal critique of this conception is a risk that basic individual rights are at the mercy of political decisions, the republicans, for their part, insist that only political will can make those rights effective, and that these are capabilities that may not be separated from the citizens and interpreted by a decision of others.

Similarly, civic virtue is of paramount importance, meaning an active commitment to the republic. Civic virtue is exercised through the citizen's participation in public life.

2.6 Theory of Citizenship:

(Wiel Veugelers, Theory and Practice of Citizenship Education. The Case of Policy, Science and Education in the Netherlands, University of Amsterdam. Utrecht, the Netherlands, 2011,https://www.google.com, 21/2/2016) States that," all educational institution should put the concept of citizenship under focus. It had to give citizenship much attention. On another words citizenship education ought to be as priority to these institutions. Since the concept of citizenship is continuously broadened and being as a profound deep notion."

It is broadened in the sense that citizenship is no longer limited to Netherlands, but also includes European citizenship. It is even covers global citizenship. There is a profound meaning to the concept of citizenship, because citizenship is no longer exclusively related to the political level. It extends widely to the cultural as well as to the social levels. In addition to that it is enormous vessel to include even international level. In what way how people live together. The broad and deep dimension of the concept citizenship means that citizenship is increasingly related to person's identity. Citizenship education assumes upon the development of identity of young people. Education usually has its impact on people social life. That takes place through the "hidden" curriculum. The demand for clear under focus on citizenship education means that the vital role of the process of education to develop the notion of identity. Hence the

development of identity had to be recognized through citizenship education. Consciousness should be made to influence the idea of development of identity. The broad and deep meaning of the concept of citizenship should be diffused to have it full meaning. Because, citizenship plays its essential role of person's life. In addition to that it is recognized in particular in the social science, that an identity is not a unit, but it is a build-up from various cultural orientations. We encounter this perception of multiple identities in psychological literature, (Haste, 2004) as well as in sociological approaches (Banks, 2004). Citizenship identities are then a connection of many forms of participation. Citizenship and the related citizenship practices can acquire meanings that partly supplement each other.

From a critique point of view, on the linking of the concept of citizenship to one's own country, a more morally inspired cosmopolitan citizenship has been advocated (Nussbaum, 1997). That is about values of moral that concern responsibility for the whole world and all its inhabitants. An open attitude towards other people is one of its important aspects (Hansen, 2008). Recently a criticism has been made on the morally inspired global citizenship for its lack of attention for political relations.

Veugelers (in press) studied the views of teachers with regard to global citizenship. In the theoretical orientation a distinction was made between an open global citizenship, a moral global citizenship and a social-political global citizenship. The interviews with teachers made clear that they prefer a moral global citizenship to be the pedagogical goal. Teachers are also aware of social-political

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relations, but they are reserved when it comes to focusing on political relations.

Because of the deep profound of concept of citizenship, current ideas about citizenship assume more and more upon the identity of people. In Dutch politics we see this aspect in the emphasis on desired manners, on national identity and in attention for world views. The government even specifies the manners it desires, informally as well as formality. It does the same for the identity of the country, by referring to "cultural heritage" and "canon". With regard to world views the Dutch government is more reserved, but schools are required to pay much attention to the world view movements and to develop respect for other world views.

Within this framework citizenship education assumes deeply upon the identity. Of people of course this is not entirely new; it always happened. The whole system of education is imbued with values and these values influence the development of identity. What is new is to put citizenship education under focus. And the conscious focus in citizenship education on values and the development of identity and the recognition that there is diversity in identities. That diversity in identity has had been hidden for long time under apparent of uniformity. Diversity in identities fatherly increases through immigration: internationalization is in presence through the media, and the citizen himself increasingly visits different foreign countries.

In learning this broadening of the concept of citizenship is also present. Haste (2004) claims that identities are changing and that new forms of participation are tested. Thus citizenship education is

connected with moral development (Oser & Veugelers, 2008). While Dutch politics the emphasize on citizenship education is up on active participation and social integration. The social science, the political dynamics are usually described with the concept of democracy (Gutman, 1987; Parker, 2004; Veugelers, 2007; De Groot, in press).Following Dewey, democracy is seen as a "way of life": democracy is more than formal procedures; it is of living together, away of bridging differences of opinion and protecting minorities.

Now we will address three themes that are central in the Dutch discourse about citizenship education: Different type of citizenship; to get familiar with other cultures, the school as practicing ground.

Types of Citizens:

It is suggested that every person gives the same meaning to citizenship that we know what is good citizenship. In many different studies, we have found that there are different understanding of citizenship and citizenship education. These differences are found among teachers, school leaders, parents and as well as students. We could distinguish between three types of citizenship: adaptive, individualizing and critical democratic citizenship (Veugelers, 2007; Leenders, Veugelers, & De Kat, 2008a, 2008b). These three different types have different combinations of clusters of pedagogical goals: discipline, autonomy and social involvement. The adaptive type combines discipline in social involvement, the individualizing type combines autonomy and discipline, and the critical democratic type of autonomy and social involvement.

A result of a survey that is made among teachers in secondary education showed that 53% of the teachers aim at a critical democratic type of citizenship, 39% at an adaptive type, and 18% at an individualizing type. In vocational education the emphasis was slightly on adaptation, while in pre-university educations individualizing type was slightly preferred (Leenders etc. 2008a). It is remarkable that parents, teachers and students are alike, indicating that the cluster of discipline is more realized than the clusters of autonomy and social involvement.

2.7 The Concept and Theories of Identity:

(T. OMONIYI & G. WHITE (EDS.), 2006, https://www.google.com, 2/9/2015,5:45pm)The increased interest presented and described by Omoniyi and White and resulting in the "veritable explosion" in the number of researchers from the social sciences putting identity at the cream of the cream of their work (p. 34), they aim to appropriately reflect the current state of sociolinguistic study into identity. Considering the complexity of the term identity and its elusive conception a cross all discipline the sum of information is noteworthy collection of experiences with language and identity, which provides a review of documented positions and a view to contemporary directions of studies into the sociolinguistics of identity.

With the variety of backgrounds and of the contributions in mind, the editors detail six common positions stated to be found within the contributions for greater internal cohesion. These six positions are (1) identity is not fixed, (2) identity is constructed and

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may vary, (3) contexts are moderated by social variables and are expressed through language, (4) identity is salient in every communicative context, (5) identity informs social relationships and communicative exchanges, and (6) more than one identity may be articulated equating an interactive system of identities management. White and Omoniyi indicate when certain points mentioned in relation to any of the contributed works are those of 1, 2, 3 and 6.

The declared focus of the editor is variety of ways in which people position or construct themselves or are positioned or constructed by others in terms of identity "through the instrumentality of language" (p. 1). There is a preponderance, however, of identity being viewed as a negotiation instead of as a construction by the editors themselves, which could have been in more depth within this sum of information instead leaving the obvious importance of this term to the field unchallenged. Omoniyi and White aptly see the demands of this publication as being threefold; to re-examine the analytical tools used in sociolinguistic studies into identity and comment on both their efficiency and their applicability, to establish the roles of language within the identity claims of specific speech communities, and to determine the place of identity within various social contexts. The editors thus divide the contributions over three corresponding and clearly presented sections. For the sake of clarity, the latter two sections could indicate this more explicitly rather than being called Identity in micro-sociolinguistics and macro sociolinguistics respectively.

The first section, aiming to analyze tools used in sociolinguistic research, features three contributions. Omoniyi provides a summary of approaches and theories in sociolinguistics

before analyzing his concept of the Hierarchies of Identity (HOI), which complexities situations by defining the hierarchical nature of identity positioning within the period of a 'moment. These moments, however, are more hypothetical in nature, as no truly quantifiable, non-inferential method was proffered for the study and comparison of them. Block's link to this study tool analysis is more tenuous leading the section away from study tools in the sense of research methods, as he critically identifies flaws in strictly adhering to the poststructuralist approach to defining identity within sociolinguistics, instead affiliating himself with Wenger and Lave's (1991) Community of Practice approach. Yet more subtle again is Suleiman's analytical tool as he delves into the topic of national group identity asserting 'polycentricity' to be more apt than hierarchy in explaining the construction of identity. By exploring two roles that language plays in this context and also raising questions of how identity is constructed and may vary, Suleiman's article would perhaps be better juxtaposed if placed in section two, which deals with the roles of language in community identity claims as well as investigates points two and three from the common positions list.

(Alexandra Jaffe, Stance: Sociolinguistic Perspectives, 2009, https://www.google.com, 2/9/2016, 5:38 pm)*"The sociolinguistic study of identity has increasingly become the study of style. Traditionally, style has been understood within sociolinguistics as a unidimensional continuum between vernacular and standard that varies based on the degree of speaker self-monitoring in a given speech context (e.g., Labov 1972)."* Argue that, recent theories offer a much richer view of style as a multimodal and multidimensional cluster of linguistic and other semiotic practices for the display of identities in interaction (e.g., Coupland 2007; Eckert

and Rickford 2001; Mendoza Denton 2002). This perspective also proposes a correspondingly more sophisticated theory of identity. Rather than assigning sociolinguistic meaning in a correlational fashion via a direct mapping between linguistic forms and social categories, as in earlier approaches to sociolinguistic variation, current theorists draw either implicitly or explicitly on the concept of indexicality, or contextually bound meaning (Silverstein 1976, 1985, 2003), in their understanding of stylistic practice (cf. Eckert 2000, 2003, 2008). In an indexical theory of style, the social meaning of linguistic forms is most fundamentally a matter not of social categories such as gender, ethnicity, age, or region but rather of subtler and more fleeting interactional moves through which speakers take stances, create alignments, and construct personas. Such an approach therefore demands that sociolinguists pay close attention not only to the patterning of linguistic variants but also their distribution and function in the performance of social actions within unfolding discourse. At the same time, styles are the product (p. 147) of ideology, insofar as they are posited by speakers (as well as by analysts) as more or less clearly defined and socially specifiable collections of coinciding symbolic forms bound to particular social groups via meta-pragmatic stereotypes (Agha 2007). Contemporary sociolinguistic research on indexical stance-taking in interaction (e.g., Chun 2007; Coupland 2001; Johnstone 2007; Kiesling 2005; Mendoza Denton 2008; Schilling Estes 2004) illustrates the complex, real time process whereby linguistic forms associated in the first instance with interactional stance taking may come to be ideologically tied to larger social categories, as well as how linguistic forms that have become linked to particular categories may variously exploit or set aside such associations as speakers deploy these forms

for their own interactional purposes. This area of study seeks to contribute to this emergent body of scholarship by demonstrating how the relationship between stance, style, and identity is formed both from the bottom up, as it unfolds in local interaction, and from the top down, through the workings of broader cultural ideologies (cf. Bucholtz and Hall 2005). I examine this bidirectional process as it is constructed via the use of a single slang term popular among many Mexican and Mexican American youth, güey ([gwej], often lenited to [wej]). Although this term is frequently translated as 'dude', I argue, building on Kiesling's (2004) recent work on dude, that although these terms index similar stances they often participate in rather different styles of youthful masculinity. In his analysis, he draws on interactional data as well as media representations to argue that the semiotic multi valence of güey allows it to operate (often simultaneously) as a marker both of interactional alignment and of a particular gendered style among Mexican American youth.

(James Frideres, 2008, ABORIGINAL Identity In The CanadianContext, University of Calgary, Alberta Canada, T2N 1N4 frideres@ucalgary.ca) Stated that, when a considerable theoretical writings have focused on the concept of "identity," there has been little focus on Aboriginality as an identity. As identity what is lacking is a basic understanding of Aboriginal identity and the conditions that have created the new emergent identity.

Aboriginal people are exhibiting (Adams, 1999; Chandler, et al, 2003; Valaskis, 2005). This also includes an understanding of generational differences, differences among-various sub-groups of Aboriginal people (e.g., Indian, Inuit, Métis) the differences in

Aboriginal identity that are exhibited in people who live in urban and rural settings, and the differences in identity of Aboriginal males and females.

Identity is a multifaceted concept that allows individuals living in a diverse society such as Canada to choose to identify in a variety ways(e.g., ethnic, occupation, religion, sex). Criteria for membership in any group can include, among other things, self-categorization or identification, descent, specific cultural traits such as custom or language and a social organization for interaction both within the group and with people outside the group. Thus the focus here is on the concept of Aboriginal identity. It is clear that in the context of regional affiliations, because in a plural society like Canada, a fragmentation of identities and allegiances is possible. One way to reconcile this fragmentation of identities is to conceptualize a person's orientation to different groups (e.g., identity), as being settled. Thus one can identify with and hold allegiance to smaller communities (e.g., ethnic groups), while settled within a larger community.

Aboriginal identity encompasses an enormous diversity of people, groups and interests located within varying socio-political, economic and demographic situations. In other words, Aboriginal people do not make up a single-minded monolithic entity, speaking with one voice. They spring from many nations and traditions. At a legal level, Canada recognizes specific groups such as Indians, Inuit and Métis. However, within these broad categories there are many sub-groups (e.g., Red River Métis, Western Métis; Inuvialuit, Nunavut; Cree, Ojibwa, and the list could go on). Aboriginal people have long argued that Aboriginal identity has been essentialized so

that the implementation of the government's policy of Aboriginal people would be made easier and which in the end, results in the negligence of acknowledging these variations among such a wide group of peoples. This missing homogeneous world view by aboriginal people complicates the determination of a single description of "Aboriginal identity."

There are three general theories regarding identity formation relevant to this topic.

(1)   Psychiatric/Psychoanalytic:

This perspective focusing on identity formation, popularized by Fanon (1967) ,focused on the individual and his/her colonial subjugation. It relies upon psychiatric-psychoanalytic explanatory factors. In this psychological perspective, it is argued that the economic and cultural colonization produces a neurotic alienation in the colonized person such that the individual's identity is a reflection of the psychoanalytic processes impacting on the individual. As part of colonization, racism penetrates to the very core of who we are. This brings about a deprecation of identity by the dominant culture and the resultant damage to the minority group members' sense of self. Redressing this harm requires engaging in a politics of recognition. As such, group members of the minority group join together to refashion their collective identity by producing a self-affirming culture of their own.

(2) Primordialism:

A second model of identity is suggested by Geertz (1963, 2001) and focuses on primordial attachments of an individual to a group. The original model holds that human beings are attached to one another (and their communities of origin) virtually by mutual ties of blood. It implies an unquestioned loyalty purely on the basis of the intimacy of the blood tie. Thus, this form of identity is at birth and is natural and prior to any social interaction.

(James Frideres, 2008, ABORIGINAL Identity In The Canadian Context, University of Calgary, Alberta Canada, T2N 1N4 frideres@ucalgary.ca) "*In the original version, the theory holds that mutual ties of blood that somehow condition and create reciprocal feelings of trust and acceptance attach humans to one another.*"

However, conceptualizations of primordialism have taken a delicate interpretation that suggests whether a blood tie actually exists between a person and his/her community is less important than the fact that he/she believes it does and acts in accordance with such a belief. This socio-biology perspective argues that ethnic, religious, national, political and other forms of identity, not necessary based on blood, have been known to elicit high levels of uncritical devotion. When this "deep" bonding occurs, it is because a certain inexpressible significance is attributed to the tie of blood. Regardless of whether it is strictly biological or a combination of biology and cognitive functioning, primodialism is a "sentiment of oneness" and a "consciousness of kind" that emerges from the sharing of a common geographical space, common ancestors, common culture and

common language. These attachments, when irrational, are subjective but powerful in determining one's identity.

Others argue that identity is achieved and socially constructed, as opposed to primordial. In this sense, identity reflects situational context and it is flexible, not fixed. This alternative perspective leads us to a third model of identity formation.

(3) Symbolic Interaction:

This model argues that social interaction and communication are central in building identity. It takes more social-psychological factors in explaining how identity is formed (Yetman, 1991; Yancy, et al, 1976; Goffman, 1956). Drawing attention upon socialization theory, it argues that humans are born into a group, the family; live and learn in groups and institutions and communicate what they learned to the next generation. The processes in which these are played out are affected by specific actions and the historical context into which the individual is born. It goes on to contend that human identity is the product of communication; it is not regarded merely as a direct response to environmental stimuli; inner psychic needs or cultural forces. In this explanation of identity formation, social interaction is the key.

Since we are born into a social group, our understanding of whom and what we are must be related to the larger group of which we are a part.

Our identity cannot be determined without considering other people we are directly and indirectly involved with in social interaction. Hence, the responses of others necessarily play an

important part in the construction of our identity. Whatever else it may be, identity is connected

to the ongoing appraisal made of ourselves by us and others. This identity is maintained and reinforced on a daily basis as a result of interaction with other people but always cognizant that it might change. In the end, our identity reflects the image we believe others have of us. However, identity is a fragile concept—temporal, situational and constrained and defined by those we encounter on a day-to-day basis. What is key to this model of identity is that identity is actively shaped and reshaped. Moreover, there is a multiplicity and flexibility of identities.

In the end, identity is dynamic not static; multiple not monolithic or homogeneous and is a social construction not at all naturally inherited. Identity is not a property of individuals but of social relationships and institutional structures. Critical to this notion is the extent of identity validation that is the basis upon which consensual roles are enacted. Identities are established when identity announcements (information given by an individual to others) correspond to identity placements (categories that others place the person in) (Himelfarb and Richardson, 1991). The degree of correspondence between these two can range from no fit (leading to identity invalidation and role enactment confusion) to complete fit, resulting in consensus. Thus, identities are variable, ranging from stable and enduring to unstable and transient and because they are information-dependent are always constructed and potentially negotiable.

Ethnic Identity:

(James Frideres, 2008, ABORIGINAL Identity In The Canadian Context, University of Calgary, Alberta Canada, T2N 1N4 frideres@ucalgary.ca) "*Ethnic identity is an aspect of a person's social identity that is part of an individual's self-concept that derives from his/her knowledge of membership in a social group together with the value and emotional significance attached to that membership. Thus there are two components of ethnic identity: self-identification (the subjective) and the behavior and practices of affirmation and belonging (the objective). In short, individuals can use either (or both) of these two different ways to establish-their ethnic identity.*"

It is argued that Ethnic identity has been defined in many ways and range from a positive personal attitude and attachment to a group with whom the individual believes he/she has a common ancestry based on shared characteristics and shared socio-cultural experiences (symbolic identity) to a more behavioral identity or outward expression of ethnic identity that requires an individual to speak on heritage language, use it frequently. And to choose one's friends from one's own group. The distinction between behavioral and symbolic identity is important in that it allows many variations of identity over time duration and within different situations (Peroff and Wildcat, 2002). The individual is enveloped in a specific cultural system and the identity emerges from place to another place. Understanding that a spatial Aboriginal identity emerges from and is maintained in a particular place and space requires an extension of our thinking beyond material objects to the relationships that underlie those objects. On the other hand, an as patial Aboriginal identity consists of individuals who are not now and may never have been part of a physically identifiable Aboriginal community shaped by a

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sense of place. Their identity emerges from an a-spatial mass culture and through appropriate symbols. Because these individuals have no "behavioral" actions to validate their Aboriginal actions to validate their Aboriginal identity (e.g., language, community participation), they express their linkage to Aboriginality through symbolic identity.

Historical Context:

(James Frideres, 2008, ABORIGINAL Identity In The Canadian Context, University of Calgary, Alberta Canada, T2N 1N4 frideres@ucalgary.ca) Claim that, "*The process of colonization is part of Canadian history and its associated ideology is still linked to Aboriginal identity (Broad et al, 2006; Morris, et al, 2002). Consequently, the study of Aboriginal identity is not possible to understand without acknowledging the historical and ongoing impact of colonialism.*"

Thus it is clear that the process of colonization is extended over several generations. The first influence of colonization was the destructive impact on the social and cultural structures of Aboriginal groups. The colony ignored Aboriginal social, religious, kinship, and economic institutions. All these factors were rejected and replaced by Euro-Canadian institutions. In addition to that, colonization involves the interrelated processes of external political control and Aboriginal economic dependence. Canada is considered to be the wealthiest country among other nations. It is often a noted irony that Aboriginal peoples are among its poorest citizens.

In fact, Aboriginal people argue that the wealth of Canada is built substantially on resources taken from Aboriginal peoples whose poverty is a recent creation (Frideres and Gadacz,2008; Waldram et al, 2006; Hanselmann, 2001; Mendelson and Battle, 1999).As a result

of such transgressions on Aboriginal family and community association shave eroded Aboriginal identity. Communal bonds have broken down among individuals and communities. Aboriginal leadership has been destroyed and the role of Elders diminished. Moreover, colonialism developed clear "color lines" that established the basis for determining who was superior and who was inferior.

The final result of such a process was the ability to exploit Aboriginal people and control them. Through economic dependency, the destruction of culture (including language) and social control, Aboriginal people have had their "spirit broken." However, it is clear that the dominant society has not been able to completely destroy their culture and identity and Aboriginal people are using their fragmented culture and identity to re-assert their Aboriginal identity.

The importance of this process is the extent to which Aboriginal people have been influenced by historical trauma (Daniel, 1998; Morris et al, 2002). Historical trauma is multigenerational and cumulative over time. It extends beyond the life of an individual who has experienced the brunt of colonization. The losses are not historical in the sense they are in the past but rather they are ever present, represented by one's economic position, discrimination, dysfunctional socialization and a sense of cultural loss (Duran, 2006). Hence, young people today, as descendants of an earlier generation that experienced first-hand the impact of structural dislocation, are susceptible to historical trauma and can exhibit manifest and latent attributes of such trauma (Broad, et al, 2006).

For example, the creation of residential schools resulted in a large number of Aboriginal people becoming socially dysfunctional (as a result of the impact and abuses) and unable to properly socialize the next generation and pass on their Aboriginal identity (Halvorson, 2005). In short, these schools were able to destroy or bring into question the Aboriginal identity of children. Young Aboriginal adults today refer to themselves as "residential school survivors" as they are the recipients of a socialization process through their parents who were directly exposed to the impact of residential school historical trauma (Archibald, 2006). As such, Aboriginal communities were relegated to the margins of Canadian society and seen as "problems" with regard to incorporation, social cohesion, integration, civilization and modernization (Champagne, et. al, 2005). Even today Aboriginal communities are seen as groups that must be brought into the collective of national community and culture. However, Aboriginal communities argue that they predate the formation of modern nation-states and thus have governed themselves from time immemorial as well as have maintained independent institutions, cultures and territories. As such, Aboriginal people seek to preserve their right to continue and develop their institutions, culture, religion, governments and to acquire Aboriginal identity (Sheffield, 2004).

Historically, Aboriginal people in Canada neither called themselves by a single label nor understood themselves as a national collectivity. The idea and the image of the "Indian" is a White conceptualization. Aboriginal people are real but the concept of "Indian" is a White invention. For example, the image of the "Indian" began when European settlers first visited Canada. As such act, they were downgraded to the category of "other" which is the

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representative entity outside one's own culture. As a member of the "other," the binary opposite of "us" (meaning civilized), Aboriginal people quickly became defined as less than civilized. As such, all of their behavior was evaluated using "us" as the standard (Fopssett, 2001).

As a result of colonization and historical trauma, Aboriginals are faced with the ever-present problem of assuming an identity and hoping that it will be ratified by others. However, Aboriginal people are forced, at preset times, to alter their personal identity to correspond with the image projected by the reaction of others (Adelson, 2000). They then come to see themselves as they believe others see them. Once this "master" status is created, it becomes the controlling factor in the way Canadians recognize people and the identity of the individual respect reciprocation. Canadians have often commented on the individualistic nature of Aboriginal culture and the fundamental respect and freedom they accorded one another in their daily life. However, if an Aboriginal person behaves in a manner that reflects these values, they will be de-valued by the members of the dominant society. As such, the lack of congruency between the individuals' behavioral identity and the dominant society's definition will adversely impact on the individuals' identity.

Aboriginal Identity:

Is thought that, (James Frideres, 2008, ABORIGINAL Identity In The Canadian Context, University of Calgary, Alberta Canada, T2N 1N4 frideres@ucalgary.ca) Ethnic identity seen as historically emergent rather than naturally given, as multivalent rather than unified. Identities are seen as multiple, unstable and interlocking;

there is nothing universal or natural about identity. Identity is presented as the subject positions, which are made available and mobilized in specific historical context. For Aboriginal people, the various aspects of identity have been sites for the construction and reconstruction of subordination, conflict activism and political struggles (Churchill, 1999). As identities are not unilateral or constant, their salience varies with situational and political factors.

As it is claimed earlier, Aboriginal people have multiple positionings in the family, home community and state, which means they have multiple identities. The interplay of multiple identities is important and must be fully understood to appreciate Aboriginal identity. For example, when Aboriginal people struggle for access to resources, they present their identity differently than they would in a non-competitive situation because they have learned to use different identities in different situations.

Kramer (2006) argues that identity and its material embodiment are not created on only one side of a boundary between "us" and "them"; rather, identity and ownership are constantly being fashioned and valued via the recognition on the part of the outsiders. Like others, Aboriginal identity is forged in a crucible of interaction with outside others. Both Aboriginal and non-Aboriginal groups have adopted the readily recognizable fiction that Aboriginal identities are essential and fixed: defined as "traditional," unchanged forms that replicate some "authentic" past (Cornell, 2000). Aboriginal peoples accept this fiction in order to empower themselves vis-à-vis non-Aboriginal society, while the latter accepts it as part of a continuing historical stance of condescension. This stance allows Aboriginal people to opt for an identity that attempts to resurrect what are deemed to be historically accurate or "authentic" cultural forms

(Crosby, 1997). While some people would like to take this path, it is impossible to follow because all Aboriginal people live within a contemporary, non-Aboriginal dominated society that is different from the worlds inhabited by their ancestors. On the other hand, Aboriginal people may eschew the mantle of the "authentic Indian" and choose to live and give voice to an Aboriginal identity consonant with life in the contemporary social milieu (Kublu and Oosten, 1999). If this is the path, they run the danger of not being heard or becoming invisible and, of course, being defined as "not really Aboriginal." In the end, Aboriginal people maneuver between the two worlds and they occasionally decide when to be "traditional" and when to be "non-traditional." This position views identity as "fluid," constantly being debated by Aboriginal people.

(Stacy CHURCHILL, 2003, https://www.google.com, 2/9/2016, 5:38 pm). Argue that, the term "Canadian identity" has been widely adopted by English-speaking Canadians but is less frequently used either in print or in talk by French-speaking Canadians (except in documents or speeches relating to federal programs and policies). The dichotomy in usage is rooted in an apparent contradiction related to differences in the French and English languages. To speak of Canadian identity in the singular is to deny a key aspect of Canadian identity as it is popularly understood by most Canadians of all origins and linguistic groups. The French phrase "identité canadienne" has a monolithic, unified semantic finality that is far more pronounced than the English "Canadian identity", a fact which causes Francophones to avoid it. In English usage, the term can be construed as a vague, global abstraction rather than a specific, unified entity, so that English speakers such as

Ukrainian-Canadians or Pakistani-Canadians can feel comfortable using the singular. French speakers usually refer to their own identities with adjectives such as québecoise, acadienne, or franco-canadienne, or by some term referring to a provincial linguistic minority such as francomanitobaine, franco-ontarienne or fransaskoise. Whatever the linguistic turn of phrase one adopts, for at least two centuries Canada has been the home of European and Aboriginal peoples with very different identities. In the year 1800 the population was perceived as comprising peoples of three different origins - European colonists from France and the British Isles together with the Indians and Eskimos, whom we now refer to as Aboriginal peoples or, respectively, First Nations and Inuit. Well into the 20th century, racism fostered the belief that Aboriginal peoples could be re-made in the European image through repression and forced assimilation. But since well before Confederation in 1867, the French-English or French-British cleavage between peoples of European origin made it impossible for national political elites to assume that a single identity could be imposed without distorting the nature of the country and trampling on basic citizen rights. Two additional centuries of immigration and the gradual awakening of public consciousness to the rights of the First Nations and Inuit have only added to the complexity of defining a Canadian identity or set of Canadian identities.

Language policy in Canada is defined within a federal system that allocates separate powers to the federal government and the provincial and territorial governments. The Government of Canada - the central, federal entity - is forced by law and constitutional custom to be wary of provincial jurisdictional boundaries. It has the legal

power to override provincial laws and policies in many areas, but the exercise of this option is so fraught with difficulties that such an option is rarely taken, except in relation to issues that are perceived by the federal level to engage the integrity of the state or the fundamental arrangements that underpin its existence. Language relationships and particularly relationships related to language education have been just such an arena where the central government has engaged its authority on more than one occasion.

Language policy and language relations in Canada have always been conducted in the shadow of the power relationships between what were once the two dominant ethno-linguistic groups - French-speaking Canadians and English speaking Canadians tracing ancestry to the U.K. and Ireland ("Anglo-Celtic" origin). Three terms originally used by French-speaking Québecois have now also been adopted into Canadian English. Anglophone and Francophone refer, respectively, to speakers of English and French. The word Allophone is used to designate persons of recent immigrant origin (first or second generation) who may speak English or French in their work and even their homes, but whose mother tongue is not English or French. By custom, the Aboriginal peoples are never subsumed in this group).

The vast majority of Canadian Francophones are of Franco-Canadian origin with roots dating back to the 1600s. Although some of Canada's Anglophones also have roots that go back to the same period, successive waves of immigration have eroded the ethnic dominance of both groups to the point that persons of non- French and non-Anglo-Celtic origin are more numerous than either of the

two so-called "founding peoples" taken individually. In the 1991 census, the Anglo- Celtic (British) and French represented 28 % and 23 % of the population, respectively; a further 18 % had British and French origins in various mixtures with other backgrounds; but 31 % claimed other ethnic backgrounds only (Logan 1991). Out of a population of just over 27 million in 1991, close to one million persons, or about 2 %, identified themselves as Aboriginal (single origins 470,000; Aboriginal and other - which includes the Métis people - slightly over 500,000) (Burnaby 1996). Most immigrants to Canada in the last century have merged linguistically into the English-language community, except for those who have settled in Quebec since the mid-1970s. The latter group has demonstrated an ever increasing tendency to adopt French as their, or their children's, first official language (Harrison & Marmen 1994: 54). Although most descendants of older waves of immigration have adopted English or French, many retain vigorous ethnic identities rooted in religion and family networks and buttressed by networks of ethnicity-based associations and organizations (for ethnic self-identification data: Kalin & Berry 1995; Esses & Gardner 1996).

The terminology adopted to describe different groups is central to discussing identity. The terminology is also important to the political actors at federal and provincial levels, as well as to individual citizens. Using "Allophone" to designate a large portion of recent immigrants and their children is convenient shorthand for sociologists, linguists, journalists and politicians of many stripes. But the term Allophone does not appear in the Official Languages Act (1988, a revision of the 1969 Act), in the Constitution or in any federal policy. The Constitution and federal policies deal only with

individual citizens who have the right to be served by their federal government in either English or French, as well as with certain Aboriginal groups whose languages receive recognition along with - for want of a better term - certain status and privileges that fall short of those accruing to English and French. The language rights of Allophones are not explicitly protected by Constitutional provisions on multiculturalism, but governmental initiatives to promote retention of Allophone languages have long been considered to be compatible with official languages policy (Macmillan 1998: 195).

Further confusion arises when political discourse suggests that all persons of non-French non-Anglo-Celtic descent somehow constitute a "block" of the population. Allophones come from a vast number of linguistic and ethno cultural groups, and no collective "allophone" identity or political orientation exists. More importantly, contemporary Allophones may have little cultural or other similarity to the older waves of immigrants: prior to the 1960s more than 80 % of immigrants were of European origin i.e. "whites", whereas since the mid-1970s 80 % or more of immigrants come from Asia, Africa and Latin America and are mainly "non-whites". The resulting rise in so-called "visible minorities" in the major urban centers of southern Ontario (Toronto and the Ottawa-Windsor corridor), Vancouver and Montreal has added a new dimension of discourse based upon skin coloration and race. Issues related to race and racial discrimination now significantly affect current efforts to build Canadian identity (cf. Dhruvarajan 2000 for typical critiques). The development of official languages policies since the mid-1960s has been part of a deliberate effort in nation-building postulated on the need to bridge the psychological gap between French and English through official

bilingualism. The concept of official bilingualism does not mean that all citizens must be bilingual but that the organs of the state must be bilingual in order to accommodate the needs of unilingual citizens of the two official language groups. Official bilingualism and the promotion of official languages has become a new ideology of state. As I have argued elsewhere, the new ideology emphasizes membership in the two official linguistic groups on the basis of personal language choice by individual citizens as a means of de-emphasizing group membership based upon ethnicity or "race" (Churchill 1998).

The bedrock of official languages policies lies in a single statistic: In census returns, 98 % of respondents across the country reply that they speak English or French. Neither of the two largest languages of recent immigration - Chinese and Italian - are spoken by more than 2 % of the population (Harrison & Marmen 1994). The fault lines in Canadian language politics arise from the fact that the different ethno cultural, ethno linguistic and ethno racial groups are not evenly distributed across provinces and cities. Regional concentrations permit relatively small groups to exercise political leverage through local and provincial authorities. For example, representatives of Ukrainian-Canadian and German-Canadian associations in Manitoba, Saskatchewan and Alberta have played a major role - particularly in the late 1960s and 1970s - in shaping federal policies on multiculturalism, a role quite disproportionate to the absolute numbers of ethnic activists involved. The entrenched constitutional status of Quebec combined with the strength of local concentrations of varied ethno cultural groups across other provinces

helps explain both the richness of Canadian language policy and the vigour of debate it generates.

(Stacy CHURCHILL, 2003, https://www.google.com, 2/9/2016, 5:38 pm). Stated that, "*Promoting French-English language education has been one of the main components of Canadian federal official language policies since the mid-1960s and can only be understood in the context of those larger policies. The starting point for all contemporary thinking about English-French language relations is the work of the Royal Commission on Bilingualism and Biculturalism. Named in 1963 as a response to a perceived crisis in national identity, the Commission produced during the following six years an extensive report that remains the foundation of all current policy both for the federal government and most of the provinces.*" The Commission generated a public opinion consensus around the view that inequality and disempowerment of French-speaking citizens were the root causes of constitutional problems and Quebec separatist feeling. French-speaking Canadians were severely under-represented in the ranks of federal civil servants and frequently unable to use their language in dealing with the federal government. In the social sphere, Francophones had lower than average education and depressed incomes throughout Canada. Inside Quebec, many of the levers of private-sector economic power were in the hands of non-Francophones. Outside Quebec, hostile English-speaking majorities in the previous century had curtailed severely, or entirely abolished, the right of French citizens to educate their children in French. Where French schools existed (mainly elementary schools in Ontario and an incoherent elementary-secondary system in French-speaking portions of New Brunswick), provincial neglect had resulted in inferior educational provision, poorly trained teachers, inadequate teaching resources, and ill-adapted curricula. Assimilation had been going on

for decades and, as birth rates fell in the 1960s, minority. Francophone communities faced rapid demographic decline and, at least in some provinces, imminent disappearance. In short, a consensus emerged that French-speaking Canadians had the status of second-class citizens, and that wide-ranging language reforms supported strongly by the Government of Canada were to be one of the key instruments in removing such inequality and in preserving viable official linguistic minority communities in all the provinces. The Royal Commission devoted most of volume 2 of its report to the shortcomings of educational opportunities for minority Francophones outside Quebec. The conclusions were all the more jarring since the English-speaking minority in Quebec, concentrated mainly around Montreal and rural areas to the southeast, were among the most highly educated of Canadians and enjoyed a fully operational elementary and secondary school system as well as community colleges and two English-language universities. At the same time, the Commission documented the weaknesses of language instruction opportunities offered in elementary and secondary schools, as a result of which only a small proportion of English-speaking and French-speaking Canadians were able to learn each other's language sufficiently for direct interpersonal communication. In the 1961 census, only 12.2 % of Canadians reported knowledge of both English and French. Proportionately far more Francophones than Anglophones were bilinguals, though the vast majority of Francophone Québecois were unilinguals. Quebec and New Brunswick, with the largest proportion of French mother tongue speakers, reported bilingualism levels of 25.5 % and 19 %, whereas the figure for the English-majority provinces (Canada less Quebec)

was only 6.9 %. (Marmen & Corbeil 1999: 104-108; Harrison & Marmen 1994).

(Stacy CHURCHILL, 2003, https://www.google.com, 2/9/2016, 10:30)Stated that, the task in elementary and secondary schooling had two dimensions: (a) extending and strengthening educational opportunities for official linguistic minorities in their own language and (b) raising the number of English-French bilinguals among the provincial linguistic majorities (English mainstream outside Quebec, Francophone mainstream in Quebec). Very different outcomes were sought. For the minorities, schooling through the medium of the minority language was seen as the basis for language maintenance and community maintenance and survival. For the provincial majorities, the objectives of improved second language teaching was cultural and linguistic enrichment leading to the ability to understand and communicate with speakers of the other official language. Minority community survival was considered integral to the goal of ensuring equality of rights for English-speaking and French-speaking citizens in all provinces - including the option for Francophone families with children to establish themselves in all provinces with the expectation of having their children educated in their mother tongue. Teaching English and French as second languages to the youth of the majority communities was perceived as a means of increasing contacts and understanding between the two language groups.

Canadian policies to promote language education have been praised for their comprehensiveness, particularly for not limiting efforts to elementary and secondary education but instead including

incentives such as access to bilingual public service jobs (Kaplan 1997: xiii). Indeed, one effect of the Official Languages Act, 1969 was to increase the number of bilingual officials in the agencies and organs of the federal government, and the prospect of public sector jobs does play a role in parental support for language education (O'Keefe 2000).But the programs to support language education were, in and of themselves, extremely comprehensive in approach. In 1970-71 the Government of Canada created the programs that were soon known as the Official Languages in Education (OLE) Program, originally housed in the Department (Ministry) of the Secretary of State, now in the Department (Ministry) of Canadian Heritage. Through negotiated agreements with the provinces, the OLE Program put in place a system of financial incentives which subsidized provinces to act in two directions: expanding schooling opportunities for minority Francophones and expanding and improving curricula for teaching English and French as second languages. Most of the funding given under both sets of stimuli was directly tied to the number of students studying in the official languages and the proportion of the school day devoted to such learning. The original formula for funding minority education was initially set at one-tenth of the average per pupil cost of the relevant province. The funding for second language instruction was a prorated percentage of this per-pupil subsidy, based on the percentage of the school day devoted to study of the second language. Subsequent negotiations have modified the structure and mode of subsidy, though a portion of federal contributions are still allocated to subsidies for "normal" classroom teaching (cf. analyses in Churchill with Kates Peat Marwick & Partners 1987; Canadian Heritage 2002).Stated that other streams of subsidies also facilitated expansion of minority post-secondary

opportunities, particularly upgrading of teacher training facilities and other establishments providing all or most instruction in the minority language. By the mid-1980s the cumulative subsidies for minority and second language education exceeded one billion dollars (Churchill with Kates Peat Marwick & Partners 1987). Funding levels have ebbed and flowed over the years, but the core program of subsidies to provinces for minority language education, school governance and related services were supported at a level of some $167 m. in 2000-2001. Expenditures for second-language instruction were an additional $41m. out of a total $275 m. for all official language support programs (Canadian Heritage 2002).

The Push for Minority Education:

Major systemic change to create and expand minority education occurred in the nine English-majority provinces. The main force helping the process proved to be the readiness of English-speaking public opinion to embrace the principle of minority rights. Public opinion polls have shown a steady level of support in both language communities for official bilingualism since at least the mid-1960s (Churchill 1986: 53-57), a support that is particularly strong in terms of providing educational and other governmental services to provincial linguistic minorities (Churchill and Smith 1986).

The movement of the federal government into the provincial domain of education would not have been possible without strong leadership in some of the English majority provinces. In the breakthrough year of 1967 three provinces - Manitoba, New Brunswick and Ontario - whose populations accounted for some three quarters of minority Francophones living outside Quebec,

moved rapidly to implement reforms favouring their minorities and provided the initial basis for pushing forward the education agenda. The governments' strong concern to avoid a negative "backlash" within the provincial English-language majorities against French minority education was a powerful incentive to move forward in teaching French as a second language. Presenting the two programs together helped avoid a narrow opposition focus on "added costs" for minorities (Churchill 1981).

At the same time, other federal programs for promotion of official languages began providing assistance to provincial official language minority groups to develop province-wide organizational structures and to foster community development. The program proved extremely effective in mobilizing provincial minorities both for political action and to stimulate the development of language based social institutions serving the local level. At the national level an umbrella organization grouping representatives of the provincial organizations, Fédération des francophones hors Québec [FFHQ or Federation of Francophones Outside Quebec], emerged as a strong national-level lobby group that used federal subsidies to coordinate ground-breaking research on Francophone educational rights that was instrumental in pushing forward agendas for change with provincial and local school authorities (Churchill 1981). The organization later changed its name to Fédération des communautés francophones et acadienne du Canada [FCFA or Federation of Acadian and Francophone Communities].

A parallel provincial organization for Quebec Anglophones was set up in 1982 under the name Alliance Quebec to fulfill a similar role of political mobilization and community development. Like its Francophone counterparts, Alliance Quebec has also received federal assistance for organizational and lobbying expenses. (cf. Pal 1993: 166-188 for profiles of federally subsidized minority associations). The impact of the programs on education of the French minorities was extraordinary. By 1981-82, even the least responsive of the majority English provinces had at least some elementary and secondary programs serving the French minorities.

The progress accomplished made it politically possible to adopt a constitutional guarantee of minority educational rights in Section 23 of the Canadian Charter of Rights and Freedoms. This right to elementary and secondary schooling in the language of the minority was soon interpreted by the courts to include the right to be educated in establishments controlled by the minority. Some English-majority provinces resisted full implementation for a decade or more after fully binding court decisions were made against them (for Ontario cf. Welch 1995). Following the adoption of the Charter, the federal government set up a program that served all Canadians, not just minorities: the Court Challenges Program (Programme decontestation judiciaire). The purpose of the program (abolished in 1992 but reinstated later) was to permit citizens with limited means to have access to the court system to defend their constitutional rights. The program played an instrumental role in extending minority education rights in the courts (Churchill1986; Goreham 1992). Finally, through a combination of minority litigation of Constitutional rights and federal cajoling, all provincial minorities have obtained formal control of their elementary and secondary establishments; in most

provinces the mechanism was creation of unilingual French and (in Quebec)English school jurisdictions operated by elected representatives of the minorities. The minority control is subject to provincial education legislation, just as in the case of organs elected by majority voters to control schools in the majority language (Ducharme 1996; Goreham & Dougherty 1998). Although the Charter has never been accepted by the province of Quebec, its provisions were written to take into account existing Quebec legislation as we have noted above, and they apply with force of law in that province, where its existence and terms are now widely accepted (Smith 2001). In a period of 35 years, a major transformation has occurred in the schooling opportunities of minority Francophones throughout Canada. In assessing what has been accomplished, it must be emphasized at all times that most of the basic cost of educating official linguistic minorities has always been provided by the provinces as part of their constitutional responsibilities for education, and all decisions relating to education of official linguistic minorities have ultimately been taken by provincial and territorial political representatives and appointed officials, not by federal officials. The federal role has been one of stimulating changes that could not have been effected without full provincial consent and initiative.

Today, the results of the push for minority education are impressive. A network of minority schools exists in all provinces and territories, with direct control by elected minority representatives over most of the establishments. In 2000-2001,252,000 students were enrolled at primary and secondary levels, 102,000 studying in English in Quebec and 150,000 in

French elsewhere in the country. The school network comprised 1,039 schools, 360 English-language schools in Quebec and 679 French-language schools elsewhere (Canadian Heritage 2002:10, 22). Other federal programs have helped maintain and expand post-secondary opportunities, with the federal side often bearing major portions of the direct costs of infrastructure and program development, though not of operations. Only New Brunswick supports a fully functional French-language university, l' Université de Moncton. Ontario has created a network of French community colleges but most French university services are housed in two English majority bilingual institutions, the University of Ottawa and Laurentian University. In other provinces, smaller university-type colleges operate in French, usually under the aegis of English-language institutions. The advent of the Internet in recent years has created a "new educational frontier" so to speak, and federal institutions have established vigorous programs to strengthen particularly the availability of French sources on the Internet for access by Canadian citizens (cf. Commissioner of Official Languages 1999b; Government of Canada 2000).

Teaching English and French to Provincial Majorities:

If the results just outlined for linguistic minority education had not been so profound and far-reaching in every respect and one were to make only international comparisons, the word "revolutionary" might be used to describe the expansion of teaching of French and English as second languages to members of provincial majorities in the same time period.

The changes of the last decades must be understood against the main aspects of second language learning as it appeared in the mid-1960s. Although the two languages were taught in school systems across the country (particularly as a high school subject required for university admission), He might summarize consensus opinion at that time in a few depressing statements: (a) teaching methods for instruction in French and English as second languages were out of date and relied upon very traditional formats of limited effectiveness; (b) teacher training left much to be desired, and many teachers themselves did not have a good functional command of the language they taught; (c) only a small proportion of students ever acquired a functional usage of the second language through school experience, and many came away with a conviction that they lacked language learning ability; (d) curricula emphasized language content rather than cultural matters and, particularly in French second language classes, dealt mainly with France and ignored the reality of French in Canada. The fact that many Francophones outside Quebec spoke English was primarily attributable to their minority status and, within Quebec, to the need to use English for economic purposes. An old adage among Francophones says French is learned but English is caught (le français s'apprend, mais l'anglais s'attrape) like a common cold.

The breakthrough in approaches to language teaching was stimulated by an experiment begun in 1965 by an English-speaking parents' group at the St. Lambert Elementary School near Montreal. The experiment was very simple, consisting in placing English-speaking children in a classroom where the teacher taught all topics only in French and used French as the only medium of

communication. Wallace Lambert, the professor from McGill University in Montreal who led the related research effort for the parents, was a psychologist whose primary interest was less the language learning than the effects that the experience would have on attitudes of the children to the other language group(Lambert & Tucker 1972; Lambert personal communication).

With the easy-to-remember name of French Immersion, the methodology spread rapidly not only in Montreal but throughout the rest of Canada. Many variants exist based upon the age of beginning in French (early immersion beginning in the kindergarten years is often preferred) and upon the point at which English instruction is introduced (often in grades 3 or 4 for those who take immersion in the elementary years). By the end of grade 8, typical students in early immersion programs receive over 6000 hours of total accumulated instruction in/via French; late immersion programs of two year duration in grades 7 and 8 provide between 1200 and 2000 hours of instruction in/via French (Turnbull 2000).

For years, the setting up of new programs in provinces and school districts was accompanied by research whose primary focus was to reassure parents that the experience of bilingualism would not be bad for the children. The results were, of course, quite contrary to their fears. The students not only did not fare poorly by comparison with students taught in English-only classrooms, but after a few years they showed significantly more progress even in certain aspects of English language learning (Swain & Lapkin 1982). By the latter part of the 1970s, immersion drew approval

from the most senior federal levels as the only methodology for developing functional bilingualism in Anglophone children (J. Hugh Faulkner, Secretary of State, cited: Sears 1997, note 45). The bilingualism achieved was, indeed, functional and usable, even though the methodology fell short of producing completely native-like fluency (Swain 1997).

Enrolments in French immersion grew rapidly across Canada throughout the 1970s and 1980s but have leveled off in recent years. In 1977-78, 37,000 students were enrolled in 237 immersion schools, or less than one per cent of the total school population of 5,385,000. In 2000-2001, the numbers rose to 324,000 out of 5,067,000 in more than 2,100 schools, or over 6 per cent of students.

(Canadian Heritage 2002: 25). The quantitative success of French immersion drew, of course, strong criticism, which was countered by study after study, making it probably the most researched educational innovation in Canadian history.

Critics of immersion have often attributed the success of immersion students in learning a second language well without corresponding loss of achievement in other subjects, including English, to the idea that the programs tend to recruit "elite" students. The charges of elitism have been contradicted by growth in the numbers of students participating. In cities like Ottawa and Montreal and in the province of New Brunswick, up to a third of Anglophone students are enrolled in French immersion at one time. In addition, recent research has examined the income levels of parents of students in New Brunswick, comparing students in

the immersion and English-only streams; the profile of both groups showed similar education and occupation levels among the parents. More provinces have introduced compulsory province-wide examinations, and the results are showing significantly better performance by immersion students compared to their Anglophone peers in English-only streams, even when the recruitment to these terms appears comparable in socioeconomic terms (O'Keefe 2000). Research attention should probably be directed to the likelihood that additive bilingualism has significant cognitive benefits for students and that the choice of immersion education is a good indicator of parental concern for, and involvement in, their children's education. In my opinion it is probable that the presence of both factors is mutually reinforcing and is positively related to over-all educational achievement.

One problem created by the success of the immersion methodology is the extent to which it has been misinterpreted in other countries. Prof. Lambert appears to have been the first to use in print the term "additive bilingualism" (in: Swain 1971) to describe the experience of children whose mother tongue is secure and reinforced by society (and broadcast media), who are taught initially in a second language and then are taught also in their mother tongue with the intent of maintaining native-like fluency. The misinterpretations arise when it is suggested that the Canadian experiment means minority and immigrant children should be forced into schooling situations where they do not understand the language and where the societal expectation is that their mother tongue will be replaced by the second language of the majority - a situation of "subtractive bilingualism". The consequences for

minority students are, in most cases, lower academic achievement, particularly for those in groups with low social status (Cummins 1999, for a critique of misrepresenting immersion findings in minority situations). A vast Canadian literature documents the negative effects on French minority students forced to study in English schools before the reforms of the last few decades.

(Stacy CHURCHILL,2003, https://www.google.com, 2/9/2016, 10:30) Argued that, by its very nature, French immersion cannot be the dominant mode of second language instruction for all Anglophone students, and concern for preserving the French language caused the Quebec government to rule out English immersion as a mode of instruction for Francophone and immigrant (Allophone) students in that province. In other words, for most Canadian children of elementary and secondary school age, language learning occurs in a standard classroom where French or English are taught as one subject during a normal school day, in periods usually varying from 20 to 50 minutes. This one-subject-among-many approach to ESL and FSL is called "core English" or "core French" in Canadian English. Thus, at least on the surface, the delivery of core English and core French as second languages appears similar to the classroom mode of instruction prevalent in the 1960s. The surface similarity disguises very important, indeed major, changes that have transformed the content and implications of second language teaching. Perhaps the most important change has been the increase in the number of Anglophone children and youth who are exposed for longer periods to teaching of the official languages, not only through immersion programs but also through core French

courses. Whereas in English majority provinces, French was often a required secondary school subject for students going on to university, the pre university stream remained highly selective until the 1960s, when a wave of university creation and expansion was accompanied by a corresponding democratization of high schools. In turn, the flood of students caused English language universities to drop high school French credits as a prerequisite for university entrance. These events would have set the stage for the decline of French in public schooling except that a more powerful and opposite trend had already begun with respect to teaching French in elementary and pre-school years.

They have already discussed one part of this trend, the success of French immersion schooling - a success that demonstrated "ordinary" people could "really" learn to speak French in school. The second factor was the growing groundswell of popular support for bilingualism as a symbol of Canadian identity and the conviction of many parents that knowing French would be a significant job market advantage for their children in their adult years. Strong grassroots leadership took form in an organization called Canadian Parents for French, founded in 1977 and subsequently recipient of federal assistance for its organizational activities. With chapters in all Canadian provinces, the organization provided research and information resources to local activists who rapidly became a major force in overcoming provincial authorities' resistance to expansion of access to French as a second language teaching and, particularly, to the continued proliferation of French immersion schools. They maintained good

relationships with organizations of provincial Francophone minorities and borrowed from the latter's vocabulary the concept of language learning as a right, declaring that "we want language rights for the majority as well as the minority."(Pal 1993: 168, 166-171). The linkage of second language learning with individual rights illustrates how language learning became associated with citizenship identity, a topic to which we shall return.

The period from 1970 to the present has seen a shift in the educational systems of English majority provinces to expand and extend enrolments in core French. A key role was played by researchers such as the late H.H. Stern in promoting core French as a viable alternative, pushing in particular for compulsory curricula in the elementary years to ensure that most children would be exposed over their schooling to a considerable number of hours of teaching, on the principle that cumulative exposure to language teaching was necessary to reach threshold levels of competence for communicative purposes (cf. Stern 1982, 1985).

Some of the provinces that have instituted compulsory French in the lower grades with guidelines for recommended number of hours of teaching include Ontario (1986),New Brunswick (revisions 1994), British Columbia (1994, other languages may be substituted), Nova Scotia (1997) and Prince Edward Island (revisions 1999)("Second Official Language Education Policies," Commissioner of Official Languages 1999a). Alberta, British Columbia, Manitoba, and Saskatchewan allow local authorities to decide the points in schooling where French will be offered. New Brunswick has the longest requirement in an English-majority province, with French as a subject in grades 1 - 10 (Turnbull 2000). One final factor in the development of core French has been the renewal of the content of the programs. Again

with federal funding, the Canadian Association of Second language Teachers undertook the National Core French Study, a multi-year project (1985-1990) that resulted in revisions to most provincial curricula and in the production of new teaching materials by textbook publishers (Turnbull 2000).

In an interesting parallel development, the Quebec government announced in 1996 a major educational reform which included in its provisions - to be implemented over a period of several years - moving the mandatory study of English as a second language in French schools from grade 4 to grade 3; English is mandatory to the end of secondary studies (Ministère de l'Éducation, Québec 1996).

The general quantitative results of these policies have been a gradual rise in the total percentage of school-age population enrolled in second language instruction across Canada. In 2000-2001 approximately 51.5 % of all elementary and secondary pupils, 2,611,000 out of 5,067,000, were enrolled in some form of second language instruction, up from about 41.6 % in 1977-78 (Canadian Heritage 2002: 25).

The main impact of the surge in teaching of second language teaching in all its forms has been a drastic increase in the numbers of English-French bilinguals among the younger generations. For Canada as a whole, the percentage of bilingual teenagers aged 15-19 years increased from 17.7 % in 1981 to 24.4 % in 1996. Most of this growth is due to the extraordinary increase in the numbers of young Anglophones who speak French. Comparing the levels of bilingualism among Anglophone

teenagers in 1996 (18.9 %) to the bilinguals among the age groups 30 to 49 (9.0 %), we observe a *doubling* of the rates of bilingualism in less than a generation, mostly due to the immersion phenomenon. In Quebec, English-French bilingualism of Anglophone teenagers rose from 47 % in 1971 to 82 % in 1996; given that the census data include teenagers who have migrated to Quebec after schooling in other provinces, it is clear that almost all Anglophone youth passing through the Quebec school system are achieving functional bilingualism, though not necessarily to the high levels of literacy required for many types of employment in French. The nearly universal bilingualism of Quebec Anglophone youth closely parallels that of minority Francophones in the English majority provinces (Churchill 1998: 59-62).

(NEGOTIATING ETHNIC IDENTITY IN CANADA The Case of the "Satellite Children, A. KA TAT TSANG HOWARD IRVING RAMONA ALAGGIA SHIRLEY B. Y. CHAU,2003, MICHAEL BENJAMIN, https://www.google.com, 2/9/2016, 10:30) They stated that, Satellite children are children of ethnically Chinese immigrants to North America who have returned to their country of origin after immigration. Based on interview transcripts of 68 adolescent satellite children, an analysis on the negotiation of ethnic identity was performed using the NUD IST software. The analysis showed multiple ways of ethnic identity negotiation, ranging from an essentialist approach to differentiation and to confusion. Existing approaches to theoretical conceptualization are critically examined, drawing implications for practice.

The term satellite kids was first used in the late 1980s to describe children whose parents are Chinese immigrants to North America, mainly from Hong Kong and Taiwan, who have returned to their country of origin after immigration.

The typical pattern is for the father to return to the country of origin to pursue economic advantages while the mother and the children try to settle in the new country. There are also cases of the mother returning or both parents returning. The family is divided by immense geographical distance, although regular visits are not uncommon (Man, 1994). The couples who are thus separated are usually referred to as "astronauts." The term satellite kids are derived from a similar analogy. The term parachute kids have also been used interchangeably (Hamilton, 1993).

Some people in the community have found these terms negative and prefer terms such as lone-parent families. Lone-parent families, however, represent a very different set of family situations (Schlesinger, 1995; Schlesinger & Schlesinger, 1994). The terms astronaut, astronaut family, and satellite child are, however, often used as self-reference and are widely understood ("Home Alone," 1993; Lam, 1994; van den Hemel, 1996a, 1996b). In many cases, the usage is mostly descriptive and is not necessarily associated with negative connotations. In this article, these terms will be used because they are more precise than terms like lone-parent families, which do not capture the specific immigration-related circumstances of these people.

The astronaut family arrangement can be seen as a strategy of family survival to balance the multiple agendas of political security, development al and educational needs of the children, financial well-being, family cohesiveness, and quality of life. The typical Hong Kong astronaut family desires to safeguard political security and personal liberty after the 1997 handover of the former British colony to China, which is under communist rule. Foremost of the middle-class immigrants targeted by the immigration ministries of host countries like Canada, Australia, and the United States, the employment and financial opportunities in the new country are usually less lucrative than in the home country. To sustain a similar level of material comfort and to guarantee long-term financial security for the family, it makes sense for the major income earner—usually the father—to stay behind and keep generating a good income as the rest of the family tries to settle in the new country and struggle with the uncertainties (Man, 1994; Skeldon, 1994). Another major consideration commonly taken into account by astronaut families is the education of their children. Most of the astronaut parents believe that the universities in North America are of superior standards and quality, and they are prepared to invest personally, socially, and financially to enhance the chance of their children's academic success.

Satellite children, as a social group, occupy a precarious position both socially and developmentally. They are first of all immigrants who have to go through a challenging transition to establish themselves as full members of the host society. They are a visibly different group in terms of ethnicity. Their identity

development, which is a central task in this stage of their life-course (Douvan, 1997; Erikson, 1950, 1968; Swanson, Spencer, & Petersen, 1998), is complicated by the major disruption of relocating to a geographically and culturally different environment (Rosenthal, Whittle, & Bell, 1989). This already demanding process is simultaneously accompanied by a drastic rearrangement of family structure, involving the absence of a parent or both parents and a redistribution of roles. In some cases, there is the added difficulty of racism both on the systemic and the personal level. An intensive examination of how they negotiate their identity in the context of these challenges and demands will enrich our understanding of ethnic and cultural identity development, especially within the context of immigration and settlement process. In addition, because ethnic identity is an integral aspect of adolescent identity development (Swanson et al., 1998), the analysis will also enhance our understanding of adolescents in the culturally diverse social environment of North America.

A major conceptual issue in the understanding of ethnic identity development among adolescents is the tension between the mainstream developmental literature, which emphasizes individual identity, and the cross-cultural literature, which emphasizes group membership .Developmental research is interested in how the adolescent develops an individual identity vis-à-vis parents and peers (e.g., Bartle-Haring, 1997; Kerpelman, Pittman, & Lamke, 1997), whereas cross-cultural studies usually follow a group comparison approach that takes adolescents as

members of an ethnic group such as Mexican or Chinese (e.g.,Chiu, Feldman, & Rosenthal, 1992; Fuligni, 1998).

Mainstream developmental studies of adolescence are heavily influenced by psychoanalytic formulations and focus on the development of ego identity and an autonomous self as the major developmental task of adolescence (Blos, 1979; Erikson, 1950, 1968; Freud, 1923/1961, 1933/1961; Hart & Yates, 1996; Josselson, 1980). Most theorists and researchers adopt a stage model, and many of them have offered normative formulations of what is healthy or desirable (e.g., Hart & Yates, 1996; Meeus, 1996). Identity formation is usually studied as a variable in correlation with other variables such as gender(e.g., Lacombe & Gay, 1998; Lytle, Bakken, & Romig, 1997), age(e.g., Kalakoski & Nurmi, 1998), sexual orientation (e.g., Waldner-Haugrud & Magruder, 1996), and other psychological variables such as cognitive development (e.g., Klaczynski, Fauth, & Swanger, 1998),moral development (e.g., Hart, Atkins, & Ford, 1998), and interpersonal relationships (e.g., Akers, Jones, & Coyl, 1998). Whereas the family is seen as the major context within which the adolescent develops, it is generally assumed that healthy identity development involves individuation, or separation and differentiation from the family, especially the parents (Erikson, 1968; Mahler, Pine, & Bergman, 1975; Steinberg, 1990). Empirical studies are usually formulated and designed according to this perspective (e.g., Bartle-Haring, 1997; Grotevant & Cooper, 1985; Kerpelman et al., 1997).

The emphasis on separation from the parents and family, individuation, and the development of an independent, autonomous self is a cultural ideal founded on a philosophy of individualism, which is a dominant discourse in the Western world, especially the United States (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1996). The cross-cultural relevance and validity of this perspective have been questioned (Lam, 1998).

In cross-cultural developmental studies, most theorists and researchers have adopted a categorical approach and study ethnically diverse populations in terms of broadly defined cultural groups. In the United States, it is common practice to classify people into one of the five ethno cultural groups of African American or Black, Asian American, European American or Caucasian, Hispanic or Latino, and Native American. Many researchers have adopted similar classifications without question (e.g., Martinez & Dukes, 1997; Rotheram - Borus, Lightfoot, Moraes, Dopkins, &LaCour, 1998). There is a tendency to emphasize ethnicity when the four groups other than the European or Caucasian group are studied, whereas the ethnicity and cultural peculiarities of the Caucasian group are usually not focused on (e.g., Phinney & Landin, 1998). This practice reinforces a Eurocentric assumption, implying that ethnicity only belongs to non-European people and is understood in terms of their differences from the White or Caucasian group. The White group is then taken as the norm against which other groups are measured (McLoyd, 1991). If ethnicity is differentially emphasized when non-White people are studied and individuality is focused on when White people are studied, there is a risk that individual

identity will become a White privilege. White people are represented as individuals with unique characteristics whereas non-White people are primarily understood as members of ethnic groups with common characteristics that they are assumed to share with others.

The fact that ethnic identity involves more than membership of an objectively defined ethnic group has been recognized by a number of authors. In sociology, Isajiw (1993) reviewed major approaches to ethnicity. He observed that definitions of ethnicity, other than the primordial approach that assumes that ethnicity is natural and established at birth, may include social construction and political positioning, situational or site-specific considerations, as well as subjective experience. In education, Shih (1998) describes the practice of categorizing people into discrete ethnic groups based on external observable criteria such as appearance and country of origin as phenol typical. Such definition of ethnicity runs the risk of encompassing people from diverse cultures that may have little in common. In psychology, Ho (1995) emphasizes the significance of the internalized culture of the individual, which is often the result of multiple cultural exposures. The role of the acculturation process in the development of ethnic identity has also been stressed by many psychologists (Berry, Kim, Power, Young, & Bujaki, 1989; Ward, 1996).

(Armando Barucco, National Identity In The Age Of Globalization Changing Patterns Of National Identity In India, 2007, https://www.google.com, P 4, 2/9/2016, 10:30) Stated that,

"In the iconography of Indian independence, one can find powerful images mediating between the realms of semi-religious imagination and political struggle; the most famous image is that of India reborn as the mother-goddess, the Devi, often portrayed as Durga, accompanied by a tiger and/or a lion.1 The most famous and celebrated movie in Indian history remains Mother India directed by Mehboob Khan (Figure 1), in which Nargis, an icon of Indian cinema, plays the role of a young peasant woman who rears her two sons under incredible hardship in a rural Indian village; in a tragic finale, she kills her younger son, who has become the leader of a group of bandits and is threatening the honor of a local girl and of the same village-community."

The powerful of this image has had a profound impact on Indian politics; the perception of Indira Gandhi by the masses owes much to the idea of Mother India and even more to the inherent vital force and energy embodied in the Hindu concept of Shakti (the personification of the divine female power), but also, especially in her last years, to the ferocity of Durga. On the contrary, Sonia Gandhi's renunciation of the premiership after her astonishing victory in the 2004 elections was, according to her own words, suggested by an "inner voice" (the voice of Mother India?), but was also portrayed as the sacrifice that only a mother could make for the sake her children.

Stated that, does it still make sense to study national identity in a world in which nation-states appear to be facing an unprecedented crisis? A crisis in which the process of globalization and the rising of intellectual, ethnic, and transnational religious loyalties, the ubiquitous diasporas and the success of supranational integration, a truly global economy and

an equally global civil society—both very aggressive and demanding—seem to be playing a major role.

The crisis of the system of nation-state has been the subject of much research over the past fifteen years. Arjun Appadurai sees this crisis mainly as the result of two combined forces: mass migration and the electronic revolution in the mass media. The combination of these two forces is contributing to the creation of a new post national imagination, "new diasporic public spheres transcending the boundaries of nation-state," exemplified by transnational ethnic and/or religious movements, multicultural cities and societies, and local insurgencies with global links (the Kurds, the Sikhs, the Tamils, etc.).

For Appadurai, "we have to think ourselves beyond the nation-state" as in our times this institution has failed its most important function: "the arbitration between globality and modernity." The crisis of nation-state is not negative per se, either for Appadurai's interpretation of nationhood as linked to the idea of ethnic purity via the "cosmology of the sacred nation," or for his faith in the new "cellular" organization of the globalized world. In this new cellular world—as opposed to the "vertebrate" world "organized through the central spinal system of international balances of power, military treaties, economic alliances"—"transnational activist networks" are already replacing public administration, and playing a positive role in "virtually every area of human equity and welfare."

Zygmunt Bauman places emphasis on the work of transnational forces manipulated by invisible actors, who are

constantly eroding the political/military, economic, and cultural foundations of the nation-state; to him, the main threat is coming from the erosion of the economic pillar as well as from the gradual loss of the capabilities of governments to respond to their citizens' basic needs, especially in terms of welfare and security.

The challenge is both economic and cultural: on the economic side, nation-states are losing many of the functions upon which, in the course of the past two centuries, they built their "apparatus" and created a sense of their own mission toward their citizens; on the cultural side, the logic of privatization is extending its influence even in sectors like basic public infrastructures that are simply not viable from an economic point of view, thus creating a conventional wisdom that "the public is always bad and the private is always good." Among the casualties of this battle are the concepts of equity, justice and "substantial" equality among the citizens, as well as public services, progressive taxation, and redistributive policies.

These analyses put into question the enduring viability of the nation-state model and the concept of national identity as a tool to understand (and act in) the global world, especially in the context of the major challenges of global governance in the 21st century: security and terrorism after 9/11, the management of a globalized economy, including the growing inequalities in developed and underdeveloped societies, environmental issues, transnational crime, and the management of migration flows and resulting multicultural societies.

Apparently, the rise of ethnic and religious movements and their successes in terms of appealing to basic notions of community and "nation" show a strikingly different pattern, confirming the strength and variety of forms adopted by a post-modern nationalist imagination. But in many cases, these movements and their ideology represent a new form of "privatization" of public policy, a response from different layers of the society to the challenges posed by globalization and the alleged inability of the state to cope with them.

They truly seem to be "local solutions to global problems." And, more than reasserting the enduring strength of the nation-state, they seem to confirm the schism between the nation and the state, which is considered inadequate in coping with the challenges of the real world and is therefore asked either to support these movements, or at least to be neutral. 5 Going back to India, that is what actually happened with the massacre of Sikhs in 1984, with the Hindu-Muslim riots in 1992-1993, and, more recently, with the Gujarat massacres in 2002, where the response of national and local authorities to Hindu violence was at best ambiguous.

National Identity as a Product of Imagination:

National identity has been (for better or worse)—and still is in my view—an essential tool for governance. This is the particularly the case for developing countries, given the challenges they have to face in terms of management of the economy, sustainable development, income inequalities and, as in the case of India, management of ethnic and religious diversity. In

Europe, the debate about the construction of a collective identity—which involves the debate about national identities as opposed to European identity, as well as the contribution of religion and ethics to both—and the redefinition of a broader national/European interest is very much alive and at the core of some of the difficulties faced by the EU integration process. To name just a few of these challenges: the failure of the treaty establishing the European Constitution, the quarrel about the accessions of Turkey and the Balkan states, the reform of the welfare state, and the integration of migrants, especially those belonging to different cultures and religions.

The issue of national identity is at the heart of the debate about the role of the newly emerging economic powers of Asia. India is one of the most populous countries of the world; it is facing unprecedented rates of growth, but also increasing problems in terms of access to and management of natural resources, the urban/rural divide, pollution, growth of nationalism and ethno-religious conflicts, and social inequalities and rampant corruption. Mutatis mutandis, a similar picture could be sketched for China. A growing fear regarding the effects of globalization and Western homogenizing neo-imperialism is now a part of public discourse in both nations.

Moreover, it is clear to me that the manner in which Indians, and indeed Chinese, perceive, and/or reshape, their national identity is of paramount importance not only for the continuous growth and development of their respective economies and the future of their societies, but also for their relationships with their neighbors and with the rest of the world. From the methodological point of view, it

is important to clarify the distinction between national identity (the material and spiritual, physical, and behavioral features of a given nation), national consciousness (the subjective self-image that citizens have of their nation), nationalism (ideology), and patriotism (sense of attachment and loyalty to one's nation)—all terms that are often regarded as interchangeable.

At the same time, more than in the past, the notions of national identity and national consciousness are strictly interrelated and symbiotic, thanks also to some specific features of globalization: the role of transnational diasporas; the global-local debate about ideas and identities; the emergence of new elites deeply embedded in the local, but at the same time perfectly aware of the dangers and promises of globalization and of the potential of the communication/information age and new electronic media. Changes in the economic and social fabric and in the composition of the elite are exposing some of the fallacies of colonial and post-colonial visions of Indian national identity, built somehow on Orientalist perceptions and on the elite's political and social background, and strengthened by specific historical events and circumstances, such as the tragedy of 1947 "partition" in the sub-continent.

Though intrigued as one can be by the idea of trying to conceptualize the "true" Indian (Chinese, Italian, or European) identity, the real issue at stake seems to be how the new elites in the emerging economies are debating about national identity and building a political project upon it— keeping in mind that the traditional notion of the elite (and of the masses) is very much challenged by globalization, and that, apart from the sidereal spaces of cosmopolitanism and the lower hell of parochialism, there are

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thousands of layers of differing forms of participation in the global society.

In this view, the focus of my analysis will be mainly on national identity, not in the sense of some sort of primordial identity, nor as a "natural product of human experience" determined by language, race, or history. 8 It will rather be in Gramscian terms, as an artificial, deliberately "hegemonic" construct, a dynamic "imagined community" built by the organic elites, according to the specific historical context. The "anthropological" definition of nations as "imagined political communities" by Benedict Anderson is quite close to this demystifying approach. Anderson does not regard nation-states as mere fabrications out of nothing. His emphasis on print capitalism as a site for coalescing ideas about nationalism and as a vector for their propagation exalts the role of the creators of the nation: those who had the education to imagine the new communities, according to the historical conditions and their own class-interest, as well as the economic means and the power to spread the product of their imagination—in Gramscian terminology, the elite, or the intellectuals of the dominant class.

(Kimberly Tallbear, Genetics, Culture And Identity In Indian Country, October 2000, https://www.google.com, P 4, 2/9/2016, 10:30) Argue that, It seems it is still a widely unquestioned belief that culture and the identity to be derived from culture (similar to beliefs about race) have biological bases. This can be seen as advances in genetic research are used or proposed for use in detecting evidence of such socialization

whether in living people or in human remains. There has been at least one proposal that DNA testing be used to determine the "identity" of Native Americans (General Assembly of the State of Vermont) and DNA analysis has already been undertaken in an unsuccessful effort to prove "cultural affiliation" of ancient human remains (Montana; Stockes). This is a trend that harkens back to the nineteenth and early twentieth centuries' eugenics movement whereby some scientists and other eugenicists attributed social degeneration such as crime and slums primarily to biological causes. A contemporary and perhaps more sophisticated form of eugenics similarly seeks to use DNA to support or deny a person's or a group's claims to cultural and political rights. (Ibid) there are medical and other benefits to be derived from some types of genetic research, this section proposes that attempting to use DNA analysis to determine the presence of culture and cultural identity is to entertain (whether knowingly or not) racist ideology. I will briefly summarize the two cases mentioned that illuminate the political and cultural implications for tribes that accompany what may be a growing movement to use DNA analysis to determine who is and is not genetically "Indian." I will briefly discuss how the use of DNA analysis to determine who does and does not have legitimate political and cultural authority undermines the very concept of what it is to be a tribal nation. Because tribal governments today are

overwhelmingly concerned with tribal nation-building, such a trend in the use of genetic research should be alarming.

DNA Analysis and the Cultural Affiliation of the Kennewick Man:

9,000 year-old remains, often referred to as the Kennewick Man, were found in 1996 in the shallows of the Columbia River in Washington State within the historical land base of tribes including the Confederated Tribes of the Umatilla Indian Reservation, the Colville Confederated Tribes, the Wampum Band, the Yakama Nation and the Nez Perce Tribe. Since the unearthing of the Kennewick Man, these tribes have opposed the study of the Kennewick Man and have sought jurisdiction over his bones for immediate reburial, as is consistent with their spiritual beliefs.

In 1996, eight prominent anthropologists filed a lawsuit in federal court for the right to study the bones of the Kennewick Man. While the press widely misinterpreted scientists' comments and reported that the Kennewick Man was of European descent, scientists' observations are that the Kennewick Man has features dissimilar to those of American Indians and even described his features as European-*like*, but speculate rather that he might be linked to populations from Polynesia and southern Asia (Lee, 1999). Scientists speculate that research on his bones could help revise previous theories about where some of the ancestors of U.S. tribal people originated.

Consistent with the Native American Graves Protection and Repatriation Act (NAGPRA), the U.S. Department of Interior has conducted studies to determine the cultural affiliation of the bones, in order to determine if the tribes have authority over the

disposition of the remains. While Interior examined geographical, kinship, biological, archaeological, anthropological, linguistic, oral tradition and historical information to make its determination in September that the bones be handed over to the tribes, DNA analysis was also attempted for the purposes of determining cultural affiliation. While analysis was unsuccessful in that scientists were not able to extract DNA from the bones due to their age and to mineralization, conducting the tests resulted in the destruction of not inconsequential amounts of bone and this offended the tribes. DNA testing was ordered because extensive physical examination by a team of scientists working for Interior failed to come up with sufficient evidence to determine cultural affiliation with tribes living today as is required by NAGPRA. Secretary of the Interior Bruce Babbit explained that while it would be much easier to determine affiliation with today's tribes of bones that are 3,000 years old, for example, "when dealing with human remains of [the antiquity of the Kennewick Man], concrete evidence is often scanty, and the analysis of the data can yield ambiguous, inconclusive or even contradictory results." (Department of Interior, September 25, 2000). Therefore, Interior viewed DNA analysis as a possible alternative to prove cultural affiliation.

2.8   Motivation:

(Myron H. Dembo, 2004, https://4shared.com, 19/11/2015, 10:00 pm) The purpose of this unit is to explain how you can become a more successful learner by taking charge and managing your own learn-and the factors that determine your motivation to learn. Learning and motivation are interrelated processes. Simply

learning a new skill does not mean that you will use it unless you are motivated to do so. Therefore, my objectives are to teach you some new learning strategies and to convince you that there are payoffs for using them. These payoffs include the possibility of higher grades, more time to participate in enjoyable activities, and the confidence to become a successful learner in any course. The sections in this unit pro-vide a framework for understanding why you need to use different strategies to manage the factors influencing your academic achievement. The remaining units teach you how and when to use these strategies.

As you consider the various components of academic self-management, you may find that you have no difficulty managing your motivation. You may exhibit a great deal of effort on tasks, persist even under difficult situations, and maintain positive beliefs about your academic abilities. If this is the case, this chapter will simply help you understand why you are motivated to succeed. However, if you have some difficulty managing your motivation, this chapter provides important background infor-mation to help you change. Many of his students frequently state in class or in written assignments: "I have no motivation" or "I need to get motivated." Unfortunately, I find that many students do not understand the meaning of these statements. Actually, everyone is motivated. Educational researchers have found that many different patterns of beliefs and behaviors can limit academic success. Therefore, many different types of motivational problems can be identified in any group of students. Let's look at five students who have diverse motivational

problems (adapted from Stipek, 1998): Defensive Dimitri, Safe Susan, Hopeless Henry, Satisfied Sheila, and Anxious Alberto.

Defensive Dimitri:

Dimitri is having difficulty in his first term in college and is beginning to doubt his ability to compete with other students in his classes. As a result, he puts his energy into preventing anyone from interpreting his poor performance as evidence of lack of ability. Basically, he appears to be more motivated to avoid failure than to succeed. Dimitri uses a number of failure-avoiding strategies, such as asking instructors several questions to give the impression that he is interested in the material, telling friends that he does not spend much time studying for exams when he really does, and spending time trying to find out what information appeared on tests in other sections of the same course. Unfortunately, the strategies he uses to avoid looking like a poor student prevent him from developing his academic abilities.

Safe Susan:

Susan is a bright student with high SAT scores. However, she can be classified as an underachiever. Her primary goal is to attain high grades and recognition from her instructors. She is upset if she obtains any grade less than an A. She takes courses that offer little challenge and over studies for every test. Susan rarely reads anything that is not required in a course and does not allow herself to be challenged. She learns only what she is told to learn.

Hopeless Henry:

Henry has a very negative opinion of his ability to do college work. He realized early in the term that he was having trouble

understanding college textbooks and taking lecture notes. In fact, he has no study skills of which to speak. Henry does not attempt to seek help because he believes it is useless to try because nothing seems to work. When talking to friends, he constantly puts himself down. He sleeps late and misses many classes and finds himself falling further and further behind in his course work.

Satisfied Sheila:

Sheila is a likable student who enjoys college life. She joined a number of social organizations the first term in college and is a C-average student who could easily attain A grades. Sheila does not want to push herself and let course work get in the way of having a good time. She is not worried about getting C grades and is especially satisfied with any grade that does not require much effort. Sheila enjoys reading novels and writes very well. In fact, she has submitted some of her poetry to her college literature magazine. Unfortunately, she does not apply her intellectual interests and abilities to her schoolwork.

Anxious Alberto:

Alberto lacks self-confidence and is very anxious about academic tasks. He constantly worries about his performance on every test or assignment. His anxiety is so great that he forgets material on tests even though he prepares well. Alberto has trouble sleeping, constantly has stomachaches, and does not enjoy college.

Each of these students has a different set of beliefs and perceptions that limit his or her present and possibly future

academic success. All of these students have motivational problems. Defensive Dimitri doubts his ability and is concerned that others will not see him as capable. Safe Susan does not want to take any risks or challenge herself. She just cares about doing well. Hopeless Henry does not believe anything he does will make a difference in succeeding in college. He has learned to be helpless. Satisfied Sheila does not value her academic accomplishments. As a result, she chooses to spend her time and effort in nonacademic areas. Anxious Alberto wants to be a successful student. However, his constant worry causes considerable anxiety that interferes with his academic success.

WHAT IS MOTIVATION AND WHAT FACTORS INFLUENCE IT?

Student motivation in the college classroom involves three interactive components (adapted from Pintrich, 1994). The first component is the personal and sociocultural factors that include individual characteristics, such as the attitudes and values students bring to college based on prior personal, family, and cultural experiences. The second component is the classroom environment factors that pertain to instructional experiences in different courses. The third component is internal factors or students' beliefs and perceptions. Internal factors are influenced by both personal and sociocultural factors and classroom environmental experiences. Current research on motivation indicates that internal factors (i.e, students' beliefs and perceptions) are key factors in understanding behavior. Most of the attention in the chapter is given to the internal factors of motivation. I begin this section with a discussion of what behaviors determine students' motivation and then discuss how personal and sociocultural,

classroom environmental, and internal factors influence motivated behavior.

Motivated Behavior:

If you want to understand your own motivation, you might begin by evaluating your behavior in the following three areas:

- Choice of behavior
- Level of activity and involvement
- Persistence and management of effort

Students make choices everyday about activities and tasks in which to engage. Many students choose to learn more about a subject or topic outside of class, whereas others limit their involvement to class assignments. As an undergraduate, I had a roommate who slept until noon each day. This behavior would not have been problematic if his classes were in the afternoon. Unfortunately, all his classes were in the morning. Another student I knew could not say no when someone asked if she wanted to go to a movie or have pizza, even though she had to study for an exam or write a paper. Students do not have to be productive every moment. Having fun or wasting time is a part of life. However, the choices they make play important roles in determining the number of personal goals they will attain throughout life.

A second aspect of motivated behavior is level of activity, or involvement in a task. Some students are very involved in their courses. They spend considerable effort after class refining notes, outlining readings, and, in general, using different learning strategies to make sense of what they are learning. Other students are less

engaged in their courses and do the minimal amount required to get by.

The third aspect of motivated behavior is persistence. The willingness of students to persist when tasks are difficult, boring, or unchallenging is an important factor in motivation and academic success. In many cases, students have to learn how to control their efforts and persistence in the variety of academic tasks they experience. Let's now examine the factors that influence motivated behavior.

Personal and Sociocultural Factors:

The attitudes, beliefs, and experiences students bring to college based on their personal and sociocultural experiences influence their motivation and behavior, and even their persistence or departure from college. When you walk into your first college class, you bring all your precollege experiences with you, such as your study and learning strategies, attitudes and beliefs about your ability to succeed in college, your coping strategies, and the level of commitment to meet personal goals. All of these attributes will influence the way you interact with the college environment. If you receive a low grade on a paper or exam, will you remind yourself of your ability to succeed, or will you say something like: "Here we go, just like high school. I don't know if I can do well in this course?" All your past experiences with stressful situations and the way you handled them will influence your ability to deal with new stressful situations in your college environment. You are going to learn new copying strategies in this course that should result in a reduction of stress and increase confidence in your ability to succeed in college.

You also are influenced by your family and cultural experiences. Family characteristics such as socioeconomic levels, parental educational levels, and parental expectations can influence motivation and behavior. For example, first-generation and ethnic minority students have a more difficult time adjusting to college than do second- or third-generation college students (Ratcliff, 1995). Transition to college can be difficult for any student, but when an individual has family members who have experienced this transition, he or she is less likely to feel lost in a new or unfamiliar environment or unsure about what questions to ask. Also, Reglin and Adams (1990) reported that Asian American students are more influenced by their parents' desire for success than are their non–Asian American peers. They pointed out that the desire by Asian American students to meet their parents' academic expectations creates the need to spend more time on academic tasks and less time on nonacademic activities. In what ways has your family influenced your goals, motivation, and behavior?

Here is a list of some other student characteristics that can influence adjustment and involvement in college (adapted from Jalomo, 1995):

- Married students with family obligations.
- Single parents.
- Students who never liked high school or who were rebellious in high school.
- Students who were not involved in academic activities or student groups during high school.

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• Students who are afraid or feel out of place in the mainstream college culture

• Students who have a hard time adjusting to the fast pace of college

• Students who lack the financial resources to take additional courses or participate in campus-based academic and social activities in college Stereotype Threat. A distressing research finding is that African American and Latino students from elementary school through college tend to have lower test scores and grades, and tend to drop out of school more often than White students (National Center for Education Statistics, 1998). In addition, regardless of income level, they score lower than White and Asian students on the Scholastic Achievement Test (SAT). For years, educators have been concerned with these statistics, especially when capable minority students fail to perform as well as their White counterparts.

Professor Claude Steele (1999) and his colleague (Aronson, 2002) believe they have identified a possible explanation for this dilemma. They think the difference in academic performance has less to do with preparation or ability and more to do with the threat of stereotypes about the students' ability to succeed. They coined the term stereotype threat to mean the fear of doing something that would inadvertently confirm a stereotype. The following is an explanation of this phenomenon.

Stereotypes can influence an individual's motivation and achievement by suggesting to the target of the stereotype that a

negative label could apply to one's self or group. For example, the commonly held stereotype that women are less capable in mathematics than men has been shown to affect the performance of women on standardized math tests. When females students were told beforehand of this negative stereotype, scores were significantly lower compared to a group of women who were led to believe the tests did not reflect these stereotypes (Spencer, Steele, & Quinn, 1999). In another investigation (Levy, 1996), half of a group of older adults were reminded of the stereotype regarding old age and memory loss while the other half were reminded of the more positive stereotype that old people are wise. The older adults performed worse on a test of short-term memory when they were presented with the negative stereotype than when they were reminded of the more positive stereotype. Why do you think the women and older adults scored lower under the stereotype threat condition?

Now let's review the research as to how stereotype threat may help to explain the low achievement of certain minority group members. There exists a stereotype that many African American and Latino students may not have the academic ability to succeed in college. As a result, many minority students may feel at risk of confirming this stereotype and wonder if they can compete successfully at the college level. Thus, just the awareness of the stereotype can affect a student's motivation and behavior. Steele and Aronson (1995) asked African American and White college students to take a difficult standardized test (verbal portion of the Graduate Record Examination). In one condition, the experimenters presented the test as a measure of intellectual

ability and preparation. In the second condition, the experimenters reduced the stereotype threat by telling the students that they were not interested in measuring their ability with the test, but were interested in the students' verbal problem solving. The only difference between the two conditions of the experiment was what the researchers told the students: the test was the same; the students were equally talented and were given the same amount of time to complete the exam.

The results of the experiment indicated a major difference for the African American students. When the test was presented in the non-evaluative way, they solved about twice as many problems on the test as when it was presented in the standard way. Moreover, there was no difference between the performance of African American and White test takers under the no-stereotype threat condition. For the White students, the way the test was presented had no effect on their performance. The researchers believed that by reducing the evaluative condition, they were able to reduce the African American students' anxiety, and, as a result, they performed better on the exam.

Aronson (2002) pointed out that in numerous investigations, researchers have found that the stereotype threat condition doesn't reduce effort, but makes individuals try harder on tests because they want to invalidate the stereotype. Not all individuals are equally vulnerable by stereotype threat. Individuals who are more vulnerable include those who care most about doing well, people who feel a deep sense of attachment to their ethnic or gender group, and individuals who have higher expectations for discrimination in their

environment. Students under the stereotype threat condition appear more anxious while taking a test. In addition, they also reread questions and recheck their answers more often than when they are not under stereotype threat. As a result, students placed in a stereotype threat condition become poor test takers!

Are you vulnerable to stereotype threat as a member of a minority group, a woman, an older student who has come back to college a number of years after graduating from high school? Can student-athletes experience stereotype threat? Could the stereotype threat "absentminded professor" influence your instructor's behavior? Has stereotype threat influenced your motivation or behavior in any way? Are you aware of such influence? What can educators do about reducing the influence of stereotype threat? Aronson (2002) pointed out that stereotype threat appears to be especially disruptive to individuals who believe that intelligence is fixed rather than changeable. In this course, you are learning that academic performance can be improved through the use of different learning and motivational strategies. Do you believe that you can become a more successful student and compete with other students at your college or university? There also is some evidence that stereotype threat may be reduced through cooperative learning and other forms of direct contact with other students.

In a successful program that improved the academic achievement of a group of African American freshman at the University of Michigan (Steele et al., 1997), students lived in a racially integrated "living and learning" community in a part of a

large dormitory. The students were recognized for their accomplishment of gaining admission to the university and participated in weekly rap groups to discuss common problems they all faced. In addition, they participated in advanced workshops in one of their courses that went beyond the material in the course. All of these activities were useful; however, the weekly rap sessions appeared to be the most critical part of program. The researchers believed that when students of different racial groups hear the same concerns expressed, the concerns appear to be less racial. The students also may learn that racial and gender stereotypes play a smaller role in academic success than they may have originally expected.

It is important to realize that the researchers exploring the impact of stereotype threat are not saying that this phenomenon is the sole reason for underachievement by certain minority students. We have already discussed a number of other important academic and motivational factors that can make a difference between a successful and unsuccessful college experience. Nevertheless, stereotype threat must be considered an important factor in understanding underachievement of certain minority students.

Goal Setting:

One of the major goals of the college experience is for students to develop a coherent sense of identity. This development begins in adolescence and usually ends by the time an individual graduates from college (around 21 years of age). According to Erikson (1968), identity involves the search for a consistent image of who one is and what one wants to become.

Marcia (1980) has provided information about the development of identity by distinguishing four different patterns and common issues that college students experience. According to Marcia, the criteria for the attainment of a mature identity are based on two factors: crisis and commitment. "Crisis refers to times during adolescence when the individual seems to be actively involved in choosing among alternative occupations and beliefs. Commitment refers to the degree of personal investment the individual expresses in an occupation or belief" (Marcia, 1967, p. 119).

WHY IS GOAL SETTING IMPORTANT?

Goals have been defined as "what the individual is consciously trying to do" (Locke, 1968, p. 159), and goal setting refers to the process of establishing a standard for performance. Most of us have goals in many domains: academic, social, occupational, and personal. Some goals are short-term (e.g., earning an A on your sociology exam on Friday); others are long-term (e.g., raising your grade-point average (GPA) to 3.0 this semester); and still others are very long-term (e.g., becoming an attorney).

As mentioned in the introduction, long-term goals are accompanied by related intermediate goals. For example, a freshman student might set his or her sights on becoming editor of the college newspaper during his or her senior year. The goal is 4 years away and represents a major achievement, so, the student decides what needs to be done to work toward this long-range goal. If the student is interested in journalism, he or she may decide to major in this field and begin taking some English and journalism courses. Another goal would be to join the paper as a staff writer. An intermediate goal would be to become a section editor by his or her junior year. By setting intermediate goals that relate to the long-term goal, the student identifies a plan of action or path to follow to attain his or her ultimate goal. This path provides rewards as the student moves closer toward the long-range goal.

A similar process is needed to obtain the goal of becoming an elected official or to run a marathon. It is not likely that an individual could be nominated for an office without any experience or past involvement in community activities. It also is doubtful someone could run 26 miles the first time he or she decides to run a marathon without first setting short-term training goals.

Goal setting is a planning process and is an important aspect of self-management. This process puts meaning in people's lives, helps them achieve their dreams and ambitions, and sets up positive expectations for achievements. Students who set goals and develop plans to achieve them take responsibility for their own lives. They do not wait for parents or teachers to instruct them as to what they should be doing with their lives.

Unfortunately, many students fail to take responsibility for personal goal setting. For example, last semester one of my students complained he had difficulty attaining a goal set for him by his father for a 3.5 GPA. I asked him what his goal was. He stated that he did not have one. One of his peers commented that the student needed to achieve in college for himself, not for his parents. After all, parents are not going to be around all the time to set goals and direct their adult children. Think about your own behavior. Are you in charge of your own behavior, or do you prefer that other individuals set goals and make important decisions for you? It is difficult to be a highly motivated individual without setting personal goals. While watching the last Olympics, I could not help but notice how often the topic of goals was discussed during interviews with athletes. Many athletes even mentioned that their coaches suggested they carry with them a list of their goals.

In team sports, coaches often meet with individuals to set both individual and team goals. In the business world, corporations set goals for sales and product development. In fact, the stock market is very sensitive to a company's performance goals. When a company announces its quarterly profits or losses, the investment world compares the performance to expected goals. The result often is immediate price fluctuation in the stock market.

(Mohammad Rukanuddin, Role of Motivation on the Tertiary Level Students of Bangladesh in Learning English, 2014, 19/9/2015, 10:00 pm) Pointed that, "*This research work investigates*

the reasons why the tertiary level students of Bangladesh learn English language to find out what motivates or inspires them to learn English. It explores the kind of motivational orientation the Bangladeshi students have in learning English from three kinds of motivation: instrumental, integrative and global. This section determines that Bangladeshi students specially the tertiary level students of Bangladesh do not learn English to integrate or, assimilate themselves with the culture of the native speakers of English, rather they learn English for some practical purposes like getting high ranking jobs or undertaking higher studies, achieving success in career etc." This section also discusses the current condition of English in Bangladesh by mentioning the areas where English is used extensively. Finally, it suggests some ways that may be useful in removing the obstacles that hinder the effective teaching and learning of English in the country.

Motivation, according to Cambridge Advanced Learner's Dictionary (2008) is "enthusiasm for doing something". This enthusiasm means internal or external factors that stimulate desire and energy in people to be interested in and committed to a job, role, or subject, and to exert persistent effort in attaining a goal. One researcher (Wlodkowski 1985 in Bettiol 2001) says that there are more than twenty widely recognized theories of motivation, all of which have their own 'terminology and definitions, experimental approaches and opposing viewpoints'. In line with the behaviourist view of psychology, Murray (1938) sees some needs as causing inner tensions which have to be liberated. Motivation was defined in terms of the "press", that causes the desire to liberate the inner tension and satisfy the needs.

Motivation is often related to the notion of the need to achieve. Ames (1992) identifies three different types of goals in

the area of achievement motivation. The first goal is the mastery or the learning goals, which focuses on obtaining competence or mastering a new set of knowledge or skills to achieve success. The second kind of goals are called performance goals or ego-involvement goals, which are related to doing better than others or doing well without a lot of effort in order to avoid failure. And the last ones are called social goals which focus on relationships among people.

An important aspect of the achievement motivation theory is that learners can be motivated to either avoid failure or achieve success. In other words, it means that when learners want to avoid failure they try to select either easy tasks in order to achieve success or difficult tasks in order to have a good excuse for why failure occurred. However, when learners want to achieve success they try to select moderately difficult tasks, which will provide an interesting challenge for them to keep the high expectations for success. From a cognitive view of motivation, people can choose the way in which they behave, so that they have control over their actions (Williams and Burden, 1997). When making a choice, however, people have to be aware of the possible results of what they decide to do, allowing them to set goals for themselves, and then they can decide to act in certain ways in order to achieve these goals. In this way, from a cognitive perspective, "motivation is concerned with such issues as why people decide to act in certain ways and what factors influence the choices they make".(Williams and Burden, 1997).As per cognitive view of motivation, individuals make decisions about their own actions as opposed to the behaviourist view which considers motivation in

terms of external forces over which they have no control. On the basis of these views, it is important to mention Gardner's approach to motivation. Gardner & Lambert (1959, and Crookes & Schmidt, 1991) distinguished between integrative motivation and instrumental motivation. Integrative motivation was identified by the fact that students are attracted by the culture of the community speaking that L2 and they want to integrate themselves into such a culture or become a part of that society. It is associated with components such as "interest in foreign languages", "desire to learn the target language", "attitudes toward learning the target language", "attitudes toward the learning situation", "desire to interact with the target language", and "attitudes toward the target language community" (Gardner, 1982, and Dörnyei, 1990). Instrumental motivation, on the other hand, is marked by the fact that the learner studies the L2 with a utilitarian purpose in mind, such as a better job or a higher salary. Thus, no matter what type of motivation students have, the strength of motivation depends on the state of a student's needs and goals. Motivation, as a psychological phenomenon, has multidimensional roles in ESL/EFL and other areas of learning and teaching. It affects different people in various ways in various situations, places and time. It may affect the same people in the same intellectual pursuit or in the same area of learning differently in different time, place, or environment. The same people may get motivated to learn English differently in different countries. A group of students, for example, may feel motivated to learn English in a way in China, which is different from the way the same group of students may feel motivated while they are in the United States of America.

In learning English as Foreign Language, motivation is "a complex phenomenon which can be defined in terms of two factors: learners' communicative needs, and their attitudes towards the second language community" (Lightbown & Spada, 1993 p. 40). It means that if students need to use the foreign language in a variety of social situations or maybe to get a better job they will notice the importance of the foreign language and consequently will be motivated to learn it. Likewise, if students have positive attitudes towards the speakers of the language, they will probably want to have more contact with them.

Ur (1996), regards motivation as a very important phenomenon in English language learning. Instead of defining motivation, she prefers to think about motivation in terms of 'motivated' learners, that is, learners who are willing to involve themselves in learning activities for the purpose progress. Ur (1996) states that teaching and learning can become much easier and more pleasant when there is learners' motivation. She points out some features of motivated learners of English. Some of them are, firstly, the learner would be 'positive task oriented' which means the learner is willing to handle tasks and challenges, and has confidence in his/her success. Secondly, He/she would be 'ego-involved' that means the learner finds it important to succeed in learning in order to maintain and promote his/her own self-image. Thirdly, he/she has a need to achieve meaning to overcome difficulties and succeed in what he/she sets out to do. Fourthly, he/she possesses high aspirations. The learner is very aware of the goals of learning, or of specific learning activities, and directs his/her efforts towards achieving them. Fifthly, he/she

is perseverant. The learner consistently invests a high level of effort in learning, and, is not discouraged by setbacks or apparent lack of progress. Finally, he/she is tolerant of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion. He/she can face them patiently, in the confidence that understanding will come ultimately. Among these characteristics, a very outstanding one is the need for achievement in which learners are motivated to reach a goal that they have set, being willing to overcome difficulties in order to achieve their aim.

The term 'motivation' is often confused with aptitude. So, it is crucial to mention the difference between aptitude and motivation. Ellis (2008:75) states that while aptitude describes the "cognitive abilities that underlie successful L2 acquisition, motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2". Therefore, aptitude is a more or less stable component which the learner cannot directly interfere with. Motivation, on the other hand, is a component that can change comparatively fast and can be altered by the learner himself. Gardner (2001) writes that motivation describes the driving force behind the effort of a learner. According to Gardner (1982) motivation consists of three elements of which the first one is "effort". The learner who is more motivated, will put more effort in his or her studies. He will be open to do extra work in order to improve his language skills, spend more time with studying for the language and even deal with the subject on a subconscious level. The second element is "desire". A learner desires to achieve a goal in this case to

successfully learn a second language. A learner without desire is not at all motivated at all. The last element is called "affect". The learner enjoys learning the language. Learning the language is a fun and challenging task which might even lead to enthusiasm. Each element on its own is not enough to be called motivation. If a learner lacks one element, he will not be entirely motivated and therefore learning will be more difficult for him. Example: A learner that fulfills the elements "effort" and "desire", but does not enjoy the language at all, will perhaps study hard, but will have problems to make progress as the learner's affective filter may be high.

Motivation has its variety. According to sources motivation is classified as intrinsic motivation and extrinsic motivation. Further, on the basis of purpose it is divided into Integrative motivation and Instrumental motivation. Next, depending on its relationships to learning it is divided into three types: Situational motivation, Task motivation, and Global motivation (Brown, 1981 in Ellis 1985).

Intrinsic motivation is motivation from within the student (Landsmen). It is a spontaneous interest on the part of the learner for the target language. An intrinsically motivated student studies because he/she wants to study. To the student the material is interesting, challenging and rewarding, and the student receives some kind of satisfaction from learning. This kind of motivated student is very often found busy reading, writing, or solving any problems in the target language. The student demands more effort from himself/herself and has a need for deep understanding.

When a student performs in order to receive a reward, like graduating or passing a test or getting a gift from anybody, or to avoid a penalty like a failing grade, s/he is said to be extrinsically motivated. Some kind or other external forces are involved in this kind of motivation. This type of motivation comes from outside not from within the learner. An extrinsically motivated student is inclined to put forth the minimal effort necessary to get the maximal reward. If students aren't given a reward or credit for their efforts, and no feedback is given to the student, then most students' intrinsic motivation would begin to decrease.

The 'integrative motivation' is the type of motivation through which L2-learner wants to tintegrate himself in the target language group. In other words, an integrative motivated learner likes the target language group and perhaps even wants to be a part of it. A twisted form of the 'integrative motivation' is the "Machiavellian motivation". In that case, the learner does not like the target language group and does not want to be a part of it. He merely wants to "manipulate and overcome the people of the target language" (Ellis 2008).

Hudson (2000) says that the desire to obtain something practical or concrete from the study of a second language is instrumental motivation. Instrumental motivation underlies the goal to gain some social or economic rewardthrough L2 achievement. Situation specific or situational motivation refers to the learner's motivational state in a given situation. Foreign language learning occurs in the classroom in situations that vary in their motivational effects. For instance, cooperative,

competitive and individualistic situations are reported to affect motivation differently.

The interest a learner feels for performing some tasks in the target language, is termed as task motivation. Different tasks affect motivation and learning in different ways. In communicative language teaching Nunan's (1988) definition of task suggests that task in language class should be motivating for the learners. According to him a communicative task is a piece of classroom work which involves learners in understanding, manipulating, producing or, interacting in the target language while their attention is principally focused on meaning rather than form.

It is a general interest towards the goal of learning a second or foreign language. Because of the globalized world, world peoples are dependent on one another and for this people have to communicate in English for their business transaction, achieving education, exchanging technology for so many other things. So, to keep abreast with the global phenomena, some people get motivated to learn English.

Whatever or what kinds of motivation are there among the learners is a matter of researches and studies. What is more important is that motivation of the learners plays a very crucial role in their learning of the foreign or second language. Harmer (1998) asserts that "…highly motivated students do better than ones without any motivation."

The primary goal of this study is to find out what motivates the tertiary level students of Bangladesh to learn

English. This study will try to find out the types of motivation that inspire the Bangladeshi students of the concerned level to learn the English language. The findings of the study, the researcher hopes, as the ultimate goal will help improve the learning and teaching situation in the country.

Research in the field of motivation in ESL/EFL has been done by a good number of researchers. In linguistics, sociolinguistics and second language/foreign language acquisition a number of language learner motivation models have been suggested. Research works by Gardner and Lambert (1959), Clément, Gardner, and Smythe (1977), Dornyei (2001) et al are probably most well known. The social-psychological theory of second language (L2) learning proposed by R. C. Gardner (Gardner & Lambert, 1959; Gardner, 1979; Gardner, 1982; Gardner, 1983) has been one of the most long-standing theories of L2 learning.

Researchers in this field have show through their research works that motivation is a significant factor in the arena of second/foreign language learning. Gass and Selinker (2008) say that motivation has a powerful impact on the students' learning of a second language. They reflect on the basis of studies that integrative motivation has better impact on learning than instrumental motivation. They also say that these results may vary from culture to culture.

Learners' motivation is important for teachers who want to teach language better. Bartels, J.M. Magun-Jackson, S. & Ryan, J.J.(2010) say that lack of motivation can affect the learners'

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learning process and teachers play a significant role to students' motivation in learning a second/foreign language. Cook (2001) emphasises that not having any type of motivation students can find hard to learn a second language. He also, mentions that high motivation causes successful learning. Wlodkowski (1993) shows the importance that motivation has in the learning field. Motivation is related to scholastic achievements and it is important that teachers know when and how students are motivated. By knowing when students are motivated things in the learning process go more easily. Gardner and Lambert (1959) say that motivation is of two kinds: the instrumental motivation and integrative motivation. They maintain that integrative motivating is a desire to communicate and become similar to members of that L2 community.

On the other hand, they have shown instrumental motivation as the desire to learn the L2 for practical gains such as getting a better job. They found that of the two kinds of motivation those students who were integratively motivated made use of the most of practice opportunities, volunteered more answers in the classroom, were more precise in responses and were generally more successful students.

Markwardt (1948) in Dornyei (2001) suggested five motives for learning a second language. He described two of them as non-utilitarian and three of them as practical. The non-utilitarian motives were (i)-to be a cultivated person and (ii)-to maintain a minority's language whose speakers are resisting assimilation into a dominant culture. The practical motives are (iii)-to foster assimilation into a dominant culture (iv)-to promote

trade and colonization, and (v)-to have access to scientific knowledge and technical skills.

Markwardt's (1948) first motive was a reminder of the detached, aristocratic, and humanistic view of humans. The remaining four motives, however, typified an era of scientific and technological progress paralleled with capitalism, colonization, trade, and wars. Markwardt's (1948) discourse supports a dominant ideology and philosophy. The minority group that resisted colonization and supremacy would not profit from technological progress like the community, which sought assimilation and acculturation. Planters, settlers, and merchants had to learn the language of the people whom their country had colonized to make them civilised and good consumers of manufactured products. Here Markwardt's (1948) motives are the reflection of the spirit of the age in which they originated.

Researches on motivation in learning English as a foreign language or second language do not seem to be wide.
The limited extent to which this research has been done, the findings indicate that the role of motivation in EFL/ESL in Bangladesh is different from the same in other countries. For example, Gardner and Lambert (1959) observe that integratively motivated learners tend to be more successful than the learners who are otherwise motivated.

Contrarily, researchers in Bangladesh in the same field find that in a situation where English is taught and learnt as a foreign language, integrative motivation has insignificant role to play. Haque (1994) finds that the learners of English in Bangladesh are

mostly instrumentally motivated, because the students in Bangladesh learn English for the purpose of easing their higher education and getting better employment opportunities. They do not seem to learn English for the sake of knowing deeply about the culture and people who are native speakers of English. They are not interested in getting integrated with any English speaking group of people either. Their intention in learning English is to use it as an instrument for practical gain, not for expressing solidarity with any group of native speakers of English.

Later Maniruzzaman and Haque (2000) found out that in Bangladesh integrative motivation had a stronger influence on the learners of English as a foreign language than the instrumental motivation. This is a contradictory finding with the results of the research conducted by Haque in 1994. Here the researcher of this research guesses that the subjects taken as sample were from only one department of only one university. Hadthe sample been taken from more diverse areas, the results could have been different. The sample population that was selected was from a particular discipline of studies in a particular university, which might lead them all to think in an identical way regarding their learning of English. It might be media like BBC, CNN or other foreign media activities, English movies, standard life style of the people of English speaking countries etc. that had led them to think fallaciously that they studied English for integrative reasons.

Next, another research conducted by Rahman, S. (2005) reveals that instrumental motivation has stronger impetus behind the learners of English in Bangladesh where integrative motivation plays insignificant role. Rahman, S. (2005) regarding

the findings of his research puts in the instrumental motivation is the major motivational orientation for the undergraduate students to learn English as a foreign language in Bangladesh. This provides a sufficient answer to the research questions addressed, and contradicts the findings of a few researchers (Maniruzzama and Haque, 2000 and 2001), who claimed that integrative motivation is the primary reason /motive for learning English in Bangladesh. Rather, the study here is able to show that in Bangladesh, the students learn English primarily for instrumental reasons.

One researcher (Davies, 1989) in Rahman, A. (1998) mentioned that it was difficult to think of any country where English was not being taught. Bangladesh is not an exception. For the survival and all out development as a nation, Bangladesh uses English with utmost importance. Here those who learn English language lead better livelihood than those who do not. Regarding the importance of English, Banu (2005) maintains that in Bangladesh the education system of the country creates a 'linguistic divide' between those people who learn less English at Bengali medium schools and those who learn better English in the English medium schools. She adds that there is a great demand for English in this country for its social and material benefits among all classes of people.

Pedagogically speaking, English enjoys the status of a foreign language in Bangladesh though it is taught and learnt here with the importance of a second language. A foreign language, according to Nunan (2003) is a target language which is not the

language of communication in the society (as medium of instructions in educational institutions, business, industries etc.) For example, English in China, German in any Arabian country and Spanish in India are treated as foreign languages.

A second language, as per Richards et al (1985), is a language that is not a native language in a country but widely used as a medium of communication (for instance, in educational institutions and government offices, businesses etc). It is usually used along with another language or languages. English, for instance, in India, Singapore and Fiji is a second language as it is widely and officially used in those countries. Definition-wise, English is not a purely foreign language, and it is not a second language either in Bangladesh. If the extent to which the Bangladeshi people use English and the domains in which they use it are examined, the status of English in this country will be clear.

English in schools: English is taught as a compulsory subject at all primary, secondary and higher secondary levels of schools of the country. In Madras (Islamic religious secondary and higher secondary level schools) also English is taught as a compulsory subject. Apart from this, there are several thousand English medium schools mostly located in urban areas which have been set up mainly to make students conversant in English language.

English in higher education: The medium of instructions in almost all the higher educational and professional programs in the country is English. Though instructions in certain educational

programs in tertiary level colleges and public universities are given in Bengali, the students and teachers have to depend on foreign books written in English for reference and additional information.

Private universities, professional institutions like medical colleges and engineering-technological institutes and universities impart education in English as books and study materials are all in English. For being acquainted with the up to date know how of newly invented fields of science and technology there is no alternative to English. Rahman, S. (2005) says "though there was no clear indication about the choice of the medium of instruction, interestingly in all private universities, the medium of instructions is inescapably English". Private universities of the country which were created to meet the growing needs of the higher educational seats offer almost all the degrees of higher education (except M. Phil and Ph.D.) like B. A. (Hons.), B. Sc. (Hons.), B.S.S. (Hons.), B.B.A, LL.B.(Hons) B. Arch, B.Pharm; M. A., M.Sc., MBA, MSS, MS in many general and highly technical subjects like English, Economics, Computer Science and Engineering, Civil Engineering, Architecture, Pharmacy, Electrical and Electronic Engineering; Accounting, Human Resources Management, Management Information System, Business Administration, Marketing, and so on.

As the students of these highly technical subjects need a high level of proficiency in English language which they cannot attain despite twelve or thirteen years of studying English language as a core subject from primary to higher secondary

level of education, the universities have chalked out English courses to bring their proficiency level up to a required level so that the students can carry out academic studies comfortably and confidently overcoming the linguistic barrier.

English Courses designed for the private university students are usually termed as English foundation courses, or English remedial courses. Though these courses are of similar nature, there are some differences too. Some universities offer one course in the name of Foundation course or remedial course etc., for one semester for the students of each program of studies On the other hand, there are universities who offer two or three English courses for consecutive two or three semesters for the students of each program of studies. These courses are generally called English communication skill – I, English communication skill – II, and English communication skill–III. While some other universities opt for Basic English communication, English composition–I and English composition –II. In this ways, the students of each academic program are taught the English language skills that are required for the academic purpose.

During the 80's English was banished from the syllabus of B. A. (pass) course of the curriculum of the country by the people at the helms of affairs of the education department. After a decade considering the gravity of the consequence of dispensing with English, the subsequent government not only restored English in the syllabus but also made it mandatory for students to study English language in all the tertiary level degrees of the country.

English in Administration: After the independence of Bangladesh in 1971, the government of the country tried to replace English with Bengali in administrative works but it could not be done and English continued to remain as the dominant language. Subsequently, the government in 1987 created the Bengali Implementation Act (Bangla Procholon Ain) and implemented it. From that time English started to lose its significance in administration. However, it is worth mentioning that in communications between non-government organizations and government, between all the international organizations and the government English is used extensively.

English in Economic activities: As the he economy of Bangladesh is heavily foreign-aid dependent, Bangladesh has to communicate with economically developed nations like Great Britain, United States of America, Canada, France, Germany, Italy, Japan, and Australia etc., and international aid-giving agencies like the USAID, The World Bank, and The International Monetary Fund (IMF). And the medium of communication between Bangladesh and the countries and agencies mentioned is English.

For export and import business the country has to maintain liaison with many countries in English. As an economically backward country Bangladesh has to put much importance on trading than manufacturing industry. Trading requires constant communication with foreign companies. This communication is maintained through English in dealing with foreigners.

Garments manufacturing industry is an emerging sector in the country. About 4000 garments factories are operating in the country. Many foreign buyers and their representatives visit Bangladesh every year. For communication with these foreigners English is the only means. That is why the jobs in the export sector of garments industry like merchandisers, sales representatives, marketing staff require English. Furthermore, most of the job advertisements are posted in English. Even if they are posted in Bengali newspapers, they are posted in English. Again, almost all the private organizations state that the applicants must have good proficiency in English language as a prerequisite. The public limited companies publish their annual reports also in English. Some of these companies produce a Bangla version of their annual report but the emphasis is always on English. So it is clear that English is the dominant language in the economic activities of the country.

English in financial institutions: English is profusely used in almost all the banks which are about 50 in number. They include 9 foreign commercial banks, about 32 private commercial banks and some state owned specialized banks and the central bank. Most of the banking instruments, documents and forms are in English. For examples, checks, demand drafts, pay-orders; deeds of agreements, account opening application forms are in English are printed and written English. And the whole data base of all the banks are in English digits. Furthermore, for employment in the banks the candidates have to have a good command in English. For this reason, the employment advertisements are published in English in newspapers, interview

cards are issued in English and interviews are conducted in English.

English in judiciary: Though the lower courts carry out their activities in Bangla, English is yet very influential in the High Court and the Supreme Court of the country. A lawyer has to have a good command in English if he or she wants to practice in the High Court or the Supreme Court. Many of the judges still give their verdicts in English language. In this circumstance, it seems that this trend of using English in the judicial sector of the country will increase in future.

English in entertainment sector: English is used for entertainment purpose by a remarkable number of people in the country. Rahman, S. (2005) found in a study that 37% respondents watch English movies all the time, 45% of them watch sports programs in English all the time, and 35% respondents listen to English songs always. Rahman, A.(1998) says that nearly 85% of the channels offered by satellite TV are broadcast in English.

Population and sampling: In order to find out the motivational orientation of the undergraduate students in their learning of English and the types of motivation they are oriented, 76 students (53 males and 23 females) of average age 22 years were randomly selected from different disciplines of a private university, and an institute of a public university in Dhaka. Among them 11.84% (09) students were from B. Sc. in Computer Science and Engineering program (first year), 7.89% (06) students from B. Architecture program (first year), 21.05% (16)

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students from B. A. (Hons) in English literature program (second year), 11.84% (09) students from BSS in Economics program of the private university located at Mohamamdpur, Dhaka and 47.37% (36) students were from the first year B.Sc. in Textile Engineering program of a textile engineering institute affiliated with a public university. And these seventy six students came from thirty seven districts of Bangladesh. These students have studied English language for about 12 or 13 years right from the beginning of their student life. That means they started learning English at the age of five or six in their pre-primary or primary level classes and continued up to higher secondary level of education. It is worth mentioning that these students studied English as a mandatory core subject in their pre-primary, primary, secondary and higher secondary classes. Of course, they studied the language as a foreign language. Even then their competence in English language is not sufficient to undertake and carry out undergraduate courses at the tertiary level classes in private universities where the medium of instructions is English. Instrumentation In collecting data survey questionnaires in the modified Likert scale (1932) have been utilized. A copy of the whole questionnaire has been appended in the appendix

Rationale for Choosing The Incumbent Subjects:

As the researcher has been involved in teaching English language in the aforesaid university for about seven years as a full time faculty member (and in several other private universities including the textile institute under the above mentioned public university as guest teacher for a number of years) he has chosen those two educational institutions for the subjects of his research.

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Because of being involved as a teacher, the researcher has a good knowledge of the competence of the students of these institutions in English language for he taught and still teaches English Language Skill to the students of different disciplines as English language foundation courses or remedial courses. Moreover, having a good rapport with the students, he has easy access to these students. As a result, the researcher could comfortably distribute the questionnaire among the subjects, interpreted the questionnaire as and when needed. This helped the researcher in eliciting the probable right answers of the questionnaire from the subjects. One more thing about choosing the tertiary level students as subjects is that the students of this level are mature enough to give information about their motivational orientation regarding learning English as a foreign language.

Procedure of data collection: The questionnaire was primarily divided into two parts. The first part contained questions that were to find out the background information of the subjects like age, gender, home district, starting age of English language learning, occupation, highest academic qualification, how he/she has learnt English so far, whether he was educated at English medium school or not. These data were helpful in getting some helpful information regarding the subjects' personal, occupational, educational, and regional and social background though these data are not the main aim of investigation in this research. The second part of the questionnaire consisted of questions to find out social and psychological makeup of the subjects' minds regarding learning English. The second part had three sections with statements on instrumental motivation,

integrative motivation, and (iii) global motivation. Ten statements in three motivational categories were designed to elicit the overriding reason among the tertiary level students of Bangladesh in general and the students of different private university students in particular for learning English. In the instrumental category the statements related to whether the respondents require English for studying university level courses; whether the respondents learn English as a tool for getting good jobs; whether they learn English for the purpose of higher studies; and finally whether they learn English on the belief that they need to know English for success in any profession they will choose. In the second category, i.e. for integrative category, the statements were to find out whether the respondents learn English because of their liking the culture and civilization of the native speakers of English; whether they learn English as they like the countries where English is the native speakers' language; whether they study English because they like the people who are citizens of English speaking countries; and finally, whether they study English because they think that English is a language which has formal and polite expressions for effective communication. In the third category, for global motivation, the purposes of the statements were to find out whether the respondents learn English in order to know about the world; whether they learn English to know about the culture and socio-economic conditions of other nations of the world. As the researcher apprehended that the students, who were randomly taken as subjects of the current research, might not understand the questionnaire perfectly, he explained each and every line to the students while administering the questionnaire among the sample population. The sample students answered the questionnaires in

presence of the researcher. In some cases the researcher read out the statements and wanted the subjects' responses. The students responded individually and the researcher himself filled in the questionnaires. However, the categories of the questionnaire were not mentioned in the questionnaires given to the subjects and they were not told that their motivational orientation was being investigated. On being asked about the purpose of the survey, the researcher informed the subjects that the purpose of the survey was to find out why the students of this country study English language and how to improve its teaching and learning in this country.

Variables Studied:

The centre of attention of this research was to examine some socio-linguistic and psycholinguistic variables. They were several motivational aspects of Bangladeshi learners of English. The following variables were investigated using Likert scale (1932) which is a psychometric scale commonly used in survey research (in a five point scale) that ranged from strong disagreement to strong agreement. The subjects were asked to fill in a five point Likert Scale (1932) where a scale value of 1 indicates a strongly unfavourable attitude (strongly disagree), 2 means disagree, 3 means neither agree nor disagree, 4 means agree and 5 means a strongly favourable attitude (strongly agree). This scale was used to find out how important each reason was for their learning English as a foreign language. Three types of motivational orientation under investigation were instrumental, integrative and global. And the raw data were calculated statistically a. Instrumental motivation: On this scale the subjects were asked to

opt for their interest for learning English to use it as a toll for utilitarian purpose or to gain some materialistic gain. There are four items which measure the attitude of the learners towards learning English. A high score in this scale would indicate a learner's instrumental orientation in learning English language. b. Integrative motivation: This scale has four items the choice of which would show the learners' intention of learning English for the purpose of getting integrated, assimilated, and acculturated with the target language, its speakers, their life style, and culture. A high score in this scale would indicate a learner's integrative attitude towards learning English language. c. Global motivation: In this scale there are two items which will measure the learners' intention of learning English for keeping them abreast with the affairs of the current globalized world. A learner's high score in this scale would indicate that the learner's motivation for learning English is globally oriented.

Findings on the basis of the results calculated statistically the following tables have been prepared showing the frequency distribution and Mean scores of three different motivational orientations to present the findings. By comparison and contrast of the results placed in the first three tables, it has been found that instrumental motivation has stronger influence on the undergraduate students of Bangladesh in learning English than the other types of motivation investigated. This finding may be taken as the answer to the first research question which asks what role motivation plays in the tertiary level students of Bangladesh in learning English. The finding reflects that the motivation that works behind the tertiary level students' learning English plays an

instrumental role. The subjects under investigation are undergraduate level university students who are pretty mature in their age, thinking and decision making. They have found that the people who have a good command in English are a privileged class and are endowed with high paid jobs, honour and dignity in the society. Considering the benefits and advantages of learning the skills of English language, most of the students of the said level in Bangladesh decide or feel motivated to learn English. The favorable responses of most of the respondents towards the use of English as an instrument or tool for materialistic success indicates that the role of motivation in this regard is a very crucial one and hence it satisfies the answer to the third research question as well. However, the study does not address the question whether motivational approach is essential for teachers of language for better performance of the learners. This aspects needs to be studied separately. The tables and figures given in the subsequent pages will show the findings of the survey analytically and visually.

Reliability:

Reliability in a survey is concerned with the consistency of measurement, that's the degree to which the questions used in a survey elicit the same type of information each time they are used under the same conditions. Reliability is also related to internal consistency, which refers to the degree different questions or statements measure the same characteristic This researcher thinks that this survey has reliability for the following reasons. Firstly, the article has been written over a period of about six months instead of doing it overnight. Secondly, the survey is not old;

rather it was done about three weeks ago. Thirdly, the researcher did field work, consulted with the supervisor and other resource persons for information and suggestions pertaining to the research. Fourthly, the sample was selected randomly giving a chance to any member of the population of being selected. Fifthly, the respondents were chosen to participate rather than deciding to take the surveys themselves. Sixthly, the article has an extensive reference list which refers to reliable sources. Finally, the study has internal consistency reliability as the above calculations show the overall scores of different motivational orientations (of average of male and female participants) are almost similar to the scores of the male participants and female participants' scores.

Validity:

Validity in survey is pertaining to the correctness and truthfulness of a measurement. According to Richards et al. (1985) in testing survey validity is the degree to which a test measures what it is supposed to measure, or can be used successfully for the purpose for which it is intended. The researcher claims that the survey has validity as, first of all, it has face validity which means apparently the questionnaire is appropriate for eliciting the information that the survey is looking for. Secondly, it has content validity which is related to the ability of the researcher to create questions that reflect the issue he/she is researching. The researcher's studies about doing surveys and researches and the guidance and supervisions of the supervisor of this study have made the writer competent in constructing the current survey questionnaire. Next, it has internal validity which

asks whether the questionnaire can explain the outcome the researcher wants to find out. In this regard the research thinks that the questionnaire is self-explanatory and the researcher has found, while using the questionnaire, by asking a good number of respondents whether they understood the questions on the questionnaire. They clearly informed the researcher that they understood the same. Finally, this survey is claimed to have the external validity as well. External validity refers to the extent in which the result can be generalized to the target population which the survey sample represents. This has been supported by the outcome of some previous researches in this field and some opinions of the practicing teachers of English. Both the results of some previous studies and expert opinions reflect that the findings of the current study can be generalized for the target population of this research.

Assumptions:

In this research it has been assumed that the sample subjects represent the target population the instruments used have validity. And the respondents have answered the questionnaire faithfully and sincerely.

Scopes and Limitations:

The incumbent research had ample scopes for widening the area of sample by meeting the target population that is the students studying in undergraduate programs in different universities of the country. However, the present sample consists of 76 respondents of 37 districts of the country who study at 2 institutions of the capital of Bangladesh. And they are taken from

five academic programs of studies. So, the researcher believes the findings of the survey may be generalized for the target population confidently.

Results of Interview:

The researcher interviewed ten teachers ranging from lecturer to professor of English who teach English in two different private universities to get their opinions regarding four issues of ELT in Bangladesh. The issues were, firstly, whether English as the medium of instructions at the undergraduate programs at private universities is a necessity or a burden on the students. Secondly, what, according to them, are the factors that hinder the proper teaching and learning of English in the country. Thirdly, whether the students of the same level want to learn English in order to get assimilated or integrated with the culture of the native speakers of English. Finally, why are most of the students getting A or A+ in English in secondary and higher secondary examinations not able to speak English even after learning English for 12 years or more?

a. English as the medium of instructions
Out of ten teachers nine of them opine that English should be the medium of instructions in the university level education and think that it is a necessity for the students rather than a burden. Their contention regarding this is that if these students need to be educated with proper knowledge in their chosen subjects, they need to study the subjects in English as most of the books and teaching and learning materials are in English. If they do not study their subjects in English, they will be deprived of proper

knowledge in their respective subjects and as such unfit for the job market both nationally and internationally. Furthermore, globally most of the jobs require English as a means of job related internal communication and for communicating with different organizations in different parts of the world. So, for the fair existence of the students in the competitive job market, the university level education in the medium of English may be helpful. However, one teacher opines that there should be options for medium of instructions between Bangla and English. He also says that English should not be imposed on the students as a medium of instructions adding that for grasping the meaning any subject one should learn it in one's mother tongue.

b. Factors that hinder the proper teaching and learning of English regarding the obstacles in proper teaching and learning of English in the country, out of ten respondent practicing teachers seven of them think that shortage of qualified teachers is the major reason that hampers proper English teaching and learning. And two teachers' opinions are that due to unfavourable environment and unusually large size of classes are the hindrances that are mostly responsible for the low quality English teaching in the country. The remaining one teacher thinks that because of want of proper teaching materials English teaching is not effective.

c. Despite getting outstanding results in English in the SSC and HSC examinations students fail to communicate in English.

In this regard, six teachers think that the students feel shy and are afraid of speaking English. That is why they fail to

communicate in English. Three teachers say that the students of SSC and HSC levels are not taught the speaking skill of the language. They are not taught listening skill either. In the secondary and higher secondary examinations also the students' speaking and listening skills are not tested. Only reading and writing are tested. The remaining one teacher says that the students do not know how to speak in English and that is why they cannot communicate in English orally.

d. English language learning for integration with the culture of the native speakers of English or not

In response to the fourth issue the respondent teachers are unanimous on the point that students of this level in this country do not intend to learn English for the sake of integrating them with the culture and society of the native speakers of English. Rather, they want to learn English for gaining certain material or monetary goal by getting a good job, or for attaining higher education that will help them succeed in professional life. So, they want to use English as a tool or instrument for their utilitarian gain or success instead of getting assimilated with the culture and society of the native speakers of English.

2.9 Previous and Related Studies:

(Eileen Marie Allen BA PgCE Med, Citizenship Education: The Search for Meaningful Delivery within an English High School, 2008, https://theses.gla.ac.uk, 24/11/2011, 1:50 PM) "*This thesis examines the experience of one English high school in the birthing pangs of citizenship education, a mandatory entitlement introduced into English schools in September 2002. The project traces a series of*

developments over a period of four years and documents my search, as a practitioner-researcher, for a meaningful way to deliver citizenship education within my own school. Staff, parents, governors and students (aged 13 years to 17 years) all contribute towards this project in providing both qualitative and quantitative data. While this research uses a case study approach it also draws upon a sample that extends beyond the immediate school community - this is done in the quest to provide an understanding in the stimuli for active citizenship and probes the perceptions of Members of the Westminster Parliament in office between 2003 and 2004. While many of the findings are generated from a mixture of interviews and questionnaires, a period of quasi-experimentation within the classroom also provides data for discussion. This research provides insight into some of the problems associated with launching a centrally-imposed initiative at school level. It adds to the literature on citizenship education by providing a variety of evidence from the perceptions of an educationalcommunity, as well as offering information on the possible effectiveness of differing approaches to citizenship education. In particular, it indicates that efforts to generate a culture of active citizenship might have greater appeal when schools can create not just confident, secure and value-conscious young people, but ones who move in circlesoutside of their comfort zones. This project also demonstrates the potential value of a mixed-methods approach to practitioner-research. As a separate feature it adds to the knowledge-base on political socialisation."

(Saif Nasser Ali AlMaamari, Citizenship Education in Initial Teacher Education in the Sultanate of Oman An exploratory study of the perceptions of student teachers of social studies and their tutors, 2009, https://theses.gla.ac.uk, 24/11/2011, 1:50 PM) *"This study can be regarded as the first study that has focused on exploring citizenship and citizenship education in initial teacher education not only in the Omani context but also in Arabic contexts. Specifically, the main purpose of the present study was to identify the perceptions and practices relating to citizenship education within the initial teacher education programmes for social studies in the seven Colleges of Education. In particular, the research*

considers the following three issues: (a) the policy context of citizenship education in the educational system in general and in teacher education in particular; (b) the perceptions of stakeholders: the policy-makers, the tutors and the student teachers about citizenship and citizenship education. The perceptions about citizenship education were explored in terms of the rationale, goals, content and approaches of introduction in the curriculum and pedagogy; and (c) the practices of citizenship education by the tutors and the student teachers in order to identify to what extent the perceptions of citizenship education are applied in reality. This broad purpose was achieved by adopting a methodology that was based on an interpretive paradigm, which assumes that educational phenomena can be understood from different viewpoints. Therefore, policy documents were first analyzed in order to locate citizenship education in Omani educational policy. Then, thirteen policy-makers from both the Ministry of Education and Teacher Education Institutions were interviewed to explore their perceptions regarding citizenship and citizenship education. In addition, the perceptions of student teachers of social studies in their fourth year and their tutors from seven Colleges of Education were surveyed and then a small sample of them was interviewed to deepen their responses in the questionnaires. Finally, the findings were used to build a framework to develop citizenship education in teacher education in Oman. The study came up with a range of interesting findings about the meanings of citizenship and the current provision of citizenship education in school education in general and teacher education in particular. The data showed that citizenship in the Omani context is, as is the case in other contexts, a multifaceted concept with emphasis being attached to citizens' duties. The participants were convinced that citizenship is not a static idea; rather, it has always been influenced by the world's development. Therefore, the stakeholders, except the student teachers, clearly acknowledged that citizenship in the era vi of globalization has two dimensions: national citizenship and international citizenship. According to this view, they believed that the duties of Omani citizens stretch beyond their country's borders. With regard to citizenship education, the study revealed that the participants viewed citizenship education as a means to build national pride and unity which are necessary to maintain stability in the

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country. Both the tutors and the student teachers experienced the limited and traditional implementations of citizenship education in the preparation program of social studies. This result related to the dissatisfaction of the policymakers, especially from the Ministry of Education, about the inadequate preparation of teachers to develop citizenship. Overall, the present study revealed a gap in the intentions of educational policy the requirements of teaching citizenship education in the schools and the actual practices of teacher education preparation programs. Therefore, the study provided a framework to develop citizenship education in initial teacher education."

(Curtice, Lisa, Lessons for inclusive citizenship Difference, disability and rights in the lives of people with learning disabilities who have high support needs, 2010, https://theses.gla.ac.uk, 24/11/2011, 1:50 PM) *"Policy in Scotland, as in the rest of the U.K, aims to enable people with learning disabilities to access the same opportunities as other citizens. This thesis explores the meanings and experiences of citizenship and inclusion in the lives of people who challenge services the most, whether because of profound impairment, vulnerability or perceived risk to others. Case studies were conducted with 14 individuals with learning disabilities who were assessed as needing at least one-to-one support in their day centre or supported living setting, or who were considered difficult to discharge from long-stay hospital. Through interviews and observations I sought to identify the barriers to and safeguards of inclusion in their daily lives. Perspectives on the issues affecting service provision were obtained through telephone interviews with commissioners in 28 out of 32 local authorities in Scotland, conducted at the time of 'The same as you?' review. I argue that the notion of the rights-bearing citizen should be extended to embrace vulnerability, differences in capacity and the need for advocacy in order to develop practices that do not systematically marginalise some people within a new normalcy of active citizenship. I also reflect on my own learning about the conduct of inclusive research from working with study participants with high support needs."*

(Louise Gwenneth Phillips, YOUNG CHILDREN'S ACTIVE CITIZENSHIP STORYTELLING STORIES AND SOCIAL ACTIONS, 2010, https://theses.gla.ac.uk, 24/11/2011, 1:50 PM)*"This thesis inquires into possibilities for young children's active citizenship as provoked through a practice of social justice storytelling with one Preparatory1 class of children aged five to six years. The inquiry was practitioner-research, through a living educational theory approach cultivating an interrelational view of existing with others in evolving processes of creation. Ideas of young children's active citizenship were provoked and explored through storytelling, by a storytelling teacher-researcher, a Prep class of children and their teacher. The three major foci of the study were practice, narrative and action. A series of storytelling workshops with a Prep class was the practice that was investigated. Each workshop began with a story that made issues of social justice visible, followed by critical discussion of the story, and small group activities to further explore the story. The focus on narrative was based on the idea of story as a way knowing. Stories were used to explore social justice issues with young children. Metanarratives of children and citizenship were seen to influence possibilities for young children's active citizenship. Stories were purposefully shared to provoke and promote young children's active citizenship through social actions. It was these actions that were the third focus of the study. Through action research, a social justice storytelling practice and the children's responses to the stories were reflected on both in action and after. These reflections informed and shaped storytelling practice. Learning in a practice of social justice storytelling is explained through living theories of social justice storytelling as pedagogy. Data of the children's participation in the study were analyzed to identify influences and possibilities for young children's active citizenship creating a living theory of possibilities for young children's active citizenship."*

2.10 Previous Studies:

❖ Eileen Marie Allen BA PgCE Med, 2008 conducted a research Citizenship Education: The Search for Meaningful Delivery within an English High School.

1) Data Collection Instrument:

Staff, parents, governors and students (aged 13 years to 17 years) all contribute towards this project in providing both qualitative and quantitative data. Thus the tools instruments are a mixture of interviews and questionnaire.

2) Findings:

While many of the findings are generated from a mixture of interviews and questionnaires, a period of quasi-experimentation within the classroom also provides data for discussion. While this research focuses on specific data generated across the years, it also embeds these within the unfolding policy changes within a school. In doing so, it feeds into the discourse on educational innovation by fleshing out some of the issues linked to the introduction and development of this conversion innovation within one school.

3) Recommendation:

The recommendation has discussed the conclusions that have been drawn from the research project and suggested recommendations for further consideration. In doing so, it has drawn attention to the problems that can emanate from the in-house research of controversial curriculum innovation and has urged other practitioners to read with care in situations where institutional

leadership is not evident from outset. It has also highlighted the need to cultivate the support and expertise of experienced teachers.

❖ Saif Nasser Ali Al Maamari, 2009, conducted a research on Citizenship Education in Initial Teacher Education in the Sultanate of Oman: An exploratory study of the perceptions of student teachers of social studies and their tutors.

1) Data Collection Instrument:

An interview with thirteen policy-makers from both the Ministry of Education and Teacher Education Institution were interviewed to explore their perceptions regarding citizenship and citizenship education. Then the perceptions of student teachers of social studies in their fourth year and their tutors from seven Colleges of Education were surveyed and then small samples of them were interviewed to deepen their responses in the questionnaires.

2) Findings:

The findings were used to build a framework to develop citizenship education in teacher education in Oman. The study came with a range of interesting findings about the meaning of citizenship and the current provision of citizenship education in school education in general and teacher education in particular.

3) Recommendation:

A systematic study to explore the perceptions associated with citizenship of other stakeholders, namely students and parents, is needed in future studies. Studies like these will be very helpful in

providing information about the current efforts to develop CE (citizenship education in) Oman.

❖ Curtice, Lisa, 2010, conducted a research on Lessons for inclusive citizenship? Difference, disability and rights in the lives of people with learning disabilities who have high support needs.

1) Data Collection Instrument:

Perspectives on the issues affecting service provision were obtained through telephone interviews with commissioners in 28 out of 32 local authorities in Scotland, conducted at the time of 'the same as you?' review. I argue that the notion of the rights – bearing citizen should be extended to embrace vulnerability, differences in capacity and the need for advocacy in order to develop practices that do not systematically marginalize some people within a new normality of active citizenship.

2) Findings:

The findings considered the places, relationships and routines that constituted peoples' everyday lives and examines how far these enabled the person to be and become themselves, to form and sustain relationships and to be valued by others.

3) Recommendations:

An area of current concern to which this study offers a contribution is that of eligibility for adult care services. On the bases for allocating scares resources may not even benefit those with the most severe impairments, who also require support to develop their autonomy and increase their opportunities.

❖ (Louise Gwenneth Phillips, 2010, conducted a research on YOUNG CHILDREN'S ACTIVE CITIZENSHIP STORYTELLING STORIES AND SOCIAL ACTIONS.

1) Data Collections Instruments:
The three major forces of the study were practice, narrative and actions. A series of storytelling workshops with a prep class was the practice that was investigated. Each workshop began with a story that made issues of social justice visible, followed by critical discussion of the story, and small group activities to further explore the story.

2) Findings:
Through actions research, a social justice storytelling practice and the children's responses to the stories were reflected on both in action and after. These reflections informed and shaped storytelling practice.

3) Recommendation:
It is suggested that generating evidence of learning in young children as active citizens and possibilities for young children's active citizenship should be investigated. Generating evidence of learning in a practice of social justice storytelling thought to be under focus.

CHAPTER 3

CHAPTER THREE
Methodology and Procedures

3.0 INTRODUCTION:

In this chapter the researcher will present methodology which is descriptive method. He will display the population of the research and data collection. Also he will demonstrate the administration.

Research Methodology:

The research methodology that is chosen for this research is descriptive method. And there are many schools for research methodology such as prescriptive method and experimental method. There are also historical research, observational research, non-participant research, etc…

(Dr. Ahmad M AL- Samawi, 2000, Sana'a University)Stated that, the term "research" as defined in many books of research methodology involves certain activities that aim at finding out facts or opinions to either support pre-established idea, to discover rules and regulations that govern a phenomenon or to explore relationships between variables. Such as activities may vary from one topic to another topic and from a person to another. This variation in activities is due to the nature of each topic. And the nature of the data required for investigating each topic. These activities are collectively called the "research method".

Descriptive Method or Descriptive Research:

Gay (1981) portrays the descriptive method as a useful method for investigating a variety of educational problems. Descriptive research is similar to observational research that has been exploited in the field of research methodology. Descriptive research, however, "aims at collecting data objectively" through questionnaire, interviews and observation; coding data collected numerically to describe relationships that are discoverable in phenomenon themselves (Cook, 1996 cited in Larsen – Freeman & Long, 1990, p.17). According to Gay (1981) descriptive research aims at reporting things as they are. He farther indicates that "a high percentage of reported research studies are descriptive in nature" (p.153).

Under such a method the following types of research can be categories; survey research. A survey research is an attempt to collect data from members of population with respect to one or more variables (Gay, 1981, p. 247). Source of data; people being investigated. Methods of data: questionnaire and interviews. Requirements: a selected groups of participants who agree to be surveyed, or validated instrument for data collection, objective interviews, a recording techniques, qualified data and descriptive statistical analysis off the obtained data (i.e. using descriptive statistics) suitability: survey are suitable to study large groups' attitudes towards something, e.g. target language culture, a poet, certain language teaching methods and materials, and so on. It is also suitable for cross-sectional research and evaluation of current language problems. Validity: if the sample is randomly selected and the method of

data collection was validated, results are likely to be valid result can be generalized to whole population and to very similar population as well.

(Herbert. W Seliger, Elana Shoamy, 2001, second language research methods) Argued that, descriptive research involves a collection of technique used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. Descriptive research shares characteristics with both qualitative and experimental research designs. It is similar to qualitative research because it deals with naturally occurring phenomena, using data which may either be collected first hand or taken from already existing data sources such as data from other studies, student records and so on. It differs from qualitative research in that it is often deductive rather than heuristic, and begins with preconceived hypotheses and narrower scope of investigation. In this respect, it shares some of the qualities of experimental research. In addition, descriptive research is often quantitative.

Descriptive research is used to establish the existence of phenomena by explicitly describing them. For example, the research may attempt to establish the existence of specific strategy used by learners in which hypotheses – testing is involved. Descriptive research may provide measure of frequency, for example, of the occurrence of particular syntactic from the speech of second language learners as some stages in development. It is important to emphasize that while this type

of research may begin with manipulated or artificially elicited in many ways.

3.1 Population and Random Samples:

The researcher in this chapter targets three groups categories as a secondary schools teachers, secondary schools students and English Language experts in the capital Khartoum.

The community of secondary school teachers present and the past is controversial. In the past 1960s, 1970s and the early of 1980s Sudanese English teachers enjoyed a satisfactory economical status. They spent their holiday in Egypt. They could build up their small family and got married. They had saving account in a bank. They had summer course in Britain. And they use to say this expression "Did you make the lesser pilgrimage" to visit London for six months; and enjoyed English Language environment. Sudanese English teacher at that time had a quality of academic qualification. Their life was stable. They had enough experiences. They could compete in regional range of academic career.

Sudanese English teachers at present time are frustrated and not motivated. They lack experiences they have a lower financial offer. They miss the summer course in London. They lack the proper academic re-habitation. The majority of them cannot get married to live stable life, which affect their performance. They lack the ambition to promote their academic qualification. Thus that impact their performance which is reflected on their students. The current economical condition in

the Sudan make the career of secondary school teacher as un preferred job. The believe in the American saying "if you have nothing to do teach" still there are many of them who have loyalty to this post and he/she serves in the ministry of education with honest. They work in difficult conditions in countryside and in urban zones.

Let us use secondary schools students in the past and the present. In the past 40 years ago the secondary schools students enjoyed the school's academic books. He/she enjoyed a well prepare schools; he/she enjoyed a well-qualified and talented teachers. A healthy academic environment was prepared for him/her. There was a keen soul of competition. The students were motivated. They believed that knowledge is power. They were well qualified to join universities. They lived in luxury. They were premature. They had a well done and prepared syllabus that examined in Bakht Alruda institution. They had much attention and care officially.

On the other hand secondary schools students suffer much of the lack of schools books which in the past offer free without fees. Also the phenomenon of privatization in secondary schools sectors has its impact on students of secondary school the high cost of education makes students and their parent feel fatigue. The present day secondary schools students seem to be rash and not responsible. They live in very heinous economic circumstances. The lack of the godfather an ideal model that they can follow. The percentage of school academic leakage makes some of students out of the circle of education.

On other hand university professors are deprived from their simple rights from the state; to have their private apartment and vehicle and not to rent or to ride public transportation. They lack the golden chance to have a scholarship abroad in USA, UK, Australia or Canada. Financially they are not satisfied. As a result they are obliged to migrate to Gulf States. But still waters run deep.

3.2   Data Collection and Random Samples:

A)   Questionnaire is a criteria and one of the research tools. It is made up of 30 questions. I adopt the American scale of Likert that is made up of five options. They are strongly agree – agree – undecided – disagree – strongly disagree (Dane Bertram, 2007, https://google.com, 12/9/2016, 9:26 PM) Pointed out that named after Dr. Rensis Likert, a sociologist at the University ofMichigan. He is the scholar who developed this technique. His initiative start of his report named as "A Technique for the measurement of attitudes" was published in the archives of psychology in 1932. His goal was to develop a means of measuring psychological attitude in a scientific way. Mainly he sought an approach or a method that could produce attitude measures that would reasonably be interpreted as measurements on a proper metric scale. It is a psychometric response scale first used in questionnaire to gain participant's preferences or degree of agreement with a statement or set of statements. Likert scales are a non-comparative scaling technique. It is only measured a single trait in nature. Respondents are required to indicate their degree of agreement with a given statement by the way of and ordinal scale. It is

most commonly seen as a five point scale ranging from "strongly disagree to one end to strongly agree".

Thus the questionnaire is distributed randomly samples into 100 teachers of secondary schools in the state of Khartoum.

Random Samples

B) Interviews with experts of English language in the state of Khartoum randomly. They are lecturers of English language from Sudan University for Science and Technology faculty of languages, faculty of education, University of Khartoum and Omdurman Islamic University faculty of education. These interviews are made up of 10 questions as another tool for the research. The question of the interview and the questionnaire are chosen according to the objectives and hypotheses of the research; for research findings. The experts are chosen randomly. This interview is to make a fruitful use of their accumulative experiences.

Population	1000	Percentage
Sample	100	10%

Table No. 1

Chart No. 1

Sample 10%

Population 90%
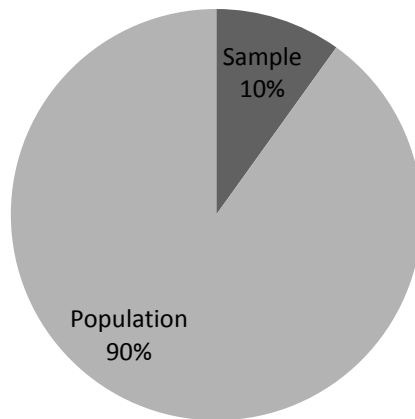
Chart No. 2
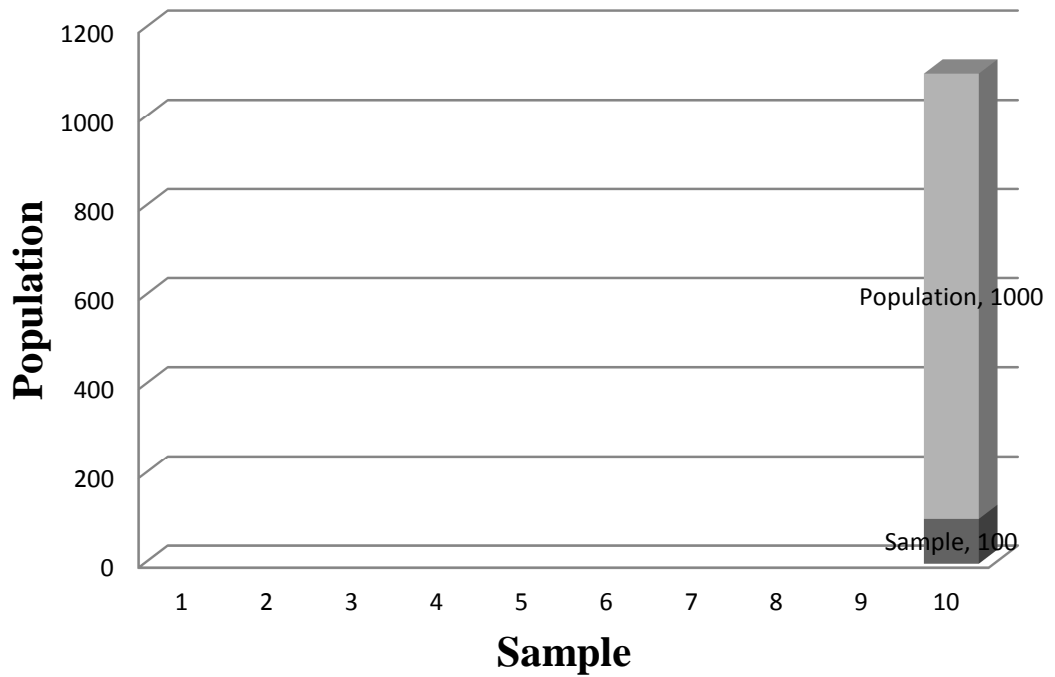
3.3 Administration:

It is administered to appoint a place and a date for the interview. The questionnaire is distributed to 100 teachers of secondary schools in the state of Khartoum; after the month of Ramadan 1437. On 10th of July 2016. While the interview is held at Omdurman Islamic University, Sudan University for Science and Technology and Khartoum University. It is done at the department of English Language. And the duration of time for the interview is around 10:00 A.M. up to 12:00 at noon. Above there are some chart of graph to present the participation in the questionnaire.

CHAPTER 4

CHAPTER FOUR
Finding and Discussion
Data Analysis

4.0   Introduction:

This chapter is devoted to analysis, evaluation and interpretation of the data collection through questionnaire and interview. Questionnaire was given to 100 respondents who represent the teachers' community (see appendix A) in Sudanese secondary schools in the state of Khartoum, and interview was given to 10 respondents (see appendix B) who represent the English language experts' community in universities in Khartoum state.

4.1   The Responses to The Questionnaire:

The responses to the questionnaire of the 100 secondary schools teachers were tabulated and computed. The following is an analytical interpretation and discussing of the findings regarding different points related to the objectives and hypotheses of the study. Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.2   Analysis of Secondary Schools Teachers'
Questionnaire:

Now, let us turn to analyze the secondary schools teachers' questionnaire. All tables show the scores assigned to each of the 30 statements by the 100 respondents.

I: Gender

Statistics

I: Gender

N	Valid	100
	Missing	0

I: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	56	56%	56.0	56.0
	Female	44	44%	44.0	100.0
	Total	100	100%	100.0	

Table No. 2
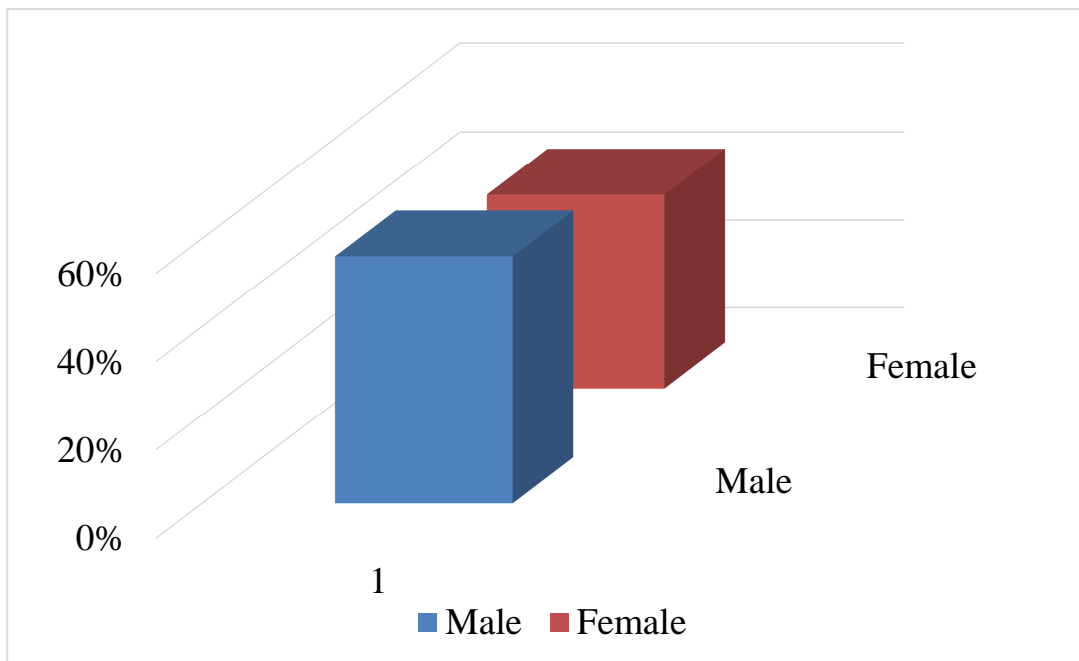
Chart No. 3

II: Experience

Statistics

II: Experience

N	Valid	100
	Missing	0

II: Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 Years	26	26%	26.0	26.0
	3-5 Years	57	57%	57.0	83.0
	5 Years or More	17	17%	17.0	100.0
	Total	100	100%	100.0	

Table No. 3
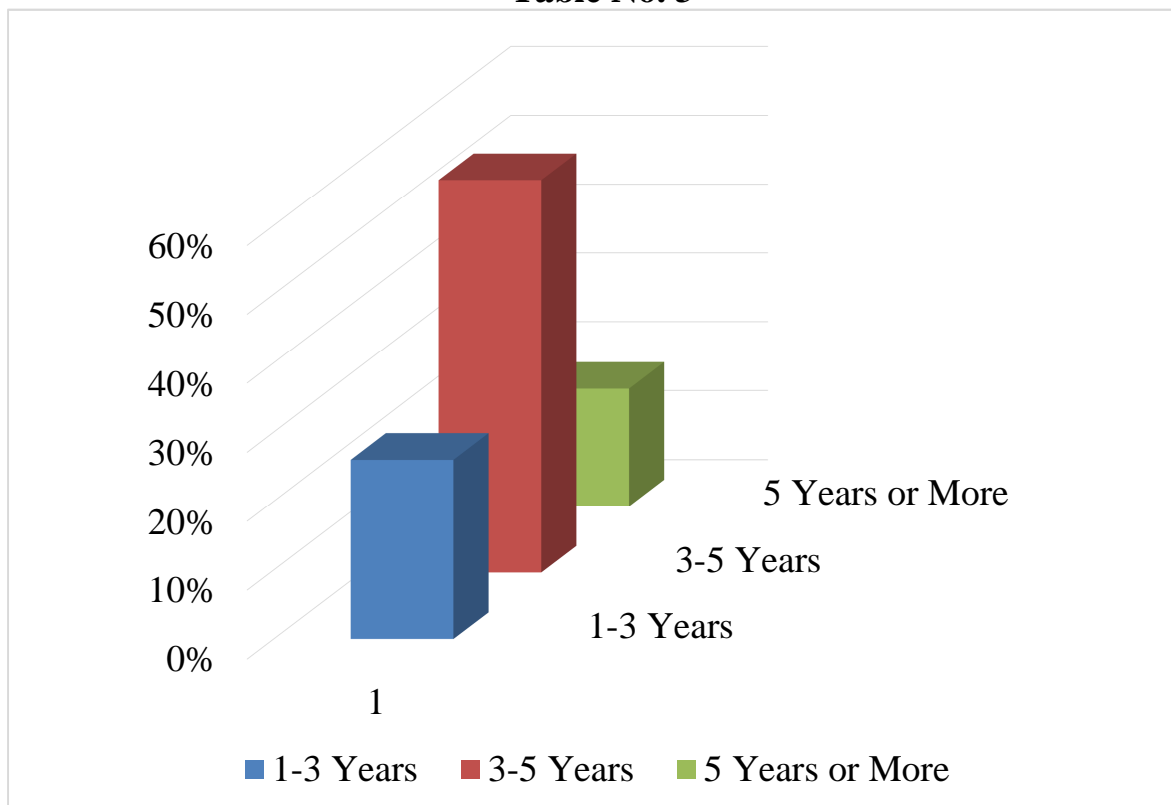
Chart No. 4

III: Qualification

		III: Qualification
N	Valid	100
	Missing	0

III: Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BA	65	65%	65.0	65.0
	MA	34	34%	34.0	99.0
	MA or above	1	1%	1.0	100.0
	Total	100	100%	100.0	

Table No. 4
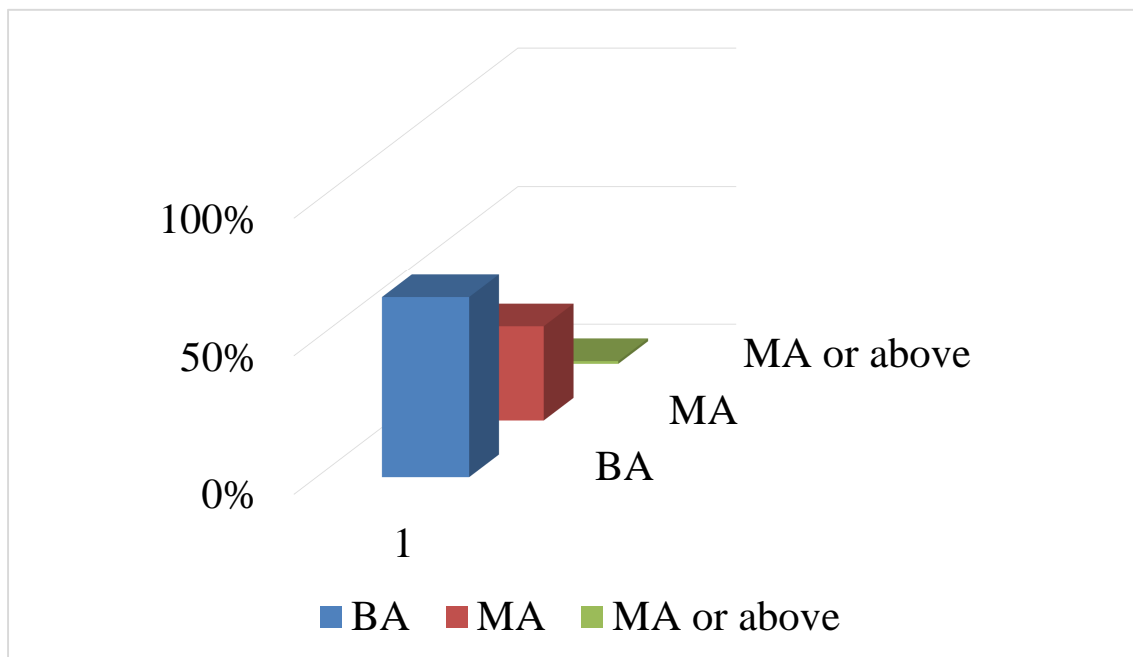
Chart No. 5

Section one: Secondary schools teachers' questionnaire in the State of Khartoum.

Statistics

Q1: Teaching literature in the context of citizenship has priority in syllabus to strengthen the standard of English Language in the Sudan. Statistics:

N	Valid	100
	Missing	0

Q1: Teaching literature in the context of citizenship has priority in syllabus to strengthen the standard of English Language in the Sudan.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	1%	1.0	1.0
	Disagree	32	32%	32.0	33.0
	Strongly Disagree	67	67%	67.0	100.0
	Total	100	100%	100.0	

Table No. 5

Chart No. 6

178
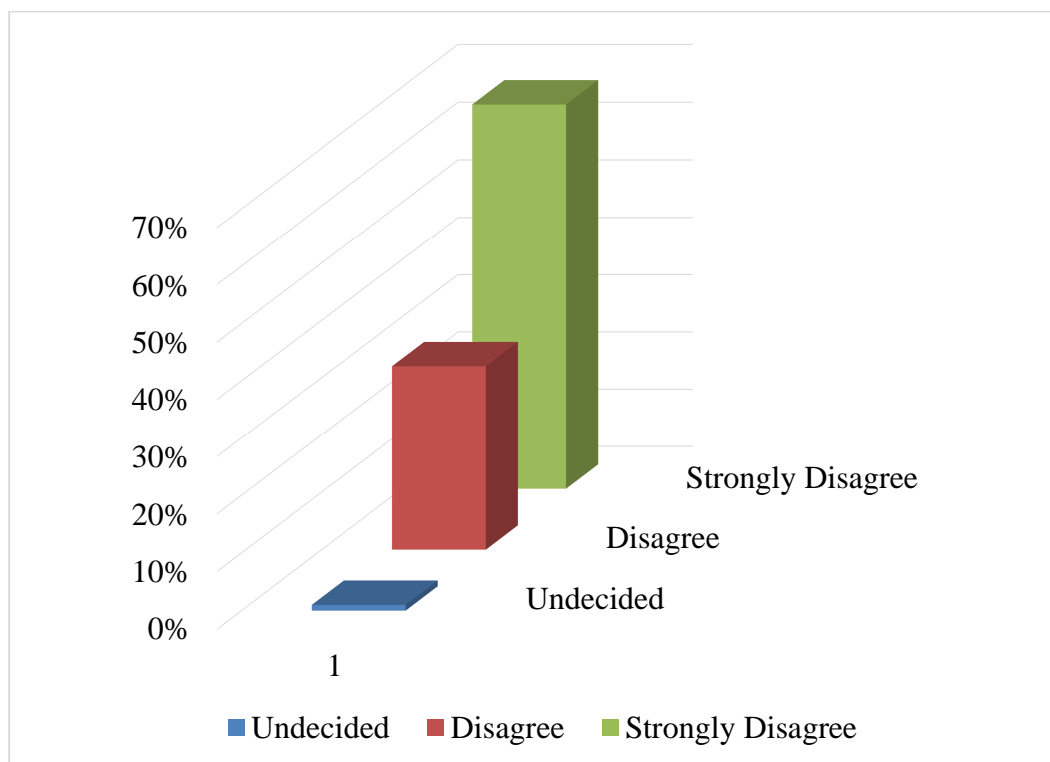
Table for the statement (1) show that a majority of the respondents (67%) strongly disagree and (32%) disagree that teaching literature has priority in syllabus to strengthen the standard of English language in the Sudan. Only (1%) undecided to that. This justifies that teaching literature need to be strengthen in syllabus in order to enhanced the standard of English language in the Sudan.

Q2: English literature in the context of citizenship can play a vital role in teaching English Language

Statistics

Q2: English literature in the context of citizenship can play a vital role in teaching English Language.

N	Valid	99
	Missing	1

Q2: English literature in the context of citizenship can play a vital role in teaching English Language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	72	72%	72.7	72.7
	Agree	23	23%	23.2	96.0
	Undecided	3	3%	3.0	99.0
	Strongly Disagree	1	1%	1.0	100.0
	Total	99	99%	100.0	
Missing	System	1	1%		
Total		100	100%		

Table No. 6

Chart No. 7

180
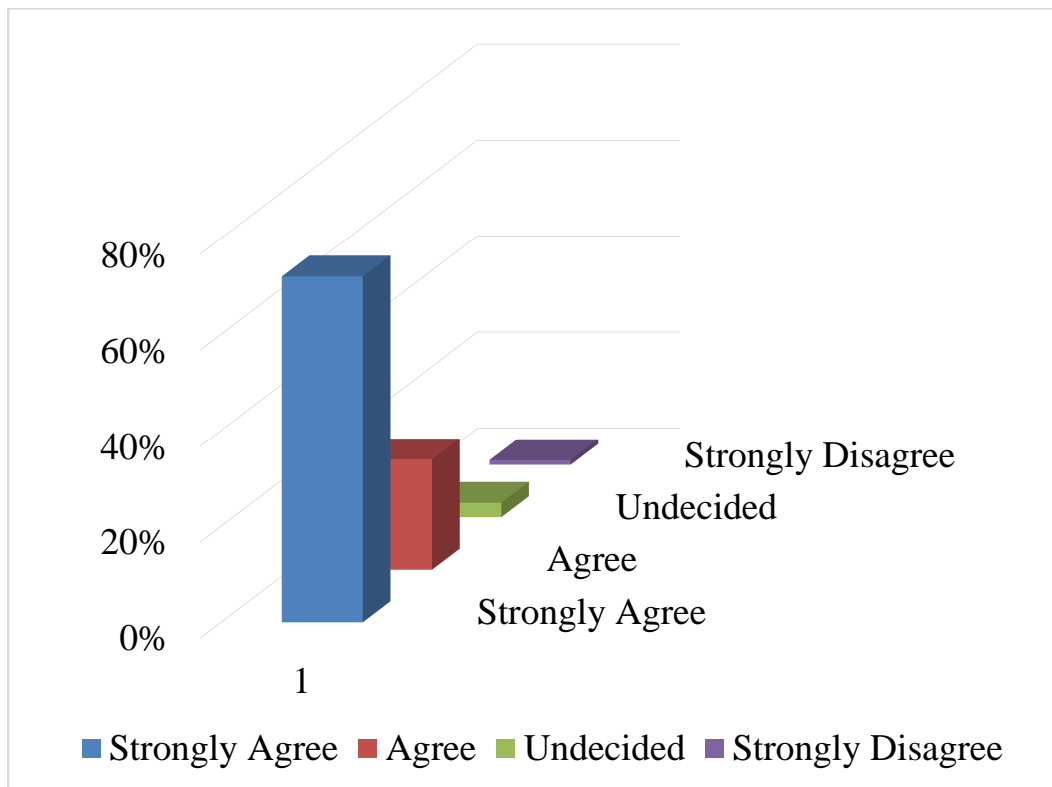
Table for statement (2) explain that a vast majority of the respondents (72%) strongly agree and (23%) agree, (3%) undecided while (1%) strongly disagree that English literature can play a vital role in teaching English language. This indicates that the teaching English language in the window of English literature can play a vital role.

Q3: English literature in the context of citizenship examinations output meet the needs of developing the standard of English language in the Sudan.

Statistics:

Q3: English literature in the context of citizenship examinations output meet the needs of developing the standard of English language in the Sudan

N	Valid	99
	Missing	1

Q3: English literature in the context of citizenship examinations output meet the needs of developing the standard of English language in the Sudan.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	3%	3.0	3.0
	Undecided	14	14%	14.1	17.2
	Disagree	21	21%	21.2	38.4
	Strongly Disagree	61	61%	61.6	100.0
	Total	99	99%	100.0	
Missing	System	1	1%		
Total		100	100%		

Table No. 7

Chart No. 8

182
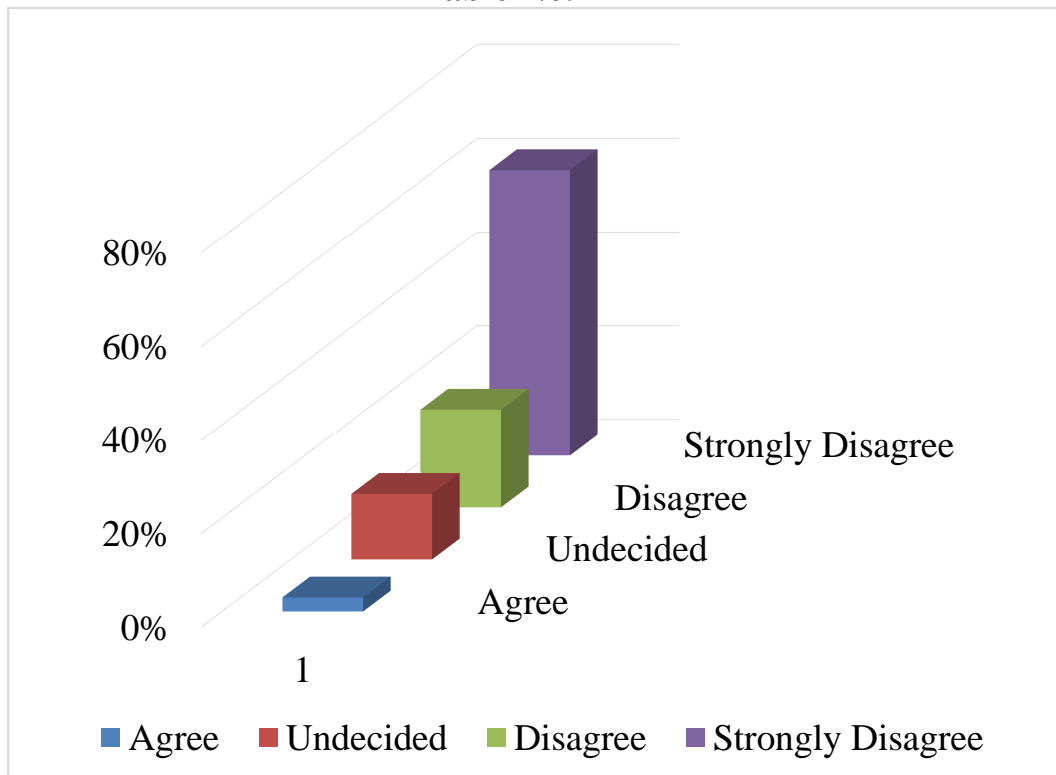
Table for statement (3) show that a vast majority of the respondents (61%) strongly disagree, (21%) disagree and (14%) undecided while (3%) agree that English literature examinations output meet the needs of developing the standard of English language in the Sudan. This indicate that English literature examinations output needs to meet developing of English language in the Sudan.

Q4: English literature in the context of citizenship examinations has the techniques of character analysis.

Statistics

Q4: English literature in the context of citizenship examinations has the techniques of character analysis.

N	Valid	100
	Missing	0

Q4: English literature in the context of citizenship examinations has the techniques of character analysis.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	1%	1.0	1.0
	Undecided	16	16%	16.0	17.0
	Disagree	17	17%	17.0	34.0
	Strongly Disagree	66	66%	66.0	100.0
	Total	100	100%	100.0	

Table No. 8

Chart No. 9

184
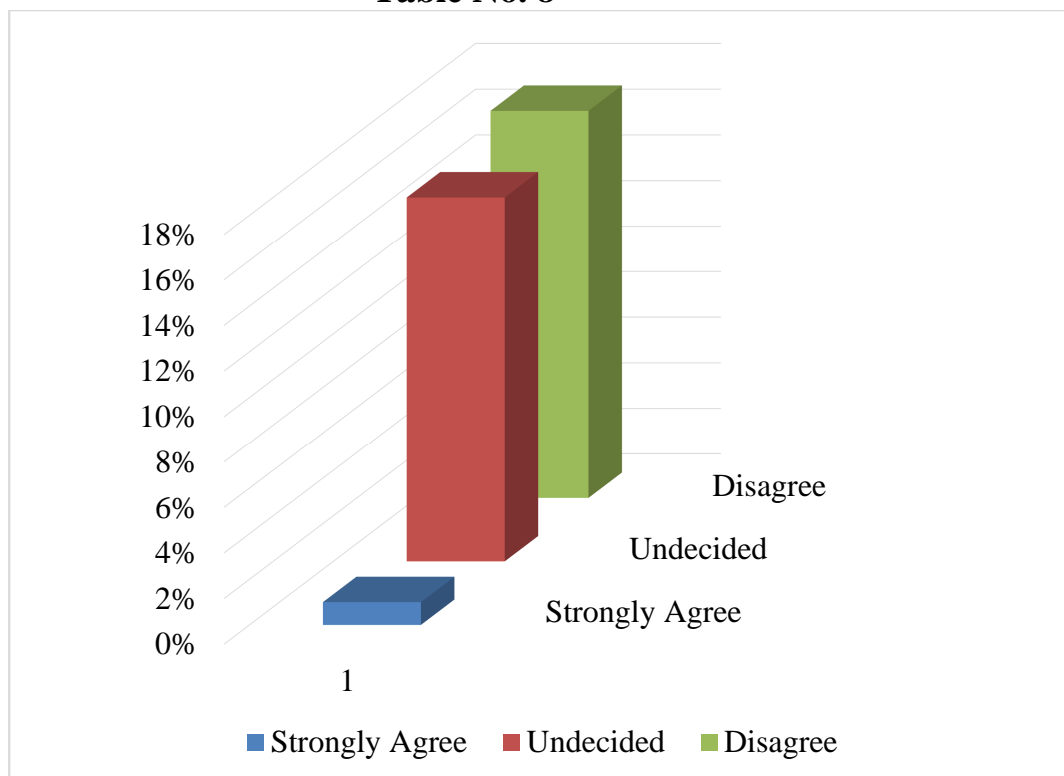
Table for statement (4) show that a vast majority of the respondents (66%) strongly disagree, (17%) disagree and (16%) undecided while (1%) strongly agree that English literature examinations have the techniques of character analysis. This indicates that English literature examinations need to have character analysis techniques.

Q5: English literature in the context of citizenship examinations has questions about the theme, plot and climax analysis.

Statistics

Q5: English literature in the context of citizenship examinations has questions about the theme, plot and climax analysis.

N	Valid	100
	Missing	0

Q5: English literature in the context of citizenship examinations has questions about the theme, plot and climax analysis.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	1%	1.0	1.0
	Undecided	16	16%	16.0	17.0
	Disagree	17	17%	17.0	34.0
	Strongly Disagree	66	66%	66.0	100.0
	Total	100	100%	100.0	

Table No. 9

Chart No. 10

186
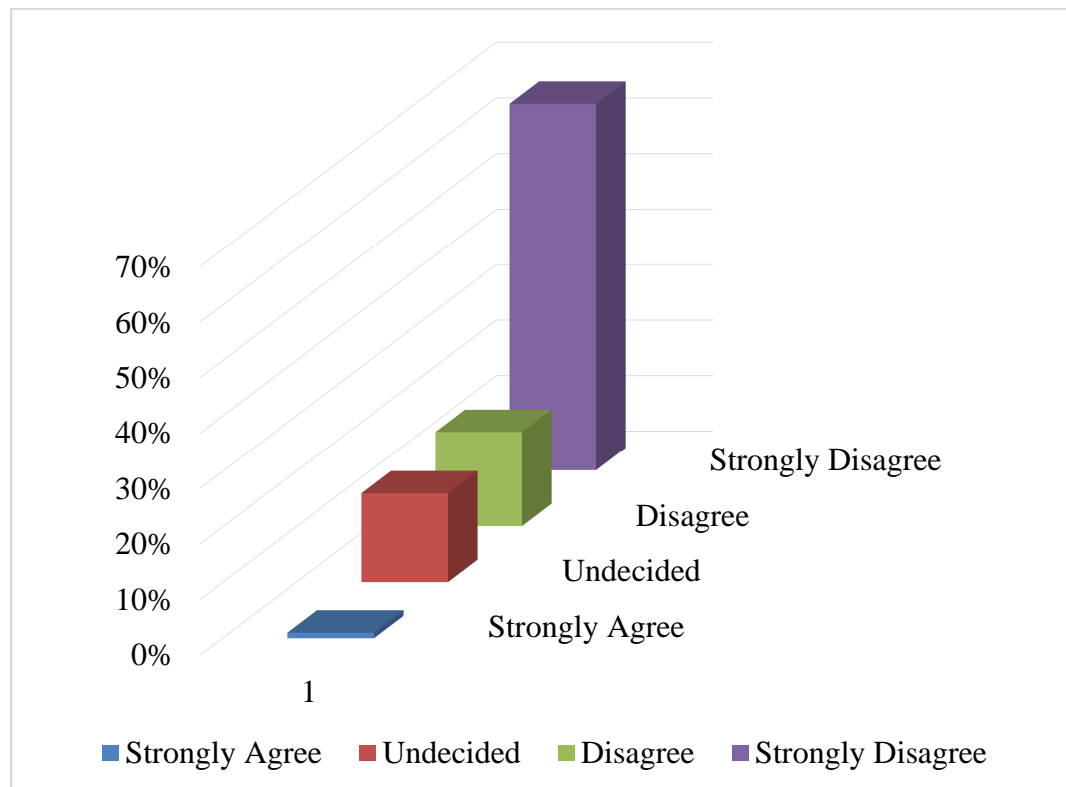
Table for statement (5) show that a vast majority of the respondents (66%) strongly disagree, (17%) disagree and (16%) undecided, while (1%) strongly agree that English literature examinations have questions about the theme, plot and climax analysis. This indicates that English literature examinations need to have questions about the theme, plot and climax analysis.

Q6: Teaching literature in the context of citizenship can promote English Language vocabulary to the students.

Statistics

Q6: Teaching literature in the context of citizenship can promote English Language vocabulary to the students.

N	Valid	100
	Missing	0

Q6: Teaching literature in the context of citizenship can promote English Language vocabulary to the students.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	64	64%	64.0	64.0
	Agree	32	32%	32.0	96.0
	Undecided	3	3%	3.0	99.0
	Disagree	1	1%	1.0	100.0
	Total	100	100%	100.0	

Table No. 10
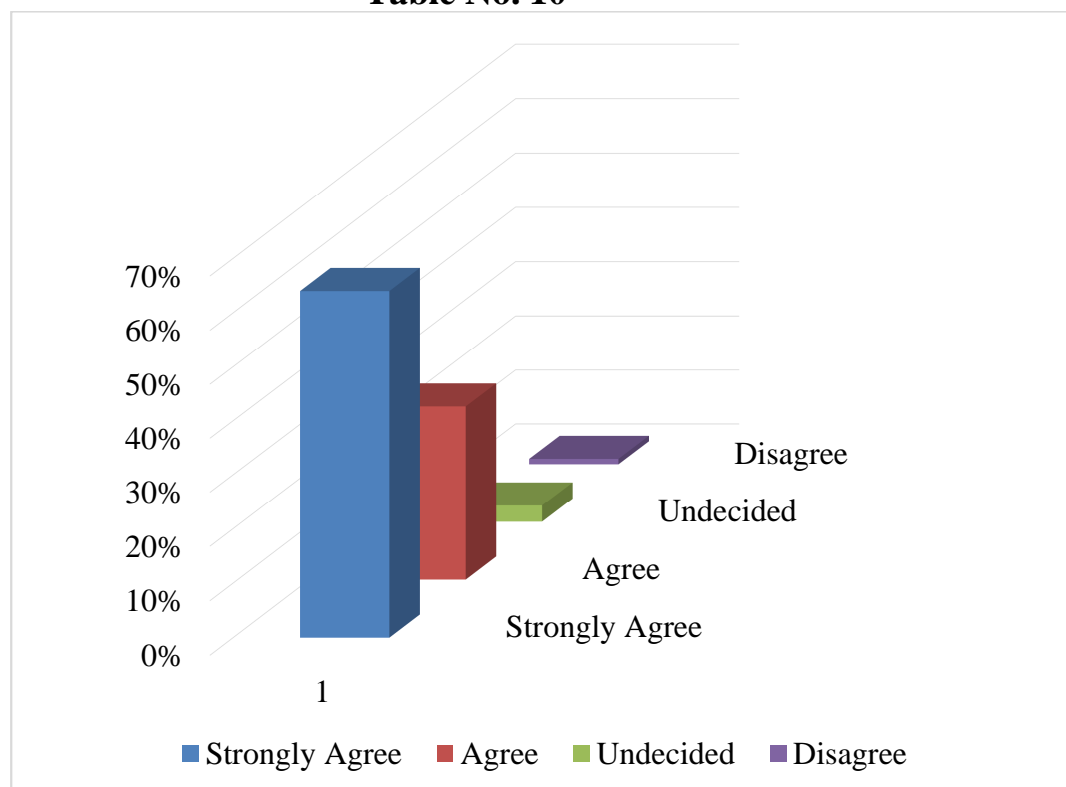
Chart No. 11

Table for statement (6) explain that a vast majority of the respondents (64%) strongly agree, (32%) agree and (3%) undecided while (1%) disagree that teaching literature can promote English language vocabulary to the students. This indicates that English language vocabulary can be promoted through teaching literature among the students.

Q7: Teaching literature in the context of citizenship is a good means to develop English Language standard in the Sudan.

Statistics

Q7: Teaching literature in the context of citizenship is a good means to develop English Language standard in the Sudan.

N	Valid	99
	Missing	1

Q7: Teaching literature in the context of citizenship is a good means to develop English Language standard in the Sudan.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	56	56%	56.6	56.6
	Agree	40	40%	40.4	97.0
	Undecided	3	3%	3.0	100.0
	Total	99	99%	100.0	
Missing	System	1	1%		
Total		100	100%		

Table No. 11

Chart No. 12

190
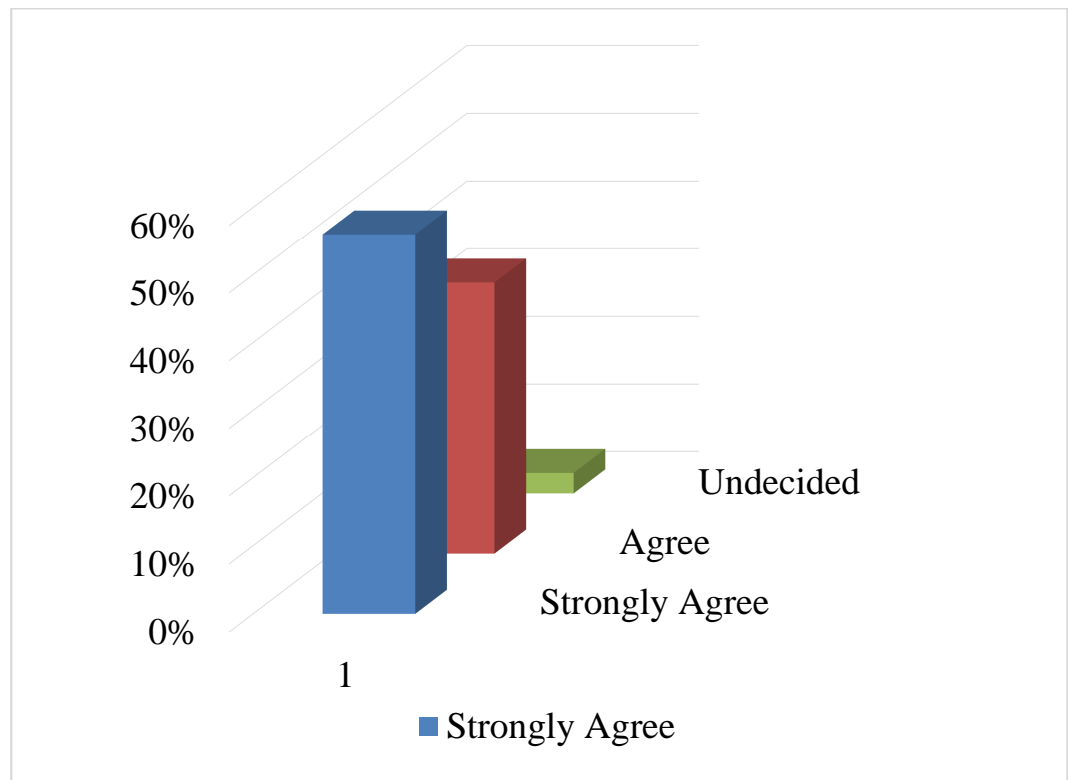
Table for statement (7) express that a vast majority of the respondents (56%) strongly agree, (40%) agree and (3%) undecided while (1%) missing system that teaching literature is good means to develop English language standard in the Sudan. This indicates that a good means to develop English language standard in the Sudan is through teaching literature.

Q8: Teaching literature in the context of citizenship can be as motivation to have a good command of English Language.

Statistics

Q8: Teaching literature in the context of citizenship can be as motivation to have a good command of English Language.

N	Valid	98
	Missing	2

Q8: Teaching literature in the context of citizenship can be as motivation to have a good command of English Language.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	72	72%	73.5	73.5
	Agree	21	21%	21.4	94.9
	Undecided	5	5%	5.1	100.0
	Total	98	98%	100.0	
Missing	System	2	2%		
Total		100	100%		

Table No. 12

Chart No. 13

192
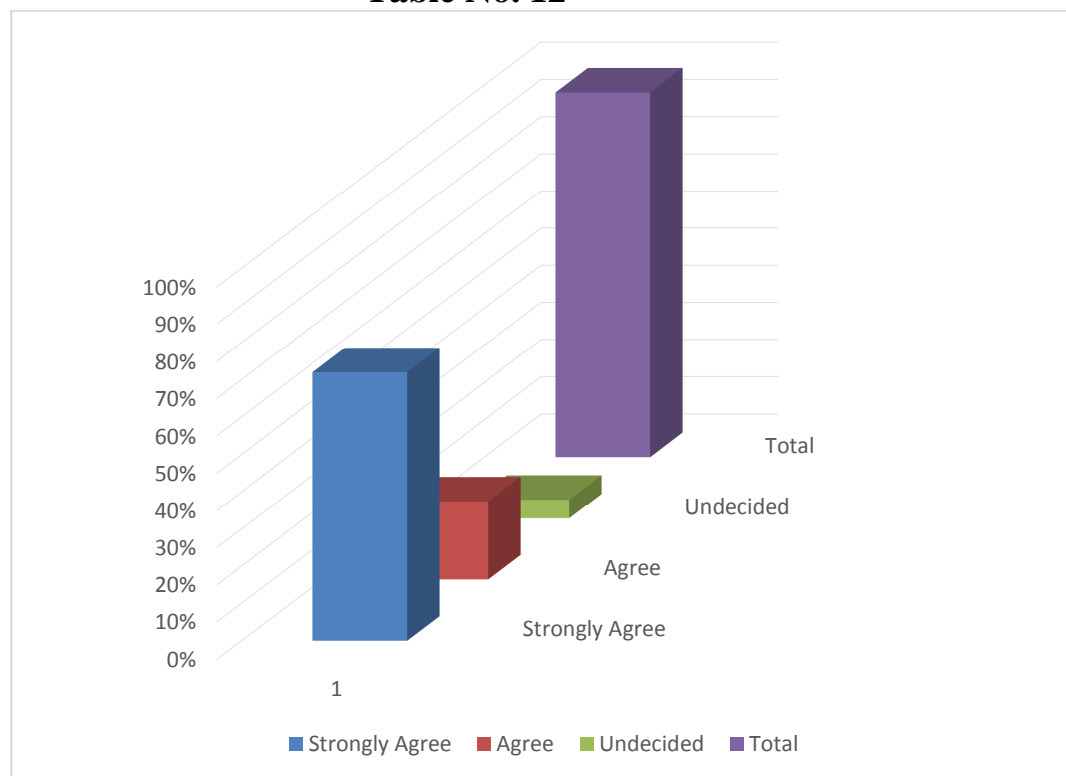
Table for statement (8) show that a vast majority of the respondents (72%) strongly agree, (21%) agree and (5%) undecided while (2%) missing system that teaching literature can be as motivation to have a good command of English language. This indicates that having good command of English language can be motivated through teaching literature.

Q9: Teaching literature in the context of citizenship can develop reading and writing skills.

Statistics

Q9: Teaching literature in the context of citizenship can develop reading and writing skills

N	Valid	100
	Missing	0

Q9: Teaching literature in the context of citizenship can develop reading and writing skills

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	54	54%	54.0	54.0
	Agree	41	41%	41.0	95.0
	Undecided	5	5%	5.0	100.0
	Total	100	100%	100.0	

Table No. 13

Chart No. 14

194

Table for statement (9) show that a vast majority of the respondents (54%) strongly agree, (41%) agree and (5%) undecided that teaching literature can develop reading and writing skills. This indicates that reading and writing skills can be develop through teaching literature literatures.

Q10: Teaching literature in the context of citizenship can promote listening and speaking skills through dialogue in drama.

Statistics

Q10: Teaching literature in the context of citizenship can promote listening and speaking skills through dialogue in drama.

N	Valid	98
	Missing	2

Q10: Teaching literature in the context of citizenship can promote listening and speaking skills through dialogue in drama.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	53	53%	54.1	54.1
	Agree	39	39%	39.8	93.9
	Undecided	6	6%	6.1	100.0
	Total	98	98%	100.0	
Missing	System	2	2%		
Total		100	100%		

Table No. 14

Chart No. 15

196
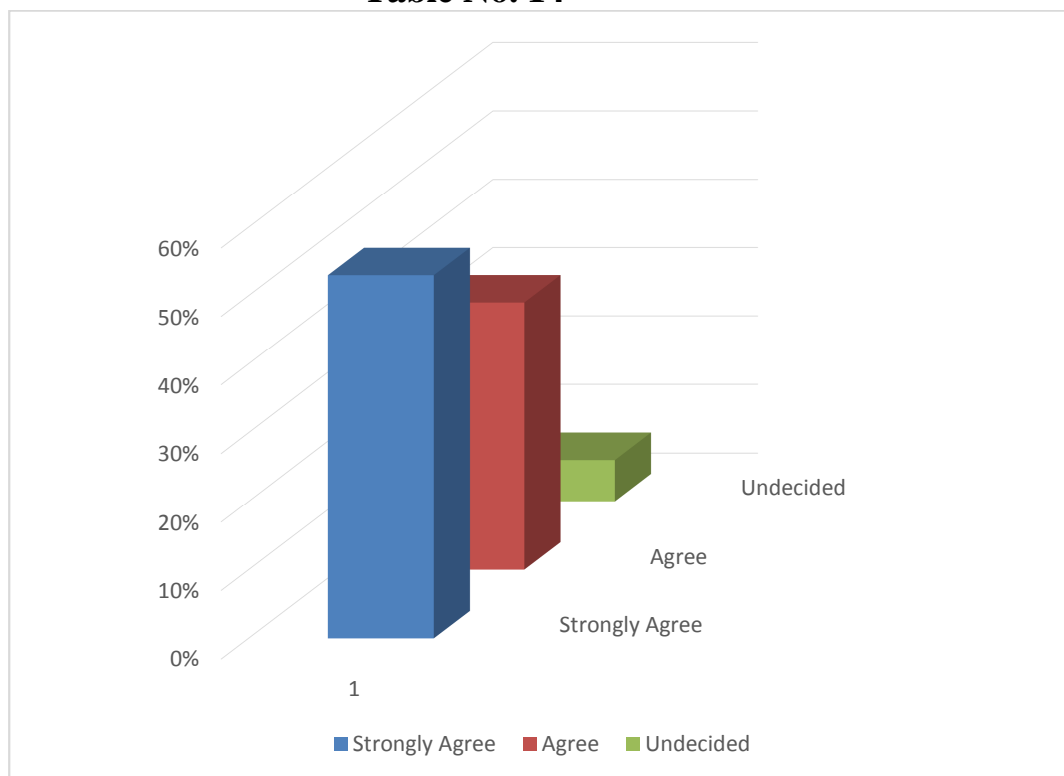
Table for statement (10) show that a vast majority of the respondents (53%) strongly agree, (39%) agree and (6%) undecided that teaching literature can promote listening and speaking skills through dialogue in drama. This indicates that listening and speaking skills can be promoted through teaching literature in the vessel of dialogue in drama.

Q11: Teaching literature in the context of citizenship can develop creative writing.

Statistics

Q11: Teaching literature in the context of citizenship can develop creative writing.

N	Valid	99
	Missing	1

Q11: Teaching literature in the context of citizenship can develop creative writing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	72	72%	72.7	72.7
	Agree	23	23%	23.2	96.0
	Undecided	4	4%	4.0	100.0
	Total	99	99%	100.0	
Missing	System	1	1%		
Total		100	100%		

Table No. 15

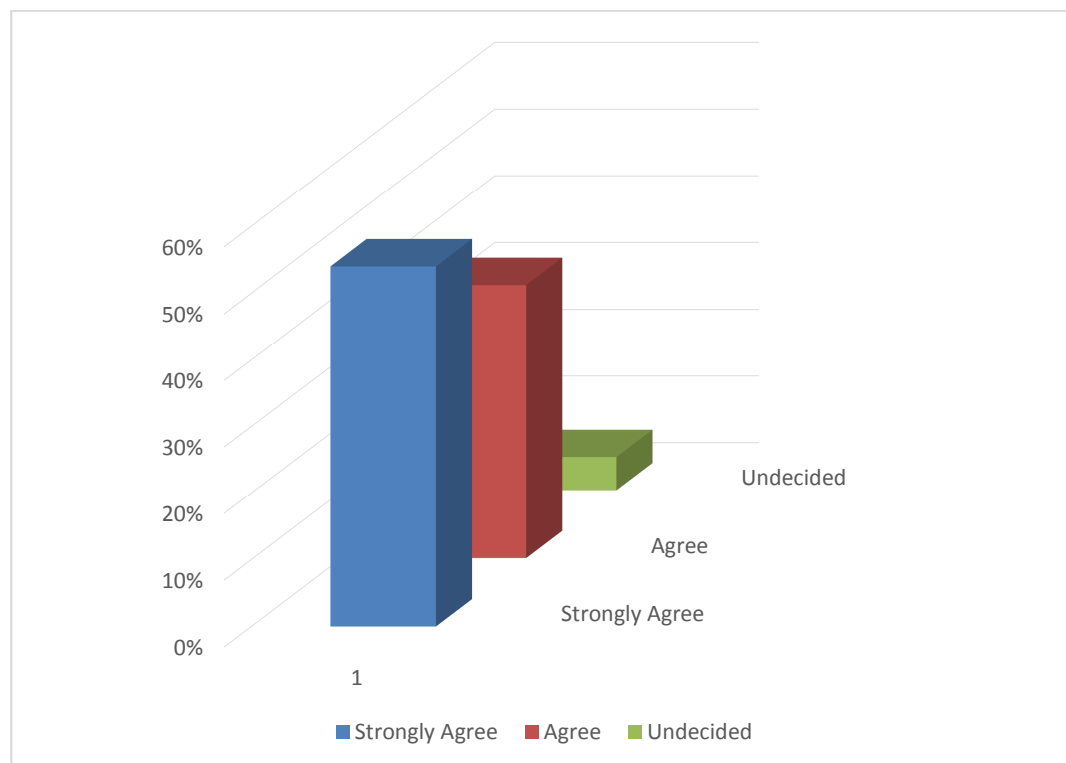**Chart No. 16**

Table for statement (11) show that a vast majority of the respondents (72%) strongly agree, (23%) agree and (4%) undecided while (1%) missing system that teaching literature can develop creative writing. This indicates that creative writing can developed through teaching literature.

Q12: English literature in the context of citizenship motivates students to strengthen the standard of English Language in the Sudan.
  Statistics

Q12: English literature in the context of citizenship motivates students to strengthen the standard of English Language in the Sudan.

N	Valid	99
	Missing	1

Q12: English literature in the context of citizenship motivates students to strengthen the standard of English Language in the Sudan.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	73	73%	73.7	73.7
	Agree	24	24%	24.2	98.0
	Undecided	2	2%	2.0	100.0
	Total	99	99%	100.0	
Missing	System	1	1%		
Total		100	100%		

Table No 16
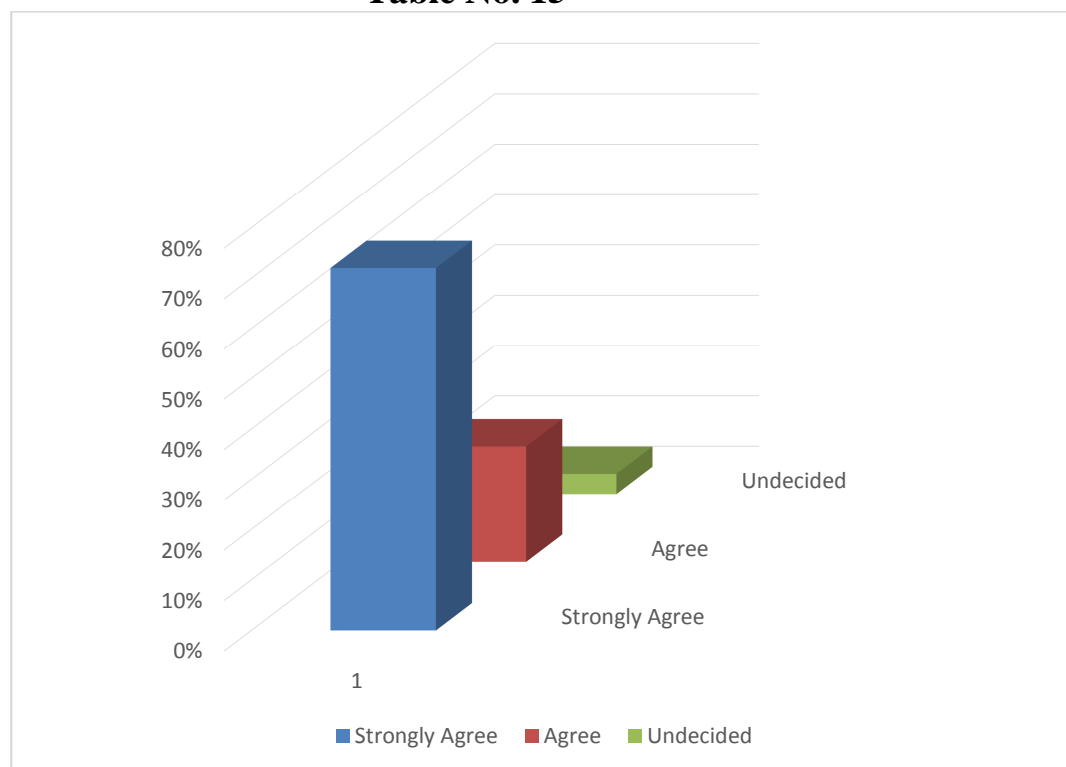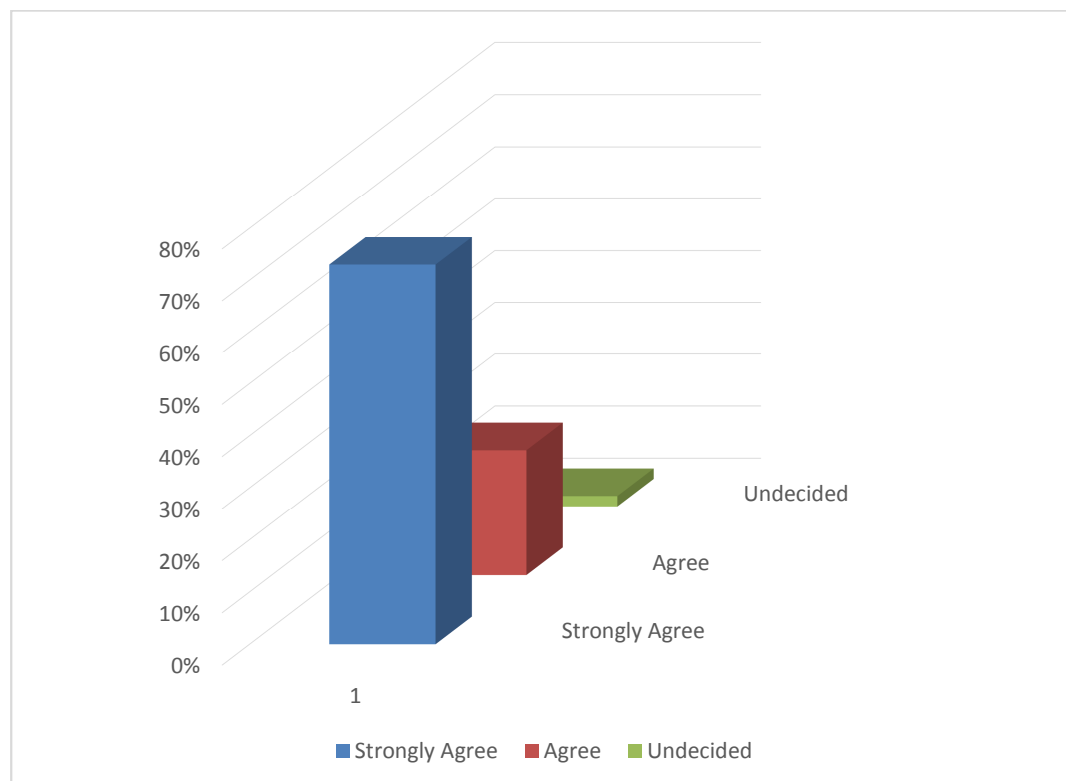

Chart No. 17

Table for statement (12) show that a vast majority of the respondents (73%) strongly agree, (24%) agree and (2%) undecided while (1%) missing system that English literature motivates students to strengthen the standard of English language in the Sudan. This indicates that English literature motivates students to strengthen the standard of English language in the Sudan.

Q13: English Language as a global one is considered to be as a key to good academic career in the context of citizenship.

Statistics

Q13: English Language as a global one is considered to be as a key to good academic career in the context of citizenship.

N	Valid	100
	Missing	0

Q13: English Language as a global one is considered to be as a key to good academic career in the context of citizenship.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	59	59%	59.0	59.0
	Agree	35	35%	35.0	94.0
	Undecided	6	6%	6.0	100.0
	Total	100	100%	100.0	

Table No. 17
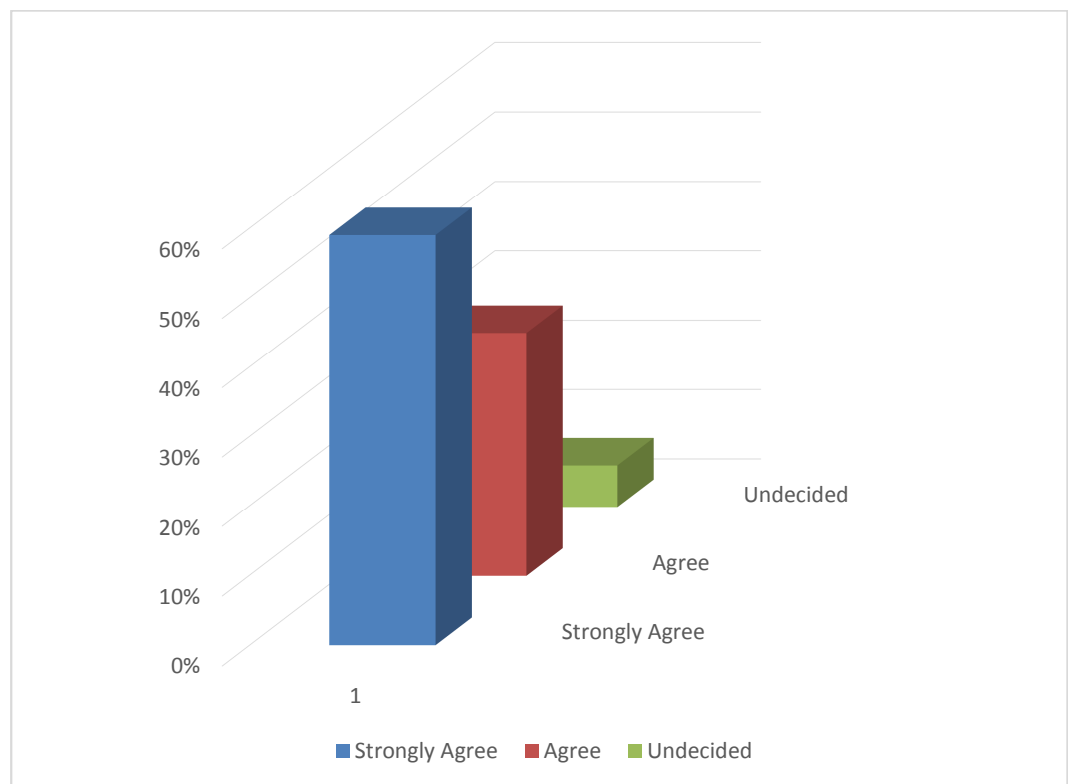
Chart No 18

Table for statement (13) show that a vast majority of the respondents (59%) strongly agree, (35%) agree and (6%) undecided that English language as a global one is considered to be as a key to good academic career. This indicates that good academic career can be achieved through English language as a global one.

Q14: Teaching literature in the context of citizenship can promote skimming and scanning reading.

Statistics

Q14: Teaching literature in the context of citizenship can promote skimming and scanning reading.

N	Valid	98
	Missing	2

Q14: Teaching literature in the context of citizenship can promote skimming and scanning reading.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	67	67%	68.4	68.4
	Agree	27	27%	27.6	95.9
	Undecided	4	4%	4.1	100.0
	Total	98	98%	100.0	
Missing	System	2	2%		
Total		100	100%		

Table No. 18
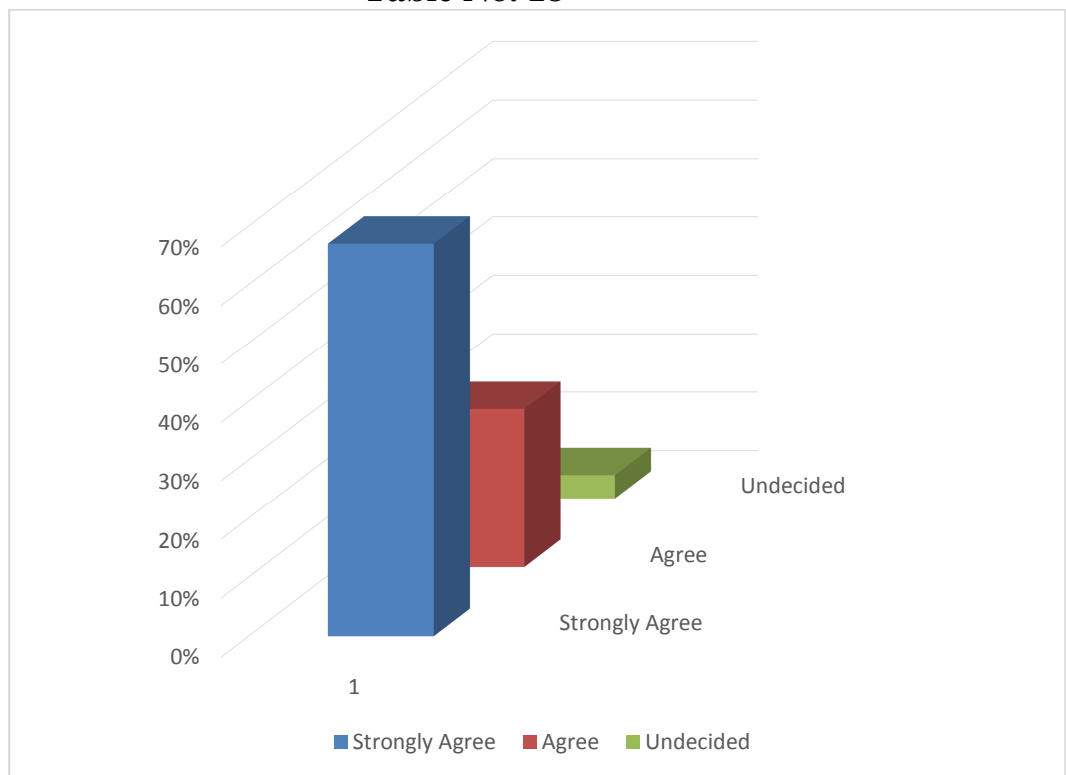
Chart No. 19

Table for statement (14) show that a vast majority of the respondents (67%) strongly agree, (27%) agree and (4%) undecided while (2%) missing system that teaching literature can promote skimming and scanning reading. This indicates that skimming and scanning reading can be promoted by teaching literature.

Q15: Teaching literature in the context of citizenship can develop intensive and extensive reading.

Statistics

Q15: Teaching literature in the context of citizenship can develop intensive and extensive reading

N	Valid	100
	Missing	0

Q15: Teaching literature in the context of citizenship can develop intensive and extensive reading

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	67	67%	67.0	67.0
	Agree	27	27%	27.0	94.0
	Undecided	6	6%	6.0	100.0
	Total	100	100%	100.0	

Table No. 19
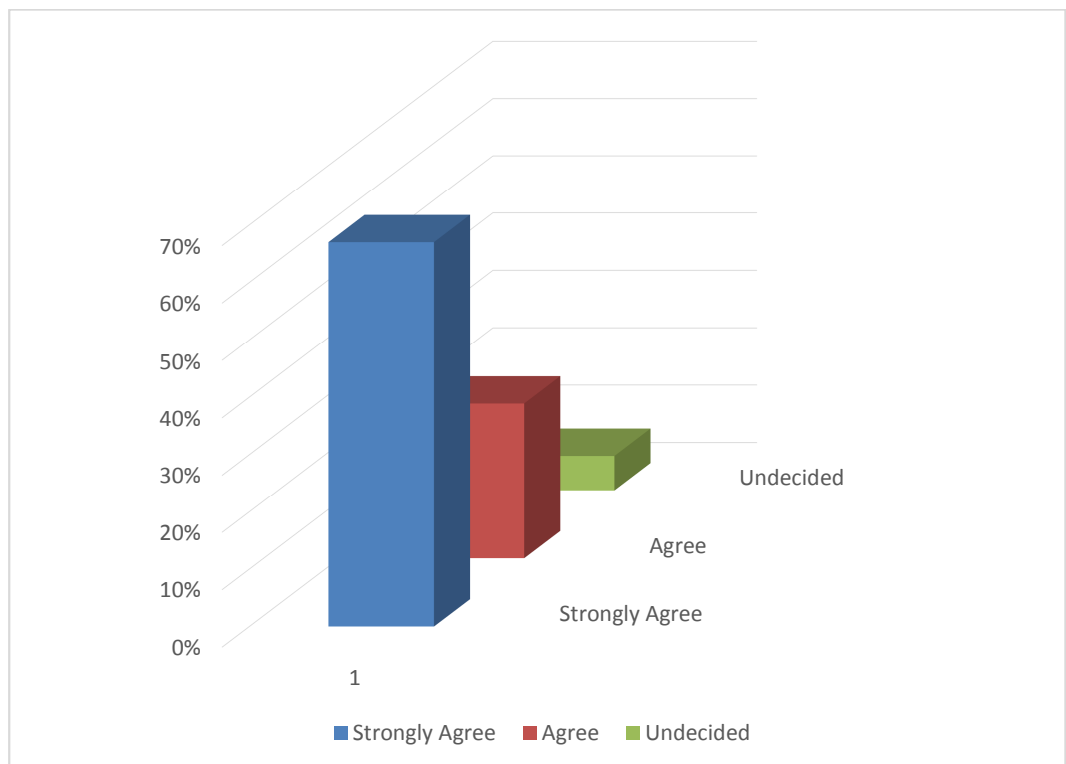
Chart No. 20

Table for statement (15) show that a vast majority of the respondents (67%) strongly agree, (27%) agree and (6%) undecided that teaching literature can develop intensive and extensive reading. This indicates that intensive and extensive reading can be developed through teaching literature.

Q16: Teaching literature in the context of citizenship can influence English culture as language is a society mirror.

Statistics

Q16: Teaching literature in the context of citizenship can influence English culture as language is a society mirror.

N	Valid	99
	Missing	1

Q16: Teaching literature in the context of citizenship can influence English culture as language is a society mirror.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	55	55%	55.6	55.6
	Agree	31	31%	31.3	86.9
	Undecided	13	13%	13.1	100.0
	Total	99	99%	100.0	
Missing	System	1	1%		
Total		100	100%		

Table No. 20
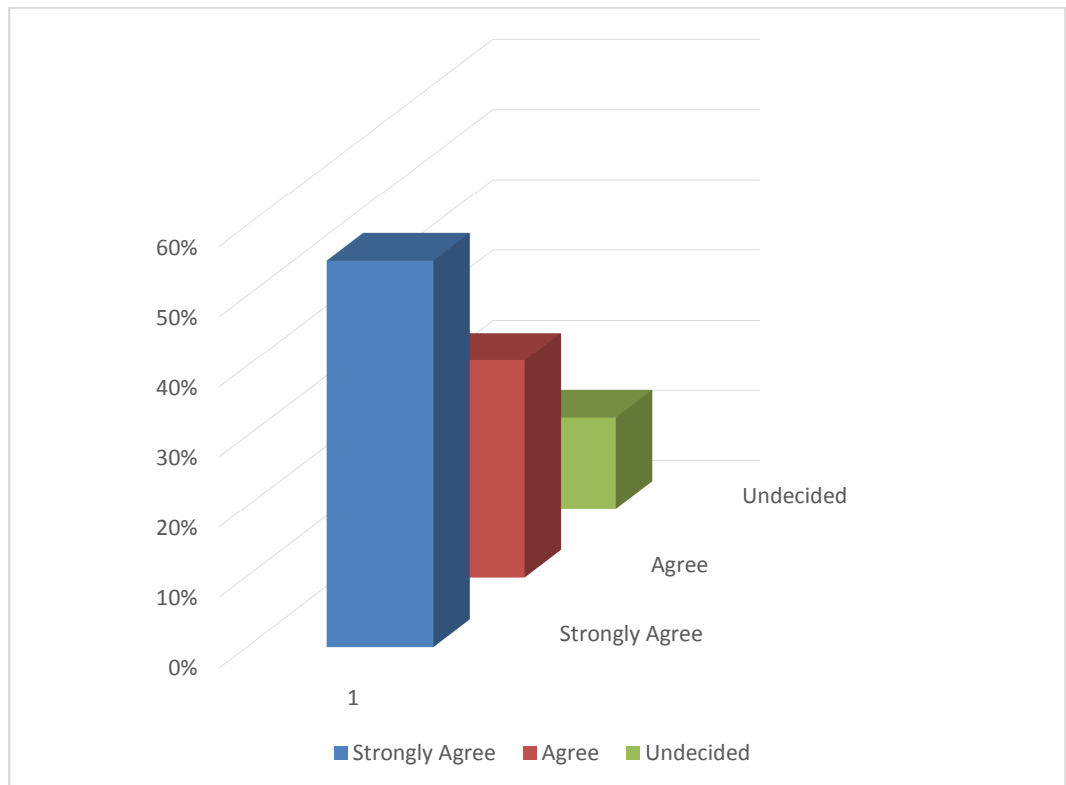
Chart No. 21

Table for statement (16) show that a vast majority of the respondents (55%) strongly agree, (31%) agree and (13%) undecided while (1%) missing system that teaching literature can influence English culture as language is a society mirror. This indicates that teaching literature can influence English culture as language is a society mirror.

Q17: Teaching literature in the context of citizenship can develop English style and usage among students.

Statistics

Q17: Teaching literature in the context of citizenship can develop English style and usage among students.

N	Valid	99
	Missing	1

Q17: Teaching literature in the context of citizenship can develop English style and usage among students.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	82	82%	82.8	82.8
	Agree	14	14%	14.1	97.0
	Undecided	1	1%	1.0	98.0
	Disagree	2	2%	2.0	100.0
	Total	99	99%	100.0	
Missing	System	1	1%		
Total		100	100%		

Table No. 21

Chart No. 22

210
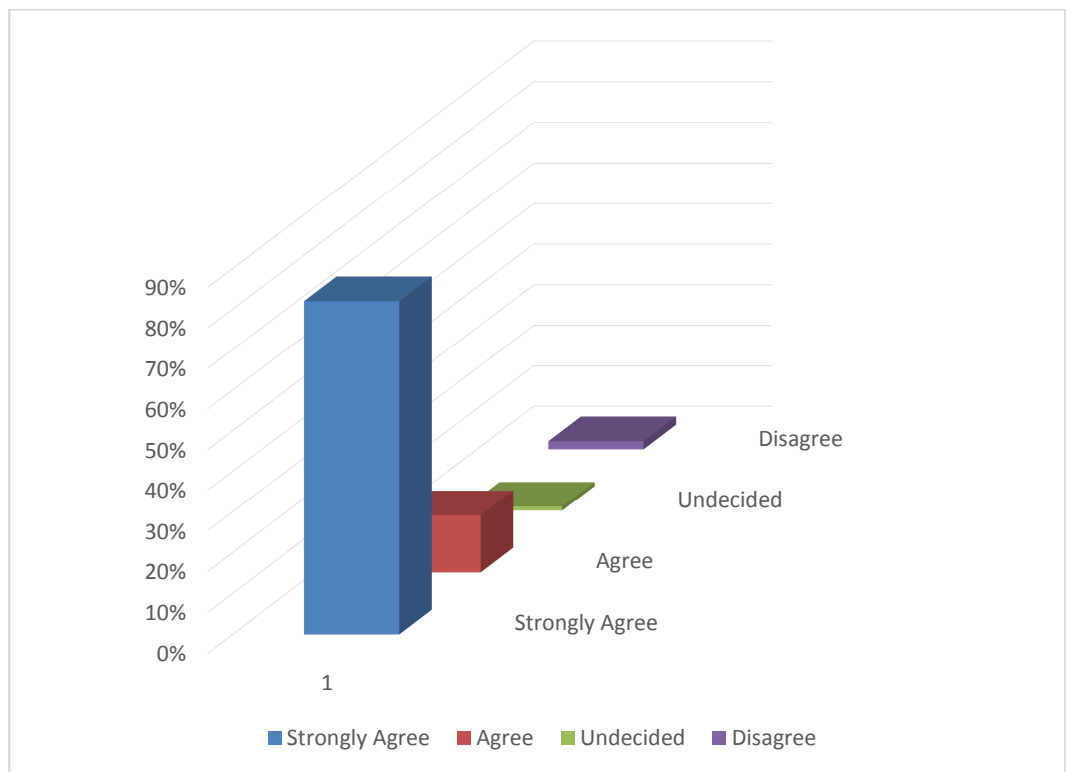
Table for statement (17) show that a vast majority of the respondents (82%) strongly agree, (14%) agree and (1%) undecided while (2%) disagree and (1%) missing system that teaching literature can develop English style and usage among students. This indicates that English style and usage can be developed through teaching literature.

Q18: Teaching literature in the context of citizenship can develop communicative approach among students.

Statistics

Q18: Teaching literature in the context of citizenship can develop communicative approach among students.

N	Valid	99
	Missing	1

Q18: Teaching literature in the context of citizenship can develop communicative approach among students.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	83	83%	83.8	83.8
	Agree	12	12%	12.1	96.0
	Undecided	2	2%	2.0	98.0
	Disagree	2	2%	2.0	100.0
	Total	99	99%	100.0	
Missing	System	1	1%		
Total		100	100%		

Table No. 22

Chart No. 23

212

Table for statement (18) express that a vast majority of the respondents (83%) strongly agree, (12%) agree and (2%) undecided while (2%) disagree and (1%) missing system that teaching literature can develop communicative approach among students. This indicates that communicative approach can be enhanced through teaching literature.

Q19: Teaching literature in the context of citizenship can develop linguistic competence to students.

Statistics

Q19: Teaching literature in the context of citizenship can develop linguistic competence to students.

N	Valid	100
	Missing	0

Q19: Teaching literature in the context of citizenship can develop linguistic competence to students.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	76	76%	76.0	76.0
	Agree	20	20%	20.0	96.0
	Undecided	4	4%	4.0	100.0
	Total	100	100%	100.0	

Table No. 23
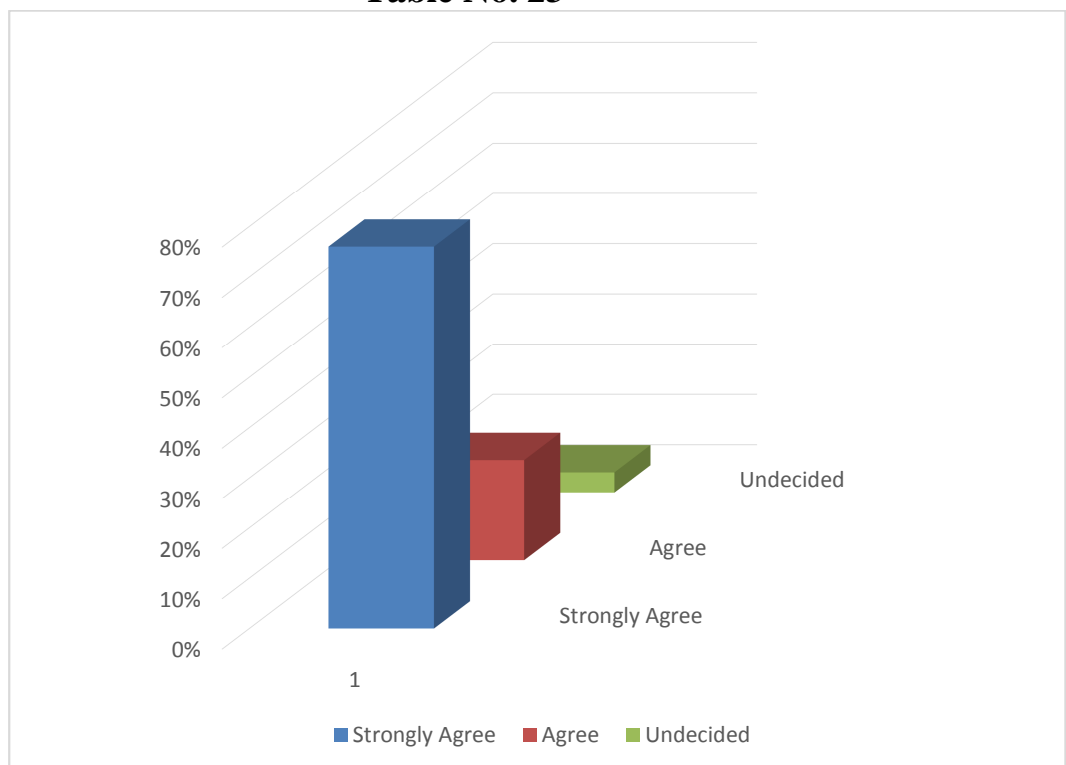
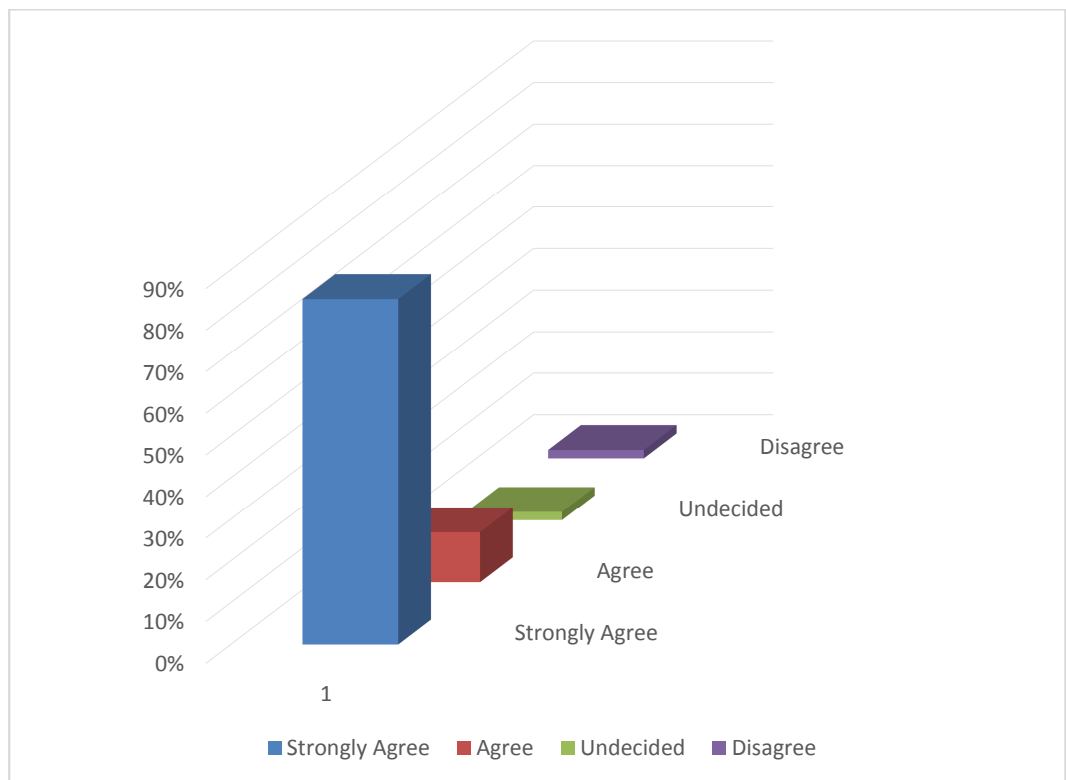**Chart No. 24**

Table for statement (19) show that a vast majority of the respondents (76%) strongly agree, (20%) agree and (4%) undecided that teaching literature can develop linguistic competence to students. This indicates that linguistic competence can be developed and promoted through teaching literature.

Q20: Teaching literature in the context of citizenship can enable English teachers to hold responsibility of teaching properly.

Statistics

Q20: Teaching literature in the context of citizenship can enable English teachers to hold responsibility of teaching properly.

N	Valid	100
	Missing	0

Q20: Teaching literature in the context of citizenship can enable English teachers to hold responsibility of teaching properly.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	64	64%	64.0	64.0
	Agree	31	31%	31.0	95.0
	Undecided	4	4%	4.0	99.0
	Disagree	1	1%	1.0	100.0
	Total	100	100%	100.0	

Table No. 24

Chart No. 25

216
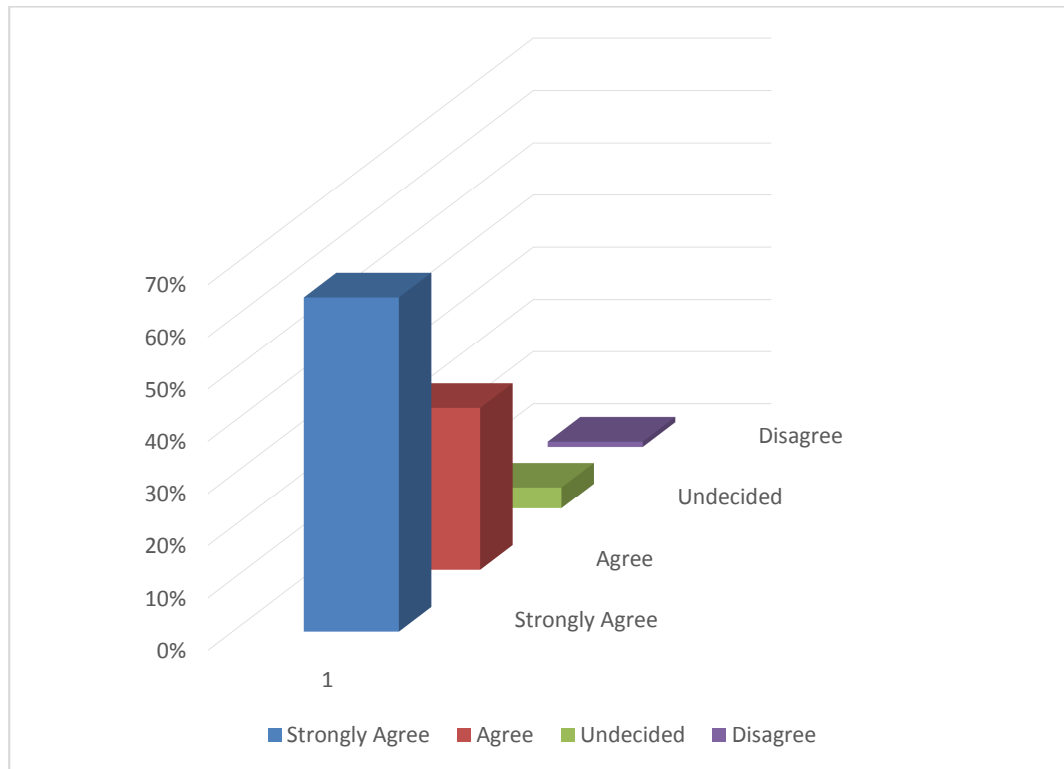
Table for statement (20) show that a vast majority of the respondents (64%) strongly agree, (31%) agree and (4%) undecided while (1%) disagree that teaching literature can enable English teachers to hold responsibility of teaching properly. This indicates that teaching literature can consolidate English teachers to hold responsibility of teaching efficiently.

Q21: Teaching literature in the context of citizenship can develop student's standard in language grammar through contextualization.

Statistics

Q21: Teaching literature in the context of citizenship can develop student's standard in language grammar through contextualization.

N	Valid	100
	Missing	0

Q21: Teaching literature in the context of citizenship can develop student's standard in language grammar through contextualization.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	84	84%	84.0	84.0
	Agree	12	12%	12.0	96.0
	Undecided	3	3%	3.0	99.0
	Disagree	1	1%	1.0	100.0
	Total	100	100%	100.0	

Table No. 25

Chart No. 26

218
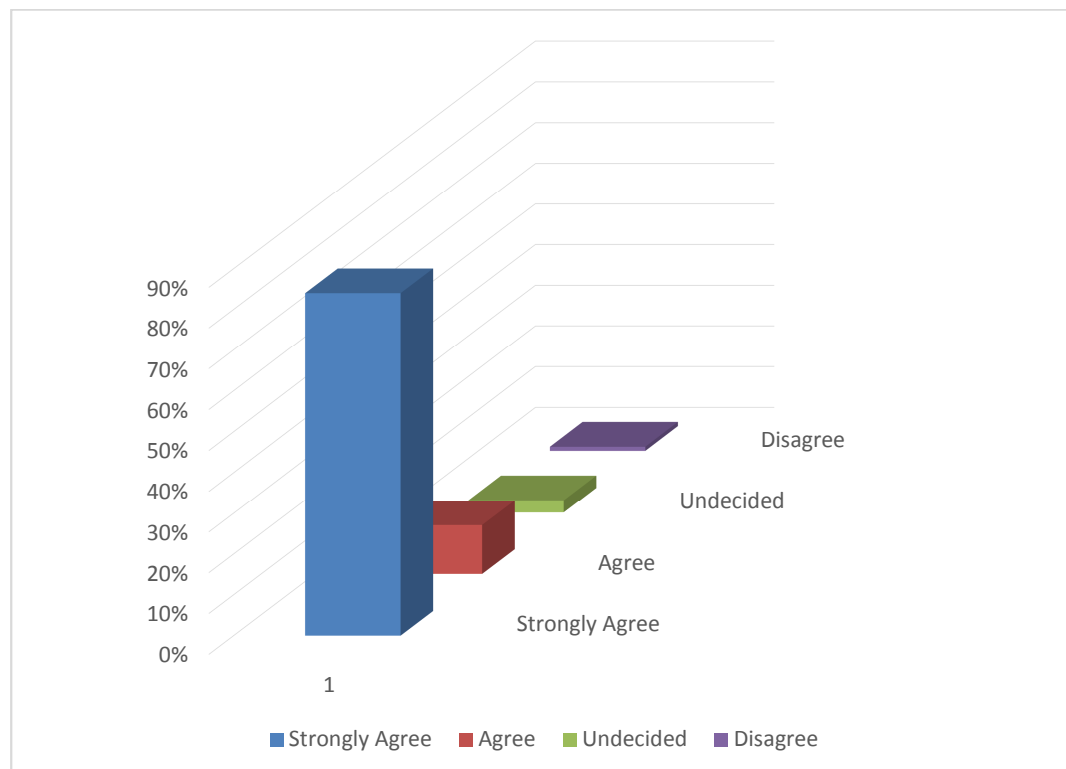
Table for statement (21) show that a vast majority of the respondents (84%) strongly agree, (12%) agree and (3%) undecided while (1%) disagree that teaching literature can develop students standard in language grammar through contextualization. This indicates that language grammar in context can be developed through teaching literature among students.

Q22: Teaching literature in the context of citizenship enables students to overcome English language difficulties.

Statistics

Q22: Teaching literature in the context of citizenship enables students to overcome English language difficulties.

N	Valid	95
	Missing	5

Q22: Teaching literature in the context of citizenship enables students to overcome English language difficulties.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	63	63%	66.3	66.3
	Agree	31	31%	32.6	98.9
	Undecided	1	1%	1.1	100.0
	Total	95	95%	100.0	
Missing	System	5	5%		
Total		100	100%		

Table No. 26
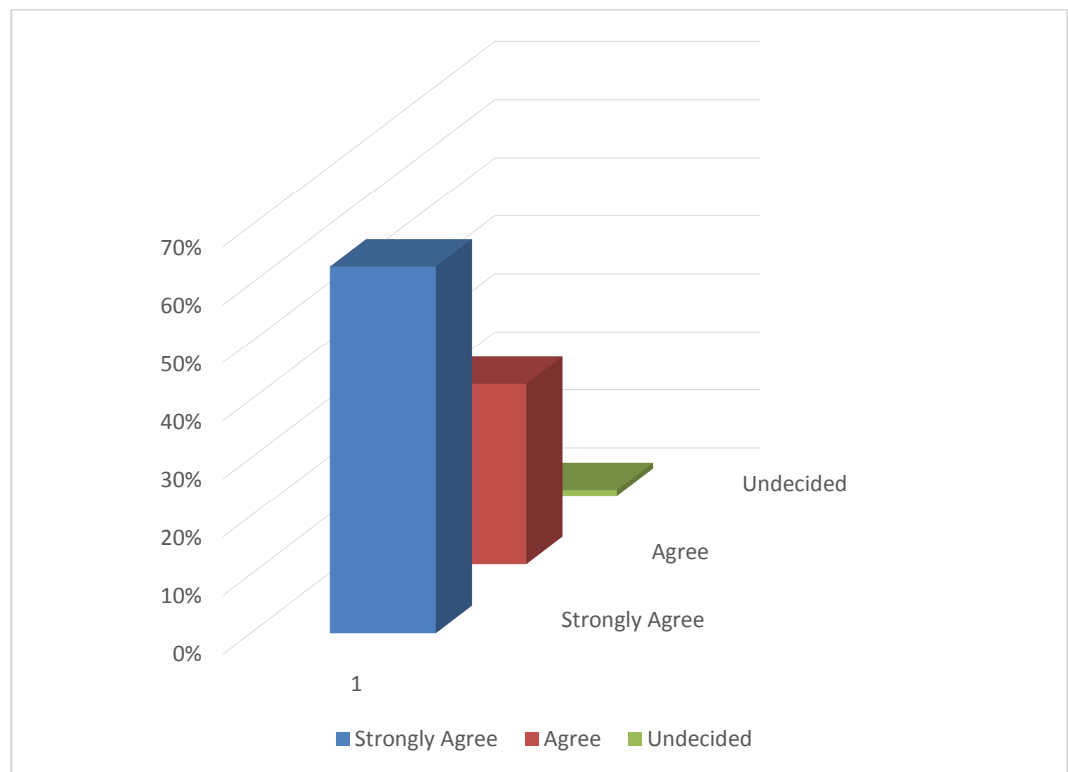
Chart No. 27

Table for statement (22) show that a vast majority of the respondents (63%) strongly agree, (31%) agree and (1%) undecided while (5%) missing system that teaching literature enables students to overcome English language difficulties. This indicates that English language difficulties can be overcome through teaching literature among students.

Q23: Teaching literature in the context of citizenship develops students ability to express themselves.

Statistics

Q23: Teaching literature in the context of citizenship develops students ability to express themselves.

N	Valid	99
	Missing	1

Q23: Teaching literature in the context of citizenship develops students ability to express themselves.

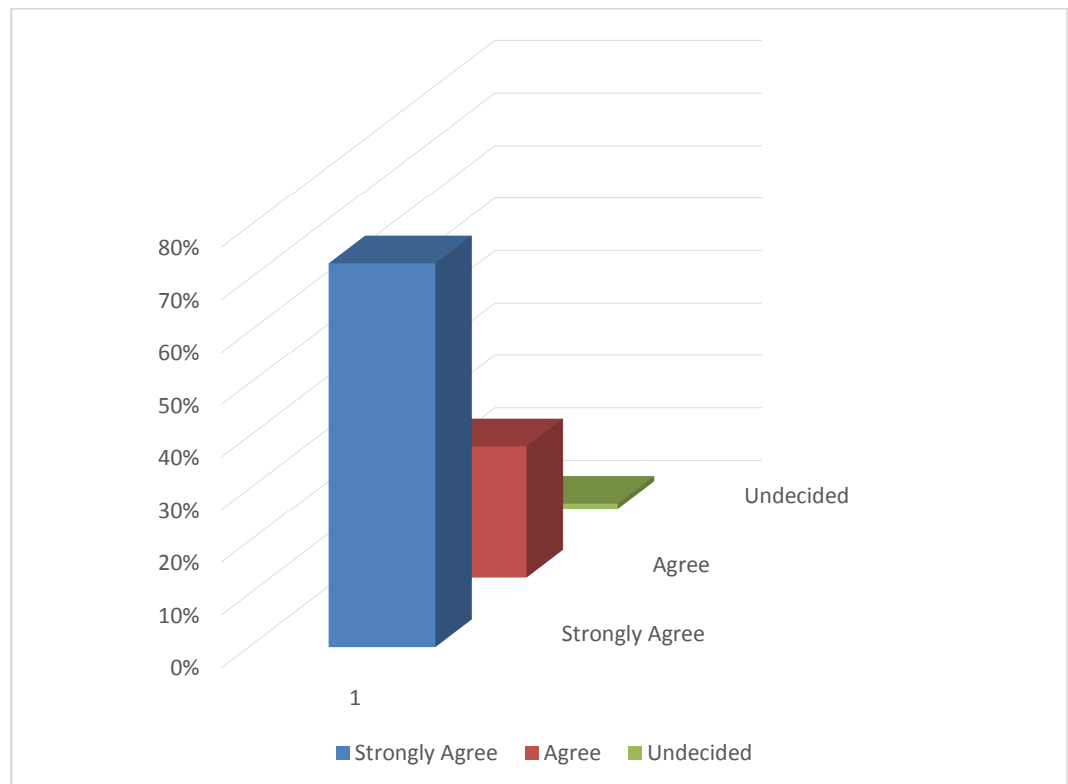|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	73	73%	73.7	73.7
	Agree	25	25%	25.3	99.0
	Undecided	1	1%	1.0	100.0
	Total	99	99%	100.0	
Missing	System	1	1%		
Total		100	100%		

Table No. 27

Chart No. 28

222

Table for statement (23) show that a vast majority of the respondents (73%) strongly agree, (25%) agree and (1%) undecided while (1%) missing system that teaching literature can develops students ability to express themselves. This indicates that, teaching literature develops students ability to express themselves.

Q24: Teaching literature in the context of citizenship can create self-confidence towards English Language among students.

Statistics

Q24: Teaching literature in the context of citizenship can create self-confidence towards English Language among students.

N	Valid	99
	Missing	1

Q24: Teaching literature in the context of citizenship can create self-confidence towards English Language among students.

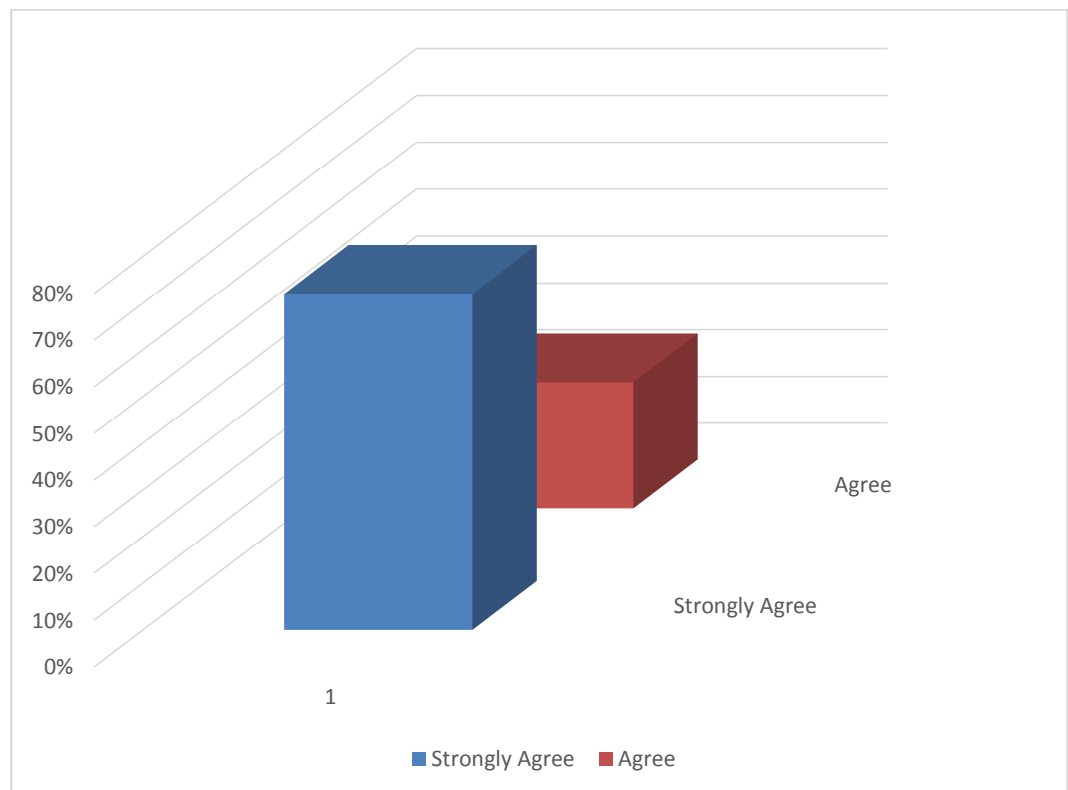|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	72	72%	72.7	72.7
	Agree	27	27%	27.3	100.0
	Total	99	99%	100.0	
Missing	System	1	1%		
Total		100	100%		

Table No. 28

Chart No. 29

Table for statement (24) show that a vast majority of the respondents (72%) strongly agree, (27%) agree and (1%) missing system that teaching literature can create self-confidence towards English language among students. This indicates that, teaching literature can create self-confidence towards English language among students.

Q25: Teaching literature in the context of citizenship can raise students' awareness towards English Language among students.

Statistics

Q25: Teaching literature in the context of citizenship can raise students' awareness towards English Language among students.

N	Valid	98
	Missing	2

Q25: Teaching literature in the context of citizenship can raise students' awareness towards English Language among students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	75	75%	76.5	76.5
	Agree	21	21%	21.4	98.0
	Undecided	2	2%	2.0	100.0
	Total	98	98%	100.0	
Missing	System	2	2%		
Total		100	100%		

Table No. 29

Chart No. 30

226
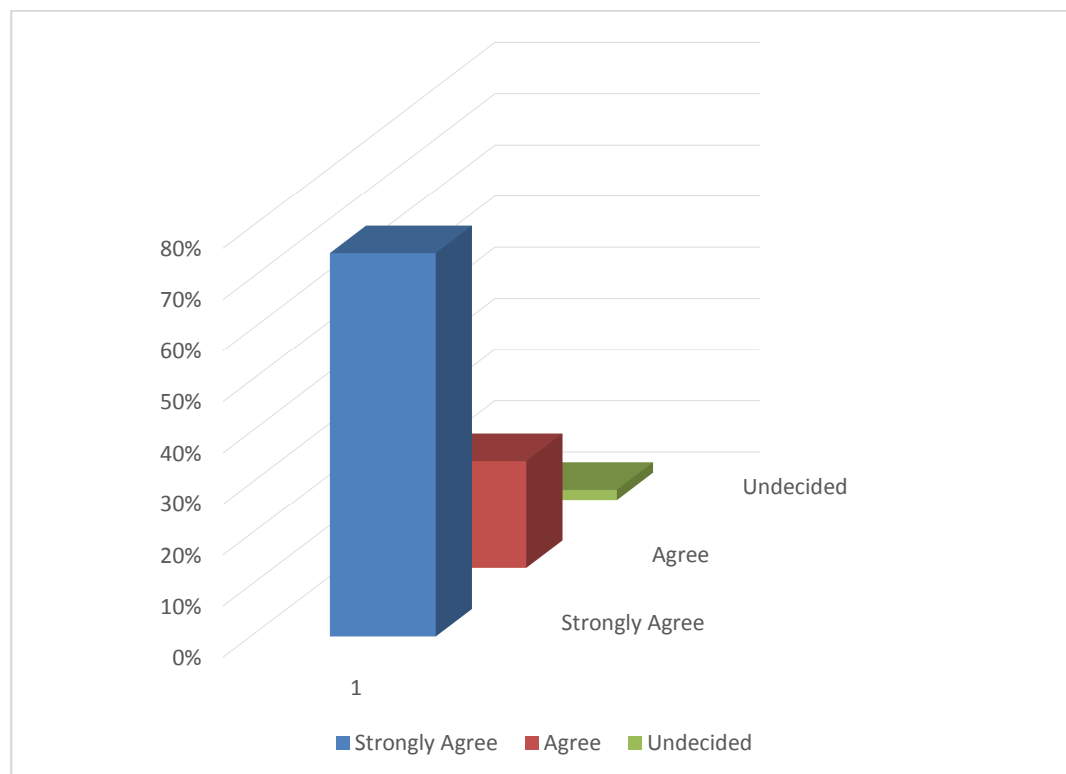
Table for statement (25) show that a vast majority of the respondents (75%) strongly agree, (21%) agree and (2%) undecided while (2%) missing system that, teaching literature can raise students' awareness towards English language among students. This indicates that teaching literature can raise students' awareness towards English language among students.

Q26: Teaching literature in the context of citizenship can raise morale of students' competition toward English Language.

Statistics

Q26: Teaching literature in the context of citizenship can raise morale of students' competition toward English Language.

N	Valid	97
	Missing	3

Q26: Teaching literature in the context of citizenship can raise morale of students' competition toward English Language.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	82	82%	84.5	84.5
	Agree	13	13%	13.4	97.9
	Undecided	2	2%	2.1	100.0
	Total	97	97%	100.0	
Missing	System	3	3%		
Total		100	100%		

Table No. 30

Chart No. 31

228
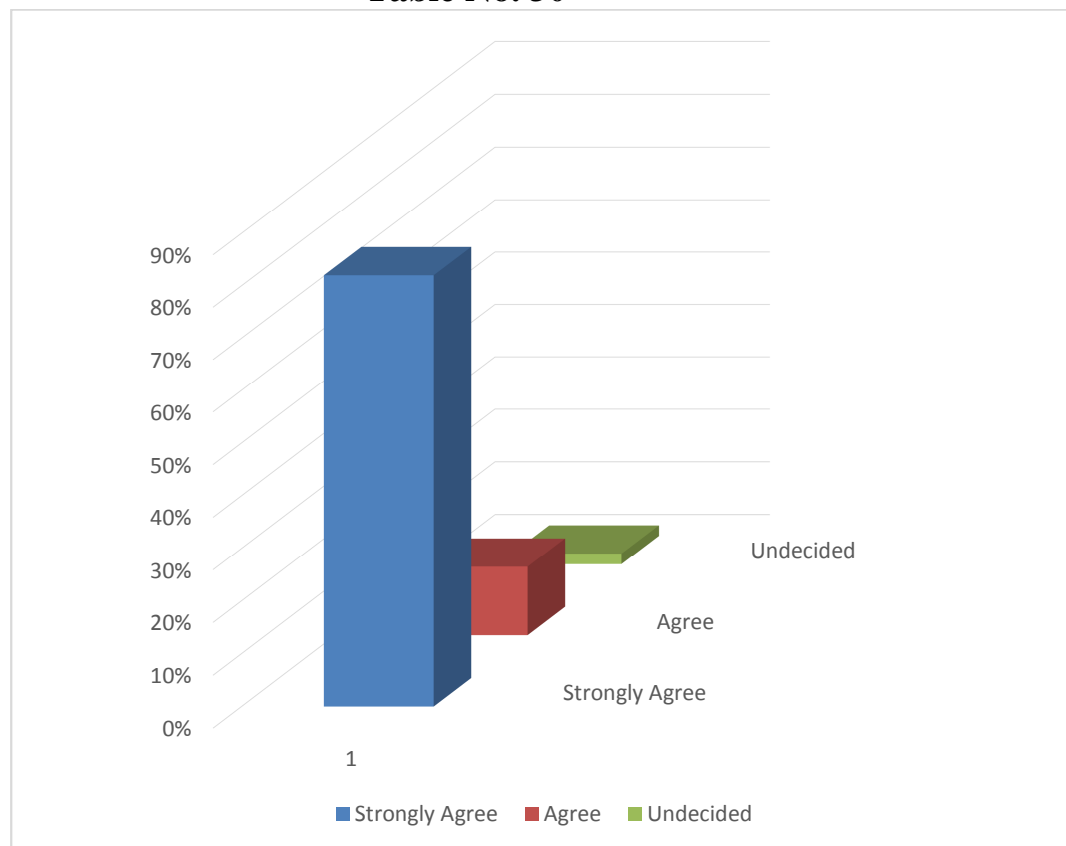
Table for statement (26) show that a vast majority of the respondents (82%) strongly agree, (13%) agree and (2%) undecided while (3%) missing system that teaching literature can raise morale of students competition toward English language. This indicates that teaching literature can raise morale of students' competition towards English language.

Q27: Teaching literature in the context of citizenship makes those who have good standard as a pioneer in the field of English Language.

Statistics

Q27: Teaching literature in the context of citizenship makes those who have good standard as a pioneer in the field of English Language.

N	Valid	98
	Missing	2

Q27: Teaching literature in the context of citizenship makes those who have good standard as a pioneer in the field of English Language.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	54	54%	55.1	55.1
	Agree	42	42%	42.9	98.0
	Undecided	2	2%	2.0	100.0
	Total	98	98%	100.0	
Missing	System	2	2%		
Total		100	100%		

Table No. 31
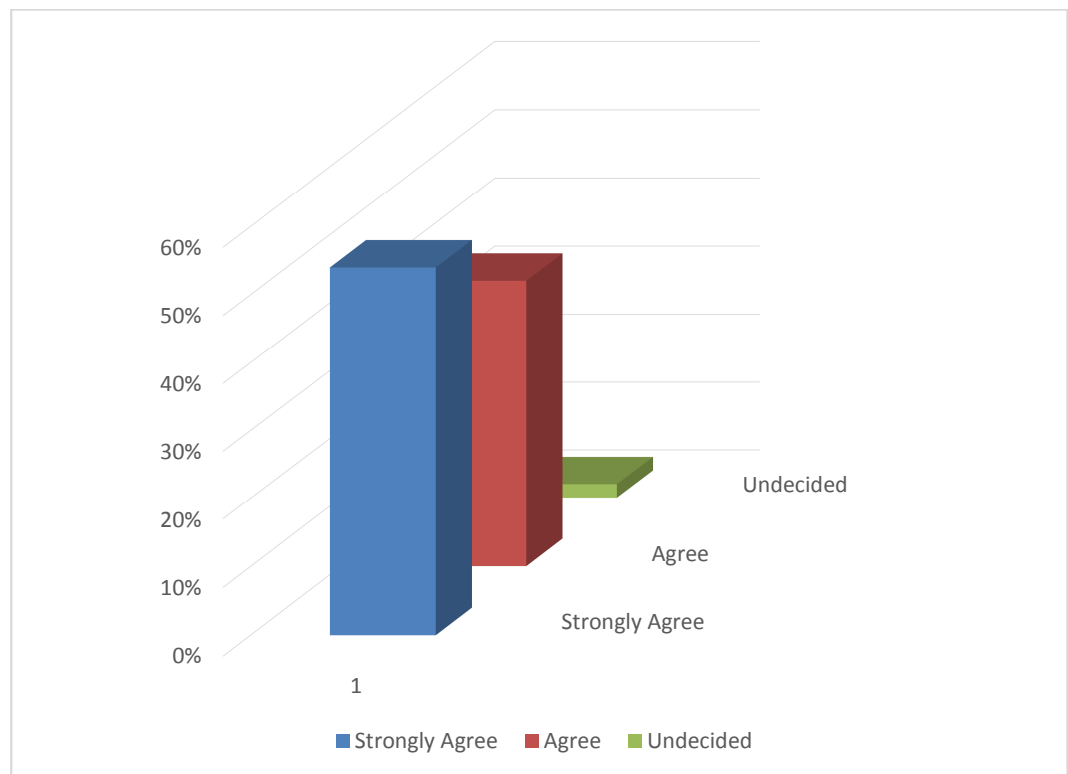
Chart No. 32

Table for statement (27) show that a vast majority of the respondents (54%) strongly agree, (42%) agree and (2%) undecided while (2%) missing system that teaching literature makes those who have good standard as a pioneer in the field of English language. This indicates that teaching literature makes those who have good standard as a pioneer in the field of English language.

Q28: Teaching literature in the context of citizenship raises even teachers' abilities in the field of English Language.

Statistics

Q28: Teaching literature in the context of citizenship raises even teachers' abilities in the field of English Language.

N	Valid	99
	Missing	1

Q28: Teaching literature in the context of citizenship raises even teachers' abilities in the field of English Language.

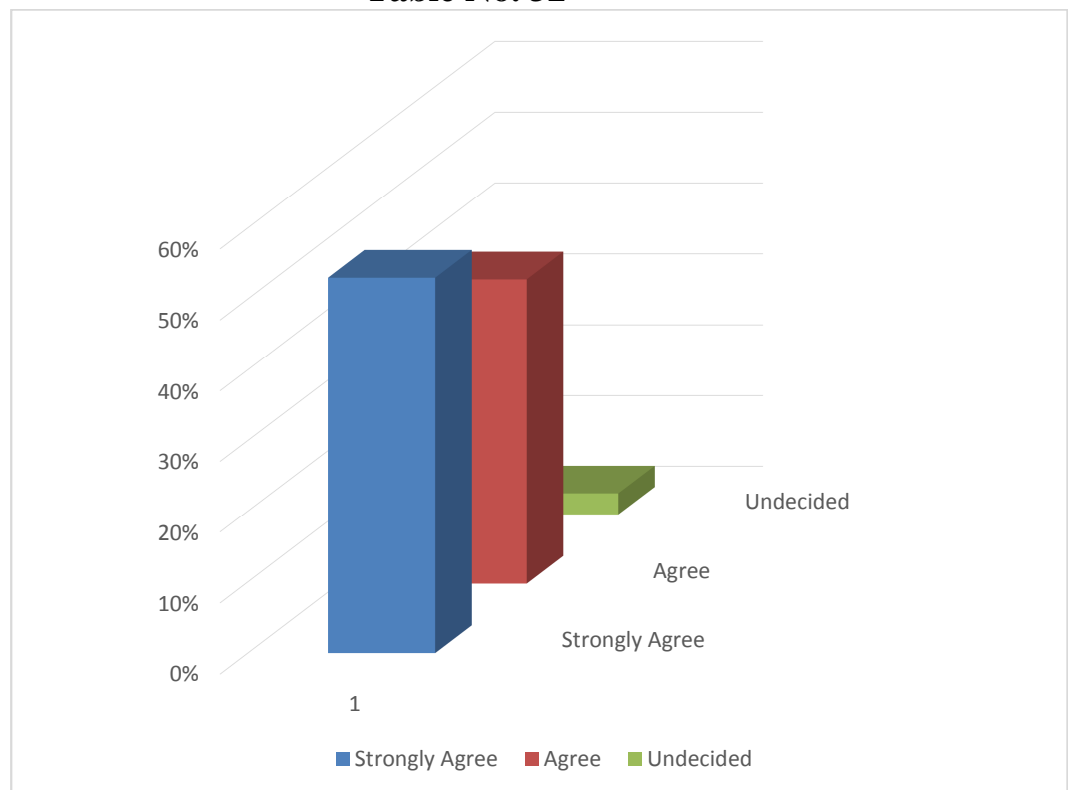|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	53	53%	53.5	53.5
	Agree	43	43%	43.4	97.0
	Undecided	3	3%	3.0	100.0
	Total	99	99%	100.0	
Missing	System	1	1%		
Total		100	100%		

Table No. 32

Chart No. 33

Table for statement (28) show that a vast majority of the respondents (53%) strongly agree, (43%) agree and (3%) undecided while (1%) missing system that, teaching literature raises even teachers' abilities in the field of English language. This indicates that teaching literature raises even teachers' abilities in the field of English language.

Q29: The lack of proper training of secondary schools teachers is considered to be as obstacle of education cycle in the field of teaching literature in the context of citizenship.

Statistics

Q29: The lack of proper training of secondary schools teachers is considered to be as obstacle of education cycle in the field of teaching literature in the context of citizenship.

N	Valid	99
	Missing	1

Q29: The lack of proper training of secondary schools teachers is considered to be as obstacle of education cycle in the field of teaching literature in the context of citizenship.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	63	63%	63.6	63.6
	Agree	22	22%	22.2	85.9
	Undecided	14	14%	14.1	100.0
	Total	99	99%	100.0	
Missing	System	1	1%		
Total		100	100%		

Table No. 33
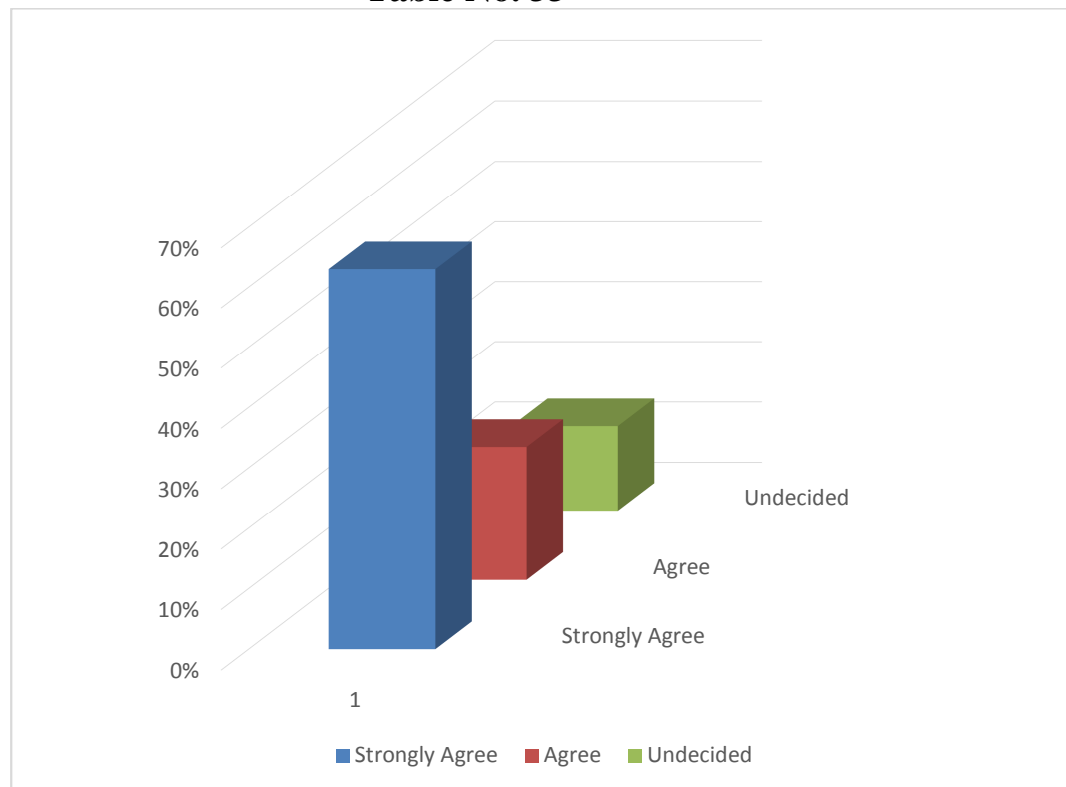
Chart No. 34

234

Table for statement (29) show that a vast majority of the respondents (63%) strongly agree, (22%) agree and (14%) undecided while (1%) missing system that the lack of proper training of secondary schools teachers is considered to be as obstacle of education cycle in the field of teaching literature. This indicates that the lack of proper training of secondary schools teachers is considered to be as obstacle of education cycle in the field of teaching literature.

Q30: Teaching literature in the context of citizenship needs to have a proper academic staff in secondary schools as enough qualified teachers in future.

Statistics

Q30: Teaching literature in the context of citizenship needs to have a proper academic staff in secondary schools as enough qualified teachers in future.

N	Valid	99
	Missing	1

Q30: Teaching literature in the context of citizenship needs to have a proper academic staff in secondary schools as enough qualified teachers in future.

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	61	61%	61.6	61.6
	Agree	25	25%	25.3	86.9
	Undecided	13	13%	13.1	100.0
	Total	99	99%	100.0	
Missing	System	1	1%		
Total		100	100%		

Table No. 34

Chart No. 35

236

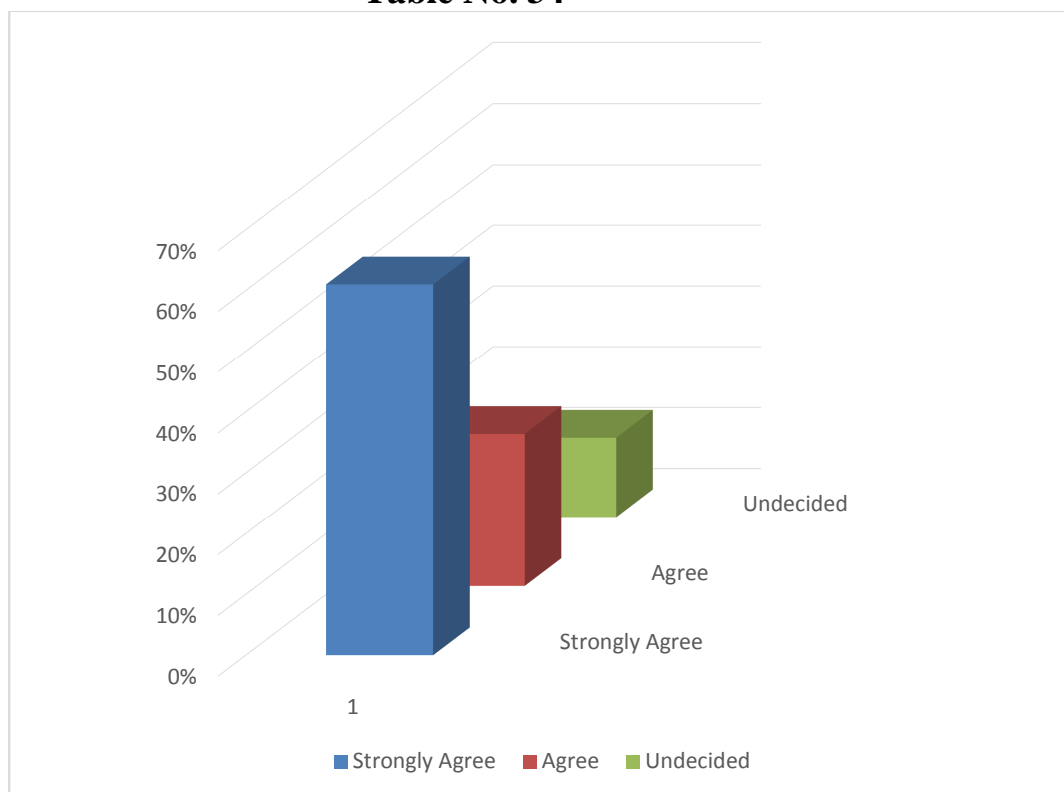Table for statement (30) show that a vast majority of the respondents (61%) strongly agree, (25%) agree and (13%) undecided while (1%) missing system that teaching literature need to have a proper academic staff in secondary schools as enough qualified teachers in future. This indicates that teaching literature needs to have a proper academic staff in secondary schools as enough qualified teachers in future.

4.3 The Highest and Lowest Agreement Through Teachers' Responses

As seen from the above tables that statements in all sections obtained the highest mean of agreement given by the teachers. In other words, these statements scored a percentage of 82.3% agreement among the teachers. This gives evidence that the teachers of English language (respondents) were in total agreement with the concept that clarifies the role of motivation through the window of teaching literature to have a good response towards English language. Moreover to add teaching literature in the concept of citizenship develops a positive attitude toward English language.

This indicates the evidence that the teachers have favor to understand the problematic areas of students having good command of English language through teaching literature and their English language obstacle.

4.4 The Highest and Lowest Disagreement Through The Teachers' Responses:

Statements gave the highest disagreement and lowest percentage-with a percentage of 10.6%. It disagrees with the idea of English language examinations output includes questions about theme, plot and climax analysis and the absence of character analysis technique questions.

4.5 The Responses to The Interview With English Language Experts in Universities at Khartoum State:

The responses to the interview of the 10 experts were tabulated and computed.

The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study. Each question in the interview is analyzed statistically and discussed.

4.6 Analysis of English Language Experts' First 5 Questions:

Questions	Question one		Question two		Question three		Question four		Question five	
	Negative	Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative	Positive
5	2	8	2	8	0	10	5	5	2	8
Frequency	2	8	2	8	0	10	5	5	2	8
Percentage	20%	80%	20%	80%	0%	100%	50%	50%	20%	80%

Table No. 35

Question One:

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that most of the sample answers were positive which are represented by the percentage (80%).This justifies that English language experts at Khartoum state universities, students schemata help in understanding English literature.

Question Two:

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that most of sample answers were positive which are represented by the percentage (80%). This justifies that students' vocabulary promote their understanding English literature.

Question Three:

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that most of sample answers were positive which are represented by the percentage (100%). This justifies those secondary schools students' need qualified and well trained teachers.

Question Four:

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that half of the sample answers were positive and other half were negative which are represented by the percentage (50%), (50%). This justifies that literature text should be chosen properly due to students' level is a controversial issue.

Question Five:

The table above illustrated the percentage and frequency of the answers of the study sample that concern with the question and

shows that most of sample answers were positive which are represented by the percentage (80%). This justifies that students should be motivated

4.7 Analysis of English Language Experts' Second 5 Questions:

Questions	Question six		Question seven		Question eight		Question nine		Question ten	
	Negative	Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative	Positive
5	5	5	3	7	5	5	4	6	2	8
Frequency	5	5	3	7	5	5	4	6	2	8
Percentage	50%	50%	30%	70%	50%	50%	40%	60%	20%	80%

Table No. 36

Question Six:

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that half of the sample answers were negative and the other half were positive which are represented by the percentage (50%), (50%). This justifies that literature addresses all society number is controversial issue.

Question Seven:

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that most of the sample answers were positive which are

represented by the percentage (70%). This justifies that literature conveys the intended meaning of the written discourse.

Question Eight:

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that half of the sample answers were negative and the other half were positive which are represented by the percentage (50%), (50%). This justifies that cultural background play a vital role in mutual understanding.

Question Nine:

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that most of the sample answers were positive which are represented by the percentage (60%). This justifies that cultural diversity can be considered as the source of force unity.

Question Ten:

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the question and shows that most of the sample answers were positive which are represented by the percentage (80%). This justifies that language is homogenous factor for social interaction.

4.8 Chapter Summary:

To sum up the finding of this chapter revealed that all sections justify, the need for teaching literature was highly rated to give a positive attitude towards English language by the secondary schools teachers in the state of Khartoum.

We can say there was a consensus of opinions in favor of the teaching literature in the context of citizenship to develop appositive attitude towards English language among secondary schools students at Khartoum state. More over to add literature text, giving feedback and understanding contextual meaning among secondary schools students. The neutral responses, however, show irregularity and unexpected and unexplainable instability of respondents' uncertainly the all hypotheses.

The responses to all statements in terms of teaching English literature among Sudanese secondary schools students at Khartoum state. All statements are positive in these section were either strongly agreed to or only agreed to.

The percentage of the negative responses were less significant for secondary school teachers' respondents but higher for the English language experts in universities at Khartoum state.

All secondary schools teachers agreed to the all statements of the questionnaire. The undecided responses, however, showed small differences.

The majorities of the respondents were in favor of the need for teaching literature in secondary schools and pay much attention

to the approach of handling English literature in accordance to syllabus, teaching and testing.

Avery large majority of the respondents agreed on:

a)   The importance of helping the learner to acquire reading literature texts through teaching and learning strategies.

b)   The fact that teaching literature at Sudanese secondary student increases awareness of students inferring meaning of literature discourse.

c)   The urgent need consolidating teaching literature at Sudanese secondary schools students especially for explaining and understanding of the difficult areas in English language.

d)   Necessity that their English language teachers know their understanding to literature texts abilities.

When the teachers' responses were compared among themselves, no statistical significant differences were perceivable which stated that the students should have many opportunities for reading skills to literature text.

However, the secondary schools teacher of English language at Khartoum state confirm that teaching English literature should be one of the main medium of improving students' performance, they were in favor of the use of English literature in teaching the target language so as to reach the maximum efficiency in understanding English literature text. And teaching and learning strategies outcome would be fruitful to have a positive attitude towards English language in the window of literature text.

CHAPTER 5

CHAPTER FIVE

Summary

5.0   Introduction:

In this chapter a summary is going to be demonstrated. The findings of research are going to presented. And recommendations are going to be displayed.

5.1   Summary:

This research aims at emphasizing the use of literature as a popular technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) in our time. Reason for using literature texts in foreign language classroom and main criteria for selecting suitable literature texts in foreign language classes are stressed so as to make the reader familiar with the underlying reasons and criteria for language teachers' using and selecting literature texts. Thus our focus is teaching literature in the context of citizenship to develop a positive attitude towards English language in Sudanese secondary schools level at the State of Khartoum. And how literature teaching in the window of citizenship and identity can consolidate the notion of citizenship and identity. And how literature teaching motivates students to have a positive attitude toward English language as a foreign language. We make an interview with English language experts in Universities at State of Khartoum to have a feedback to the outcome of the findings to the hypotheses and objectives that teaching literature in the context of citizenship develops a positive attitude towards English language at secondary schools level in the State of Khartoum. Hence the interview

with English language experts and a questionnaire targeted 100 random respondents in the State of Khartoum for secondary schools teachers are considered to be the research tools for collecting data.

And in literature review the concept and theories of citizenship are presented. A light on the notion of motivation and citizenship is shed. It plays a vital role in teaching English language. Moreover we display an abstract for related studies. In this research the researcher adopts descriptive method to the research. And in chapter four for discussion, analysis to the findings lines are taking place. Then we conclude with chapter five with summary, the findings and recommendations.

5.2   The Findings:

1) The researcher finds that teaching literature in the context of citizenship develops a positive attitude towards English language.

2) The researcher finds that teaching Sudanese literature in the context of citizenship consolidates social fabric.

3) Teaching literature in the context of citizenship at Sudanese secondary schools students consolidate the explanation and understanding the areas of difficulties in English language.

4) The researcher finds that the concept of citizenship and identity cope with the framework of teaching literature.

5) Literature texts in the context of citizenship motivate students and have its impact on the process of having a good command of English language as a foreign language.

6) Teaching literature in the context of citizenship enhances linguistic competence to Sudanese students, since literature addresses the four skills of language.

7) Teaching literature in the context of citizenship consolidate the social fabric of Sudanese secondary schools students.

8) The researcher finds that motivation enhances teaching literature in the context of citizenship.

9) The researcher finds that Sudanese translated literature has a positive attitude towards English language.

10) The researcher finds that literature develops students' schemata.

11) The researcher finds that cultural background plays a vital role in mutual understanding when teaching Sudanese literature in the context of citizenship.

12) The researcher finds that language is homogeneous factor for social interaction

5.3   Recommendations:

Literature exposes students to complex theme and fresh, unexpected uses of language. A good novel or a short story can take the students to foreign countries and fantastic worlds. A play or a poem can bring up certain dilemmas and powerful emotional responses. All this can transpose to their real lives. Literature can provide students with access to the culture of the people whose language they are studying.

Obviously, at lower levels, students may be unable to cope on their own with an authentic novel or short story in English language. Any extensive reading encourages them to do outside the classroom would probably need to be of graded materials, such as graded readers. But at higher levels, students may be so absorbed in the plot and characters of an authentic novel or short story, that they acquire a great deal of new language almost in passing. If recorded literature material is available (audio – books) then students can practice their listening skills.

One of the view point centered on literature teaching in the language classroom is whether literature is somehow different from other forms of discourse in that it breaks the more usual rules of syntax, collection and even cohesion. Using literature with students can help them to become more sensitive to some of the overall features of English language.

Literature texts are often rich in multiple levels of meaning, and demand that the reader / learner is actively involved in ((teasing out)) the unstated implications and assumptions of the literature text, we are helping to develop their overall capacity to infer the meaning, and this can be applied in real life situation.

Apart of all the linguistic benefits, we cannot forget the wider educational function of literature. It can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness. If we ask the students to respond personally to the texts we give them, they will become increasingly confident about expressing their own idea and emotions in English language.

Studying the language literature text will help to integrate the language and literature syllabus more closely. Students are encouraged to draw on their knowledge of familiar grammatical, lexical or discourse categories to make aesthetic judgment of the text.

In this case literature itself is the context of the course, which concentrates on areas such as the history and characteristic of literature movements; the social, political and historical backgrounds to a text;

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literature encourages students to reflect on their own personal experiences, feelings and opinions. At the same time of learning English language, they become more active, both intellectually and emotionally.

When considering the students' cultural background, think about how far students' cultural background and their social and political expectations will help our delay their understanding of the text. For example, it would be difficult to understand Jane Austen's novels without knowing about the class system and the value of society in England at that time. On the other hand, it is also true that remote texts may raise the students' interest.

There is clear evidence that extremes of environmental elements (for example, poor ventilation or excessive noise) have negative effects on students and teachers and that improving these elements has significant benefits. However, when school environments come up to minimum standards, the evidence of effect is less clear-cut. Our evaluation suggests that the nature of environments made in schools may have less to do with specific element chosen for change than with how the process of change is managed.

There appears to be a strong link between effective engagement with staff, students and other users of school buildings and the success of environmental change in having an impact on behavior, wellbeing or attainment. The ownership of innovation, in contrast to the externally imposed solution, appears to tap directly into motivational aspects which are key factors in maximizing the impact of change. Changing the environment is (worth doing) if it is done as a design process. Increased self-worth and morale for staff and students based on the investment of

time and money in their ideas and their working space. The fitness for purpose of innovations for particular contexts should be gained.

The culture of English language library in schools and at the zones where students are accommodated should be encouraged. The culture of reading skills for literature texts books should take place among students' communities. Ministry of Education should encourage establishing a free competition for free creative writing of short stories and poems in English among students of secondary schools. Moreover, it should make rewards to enhance the habits and behavior of reading skills through the window of English literature.

In fact that in the Sudan the main objectives of the Ministry of Education are of English language acquirement and its literature texts is expressions and to have a great deal of vocabulary. If you pay a look to the syllabus of English language and its poor presence of literature texts you can realize that they use to teach the English language with isolation of its culture, civilization and its society. It is claimed that Sudanese community is conservative one. It is a fact that not all from the west world is bad. Same as us western comities have values, Morals, ethics, validity and credibility. In case you pay a look to the syllabus of English language for a general education you can realize that it is mere translation of Sudanese heritage, tradition, customs and culture. We cannot acquire a language with isolation of its culture. When European orientalist tries to acquire Arabic language they devote all their efforts to the civilization, culture, tradition and customs in order to understand Arabic language as the language of Middle East and North Africa.

Thus the researcher recommends reestablishing a sufficient review to English language syllabus. And to give enough space for the backbone of language with is literature in the English language curriculum. It is suggested to give an intensive and extensive dozes of literature to be injected in the vein of this cripple curriculum as an input cream of cream; and as a result the output of educational process will be promising.

It is suggested that the expenditure for general education for English language syllabus should have the priority agenda. That for human resources builds strong nations. It is suggested that syllabus native speakers' designers should be consulted. It is proposed to general education officials to implant the culture of critical thinking, analytical think and innovation among secondary school students through objective literature texts.

Cultural model views of a literature text as a product should take place. This means that it is treated as a source of information about the target culture. It is the most traditional approached, often used in university courses on literature. The cultural model will examined the social, political and historical background to a text, literature movement and genres. There is no specific language work done on a text. This approached tends to be quite teacher-centered.

The language model aims to be more learner-centered. As learners proceed through a text, they pay attention to the way language is used. They come to grips with the meaning and increase their general awareness of English language. Within this model of studying literature,

the teacher can choose to focus on general grammar and vocabulary (in the same way that these are presented in course books for example) or use stylistic analysis. Stylistic analysis involves the close study of the linguistic features of the texts to enable students to make meaning interpretations of the texts – it aims to help learners read and study literature more competently.

The personal growth model is also a process – based approached and tries to be more learners – centered. This model encourages learners to draw on their own opinions, feelings and personals experiences. It aim for interaction between the text and the reader in English language, helping make the language more memorable. Learners are encouraged to "make the text their own." This model recognizes the immense power that literature can have to move people and attempts to use that in the classroom.

Since literature has been a subject of study in many countries at a secondary or tertiary level, but until recently has not been given much emphases in EFL/ESL classroom. It has only been since 1980s that this area has attracted more interest among EFL teachers. Thus it is suggested that literature can be exploited in the classroom, for the purpose of having good mastery of English language.

Since the decline of the standard of English language 1980s in the Sudan, the officials; educationists and decision maker in the home land of the Sudan should look out to this coming risk. There is sheer ignorers and negligence of English language and its culture among our young youth students. The educationists should cast a long term plan to fight

against illiteracy of English language. And it is to make the students of general education awareness above all expectations. Hence this task cannot be achieved unless young students have good command of their standard Arabic mother tongue.

However, to have a good command of English language among the Sudanese targeted teachers' considerable efforts should take place. To come to this aim a reasonable teaching aids have to be provided. Such as audio-visual material, visual material, a well of trained teachers and an English language syllabus that meets the needs of the learning process. In addition to that unless English literature texts, such as novels, Poems, Plays are injected into up to date syllabus, we cannot received an informative knowledge. Since the backbone and the entry gate of English language is its English literature, it is speculated to have English libraries, language libraries and English forum in our schools should take place. In case we aim at a health community academically it is recommended to have English clubs in our schools it is essential trying to develop the poor areas of speaking skills among our young students.

Why not the educationalist in Ministry of Education does urges supporting education with considerable amount of hard currency. For the recreations of syllabus of English language and its literature, that can cope with speedy modern approaches of language education field. Almost the recent syllabus of English language cannot compete with current revolution technology. The researcher thinks that despite of the poorness of ready at had curriculum; the problem is under graduate teachers of English language. Those who are a graduate of college of

education, have a fragile standard of English language mastery. The researcher suggests that the learning period for undergraduate English teachers should last for five years. Moreover to add it is to make a bilateral fellowship with native speaker universities. That for enabling those secondary schools teachers to have summer English course; in order to live in the target language environment for a while.

The researcher thinks that if most of these efforts be in real life situation, we can crown the education process with tangible success. Since knowledge is power and since influential nation devote a considerable balance sheet financially on education process and research fields. It is suggested to follow such trends. The researcher proposes to establish educational community that can be capable to put the most effective African Sudanese literature works into the vessel of English language including impressive patriot poetry, novels and dramas informs of plays in impressive translation and interpretation. In order to be as English African literature, that can serve on the idea of citizenship. It is to empower the Sudanese learners with African culture, parallel with British and American English culture through literature. It is suggested to train young students with critical study to literature texts in order to get rid of parrot fashion as a method of learning. It is for creating chances for innovative developed thinking. In order to drill young student's brain or mind to think in English language. On the other hand they can express themselves with proper English. The researcher suggests adopting an ultimate doctrine for English literature examination that meets the need of the required output of teaching English literature. Moreover, to encourage free writing, encourage the Sudanese learner to

compose an opinion on the literature texts. That for creating an innovative thinker and critique view point can be established on academic thinking bases. The consequences of such methods can positively develop and enhances the language four skills.

Much attention must be paid to schools academic environment; which is associated in un-crowded English classrooms, ventilation and quiet environment. In addition to that confortable seats and desks should be provided. Educational processes for English language and its literature in particular and the rest of the schools subject had to be homogenous with human rights values.

(King Fahd Glorious Quran Printing Complex, *Sûrat Al-Isrâ'*, verse no 70, pa 289, https://mushaf-services.qurancomplex.gov.sa)

And indeed We have honoured the Children of Adam, and We have carried them on land and sea, and have provided them with At-Tayyibât (lawful good things), and have preferred them above many of those whom We have created with a marked preferment.

However, the educationalists and Ministry of Education have to follow all human rights to students of general education, because these rights are provided and supported by Devine Attribute legislation before human being tries to enhance these rights. And its approval is the Holy Quran.

On one hand we are the nation of (ibid) (*Sûrat Al-'Alaq verse 1, p 597*) (**Read! In the Name of your Lord Who has created (all that exists) (1).**

It is the wisest to be one of those who devote their life time in reading. Because the idea of reading itself is basic factor of our Islamic Culture thus it is awful to be at the tail of nations whom they build their glory with knowledge.

5.4 Recommended Research Areas:

1) The researcher proposes to cover the areas of language linguistic competence with focus on the teaching Sudanese literature to have a positive attitude towards English language.

2) We should translate Sudanese literature into English language in order to have a positive attitude towards English language in the context of citizenship.

3) It is suggested to solve the problems of vocabulary building through teaching literature.

4) Much attention should take place to Sudanese citizenship concept through teaching literature.

5) Studies should take place to cover the framework of teaching Sudanese literature in the context of citizenship.

6) There should be intensive curriculum of Sudanese literature that is translated into English language to have a positive attitude towards English language.

The Resources:

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Appendix

Appendix A

This questionnaire targets secondary schools teachers:

Gender Male ☐ Female ☐

Experience 1-3 ☐ 3-5 ☐ 5 or more ☐

Qualification: BA ☐ MA ☐ Above MA ☐

Q	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Teaching literature in the context of citizenship has priority in syllabus to strengthen the standard of English Language in the Sudan.					
2	English literature in the context of citizenship can play a vital role in teaching English Language.					
3	English literature in the context of citizenship examinations output meet the needs of developing the standard of English language in the Sudan					
4	English literature in the context of citizenship examinations have the techniques of character analysis.					
5	English literature in the context of citizenship examinations have questions about the theme, plot and climax analysis.					
6	Teaching literature in the context of citizenship can promote English Language vocabulary to the students.					

7	Teaching literature in the context of citizenship is a good means to develop English Language standard in the Sudan.					
8	Teaching literature in the context of citizenship can be as motivation to have a good command of English Language.					
9	Teaching literature in the context of citizenship can develop reading and writing skills					
10	Teaching literature in the context of citizenship can promote listening and speaking skills through dialogue in drama.					
11	Teaching literature in the context of citizenship can develop creative writing.					
12	English literature in the context of citizenship motivates students to strengthen the standard of English Language in the Sudan					
13	English Language as a global one is considered to be as a key to good academic career in the context of citizenship.					
14	Teaching literature in the context of citizenship can promote skimming and scanning reading.					
15	Teaching literature in the context of citizenship can develop intensive and extensive reading					
16	Teaching literature in the context of citizenship can influence English culture as language is a society mirror					

17	Teaching literature in the context of citizenship can develop English style and usage among students.					
18	Teaching literature in the context of citizenship can develop communicative approach among students.					
19	Teaching literature in the context of citizenship can develop linguistic competence to students.					
20	Teaching literature in the context of citizenship can enable English teachers to hold responsibility of teaching properly.					
21	Teaching literature in the context of citizenship can develop student's standard in language grammar through contextualization.					
22	Teaching literature in the context of citizenship enables students to overcome English language difficulties.					
23	Teaching literature in the context of citizenship develops students ability to express themselves					
24	Teaching literature in the context of citizenship can create self-confidence towards English Language among students					
25	Teaching literature in the context of citizenship can raise students' awareness towards English Language among students.					

26	Teaching literature in the context of citizenship can raise morale of students' competition toward English Language.					
27	Teaching literature in the context of citizenship makes those who have good standard as a pioneer in the field of English Language.					
28	Teaching literature in the context of citizenship raises even teachers' abilities in the field of English Language.					
29	The lack of proper training of secondary schools teachers is considered to be as obstacle of education cycle in the field of teaching literature in the context of citizenship.					
30	Teaching literature in the context of citizenship needs to have a proper academic staff in secondary schools as enough qualified teachers in future.					

Appendix B:

Interview with English Language Experts:

1.   Do you think students' schemata help in understanding English literature in the context of citizenship?

2.   Do you think students' vocabulary promote their understanding English literature in the context of citizenship?

3.   Do you think secondary schools students need qualified and well – trained teachers?

4.   Do you think literature text in the context of citizenship should be chosen properly in relation to level?

5.   Do you think students should be motivated?

6.   To what extent does literature in the context of citizenship addresses all society members?

7.   To what extent does literature in the context of citizenship conveys the intended meaning of the written discourse?

8.   To what extent does the cultural background play a vital role in mutual understanding?

9.   To what extent does cultural diversity can be considered as the source of strength?

10.   To what extent do you think language is homogenous factor for social interaction?