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Implementation of Open University Programmes in Nigeria

By Prof. P.O.M. Nnabuo, Dr. Worlu, Paul N & Dr. (Mrs) Onyido
University of Port Harcourt, Nigeria

Abstract - This study investigated the implementation of Open University Programmes in Nigeria. The researchers generated 4 research questions and 4 null hypotheses guiding the study. A questionnaire was the major instrument used for data collection. 1,424 undergraduate and postgraduate students representing 40% of the total population of study selected using stratified random sampling technique. The study used a descriptive and inferential statistics. Data collected were converted to means and further subjected to z-test. The z-test was used to test the 4 null hypotheses at 0.05 level of significance. The study amongst other things found out that there were significant differences between the undergraduate and postgraduate students of National Open University of Nigeria (NOUN) programmes in their perception of the following: adequacy of infrastructures and other learning materials, quality of academic staff, effectiveness of instructional delivery and adequacy of research grants for effective implementation of NOUN programmes in Nigeria.

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Prof. P.O.M. Nnabuo [α], Dr. Worlu, Paul N [σ] & Dr. (Mrs) Onyido [ρ]

Abstract - This study investigated the implementation of Open University Programmes in Nigeria. The researchers generated 4 research questions and 4 null hypotheses guiding the study. A questionnaire was the major instrument used for data collection. 1,424 undergraduate and postgraduate students representing 40% of the total population of study selected using stratified random sampling technique. The study used a descriptive and inferential statistics. Data collected were converted to means and further subjected to z-test. The z-test was used to test the 4 null hypotheses at 0.05 level of significance. The study amongst other things found out that there were significant differences between the undergraduate and postgraduate students of National Open University of Nigeria (NOUN) programmes in their perception of the following: adequacy of infrastructures and other learning materials, quality of academic staff, effectiveness of instructional delivery and adequacy of research grants for effective implementation of NOUN programmes in Nigeria.

I. Introduction

The field of education has witnessed some quite innovative and technologically developed techniques for taking up the task of instructional learning to the door steps of the learners in the name of virtual classrooms and e-learning.

This implies that the majority of educational communication between teacher and student(s) occur non-contiguously. It involves two-way communication between teacher and student(s) for the purpose of facilitating and supporting the education process.

From the colonial period, correspondence colleges from the United Kingdom (UK) have provided intermediate and advanced level education to a number suitably qualified Nigerians through correspondence courses. According to Owoeye (2004), a large number of secretarial and middle level administrators were trained using this mode of education. To Adesina (1988), many early nationalist leaders in Nigeria were also trained through this modality before they had the opportunity of travelling to the United Kingdom to further their studies. However, when Nigeria gained her full independence in 1960, delivery from foreign providers stopped. At this period, internal developments have begun in many sectors of the Nigerian economy, including education. Nigeria, a country with cultural, religious, social and political diversities and as a former British colony, has high awareness for Western education. Incidentally, those without access to formal education are disproportionately higher than those with access.

This is attributable to the sudden collapse of the Nigerian independence coupled with the military coup of 1966 which brought tremendous drawback to the Nigerian economy. According to Bamisaye (2000), successive military regimes which interrupted the weak democratic governments that succeeded them de-emphasized access to education. Therefore, the assistance given to education in form of scholarships, study-leave with-pay, inservice-training and other government supports were either cut down or completely removed. On that note, UNESCO (2002) argues that the challenge for the survival of higher educational institutions in the presence of the ailing economy coupled with rapidly increasing cost surpassing government spending habit. The down crippled economy notwithstanding, the urge for education among Nigerian of all ages remained unabated. The antidote therefore, for the latter became glaring; a type of education that will allow for a study-as-you-work, hence the launching of the Open University of Nigeria on 22nd July, 1983 as a form of Open and Distant Education. After some years of its closure, the compelling reasons that informed the earlier establishment were still confronting the country that in 2002, the Open University Act of 1983 which had been suspended in 1984 was again resuscitated by former President Olusegun Obasanjo through the National Assembly Act No. 6. Koul (2005) posited that Distance and Open Learning (DOL) educational systems are no longer a mere education in which the teacher and the learner are separated by distance. Omolewa (1985) asserts that distance and open learning education were imported as part of Package of Western education and colonial enterprise in Nigeria. This assertion however, corroborates with the fact that some Nigerian educators such as Alvan Ikoku, Simon Adebo, J.S. Ogunlasi and S.A. Banjo obtained their jobs on the shores of Nigeria. A writer such as Chander (1991) traced the genesis of the Open learning education to the instructional writings of Plato and St. Paul.

Keegan (1990) explained the distance and open learning education as quasi-permanent separation of teacher and learner process with the use of technical media. Bhola (1989) observed that the term distance

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learning education had acquired a universal acceptance since 1982 when the International Council for Correspondence Education (ICCE) a UNESCO affiliated organization changed its name to the international council for National Open University Education. In order therefore, to achieve this objective, it is imperative to ensure that the procedure for the implementation of the Open University Programmes are clearly set out.

Based on this, the researchers embarked on the strategies for the implementation of the Open University Programmes in Nigeria with a view to examining the implementation process, identifying factors such as research grants, library supplies, instructional space and other related facilities for the implementation of Open University Programmes in Nigeria and proffer solutions for improvement.

II. Objective of the Study

The objective of the study is to examine the extent of the provision of resources such as human, material and capital and to ascertain the degree of perception of the undergraduate and postgraduate students of the Open University programmes in the adequacy of infrastructural facilities, quality of academic staff, instructional delivery system, etc. for the implementation of the Open University programmes in the South-South zone of the country.

a) Hypothesis

Ho_1: There is no significant difference between the undergraduate and postgraduate students of National Open University of Nigeria (NOUN) in their perception of the adequacy of infrastructural facilities provided for the implementation of Open University programmes.

Ho_2: There is no significant difference between the undergraduate and postgraduate students of the Open University in their perception of the quality of academic staff for the implementation of Open University programmes.

Ho_3: There is no significant difference between the undergraduate and postgraduate students of the Open University in their perception of the effectiveness of structural delivery for the implementation of Open University programmes.

Ho_4: There is no significant difference between the undergraduate and postgraduate students of the Open University of Nigeria in their perception of the adequacy of research grants provided for effective implementation of the programmes.

b) Methodology

The design of the study was descriptive survey, involving and instrument titled "Implementation of Open University Programmes Questionnaire (IOUPQ)" used for data collection. The instrument was addressed to undergraduate and postgraduate students of the programme. It had sections A, B, C, D and E. Section A contained seven items on personal data such as sex, age, marital status, category of correspondents, etc. Section B contained nineteen items on the adequacy of infrastructural facilities. It was structured using likert type scale to provide responses along the continuum of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Section D contained seven items which addressed the level of perception of both categories of students on the adequacy and effectiveness of instructional delivery using same continuum of (SA), (A), (D) and (SD).

Section E contained ten items which measured the perception of both categories of students on the adequacy of research grants and library facilities. It also made use of likert four point scale based on (SA), (A), (D) and (SD).

c) Data Analysis

Based on the returned responses, the data were tested:

Ho_1: There is no significant difference between the undergraduate and postgraduate students of National Open University of Nigeria (NOUN) in their perception of the adequacy of infrastructural facilities provided for the implementation of Open University programmes.

Table 1 : Difference between the undergraduate and postgraduate students of (NOUN) in their perceptions of the adequacy of infrastructural facilities

Students' Categoy	N	$\bar{x}$	Std. Dev.	df	z-cal.	z-Tab.	Remarks
Underge	721	3.61	4.51	1422	2.31	1.66	Significant
Postgrae	703	4.92	3.21				

$P > 0.05$

From table 1 above, the calculated z-value of 2.31 is greater than table z-value of 1.66 at 0.05 level of significant at degree of freedom (df), hence, the null hypothesis (Ho1) was rejected. This means that there was a significant difference between the undergraduate and postgraduate students in their perception of the adequacy of infrastructural facilities provided for implementation of (NOUN).

Ho_2: There is no significant difference between the undergraduate and postgraduate students of the Open University in their perception of the quality of

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academic staff for the implementation of Open University programmes.

Table 2 : Test of difference perception of the quality of academic staff

Students' category	N	$\bar{x}$	Std. Dev.	df	z-cal.	z-tab.	Remarks
Undergrade	721	31.83	4.21	1422	1.98	1.66	Significat
Postgraduae	703	51.67	2.93				

$P > 0.05$

Table 2 above shows that calculated z-value of 1.98 is greater than table z-value of 1.66 at 0.05 level of significance at degree of freedom (df), hence, the null hypothesis (Ho2) was rejected. This means that there was a significant difference between the two categories of students in their perception of the adequacy and quality of academic staff.

Table 3 : Test of difference on perception of the effectiveness of instructional delivery

Students' Category	N	$\bar{x}$	Std. Dev.	df	z-cal.	z-tab.	Remarks
Undergraduate	721	4.71	4.39	1422	2.81	1.66	Significant
Postgraduate	703	2.63	2.73				

$P > 0.05$

In table 3 above, z-calculated value is 2.81 where as z-table value is 1.66 at 0.05 level of significant, with degree of freedom (df) 1422. The null-hypothesis was rejected suggesting significant difference between the two categories of respondents.

Table 4 : Test of difference of perception of the adequacy of research grants

Students' Category	N	$\bar{x}$	Std. Dev.	df	z-cal.	z-tab.	Remarks
Undergraduate	721	26.11	3.23	1422	2.43	1.66	Significant
Postgraduate	703	21.02	2.32				

Table 4 shows that z-calculated value is 2.43 while z-table / critical is 1.66 at 0.05 level of significant at the degree of freedom (df) of 1422.

The null hypothesis (Ho4) was rejected meaning that there was significant difference in the perception of both categories of students on the adequacy of research grants for the implementation of (NOUN) programmes.

III. Discussions

The results of the study revealed that the availability of infrastructural facilities for the effective implementation of (NOUN) programmes in Nigeria was significant in the area of road network and low in provision of electricity supplies. This finding was consistent with that of Koul (2005) who posited that Distance and Open learning educational system is no mere education in which the teacher and learner and separated by distance. The findings revealed that most Third World Countries especially Nigeria, are yet to grapple with problems inherent in the digital divide, access to instructional technology and the capacity to use such technology is negligible compared to those of the developed countries. Admittedly, the availability of duplicating machines, slides and film strip projectors at the study centre no doubt pose serious challenges to the implementation of the (NOUN) programmes.

The result revealed that learners used the media selected, for example, accessibility to a personal computer, TV, radio, telephone, which showed a relative high mean score for both undergraduate and postgraduate students. Egbezor (1986:1) argued that teaching-learning methods, assessment, etc; are compulsory in open and distance education (ODE). It could be noticed that students of Open University system both undergraduate and postgraduate normally appreciate the provision of learners support services such as information and communication technology, counselling, etc; throughout the learning periods. Learning materials are designed according to the principles of self instruction. Another challenge of the Open University system was in the area of fund allocations to science equipments. This was felt more by the students who are not science oriented. These findings agree with that of Ajeke (1998:12) that despite increasing budgetary allocations to fund education there are still series of obstacles to educational growth and development as a result of lack of adequacy of funds to provide the necessary facilities and other learning equipments. Therefore, the Open University system

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require some physical facilities such as buildings, library and other equipments which without effective implementation of NOUN programmes will be difficult.

IV. Conclusion

Open University system has become a potent tool for the realization of educational objectives in Nigeria. A situation therefore, of inadequate materials, ineffective delivery of learning materials, infrastructural facilities, inadequate skilled manpower, teaching staff, could grind the programme to a halt, or turn out the products half-baked, such that they cannot face the challenges of the labour market like their contemporaries from the conventional universities.

V. Suggestions for Improvement

Following the facts, this work is delimited to the South-South geopolitical zone of the country, it is therefore suggested that similar studies on the implementation of Open University programmes be carried out in other remaining geo-political zones of the country to make for a proper generalization of the study. The limitations posed on this study is also hoped to provide meaningful insight for further research on the implementation of Open University programmes in Nigeria.

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On the Decolonisation of African Languages

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Abstract - The present paper argues – against all odds – that advocating the rehabilitation of national languages (NL) in ―ex-colonized countries‖, as the case may be with Ngugy's call in his now famous book Decolonising of the Mind: the Politics of Languages in African Literature (1981) is a slight of hand as it overlooks a number of factors namely the political, economic, social and ethnic hazards that could follow from such an endeavor. Several arguments are brought forth in support of the claims made by the present paper notably the shortcomings of the arguments brought by such advocates as well as examples of failuresof linguistic nationalization policies in ex-colonial countries. Among the basic arguments advanced to that effect are: (i) the language market dominated by the Western languages especially English; (ii) the legacy of the past as an economic factor that should be looked at as an asset rather than a liability; (iii) the politicization of the linguistic issue considered as a stunt done more in pride than in realistic and pragmatic considerations.

Keywords : *rehabilitation – national languages – ex-colonized- colonial languages – language market – decolonizing the mind – african languages – market of ideas – linguistic genocide.*

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On the Decolonisation of African Languages

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Keywords : rehabilitation – national languages – ex-colonized - colonial languages – language market – decolonizing the mind – african languages – market of ideas – linguistic genocide.

I. Introduction

Although issues like African Cultural and Linguistic rehabilitation have been in the minds and agendas of politicians and African intellectuals since the eve of Independences, they have never been duly celebrated as in the book written by J. Ngugy's *Decolonising of the Mind: the Politics of Languages in African Literature (1981).* Not that the works of Fanon and Césaire have not been influential[1], but Ngugy's call for the African cultural rehabilitation comes at an epistemic venture where world culture — not just of the ex-colonised, but of certain developing countries as well — runs the risk of being swallowed by more dominant cultures. It comes at a juncture where concepts like "market of ideas"[2], "Language Market"[3] and/or "linguistic genocide"[4] have become taken-for-granted discursive commodities.

The call for a rehabilitation of African cultures and languages – alongside problems like illiteracy, economic backwardness, political instability and ethnic (or for that matter tribal) conflicts – did and still do constitute some of the priorities of the political agendas during political and intellectual colloquia. Yet, while most of these problems depend on external factors for solutions, it is widely believed that illiteracy — a problem closely related to socio-linguistic situations in the African countries — is a problem that needs and may be solutioned internally. The argument goes that this is

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[1] For Fanon, being colonized by a language has larger implications for one's consciousness: "To speak . . . means above all to assume a culture, to support the weight of a civilization" (17-18). Speaking French means that one accepts, or is coerced into accepting, the collective consciousness of the French, which identifies blackness with evil and sin. In an attempt to escape the association of blackness with evil, the black man wears a white mask, or thinks of himself as a universal subject equally participating in a society that advocates an equality supposedly abstracted from personal appearance. Cultural values are internalized, or "epidermalized" into consciousness, creating a fundamental disjuncture between the black man's consciousness and his body. Under these conditions, the black man is necessarily alienated from himself.

[2] In his chapter on "Democracy and the Media", Chomsky quotes Benjamin Ginsberg who "maintains that : western governments have used market mechanisms to regulate popular perspective and sentiments. The 'market of ideas', built during the nineteenth and twentieth centuries, effectively disseminates the beliefs and ideas of the upper classes while subverting the ideological and cultural independence of the lower classes. Through the construction of this market place, western governments forged firm and enduring links between socioeconomic position and ideological power, permitting upper classes to use each to buttress the other … In the United States, in particular, the ability of the upper and upper-middle classes to dominate the market place of ideas has generally allowed these strata to shape the entire society's perception of political reality and the range of realistic political and social possibilities. While westerners usually equate the market place with freedom of opinion, the hidden hand of the market can be almost as potent an instrument of control as the iron fist of the state. Quoted in N.Chomsky; *Necessary Illusions Thought Control In Democratic Societies,* Boston: South End Press, 1989.p. 7

It is true that this quotation speaks of the market of ideas with relation to the way upper class filters its own ideas to control public opinion. But what is of acute importance here is the fact that market is closely linked to the economics and ideology.

[3] The concept of linguistic markets (Bourdieu, 1977, 1982, 1991) provides a background where a number of other theories can be encompassed or interrelated. Individuals understand the value of their linguistic variety as well as the value of other languages present in their environments, and based on this awareness, individuals make decisions as to which languages to know and which languages to use in various situations. Within the overall market there are smaller sociolinguistic markets, or networks (Gal, 1979; Milroy, 1980), to which individuals belong and which influence individuals more directly. A speaker may wish to change networks either permanently or temporarily in relationship to one's social identity (Tajfel, 1974), and this may be associated with changes in linguistic behaviors as well. Achieving linguistic mobility within the market involves the speaker's desired identity and linguistic choices (see Bourhis and Giles, 1977; Giles et al., 1977; Giles and Smith, 1979; Giles and Johnson, 1987), access to the desired group and also recognition by others to confirm that the individual can be accepted as a legitimate speaker in that situation (Bourdieu, 1977, 1982, 1991; Austin, 1962).

[4] See Neville Alexander, PRAESA, "Multilingualism, cultural diversity and cyberspace: An African perspective" South Africa: University of Cape Town, April, 2005.

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closely related to the colonial policies enforced on the Africans, a factor of pupils' failure at school – thought to be a resultant of an education imparted through the colonial language deemed too difficult and unnatural for the natives.[5]

Evidence collected from colonial official documents as well as non-official ones testifies to the fact that colonial policies have contributed considerably to eroding and erasing traces of local languages and cultures in their drive to assimilate African native populations to the Western culture[6]. Testimonies from the French and Belgian colonial policies also point out to the same fact[7]. In some parts of Africa where there have been no locally written languages – literally the majority of sub-Saharan countries, to my knowledge – the endeavour towards empowering autochthonous population, has been tantamount to systematic replacement of these languages by the colonising ones, something Messey Kebede (2001) equates with acculturation. Yet, in his survey, he admits that some Local languages have come closer to extinction not necessarily because of the colonial intrusion, but also due to unequal competition with local dominant language varieties.[8] Based on such an assumption, one must admit that a host of factors must have contributed to such a state of affairs, although colonialism should be the one to blame in the first place.

However, one finds it hard to believe that 50 or 60 years of independence have not been able to right the wrong done by the colonial experience. This paper argues that this period was long enough to enable rehabilitation of local cultures and languages had there been a strong political will to do so. It also argues that some efforts have been deployed; but whether there has been any credible commitment to solution the issue by both the political elites as well as the intellectual ones is something that cannot be accounted for easily. Debate of the issue seems to have become a ritual enacted during official and non-official colloquia, but the results have not been commensurate with the goals set up. One only needs to go back into the history of the Organisation of African Unity to see that it is replete with agendas deployed to debate ways to rehabilitate the National Languages (NLs) and the educational systems in the African countries. The first official attempts to rehabilitate and use local vernaculars date back to the early days of the OAU. Indeed, one may even venture and say that the first draft resolution was passed in 1969[9]. Since then, there have been other draft resolutions passed in almost each and every summit held by the OAU[10]. As of late the UNESCO has taken the baton to exhort member States to give more importance to the national languages[11]. It is not known, however, how much money the United Nations or the OAU have put /or are putting into the bargain to bring these programs into completion. Yet, it is possible to say that some member States are doing their best to eradicate illiteracy and raise national awareness as to the use and rehabilitation of national languages, some of which have been granted official status. But it seems that, on the face of things, the efforts deployed are minimal while the task is gigantic. As a result, the programs have to face up to many setbacks some of which will be addressed in this paper. In fact, beyond the official chitchat during the summits, the meagre results achieved testify to the existence of some serious problems hampering a successful completion of the program; otherwise why would drafts and pledges be made summit after summit if the programs had been successful?

While the present paper intends to bring forth issues relating to the efforts deployed as to the legitimacy of the claims as well as to the progress made in the direction of enforcing and using national languages for education and administrative purposes, it will attempt to debunk some of the claims advanced by the advocates of policies of rehabilitation. Among other things, the claims advanced by Ngugy in his book mentioned above, as well as in other articles he wrote to that effect, will be discussed both from a linguistic point of view as well as from purely political and cultural ones. (i) Political issues like the possible dislocation of entire countries along ethnic lines threaten any efforts to go along that line of approach. (ii) Ethnicity and language issues are quite often raised. In fact they play a very significant part in crystallising national attention. Yet the crucial questions that need to be raised here relate to the potential of a particular language to facilitate education into very sensitive areas of technological research. In other words, how conducive may a language be to a very satisfactory transfer of sensitive

[5] It is believed that for Africans learning of and through the colonial languages was difficult. Some would even go as far as to consider it immoral and even sinful.

[6] Kurtz, in *Heart of Darkness*, has been hired by certain European Guilds and Associations to collect and inventory African rituals and cultural manifestations to enable them to replace them and erase them very easily.

[7] The French assimilationist policy was based on the assumption that the French culture and 'civilisation' was superior. As part of France's 'mission civilisatrice', when confronted with 'barbarian' people, it was the duty of France to civilise them and turn them into Frenchmen. For further information see http://stmarys.ca /~wmills/ course 317/ 4French_Policies.html; (The Belgian policy was not much different).

[8] See Messay Kebede "The Rehabilitation of Violence and the Violence of Rehabilitation: Fanon and Colonialism" *Journal of Black Studies*, Vol. 31, No. 5 (May, 2001).

[9] See Draft resolution Pan-African Cultural Manifesto (OAU, First All-African Cultural Festival, Algiers, July/August 1969, at http:// www. bisharat.net/Documents/.

[10] (See "African Languages Proceedings of the meeting of experts on the transcription and harmonisation of African languages, Niamey (Niger), 17 – 21 July 1978. same at; http://www. bisharat. net/ Documents/Niamey78en.htm.

[11] See Intergovernmental Conference on Language Policies in Africa, Harare, Zimbabwe, 17-21 March, 1998, Final Report by Herbert Chimhundu at http://www.bisharat.net/Documents/Niamey78en.htm.

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technology? (iii) Other issues such as the notion of NL and National Culture (NC) are questionable given the history of the African continent. The issue of national culture, so much associated with a certain nationalist discourse in the African political arena, overlooks a historical period where the tapering with the countries boundaries has been conducted along lines of interests of the colonial powers. History teaches us indeed that the mapping has been done along lines of interest of the dominant Western powers scrambling for territory to fatten their bounty. (iv) Over and above the present paper will try to answer some of these questions by showing the limits of nationalist agendas over the years. It will eventually show how the dependency on the West extends not only to economic matters, but stretches to questions of national languages which to our understanding cannot compete in the "Language Market", nowadays a reality that even well established languages cannot contend with.

In this sense, the paper will be divided into five major parts showing the complexity raised by the issue and, quite often, overlooked by narrow nationalist discourses. The first section will question the validity of Ngugy's drive along political, ethnic and cultural lines. The second section will deal with the ills addressed by Ngugy's probe to demonize Western colonizing languages as an enclaving factor meant to separate and rule. The third section, however, will try to argue that the odds against which the "rehabilitation agendas" are set are very challenging in a world going global. A fourth section will also endeavour to show that the lure of a discourse on democracy – so common among advocates of human rights and international humanitarian law, and which one has to admit is a legitimate claim from the point of view of an egalitarian law[12] – becomes counter-productive from an economical and pragmatic point of view. The last section will also unveil yet another luring fallacy of using local national languages with academia. 50 or 60 years of endeavour of national governments in ex-colonised countries have not been able to ensure total dependence of local educational systems or research within academia. The paradox of the Moroccan educational curricula namely the shift from the use of Arabic in Primary and Secondary education to the use of French in tertiary education is a blatant situation illustrating the complexity of the issue.

[12] There have been calls for such a move to rehabilitate national languages from United Nations Headquarters, as well as from prominent politicians. One only recalls Chirac's statement (2007) on the dignity and diversity of cultures. See Jacques Chirac, (2007*) Mon combat pour la paix: textes et intervention : 1995 – 200,* France : Odile Jacob, p. 5

II. Ngugy's Drive: A Preamble

Although the question of national languages has been a subject of debate within international fora, it is perhaps Ngugy's book *Decolonising the Mind* (1981) and his articles that stirred more controversy worldwide. Ngugy's view is that Colonial Languages (CL), spoken in different parts of the colonised world are major factors that shape the way the world should be understood and apprehended. This leads to acculturation and alienation from one's own culture. The long and short of this drive is to replace the CLs with the national ones to safeguard identity, national culture and sovereignty. Indeed, the view goes on further as to consider the African languages responsible for dependency and backwardness that these colonised countries suffer from. This belief is grounded in the notion that "not only language influences our distinctive ways of being in the world … (it) alone determines our particular way of seeing things, experiencing and feeling"[13]. Although true in many respects, this is a very provocative statement for linguists as well as philosophers and cultural critics. It has to be understood that Ngugy's assertion is grounded in a Nationalist episteme[14], made from the point of view of a Whorfian hypothesis[15]. The theory

> subscribes to a model or representation that considers language to be an intermediary between the world and the man … This … claim is the consequence of Ngugy's belief in the interchangeability of language and culture; it is strange because, on the one hand, it gives experience — our experience of reality — only one constitutive factor — language — to the exclusion of the other non-linguistic factors. Since reality is many-sided and aleatory, its boundary cannot be determined or captured solely by language. In other words, we

[13] Donald Davidson quoted in "The Question of a Post- Colonial culture" at http://social.chass.ncsu.edu/ jouvert/v7is/afola.htm. p.5

[14] Michel Foucault used the term *episteme* in his work *The Order of Things* to mean the historical *a-priori* that grounds knowledge and its discourses and thus represents the condition of their possibility within a particular epoch. Although Foucault was critical of the term in subsequent writings, he did not disown it, and its use in his original sense has continued. Foucault's use of *episteme* has been noted as being similar to Thomas Kuhn's notion of a *paradigm*, though there are important differences. For example, whereas Kuhn's *paradigm* is an all-encompassing collection of beliefs and assumptions that result in the organization of scientific worldviews and practices, Foucault's *episteme* is not merely confined to science but to a wider range of discourse (all of science itself would fall under the *episteme* of the epoch). Moreover, Kuhn doesn't search for the conditions of possibility of discourse, but simply for the (relatively) invariant paradigm governing scientific research. Like Althusser, who draws on the concept of ideology, Foucault goes deeper through discourses, to demonstrate the constitutive limits of discourse. Judith Butler would use this concept in her book *Excitable Speech*.

[15] The hypothesis referred to here is the so-called "Whorf-Sapir hypothesis" see. Daniel Chandler The Sapir-Whorf Hypothesis, available online at www.aber. ac.uk/ media/ Documents / short / Whorf .html

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experience the world in innumerable ways too varied and complex to be captured by language. If this is correct, then language cannot delineate the limits of my world[16].

Although such a statement may seem anti-Derridian to some, in the sense that it denies the preponderant role of language in the apprehension of reality, and perhaps language alone does that much better – it does also address other factors that come into play in the apprehension of reality whatever that reality.

The Whorfian hypothesis, on the other hand, has been debated among linguists, and has been debunked over the years since its inception in the first part of the 20th century. Debunking arguments brought against this conception all show that the apprehension of reality follows more complex paths than is given to believe by the theory. For instance if one were to learn the English language and only the language, would that be enough to endow him/her with everything there is to know about the target culture? Similarly, would not this mean that we are not making the necessary distinction between the English, the American and the Australian cultures which certainly have peculiarities? The language would obviously help one understand certain aspects of the English culture (the American or the Australian), but it will not necessarily teach him about all aspects of real life. The argument is that one learns from within a language; and one is impregnated by the culture inherent in it. But there may be things that we may learn (about) outside the realm of language. The example brought by Bell of the three-month-old babies who could relate to other people outside the language scope which they don't possess anyway, shows that language alone does not shape our understanding of the world[17]. In the same drive, language has been, and is being considered by some generativists a "neutral category and …a contingent one". According to Chomsky, '"what is ordinarily taken as the commonsense notion of languages" is defective because it possesses "a crucial socio-political dimension," which views that language is "a dialect with an army and a navy".[18] His generativist theory has been brought on a number of occasions to corroborate the critiques levelled at the Whorfian hypothesis. The theory states that human beings are endowed with a genetic faculty to produce language, or at least certain basic structures which are common to all languages. This is also referred to as "grammaticality responsible for the production of essential properties of language.[19]

By turning the Whorfian theory into a Trojen horse, Ngugy is not only looking at language from a determinist point of view, but he is also reducing the power of language to signify into a Saussurian dyadic function[20]. The process shows that language signifies what the reader 'thinks' it signifies, offering only one fixed content to the potential of signification of any linguistic sign. In other words, the Saussurian dyadic model closes the door for signification, at least on the face of things; this being a critique generativists level against both the Whorfian and the Saussurian models.[21]

By adopting the Whorfian view, and turning language into a centre with fixed content which may only enhance and transmit the same fixed content, Ngugy brought back into the fore an old debate between the early structuralists and their followers or more directly a debate based on the Saussurian view privileging "langue" over "parole"[22]. This view is rightly taxed with a certain determinism and denies context any possible role in the making of a certain reality. Looked at from this perspective, Ngugy's view could be said to hold very little water. It tries to reify both national vernaculars (Kiguyu) and national culture to achieve a certain political purpose. This reification, besides its being problematic, is not tenable in more than one respect. We have already explained the issue from the point of view of pure linguistic theory and language philosophy; but we still need to approach the issue from purely economic, social, cultural and mostly political stand points.

III. Economic, Cultural and Political Stand Points

It can be argued that while language is a reason why developing countries cannot break away from neo-colonialist economies, due essentially to its insidious and hegemonizing nature, one should not ignore the fact that other factors outside language play a more determinant role in the economic dependency of the 'developing countries'. The technological advance achieved by the West, in addition to the amount of wealth accumulated are indeed reasons enough behind

[16] Donald Davidson quoted in "The Question of a Post- Colonial culture" at http://social.chass.ncsu.edu /jouvert/v7is/afola.htm. p.5

[17] Daniel Bell, quoted in Shina Afolayan, speaks of an experiment carried out on 3 – to 4-month-old-pre-linguistic babies and the influence of their communal form of life (…) He cites this experiment to disprove the assumption that one is introduced to a community only through language learning. If this is true, then pre-linguistic children don't partake of the form of life of the community in which they were born. But the study proved that contrasting child-rearing practices bring about a way of socialising babies 'into a structure of shared social practices, a way of relating to others'.

[18] Shina Afolayan. "The Question of a Post- Colonial culture" at http://social.chass.ncsu.edu /jouvert/v7is/afola.htm p.6

[19] Ibid. p.7

[20] The Saussurian dyadic function is sketched as signifier/signified process with only two nodes.

[21] See also the theories of the Gestalt School in Raman Seldon, *A Readers Guide to Literary Theory* (2005).

[22] For a serious debate on the issue of Langue and Parole see Daniel Chanlders's *Semiotics for the Beginners*, at http://www.aber. ac.uk/ media/Documents/S4B/semiotic.html.

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this drive to stick to CLs. The cases of North African countries — like Morocco, Algeria and Tunisia — are very good examples to that effect. These countries had an official and full-fledged language (Arabic) which could have competed with French (and/or Spanish), but for some reasons it could not do so. One of these reasons, it was believed, was that French had more power economically. technologically and politically speaking than Arabic. During the Nationalist struggle for independence, the political parties had a strong belief that Arabic could well replace French. Yet, while it served as a political weapon mobilizing the nation and all the resisting forces, it however, failed to bring the expected challenge to the French language hegemony. Education in French or Arabic was and still is tributary to the French educational system.

It is true that not all the parties toed the line behind the same ideology. The Left wing parties had anchored their agendas in a Marxist inspired ideology, while the Right wing parties had theirs anchored in a rather more Salafist one[23]. Some, however, were ethnic based. But generally the purpose was the same as they all used the same language to fight the hegemony of the colonial language. This, in itself, may be held against the Ngugy-claim that one language speaks only one ideology. In their nationalist drive — just like Ngugy has tried to do in his essay — these protagonists could not stand in the way of the French colonial language, not necessarily because it was able to shape the culture and identity of the nation state, but rather because its hegemony emanates from the power of the French economy (and the Western ones in general); the French weberian administration as well as the political role played by France in controlling and containing public opinion in Morocco and Tunisia — the case of Algeria being special and requiring special treatment. It has to be acknowledged that in the case of many sub-saharan countries the problem of dependency on the colonial language resides also in the complexity of the sociolinguistic spectrum made up of a multitude of languages spoken by the same people of the same country[24].

The assumption which says that by imposing the CL, the NL and national culture will be destroyed, is an overstatement. If this were the intention — which is not difficult to support — the result was not what had been expected because of people like Ngugy, Achebe, Soyinka, Senghor, most of whom had been subjected to colonial languages but were able to use that same tool as a weapon with a vengeance.[25] It is true that their identity is never the same, but one could also argue that their personality finds itself rather more strengthened by having been subjected to this "hybridising"[26] experience.

IV. Colonial / National Languages, Culture and the Question of Enclaving

It is very striking that Ngugy turns languages into an active agent capable of changing the nature of a people and their cultural space. In his, somewhat justified drive to slight and demonise European languages and their effect on Africans, Ngugy speaks of an enclaving process:

> It is the languages of Europe, which define, delimit and identify each of the plantations in the Caribbean, the Pacific and Americas. It is the languages of the different masters, which keep them apart, and so prevent the various enclosures from communicating with one another, Spanish enclosures remain Spanish; English, English; and French, French

[23] A **Salafi** (Arabic سلفي referring to *early Muslim*), from the Arabic word *Salaf* سلف literally meaning *predecessors* or *early generations*), is an adherent of a contemporary movement in Sunni Islam that is sometimes called Salafism and sometimes identified with Wahhabism. Salafis themselves insist that their beliefs are simply pure Islam as practiced by the first three generations of Muslims and that they should not be regarded as a sect. Saudi Arabian Salafis do not like to be called Wahhabis, although this name was acceptable in the past. The word *Salaf* means predecessors (or ancestors) and refers to the Companions of the Prophet Muhammad (the Sahaba), the early Muslims who followed them, and the scholars of the first three generations of Muslims. They are also called *Al-Salaf Al-Salih* or "the Righteous Predecessors". The Salafis view the first three generations of Muslims, who are the prophet Muhammad's companions, and the two succeeding generations after them, the Taba'een and the taba Tabe'een as perfect examples of how Islam should be practiced in everyday life. These three generations are often referred to as the *pious generations*. This principle of law is derived from the following hadith (tradition) said to have been spoken by Muhammad: *"The best of people is my generation, then those who come after them, then those who come after them (i.e. the first three generations of Muslims)."* (Bukhari 3:48:819 and 820 and Muslim 31:6150 and 6151. One tenet of Salafism is that Islam was perfect and complete at the days of Muhammad and his Sahaba, but that much undesirable "innovation" (*bid`a*) was added to Islam afterwards. Salafism seeks to revive the original practice of Islam. From http://www.en.wikipedia.Org /wiki/Salafist.

[24] Critics may be levelled at such an argument by saying that the issue of language in the Maghreb is very complex. In Morocco, for example, the official language policy might be considered essentially to be the responsibility of the present regime, which has been in power from the day of independence. The Nationalist movements had little say in this policy. Arabisation programs were launched for brief intervals to be soon revised; the result is an institutionalised form of Arabic-French bilingualism. So we can say that Moroccans —at least officially — have torn allegiances and ambivalent attitudes towards Arabic (MSA° and French, their motto being to try to rewrite authenticity with modernity.

[25] See Bill Ashcroft, Gareth Griffiths, and Helen Tiffin. Reprinted from Bill Ashcroft, Gareth Griffiths, and Helen Tiffin, *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures* (London and New York: Routledge, 1989).

[26] See Home Bhabha, *The Location of Culture,* London: Routledge, 1994.

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and these never meet unless through conquest and reconquest.[27]

This seems to us to be a difficult argument to support. It is true that colonial languages have created enclaves within the African and other continents; although local vernaculars have caused more serious enclavings than the CLs have actually done. The fact of the matter is that the enclaves have already been there, even if the CLs have redesigned their contours. When we look "secularly"[28] into the question, we realise that the CLs have, on the contrary and as a Lingua Franca, opened up venues that rendered communication between countries easier on a wider scale. Indeed, when we look at the enclaves, in the African continent, resulting quite often from the slicing of the continent into chunks, divided between colonial powers, we notice that the CLs play a significant role in the interaction that takes place between the communities even where borders are reinforced by military personnel. Counter-examples, however, may be found around the world.[29] Morocco, for instance, has been divided in the Algesiras Conference 1904,[30] between France and Spain, thus enclaving the population administratively — the case of Ceuta and Mellila is still an edifying one. But the communities transgress these artificial borders (linguistically and administratively) and communicate with each other on either side of the borders using both Riffi language, Spanish and/or Moroccan Arabic where that is possible.

Yet one has to give the devil its due for the rift caused by the CL is very serious, one has to admit. It has, among other things, rendered the issue of identity between members of the same "nation" very controversial and difficult to determine due to the linguistic and cultural hybridising phenomenon. In the North of Morocco, the Riff and the neighbouring areas, the Spanish language became so overwhelming that it produced a "pidginized"[31] language constituted of the Moroccan vernacular spoken in the area and the Spanish one. The French language has caused the same rift throughout the rest of the country by pidginizing local languages. But to give Caesar his due, one should acknowledge the fact that the rift is mostly serious between the elite (the likes of Ngugy) and the lay people. It is within the upper class that the CLs usually thrive. It is farcical, however, to find that it is the same elite who brandish the banner of consolidation of the NLs, who complain about the damage caused by the CLs. Mention, indeed, has already been made of the fact that, for nationalistic purposes, the elite fighting the French, Spanish and British occupations, hoisted the banner of national culture and language. It is, however, the same people who sent their children to French, Spanish and British run-schools. In Morocco, for instance, there is not a town that did not include French/Spanish Primary and Secondary schools to which the bourgeoisie sent their children for schooling. Rubbing shoulders with the colonisers was a prestige that they cherished and which brought valuable returns. It is not surprising also to find out that they had to send their children later on to French /Spanish universities, and presently to American and Canadian universities. Their children are now, the elite that run the country (or I should say the countries in Africa).

So it appears to us that any drive to reify language and culture for whatever motives should be coupled with a search for the reasons of the problem; it should not eschew the issue by bypassing the place where the real rift is. On the other hand, the communities have their own way of responding to the CLs intrusions. When they take them up, they do it with a vengeance by transgressing both the grammar and the lexical repertoires of the CL subjecting them to their own laws and rules. Suffice it to say that the phenomenon of language hybridization may be considered as a site of resistance by the underprivileged and the layman in the African continent.[32] Indeed, much has been written on the issue already. One needs to ponder over the language used by Mathias – a fictional character in The Interpreters[33] – to understand the importance of this interstitial language as a site for survival and resistance. Mathias speaks a language which disturbs the metropolitan centrality; and consequently metropolitan hegemony. He is therefore a

[27] Ngugy, Wa Thion'o, "The role of colonial language in creating the image of a savage continent" at http://www.tricenter.com/historical views/language.htm , pp.1-2

[28] "Secularly" is a term taken from the Saidian concept of "secular criticism". In *Representations of the Intellectual*, in his lecture entitled "Intellectual Exile: Expatriates and Marginals," Said describes the secular critic's global predicament of continual transition and an ongoing negotiation of competing allegiances: The exile therefore exists in a median state, neither completely at one with the new setting not fully disencumbered of the old, beset with half-involvements and half-detachments, nostalgic and sentimental on one level, an adept mimic or a secret outcast on another. Himself a liminal figure—"nostalgic and sentimental" about his youth in Egypt and Lebanon (especially in *After the Last Sky*) but not altogether comfortable in his "new setting" amidst the university -- Said characterizes this "median state" as a liminal space between the prerogatives of national interest, academic specialization, and filial piety.

[29] See article of Darini Ranjasingham-Senanayake, "Identity on the Borderline: the Colonial Census, New Ethnicities and the Unmaking of Multiculturalism in Ethnic Violence" where he speaks about how Sinhala and Tamils used to be 'affines' coexisting peacefully. Today the borders have to be policed to stop the fighting and mutual killings taking place for territorial gains. Yet despite this, the article shows that tacit interacting is still taking place despite the presence of armed men on the borders. At http://www. (unfinished)

[30] See Sebastian Balfour, Deadly Embrace : Morocco and the Road to the Spanish Civil War, USA: Oxford University Press, 2002.

[31] Although linguists would draw minute differences between pidgin and Creole, our concern here is with the phenomenon of hybridisation and the creation of a language that renders communication somewhat problematic.

[32] See Bill Ashcroft, *The Postcolonial Studies Reader*, London: Routledge, 1995.

[33] See Woyle Soyinka. *The Interpreters*, London: Heinemann, 1965.

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very disturbing character because he is very difficult to shelve. He is neither in nor out, although he is both at the same time; an in-between, a hybrid. In this sense he, on the one hand, disturbs and debunks the nationalist discourse in which he may fit when he decides so; and on the other hand, he disturbs the colonialist discourse into which he may also fit albeit partially. In fact, both Ngugy and the colonialists would have serious problems accepting Mathias because he is antithetical to their containing discursive structures. Mathias belongs and does not belong at the same time; a problematic situation he has not chosen to be in; a situation of constant slippage of identity; a situation of changing acts of identity[34].

One would agree with Ngugy that in terms of enclaving, the contact between the CL and NL has favoured the creation of a "third space", a liminal space as a means for the layman to re-appropriate this language and reshape it to turn it into a tool to respond to the violence enacted upon his own culture and his own language. That is why some hypothesize the view that pidginization is a phenomenon of re-appropriation (and re-territorialisation) of the linguistic space open to the layman.[35] The CL is reconsidered, reshaped, restructured to suit the purposes of the layman in the street. Ngugy's drive, therefore, seems to be slight of hand, at least as far as its linguistic aspect is concerned.

The issue of NL as opposed to CL is closely related to that of national culture and identity. Where it is believed that the CL enclavings have caused more damage and harm is where the question of national culture is concerned. The colonial enterprise has come, as discussed above, to loot and exploit despite the Mandate and Tursteeship[36] systems' claims meant to burden the colonizing countries with civilzing and modernizing subordinate countries to such a system.[37] This means territories circumscribed for exploitation had to be circumvented; but this also meant that communities had to be split up into two or more slices depending on which Western countries were fighting over them. This is why we find that tribal boundaries, which normally constituted the "natural" frontiers between African communities, have been replaced by new geographical boundaries cutting through the tribal system[38]. Hence several new emergent States have been swelled beyond recognition while others have been shrunk to extinction and eternal political fragilization. People from different ethnic and cultural communities have found themselves huddled into one nation-state with people they had so far considered alien both in terms of kinship or culture. This form of enclaving had more disruptive effects on both the linguistic communities as well as the cultural ones. On the other hand, this constituted time bombs that have blown up in recent times in the form of frontier conflicts (the Moroccan/Algerian Sand war of 1963, and subsequent litigations about boundaries not yet resolved at least in the view of the Moroccans); or political ones leading to bloody wars as the case may be with the "Tutsi and Hutu"[39] genocides that have become metonymic in late 20th century political history. One could therefore grant Ngugy some merit for bringing forth the issue of enclaving, although the fairest assumption would have been for him to speak about the cultural disruption and the damages in the form of psychological and mostly identity trauma they have caused rather than speak about linguistic enclaving, which is very hard to support.[40]

Speaking of CL as an enclaving venture, in addition, may not be supported by the reality of things. CL, despite the disruption it may have caused to ethnic indentities, have also opened up colonized communities to a wider and more global intercourse with the world communities; this being its primary purpose as Mandated by the international community.[41] The next section will endeavour to bring more light into the issue.

V. African Culture and Languages in a Global Space

The issues raised by the advocates of the rehabilitation policy of the NL are also tied up to their attempts to answer questions about the position likely to be held by the local languages in a global space where

[34] See Robert Le Page, "Polarizing factors: Political, social, economic, operating in the individual's choice of identity through language use in British Honduras." In *Les États Multilingues/Multilingual Political Systems*, edited by J.G. Savard and R. Vigneault, 537-51. Quebec: Presses Université Laval. 1975.

[35] See MarcGontard, *La Violence du Text*, Paris : L'Hamatton, 1981.

[36] See Antony Angies, *Sovereignty, Imperialism and the Making of International Law*, (2004)

[37] See Rudyard Kipling, *The Burden of the White Man* , available online at:

[38] Peter Gold, Europe or Africa? A Contemporary Study of the Spanish North African Enclaves of Ceuta and Melilla. At http://www. highbeam. com/doc/1G1:96695347/Peter+Gold,+Europe+or+Africa%3F+A + Contemporary+Study.html?refid=ency_botnm.

[39] 'Hutu' is the name given to one of the three ethnic groups occupying Burundi and Rwanda. 85% of Rwandans and 85% of Burundians are Hutu. This division is based more upon social class than ethnicity, as there are no significant language or cultural differences between the Hutu and the other ethnic groups in the area, notably the Tutsi. Historically, these groups have differed in average height and physical appearance, but today the differences are blurred. Some scholars also point out the important role the Belgian colonisers had in creating the idea of a combined Hutu and Tutsi race, known as the Hamitic controversy.

[40] One might argue that language is part culture. But sometimes the situation is made more complex when ethnicity and sometimes religion are found to be sources of conflict; or worse, when these factors are combined with social grievances. So language could sometimes be considered one symptom of an ailing condition, but the real causes may be elsewhere.

[41] See definition of Mandate and Trusteeship systems as defined above.

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statistically speaking English is keeping a dominant position:

How can we make the move from the existing situation where the former colonial languages dominate to one where the indigenous languages of Africa become dominant? [42]

This question is multifarious in the sense that it (a) hypothesises a possibility of indigenous languages replacing the colonial ones; (b) posits the view that this is a process that needs only a political decision to come true; (c) envisages a situation whereby the "people" will be able to eradicate illiteracy through local languages. From the political point of view, it appears that the realisation of each of these ideas is very unlikely to happen. First the replacing of the colonial languages (basically English) by the local ones is very difficult to achieve in a world where the domination of the Anglo-Saxon economy and technology is not showing signs of abating. Replacing the current dominant language by the local ones is envisageable only if the Africans may do without the economy (market economy), and the technology of the West (and especially of the Anglo-Saxon world); otherwise, the need for the CL becomes an appendage for "effective" development. As for the second hypothesis, it seems that even a political will is not free from the economic dependency/ independency equation that developing countries suffer from. World politics is a game not totally divorced from economic interests. Even if believed to be feasible, practically speaking, any process of using local languages will take a certain time before it may actually bring fruit. This presupposes that a certain infrastructure be put in place, and the process through which it should replace existing infrastructures be tested for errors and inaccuracies, a task demanding time and money. Another presumption underlying the above thesis is that people — the majority of which cannot read and write in the colonial languages — are willing (or will be willing) to read and write in the local languages. This is a bargain that seems very easy on the face of it, mostly if used as a political slogan; but in reality it is a challenge difficult to take up because eventhough the competencies required to write textbooks, design curricula, theorize the syntax, phonetics, phonology and all the paraphernalia associated with language use available, it is the practical side of things that risks to be rigged with ambushes.

The issues raised above are closely related to the reasons that cause rampant illiteracy among the lower classes. In other words, people do not go to school because it teaches them a CL, although this had been the case during the Nationalist struggles for independence, but they do so for reasons such as poverty and in their view, the uselessness of schooling particularly where it does not lead to safer and well paid jobs. If provisioned for, these factors will be more determinant in motivating the people to come and learn whatever languages they are offered. In the absence of such motivations, it would seem that very little progress, beyond the nationalist and political slogan may be achieved.

One recalls in this respect the Moroccan experience with one paper written in the Moroccan vernacular (Moroccan Arabic)[43] and entitled Akhbar Souk[44] launched by the socialist party in the heydays of socialist ideology in Morocco among a certain readership. Although it made considerable sales, it was popular among the same class of people who read the Party newspaper (Al Moharrir[45]); but none of the laymen because they could simply neither read nor write be it in national or alien languages. In brief, the class of readership it wanted to touch were never concerned with the paper. So, beyond a certain (nationalist) populist propaganda, slogans like 'speaking for the people', 'teaching the people' — even in their own NL — remain a chimera in front of the rampant and growing social and economic problems of a pauperised population. It appears, therefore, that unless a program is closely connected to the urgent needs of the people, it will not make any breakthroughs. This may be corroborated even from a Marxist perspective, which seems to be the dominant paradigm of some of these nationalist programs (including, in my view, the Whorfian Hypothesis). Indeed, for the Marxists, the "development of linguistic markets —especially in the modern world with a capitalist mode of production — is closely related to the economic functions of language or of a set of languages"[46].. It is true that the assumption speaks of 'language or languages' opening the door thus for the pluralistic perspective being advanced; but it seems that over the centuries, languages that dominated the world had done so because of their grip on economy and mostly technology.

One would, therefore, raise the objection of why did not the Russian language prevail like English had

[42] See Alexander, Neville . "Multilingualism, Cultural Diversity and Cyberspace: An African Perspective" Paper given at World Summit on the Information Society, Bamako Mali, May 6- 7, 2005. PRAESA, University of Cape Town, April, 2005. p. 3

[43] Moroccan Arabic, is a vernacular much different from Classical Arabic (used for official matters).

[44] A Paper launched during the 1970s. It was exclusively written in Moroccan Arabic, and included caricatures. It was also very popular, but it was stopped for reason that the public and readership do not comprehend.

[45] The paper has changed into the currently *Al Ittihad Al Ishtiraki*. One would think that the title changing had also something to do with the political connotations the first title had, and the ideological change of the party once it accepted to participate in the elections for the Parliament.

[46] See Alexander, Neville's "Multilingualism, Cultural Diversity and Cyberspace: An African Perspetive" Paper given at World Summit on the Information Society, Bamako Mali, May 6- 7, 2005. PRAESA, Univeristy of Cape Town, April, 2005, p. 5.

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done when Russia had a serious grip on parts of world economy? Although this seems, on the face of things, to dent the view being defended here, it also corroborates it when one considers that, indeed, the Russians could have done so if the advance achieved by Gagarine[47] had continued unabated. The West has been aware that any slackening would give ground to the Russians, and so they managed — although in certain dubious ways — to snatch the lead back and bring it to stages where the Russians had to capitulate.[48] In fact, the Russian language could not become international because the Russians did not have the colonial history that the British had. On the other hand, the Russians did not inherit the lead the West had due to its colonial past. The West had economic as well as technological leverage from its colonial past. In fact, the same question could be raised with regard to China and Japan, who seem to be competing with the West both on economic as well as technological terms. One day we may just wake up to a world where people would be forced to learn Chinese or Japanese as the race is still raging.

On the face of things, such a claim seems, to put a blind eye on things by ignoring the reasons why such a discursive practice has thrived among nationalists. The same attitude will use any argument that comes its way to promote a certain political agenda. Nowadays, new discursive practices are being developed along new political and ideological lines. This is what the next section will endeavour to unravel.

VI. National Languages and the Lure of Democracy

Over the last few decades, it has been taken for granted as a sign of democratic behaviour to give equal importance to the variety of languages within a nation-state. In other words, reference here is made to multilingualism leading ultimately to multiculturalism as a sign of democratic governance. This line of thought has and is being developed by the United Nations programs – mostly under the auspices of the UNESCO – and is being saddled by the same or new emerging advocates of the a new type of governance. Once more, the notion of national language rehabilitation and empowering is resurfacing with more venom. It follows that the notions of 'multilingual' and 'multicultural' mergers become ways of empowering people and the nation-state as a whole. This, to us, seems to offer a seducing façade which is more elusive than anything else. It has also been given to believe that because a people may be unable to choose the language in which they want to conduct their daily transactions, they are disempowered given the fact that one of their inalienable rights – their own language – has been taken away from them.

Yet following Bourdieu's hypothesis where a nation state is meant to make 'balanced and relevant policies' with regard to languages 'to maximize efficiency and productivity'[49], it appears to be unpractical to have three or four languages in an administration. Three or four would necessarily require staff educated in all the chosen languages, particularly if the choice is left to the customers. Two would be better, or better still, one language would be more than a relevant policy as the communication would be less ambiguous. Other technical problems would certainly follow from such undertakings; but to maximize efficiency and effectiveness, the issue needs to be addressed in terms of cost, benefits and expediency. Experience - in some African countries totalling five to fifteen national languages turned into official ones – has shown. In some of these countries, administrators had to learn five or more languages if they wanted (a) to be communicative and efficient in the "cantons" they worked in; (b) keep their jobs; otherwise they would have to be transferred to some "canton" where their fellow countrymen spoke the same language (this is quite often an operation not easy, or almost impossible to carry out). On the other hand, mobility across the provinces of the same nation-state have become hampered in that they prevent people from conducting business in a rather more fluid and profitable way. It appears, therefore, that unless such a policy makes learning all languages compulsory, such a move would become wrought with many difficulties than one could imagine. Learning all available languages furthermore, would pose serious logistical problems for the States and cognitive ones for the learners.

[47] On April 12th 1961 Youri Gagarine marks history by becoming the first man to have conquered space.

[48] The Star Wars program displayed during the Ronald Reagan mandate (as Strategic Defence Initiative: SDI) apparently led the Russian leader to capitulate and start their Perestroika program under M. Gorbatchev in the second part of the 1980s. In his address to the nation speech (March 23rd, 1980), President Ronald Reagan first announced his intentions to develop a new system to reduce the threat of nuclear attack and end the strategy of mutual deterrence. The system he proposed became known as "Star Wars," after the popular movie, because it was meant to destroy missiles from space. The Soviets feared the system would increase the risk of the United States launching a first attack because U.S. officials would not fear retaliation. In response to this, there was the Malta Summit in December 2nd, 1989. Off the coast of Malta in a Soviet ship named the Maxim Gorky, U.S. President George Bush and Soviet leader Mikhail Gorbachev met within weeks of the fall of the Berlin Wall to discuss the rapid changes in Europe. Bush expressed support for perestroika and other reforms in the Eastern bloc, and both men recognized the lessening of tensions that had defined the Cold War. No agreements were signed at the summit, but to some it marked the end of the Cold War. See transcripts of conversations between Bush and Gorbachev on December 2-3, 1989.

[49] See Pierre Bourdieu quoted in "Multilingualism, Cultural Diversity and Cyberspace: An African Perspective", (p. 5) as having said that "in a multilingual polity, it is essential that the optimal balance be found in the deployment of relevant languages in order to maximize efficiency and productivity".

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The other problematic issue that one needs to address is that of the alienation of other ethnic communities and the political prejudices they would suffer should a choice be made between one among many competing language within the same nation-state. It seems, therefore, that Bourdieu's hypothesis speaks about an "optimal balance" to ne looked for through a relevant choice of a practical language to optimize efficiency and productivity. The view also points out at the "the failure of so many economic development plans … in the development process"[50] have missed this point, blinded as they might have been by their narrow nationalistic views.

It also seems relevant to point out that the question of choice is dictated by political and economic considerations as argued above. These are, in turn, determined not on the local level, but on the global one. In other words, the empowerment/disempowerment issue depends mainly on global economic policies. It follows that if decision-makers in the developing countries do not have a choice, how could their subjects have one? To use a local saying, the issue of national languages is a bone thrown into the arena for the "dogs" to gnaw at in a pretence that human rights are being respected, and democracy is being served. Suffice it to say that the West has its own indigenous languages, very strongly defended by ethnic minorities but tightly controlled by the State. In Great Britain, for instance, the issue rises with regard to Gaelic and other Celtic varieties; in America, the language varieties of the Indian tribes have been at stake since the beginning of the settlements. These languages are taught and studied at universities (within anthropological programs); there are even TV programs using these linguistic varieties, but it would be very hard to see these languages replacing well established languages such as English in this case. It seems that the Europeans have grasped the gist of Bourdieu's advice by deploying their "relevant language".

The dream of a democratic rule is a very interesting and luring one. It is also of great importance to underline its importance and how it affects the lives of certain linguistic communities. The denial of viable space for certain languages at school or in public spaces, however, is not, in truth, only a matter of political decision — although it is crucial to underline that policy making is a determinant factor in the equation. Examples may be found within certain communities living in the confines of the High Atlas in Morocco (more specifically in the deepest enclaves of Mount Al Ayachi)[51] where certain communities speak only one of the Tamazight varieties, but are forced by circumstances to speak some broken Arabic to conduct their business transactions on Souk days[52], when they come down to the nearby towns. The decision to speak Tamazight and /or Moroccan Arabic by these tribes (Ait Haddidou)[53] has not been determined by royal decree but rather by a necessity where circumstances are the deciding factor. So, one could imagine a drastic solution and say that the only way to bring some justice into this situation, would be to pass a decree to make Tamazight varieties compulsory at school and/or eliminate Arabic, or eventually change the ethnographic geography of the area through ethnic cleansing or forced displacement of parts of the community to leave the ground for the remaining one to thrive. Both decisions would be prejudicial and genocidal, and therefore unwanted in the present state of affairs. It would make less sense to replace an injustice by yet another, a measure so common in the heydays of the vendetta and the tit for tat practices.

When we speak of democratising linguistic rights, we speak about nationwide language policies; we are generally speaking about policies concerning larger ethnic and linguistic communities. Yet, in this process lies a very significant contradiction that of denying smaller linguistic communities a right to exist. The same contradiction may be found in Ngugy's defence of Kiguyu as an alternative language for English in Kenya. Although one has to admit that Ngugy has a right to defend the language of his community, it is not clear whether he intends to impose it on the whole nation, or simply within the geographical and cultural boundaries of his community. The risk that policy makers run into is to "systematically deny linguistic rights as a matter of political and social policy"[54]. This is so because language in the collective consciousness of a community is a means to determine identity. The codes used (social and other), the modes of address and so many other aspects of language are what determines 'social identity' albeit a relative one for specialists.

This view is reinforced by linguists who adhere to the Whorfian hypothesis addressed above. But Some African linguists and thinkers, however, try to distance themselves from this view which seems to be the basic paradigm of the advocates of the "officialization" of the NLs. The corollary is that this attitude may lead to reactionary behaviour and even to inter and intra-

[50] See Alexander Neville's "Multilingualism, Cultural Diversity and Cyberspace: An African Perspective" Paper given at World Summit on the Information Society, Bamako Mali, May 6- 7, 2005. PRAESA, Univeristy of Cape Town, April, 2005. p. 5.

[51] Mount Al Ayachi is situated in the southern part of Midelt, a small town on the way to the South East.

[52] The culture in these villages is to have a market day during week for the people to come and do their shopping or their economic transactions. This is called a Souk-day (a marker day). So each town would have its own souk-day.

[53] One of the Tribes who settle deep inside the Mountains. For further information see *The Colonial Harem*, by Malek Alloula, trans. Myma Godrich and Wlad Godrich, University of Minnesota Press, 1986.

[54] See Alexander, Neville . "Multilingualism, Cultural Diversity and Cyberspace: An African Perspetive" Paper given at World Summit on the Information Society, Bamako Mali, May 6- 7, 2005. PRAESA, Univeristy of Cape Town, April, 2005, p.6

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conflicts. To avoid falling into this trap, some think that languages have peculiarities which give them some significance and relate them to specific linguistic communities. One gets socialised through his/her mother tongue(s); and that is how identities are shaped. If so, as long as CLs have not become mother languages, they would never determine the identity of the individual. Therefore, a situation where a colonized community has been totally alienated is very difficult to envisage although individual cases are frequent phenomena. Quite often the hybridized model addressed above becomes the dominant mode; and with it, delimiting the identity territories becomes a very hard task to undertake; but whether it be inevitable or not, is a question to ponder over.

Beyond the identity issue, it is the practicality, the doability of things that may matter within academia. Aspects of such a problem will be addressed below.

VII. National Languages and Academia

The claim advanced within the African intelligentsia, and one of the major issues debated in this paper is the drive to bring African NLs to a stage of rehabilitation that would make of them linguistic tools likely to replace the colonial ones within academia. I have already shown that this view may seem very tricky as the case has been with African Arabic speaking countries. The use of Arabic, indeed, has not led university and academia to total independence from the CL. Dependence on the latter, as has been argued earlier, is dictated not by local politics, a little less by regional ones, but rather by global politics and mostly by the most empowered nations technologically speaking. Linguistic independence is also related to economic interest of the developed countries aided in that by policies of International institutions such as the United Nations and its subsidiary organs like the IMF, the World Bank, and the WTO, the Club de Paris, etc.[55]

But opinions, even among specialists in the field, are widely divided. In the same line of thought, the concept of the 'Static Maintenance Syndrome' (SMS)[56] has been coined to refer to some of these so-called alarmist groups. The long and short of this concept is that native speakers of a language believe, cherish and value their languages within certain limits. In other words, the importance of the native languages is acknowledged only within certain limits. The same groups do not believe that their national language may go beyond certain levels allowed by the hegemonic and powerful languages such as English, French or Spanish. There is fear that the same taxation could be the critique to level against this paper. Yet, some of these arguments suggest that this incapacity is due to the fact that native languages do not have the power to compete with the CL only because they do not have a lexicon likely to help them have access to the science fields.[57] The present paper argues that the NLs are incapacitated less by the question of the Lexicon and Syntax —which are easily bridgeable — than by the lack of a certain infrastructure such as printing, publishing/ logistics related to high and sensitive technology that determines the capacity of a language to compete in the Market. Latin lost its ground for the same reasons. It is also for the same reasons. It is also for the same reason that French is incapable of facing up to the fierce competition set up by English. The latter is leading because of its associations with sensitive fields of science and technology.

To answer this question one is bound to ponder over the issue of why is it that in the Arab world they have been unable to get rid of the CLs (French and English)? Arabic in certain countries has been used as a medium for teaching science subjects, but beyond a certain stage university scholars need to travel abroad — it is generally true, to better their social condition — but also because a very sensitive form of knowledge is only available in the West (British, American, Canadian or French Universities). The issue of language at this stage becomes subject to the law governing the market economy in accordance with the principle of "hegemonic stability distribution" (Kindleberger, 1973). It becomes a commodity with a certain value attached to it; a value only the 'Demand' in the market place is capable of determining. The English language which certain African scholars qualify as CL is valued in countries (like Japan) where it had a very little colonial history.

In accordance with this, the issue of the CL should be treated not only as a colonial legacy, but also as an issue dictated by the vicissitudes of market economy. For there are CLs, Spanish, Portuguese and Dutch, that have very little postcolonial repercussions. French, indeed, is next to English in terms of Post-independence influence, but it is losing ground because French technology is losing ground in front of its counterpart, the Anglo-saxon one. This could have been the case of English had it not been for the fact that advance in technology has been / is being made by the USA, which happens to be an English speaking community. Given this fact, one is led to believe that the battle for dominance in present day language market has been lost since the French lost hold and control of the New Found Land. The Louisiana Purchase by Napoleon Bonaparte in 1803 had lost France its hold on

[55] See Antony Anghie op. cit.

[56] Alexander Neville's "Multilingualism, Cultural Diversity and Cyberspace: An African Perspetive" Paper given at World Summit on the Information Society, Bamako Mali, May 6- 7, 2005. PRAESA, Univeristy of Cape Town, April, 2005.p. 11

[57] There is need to mention that Ernest Renin , the French anthropologist has made a similar statement with regard to the unability of non-European languages to withstand abstraction.

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the language market. So if the French have been deprived of linguistic hegemonic dreams, how could a nascent language — nascent, because it is in the process of being constructed — aspire to conquer a share in a market so much dependent on technological competitive advantage.

VIII. Conclusion

The present drive, it should be born in mind, does not, should not, be read as an SMS, that is as one meant to discourage policy makers, and linguists from attempting a revival of their NLs. On the contrary, it is hoped that it should do the opposite by breathing some life into these languages threatened with extinction by the hegemony imposed by the powerful languages. What this drive aims at fostering is awareness of these problems and the real stakes, so that when policies are made, they are based on realistic grounds not idealistic ones. In other words, taking unrealistic and overambitious decisions could/and does in the end of the day lead to despair and disillusionment. These could cause more damage to NL than the damage supposedly done to them by the CL. Fosterers of NL policies, in Africa, need to bite off as much as they can chew. This may be achieved through a broad political vision that takes into consideration the real powers at play.

In conclusion and free from all chauvinistic attitudes, one is bound to admit that treating the linguistic legacy as a colonial evil is a slight of hand. The threads, it is true, have been masterly meshed in by the colonial policies, supported in that by the Mandate and Trusteeship systems. Un-meshing the threads (decolonising in terms of Ngugy) would require endeavours more sophisticated, more complex than mere ethnic centred populist calls for a turning of the tables. Such a process would have been made easier 150 years ago or more, when the global drive was at its embryonic stage. Attempting to reverse the course of events – at least in the way suggested by Ngugy – will only have retarding economic consequences which are essential for the cultural and social well-being of the indigenous populations.

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Information and Communication Technology and Persons with Special Needs in Calabar Municipality in Cross River State, Nigeria

By Nanjwan, Josephine Dasel & David, Bassey Enya
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Abstract - The main purpose of this study is to determine Information and Communication Technology and persons with special needs in Calabar Municipality in Cross River State, Nigeria. To achieve the purpose of this study, three hypotheses were formulated. Survey research design was adopted for the study. A sample of one hundred and fifty persons with disabilities was randomly selected for the study. The selection was done through the simple random sampling technique. This was to give equal and independent opportunity to all the respondents to be selected for the study. The questionnaire was the major instrument used for data collection. The instrument was subjected to both face and content validation by expert in measurement and evaluation. The reliability estimate of the instrument was established through the test-retest reliability method Pearson product correlation analysis and independent t-test were employed were adopted to test the hypotheses at .05 level of significance. The result of the analysis reveals that Information and Communication Technology (ICT) significantly relate with persons with hearing and hearing impairments. The result also revealed that there is a significant difference between male and female persons with learning disabled on their perception of information and communication technology (ICT).

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Information and Communication Technology and Persons with Special Needs in Calabar Municipality in Cross River State, Nigeria

Nanjwan, Josephine Dasel [α] & David, Bassey Enya [σ]

Abstract - The main purpose of this study is to determine Information and Communication Technology and persons with special needs in Calabar Municipality in Cross River State, Nigeria. To achieve the purpose of this study, three hypotheses were formulated. Survey research design was adopted for the study. A sample of one hundred and fifty persons with disabilities was randomly selected for the study. The selection was done through the simple random sampling technique. This was to give equal and independent opportunity to all the respondents to be selected for the study. The questionnaire was the major instrument used for data collection. The instrument was subjected to both face and content validation by expert in measurement and evaluation. The reliability estimate of the instrument was established through the test-retest reliability method Pearson product correlation analysis and independent t-test were employed were adopted to test the hypotheses at .05 level of significance. The result of the analysis reveals that Information and Communication Technology (ICT) significantly relate with persons with hearing and hearing impairments. The result also revealed that there is a significant difference between male and female persons with learning disabled on their perception of information and communication technology (ICT).

I. Introduction

Information and communication technology (ICT) has been applied to every facets of human endeavour including special education. This is because it has been found useful as it offers improved method and ways of doing things. According to (Ozoji (2003) the use of information and communication technology has made learning more meaningful in inclusive education system.

Disabled children are able to do better in the inclusive setting through the use of information and communication technology. Building of a civil society requires an increased access to knowledge including special need children the right to education. Education is an essential human need and a basic human right, which is crucial to human development. Furthermore, the major social problems of individual countries and the world as a whole cannot be solved without high grade level of education which can only be achieved through the use of information and communication technology in the classroom.

The contribution of information and communication technology (ICT) to individuals with special learning needs is in the area behavioral objectives through computer assisted aids, its motivational technique and management procedures. (D'Alonzo, Giordano and Van Leeuwen 1997).

Children with special learning needs are those who deserve favourable attention (Turnbull, Trunbul, Shank & Leal, (1999). They require special practices for their basic learning needs to be met for them to develop to their maximum capacities. These individuals need information and communication technology (ICT) to enable them not to be denied their rights and opportunities. The masses are complaining, demanding to know how effective the information and communication technology (ICT) is to persons with special needs such as visually impaired, learning disabled, and hearing impaired.

II. What is Information and Communication Technology in Special Education?

Information and communication technology (ICT) in special education is defined as any device, piece of equipment or system that helps or compensate for an individual's specific learning deficits (Hallahan & Kauffman, (2000). Over the past decade, a number of studies have demonstrated the efficacy of information and communication technology (ICT) for individuals with learning difficulties. Ferguson & Asch (1999) stated that, it doesn't cure or eliminate learning difficulties, but it can help a disabled child reach his/her potential because it allows him or her to capitalize on his or her strengths and areas of difficulties. For example, a student who struggles with reading but who has good listening skills might benefit from listening to audio books. Information and communication technology (ICT) in special education is used to increase the maintenance and improved functional capacities of individual with special needs. It could also be seen as any tool that helps students with disabilities do things more quickly, easily or independently. The goals of ICT is to assist individuals with special learning needs work at their own

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pace, because effective teaching and learning occur through participation (Brinker and Thorpe, 2004)

III. Types of Information and Communication Technology in Special Education

Information and communication technology (ICT) in special education can be broadly divided into three (3) types namely: audio, visual and audio-visual technologies.

Audio-ICT: These refer to ICT gadgets that are only heard but not necessarily seen. They can be used to instruct disabled children through their sense of learning. Example includes audio tapes, special switches, hearing aids, ear moulds, audio books, etc.

Visual-ICT: These are technologies that provide visual access to communication and can be used to give instruction. These include video relay systems, video remote interpreting, closed circuit television, closed captioning etc.

Audio-Visual ICT: These refer to technologies that provide both audio and visual access to communication for disabled persons. These include, video phone (VP), video conference, televisions, and so on.

Video-Relay Systems: Allow a person who uses sign to communicate through an online interpreter to a person who uses spoken language, or a person who does not sign to communicate with a signer. This system facilitates more contact between the teacher and the learner.

Video Remote uses video cameras to provide sign language interpreting services. The people are in the same room and look at the computer screen for interpreting and hear the interpreter speaks. There are many possible ways of using it such as in the classrooms, at interview sites or work-study programmes, and during individualized educational programmes (IEP) team meetings.

Videoconference: Allows two individuals who sign to communicate directly. Children can take classes from geographically distant places. Itinerant staff can provide support to a child from a distance. Videoconference may also be of value in rural areas to ensure children have regular access to adult role models who use sign to provide opportunities for peers to talk with each other and take classes together. Videoconference can be used in teaching sign language, to children and adults. As videoconference becomes widely accepted, the communication need of persons should be considered as well.

Video streaming: like Signing Avatars, though not widely available, is an emerging technology which uses three-dimensional characters to communicate in sign language and use facial expressions. Many companies have used animation technologies to develop signing avatars, or cartoon characters that allow the characters to communicate in sign language. Not only does this technology have the potential for teaching literacy to young deaf children, it can be used as well to teach sign language to parents, staff, and other children. Video streaming also allows the use of video logs in which individuals can set up a visual log. Video logs provide visual commentary or news on a particular subject that involved more persons.

Videophone (VP) uses the same technology as videoconference; takes advantage of link technology to allow people to make telephone calls through the internet and see each other. Itinerant staff can provide support to a child from a distance. Videophone may also be of value in rural areas for the mainstreamed child who needs specialized instructional techniques designed for deaf education.

Closed Captioning is assistive technology designed to provide access to television for persons with hearing disabilities by displaying the audio portion on a television signal as text on the television screen. Currently, most television sets have a chip imbedded in the set to allow for the text to appear on the television set screen. This is also available on DVD; video tapes, and compact disks of commercially-made movies and programmes.

Real Time Captioning (RTC) is a method (which parallels the work of court reporters) where a specially trained capturener uses a machine that is connected to a computer with software capable of translating graphic shorthand into words in caption formats and standard spellings, writes the spoken word on the steno machine. The computer software instantly translates the steno-entries into readable English text on the computer at a near verbatim rate. It is commonly used for newscasts, lectures, presentations, meetings, and sporting events, but can be used for classroom instruction.

Communication Access Real-Time Translation (CART) involves a trained stenographer encoding spoken English that is converted to English text and displayed on a computer screen or television monitor, CART is used in some classrooms, courtrooms, and professional conferences.

IV. Uses of ICT in Special Education

Interaction between special education and ICT has help person with special learning needs to survive and reexamine issues practice for their mutual benefit.

The use of ICT to support teaching and learning is well established in current practice Adams & Papa, (2004). Since the origins of school-based computers, they have been used to support the education of pupils with special educational needs. ICT can make a significant difference to the life and learning of children with learning difficulties. There are four main ways in which ICT can be used to meet the special educational

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needs of pupils. Ozoji (1993) presented some of the contributions in the following ways:

Assistive ICT: it is an ICT device, resource or service which aids the individual to improve or enhance any skills that hinder his/her functional ability (e.g. switch technologies).

Augmentative ICT: it is an ICT device that aids the individual to do something that they could not otherwise do, for example, speech and communicator devices. In essence assistive and augmentative ICT is about enhancing an individual's interaction with their environment and is most likely to be applied to physical and sensory disabilities.

Remedial ICT: it is an ICT device, resource or service that provides support to an individual for a specific cognitive or behavioural need. Integrated Learning Systems (ILS). It delivers individualized learning in mathematics, reading, writing and spelling. Each student has a learning programme continuously tailored to personal needs; all students progress at their own level and pace and are free to achieve within the security of their own private learning space. Learners, teachers and mentors are supported throughout the process by diagnosis of achievement and difficulty, delivered through continuously differentiated learning resources and clear detailed reporting.

Diagnostic ICT: An ICT device, resource or service that provides information to teachers that facilitates the identification of a special educational need and possibly suggests remedial courses of action, which includes ICT tools and other resources or the materials. The teacher of ICT is therefore in a key position to work with ICT professionals in removing some of the barriers to learning that exist in mainstream classrooms For example, they will have expertise in the use of control and switch technologies which may enable access and improve communication for those with motor impairment; they will be able to adjust hardware and modify software to accommodate those with poor sight or hearing difficulties; they could set up independent learning programmes for children with emotional/behavioral disorders who may relate better to work on a computer than when directed by a teacher. Computers often seem to provide a preferred learning medium for children who are diagnosed with an autistic spectrum condition.

V. Statement of the Problem

The following are the challenges facing the use of ICT in special education:

1. Failure of power supply: The use of ICT requires constant power supply which is not guaranteed in Nigeria.
2. Problem of differentiation: Differentiation is a method of organizing learning activities. It is the match of what is offered to what is needed. It considers the stage of learning that the learner has reached, and considers their own skills and abilities. Most teachers have problem in relating it with the needs of the children.
3. Lack of skills: the use of computer skill requires high level of skills and training on the part of the teacher which many teachers lack.
4. Limited ICT instructors: There are limited numbers of ICT experts in the field of education.
5. Technical failure: ICT equipment can sometimes breakdown due to mechanical failure thereby disrupting the lesson in progress.

VI. Methods

This study adopted the Ex-post facto research design. The target population involved in this study consisted of all persons with special needs in Calabar Municipality in Cross River State, Nigeria.. A simple random sampling technique was adopted. The research instrument, which was the questionnaire, comprised twenty (20) items, all of the Likert-type 4-point scale (strongly Agree-4 points, Agree-3 points, Disagree 2-points and strongly disagree 1 point). The respondents were required to indicate their level of agreement for each statement.

In terms of validity three experts in educational measurement and evaluation and psychology, affirmed, with 87% agreement that the entire instrument was suitable for measuring what it purported to measure. Using the test-retest reliability method, the reliability index of the instrument was found to be 0.86. Data were collected through the use of questionnaire from the sampled institutions used for the study, through the use of the questionnaire from the sampled institution used for the study. Through a very rigorous approach and with the assistance of some persons mainly, to whom the researcher is very grateful, all the 150 copies of the questionnaire were retrieved, and they were all properly completed, thus giving 100% return rate. The following hypotheses were tested in the study.

1. There is no significant relationship between information and communication technology (ICT) and persons with visual impairments.
2. There is no significant relationship between information and communication technology (ICT) and persons with hearing impairments.
3. There is no significant difference between male and female persons with learning disabled on their perception of information and communication technology (ICT).

a) Hypothesis One

There is no significant relationship between information and communication technology (ICT) and persons with visual impairments.

The independent variables involve in this hypothesis is information and communication

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technology, while the dependent variable is persons with visual impairments. Pearson product correlation analysis was employed to test this hypothesis. The result of the analysis is presented in Table 1.

Table 1 : Pearson product moment correlation analysis of the relationship between Information and Communication Technology and persons with visual impairments (N=150)

Variables	∑x ∑y	∑x² ∑y²	∑xy	r-value
persons with visual impairments	2579	4658		
			67233	0.73*
	2367	4585		
information and communication technology				

**Significant at .05 level, critical r = .159, df = 148*

The result in Table 1 reveals that the calculated r-value of 0.73 is higher than the critical r-value of .159 at .05 level of significance with 198 degrees of freedom. With this result the null hypothesis was rejected. This result therefore means that there is a significant relationship between Information and Communication Technology and persons with visual impairments.

b) Hypothesis two

There is no significant relationship between information and communication technology (ICT) and persons with hearing impairments.

The independent variables involve in this hypothesis is Legislation, while the dependent variable is persons with hearing impairments. Pearson product correlation analysis was employed to test this hypothesis. The result of the analysis is presented in Table 2.

Table 2 : Pearson product moment correlation analysis of the relationship between Information and Communication Technology and persons with hearing impairments (N=150)

Variables	∑x ∑y	∑x² ∑y²	∑xy	r-value
persons with hearing impairments	2687	4753		
			67342	0.66*
Information and Communication Technology	2367	4585		

**Significant at .05 level, critical r = .159, df = 148*

The result in Table 2 reveals that the calculated r-value of 0.66 is higher than the critical r-value of .159 at .05 level of significance with 148 degrees of freedom. With this result the null hypothesis was rejected. This result therefore means that there is no significant relationship between Information and Communication Technology and persons with hearing impairments.

c) Hypothesis Three

There is no significant difference between male and female persons with learning disabled on their perception of information and communication technology (ICT). The independent variable in this hypothesis is gender (male and female); while the dependent variable is perception of information and communication technology (ICT). To test this hypothesis, perception of males' and females' persons with learning disabled on information and communication technology (ICT) was compared using Independent t-test analysis. The result of the analysis is presented in Table 3.

Table 3 : Independent t-test analysis of the difference between male and female persons with learning disabled on their perception of information and communication technology (ICT). (N=200)

Gender differences	N	$\bar{x}$	SD	t-value
Male	80	18.17	2.11	
				3.38*
Female	70	17.01	2.09	

** Significant at .05, critical t = 1.96, df = 198*

The result of the analysis as presented in Table 6 reveals that the calculated t-value of 3.38 is higher than the critical t-value of 1.96 at .05 level of significance with 198 degrees of freedom. With this result, the null hypothesis that there is no significant gender difference in the Legislation of persons with disabilities was rejected. This result indicates that, there is a significant difference between male and female

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persons with learning disabled on their perception of information and communication technology (ICT).

VII. Discussion of Findings

The result of the study revealed that Information and Communication Technology (ICT) significantly relate with persons with hearing and hearing impairments. The result also revealed that there is a significant difference between male and female persons with learning disabled on their perception of information and communication technology (ICT). The finding is in line with view of Ferguson & Asch (1999) who stated that, it doesn't cure or eliminate learning difficulties, but it can help a disabled child reach his/her potential because it allows him or her to capitalize on his or her strengths and areas of difficulties. For example, a student who struggles with reading but who has good listening skills might benefit from listening to audio books. Information and communication technology (ICT) in special education is used to increase the maintenance and improved functional capacities of individual with special needs. It could also be seen as any tool that helps students with disabilities do things more quickly, easily or independently. (Rinker and Thorpe (2004) also stated that the goals of ICT is to assist individuals with special learning needs work at their own pace, because effective teaching and learning occur through participation.

VIII. Conclusion

The process of given orientation through ICT focused on improving academic achievement of learners with special needs.

One of the crucial debates within the ICT research and development arena at present is the application of inclusive devices Adams & Papa, (2004). Design principles that is the diverse range of users' needs are considered at the outset of designing hardware or software; their needs are not considered later and met as some form of adaptation to the already existing product. In order to build a truly inclusive information society, educational approaches and appropriate technology must be developed that meet the requirements of all users with special learning needs, including those who have special educational needs. Access to appropriate ICT can reduce inequalities in education and ICT can be a powerful tool in supporting educational inclusion. However, inappropriate or limited access to ICT can be seen to reinforce inequalities in education faced by learners with special educational needs. The digital devices that could potentially develop within countries' educational systems can be particularly significantly within the special education sector to facilitate knowledge for person with special learning needs.

IX. Recommendations

The followings are suggested solutions made by Epps &Tindai (2007) to Information and communication technology (ICT) in special education:

1. Information and communication technology (ICT) can be given to learners with special learning needs at an early age with the appropriate learning equipments.
2. There should be Information and communication technology (ICT) training for all special education teachers to be highly qualified to do their jobs well.
3. The government should improve on the electric power supply of the country.
4. Parents should be assured that their children receive some benefits in school through the use of ICT. This will encourage effective parental participation.
5. Measurable steps to recruit, hire, train and retrain teachers should be emphasized.
6. Teachers should endeavour to take into consideration individual differences when using ICT in special education.
7. Government should train and recruit more ICT experts in the country.
8. Government should make provision for supplementary aids and services to help learner to the maximum extent appropriate to their learning needs.
9. ICT should be included in the education of persons with special needs considering their strengths, preferences and interests. This can develop their skills appropriately.
10. There should be campaign that emphasizes more understanding of ICT to learners with special needs.
11. There should be census for learners with special needs for provision of adequate ICT equipment.

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Reassuring Students that Intensive Strategies, Authentic Instruction and Self-Assessment Lead to Authentic Learning

By Carol A. Speth & Donald J. Lee
University of Nebraska-Lincoln,

Abstract - The Plant and Soil Sciences eLibrary (PASSEL) offers worldwide access to animations and content lessons. Application lessons were added to show how key concepts are used in occupations. Such lessons cannot be effective if students make superficial or no use of them. What assurance can we offer that their time and effort will pay off? University students in a first-year Plant Sciences course were asked to read a lesson on Transpiration Principles and an application called "Greening up the Greens," then answer survey and assessment items. One asked, "Which strategy best describes your use of the application lesson?" Only 7% of the 149 students said they did not read the application, 24% scanned the lesson but did not answer the practice questions, 30% read the lesson and answered the questions but did not check all their answers, and 42% said they read it, answered the questions and checked their answers. On seven of the eight items, the 42% who said they used the most intensive strategy outperformed the class average. That 42% had even more advantage on more difficult items, providing evidence that engagement with the lessons is related to better understanding of a key concept as measured by assessment items.

Keywords : *student learning, science teaching, applications, on-line learning, authentic assessment.*

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REASSURING STUDENTS THAT INTENSIVE STRATEGIES, AUTHENTIC INSTRUCTION AND SELF-ASSESSMENT LEAD TO AUTHENTIC LEARNING

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I. Introduction

On-line learning environments provide developers with platforms for creating learning resources which have advantages over printed text books. Ease of distribution, editing, customization and translation can cost effectively amplify the impact of the work invested in developing on-line learning environments. The Plant and Soil Science eLibrary (PASSEL) (http://passel.unl.edu) is one on-line platform that offers free public access to a growing repository of hundreds of animations and content lessons. The content and learning focus is plant and soil science foundational to understanding our food and natural resource systems.PASSELbeen accessed from as many as 126 countries per week. Animations and text have been translated into several languages (including Portuguese, Hebrew and Ukrainian). There are 12 animations in Spanish so far. Communitydevelopment and collaboration environments have recently emerged in PASSEL with the development of virtual group meeting rooms, discussion board and video conferencing tools.

Exploring better methods in on-line resource development has been a companion goal with growing learning resources for PASSEL. Content crafted into eLibrary lessons has emphasized multimedia integration since the early days of PASSEL and its predecessor, the Crop Technology Library. Animations developed for visualizing molecular, cellular, organism and system level processes often employ active elements such as click and drag selection. Pop up questions in text provide choice and feedback to promote cognition. More recent learning environment development in PASSEL has taken advantage of increasing bandwidth to stream high quality video that transports learners to the labs and fields where plant and soil science is applied and discovered. Previous studies,have demonstrated that college level students adopt various methods for consuming these on-line resources and student learning styles or approaches can influence their use and perceived impact of their use (Speth, Lee, and Hain, 2006, and Speth and Lee, 2013).

An overarching goal for individuals and teams that have developed and shared educational resources through PASSEL is to promote the learning of plant and soil science principles and their application in food and natural resource system problem solving. On-line curriculum designed to teach both science principles and application of those principles in a science discovery or problem solving context has several advantages potential for the learner. First, the learner can expand their vision of science careers. Second, the context to a real world problem increases the chance of learners connecting new concepts to a familiar or relevant framework. Finally, crafting application stories to promote active learning provides meaningful repetitions for learning the principle. The on-line environment can provide a robust platform to develop multiple application stories that applies the same set of principles.

II. Previous Literature

The rationale behind development of the application lessons is compatible with the ideas of

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authentic instruction and authentic assessment described in several articles by Gulikers and various colleagues. Their ideas influenced the development of this study, the survey questions and choice of content questions from the practice questions offered within the lesson. Gulikers et al. (2004) said to change student learning in the direction of competency development, a combination of authentic instruction and authentic assessment are needed. They defined authentic assessment as that which requires students to use the same competencies or combinations of knowledge, skills or attitudes that they need to apply in professional life.

Gulikers et al. (2007) asked several questions, including whether authentic assessment, or the perception of it, affect how students study and learn. Does practical experience (or even a simulated or virtual practical experience) affect how authentic assessment affects student learning? They also said that authentic assessment is directed toward stimulating deep studying activities.

Kasworm and Marienau (1997, p. 7) wrote about principles for assessment of adult learning, emphasizing that "Key differences exist between assessment for abstract knowledge and objective, non-contextual problem solving and the real world of solving messy problems and creating knowledge in the complex contexts of adult lives. In these settings, to know and apply what is known is to be effective."

Martens et al. (2004, pp. 369-370) mentioned that most studies look at effects of extrinsic or intrinsic motivation, but neglect the process by which motivational orientation interacts with the actual study behavior. They also said that "We do not know what students actually do with the learning materials provided to them."Martens et al. expressed some dissatisfaction with the multiple choice test of factual knowledge they used for their study.

This study was designed to get at "what students actually do with the learning materials provided to them," the question raised by Martens et al. (2004), but using the kind of multiple choice items already found within the lesson, analyzing them individually, with the realization that the items vary in difficulty.

An objective of this study was to investigate whether student time and effort with the application lesson on transpiration was related to better understanding of a key concept as measured by assessment items. Are better strategies, i.e., more intensive use of online learning resources associated with better learning? Does the ease or difficulty of the items make a difference in the effectiveness of strategies?

III. Materials and Methods

The University of Nebraska-Lincoln Institutional Review Board approved the study protocol (IRB#2009069284EP) and all participants provided written informed consent prior to participation in the study.

Table 1 lists three principle lessons and six application lessons, all using a similar instructional design, developed from grant support provided by the American Distance Education Consortium (ADEC). Principles lessons were designed based on learning outcomes expected in an introductory plant science, botany or biology course. Application lessons were based on stories involving six diverse plant science researchers or professionals. The lesson development team included faculty from three universities with an expertise in the plant science area and instructional designers from two universities who created animations, assembled lessons and co-authored some of lessons.

Teachers using PASSEL as a resource for student learning can assign any combination of principle and application lessons for their students. In this study all nine lessons were assigned to students in a 100 level plant science course. Lesson assignment was made by linking lesson URLs to the course management site (Blackboard®). A graded weekly problem set in the course included questions used in the lessons. Lesson animations, videos or images were also included in the weekly problem set and recitations.

Students could consume the lesson by scrolling through the pages or navigate from specific topics on the left menu. The lesson includes a comprehensive and interactive animation that illustrates most of the learning objectives in the lesson.

Student use of the lesson resources was not monitored or required during class or recitation times. However, lesson use was encouraged by referral to specific items from the lesson during lectures and the incorporation of questions from the lessons in the graded problems.

Application lessons were designed with a similar look and feel to the principle lessons but they did not repeat the same plant science content. Rather, they served as brief case studies. The application lessons included questions that required the learner to recall or apply concepts from the principles lessons. Students could also chose to link from the application lesson back to the principle lesson by using the content link associated with each question. This allowed them to revisit the specific part of the principle lesson related to the application.

Since the early days of the Plant and Soil Science e Library and its predecessor, the Crop Technology Library, some evaluative survey questions have been asked consistently to assess how intensively students were using its various features and how

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valuable they thought it was to their learning (Hain, 1999). Eventually, actual content assessment items were included in the survey instruments. One characteristic evaluation strategy is to use student responses on the survey items as independent variables to analyze their answers to the content items. Most of the content items in this study were selected from practice items in the lessons. Two were added to ask students to go beyond the information given.

This study used data collected from three years of Plant Science 131 from 2009-2011. Students were recruited by means of a PowerPoint presentation. Participation was voluntary. Students could obtain five points of exam extra credit. This extra credit process was kept separate from the survey itself (to preserve confidentiality). There are other opportunities to obtain extra credit in the course, so students need not feel obligated to participate in this study. After completing the lesson and survey questions, which were distributed in Survey Monkey, students could take a three-item quiz in Blackboard® that went directly into the grade book. This is similar to when students read the lessons for class, answer the practice questions within the lesson in the Plant and Soil eLibrary if they want to, and then take the quiz for credit in Blackboard®.

This student sample included 149 students: 125 resident and 24 distance students. The 149 included a total of 53 department majors, 64 majors from the College of Agriculture and Natural Resources, and 32 from outside the college.

As part of the "Greening up the Greens"application lesson, students are told, "You are a student intern for summer at Fall Oaks Golf Course in eastern Nebraska. After working there for a month you notice that the greens are not in the greatest condition.

"In the morning, the greens are a lush green color, but then during the middle of the day, areas turn bluish-green to brown. The greens seem to recover their color later in the day, but the plant density has been steadily decreasing since you started working there in early June.

"You decide to impress your boss by taking the initiative to determine how to correct the problem. Before you can make a recommendation, though, you need to gather some information to figure out what the problem is and how it can be remedied."

IV. Results and Discussion

Students were asked which strategy best describes their use of the application lesson.

- I read the Application lesson, answered the questions and checked my answers. (62 students)
- I read the Application lesson and questions but did not check all my answers. (44 students)
- I scanned the Application lesson but did not answer all the practice questions.(32 students)
- I did not read the Application lesson because I already knew the terms and ideas. (4 students)
- I did not read the Application lesson. (6 students)

Figure 2uses a line graph to summarize the item data shown below, so that the highest strategy use (answering the practice questions and checking their answers) is contrasted with the class average for each of the eight assessment items. The horizontal axis represents the ranking in terms of ease or difficulty, with 1 being the easiest and 8 being the most difficultfor the high strategy group rather than the class average. The vertical axis represents the percentage that got the item right, comparing the highest strategy group with the class average.

Item 1. No Transpiration (Easiest)

- "If the grass plants are not transpiring, what will happen to them?" Answer: All of the above. Who passed?
- Answer checkers=94%
- Read no checking=80%
- Scan not answer=90%
- Knew already=100%
- Did not read =100%

High strategy not rewarded as much on this easy question.

Item 2. Bentgrass

- "The creeping bentgrass plants on the greens protect themselves from losing too much water by.." Answer: Close stomates to stop transpiration.
- Answer checkers=86%
- Read no checking=77%
- Scan not answer=84%
- Knew already=75%
- Did not read=83%

Item 3. How Cool?

- "How do plants cool themselves?"
- Answer: Transpiration. Who got it right?
- Answer checkers=84%
- Read no checking=68%
- Scan not answer=84%
- Knew already=50%
- Did not read=17%

High strategy users beat the average. The low strategy users did very poorly.

Item 4. Evening/Morning

- Why do the greens seem to recover in the evenings and mornings? Answer: Make the air cooler. Who got it right?
- Answer checkers=83%
- Read no checking=66%
- Scan not answer=53%
- Knew already=100%
- Did not read=83%

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Those who said they knew it already actually did.

Item 5. Why Brown?

- "What was most likely causing the grass to be yellow or brown?" Answer: Heat stress. Who passed?
- Answer checkers=79%
- Read no checking=64%
- Scan not answer=56%
- Knew already=25%
- Did not read=33%

High strategy users beat the class average.

Item 6. Also Try

- "To preserve their bent-grass greens, Karsten Creek might also try . . ." The best answer was mist or syringe. Who got it right?
- Answer checkers=68%
- Read no checking=47%
- Scan not answer=44%
- Knew already=75%
- Did not read=0%

The high strategy users beat the class average.

Item 7. Why Fans?

- "The Karsten Creek Golf Course at Stillwater, Oklahoma, was developed from a hilly wooded area by a lake. This spot is quite humid in the summer. The greens are planted with bent-grass. Why do you think the course manager installed big fans on each green?"
- The right answer was A and B. Who got it right?
- Answer checkers=67%
- Read no checking=66%
- Scan not answer=81%
- Knew already=50%
- Did not read application=83%

This was written to ask students to go beyond the information given in the lesson. Perhaps it is not surprising that more intensive use of the Application didn't help.

Item 8. Not Result (Most difficult item)

- "Which of the following is NOT an important result of transpiration?" Answer: Toxins exit. Who got it right?
- Answer checkers=60%
- Read no checking=40%
- Scan not answer=38%
- Knew already=50%
- Did not read=33%

The high strategy users did better than the class average on this difficult item.

V. Conclusions

An objective of this study was to investigate whether student time and effort with the application lesson on transpiration was related to better understanding as measured by assessment items. Are better strategies, i.e., more intensive use of online learning resources associated with better learning? Does the ease or difficulty of the items make a difference in the effectiveness of strategies?

The application lessons were created to show how key concepts are used in occupations. Students were encouraged to use the lesson but made their own decisions about how intensively to go about it. This study at least assessed students' self-reported strategies (Martens et al., 2004). Only six out of 149 admitted to not reading them. Their self-reported strategies showed that on seven of the eight items included in this analysis, the answer-checking strategy users out-performed the class average. With this small number of items, it looks like as the items got more difficult, the most intensive strategy of reading the lesson, answering the practice questions, and checking the answer, pays off more in terms of a higher percentage of right answers for those who used that strategy.

This result is no surprise to instructors but might be reassuring to students to indicate that time and effort spent in reading and self-assessment seems to pay off.This is especially true of students lacking in academic self-confidence. Speth and Lee (2013) wrote about how that lack of self-confidence and poor learning strategies can be measured by instructors, providing helpful insights to instructors wanting to understand their students better and then design instruction that helps students get more out of their courses. Such students often come to science courses feeling "doomed" by inadequate prior learning or lack of an "aptitude" for that subject. This will allow instructors to provide guidance as to how to best go about learning from new educational resources.

Funding agencies who supported development of these materials because of a perceived need to increase levels of science competency in the general population can be told that 93% of the students who participated in this study chose to use the lessons at some level and there is evidence that more intensive uses of the self-assessment feature resulted in better learning, especially on the more difficult items. The developers of the application lesson made every effort to writeauthentic assessment items.

This type of analysis could be used with more items and on more lessons to better understand the relationship between learning strategy, ease or difficulty of items, and successful learning as measured by assessment items.

Gulikers et al (2004) suggested that development of student competencies can be encouraged by applications that expose them to the kinds of situations and decisions real professionals might encounter. However, some filtering may be necessary so that beginning students are not exposed

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to more complexities than they can process. Item 7, did not come from the lesson but was written by the evaluator, confronts students with humidity as well as air temperature. Humidity was not included in the lesson. So the trend of slightly higher percentages of accuracy by more intensive uses of the self-assessment was upset. Kasworm and Marienau (1997) warned that authentic situations tend to be messy.

There were several open-ended evaluation questions that provided additional insights on the success of the application lesson. One asked whether students saw applications of the transpiration concept beyond the narrow confines of golf course turf maintenance. One student said understanding transpiration would be helpful for "Any job pertaining to growing or maintaining plants. For example, turf grass managers, landscape management, greenhouse production." Another wrote, "Farming, ranching, cooperatives, feed stores, and any job related to agronomy, plant science, animal science, and almost every job involving air, water, or soil."

Students were also asked if they had any interest in the kinds of jobs that might use an understanding of transpiration. Some were quite honest and said "No." One said he or she would "like to be responsible for something that requires some advanced knowledge of the environment and how my actions would affect it." Another wrote, "Possibly. Using problem solving techniques taught by courses similar to this, I believe that I could be educated enough to have a job like that [which] would use this knowledge."

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Table 1 : Principle and Application Lesson Sets in PASSEL

Principle	Topic	Application	Topic
Transpiration: Water movement through the plant	Transpiration Root function Stomate function	Greening up the greens	Heat stress management with water applicationon golf greens.
Transpiration: Water movement through the plant	Transpiration Root function Stomate function	Case of the GE drought-resistant corn plant	Stomate function and productivity in crop plants
Perennial plant response to defoliation	Growth frombuds Source - sink	Defoliation grazing response	Grazing timing and source sink in grasslands
Perennial plant response to defoliation	Growth from buds Source - sink	Deliberate mechanical defoliation of perennial plant	Apical and axillary bud growth in landscape plants
Flowering principles	Flower structures, functions, diversity and crossing	Corn flowers and hybrid seeds.	Monoecious flower structureand pollination in seed corn.
Flowering principles	Flower structures, functions, diversity and crossing	Native plant breeding	Flower structure and manipulationin native plants.

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Fig.1 : Questions and feedback in the application lesson

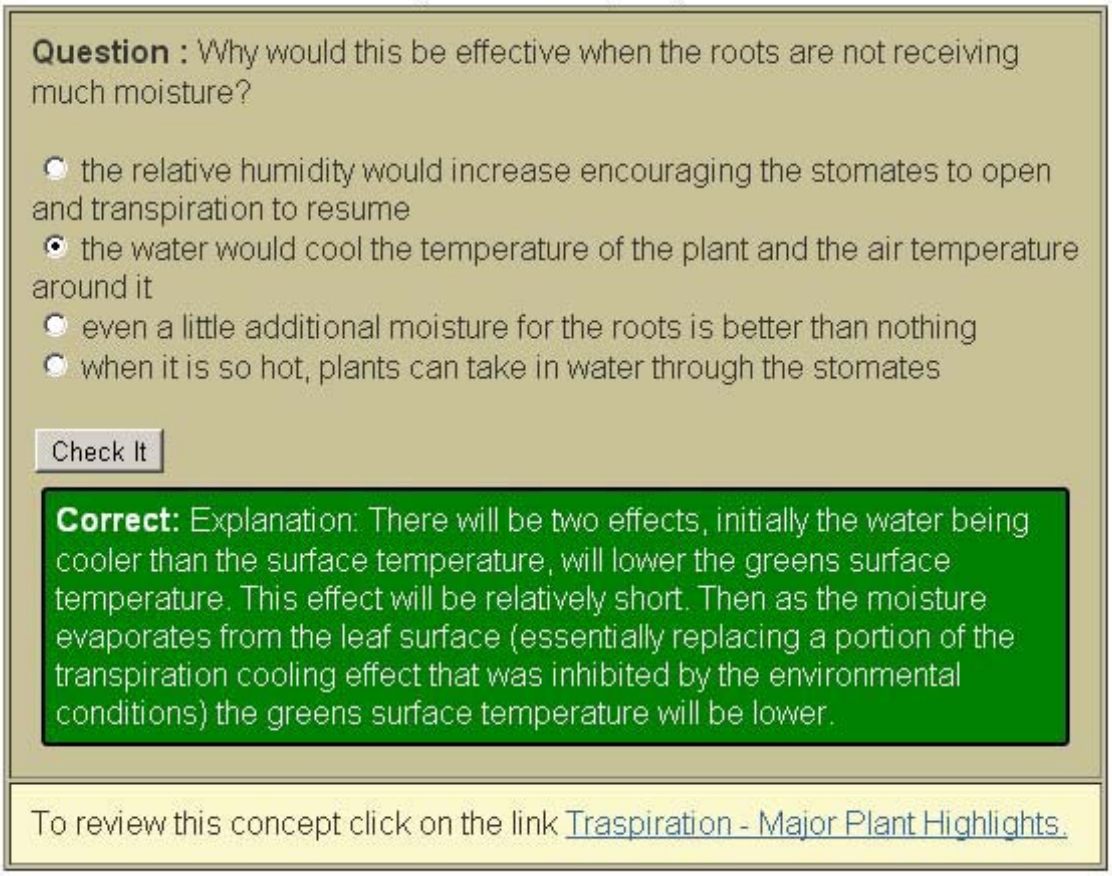
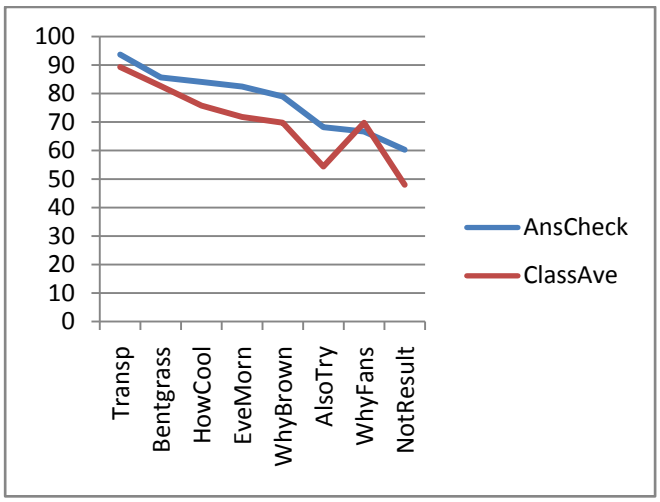


Fig. 2 : Percentage of the "Answer Checkers" who got each item right compared to the class average



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Investigation and Analysis on Library Service Quality a Case Study in Tianjin Polytechnic University

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Abstract - Since the development of the information technology, there have been great changes in the functions and the nature of university library. This paper takes Tianjin Polytechnic University as a case study and attempts to make an investigation and analysis on the service quality of library by questionnaire. Based on SPSS 16.0 statistical analysis, this study revealed the status quo of readers' satisfaction on the library service, analyzed the problems and made related strategies and suggestions in order to facilitate and enhance the library service quality.

Keywords : *library service service quality readers' satisfaction investigation and analysis.*

GJHSS-G Classification : *FOR Code: 890399*



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Investigation and Analysis on Library Service Quality a Case Study in Tianjin Polytechnic University

Qiyun Zhang

Abstract - Since the development of the information technology, there have been great changes in the functions and the nature of university library. This paper takes Tianjin Polytechnic University as a case study and attempts to make an investigation and analysis on the service quality of library by questionnaire. Based on SPSS 16.0 statistical analysis, this study revealed the status quo of readers' satisfaction on the library service, analyzed the problems and made related strategies and suggestions in order to facilitate and enhance the library service quality.

Keywords : library service service quality readers' satisfaction investigation and analysis.

I. Introduction

University library works as the information service center for students and teachers of a university and the services provided by a university library can be classified into many categories ranging from text books to advanced research papers in different formats such as paper-based resources, digital documents, compact disks and digital versatile disks. As the advent of the 21st century economic globalization, the information network and educational internationalization, university libraries have entered a new era and undergone great changes. Much change has also occurred in the readers' needs of the university and the needs get multipliable and diversified.

As everyone knows that the reader is the footstone of the library, that is to say, the library will lose its value without the readers' satisfaction. So, library service has a pivotal position in the university and plays a more and more important role in the library building. All the goals of the library are to meet the readers' needs to the literatures of all kind.

Since Tianjin Polytechnic University moved from the original site to the new library, the overall environment, installation arrangement, literature materials and the human resources changed a lot. Whether the service quality of library could meet the readers' requirements or not need an investigation. This research is made through the survey and analysis of the questionnaire from readers. The questionnaire is designed to answer what the readers' satisfactory is, how to access readers' satisfaction and how to improve readers' satisfactory degree of university library service. Through the investigation, the problems and shortcomings are found and the author proposes some possible solutions to improve readers' satisfaction in the current library service. The purpose of this paper is to clarify the orientation for future library service work in order to offer readers correct service and right information.

This paper is organized as follows. In Section 2, the author designs the questionnaire. In section 3, the questionnaire is presented and analyzed. In section 4, some suggestions and proposes on how to improve readers' satisfaction were offered. Section 5 concludes the paper.

II. The Design of Readers' Questionnaire

This part is composed of the research questions, information of the subjects, instruments and the procedure. The next is the research questions.

a) Research questions

The objective of this investigation is to make clear the following questions:

1. What is the readers' current satisfactory degree of university library service?
2. How to improve the future library service work?

b) Subjects

This research consists of two groups of subjects. Both of the two groups are from Tianjin Polytechnic University. One group is composed of 50 college teachers. The teachers are chosen from the Department of Finance, Department of Law, Department of Art, Department of English and the Department of Computer Science. They have worked in Tianjin Polytechnic University ranging from 3 to 10 years. All of them volunteer to be involved in this research. Look at the following table.

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Table 1 : The information of teachers subjects

College teachers	number
Department of Finance	9
Department of Law	11
Department of Art	6
Department of English	16
Department of Computer Science	8

The other group is made of 250 college students which are freshmen, sophomore, junior, senior and master from different departments. All the subjects have passed CET 4and some of them have passed CET 6. Therefore, it is supposed that they are similar in English proficiency, which can make the result of the present study more valid and reliable. The detailed information about these subjects is in the following table (table 2).

Table 2 : The information of students subjects

College students	number
freshmen	50
sophomore	50
junior	50
senior	50
master	50

c) Instruments

A self designed questionnaire was conducted in this study. The questionnaire consists of 4 parts. The first part includes 10 items, which are used to test the subjects' satisfaction degree of the accession of literature resources. The second part is about the library environment and installation, including 10 items. The third part is to detect the satisfaction degree of service effect and includes 10 items. The last part is about the innovation service of the library with 5 items.

The subjects are asked to choose one answer from the 5-point scale formats. The five answers are as follows: (1) strongly dissatisfied (2) dissatisfied (3) satisfied (4) more satisfied (5) the most satisfied. Scale one means the subjects are strongly dissatisfied with the statement of the item, and is scored 1. Scale 5 is scored 5, which represents the subjects are greatly satisfied with the statement. State2, 3 and 4 are in the middle of the range with scores 2, 3 and 4 respectively.

d) Procedure

The research was conducted in June, 2013. The questionnaires on students subjects were carried out first. All the subjects were given 10 minutes to answer the questions in the questionnaire. In order to keep the students' patience and make the answers reliable, the author gave little presents to the students involved and also gave directions to them.

As to the teachers subjects, the author gave out the questionnaires after they had a meeting. Each of them treated the questionnaire seriously.

At last, the Statistical Package for Social Sciences (SPSS) program was used to analyze the quantitative data which were collected from the questionnaire.

III. The Analysis of The Questionnaire

This part deals with the statistical results of the data collected before. Honestly speaking, the questionnaire was conducted very smoothly. All the teachers' 50 copies of questionnaire were taken back and found valid after careful examination. The students' 250 copies of questionnaire were also returned and found 228 of them were valid. The following is the questionnaire.

a) Designed Questionnaire

Accession of Literature resources	A1.Library books (paper-based books and digital books) can meet readers' needs.
	A2.Current magazines, newspapers and periodicals can meet readers' requirements.
	A3.Past magazines, newspapers and periodicals can meet readers' requirements.
	A4.Readers can find and get the books from the shelves easily and conveniently.
	A5.Interlibrary loan and document delivery service is timely and efficiently.
	A6.Readers can obtain the new digital resources in time.
	A7. Opening hours of the library is reasonable and convenient.
	A8.Overdue books regulations, the number of borrowed books and the time limit to borrowed books are reasonable.

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	A9. Cross discipline can meet readers' needs.
	A10. Readers can get the information they want without help from others in the library.
library environment and installation	B1.Library overall environment is neat and comfortable.
	B2.Library installation arrangement is reasonable.
	B3.Readers can study and think quietly in library.
	B4.Library guidance and marks are obvious and clear.
	B5.Enough soft wares and hard devices are available in library.
	B6.Printing, coping and duplicating are convenient in library.
	B7.Library literature resources distribute reasonably and easy to be found.
	B8. There are sufficient seats and power sockets in the library.
	B9. The temperature and the ventilation of the library are suitable.
	B10. There is wireless network in the library and the wireless network is consistent.

satisfaction degree of service effect	C1. Librarians treat readers friendly and patiently.
	C2. Librarians dress neatly and behave politely.
	C3. Librarians have enough knowledge and skills to deal with readers' problems.
	C4. Librarians response to readers' questions quickly.
	C5. Librarians deal with readers' problems sincerely and provide satisfactory help for readers.
	C6. Library responses to readers criticisms and suggestions and improves them in time.
	C7. Training courses and knowledge lectures which are helpful to readers are usually opened in library.
	C8. Library provides personalized service for readers.
	C9. Library provides the service of reference, consulting and handling readers' queries online.
	C10. Library provides the service of document delivery and sci-tech novelty searching.

library innovation service	D1. Readers can get the library electronic resources at home or in office.
	D2. Library provides professional SDI (selective dissemination of information) service and subject tracking service.
	D3. Library establishes the local characteristic database.
	D4. Library builds a micro-blogging interactive platform for readers to communicate with the librarians.
	D5. Library provides special topic retrieval service and literature review service.

b) Statistics Of Questionnaire

Items	Mean of teachers subjects	Mean of students subjects
A1	3.221	3.440
A2	3.129	3.550
A3	3.229	3.337
A4	3.112	3.071
A5	3.109	3.118
A6	3.338	3.342
A7	3.663	3.651
A8	3.449	3.554
A9	3.004	3.339
A10	2.991	2.883

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Items	Mean of teachers subjects	Mean of students subjects
B1	3.789	3.663
B2	3.550	3.432
B3	3.667	3.079
B4	3.489	3.789
B5	3.559	3.650
B6	3.660	3.880
B7	3.219	3.297
B8	3.883	3.990
B9	3.667	3.771
B10	2.772	2.072

Items	Mean of teachers subjects	Mean of students subjects
C1	3.332	3.079
C2	3.686	3.558
C3	3.449	3.308
C4	3.332	3.317
C5	3.346	3.332
C6	3.317	3.008
C7	3.339	3.347
C8	2.917	2.863
C9	3.039	2.887
C10	3.440	3.229

Items	Mean of teachers subjects	Mean of students subjects
D1	2.707	3.076
D2	3.150	3.225
D3	3.204	3.129
D4	3.041	3.109
D5	3.145	3.205

c) Analysis of the questionnaire

As shown in the first statistic table, we can see that both the teachers and the students are satisfied with the opening hour of the library and library lending regulations. However, the mean of A1, A2, A3, A9 of the teachers subjects are much lower than students subjects. Teachers are relatively not satisfied with the library resources including paper-based resources and digital resources. This is because what teachers need are very professional. Their research is very frontier. The books they need are not easy to purchase. But for the students, the resources they need are very general and fundamental. The resources in the library are nearly can meet the students' needs. The mean of A10 are the lowest value both in the teachers subjects and students subjects with the score 2.991, 2.883 respectively. Both the teachers and students find it hard to get the information they want.

This is because paper-based books are usually put to the wrong places after using. These mistakes

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can't be found and corrected by librarians easily because of so many books. A reader who needs a resource that has been put in the wrong position accidentally may hardly find it.

As for the second statistic table, we can see that both the teachers and students are much more satisfied with the overall environment and library installation. This is because the library in Tianjin polytechnic university is a new built library. It is very spacious, bright and grandeur. Perhaps just because it is very new, the wireless network has not been set up completely. Besides the mean of B10, the mean of B7 is second lowest value both in the teachers subjects and students subjects. The teachers and students are relatively not satisfied with the resources distribution in the library. This is because library staff didn't reconsider the allocation of paper-based resources. The pattern of resources may change from time to time and the resources should be reallocated according to the readers' behaviors and needs.

The third statistical table is about the library service effect. We can see that the mean of C8 is the lowest value both in the teachers subjects and students subjects. Both the teachers and students are not satisfied with the personalized service. This is because there are so many teachers and students in the university and the number of the librarians is very limited. On the other hand, the protection of reader information privacy made the individualized service work develop slowly. The mean of C6 is much lower than other items. Both teachers and students think Library doesn't response to readers' criticisms and suggestions timely. Readers' recommendation should be taken into account, because it is a directly way to know what readers really need. Library should emphasis on readers' recommendation. Besides C6 and C8, the mean of C9 is also low. Library should provide the service of reference and deal with readers' questions in time. As for the students subjects, the mean of C1 and C3 are also much lower. Librarians can't treat them politely and patiently. They think librarians don't have much knowledge to deal with their questions. So, library should enhance librarians training and educating.

The last part is about the innovation service. We can see that the mean of D1 is the lowest both in teachers subjects and students subjects. Teachers and students complain that they can't get the library digital resource at home. When they need some digital resources, they have to go to the university to get the information. On the one hand, this is because the library wants to preserve the digital resources in case of some people downloading the digital resources deliberately and balefully. On the other hand, it is because of the shortage of scientific and technological development. The mean of D4 is also lower than other items. Library should build a micro-blogging interactive platform for readers in order to communicate with the librarians conveniently.

IV. Suggestions and Proposes on Library Service

Readers' need is the power source of the continuous innovation of library service, and is also one of the most important driving factors of the sustainable development of the library. With the development of the information technology, the requirements of the readers are driven to change constantly. The multilevel diversity and individuation of readers' needs has brought both pressure and impetus to the library. The author gives some possible solutions to enhance the library service in the following part.

a) Selecting and allocating paper-based resources efficiently

Even though many digital resources have been introduced in most universities in China, traditional paper-based resources still share major percentage in the whole library resources. As stated in part 3, some resources in the library may not be needed by the user while the others may be really needed by the user but not available in the library or the related resources are not enough. Some books are sometimes mistakenly put to the wrong places after using, and these mistakes can't be found and corrected in time. The author gives some solutions in order to solve these problems.

b) Selecting and Purchasing Resources Effectively

In the current library, library staffs select and purchase paper-based resources just depending on their own knowledge and experience. Some university libraries use the resources lending records to test the resource selection and purchase plan, but it is not enough. Here, the author proposes to utilize some evaluation parameters to check whether the paper-based resources are used effectively. The next is the formula.

The value of A attempts to achieve to be 1. If the value of A is much lower or much higher than 1, we need to check whether the resources are properly allocated in the library or there is any resource never or rarely used. Through this value, we can check what kind of resources the users need and whether the resources in the library satisfy the users' requirements.

c) Reallocating Paper-Based Resources

Since the users' needs change much quickly, the pattern of resource allocation should change from time to time. We propose to periodically reconsider the allocation of paper-based resources according to the users' behaviors and requirements in a university. The resource allocation can be determined by the ratio of the circulation number of the resources or by the usage of the information such as the lending and returning place and the user department. So, the paper-based resources should be reallocated timely depending on the user requirement pattern.

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d) Using the Advanced IT Technologies

Since the books are also put to the wrong place after usage and the mistakes can't be found timely. Another user may hardly find the resource when he needs it. Here, the author proposes to use Radio frequency identification (RFID) tags. A RFID tag is a tiny-chip and embedded in paper-based resources. We can use hand-held tag reader or set the book-shelf reader for management of paper-based resources. When a book with a embedded RFID tag is removed from its original storage shelf, the librarian can know this immediately. This technology also can help us to trace how each kind of resources is used by users.

e) Enhancing all Librarians' Service Training and Education

In the era of the information age, the role of librarians has changed a lot, transforming from "Information Gatekeeper" to "Information Navigator", "Knowledge Specialist", "Information Manager". This requires the librarians not only to have the capability of technique, management and research, but also to possess good personal qualities such as the good communication ability, the appreciation features that can show the working performance and competitiveness in new working environment. So, it is of great need to establish a lasting training system and reinforce librarians' comprehensive ability. Effective and sustainable training system is helpful for the improvement of librarians' service awareness, vocational skill and comprehensive quality. The form of training can be full-time study, expert lectures and status competition, all of which can help librarians to improve service ability and reduce working mistakes. At the same time, other training aspects such as polite manners, specification language, psychological quality, mind training and service skill should also be strengthened in order to promote librarians' contingency ability in dealing with different circumstances.

Meantime, the librarians should be out of the library and deep into the department and the research institutes to come to the readers' sides. Through communicating with the readers, librarians can learn readers' expectations and needs, especially the deep and potential demands. Paying close attention to readers' needs and absorbing readers' wisdom and strength can not only provide more targeted service, but also promote the optimum development of the library through the readers' assistance and participation.

f) Focus Attention on Readers' Recommendation

Librarians can learn readers' expectation and demands directly through reader recommendation. In the following, the author proposes to take reader recommendation in the resource management and introduces three recommendation approaches.

The first reader recommendation approach is very directly. A reader can give a recommendation through the web interface to the library management system on the topics that the reader is interested or the reader can input the information about the resource that is not available in the library. When the reader can't find the required resource, he can click on the link to the recommendation page and input the recommendation details such as the title, the author and the publisher information. The librarian can use these recommendations to make their purchase plans.

The second reader recommendation approach is that a reader is allowed to have the right to submit recommendations or comments on what he has read. A resource preferred by a reader may also be preferred by many others and the comments of previous readers on the resources usually have significant impact on the latter readers. Therefore, many other readers select and choose resources in the light of the comments of previous readers. This can save a lot of time.

The third reader recommendation approach is about the library management system. The management system can show a reader some recommended resources related to the topics the reader wants to find when the targeted resource is unavailable in the library. The recommendation to the topic may consist of a list of the resources by the same author or other resources which are very closely related to the requested topics.

As for the reader information, it can be obtained from the library management system. Some experts invented the data mining technique, which is an efficient way to analyze the collected reader information and can give a good solution automatically.

g) Make Full Use of Scientific and Technological Progress

As the library investigation above suggests some readers complain that they can't get the information at home. If they want to obtain the digital information, they have to come to their office. So, the traditional service should be updated in order to make the library service break through the limit of space. Library digital service should be everywhere at any time. Here, the author proposes to use web 2.0 or lib 2.0. Web 2.0 is a new generation model of the internet. This new internet model can apply and copy the relevant content of the library to anywhere according to the demands of the readers at any time (Wu Jianjun, 2010). It advocates the library to break the passive service model, to go out actively and participate in readers' lives. That means where the readers are, where the library is. The library will exceed the concept of "No fencing library". The library is everywhere and has no barrier. Compared with the traditional service, it will make the library service more humanism.

The advent of web 2.0 opens the new era of the library service and we hope to apply this new model to the library soon.

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V. Conclusion

Service is the eternal theme of the library work, and is also the originally standing foundation of the library. This paper investigates the current library services provided in Tianjin polytechnic university. Through this survey, many problems existing in the current university libraries are disclosed. The problems are wrong allocation of paper-based resources, low quality of the information integration based on network, relative lag of service method, shortage of librarian training and education. The author then proposes some possible solutions to deal with these problems. Firstly, standardize paper-based resources. Secondly, enhance librarians' service training and education. Thirdly, put emphasis on reader recommendation. Fourthly, utilize advanced information technologies in library management. Through these solutions, the user-oriented service ideology could be completely set up.

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The Importance of Teaching Cultural Awareness in Design Education: Evidence from Interior Design

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Abstract - This article presents findings from a higher education interior design course at a U.S. university. For the course, titled the "Heritage Studio," a series of projects were developed aimed at developing self-awareness, empathy and cultural awareness in the students. Research and documentation of individual students' family histories provided the foundation for the projects. Throughout the process of completing projects for the course, students were encouraged to become self-aware of their personal heritage (cultural, linguistic, religious etc.) as a pathway toward developing empathy and appreciation for the personal history of their classmates. Upon completion of the course, student feedback was collected. Responses were qualitatively analyzed to assess students' learning of cultural awareness. The four themes that emerged as a result were: (1) realization of family impact on personal development, (2) realization of past affecting present (3) increased awareness of both diversity and commonalities among classmates and, (4) increased respect for one's own relatives and for the personal history of others. Details of these findings are described in this paper.

Keywords : *self-awareness, cultural awareness, heritage, interior design, design education.*

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The Importance of Teaching Cultural Awareness in Design Education: Evidence from Interior Design

Amy Roehl Mfa [α], Shweta Reddy-Linga [σ], Jane Kucko [ρ] & Laura Prestwood [ω]

Abstract - This article presents findings from a higher education interior design course at a U.S. university. For the course, titled the "Heritage Studio," a series of projects were developed aimed at developing self-awareness, empathy and cultural awareness in the students. Research and documentation of individual students' family histories provided the foundation for the projects. Throughout the process of completing projects for the course, students were encouraged to become self-aware of their personal heritage (cultural, linguistic, religious etc.) as a pathway toward developing empathy and appreciation for the personal history of their classmates. Upon completion of the course, student feedback was collected. Responses were qualitatively analyzed to assess students' learning of cultural awareness. The four themes that emerged as a result were: (1) realization of family impact on personal development, (2) realization of past affecting present (3) increased awareness of both diversity and commonalities among classmates and, (4) increased respect for one's own relatives and for the personal history of others. Details of these findings are described in this paper.

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I. Introduction

a) A Global Society

With the change from an internet that allowed users to view content ("Web 1.0") to a platform that enabled complete interactivity of users ("Web 2.0") (O'Reilly, 2005) came a massive shift in the way that people communicate and interact around the globe. Prior to this shift, knowledge of cultures beyond one's own may have been considered a privilege accessible only to those who had the desire and means to travel. Today, intercultural awareness is a necessity for effectively navigating both home and work life. Younger generations are expected to connect and work effectively with individuals from different parts of the world, making awareness of other cultures an essential competency. In addition, there are many benefits to a world that embraces diversity. As James Neulip, professor of Communication and Media Studies at St. Norbert College points out, societies that value diversity enjoy "healthier communities; increased international, national and local commerce; reduced conflict and personal growth through increased tolerance" (2012, p. 4).

Students graduating today enter a workplace and world that requires individuals to be culturally aware. "Cultural awareness refers to the developing consciousness of culture and the ways in which culture shapes values and beliefs" (Burchum, 2002, p.7). According to Burchum, cultural awareness begins with understanding the influences of one's own culture. Cultural awareness is demonstrated when an individual recognizes his or her personal heritage, beliefs, and values in order to identify with others whose beliefs and values are also shaped by their heritage. This awareness allows one to see similarities and differences of culture and its influence on various aspects an individual's life. The value for cultural awareness increases as rapidly shifting conditions affect ways that people around the globe communicate and interact.

Factors influencing the need for cultural awareness in contemporary society include: (i) increasingly diverse local societies as a result of growth in immigrant populations ("A nation of immigrants", 2013), (ii) the transient nature of contemporary work: individuals and families relocate, often across continents for employment opportunities, (iii) ease and speed of travel for both personal and business reasons, and (iv) real-time communication enabled by new technologies that facilitate interactions with people in varied physical locations and time zones. With these emerging conditions in mind, undergraduates today must prepare for a world that demands heightened sensitivity toward cultural nuances (Deardorff, de Wit & Heyl, 2012). As a result, higher education institutions in the U.S. actively encourage the development of courses with content that includes global awareness and internationalization (Green, 2012).

Therefore, the purpose of this article is to present an example of an interior design course that was developed with the primary objective of teaching cultural awareness to undergraduate students majoring in Interior Design. While the focus of the course studied and described in this article is interior design, the study's outcomes may be applied to other disciplines involving the design of the built environment such as architecture and engineering. This project lends itself to interdisciplinary approaches where students from

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history, psychology, language and material culture studies could be integrated. The course outline includes a series of three consecutive projects that placed emphasis upon the individual investigating their personal heritage. Upon completion of the projects student feedback was collected to assess whether the objective of developing cultural awareness was fulfilled. The student responses to open-ended questions have been presented as evidence supporting the success of this course in imparting cultural awareness.

II. Context of Study

A series of projects were developed for an interior design studio course taught during the 2nd year of a 4-year undergraduate program with the intention of developing empathy and cultural awareness alongside the subject-specific content. Started in 2008, the "Heritage Studio" has run for 6 consecutive years, engaging a total of 81 students. These interior design projects were developed to teach self-awareness, empathy, cultural awareness and ultimately a global view. Fig. 1 is a diagrammatic representation of the aspects of student consciousness expected to develop as students worked towards completion the series of projects.

Course described, learning outcomes of (i) interconnectedness, (2) knowledge of cross cultures, and (iii) self-awareness were included in desired learning outcomes.

III. Teaching Methodology

a) *Use of Storytelling and Reflection*

The approach to learning in this course is student-centered. Learning through personal discovery was an important part of this class. Therefore a methodology that focused upon personal research, reflection and storytelling was selected.



Fig.1 : Shift in student consciousness from self-awareness toward a global view

Specific to the discipline of interior design, learning outcomes of the course need to comply with the Council for Interior Design Accreditation (CIDA). CIDA is the accrediting organization for college and university level interior design programs in the United States and Canada (CIDA). CIDA (2009) requires that interior design programs expose students to "globalization and implications of conducting the practice of design within a world market." Program graduates are expected to enter the marketplace as entry-level designers who "have a global view and weigh design decisions within the parameters of cultural contexts." Thus, CIDA guidelines require interior design programs to provide students with opportunities that allow them to gain knowledge of other cultures.

Cultural awareness is a priority of the Mission, Vision and Values and Global Awareness components of the core curriculum required of all students at the university (TCU, 2004). For the purposes of the Across a range of disciplines, storytelling is recognized as "a means of making sense of experience" (Alterio & McDrury, 2004, p. 7).

Within the "reflective paradigm", storytelling has become an accepted learning tool for increased connection between learner and material. "We define reflective learning as a process which involves dialogue with others for improvement or transformation whilst recognizing the emotional, social and political context of the learner" (Brock bank, McGill, & Beech, 2002 p. 3) in student-centered, learning-centered instruction, storytelling allows the participant to analyze and come to conclusions about themselves and other participants. This allows the student to use their frame of reference as a starting point for understanding others and in turn, expands the student's ways of knowing.

Knowledge comes through one's own experience and the shared experiences of classmates. The teaching and learning strategy for this course utilized student-generated research followed by storytelling, then personal and group reflection. This method engaged students to become aware of self and others as a path toward cultural awareness. Storytelling (visual, written and audio forms) provided a powerful vehicle for students to create deep connections to their own past as well as to the personal histories of their classmates and is key to the success of the projects described.

IV. Course Description

a) *The Heritage Studio*

For the purposes of this paper, the term "studio" is used to describe both a physical setting and a type of course. In the U.S., interior design and architectural courses in which students focus on project-based learning are called "studio" courses. In school, students do not typically work with clients, thus the projects are hypothetical in nature. The physical space in which students produce these projects is also referred to as a 'studio". The layout of a studio is typically open, without physical barriers, to encourage collaboration and sharing of information and ideas.

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The "Heritage Studio" was named as such because it addresses interior design studies through a cultural heritage lens. As a part of the 'Heritage Studio" three consecutive projects are assigned and completed during the course of a 15-week long semester. Each project builds upon the themes and ideas established in the previous project. Projects progressively increase in size and scope. The first project is very personal, focusing on the individual student's family history. The subsequent projects move toward designing a fully public space for multiple end-users. By starting with a personal story, the intention is to create a stronger connection between student and hypothetical client. A more in-depth description of each of the three projects is provided below.

The Heritage Studio course, a requirement of the interior design curriculum, takes place in the spring semester of the second year. From 2008 to 2012, 81 students (approximately 15 students per semester) have enrolled in the course. The design process, integral to studio-based learning, is used to explore issues of personal and collective identity. In addition to cultivating design and technology skills, learning objectives for the course include:

1. Interconnectedness:

Acknowledge and celebrate the collective history of our class.

2. Knowledge of Cross-Cultures:

Create an appreciation for our richly diverse backgrounds. Foster cultural awareness through shared reflection of our unique histories.

3. Self-Awareness:

Activate empathy for others

Be respectful of each person's viewpoint and stories

During the semester, students were required to complete all three design projects: the Heritage Collage (2 weeks), the Heritage Pavilion (4 weeks), and the design of a cultural center for the university campus (9 weeks). Each project establishes the foundation for the next. All projects are hypothetical. Design solutions are communicated through representations of the project using floorplans, 3-dimensional computer-generated renderings, and physical models.

V. Project Descriptions

Project 1 : The Heritage Collage – Expression Of A Personal Story

The first project, the Heritage Collage, is very personal, a visual manifestation of the student's own story. Students are required to tell a story about their heritage through a visual photomontage made using Adobe Photoshop software. Desired learning outcomes related to interior design include the ability to communicate in a visual format and an introduction to Adobe Photoshop, standard software used across the industry.

Students begin the project by researching their own heritage. To start, information is gathered through interviews with family members and searching online databases such as Ellis Island and www.ancestry.com. Students share their stories with the class using visual artifacts including photographs, diaries, letters, and objects. Classmates respond to the range of possibilities presented, helping the storyteller narrow down the narrative most significant to the individual. Students are required to write their story, then create a collage to express the written story. Multiple renditions of the collages are shared and reflected upon as a group. Classmates suggest how to make the visual story most effectively communicate the written story. This project is important for the student to become aware of the history that has made them who they are, to realize that they are not separated from their history or from the history of their ancestors.

Project 2 : The Heritage Pavilion – The Personal Story Placed In A Public Setting

In this project title the term "pavilion" is used to describe a free-standing structure or "mini" piece of architecture. Students are charged with taking the personal story established in the collage and placing it in a public setting. This is to

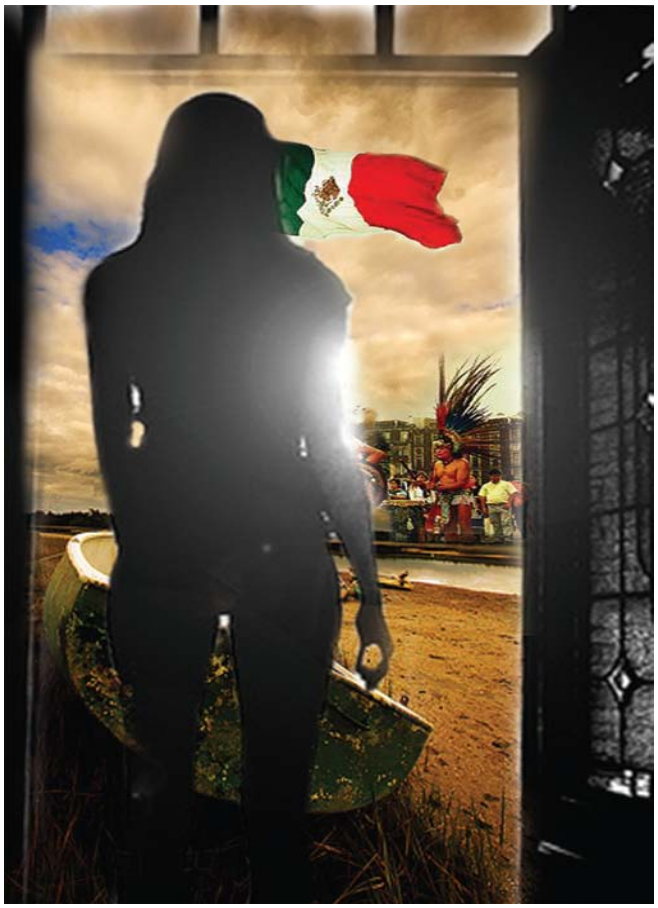


Fig.2 : Example of the heritage collage titled "Opening Doors" by Natalie Salinas

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a) Student Description of Their Story

"All of my life, my heritage has been something that I felt detached from. My father is Mexican and my mom is of Irish decent. People doubt my claim when I say that I'm half Mexican. My last name and dark hair are the only traits that resemble what society sees as Mexican. To add to my failure to look Mexican, my parents separated when I was young, resulting in a distant relationship with my dad's side of the family. I eventually realized that if I dropped my last name when introducing myself to new people I could avoid questions that I had come to resent. I turned away from my father's roots, denying myself the lessons to be learned from the struggles his family faced in order to create a life in the United States. In the process of researching for this project, I have become enlightened. The little parts of my past that I never fully appreciated and at times have felt embarrassed about have presented themselves in a new light. I experienced a rush of appreciation for the struggles that my ancestors have gone through. I now try to look past the negative images I've held of illegal immigrants in order to see the rich and colorful culture that I should be proud to come from."

Be achieved by expressing the story as a 3-dimensional site-specific structure. Each student selects a space for his or her installation at a local art museum.

As students design their pavilion, they must consider how their structure will interact with the architecture of the building just as any interior project would engage with the architectural "shell" or existing building conditions. The goal of the project is to provide museum guests an experience of each student's personal story as the visitor moves through the pavilion. This project merges public and private, exposing the story to a wider audience. The 2-dimensional expression of the story established in the collage is displayed in 3-dimensional form inviting the public to engage with and experience each student's personal story.

Learning outcomes specific to the discipline of interior design expand with this project. Students learn to develop an architectural language, the forms that an interior designer creates to express 3-dimensional space. Students are exposed to issues of site and context and must consider how their proposal will fit into the existing conditions. Google SketchUp, the software used to communicate the pavilion design is an industry standard for used to create 3-dimensional sketch studies. Employers in the U.S. expect that graduates are proficient in this software upon entering employment.



Fig.3 : Example of the Heritage Pavilion titled "Journey to Reflection" by Natalie Salinas

b) Student Description of their Pavilion

"The inspiration for this installation comes from my own feelings about my personal heritage. The entrance to the pavilion starts off very dark to represent my own uncertainty about my roots. The steel structure is designed to feel enclosed and cold to reflect my distant feelings toward my cultural identity. Upon turning the corner, the visitor is faced with angled mirrors that force them to see themselves from all sides. The path ends on a raised platform overlooking the museum's lake where the visitor may rest and reflect."

Project 3 : The Heritage Center – A Fully Public Project

The third project involves the design of a cultural center to be located on the university campus. The center's purpose is to provide a venue for active intercultural learning for both the university and wider community. Collectively, the class determines the project brief. The brief includes an outline of activities with corresponding space typologies to be incorporated into the center. Students consider the types of activities that would best encourage learning about other cultures and work through the following questions to arrive at their final brief as a class:

a. What kinds of spaces would encourage people to want to come to the center and linger?
b. How to create interior design that is welcoming and that encourages involvement of visitors?
c. Consider a broad range of learning activities that could occur in the center. How will the design of the interior be flexible to support these varied activities?

Once the class agrees upon the brief, each student begins their individual design for the center. Sensitivity toward diverse end-users is essential. Creating a space that welcomes and engages a wide variety of users without alienating others or showing preference to specific users is a design challenge that must be addressed. Each solution has a unique identity. Spaces are interpreted and developed with a concept generated by the individual student. Lessons learned from their personal story and the stories of classmates are applied to the design of the center, but ultimately students must step out of their personal story and consider the needs of a wide variety of users.

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For this project students learn to create a floorplan. This portion of the project takes significant time as the students work through to-scale prototypical drawings for each space typology such as an interactive kitchen, art studio, café and multi-purpose room. Students learn about and apply anthropometrics to their space planning to insure that distances are correct and spaces are usable for human beings. U.S. commercial building codes are applied as well as Americans with Disabilities standards that insure all public spaces are accessible to people with varied abilities.



Fig. 4 : Example of the heritage center titled "Universal Solutions Heritage Center" by Natalie Salinas

c) Student Description of their Heritage Center

"Everyone can claim ownership to their personal heritage but visitors might come to the Universal Solutions Heritage Center with little knowledge of cultures outside their own. The goal of the center is to unlock the secrets of all cultures in order to gain better understanding an appreciation of others. I used the metaphor found in the "Rubick's Cube", a 3-dimensional puzzle game to develop the interior design for the center. Spaces may rotate and change just as our understanding for culture does during our personal enlightenment process."

VI. Methodology

a) Assessment of Student Learning

At the end of the semester upon completion of their third and final project a survey was distributed to the students enrolled in the class. Students completed open-ended questions after making their final presentation in class. To insure anonymity, during the first three years of the course, the surveys were filled out by hand and collected in an envelope. The last three years of the project the responses were collected digitally through an online survey tool. In each questionnaire there were a total of seven open-ended questions to be answered in essay format. The number of respondents who completed the survey was 78 over a course of six years.

The responses were qualitative in nature and thus data was analyzed using thematic analysis (Braun & Clarke, 2006). Thematic analysis was most suited for this study as it is a data driven methodology that allows for consistent patterns to emerge from the responses. The steps utilized in the current study to analyze the qualitative data were based on Braun & Clarke (2006) recommendations: (1) responses from all respondents were collated for each question; (2) all responses were then reviewed by two researchers and preliminary coding was performed; (3) based on the preliminary coding each of the responses were then reviewed by two researchers to segregate them into themes that emerged from the data; (4) to maintain reliability and to ensure that the meaning and the patterns observed were appropriate, the responses were read multiple times by each coders; (5) finally all the themes were reviewed to verify if data was represented accurately under the current themes identified and the themes that did not have sufficient data to support were eliminated; (6) once the themes were finalized, each of the themes were named and defined.

VII. Results

The primary themes that emerged from the qualitative data analysis were:

1. Realization of family impact on personal development
2. Realization of past affecting present.
3. Increased awareness of both diversity and commonalities among classmates.
4. Increased respect for one's own relatives and for the personal history of others.

a) Realization of Family Impact on Personal Development

Heritage impacts an individual's social and psychological development. Experiences within a family lay the groundwork and foundation for individual growth and maturity. Student responses revealed an increased awareness of the influence of one's upbringing on their personhood. Students demonstrated a realization of their family's distinctive characteristics and nuances. A deeper understanding of the influence of family members (past and present) upon how he or she had been raised was described. Recognition of one's own heritage and its impact is clearly revealed in the following student responses:

"Before I did not think about heritage as an influence in my life, but now I see how it connects to everything I do and how I behave."

"Even those who are adopted grow up with distinct cultural variations based on the people who raised them."

"I have a better understanding of why I am the person I am today. It is because of the people who raised me and their past experiences."

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b) Realization of Past Affecting Present

For many students, the project process changed their perception of the concept of 'heritage.' Students became aware of many influences in their lives that went beyond their immediate family. Many students previously viewed the concept of 'heritage' as something that happened in the past. Towards the end of the semester students demonstrated a new understanding of how experiences and decisions of their ancestors impacted their lives. As students discovered the context of their place within their family's history it enabled them to view themselves as a part of a continuum that includes past, present, and future. Student responses indicate a realization of events experienced and decisions made by individuals in prior generations had an effect on the student's social situation in the present. The following responses indicate the realization that decisions an individual makes during the course of a lifetime affects generations to come:

"I realize how truly complex our heritage is. Any little change anywhere along my family tree could have changed everything."

"I learned what it actually means to have a complete family beyond just your parents and brothers and sisters. Coming to understand the generations of people before you that are a part of who you are even if they were not physically present in your life – they were present by way of your immediate family who learned from them."

"I now look at heritage with a more holistic perspective, including past, present and future."

c) Increased Awareness of Both Diversity and Commonalities among Classmates

During the process of completing each component of the heritage projects, students consistently demonstrated a new awareness of diversity among classmates. Students also expressed an increased awareness of commonalities between classmates. The following responses are examples of appreciation for the differences among people and that they have more in common with each other than they had previously considered:

"Listening to others made me understand everyone more. As a class we have grown closer. It was interesting to see that even though we are from such different backgrounds, we are similar in so many ways."

"I value how different cultures coexist. I think it's really neat that though people may be very different they can still coexist and work well together."

"These projects make me think about how different we all are, yet we all mesh and work so well together. It made me realize, culturally, that so many different backgrounds and personalities can meet and connect."

d) Increased Respect for One's Own Relatives and for the Personal History of Others

Students found other people's stories to be inspirational. During the early stages of the projects some students seemed to think that they did not have anything special to tell about themselves. Toward the completion of the projects, these students indicated a new appreciation for their heritage because it made them unique. New connections were created between students when students identified similar themes running through several classmates' backgrounds. The following responses indicate a deeper understanding of one's heritage:

"We are inseparable from our heritage. Heritage is not a choice. Even if you want to, you cannot disconnect from your heritage. It is part of who you are."

"Heritage is more than the people who came before you. Our heritage is what makes us who we are and we are a part of our heritage."

"Heritage is something that continually impacts everyone. It plays a large part in what makes a person."

VIII. Conclusion

Today the global workplace requires college graduates to learn other cultures including elevated sensitivity towards cultural nuances. Pedagogy that integrates student- and learning-centered instruction allows students to first explore their own cultural heritage as a basis in which to learn about others. Self-awareness, empathy, an appreciation for richly diverse backgrounds enhance intercultural knowledge.

Projects that progress from discovery of one's personal cultural heritage to application of cultural values and beliefs increase student's intercultural knowledge. Based upon the results of this study, students elevated their knowledge of the impact of generations of one's own family upon their personal development and the personal history and cultures of others.

While this study focused upon studio-based instruction in interior design, the three-project series can be applied to other fields in the built environment such as architecture, engineering, and design thinking. Learning outcomes such as dealing with site conditions and context, human beings in relation to space and structure, as well as creative development of architectural form could be applied across a variety of disciplines. Future research could explore whether or not expanding to interdisciplinary teams (history, psychology, history and material cultures and language students) impacts intercultural learning.

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Academic Sojourners, Acculturation and Interpersonal Communication: Path Analysis

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Abstract - Communication is viewed as the major underlying process as well as an outcome of the acculturation process. Intercultural communication takes place when individuals influenced by different cultural communities negotiate shared meanings in interaction. This article concludes with an assessment of communication variables contributing to acculturation among sojourners. Three casual factors: language fluency (LF), acculturation motivation (AM), and interaction potential (IP) were tested in relation to one another against the originally hypothesized assumptions and the path model. In explaining and predicting sojourners communication behaviors simple correlation, multiple regression, and path analysis were employed. It was found in the present study that interaction potential with host society was shown to be the primary causal factor of the three in facilitating intercultural communication.

Keywords : *academic sojourners, acculturation, intercultural communication, path/ process analysis.*

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Academic Sojourners, Acculturation and Interpersonal Communication: Path Analysis

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Abstract - Communication is viewed as the major underlying process as well as an outcome of the acculturation process. Intercultural communication takes place when individuals influenced by different cultural communities negotiate shared meanings in interaction. This article concludes with an assessment of communication variables contributing to acculturation among sojourners. Three casual factors: language fluency (LF), acculturation motivation (AM), and interaction potential (IP) were tested in relation to one another against the originally hypothesized assumptions and the path model. In explaining and predicting sojourners communication behaviors simple correlation, multiple regression, and path analysis were employed. It was found in the present study that interaction potential with host society was shown to be the primary causal factor of the three in facilitating intercultural communication.

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I. Introduction

The term academic sojourner is used for international students who visit new or strange places to receive academic knowledge and return back to their native place after achieving their academic goal (Ward, et al. 2001). Individuals who cross cultures to earn or learn as academic sojourners are perhaps the largest and the earliest group of people who have been communicating with others in different cultures all over the world. (Ross, & Krider 1992; Nelson 1992; Wang 1993; and Ruben 1994). The meetings occur between two societies when individuals travel from their place of origin to another country for a specific purpose and a limited time, such people are called sojourners in the literature (Bochner 2003).

Acculturation or adaptation refers to the individual's relationship with an unfamiliar cultural environment. According to Hall (2002) individuals of a foreign or minority culture learn the language, habits and values of a standard or dominant culture by the cultural process of acculturation.

When strangers move into a new and unfamiliar culture and interact with it, the process of re-socialisation or acculturation occurs. Gradually, they begin to detect similarities and differences within the new surroundings, becoming acquainted with, and adopting some of the norms and values of salient reference groups in the host society (Gudykunst and Kim, 2003). During such acculturation phenomena, the stranger becomes a victim of

confusion, frustration and conflict which presents, according to Kim (2002) a dialectic relationship between push and pull; she explains the growth process in her model and proposes that adaptation is an accumulative but progressive series of positive and negative experiences. Samovar and Porter (2004) defined acculturation as a type of cultural change, which occurs when a society undergoes drastic culture change under the influence of a more dominant culture and society with which it has come in contact with. Kim (2002)-noted that acculturation is a concept dealing with a group of individuals who have different cultures and come into first hand contact, with subsequent changes brought about in the newcomer exposed to a new and different environments Therefore acculturation refers to the process of becoming communicative competent in a culture which is unfamiliar.

Kim (2003) described that personal communication can be viewed as the process of organising adaptive experiences into identifiable cognitive, affective, and operational patterns that are consistent or compatible with the cultural patterns of the host environment. Individual strangers' personal communication patterns, thus, can be conceived in terms of their host communication competence in ways that are consistent with the communication codes, rules, and practices operating in the host culture.

II. Objective & Justification

Investigations of foreign student adaptation have been reported in the literature for over 40 years. Still, this area encountered many unanswered questions due to the diversity in foreign student population and flawed methodologies. Among the studies on intercultural adaptation, the experience of academic sojourners has provided a rather fertile ground for intercultural communication researchers. Earlier research on them tended to identify the various challenges, communication barriers and problems faced by academic sojourners (Jacobson 1963; Furnham & Bochner 1986; Khan 1992), and later studies focused on sojourners' understanding of their host cultures and their communication strategies for effectiveness of their intercultural communication (Martin 1987; Furnham 1988; Adelman 1988; Rohrlich & Martin 1991; Ward &

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Kennedy 1993; Chen 1994), and also on communication trends (Kim 1978; Khan 2001 and 2005).

This article will examine acculturation research with a focus on the vital link between communication and acculturation. Every immigrant is acculturated into the new host society through communication. The immigrant's communication competence facilitates all other aspects of adjustment in the host environment. Communication, then, is understood as the major underlying process as well as an outcome of the acculturation process.

III. Perceptual Complexity

Perception is the process of selecting, organising, and interpreting sensory data in a way that enables us to make sense of our world (Gamble and Gamble, 1996). In this process a person perceives a wide variety of things about another and makes finer interpersonal discriminations and changes than cognitively simple individuals. Martin (2002) elaborates this process when strangers find that their attempts at perspective-taking to-determine how and why others will respond to their communication behaviours, are uncertain and ambiguous. The process of trial and error in communication attempts is interspersed with attempts to give meaning to the new behaviours by observing the response of others.

One of the most fundamental adaptation changes in personal communication (or host communication competence) occurs in the cognitive structure/conceptual process through which strangers process information from the environment. Communication between the stranger and the host is successful to the extent that the stranger is able to comprehend the categorizing system of the host and match their own cognitive activities (Kim, 2003).

Strangers face certain degrees of uncertainty much like individuals moving from one place to another within the same country. They must find ways to make sense out of their environment in order to adapt to it. They try to categorise events and people into certain moulds, thus stereotyping culture becomes salient as a screening device when strangers-need to maintain the easiest and most economical structure in their perception of unfamiliar people and the social milieu.

Therefore, perceptual complexity is defined as the extent of cultural knowledge and familiarity with all aspects of the host society. This includes the groups, institutions and sub-groups, the attitudes, beliefs and values of the members and non-members. Since the knowledge of culture of a structurally complex group can never be complete, even in the case of life-long membership of the group, the newcomer's degree of knowledge should be judged in relative terms. Perceptual structure is an important variable because it allows the sojourner (the term sojourner and stranger are used interchangeably in this paper) to perceive many goals and the means to their attainment. It provides a more adequate means of relating the sojourner to the host society (Khan,-1990).

IV. Interpersonal Communication

Several studies have examined interpersonal communication by looking at the volumes of interpersonal relationships sojourners have with members of the host society, (Kim, 1980; Kim, 2002; Gudykunst and Kim, 2003). The underlying assumption here is that interpersonal relationship patterns indicate the degree and quality of information as the sojourner learns about the host society and its culture. Interpersonal communication occurs in interpersonal relationships, which in turn, represents the purpose, functions and product of an individual's interpersonal communication.

In studying interpersonal relationships, informal relationships (friendship with the host) are distinguished from formal relationships (membership and participation with host). Studies have found that those who tend to seek both formal and informal relationships with the host culture in social situations have not only greater potential for, but also actually achieve a higher level for acculturation (Khan, 1992).

The sojourner's interpersonal communication-can be observed through the degree of his participation in interpersonal relationships with members of the host society. More specifically, one can infer the nature of his interpersonal networks. A sojourner with a predominantly ethnic interpersonal network can be considered less acculturated than a sojourner whose associates are primarily members of the host society. In addition, the degree of intimacy in the host society is an important indicator of his acquired host communication competence (Khan, 1992).

As explained earlier, a perceptual process is the underlying means by which people organise their experience. It is the way in which information is received, processed and. retransmitted, all of which are vital to the communication process. One of the important aspects of one's perceptual structure in relation to the acculturation process is that it is dependent upon developmental conditions. Acculturation does not occur in everyone's life in the same way. Some people are motivated while others are not. The level of perceptual process in a given area is not necessarily held static over time. As has been demonstrated through research of foreign students and visitors, a sojourner's perception of the host society will become more complex and refined as he learns more about the host culture (Khan, 1992). Here, the sojourner's differentiated view of the host society is considered to be a product of life experience from multidimensional perspectives. On the other hand, a simpler perceptual process is indicative of the more global and unidimensional perspective that any form of cultural learning occurs through

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communication. The growth of a differentiated view of the host society is facilitated by the accumulation of the stranger's communication experiences in the host society. Through interpersonal communication with the host society; he is able to comprehend wider and more complex perspectives than his own.

a) Based on the Aforementioned Discussion, the Following Hypothesis Is Developed

Hypothesis 1: The more a student participates in interpersonal communication with members of the host society, his perception of the host society will become more complex and refined.

V. Language Fluency

One of the most frequently used ideas to understand the role of language in our thoughts and actions is the Sapir-Whorf hypothesis, which states that language unconsciously determines how we perceive the world. Thus, the limit of our language becomes the limit of our world. Our actions are connected tend to our language because we are assumed to act based on our perceptions of the world and these perceptions are determined by our language (Hall, 2002).

To speak to someone in her or his native language is an indisputable part of the adaptation process. In adaptation studies more extensive attention has been devoted to the effectiveness of language orientation in promoting acculturation. Often the type of language used by an ethnic group and the proficiency of such usage has been the measure of the extent of acculturation.

Therefore, language fluency as an important determinant of the sojourner's exposure to the host society empirically supports a positive correlation that exists between language and general adjustment. Ability to communicate has been proposed as a factor in both the extent of acculturation and the degree of positive evaluation made by the sojourners (Valeh, 1985; Bohleke, 1986; Khan 1992; De Verdi, 1995; Samovar and Porter, 2000; and Kim, 2003).

The above cited empirically supported evidence provides enough insights to further postulate that a student's competence in speaking and understanding host language facilitates his/her interpersonal interaction with members of the host society, in this study, Bangla.

Hypothesis 2: "The more fluent a student is in the host language, the greater will be his/her participation interpersonal communication in the host society".

VI. Acculturation Motivation

The second important variable in relation to the student's communication behaviour is his acculturation motivation. The term "acculturation motivation is defined simply as the student's desire to learn about, and participate in the host society. Dodds (1998) reports "if a person is highly motivated to be accultured, he or she usually becomes more culturally involved with group memberships in the host culture and develops more friends from that host culture than a person who is not motivated to acculturate". Here, a student does not necessarily have to change his values and attitudes or ethnic group in order to understand the host society and to engage in intercultural communication.

Hypothesis 3: "The greater a student's acculturation motivation, the greater will be his/her participation in interpersonal communication with members of the host society".

VII. Interaction Potential

The term interaction potential is conceptualised as the amount of actual or potential interaction between the sojourner and the surrounding host community. Ordinarily, if a situation does not have any interaction potential at all, it must provide for the physical proximity of two or more persons. Beyond this basic requirement, the situation differs greatly in interaction Potential. For example, one does not usually talk to a stranger in the subway or in the bus; if on the other hand, one is assigned to work with him on a collaborative task, he would soon cease to be a stranger. Such situations almost demand communication of some sort, and make it easy to go beyond superficial exchange if one wishes to; in other words, they are high in interaction potential. Thus, foreign students studying in local institutes dealing with Bangladeshi fellow students will have a greater chance to develop or less meaningful relationships with Bangla.

Hypothesis 4; "The greater a student's interpersonal interaction potential the greater will be his participation in interpersonal communication with the host society"

VIII. A Path Model of Acculturation

After developing causal links, the three causal factors are language fluency (LF), acculturation motivation (AM), and interpersonal potential (IP) with perceptual complexity (PC) in perceiving the host society. As pointed out earlier, it is hypothesised that individual differences in three variables will influence cognitive structure through interpersonal experiences with the host society. In other words, there would be a weak or no direct relationship between three causal variables and the perception patterns of the sojourners. Fluency in the host language, motivation to learn and interaction potential of the sojourner will not have any significant effect on perceptual complexity unless there is some meaningful interpersonal communication experience with the host society.

Hypothesis 5: "The complexity with which-a student perceives the host society will be influenced by language fluency, motivational level and interaction potential mediated by interpersonal communication".

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IX. Method

The data for the study was obtained from Bangladesh University of Engineering and Technology, Bangladesh Agricultural University including Government and private Medical Colleges, as hosting the foreign students from neighboring countries (India, Pakistan and Nepal). In order to test the hypotheses of the study, the questionnaire was administered among 80 foreign students enrolled during 2012 academic year. In the present study, perceptual complexity was operationalised by measuring the degree of concreteness (or extremity) in responding to the 12 adjective statements describing and evaluating Bangladeshi students (Bangladeshis are affectionate, have sense of humour, peace-loving, frivolous, industrious, arrogant, optimistic, trustful.etc.) with six alternative responses provided.

Interpersonal communication activities with the host society enable sojourners to experience their "immediate environment". A foreign student's involvement with members of the host society was measured by the volume and intimacy of his informal social relationships with locals and organisations (cultural groups like Chayaknot, Udichi, Compash Nattya Shomproday for music and drama, Shondhani and Badhan for blood donation) to with he was connected as a regular member.

The index of interpersonal communication was the sum of the number of locals with whom the respondent reportedly had interpersonal communication relationships.

Interaction potential operationalised as accessibility to interpersonal channels of the host society was measured by the respondent's estimation of the percentage of Bangla contacts out of the total daily contacts i.e., of all daily personal contacts you make, what percentage is with Bangladeshi/ locals, how often have you worked with Bangladeshis, sought help from them, attended their social functions, shared meals outside, and visiting local friends (in Eid/Poja vacations) during last six months.

The foreign student's acculturation motivation was measured by three questions concerning his level of interest in learning the norms and culture of the host society, in making friends with Bangladeshis, and leaning the current issues in Bangladesh.

Language fluency was measured in terms of difficulty in understanding Bangladeshis/ locals when they speak Bangla, and the frequency of hesitation in talking to Bangladeshis/ locals due to their language difficulty. It was assumed that the respondent's own subjective evaluation of his/her language competence was probably as influenced by his/her interpersonal communication behavior as the actual command of the language.

X. Results of Path Analysis

The Path coefficients for the original model were obtained by three regression analysis. First, perceptual complexity was regressed on interpersonal communication. Next, interpersonal communication was regressed on language fluency, acculturation motivation, and interpersonal interaction potential. Finally, perceptual complexity was regressed on the causal variables i.e., language fluency, acculturation motivation, and interpersonal potential. Before the meaning of this path coefficient could be interpreted, the validity of the model had to be tested in terms of the effectiveness of the path coefficients in reproducing the original correlations among the variables (Pedhauzer, 1982).

The postulated relationship between each of the three causal factors; language fluency, acculturation motivation, and interaction potential on interpersonal communication behaviours were all confirmed to be satisfactorily significant. The zero-order correlation coefficient [r], the coefficients of determination [r2] and the significant level [p] of each of all independent variables with the dependent variable interpersonal communication, are reported in Table 1. Language fluency, acculturation motivation, and interaction potential were found to be significant in their influence on interpersonal communication.

Table 1 : Simple Linear Regression of Language Fluency, Acculturation Motivation, and Interaction Potential on Interpersonal Communication

Interpersonal Communication			
Independent Variables	r	r^2	p
Language Fluency	.47 (.00)	.22	.00
Acculturation Motivation	.26 (.00)	.07	.00
Interaction Potential	.43 (.00)	.18	.00

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When interpersonal communication was regressed on the dependent variable i.e. perceptual complexity, the independent variable explained 0.13 of the total variation in conceptual complexity, which was significant enough to develop a path model. The relative path coefficient and zero-order correlation coefficient of the independent variable is indicated in Table 2.

Table 2 : Multiple Regressions of Interpersonal Communication on Perceptual Complexity

Dependent Variable = Perceptual Complexity					
Independent Variables	Simple r/p	Multiple r	Path coeff/p	Overall r^2	Change. in r^2
Interpersonal Communication	-.35 (.00)	.36	.37 (.00)	.132	.13

Path Coefficient shown without parentheses.
Zero-Order Correlation shown with parentheses.

The relative importance of the three causal factors in explaining interpersonal communication behaviour was determined by multiple regression analysis. The path coefficient between interpersonal communications and the three causal factors acculturation motivation, interaction potential and language fluency were found to be significantly different from zero. The results are reported in Table 3. It was clearly demonstrated that a foreign student's proportion of daily contact with local students i.e., acculturation motivation, interaction potential and language fluency explained 22 percent of total variation in involvement in interpersonal communication with members of the host society.

Table 3 : Multiple Regression of Interaction Potential, Language Fluency, and Acculturation Motivation, on Interpersonal Communication

Dependent Variable = Interpersonal Communication					
	Simple r/p	Multiple r	Path coeff/p	Overall r^2	Change in r^2
Independent Variables					
Interaction Potential	.43 (.00)	.41	.29 (.00)	.17	.17
Language Fluency	.47 (.00)	.47	.28 (.00)	.22	.05
Acculturation Motivation	.26 (.00)	.47	.04 (.55)	.22	.00

Path Coefficient shown without parentheses.
Zero-Order Correlation shown with parentheses.

Constructing the path model assumed that path coefficients between perceptual complexity and each of the exogenous variables (language fluency, acculturation motivation, interaction potential) should be -zero or not significantly different from zero (Hypothesis 5) To test this model, all the factors that indirectly influence the relationship between the exogenous variables and the ultimate endogenous variable (perceptual complexity) were partially out. As a result, the direct path coefficient's availability of interaction potential turned out to be close to zero (.10). Thus, this result partially supported the underlying assumptions of the expected model. The relative path coefficient of the exogenous variables in relation to the measure of perceptual complexity is indicated in Table 4.

Table 4 : Multiple Regressions of Acculturation Motivation, Language Fluency and Interaction Potential on Perceptual Complexity

Dependent Variable = Interpersonal Communication					
	Simple r/p	Multiple r	Path coeff/p	Overall r^2	Change in r^2
Independent Variables					
Acculturation Motivation	.16 (.03)	.15	.26 (.01)	.02	.02

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Language Fluency	.16 (.03)	.29	.28	(.00)	.09	.06
Interaction Potential	.03 (.33)	.32	.10	(.33)	.10	.00

Path Coefficient shown without parentheses.
Zero-Order Correlation shown with parentheses.

XI. Discussion

To summarise the findings, the results of data analysis did not support all the postulated hypotheses except #1 and #5 which were partially supported by the data. However, the multiple complexities of language fluency, acculturation motivation and interaction potential in explaining participation in interpersonal communication with the host society were negatively established. Secondly, it demonstrated that of the causal factors, language fluency and interaction potential were the two most powerful factors in explaining interpersonal communication. This result is also in accordance with the findings that learning the local language is one of the strategies used by informants (foreign students) in coping with cross cultural interaction Tamam, 2003). But the results showed that the degree of participation in interpersonal communication influences cognitive complexity negatively in perceiving the host society. The influence of only one causal factor i.e., interaction potential on perceptual complexity was not direct and was not mediated by interpersonal communication behaviour. Whereas interaction potential had no direct influence on perceptual complexity. Unexpectedly, it was found that the path coefficient of acculturation motivation on perceptual complexity was significantly different from zero, but having a retarding effect while the path coefficient of language fluency on perceptual complexity was significantly different from zero.

The observed model showed negative path coefficient between exogenous and endogenous variables which could be due to personality factors, dissimilarity with the host culture and the sojourner's country's socio- economic conditions. As a matter of fact, culture learning is often trial and error, and inaccurate knowledge can have negative consequences in understanding between sojourner students and the member of the host society. There is every likelihood that differences between the cultures of these two groups may have retarded effect on intercultural communication. There has been a great deal of research investigating the impact of sojourners, but results have been contradictory and inconsistent. Using Kim's measures of intercultural identity could contribute to this area of research.

The contribution of interpersonal communication to the development of a refined and realistic perception and understanding of the host society was proved to be strongly significant. In most of the cases the relationship among these variables was negative, which could be due to the differences. Between the two groups of population under study that led to different results. However, those sojourners who communicate more with host society were partially confirmed.

Finally, a few limitations should be mentioned. The reliability of some scales was not higher and only one item was used to access the level of cognitive complexity. Nevertheless, in most cases we found clear differences in accordance with our hypotheses and the results have a negative consequence in understanding between sojourner students and members of the host society.

XII. Conclusion

The acculturation process lies the communication process linking sojourners to the host cultural milieu. Acquisition of communicative competence by sojourners is not only instrumental to all aspects of cultural adaptation but also indicative of the strangers' accomplished acculturation. In other words, the degree to which strangers adapt to the host culture depends on their personal and social communication processes. At the same time, the adaptive changes that have already taken place are reflected in the strangers' communication patterns

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Teaching Grammar: Relationship between Teachers' Beliefs and Practices

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Abstract - Previous research has revealed that teachers' beliefs play an important role in identifying their professional behavior. Teachers' beliefs affect their teaching. The exploration of the relationship between teachers' beliefs, and their classroom practices is the main aim of this study. Teaching and learning in an English language classroom in the context of grammar is the center point of present study. 160 schools from the province of Punjab were selected for survey. Questionnaire is a best tool to explore teachers' beliefs and their practices. In country like Pakistan where English is being taught as a foreign language it was found that teachers emphasize grammar and widely used method of grammar teaching is deductive. Teaching is an individualized activity and problems faced by teachers while teaching grammar are not discussed collectively. Data analysis involved descriptive statistics, independent t test analysis and ANOVA. Educational implications will also be discussed. It will also open great opportunity to researchers to do further research is this area of study.

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Teaching Grammar: Relationship between Teachers' Beliefs and Practices

Tahira Kalsoom [α] & Dr. Prof. Mumtaz Akhtar [σ]

Abstract - Previous research has revealed that teachers' beliefs play an important role in identifying their professional behavior. Teachers' beliefs affect their teaching. The exploration of the relationship between teachers' beliefs, and their classroom practices is the main aim of this study. Teaching and learning in an English language classroom in the context of grammar is the center point of present study. 160 schools from the province of Punjab were selected for survey. Questionnaire is a best tool to explore teachers' beliefs and their practices. In country like Pakistan where English is being taught as a foreign language it was found that teachers emphasize grammar and widely used method of grammar teaching is deductive. Teaching is an individualized activity and problems faced by teachers while teaching grammar are not discussed collectively. Data analysis involved descriptive statistics, independent t test analysis and ANOVA. Educational implications will also be discussed. It will also open great opportunity to researchers to do further research is this area of study.

I. Introduction

Teaching is process linked with cognition. Both teachers and students go through cognitive process while engaged in learning activity. Tillema, (2000) said that"Teaching is a cognitive activity and teachers' beliefs influence their decisions in the classroom." Borg (2003) said that 2nd language teaching and learning is a complex mental process. Borg (2003) also suggests that teachers are active, thinking decision-makers who make instructional choices by drawing on compound, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs. To be sure, teachers' possession of a wide ranged complicated beliefs about didactic concerns including beliefs related to learners and learning. "These beliefs are said to form a structured set of principles and are derived from a teacher's prior experiences, school practices, and a teacher's individual personality" (Borg, 2003).

In Pakistan students learn English up to graduation but most of the students are unable to write or speak English in correct and proper way. What is the reason behind this? Is it difficult to learn or there is a fault in our approach and method of teaching? What are the beliefs that language teachers hold in mind while teaching? Do their own learning experiences affect their teaching? What type of knowledge do they have regarding language learning and teaching? These are the questions that the researcher wants to address in this study. "A belief is always accepted as a fact whether it is held intentionally or is imbued with emotive commitment" (Borg, 2001, p.186), Beliefs play a pivotal role in guiding thinking process of teachers and their behavior. Education and experience has significant place in making and establishing beliefs in earlier life and during study period of a person's well-built beliefs about the process of learning and teaching are conventional and Institute of education in the United States published a report in which it is considered also that the teachers; thinking process is completed more deeply in the earlier years. The report stated It is obvious that what teachers do is directed in no small measure by what they think. Moreover, it will be necessary for any innovations in the context, practices, and technology of teaching to be mediated through the minds and motives of teachers." It is a known fact that It is difficult to monitor one's beliefs and thoughts but we can make interpretations from one's self reported beliefs– and these things have predictably been investigated by Thurstone, Guttmann and Likert type scales and questionnaires.

a) Statement of the Problem

Without any doubt teachers personal knowledge and prior beliefs come in practice when there is any deficiency in the provision of well established and well defined instructions and guidelines related to grammar teaching. The most important element in this self centered and self created knowledge teachers own belief regarding teaching and learning. Without any doubt it can be said that Teachers' decisions are influenced by their prior knowledge and beliefs system. What materials they choose to teach, what method and technique they select to teach is justified by their own held beliefs relevant to grammar teaching. At a certain stage these beliefs become personal knowledge or personal theory. Therefore present study will investigate the relationship between teachers' beliefs regarding grammar teaching and their classroom practices.

b) Objectives of the Study

The basic aim of this study was to examine Language teachers' beliefs and practices in relation to

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teaching grammar. Therefore, following objectives guided the aim of the study.

1. To examine the background factors that hinder or promote enforcement of beliefs about teaching and learning English grammar into teaching practices
2. To investigate teachers' instructive beliefs about teaching and learning English grammar.
3. To compare the beliefs of secondary school English language teachers who are categorized with respect to certain demographic variables such as gender, qualification, local, and experience.

c) Research Questions

A common conception is that research questions serve as a guide to the study. Therefore, it was thought that the following research questions would be very important to conduct a research because these questions guide the researcher to focus on objectives. Questions given below are formed to discover and examine the phenomenon researched.

1. Does any relationship exist between teachers' beliefs and their classroom practices? (Pearson r)
2. Do male and female teachers possess the same beliefs regarding teaching and learning grammar?(t test)
3. Do the teachers of rural and urban areas possess the same beliefs regarding grammar? (t test)
4. Does any relationship exist between teachers' qualification and their beliefs regarding teaching and learning grammar? (ANOVA)

II. Review of the Literature

While reviewing related literature, first we will talk about approaches of teaching grammar and then teachers' beliefs, factors influencing those beliefs, and the effect of the beliefs on classroom practices will be discussed. With the advancement of language teaching, the role of explicit grammar teaching in the development of learners' bilingual systems and target language proficiency has been continuously discussed in language learning research.

Batstone and Ellis (2009) say that Grammar is considered a most important element in the field of language teaching because without knowing grammar proficiency and accuracy in target language can't be gained.

Grammar is part of meaningful communication and now it is not being considered useless set of isolated rules (Ellis, 2006).

Dekeyesr(1995) argues that grammar teaching is a difficult task and many complications occur while teaching and learning grammar. Bog (199) asserts that due to investigation of new methods of language teaching, grammar becomes a popular topic of study but failure of those methods and approaches considers the failure of grammar.

Teachers' beliefs play a pivotal role to establish importance or unimportance of any component of language. So the study of teachers' beliefs in the context of grammar teaching has gained popularity among researchers. Kagan (1992) believes that "teacher cognition is an amalgamation of teachers` assumptions about instruction, students, learning, and interactions in the classrooms."

In this chapter we will study different methods of grammar teaching, teachers' beliefs, factors effecting those beliefs and the influence of held beliefs in a language classroom in the light of past researches.

New trends in language suggest that overt knowledge of grammar is necessary. This kind of knowledge provides opportunity to the learners to examine the production of language and activates the fundamental process of understanding new elements of language input. The experts of 2nd language acquisition have opinion that two types of distinctions are required to be noticed.

1. Learners should have some type of input which has potential to convert in to input.
2. They have to understand existing gap between their mother tongue and target language.

In this way learners' implicit knowledge plays desired role to apply rules in daily life communication.

Ellis (2000) says, "The benefits of explicit grammar instruction have been reported in a number of research studies over the past two decades." Meta analysis on the studies conducted between the Three decades of 1980 and 2000 was done by two researchers Norris and Ortega and they found that explicit grammar teaching is more effective than implicit grammar.

Ellis in his study conducted in 2003 says, "To achieve the goal of communicative competence, grammar and communication need to be integrated. He recommends that form-focused instruction and meaningful communication should be combined through a task based communicative curriculum."

It is still a debatable question among linguists that instructions in a grammar class are necessary or not and studies are being conducted to answer such type of questions.

A number of theoretical suggestions have come forward to integrate this type of instruction in 2nd language curriculum. Deductive and inductive approaches of grammar teaching are distinctively different from each other. In deductive approach teacher explains grammatical rules explicitly and then learners use these rules practically in isolated sentences. While in inductive approach learners are indulged with real life conversation and examples are given in a context and then they discover rules and patterns and formulate target rules and required structures by themselves. This

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is the reason that inductive approach is called rule discovery, in contrast deductive approach is rule driven.

Richards & Rodgers (2001) says, "Since the 18th century, people in the West commonly studied Latin or classical Greek as a foreign language in schools." While Chastain (1988) says, "The Classical Method was developed for understanding these classical languages. Because this method began in the German Kingdom of Prussia during the late 18th century, it is also called the Prussian Method."

Ellis (2001) said that the purpose of Teaching of grammar is only knowledge of grammar structures but it does not create ability to use structures of grammar correctly. Some grammarians like Nassaji & Fotos (2004) say that grammar instruction can prove to be harmful for language learning.

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III. Research Methodology

Quantitative method of research was applied in the present study. The study used survey method primarily to collect information from a bigger sample. A questionnaire-based survey was used to easily obtain information from a large number of participants in order to understand the beliefs of teachers in the context being studied.

a) Population

All English language teachers teaching at secondary level in the province of Punjab were the population of this study

b) Sample and Sampling technique

Multi stage sampling technique was used for this study. There are 36 districts in the province of Punjab. 8 districts were selected conveniently. At the second stage, keeping in view the demographic variables stratified sampling technique was adopted. In each district 20 schools were selected. 10 were urban and ten from rural area. Further stratum was made on the basis of gender. So 5 girls schools from urban area and 5 from rural areas were selected. Same selection criterion was applied for boys' schools. All English language teachers teaching in selected schools were included in the sample. So it could be said that at the last stage of sampling census technique was adopted to ensure validity, reliability and generalizabillity of the results.

c) Instrument of the study

Questionnaire is a multipurpose tool of research, through which we can collect data in both paradigms, quantitative and qualitative. Open ended questions can be included in questionnaire; on the other hand likert type scale is also a common form of questionnaires.

The beliefs questionnaire used for the study was adopted. It was first used by Muhammad(2006) After taking permission from the author of the instrument slight adaptations were made in instrument.

Part A revealed demographic information about participants. Four open ended statements were included in Part B of the questionnaire. After analyzing common responses given by the participants, statements were coded and analyzed statistically. Part C had four sections with different nature and purpose. Section 1 and 2consisted a table with six types of activities to check their frequency and effectiveness. To test occurring frequency of activities the statements were rated as Never 1, Rarely 2, Occasionally 3, Frequently 4 and to test effectiveness of activities same statements were rated as not at all effective 1, fairly effective 2, effective 3 and very effective 4. Section 3 of part C asked about change in teaching over time and the sources responsible for that change. Section 4 of part C asked about the most important factor while making decision regarding what to teach and how to teach.

There were 35 statements included in part D of the questionnaire. Every respondent was assigned the same code on the teachers' belief questionnaire (TBQ).

The 35 statements which reflected some of the key issues in the field were categorized according to the following:

- Teaching Approach in a grammar class
- Argument against teaching grammar
- Feedback and error-correction
- Importance of grammar
- Role of the learner

d) Validity and reliability of the questionnaire

To ensure content validity the instrument was reviewed by the panel of four experts. All the experts were experienced ELT teachers and researchers. The criterion to establish and assure content validity was simplicity, usability and validity of questionnaire. The panel of experts reported that the content of instrument was clear, useful and valid for the situation under study. The questionnaire was pilot tested in 40 schools, on 225 teachers. Teachers were asked to report if they faced any difficulty or ambiguity while filling the questionnaire. But no difficulty and ambiguity was reported so it could be said that questionnaire had content validity.

Questioner was pilot tested using a sample of 225 teachers from 40 schools.. Cranach's alpha for belief questionnaire was found 0.812.

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Table 3.3 : Mean, Standard Deviation and Reliability Coefficient for TBQ

Respondents	Mean	Std. Deviation	Alpha Cronbach Reliability
225	12.20	13.834	.812

e) Data Collection

The data were collected from 160 schools from 8 districts from the Punjab province of Pakistan. All English language teachers teaching at secondary level in randomly selected schools from these district were the participants of the study. The data gathered through questionnaire provided answers to the research questions of the study.

f) Data Analysis

After data entry, data were cleaned and made ready for analysis. The possible responses on each statement of the TBQ were assigned credence as: "Strongly agree" 5, "Agree" 4, "Neutral" 3, "Disagree" 2 and "Strongly disagree" 1. For data analysis through computer, data was re-coded and entered in SPSS 16.0 grid sheet.

IV. Results

a) Demographic Characteristics

This section deals with demographic information about respondents related to their gender, locale, district, age, teaching experience, academic and Professional qualifications

Analysis by gender made clear that the highest number is of female respondents, the percentage is 51.8% as a whole. Distribution of male and female respondents shows that the percentage of all male respondents was 48.2%, Out of 732 respondents 108(14.8%) had age less than 30 years while 120(16.4%) were between 31 to 35years, 122 (16.7%) were between 36 to 40 year, 192(26.2%) were between 41 to 45year and 190(26.0%) were above 45 and less than 60. It was also evident by the table that larger number of respondents was in the age group of 41-55 (26.2%) while least number of respondents was in age group of >30(14.8%).

It was apparent that out of 570respondents (77.9%) possessed M.A degree, 153 (20.9%) respondents were B.A, 6(.6%) respondents were Ph.D.3 (.4%) participants' qualification was only Intermediate. i.e 12 year qualification.

The distribution of respondents according to their professional qualification shows that bigger number 287(39.2%) of respondents' professional qualification was B.Ed., 175(23.9%) were possessing M.Ed. while 270(36.9%) respondents didn't not have any professional qualification.

The categorization of respondents regarding their teaching experiences shows that 94(12.8%) respondents had 1 to 5 year experience, while 106 (14.55) had 5to 10 year experience 106(14.55) respondent, 149(20.4%) respondents were with 10 to 15 years experience while the greater number of respondents was in the category of 15 years or above 383(52.3%) respondents. 324(44.3%) out of 732 participants were rural and 408(55.7%) were from urban areas.

b) Inferential Statistics

This section consists of inferential statistics applied in the analysis of data including t-test, one way ANOVA, and Pearson correlation coefficient.

Table 4.1: t-test applied on Total of teachers beliefs questionnaire by Gender

Gender	N	Mean	SD	*df*	t	*p*	Effect size
Male	353	123.25	12.858	730	-.166*	0.8680	0.011
Female	379	123.09	14.069				

*$p>0.05$

t test was conducted to compare mean scores on total of teachers' beliefs questionnaire. By applying t test on the mean scores of male and female respondents it was found that t value (-.166) with *df* (730) was not significant at $p<0.05$, and the difference in means is also negligible due to small (0.011) effect size. This means that male and female teachers are not different in their beliefs regarding grammar teaching.

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Table 4.2 : t-test applied on total of teachers' beliefs questionnaire by locale

locale	N	Mean	SD	*df*	t	*p*	Effect size
Rural	324	123.09	13.341	730	-.143*	0.886	-0.010
Urban	408	123.23	13.623				

*$p>0.05$

The table 4.16 given above presents the results of t test for rural and urban respondents on total of teachers' belief questionnaire it was found that t value (-.143) with *df* (730) was not significant at $p<0.05$, and the difference in means is negligible due to small (0.010) effect size.

Telling thereby that difference in locale has no effect on teachers beliefs regarding grammar.

Table 4.3 : t-test applied on subscale "teaching Approach" by Gender

Gender	N	Mean	SD	*df*	t	*p*	Effect size
Female	379	31.92	4.243	730	-.949*	0.342	-0.034
Male	353	32.24	4.897				

*$p>0.05$

It can be observed from the statistical figures given in table 4.18 that by applying t test on the mean scores of male and female respondents it was found that mean (31.92, 32. 24) and t value (-.949) with *df* (730) was not significant at $p<0.05$ and the difference in means was negligible due to small (-0.034) effect size. It means that teaching approaches of male and female teachers were not different.

Table 4.5 : One way ANOVA on teachers' beliefs questionnaire among groups based on academic qualification

	df	Sum of Squares	Mean Square	*f*	Sig.
Between groups	7	309.063	103.021		
Within Groups	724	132713.932	182.299	.656	.638
Total	731	133022.995			

$p<0.01$

Table indicates that F value (.656) for all respondents on teacher's belief questionnaire was not significant at $p<0.01$. It is apparent from the table above that respondents with different academic groups were not significantly different as indicated by teachers' belief questionnaire.

V. Discussion and Interpretion

The exploration of present study regarding question no. 1 revealed teachers' beliefs about grammar teaching and the way grammar should be taught in a language class. Majority of the participants said grammar was a set of rules governing the structure. Burgess and Etherington (2002) said that grammar is an unavoidable component of a language. If we want to teach language to our students to express themselves in any social setting then grammar will be "an indispensable element of language teaching. The results revealed a positive significant relationship between instructors' beliefs about language teaching and their real practices in classrooms (Mellati, Fatemi & Motallubzadeh, 2013).

On the question how grammar should be taught a number of researches have been conducted. Teaching grammar is debatable issue among language experts and teachers. Borg and Burns, (2008). Researchers widely take interest on the topic of grammar teaching. Beliefs are mental constructs which help us to learn and guide in certain situations (Borg, 1999). With Special reference to teachers' beliefs, Borg (1999) particularly says, that it is a special understanding regarding their role as teacher. Decisions

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regarding teaching and learning, use of language and way of teaching are greatly influenced by the beliefs that teachers hold and practice. So it could be concluded that teachers' teaching approach would be influenced by their insights, old beliefs, and knowledge about language. Students show a discrepancy in their views for grammar teaching and what type of grammar and how much grammar should be taught is another controversy among respondents (Ganjabi, 2011). Question number two and three deal with demographic variable related to gender and locale. Do male and female teachers possess the same beliefs regarding teaching and learning grammar was one of the important question of this study and the results with the study conducted by Bernat and Lloyd (2007) about gender and both the studies found that gender play no significant role in the development of beliefs and classroom practices. The results of present study agreed Mohammed and Aljohani(2012) also reached on the same conclusion and said Gender has no importance and significance in the beliefs construction and plays no role in this regard. Another finding of their study was that meaning and form should be taught in context and simultaneously. The impact of above mentioned variables on teachers' beliefs was not confirmed positively by Moini (2009) and Lackhart (2008). they concluded that gender plays no major role. In contrast Alijanian (2012) found that female teachers had different beliefs about grammar and its teaching.

A doctoral study done by Brown (2006) exposed that teachers' beliefs in respect of error correction were not significant irrespective of demographical variables such as gender and these

results confirm the findings of present research. The impact of above mentioned variables on teachers' beliefs was confirmed positively by Moini (2009) and Lackhart (2008). Their studies unveiled that with different levels of qualification teachers' beliefs vary considerably.

VI. Conclusions

The findings of the study rendered the following conclusions:

1. The male and female respondents reflected similar beliefs towards grammar and grammar teaching for the entire sample.
2. The rural and urban area respondents showed similar beliefs towards grammar and grammar teaching for the entire sample.
3. It is evident from the findings that rural and urban students had similar attitude towards all sub scales of Teachers' belief questionnaire.
4. Teachers with various levels of academic qualification were not different significantly and same was the case with professional qualification that teachers were possessing same beliefs on teachers belief questionnaire

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Importance of Sylvia Plath to American Literature History

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Abstract - Sylvia Plath is today considered to be one of the "canonized" American poets of the twentieth century. Her poetry was written in the post World War two period. During the early years of her published work Plath was known more for her notoriety as an icon who committed suicide. She was known more for the tragedy and mystery that surrounded her life rather than her contribution to literature. However after her death her work was published and the accolades grew.

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Importance of Sylvia Plath to American Literature History

Dr. Norah Hadi Alsaeed

Abstract - Sylvia Plath is today considered to be one of the "canonized" American poets of the twentieth century. Her poetry was written in the post World War two period. During the early years of her published work Plath was known more for her notoriety as an icon who committed suicide. She was known more for the tragedy and mystery that surrounded her life rather than her contribution to literature. However after her death her work was published and the accolades grew.

I. Early Life of Plath

Through the 1960s the work of Sylvia Plath has been assumed as one which was significant due to her position as a female poet (6). However the growing feminist trend in the 1970s enabled a number of critics to look deeper into her work and identify the contribution made by Plath to American literature. There were several critics who presented positive criticism about Plath including the work by Aird "Sylvia Plath: The Woman and Her Work" (1973)," The Art of Sylvia Plath (1970)". During the early point of her life which may be termed as the early Smith years the poetry written by Plath was measured and moderately good. She demonstrated the ability to narrow down on a topic but did not demonstrate the depth of voice. Her poems reflected her need to learn by presenting focus on a wide range of poetic elements including syllabics, length of lines and stanzas. She worked hard to present perfection by focusing on using thesaurus and push herself through every poem written. Her poetry was centered around the work of a number of well known poets including Dylan Thomas, Wallace Stevens and Auden W H. Apart from poetry her interest revolved around writing for influential women's magazines of her era in America. Most of her earliest efforts to establish herself as a contemporary American poet was faced with rejection initially. She however found a small modicum of success in her works.

Her work received a great deal of attention after 1982 when it was nominated and won a Pulitzer. In the early 1980s and 1990s her contribution to American Literature was identified in three different areas including feminist readings, cultural materialism and psychoanalytical readings of poetry and prose.

There have been a number of critics who indicate that the poems of Plath are paranoid distortions of 'reality' (and thus uphold the paranoid 'solutions' of rejection, hatred and suicide) and should not, despite the purity and clarity of her verse trick readers into condoning them. In so far as we do, we are ascribing to a view of the world which is self-destructive, denying the evident, and fundamental, truths of human love. Those familiar with Plath's work will know how much the themes of 'love' and 'hatred' means to her.

After her death her poems were published by her husband Ted Hughes. The work of Sylvia Plath has received a great deal of attention today due to the devoted proponents in literature. Other propagators of her poetry included Alvarez who was inspired by her work which helped him deal with depression. The true nature of the confessional nature of Plath's poetry was well understood from the work of Rosenthal.

II. Critics on Plath

All those who have examined the life and work of Sylvia Plath have demonstrated the presence of a great deal of dilemma. The critics of Plath in relation to her contribution to American literature have divided their attention into two different categories. One set of critics were feminists who identified with the need for making Plath an icon, a victim who suffered at the hands of her husband. The second set of critics identified Plath's struggles as a woman and felt that this contributed to her growth as a poet. The second view supported Ted Hughes who controlled the intellectual property of Plath's works and identified themselves to establish authority over issues relating to facts of life of Plath.

The "facts" of Sylvia Plath's life are well known but it was not until the publication of Ariel in 1965 that the "Plath industry" began to gather momentum. A legend born as Plath was presented in a variety of ways: with the glamour of fatality; as the high priestess of suffering; a woman representative of all women who struggled to find their voice in writing"(3); a feminist heroine who was herself not a feminist; as mentally ill. The publishing of Birthday Letters and the material that accompanied Hughes' death showed that Sylvia Plath continues to haunt our imagination. Yet, despite the poems, letters and journal, and the biographical and critical literature that has been amassed about her, she remains, as the critic Rose noted:

"a shadowy figure whose presence draws on and compels...Execrated and idolised, Plath hovers

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between the furthest poles of positive and negative appraisal, contributing to American history"; (4)

American academic Linda Wagner-Martin's aim in Sylvia Plath: A Biography (1986) was twofold: to emphasise Plath's identity as a writer and present her as a "very ambitious woman of the 1950s whose desires to be a wife and mother as well as a writer was passionate but in no way 'abnormal' ".(5) For Wagner-Martin, the details of Plath's life her childhood, time at Smith, marriage to Hughes, motherhood and death in 1963 provided the scaffolding around which she explored Plath the writer who made "expert art" from the issues of her life. Wagner-Martin is keen to point out that Plath's life was not lived in a vacuum. Her identity was shaped by a myriad of factors that are presented in their wider socio-economic and cultural contexts: American society in the 1940s and 1950s, the position of women during this period, literary influences.

Wagner-Martin also stresses that Plath wrote about the whole range of women's experiences. She is presented as a "political" poet, one who "wanted to speak for the lives of the countless women she had known - women caught in conflicting social codes"6 a poet who cared about the arms race, nuclear power and social injustice. Plath becomes the representative of every woman.

Anne Stevenson's Bitter Fame: A Life of Sylvia Plath, (1989) presented a different view of Plath's contribution to literature. The "problem of Plath", this biography informs us, lies in the interaction between Plath's background and her psychological makeup. Stevenson has access to "new material" that challenged the "feminist" of Plath as the "victim of (Ted Hughes') heartless mistreatment."(12) Olwyn Hughes provided contacts with "many who had hitherto kept silent" and Hughes was also forthcoming.

In Bitter Fame, Stevenson's narrative is shaped by her belief that Plath was, before everything, a "possessed and driven rtist" who "herself would have asked to be approached as a poet."(13). While the Plath that emerges from this biography is a complex woman, She interprets Plath's poetry, writing, journals and her relationships with others as though she, Stevenson, is searching for the origin of that "psychic wound from which Sylvia never recovered (which) grew out of her powerlessness to re-create the world in her own image."(14)

III. Contribution of Plath to Literature

From Sylvia Plath's work one could trace the evolution of doom and despair as a part of confessional poetry. Her poems have death as a recurrent theme. Her works also presented a great deal of importance of introspection bringing to light the importance for American poets to express their own self. In one of her poems "Admonitions" Plath writes,

"Never try to know more than you should
For deadly secrets strike when understood"

Poignancy and naivety has been displayed in the work of Sylvia Plath's Letters Home. The letters reveal the wilfulness with which the novel was written: the novel (its first part, at least) was an exercise in systematic disillusionment, an almost point by point re-evaluation and rejection of the yearnings, hopes, and values that had, in enthusiasm and dejection alike, guided her life as a student in high school and college and as a young married woman. The letters are an essential document of what is now called the fifties - or what, more exactly, would be middle class white, especially WASP, America, seen through the eyes of its young people, during the fifties - written by someone who gradually was forced to understand and undergo the demands of her uncommonly intense spirituality, a spirituality that was internally torn and compromised by the society that placed such homely and excruciatingly secular limitations on it.

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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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