Online ISSN : 2249-460X
Print ISSN : 0975-587X

Global Journal

of Human-Social Sciences: G

Linguistics & Education



Critical Discourse Analysis

English Language Education

Highlights

Study of Educational Guidance

Implementation of Data Processing

Discovering Thoughts, Inventing Future

VOLUME 15 ISSUE 9 VERSION 1.0

© 2001-2015 by Global Journal of Human-Social Sciences, USA

Volume 15 Issue 48 was originally issued as G9

Global Journal of Human-Social Science: G
Linguistics & Education

Volume 15 Issue 48
Originally issued as G9

Global Journal of Human-Social Science: G

Linguistics & Education

Volume 15 Issue 9 (Ver. 1.0)

Open Association of Research Society

© Global Journal of Human Social Sciences. 2015.

All rights reserved.

This is a special issue published in version 1.0 of "Global Journal of Human Social Sciences." By Global Journals Inc.

All articles are open access articles distributed under "Global Journal of Human Social Sciences"

Reading License, which permits restricted use. Entire contents are copyright by of "Global Journal of Human Social Sciences" unless otherwise noted on specific articles.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without written permission.

The opinions and statements made in this book are those of the authors concerned. Ultraculture has not verified and neither confirms nor denies any of the foregoing and no warranty or fitness is implied.

Engage with the contents herein at your own risk.

The use of this journal, and the terms and conditions for our providing information, is governed by our Disclaimer, Terms and Conditions and Privacy Policy given on our website http://globaljournals.us/terms-and-condition/menu-id-1463/

By referring / using / reading / any type of association / referencing this journal, this signifies and you acknowledge that you have read them and that you accept and will be bound by the terms thereof.

All information, journals, this journal, activities undertaken, materials, services and our website, terms and conditions, privacy policy, and this journal is subject to change anytime without any prior notice.

Incorporation No.: 0423089
License No.: 42125/022010/1186
Registration No.: 430374
Import-Export Code: 1109007027
Employer Identification Number (EIN):
USA Tax ID: 98-0673427

Global Journals Inc.

*(A Delaware USA Incorporation with "Good Standing"; **Reg. Number: 0423089**)*

Sponsors: Open Association of Research Society
Open Scientific Standards

Publisher's Headquarters office

Global Journals Headquarters
301st Edgewater Place Suite, 100 Edgewater Dr.-Pl,
Wakefield MASSACHUSETTS, Pin: 01880,
United States of America
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

Global Journals Incorporated
2nd, Lansdowne, Lansdowne Rd., Croydon-Surrey,
Pin: CR9 2ER, United Kingdom

Packaging & Continental Dispatching

Global Journals
E-3130 Sudama Nagar, Near Gopur Square,
Indore, M.P., Pin:452009, India

Find a correspondence nodal officer near you

To find nodal officer of your country, please email us at *local@globaljournals.org*

eContacts

Press Inquiries: *press@globaljournals.org*
Investor Inquiries: *investors@globaljournals.org*
Technical Support: *technology@globaljournals.org*
Media & Releases: *media@globaljournals.org*

Pricing (Including by Air Parcel Charges):

For Authors:
22 USD (B/W) & 50 USD (Color)
Yearly Subscription (Personal & Institutional):
200 USD (B/W) & 250 USD (Color)

Integrated Editorial Board
(Computer Science, Engineering, Medical, Management, Natural Science, Social Science)

John A. Hamilton,"Drew" Jr.,
Ph.D., Professor, Management
Computer Science and Software Engineering
Director, Information Assurance Laboratory
Auburn University

Dr. Henry Hexmoor
IEEE senior member since 2004
Ph.D. Computer Science, University at Buffalo
Department of Computer Science
Southern Illinois University at Carbondale

Dr. Osman Balci, Professor
Department of Computer Science
Virginia Tech, Virginia University
Ph.D.and M.S.Syracuse University, Syracuse, New York
M.S. and B.S. Bogazici University, Istanbul, Turkey

Yogita Bajpai
M.Sc. (Computer Science), FICCT
U.S.A.Email:
yogita@computerresearch.org

Dr. T. David A. Forbes
Associate Professor and Range Nutritionist
Ph.D. Edinburgh University - Animal Nutrition
M.S. Aberdeen University - Animal Nutrition
B.A. University of Dublin- Zoology

Dr. Wenying Feng
Professor, Department of Computing & Information Systems
Department of Mathematics
Trent University, Peterborough,
ON Canada K9J 7B8

Dr. Thomas Wischgoll
Computer Science and Engineering,
Wright State University, Dayton, Ohio
B.S., M.S., Ph.D.
(University of Kaiserslautern)

Dr. Abdurrahman Arslanyilmaz
Computer Science & Information Systems Department
Youngstown State University
Ph.D., Texas A&M University
University of Missouri, Columbia
Gazi University, Turkey

Dr. Xiaohong He
Professor of International Business
University of Quinnipiac
BS, Jilin Institute of Technology; MA, MS, PhD,. (University of Texas-Dallas)

Burcin Becerik-Gerber
University of Southern California
Ph.D. in Civil Engineering
DDes from Harvard University
M.S. from University of California, Berkeley
& Istanbul University

Dr. Bart Lambrecht
Director of Research in Accounting and FinanceProfessor of Finance
Lancaster University Management School
BA (Antwerp); MPhil, MA, PhD (Cambridge)

Dr. Carlos García Pont
Associate Professor of Marketing
IESE Business School, University of Navarra
Doctor of Philosophy (Management), Massachusetts Institute of Technology (MIT)
Master in Business Administration, IESE, University of Navarra
Degree in Industrial Engineering, Universitat Politècnica de Catalunya

Dr. Fotini Labropulu
Mathematics - Luther College
University of ReginaPh.D., M.Sc. in Mathematics
B.A. (Honors) in Mathematics
University of Windso

Dr. Lynn Lim
Reader in Business and Marketing
Roehampton University, London
BCom, PGDip, MBA (Distinction), PhD, FHEA

Dr. Mihaly Mezei
ASSOCIATE PROFESSOR
Department of Structural and Chemical Biology, Mount Sinai School of Medical Center
Ph.D., Etvs Lornd University
Postdoctoral Training,
New York University

Dr. Söhnke M. Bartram
Department of Accounting and FinanceLancaster University Management SchoolPh.D. (WHU Koblenz)
MBA/BBA (University of Saarbrücken)

Dr. Miguel Angel Ariño
Professor of Decision Sciences
IESE Business School
Barcelona, Spain (Universidad de Navarra)
CEIBS (China Europe International Business School).
Beijing, Shanghai and Shenzhen
Ph.D. in Mathematics
University of Barcelona
BA in Mathematics (Licenciatura)
University of Barcelona

Philip G. Moscoso
Technology and Operations Management
IESE Business School, University of Navarra
Ph.D in Industrial Engineering and Management, ETH Zurich
M.Sc. in Chemical Engineering, ETH Zurich

Dr. Sanjay Dixit, M.D.
Director, EP Laboratories, Philadelphia VA Medical Center
Cardiovascular Medicine - Cardiac Arrhythmia
Univ of Penn School of Medicine

Dr. Han-Xiang Deng
MD., Ph.D
Associate Professor and Research
Department Division of Neuromuscular Medicine
Davee Department of Neurology and Clinical NeuroscienceNorthwestern University
Feinberg School of Medicine

Dr. Pina C. Sanelli
Associate Professor of Public Health
Weill Cornell Medical College
Associate Attending Radiologist
NewYork-Presbyterian Hospital
MRI, MRA, CT, and CTA
Neuroradiology and Diagnostic Radiology
M.D., State University of New York at Buffalo,School of Medicine and Biomedical Sciences

Dr. Roberto Sanchez
Associate Professor
Department of Structural and Chemical Biology
Mount Sinai School of Medicine
Ph.D., The Rockefeller University

Dr. Wen-Yih Sun
Professor of Earth and Atmospheric SciencesPurdue University Director
National Center for Typhoon and Flooding Research, Taiwan
University Chair Professor
Department of Atmospheric Sciences, National Central University, Chung-Li, TaiwanUniversity Chair Professor
Institute of Environmental Engineering, National Chiao Tung University, Hsin-chu, Taiwan.Ph.D., MS The University of Chicago, Geophysical Sciences
BS National Taiwan University, Atmospheric Sciences
Associate Professor of Radiology

Dr. Michael R. Rudnick
M.D., FACP
Associate Professor of Medicine
Chief, Renal Electrolyte and Hypertension Division (PMC)
Penn Medicine, University of Pennsylvania
Presbyterian Medical Center, Philadelphia
Nephrology and Internal Medicine
Certified by the American Board of Internal Medicine

Dr. Bassey Benjamin Esu
B.Sc. Marketing; MBA Marketing; Ph.D Marketing
Lecturer, Department of Marketing, University of Calabar
Tourism Consultant, Cross River State Tourism Development Department
Co-ordinator , Sustainable Tourism Initiative, Calabar, Nigeria

Dr. Aziz M. Barbar, Ph.D.
IEEE Senior Member
Chairperson, Department of Computer Science
AUST - American University of Science & Technology
Alfred Naccash Avenue – Ashrafieh

President Editor (HON.)

Dr. George Perry, (Neuroscientist)
Dean and Professor, College of Sciences
Denham Harman Research Award (American Aging Association)
ISI Highly Cited Researcher, Iberoamerican Molecular Biology Organization
AAAS Fellow, Correspondent Member of Spanish Royal Academy of Sciences
University of Texas at San Antonio
Postdoctoral Fellow (Department of Cell Biology)
Baylor College of Medicine
Houston, Texas, United States

Chief Author (HON.)

Dr. R.K. Dixit
M.Sc., Ph.D., FICCT
Chief Author, India
Email: authorind@computerresearch.org

Dean & Editor-in-Chief (HON.)

Vivek Dubey(HON.)
MS (Industrial Engineering),
MS (Mechanical Engineering)
University of Wisconsin, FICCT
Editor-in-Chief, USA
editorusa@computerresearch.org

Sangita Dixit
M.Sc., FICCT
Dean & Chancellor (Asia Pacific)
deanind@computerresearch.org

Suyash Dixit
(B.E., Computer Science Engineering), FICCTT
President, Web Administration and
Development , CEO at IOSRD
COO at GAOR & OSS

Er. Suyog Dixit
(M. Tech), BE (HONS. in CSE), FICCT
SAP Certified Consultant
CEO at IOSRD, GAOR & OSS
Technical Dean, Global Journals Inc. (US)
Website: www.suyogdixit.com
Email:suyog@suyogdixit.com

Pritesh Rajvaidya
(MS) Computer Science Department
California State University
BE (Computer Science), FICCT
Technical Dean, USA
Email: pritesh@computerresearch.org

Luis Galárraga
J!Research Project Leader
Saarbrücken, Germany

Contents of the Issue

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Contents of the Issue

1. The Challenges and Attitude of Teachers toward the Implementation of Data Processing Curriculum in Secondary Schools in Ondo State, Nigeria. *1-6*
2. Incorporating Literary Texts in Language Classroom. *7-10*
3. English as a Basic Requirement for 21st century Citizens': A Critical Discourse Analysis of English Language Education Policy in China. *11-23*
4. A Study of Educational Guidance Needs of Elementary School Students with Learning Disabilities. *25-30*

v. Fellows and Auxiliary Memberships
vi. Process of Submission of Research Paper
vii. Preferred Author Guidelines
viii. Index

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 9 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

The Challenges and Attitude of Teachers toward the Implementation of Data Processing Curriculum in Secondary Schools in Ondo State, Nigeria

By Olukayode Solomon Aboderin & Oladele Dennis Omodara

Ekiti State University, Nigeria

Abstract- The purpose of the study is to examine the challenges and attitude of teachers toward the implementation of Data Processing Curriculum in Secondary Schools in Ondo State of Nigeria. It is a survey research which employed a descriptive design. The sample for the study comprised of 200 teachers randomly selected from the ten secondary schools in Akoko South West Local Government Area of Ondo State. Twenty teachers were drawn from each school using purposive sampling technique giving a total of 200 respondents. A four likert- type of questionnaire was used as an instrument for the collection of data. A trial test was carried out to ascertain the reliability of the instrument using Cronbach alpha statistics technique and a value of 0.75 was obtained from the test. Two hundred copies of the questionnaire were administered in all the selected secondary schools. Mean was used to analyse and interpret the result obtained.

Keywords: challenges, attitude, teachers, implem-entation, data processing, curriculum, secondary schools.

GJHSS-G Classification : FOR Code: 339999p



Strictly as per the compliance and regulations of:

© 2015. Olukayode Solomon Aboderin & Oladele Dennis Omodara. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http:// creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

The Challenges and Attitude of Teachers toward the Implementation of Data Processing Curriculum in Secondary Schools in Ondo State, Nigeria

Olukayode Solomon Aboderin [α] & Oladele Dennis Omodara [σ]

Abstract- The purpose of the study is to examine the challenges and attitude of teachers toward the implementation of Data Processing Curriculum in Secondary Schools in Ondo State of Nigeria. It is a survey research which employed a descriptive design. The sample for the study comprised of 200 teachers randomly selected from the ten secondary schools in Akoko South West Local Government Area of Ondo State. Twenty teachers were drawn from each school using purposive sampling technique giving a total of 200 respondents. A four likert- type of questionnaire was used as an instrument for the collection of data. A trial test was carried out to ascertain the reliability of the instrument using Cronbach alpha statistics technique and a value of 0.75 was obtained from the test. Two hundred copies of the questionnaire were administered in all the selected secondary schools. Mean was used to analyse and interpret the result obtained. Decision rule was based on the result of 2.5 and above as being high and anything below that as being low. Responses from all the questionnaire indicated that computer resources are not available in secondary schools and the schools lack qualify teachers to teach Data processing as a subject, teachers show positive attitude towards the implementation of Data Processing Curriculum. The study also reviewed those things that must be put in place to ensure Data Processing curriculum is fully implemented in secondary schools in Ondo State. Two null hypotheses were generated and tested at 0.05 level of significance. It was revealed that availability of computer resources and availability of Data Processing (DP) Subject teachers had no significant influence on attitude of teacher toward the implementation of Data Processing Curriculum.

Keywords: challenges, attitude, teachers, implementation, data processing, curriculum, secondary schools.

I. Introduction

According Osuafor (2012),the new Senior Secondary School curriculum structure developed by Nigeria Education Research and Development Council (NERDC, 2008) and approved by the National Council on Education (NCE), in which interrelated subjects are organized into four clear groups of Science and Mathematics, Business Studies, Humanities and Technology is a major reform in the right direction towards achieving the National Education goals. The introduction of 'Trade Subjects' into the Senior Secondary (SS) Education Curriculum is equally a welcome innovation in the Nigerian Education System. The restructuring of the SS curriculum is no doubt aimed at meeting emerging educational needs and global competitiveness; as well as ensure that entrepreneurship and technical subjects are properly embedded in the curriculum. This will go a long way to ensuring national socioeconomic growth and sustainable development. The restructuring of the senior secondary education curriculum is therefore a giant step towards achieving a strong and self-reliant nation with great and dynamic economy and full of opportunities for her citizens (Federal Republic of Nigeria (FRN, 2004 as quoted by Osuafor,2012) .The Federal Republic of Nigeria in the National Policy on Education (2004) articulated what the curriculum of the various levels of education in Nigeria should be.

Obanya (2004) defined implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. Obanya (2007) contends that effective curriculum is the one that reflects what the learner eventually takes away from an educational experience, which he termed 'the learned curriculum'. The introduction of the New Secondary School Curriculum in the secondary schools in Nigeria is a fresh initiative which according to NERDC (2011) aims at ensuring that graduates from secondary Schools are trained in entrepreneurship skills and possess relevant Information Communication Technology (ICT) skill that will equip them for challenges of labour market. According to the National Policy on Education (2004), the broad aims and objectives of secondary education in Nigerian educational system are preparation for useful living within the society (self-employment) and *preparation for higher education. Almost three decades* after adoption of the laudable initiative, majority of Nigerian youth are idle while some are involved in

Author α: Science and Technical Department, Faculty of Education, Adekunle Ajasin University, Akungba-Akoko Ondo State, Nigeria.
e-mail: abodkayaaua@gmail.com
Author σ: Department of Curriculum Studies, Ekiti State University, Ado-Ekiti, Nigeria.

© 2015 Global Journals Inc. (US)

various vices due to unemployment. A good number of students who have completed their secondary education but failed to secure admission into institutions of higher learning are in dilemma. This is because they are not equipped with the requisite skills for self or paid employment (Igwe 2007).Dike (2009) noted that the five National goals cannot be realized without developing technical and vocational education, a well-rooted technical education that will definitely transform the economic, social and political life-styles of our Nation from the third This had led to the introduction of Data Processing to senior secondary school curriculum as one of the trade subjects that students must register for in both West Africa Examination Council (WAEC) and National Examination Council (NECO).

According to NERDC(2008),the following are the set of 34 trade/entrepreneurship subjects.

1.Auto Body repair and spray painting
2.Auto Electrical work
3.Auto Mechanical work
4.Auto Parts merchandising
5.Air Conditioning Refrigerator
6.Welding and fabrication Engineering Craft Practice
7.Electrical Installation and Maintenance Work
8.Radio, TV and electrical work
9.Block laying, Brick Laying and Concrete Work
10.Painting and Decoration
11.Plumbing and pipe fitting
12.Machine woodworking
13.Carpentry and Joinery
14.Furniture Making
15.Upholstery
16.Catering and Craft Practice
17.Garment Making
18.Textile Trade
19.Dying and Bleaching
20.Printing Craft Practice
21.Cosmetology
22.Leather Goods Manufacturing and Repair
23.Keyboarding
24.Data Processing
25.Store Keeping
26.Book Keeping
27.GSM maintenance
28.Photography
29.Tourism
30.Mining
31.Animal Husbandry
32.Fisheries
33.Marketing
34.Salesmanship

According to Orji (2013), trade/entrepreneurship is one of the four Compulsory Core Cross Cutting Subjects in the New Senior Secondary Education Curriculum

The four core subjects are:

- English Language
- 2.General Mathematics
- 3.Civic Education
- 4.Trades/Entrepreneurship subjects

This means that, irrespective of their field of study,

- Every student must offer (learn) at least one trade/entrepreneurship subject
- Every student must register for (be assessed in) at least one T/EE in public examinations (NECO or WAEC).

Yusuf (2005) confirmed that teachers are indispensable to successful computer education. The ultimate to use or not to use the computer is dependent on the individual teachers. Successful implementation of computer education can only be assured through teachers who acquired the necessary knowledge and skills. According to UNESCO (2002), teachers need to be adequately prepared to implement a state-of-the-art ICT curriculum. Indeed, introducing any new curriculum calls for careful preparation, management, resourcing, and continuing support. The effective implementation of the Trade/Entrepreneurship Curriculum is expected to equip the students with requisite handy skills and knowledge for Job creation, wealth generation & Poverty alleviation (Orji, 2013).

II. Specific Objectives of the Study

This study is designed to investigate the Challenges and attitude of teachers toward the implementation of Data Processing Curriculum in Secondary Schools in Ondo State, Nigeria. Specifically therefore, the study is set out:

1. To examine the availability of computer resources in the secondary schools in Ondo State.
2. To examine availability of Data Processing subject teachers.
3. To investigate the attitude of the education stakeholders toward the implementation of Data Processing.
4. To determine the remedies in ensuring the full implementation of Data Processing in secondary schools.

a) Research Questions

The following research questions were raised to guide this study:

1. Are computer resources available in the schools?
2. Do the schools have enough Data Processing subject teachers to teach the subject?
3. Do the teachers show positive attitude toward the implementation of Data Processing Curriculum?

© 2015 Global Journals Inc. (US)

4. What are those things that can be put in place to ensure Data Processing curriculum is fully implemented in the secondary schools?

b) Research Hypothesis

1. There is no relationship between availability of Computer resources and attitude of teachers toward implementation of Data Processing curriculum.
2. There is no relationship between availability of Data Processing Subject teachers and attitude of teachers toward implementation of Data Processing curriculum.

c) Research Methods

The design of the study is a descriptive survey type. This method was deemed appropriate as it involved the collection of extensive and cross-sectional data for the purpose of describing and interpreting an existing situation under study. The population of the study consisted of all the teachers in public secondary schools in Akoko South West Local Government Area of Ondo State. The sample for the study comprised of 200 teachers randomly selected from the ten secondary schools in Akoko South West Local Government Area of Ondo State. Twenty teachers were drawn from each school using purposive sampling technique giving a total of 200 respondents. In order to answer the above stated questions, a questionnaire was designed to survey the challenges and teachers' attitude toward the implementation of Data Processing Curriculum in Secondary Schools in Ondo State. The instrument was subjected to reliability test using Cronbach alpha method and a value of 0.75 was obtained as the reliability of the instrument. Two hundred (200) questionnaires were taken to schools and distributed to teachers concerned. On the spot distribution and collection were adopted and the instrument was used in the data analysis. Mean was used to answer the research questions. Decision rule was based on the result of 2.5 and above as being high and anything below that as being low. The hypothesis generated was tested using t-test to identify if a significant different existed or not in the responses of teachers toward the implementation of Data Processing Curriculum in Secondary Schools at 0.05 alpha level of significance.

i. *Research Question1:* Are Computer resources available in secondary schools in Ondo State?

Table 1 : Means responses of the respondents

S/N	Items	SA	A	D	SD	X
1.	Computers are available in my school laboratory	68	91	19	22	3.03
2.	Computers in the laboratory are functioning well	31	69	62	38	2.47
3.	Computers in the laboratory are adequate	24	47	72	57	2.19
4.	There are enough computer accessories in my school laboratory	11	43	87	59	2.03
5.	Data processing textbooks are available my school.	26	87	54	33	2.53
	Grand Mean					**2.45**

Summary of result on Table 1 above reveals that computer resources are not available in secondary schools in Ondo State.

ii. *Research Question 2:* Do the schools have enough Data Processing subject teachers in secondary schools in Ondo State?

© 2015 Global Journals Inc. (US)

Table 2 : Mean responses of the respondents

S/N	Items	SA	A	D	SD	X
1.	There are enough teachers to teach Data Processing	25	35	82	58	2.14
2.	School have qualified Data Processing teachers	22	50	69	59	2.18
3.	Auxiliary and PTA teachers are employed to teach the subject.	89	41	38	32	2.94
	Grand Mean					2.42

Summary of result on Table 2 above reveals that Data Processing subject teachers in secondary schools in Ondo State are not enough.

iii. *Research Question 3:* Do the teachers show positive attitude toward the implementation of Data Processing Curriculum?

Table 3 : Mean responses of the respondents

S/N	Items	SA	A	D	SD	X
1.	Principals have a positive attitude towards Data Processing	66	103	23	8	3.14
2.	Teachers show positive attitude towards Data Processing.	74	103	16	7	3.22
3.	Teachers are willing to implement Data Processing curriculum in secondary schools.	41	99	36	24	2.96
4.	Teachers are not willing to teach the subject in the school	13	35	74	78	1.92
	Grand Mean					2.81

Summary of result on Table 3 above reveals that teachers show positive attitude towards the implementation of Data Processing Curriculum.

iv. Research Question 4: What are those things that must be put in place to ensure Data Processing curriculum is fully implemented in the secondary schools?

Table 4 : Mean responses of the respondents

S/N	Items	SA	A	D	SD	X
1.	School should Source for funds and computers from well wishers	44	90	41	25	2.77
2.	Teacher Education Institutions to incorporate Computer Education into their curriculum.	77	104	14	5	3.27
3.	Teacher should be supported through regular in-service training	66	65	20	49	2.74
4.	Enough ICT facilities should be supplied to schools.	123	47	11	19	3.37
5.	Qualify Data Processing teachers should be recruited by Government.	138	50	9	3	3.62
6.	Government should provide funding to schools for computer procurement	121	61	12	4	3.46
7.	School heads should to ensure that the ICT gadgets available in the schools are utilized for Educational purpose.	112	64	7	4	3.56
	Grand Mean					3.56

Results in table 4 show that all the items have mean scores above 2.50. These responses indicate that all the above points must be put in place to ensure Data Processing curriculum is fully implemented in the secondary schools.

d) Testing of Hypothesis

i. *Hypothesis one*

H0: There is no relationship between availability of Computer resources and attitude of teachers toward implementation of Data Processing curriculum.

Table 5 : T-test comparison of mean of availability of Computer resources and attitude of teachers

Group	N	Mean	SD	Df	t_{cal}	t_{table}	Decision
Availability of Computer resources	200	2.45	0.38				
Attitude of teachers	200	2.81	0.60	198	1.04	1.96	NS

© 2015 Global Journals Inc. (US)

Result of the analyzed data as shown in the table above reveals that the calculated t-value of 1.04 is less than the t-tabulated of 1.96. This implies that availability of Computer resources has no significant difference on attitude of teacher. Therefore the null hypothesis of no significant difference is retained.

The fact that attitude of teacher had higher mean score of 2.81 against 2.45 of the availability of computer resources did not indicate a significant difference.

ii. *Hypothesis two*

H0: There is no relationship between availability of Data Processing (DP) Subject teachers and attitude of teachers toward implementation of Data Processing curriculum.

Table 6 : T-test comparison of mean of availability of Data Processing (DP) Subject teachers and attitude of teachers

Group	N	Mean	SD	Df	t_{cal}	t_{table}	Decision
Availability of DP teacher	200	2.42	0.45				
Attitude of teachers	200	2.81	0.60	198	0.98	1.96	NS

Result of the analyzed data as shown in the table above reveals that the calculated t-value of 0.98 is less than the t-tabulated of 1.96. This implies that availability of Data Processing teacher has no significant difference on attitude of teacher. Therefore the null hypothesis of no significant difference is retained. The fact that attitude of teacher had higher mean score of 2.81 against 2.42 of the availability of teacher did not indicate a significant difference.

III. Discussion

Summary of data based on table one on the availability of computer resources had grand mean of 2.45 which include 3.03 for computer availability in the school laboratory, 2.47 for the status of computers in the school laboratory, 2.19 for adequacy of computers in the laboratory, 2.03 for presence of enough computer accessories in the school laboratory and availability of Data processing textbooks. This study revealed that computer resources are not available in the schools. This finding is in agreement with Ololube (2006) which stated that lack of adequate ICTs infrastructure available to University and College of Education; this has reduced access to ICT instructional material to faculty and students. This study is in line with the findings of Mac-Ikemenjima (2005 stated that there are infrastructural deficiencies and shortage of facilities, including computers, computer laboratories and online-classroom for the study of Computer Education in secondary schools. The finding is in conformation with the Evey et al (2010) who noted the lack or inadequate ICT infrastructure in many secondary schools and then called for improvement and inclusion of ICT in secondary school curriculum.

Table two above indicates that Data Processing subject teachers are few in secondary schools in Ondo State. The table above indicates grand mean of 2.42 which include 2.14 for enough Data Processing teachers, 2.18 for qualified teachers and 2.94 for Auxiliary and PTA teachers. This study is in agreement with(Duguryil, Duguryil & Katnyon, 2006; Okeke, Okoli & Osuafor, 2008) which stated that there is a dearth of such specialized teachers. Studies show that most classroom teachers are not computer literate. One of the greatest barriers to proper computer education in several parts of the world is the shortage of trained teachers.

Table three above shows that teachers show positive attitude towards the implementation of Data Processing Curriculum. The table above indicates grand mean of 2.77 which include 3.14 for Principals attitude towards Data Processing, 3.22 for teachers' attitude towards Data Processing, 2.96 for teachers' willingness to implement the curriculum and 1.92 for teachers' willingness to teach the subject. This is line with This finding is in agreement with Adeyinka et al.(2007) report that teachers perceived ICT as very easier to use in teaching their lesson and also relevant to the findings by Cox et al.(1999) and Bukaliya(2011).

Table four above reviews those things that must be put in place to ensure Data Processing curriculum is fully implemented in the secondary schools. The table above indicates grand mean of 3.56 which include 2.77 for school to source for funds from well wishers, 3.27 for incorporating Computer Education into teacher Education Institutions, 2.74 for regular in-service training, for provision of enough ICT facilities, 3.62 for employing qualify Data Processing teachers, 3.46 for provision of funds and3.56 for ensuring ICT gadget usage. Results in table 4 show that all the items have mean scores above 2.50. These responses indicate that all the above points must be put in place to ensure Data Processing curriculum is fully implemented in the secondary schools. This is in agreement with Osuafor(2012), there should be continuous in-service training of teachers both within and outside the country. There is need to sponsor teachers to International Conferences for them to interact with their colleagues in other countries and acquaint. This finding is also in agreement with Adeyinka et al.(2007) and Yusuf (2005).

© 2015 Global Journals Inc. (US)

IV. Recommendations

Based on the findings of the study and conclusion thereof, the following recommendations are made:

1. The government should provide enough funds for schools to purchase computer for instructional purposes and make available suitable computer environment in our secondary schools.
2. Government should ensure effective monitoring of the implementation of Data Processing curriculum in secondary schools.
3. Entrepreneurship education should be incorporated into secondary school programme right from the junior secondary school in order to instill the spirit of job creating in the mind of the students at their formative stage of life
4. They must be a concerted effort from all education stakeholders to tackle the challenges and create a conducive environment for successful implementation of Data Processing curriculum.
5. Young graduates who have specialized in Computer Science Education or Information Technology should be given automatic employment after their National Youth service Corps.
6. There should be continuous in-service training of teachers both within and outside the country.

References Références Referencias

1. Adeyinka, A., Tella, A., Tella, A and Adeyinka A. (2007). An assessment of Secondary school Teachers uses of ICT'S: Implications for further development of ICT'S use in Nigerian secondary schools. The Turkish online journal of Educational Technology –TOJET July 2007 ISSN: 1303-6521 Volume 6, Issue 3.
2. Bukaliya, R., and Mubika, A.K. . (2011). Teacher Competence in ICT: Implications for Computer Education in Zimbabwean Secondary Schools, International Journal of Social Sciences and Education ISSN: 2223-4934 Volume: 1 Issue: 4 October 2011.
3. Cox, M. J., Preston C., & Cox, K. (1999). What motivates teachers to use ICT? Paper presented at the British Educational Research Association Conference. Brigthton.September.
4. Dike, V. E. (2009). Technical and Vocational Education: Key to Nigeria's Development,
5. Duguryil, A. I., and Katnyon, H.D. (2006). Availability and level of use of ICT as a resource in STM instructional delivery. Proceedings of the 47th Annual Conference of STAN. 91-96.
6. Evey, C. K., Emmanuel, O.O.; Joseph, A.; Denis, U. & Asinde, F.A.. (2010). The need for ICT in secondary schools curriculum in Nigeria. Nigerian Journal of Teacher Education and Teaching. Vol 8, (2) Pp 183- 192.
7. FRCN. (2004). National policy on education. . Lagos: NERDC Press.
8. Igwe, R. O. (2007). Transforming the secondary school curriculum for effective social development in Nigeria, International Journal of Educational Studies, Vol. 7, No. 1, pp149-156.
9. Mac-Ikemenjima, D. x. (2005). "e-Education in Nigeria: Challenges and Prospects". Paper presentation at the 8th UN Task force Meeting April 13-15, 2005 Dublin, Ireland.
10. NERDC. (2008). The New Senior Secondary curriculum structure at a glance. NERDC press, Jibowu, Yaba, Lagos State
11. Obanya, P. (2007). Thinking and Talking education, Ibadan: Evans Brothers (Nigeria publishers) Ltd.
12. Obanya. P. (2004a,). The Dilemma of Education in Africa, Ibadan: Heinemann Educational Books Nigeria Plc.
13. Okeke, S. O. c., Okoli, J.N. & Osuafor AM. . (2008). The level of preparedness of STM teachers for the challenges of ICT in the new millennium. Uni'{ik Orient lournal of Education 4 (1). 181-188.
14. Okoli, J. N., & Osuafor, A M. . (2008). Availability, accessibility and extent of use of new technologies for STM curriculum delivery. 49th STAN Annual Conference Proceedings. 200-206.
15. Ololube, N. P. (2006). Appraising the relationship between ICT usage and integration and the standard of teacher education programs in a developing economy. International Journal of Education and Development using ICT, 2(3).
16. Orji, S. N. (2013). Nigerian Educational Research and Development Council (NERDC). The New Senior Secondary Education Curricula: Trade/Entrepreneurship.
17. Osuafor, A. M. (2012). Implementation of the Nigeria New Senior Secondary Education Curriculum Structure: Prospects, Challenges and the Way Forward for Sustainable Development. International Journal of Education, Science And Public Policy In Africa. Vol 1pp90-97 ISSN 2158-5598-2158-558X -.
18. UNDP. (2006). Information communication technologies and development. Available at: http//.usdnhp.undp.prg/it4dev/.
19. UNESCO. (2002). "Information and Communication Technologies in Teacher education: A planning Guide". Paris. UNESCO. .
20. Yusuf, M. O. (2005). "An Investigation into Teachers' Self-Efficacy in Implementing Computer Education in Nigerian secondary schools". Meridan: A middle school computer Technologies Journal Vol.8, Issue 2.

© 2015 Global Journals Inc. (US)

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 9 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Incorporating Literary Texts in Language Classroom

By Dil Nusrat

United International University, Bangladesh

Abstract- Works of literature are studied worldwide, mostly for pleasure. But for the last couple of decades, literary texts are playing an important role in language teaching and considered as a great source of authentic materials. This paper shows some important aspects of using literary texts in language teaching, throwing some lights on the advantages as well as the difficulties of choosing an appropriate literary text for language classroom. This paper also suggests some effective classroom activities, using literary texts, where focus is given on all the four language skills to motivate learners and enhance their language competence.

Keywords: *authentic materials, appropriate literary texts, effective classroom activities.*

GJHSS-G Classification : *FOR Code: 420199p*



Strictly as per the compliance and regulations of:

© 2015. Dil Nusrat. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http:// creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Incorporating Literary Texts in Language Classroom

Dil Nusrat

Abstract- Works of literature are studied worldwide, mostly for pleasure. But for the last couple of decades, literary texts are playing an important role in language teaching and considered as a great source of authentic materials. This paper shows some important aspects of using literary texts in language teaching, throwing some lights on the advantages as well as the difficulties of choosing an appropriate literary text for language classroom. This paper also suggests some effective classroom activities, using literary texts, where focus is given on all the four language skills to motivate learners and enhance their language competence.

Keywords: authentic materials, appropriate literary texts, effective classroom activities.

I. Introduction

Works of literature are read for pleasure. They are studied as a course or discipline in many countries. Literature holds a mirror to the society. It allows a basic understanding of human nature. By reading works of literature of a particular time, the reader gets some general idea of the way that particular society worked. For example, by reading Victorian novels, the reader gets a glimpse of that society, their norms, distinction of social classes, etc. Even the literary works which were written centuries ago, readers can still connect with them as they deal with human emotion, something that has universal appeal. Thus, works of literature can be considered as social, cultural documents that allow a deeper understanding of humanity. Apart from these, literary texts are widely used in language classroom, especially since 1980s, as they are considered as authentic materials that help to motivate and engage learners.

II. Literature Review

Literary texts were not given much priority earlier in the language classroom as the focus was given on the functional use of language. But for last few decades there has been a revival in the use of literary texts in the language classroom. Many critics suggested that literary texts are authentic materials that help to motivate and engage the learners. It was believed that the language of literary texts were much different than regular, everyday language but studies of stylistics "emphasises connections between literary language and everyday language" (Barry, 1995). According to critics Brumfit and Carter (1986) "The literary text is seen as self sufficient as a language artifact". Many critics vehemently support the use of literary text in the language classroom. Critics, such as, Collie and Slater (1987) suggest the use of literature "which speaks to the heart as much as to the mind, provides material with some emotional colour, that can make fuller contact with learner's own life". They suggest that literary texts can be regarded as "valuable authentic material" that can provide "cultural enrichment" and "language enrichment" (1987). Critic Lazar (1993) thinks that a closer integration of language and literature in the classroom helps the students to achieve"their main aim- which is to improve their knowledge of, and proficiency in, English."

a) What is literature?

Before dealing with literary texts, we should know what literature is. According to Cuddon (1977), literature is a term "which usually denotes works which belong to the major genres: epic, drama, lyric, novel, short story, ode, etc". According to Macmillan Online English Dictionary (2009), literature can be termed as "stories, poems, and plays, especially those that are considered to have values as art and not just entertainment."

b) Advantages of Using Literary Texts

Using literature in language classroom has many advantages. As critic Lazar (1993) suggests, while dealing with literary works, learners are exposed to a wide range of authentic materials. It really helps learners to engage in the classroom activity as they feel highly motivated when they are dealing with authentic materials. According to Lazar, "Students are helped to develop a response to literature through examining the linguistic evidence of the text." They use their analytical ability to come up with their own interpretation of the text. They are encouraged to draw on their knowledge of English language and this approach provides useful exposure to grammar, vocabulary in interesting new contexts. Thus students' main aim is fulfilled- to improve their knowledge of the language (1993).

With authentic materials, learners can easily connect with the real world, world outside the classroom. They can apply their classroom experiences in the real world. They also feel a sense of accomplishment when they are dealing with literary texts because generally literary works are considered as

Author: Lecturer of English Language Institute at United International University, Dhaka, Bangladesh. e-mail: nusratdil@gmail.com

© 2015 Global Journals Inc. (US)

complex and difficult. In addition to that, in many societies works of literature are given a much higher stature. It is believed that literary works are understood and appreciated by the people of refined sensibility. These also help the learner to feel more motivated and engaged with the text, as well as, the classroom activities.

The language of the literary texts is a bit different from the other texts used in language classroom. Sometimes the rules of grammar and syntax are not strictly followed in them. Usually a more refined and ornamented language is found in literary texts. These enriched and ornamented language enhance learners' language competence; at the same time, they gain familiarity with many features of the target language which they are attempting to master.

Besides the linguistic aspect, literary texts serve another purpose. As literary texts can be considered as socio-cultural and historical documents, through literary texts learners get to learn many things about different societies, their culture, norms, etc. On the other hand, almost every literary text imparts some moral lessons. They allow us to distinguish between right and wrong, show the triumph of virtuous and shed light on basic human behavior. Thus learners gain knowledge about many countries and also receive some moral teaching. These not only help them to enhance their language competence but also help them develop their personality, make them more humane.

For all these reasons, learners find it more interesting and motivating when literary texts are incorporated in language classroom. So, literary texts can be considered as a powerful pedagogical tool to be used in language classroom.

c) Difficulties Faced While Choosing Texts

Despite of its advantages, teachers face much difficulty while choosing a literary text for language classroom. There are many things that the teacher needs to keep in mind while choosing the appropriate text for the class.

The first thing to focus on is the length of the text. The teacher must select a text that can be covered in one or two classes. A four hundred pages' novel, a long poem with ten or even more cantos, a long five acts' play should not be chosen for the language classroom because they are too long and learners will find them overwhelming. So choosing a text with appropriate length is very crucial. It is better to choose a short story, a short poem or a novella for the classroom as they express a message in a very compressed form. In this way, the learners will find the essence of a literary text which they will enjoy and they do not have to spend long time finishing the text. It is also easier from the part of the teacher to design appropriate classroom activities involving a short text.

The Second thing the teacher should keep in mind is not to choose a text that is too difficult and not at par with the learners' competence level. If the teacher needs to provide vocabulary of more than six or seven words, it means the text is too difficult for the learners. Some literary texts, especially Post Modern literary texts, may have used simple words but the meaning of the whole text is intentionally allusive and confusing. So students may not be able to understand such texts properly and will feel de-motivated. So it is better to choose texts with simple vocabulary and easily accessible meaning.

Thirdly, a teacher should not select a text that is written long ago, in archaic language. Learners will find so many words they are not familiar with and find the text incomprehensible. In addition, the text will deal with such situations, norms, values with which the learners may not be able to connect themselves and lose interest in the text. It is better to choose texts that are written in less than two centuries ago. If the teacher wants to deal with old classics, it is better to use a translated or an abridged form of the text.

Lastly, the teacher should choose a text with which the learners can easily connect. If the teacher needs to provide a great deal of background knowledge before starting the text, the student will lose interest. If the society depicted in the text is too remote from the one the learners belong, or if there is a huge cultural gap, then the learners will not be able to connect with the text, and may feel alienated to some extent. So it is better to select a text where a brief social, cultural or historical background will help the learners grasp the context and they are somewhat familiar with the socio-cultural norms of the society depicted in the text.

III. Effective Classroom Activity

Keeping all the above mentioned points in mind, the teacher should choose a text and design some effective classroom activities, focusing on the four language skills. Classroom activities can be classified into many groups. The following classification is recommended by Lazar (1993):

i. Pre- reading activities
ii. While- reading activities
iii. Post- reading activities

The teacher must choose texts and activities, keeping in mind the competence level of the learners. Here, two texts have been selected, one is Carol Ann Duffy's poem "Valentine" and another is Kate Chopin's short story "The Story of an Hour". The texts and activities are suitable for advanced or tertiary level's learners. By following the above mentioned classification, the classroom activities for these two texts(where emphasis is given on all four language skills) are given below.

© 2015 Global Journals Inc. (US)

a) *Carol Ann Duffy's poem "Valentine"*

i. *Pre- reading activity*

- The teacher can provide a brief biography of Carol Ann Duffy and focus on the issues she usually expresses through her poetry.
- Then, the teacher can ask the students to discuss the title of the poem and come up with their own idea on what kind of poem is it going to be.
- The teacher can play a video of the recitation of the poem (many videos of poem's recitation are available on www.youtube.com, some of them are recited by the poets themselves) and engage the learner with the text before they read it by themselves.

These kinds of activities help learners to understand the background of the text, they feel more engaged with the text and enhances their cognitive ability.

ii. *While- reading activity*

- The learners will read the text thoroughly. They will underline the unknown words that they think are making them unable to understand the complete meaning of the text.
- The teacher can provide a table with the unknown words the students find in the text in the left column. The students will match them with their suitable meaning given in the right column.
- They will encircle the key words which they think are crucial for understanding the plot and the themes of the text.
- They can be divided into small groups, where each group will write a short summary of the text. They will listen to the summaries of other groups and say if the other groups have missed out an important detail or do they want to add something to other group's summary.

These activities help learners to grasp the meaning, the plot and main themes of the text. They get to enrich their vocabulary. As they participate in the interactive classroom activities, it helps them improve their communicative competence.

iii. *Post- reading activity*

- The learners will have to answer some question based on the text that will require them to critically analyze or interpret the text. For example- a. Give your opinion on the idea of love expressed in the poem, give detail to support your opinion.
- The teacher can choose some important lines from the text and ask the learners to explain them.

These activities help learners to engage with the text and lean on to their personal critical or analytical ability. These will not only improve learners' analytical ability but also improve their knowledge of language as they will have to come up with their own explanations. Their responses will help the teacher to understand whether the learners have been able to grasp the basic concepts of the text.

b) *Kate Chopin's short story "The Story of an Hour"*

Sometimes even advanced level's learners find it difficult to understand poetry as they express ideas in a very condensed form. So, the teacher can use short stories in the class instead, as they are comparatively easier than poetry. The classroom activities for Kate Chopin's short story are given below.

i. *Pre- reading activity*

- The teacher can provide a brief historical and social background of the time Kate Chopin wrote the story. The condition of women in such societies can be discussed with the students.
- The teacher can discuss the title of the story. Students will come up with their ideas of the text, based on the title.

ii. *While- reading activity*

- The students will thoroughly read the text and underline the unknown words, words they are not familiar with.
- The students will try to guess the meaning of the unknown words. Later the teacher will provide their meaning, so the students can see whether they were right or wrong.
- The students will be divided into small groups. They will write a short summary or the main themes of the text. Then, each group will share what they have written and other groups will add something to it if necessary.

iii. *Post- reading activity*

- The students will analyze the main characters of the text. As they share their views, others will add something to what they have said, only if they have missed an important detail.
- The students will be asked to write analytical question answers based on the text. For example- A. What do you think is the real cause of Mrs. Mallard's death? B. According to you, how was the marital relationship between Mr. and Mrs. Mallard?

By choosing literary texts that are comprehensible and enjoyable and designing such interactive classroom activities that are at par with students' level of language competence will highly motivate the learners and enhance their language skills immensely.

IV. Conclusion

To conclude, it can be said that literary texts can serve as a great pedagogical tool in language classroom as they are authentic materials that help to motivate and engage learners. If the teacher can keep in mind the competence level of the learners and come up with appropriate literary texts with effective classroom activities, it will help learners to enhance their

© 2015 Global Journals Inc. (US)

communicative competence and develop their language skills; at the same time, provide them a scope for personal growth and gain knowledge about different cultures and societies.

References Références Referencias

1. Barry, P. (1995). *Beginning Theory: An Introduction to Literary and Cultural Theory* (3rd ed.). Manchester, UK: Manchester University Press.
2. Brumfit, C., & Carter, R. (1986). *Literature and Language Teaching*. Oxford, England: Oxford University Press.
3. Collie, J., & Slater, S. (1987). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge, England: Cambridge University Press.
4. Cuddon, J. (1977). *A Dictionary of Literary Terms and Literary Theory* (4th ed.). London, England: Penguin Books.
5. Lazar, G. (1993). *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge, England: Cambridge University Press.
6. Macmillan Online English Dictionary. (2009). Retrieved December 10, 2014, from http://www.macmillandictionary.com/dictionary/british/literature.

© 2015 Global Journals Inc. (US)

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 9 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

English as a Basic Requirement for 21st century Citizens': A Critical Discourse Analysis of English Language Education Policy in China

By Jiayi Shi
Newcaslte University, UK

Abstract- The effect of globalization and the global spread of English have created a significant demand for English all over the world. In China, English is promoted for its value in socioeconomic development of the nation to cope with globalization. The demand of English is illustrated in the introduction of 'English as a basic requirement for 21st century citizens' and early English instruction. This paper adopts a Critical Discourse Analysis approach to look into a policy document written by the Ministry of Education (MoE) in China. It is concluded that MoE's endorsement of the discourses of globalisation and national development followed by their adoption of enhanced English policies fails to pay sufficient attention to resources and policy implementation issues. The result is that the implementation efforts are haphazard and do not lead to the expected increase in proficiency level.

Keywords: english language education policy; primary english education in china; critical discourse analysis; ideology; power relations.

GJHSS-G Classification : FOR Code: 420199p



Strictly as per the compliance and regulations of:

© 2015. Jiayi Shi. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http:// creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

English as a Basic Requirement for 21st century Citizens': A Critical Discourse Analysis of English Language Education Policy in China

Jiayi Shi

Abstract- The effect of globalization and the global spread of English have created a significant demand for English all over the world. In China, English is promoted for its value in socioeconomic development of the nation to cope with globalization. The demand of English is illustrated in the introduction of 'English as a basic requirement for 21st century citizens' and early English instruction. This paper adopts a Critical Discourse Analysis approach to look into a policy document written by the Ministry of Education (MoE) in China. It is concluded that MoE's endorsement of the discourses of globalisation and national development followed by their adoption of enhanced English policies fails to pay sufficient attention to resources and policy implementation issues. The result is that the implementation efforts are haphazard and do not lead to the expected increase in proficiency level. Moreover, policy texts serve to sustain and reinforce the hierarchical structure of education system in China, which features in the absolute power of national government over the local agents. Suggestions are given to more successful implementation of the English Language Education Policy in China and other developing nations.

Keywords: english language education policy; primary english education in china; critical discourse analysis; ideology; power relations.

I. Introduction

Many Asian countries have speeded up the process of English Language Education Policy (ELEP) programs, aiming to prepare their citizens for globalization and socioeconomic development. Their recent ELEP programs features in early introduction of English and English education for all the citizens (Kaplan et al. 2011). China is no exception. In 2001, Chinese Ministry of Education (MoE) issued *Guidelines and Basic Requirements for English Teaching in Primary Schools* (Draft) (2001, hereafter *Guidelines*), requesting English to be a compulsory subject taught from the third grade in primary schools nationwide (Jiang, 2003; Nunan, 2003; Pan, 2015).Curriculums and teacher guidebooks were compiled and distributed centrally by the MoE shortly after *Guidelines*.

It has been over a decade since the MoE's implementation of ELEP nationwide in 2001. The discussion on *Guidelines*, especially its implementation in various regions, does not lack the robustness (e.g. Hu, 2002, 2005;Perez-Milans, 2011; Pan, 2015). These studies have pointed out the limitations and deficiencies of the ELEP, including the neglect of local situation, limited teacher training, scarce of qualified teachers and lack of education resources. However, there is very limited research that touches upon deeper issues such as language ideology, power relations and education equality (with the exception of Perez-Milans, 2011; Guo, 2012; Pan 2015). Moving beyond a discussion of policy gaps and deficiencies, my inquiry seeks to uncover hidden assumptions and ideologies, and the power relations that shape MoE's ELEP and its actions towards local educators. More importantly, it aims to expose the way discursive practice maintain and reinforce the status quo.

Within this matter, critical discourse analysis (CDA) provides a solution to critically analysethe inherent language ideology and power relationships underneath the policy texts. CDA recognizes that power struggles often take the form of discursive practices. Policy texts are therefore an arena to study how relations of power are enacted in discourse and led to sorts of consequences (Johnson, 2011). It argues that the discourses of language policies can hegemonically normalize and legitimize what is acceptable and thinkable, while concomitantly delimiting other (Ricento, 2006).

In this paper, I will use the principles of CDA to critically analyse the 3000-word text *Guidelines*[i]. My study is another serious attempt to find out the inherent ideology and power relationship in policy discourses. It will critically examine how policies normalize and legitimize what is acceptable and thinkable for commoners. In the next section, I will introduce my methodology. Following that, I shall start analysis of *Guidelines*, drawing on Fairclough's three-dimensional model. Discussion will be given on the way policy discourse maintain and reinforce the status quo. In the concluding part, suggestions are given to more successful implementation of ELEP in China and other developing nations.

Author: Department of Education and Applied Linguistics, School of Education, Communication and Language Sciences, Newcastle University, UK. e-mail: j.shi2@ncl.ac.uk

© 2015 Global Journals Inc. (US)

II. Critical Discourse Analysis: A Theory and Method of Analysis

The concept of power is a central notion in CDA, because discourse is socially consequential thus entwined in social power (Fairclough and Wodak, 1997). Power is signalled not only by grammatical forms within text, but also by a person or a group of people's control of a social occasion. As a result, discursive practices can produce and reproduce unequal power relations between races, classes, genders and other majorities and minorities. CDA analyses 'power' as central condition in social life that is manifested and challenged in discourse. As Wodak argues (2009, p. 11): 'language indexes power, expresses power, is involved where there is a contention over and a challenge to power. Power does not derive from language, but language can be used to challenge power, to subvert it, to alter distributions of power in the short and long term.' It is CDA's aim to point out the hidden power relations behind the discursive practices and challenge unequal power relations in making conventionalized and stable discursive practices.

There are various methods for CDA, but my analysis follows Norm Fairclough's (e.g. 2003, 2009; 2010) three dimensional model. His modal argues discourse, and any specific instance of discursive practices, should be seen as:

- A language text, spoken or written,
- Discourse practice (text production and text interpretation)
- Sociocultural practice.

Each dimension requires different kind of analysis:

- The linguistic description of the language text,
- Interpretation of the relationship between the (productive and interpretative) discursive processes and the text,
- Explanation of the relationship between the discursive processes and the social processes.

The three dimensions are interrelated: discourse practice is the link between text and sociocultural practices. Let me break down the process: In the first place, the discourse practice (how a text is produced or interpreted) depends on the sociocultural practice which the language text is a part of. Secondly, the discourse practice shapes the text and leaves 'traces' in surface features of the text (Fairclough, 2010, p. 132). As a result, discourse is both constituted and constitutive. It both shapes and is shaped by society: it is socially conditioned by the contexts in which it occurs (discourse practice) and it, at the same time, affects the social relationships and identities of people who are participated in these social events (sociocultural practices).

Let me explain the three dimension modal further by linking it with the policy text that I will analyse in this paper. A language policy, in particular *Guidelines*, can be understood and analysed as:

- The written text in terms of its linguistic features, such as syntax, modal words, argumentation, etc.
- The process of interpretation and production of this document, the discourse practices, among people or groups of people, e.g. a teachers' guidebook that explain the language policy document; a parents' meeting that interprets the document.
- The sociocultural practice or the situational, institutional or social context surrounds the discourse practices, e.g. the economic situation of the country; the language environment; the education system of the country, etc.

III. Exploring the 'Texture' of *Guidelines*

a) *Textual features of the Guidelines*

In the beginning of the *Guidelines*, it is argued that ELEP is to cope with informationization and globalization. English is basic requirement for the citizens for it is important for the country's open up and international communication:

Extract 1: Learning English is 21st Century Citizens' Basic Requirement, direct translation of policy extract taken from Guidelines (MoE, 2001, preface).

1. In today's word, with information technology as main feature (,) technology
2. develops daily and monthly. Social life's informationization and economic
3. activity's globalization make foreign languages, especially English, increasing
4. daily become our country's open up and international communication's
5. important tools. Learning and grasping a foreign language is (,) to 21 century
6. citizens (,) basic requirement.

Extract 1 states that learning English is for the benefit of China's open up and international communication (L4), especially since English is an important tool in informationization and globalization (L2-3). The conclusion is that learning and grasping a foreign language is a basic requirement to 21st century citizen (L5-6). Overall, there is an invalid causal link presupposing that if one fact is true then the next is also true. That is to say, even English is important (L1-4), it does not necessarily mean learning English is basic requirement for all the citizens (L5). For instance, another more valid link would be: English is important, and we should have more translators and interpreters expertise in English.

Let me break down the linguistic description in details. In L1, it uses change of state verbs (develop),

© 2015 Global Journals Inc. (US)

which presuppose the factuality of a previous state and positive evaluation. By saying technology develops, it presuppose that technology is moving ahead and it is good. For instance, a more neutral way to formulate the process would be: technology changes (though change is still a change of state verb, it is not evaluative in this case). In L2, the process of technology development is depicted as 'daily and monthly', which implies that technology is moving forward so fast that we should do something to not fall behind. L3 also describes that the importance of foreign language, especially English, 'increase daily'. L3 also uses 'increasingly' and 'become' to presuppose the factuality of a previous state, namely 'English is and has already been…important tool'. Another evaluative adjective 'important' is used in L4 to attach value to English. Overall, the usage of positive evaluation words in the Extract 1 has built up and produced a cumulative effect: English language is depicted as incontestable, indispensable, neutral and valuable for China's socioeconomic development and globalization.

L4 uses an inclusive pronoun 'our country', instead of 'your country' or 'China', to suggest that the readers are positioned as in-group members with the author and thus assuming shared perspectives. By contrast, L5 seems to use '21 century citizens', instead of 'our citizens' or 'citizens of our country', to refer to the readers. My interpretation is that the text is written in 2001, the conjunctions of two centuries (20th and 21st century), the usage of 21st century citizen would make the initiative more timely and thus appear more acutely and acceptable. In other words, the text (written in 2001) urges that learning and grasping English is to cope with the approaching 21st century.

I shall also point out that Extract 1 also features in a widespread elision of human agency. According to Fairclough, (2001), it is important to pay attention to both what is 'in' a text and what is 'left' out. In this sense, Extract 1leaves out human agency by using inanimate nouns and noun-phrases like 'technology', 'social life's informationization', 'economic activity's globalization' and 'learning and grasping a foreign language' as the agents of verbs. Fairclough (2002, p. 13) suggests that the elision of human agency is a common feature in discourses related to topics such as 'new global economy', 'neo-labourism', 'knowledge-driven economy', etc. It creates an effect that the responsibility for processes is in accounts of the inanimate subjects. For instance, in Extract 1, it seems to imply that the initiative for learning English nationwide is due to technology development, informationization, and globalization. It is not the initiative of any politicians (people) or government (groups of people). As a result, it is the inanimate subjects mentioned above that require that English to be a basic requirement, rather than any people or groups of people. This way, there is nobody in accounts of the initiative and consequently not responsible for any faults.

Overall, *Guidelines* uses an in valid causal link, change of state verbs, evaluative adjectives, inclusive pronoun, rhetorical expression and elisions of human agency to provide the rationales for the English education in primary schools nationwide. It tries to appeal to the common sense assumption that English is important in open up and international communication, which helps develop the country, otherwise the country will fall behind others in the new century.

b) The use of common sense

Guidelines also uses the common-sense in a rather subtle yet coercive way. It urges that '21st century's citizens' need to act immediately so as to catch up with the fast pace of informationization and globalization, which implies that readers (local agents in this case) are left behind, backward and incompetent. The usage of common-sense concurs with one of the central points of argument for CDA, namely the imbedded coercion in the discourses. I shall provide a brief discussion on the critiques of common-sense assumption in CDA field. According to Fairclough (2010), coercion exists in physical violence and coercive language. Coercion is also mostly notably exercised in consent. Common-sense assumption, according to Fairclough (2001), is a kind of ideology that serves for the purpose of coercive discourse. When people rely habitually on common-sense assumptions, the hidden power relations are produced, maintained and reinforced in these discourse.

In *Guidelines*, 'informationization' and 'globalization' is depicted as commonsensical fact. The importance of English to 'informationization' and 'globalization' is also presented as a 'fact', which is incontestable. As a result, the importance of English language education is naturalized consequently. The process of naturalizing and legitimizing the ELEP initiatives appears to present a commonsensical fact. In this way, ELEP has been discursively constructed as the indispensable, natural and technical tool for accessing advanced science and technology, which is beneficial for coping with 'informationization' and 'globalization'. In other words, when people accept the common-sense as factual, it is then difficult to find out the hidden power relations and coercion imbedded in the discourse.

c) Abstraction

Guidelines also features in abstraction of highly complex series and sets of social events, past, present and predicted. Abstraction is a key point to look at for critical discourse analysts. It gauges the degree of abstraction/generalization from concrete events. The concept is firstly introduced by Bernstein (1990). According to him, political discourses always present a particular type of social event in different networks of social practices and genres. Fairclough (2003, p. 89)

© 2015 Global Journals Inc. (US)

develops the concept and argues that 'in representing a social event, one is incorporating it within the context of another social event…This process affects how concretely or abstractly social events are represented, whether certain values are evaluated, explained, etc.'

In *Guidelines*, there are abstraction over complex series and sets of social events, such as social life (e.g. instead of pointing out what is and what includes in social life), informationization, globalization, massage carrier, human life, education, pedagogy, economic construction, social development needs, time development's requirements. There are abstraction of past events (open up), present (English in every aspect of human life; English education's current situation), and predicted (the implication of role of English in informationization and globalization). There is also abstraction on the level of structural relations, such as the structural relation between social life's informationization and economy's globalization and importance of English. The problem of extensive use of abstraction here is that it hides away a lot of issues and concerns and naturalizes English as indispensable and natural medium for socioeconomic success. For instance, *Guidelines* abstracts complex series of social events as 'every aspect of human life'. English is described as being important in 'every aspect of human life'. Arguably, English is not important to many people who live in rural areas or who live in the lowest level of social ladder. The point here is that English might benefit those who already in a strong economic position and probably live in urban areas. English might not be important to 'every aspect of human life'.

In terms of presence, the only element of events consistently present is forms of activity(informationization, globalization, English education, our country's English scale, education and pedagogy), sometimes with abstraction of people (a lot of countries), or abstraction of objects (message carrier, every aspect of human life, economic construction and social development needs, profound achievement), more often without.

Moreover, the abstracted concepts (e.g. informationization, globalization, a lot of countries, social development, profound achievement) are not ordered or located in time and place, as if these events are indifference to time and place. In terms of time, English is set in a timeless frame of 'informationization, globalization' and universal place frame of 'a lot of countries, every aspect of human life'. In terms of space, since 'a lot of countries…all make English education as important part for quality education', 'our country's English' should do the same.

Overall, *Guidelines* shows a highly abstracted feature of complex series and sets of social events and the structural relationship between them. Fairclough (2003, p. 141) refers this sort of policy documents as one genre of governance. He points out that, in these policy documents, there will be a high degree of abstraction from and generalization across concrete events, and that causal and temporal relations will be specified between these abstraction. Such policy documents are important in linking scales-generalising over many local cases (and- a standard critique- thereby supressing difference) to make claims which have policy implications nationally or internationally.

The abstraction of complex series and sets of events and its relationship helps to make the proliferation of similar expressions in other policy documents. It helps to legitimate the importance of English in China nationwide. Arguably, globalization, informationization, English education are all very complicated matter. They should be examined within specific contexts, providing specific time, space, agents, etc. The initiative of English education in primary schools nationwide is arguably a much more complex matter that deserves more explanation, reasons and legitimacy than abstracted assumption of 'globalization and informationization or social development needs'. I will elaborate on this point further in this paper.

d) The use of modal words

Apart from the use of change of state verbs, evaluative adjectives, inclusive pronoun, rhetorical expression and elisions of human agency, *Guidelines* also uses modal words to express the obligation, requirement and permission. According to Fairclough (2001, 2003), modal words say a lot about the power relations between the stakeholders. According to Halliday (1994), modality is the speaker's judgment of the obligations involved in what he/she says and it is the expression of the speaker's opinions. It is worth pointing out that judgment might not be explicit. However, even in cases where the judgment is only implied, the speakers' values can still be read and told through the analysis of the modal operators they use. Three values are attached to the speaker's judgment of the obligation to various extents, while there are different modal operators to express the judgment:

- High (required): must, need, have to, is to, ought to;
- Media (supposed): will, would, shall, should;
- Low (allowed): may, could, might, can

There are also modal operators in Chinese language. According to Ross and Ma (2006), obligations can be strong or weak. Strong modal words are always used in pronouncements and in other formal spoken and written contexts. The modal verbs used to express weak obligations associated with social or moral responsibilities, and they can be used in both formal and informal contexts. There is a brief characterization of the force of the words used to express obligation:

© 2015 Global Journals Inc. (US)

- Strong obligation: must, have to (*b ixu*, *bi dei*, dei)
- Weak obligation: should, ought to (*yinggai*, *ying dang*, *ying*, *hui*, *keneng*, *neng*)

Chinese modal verbs, like English, can express negative obligations or prohibitions, when modal words are used in negation form:

- Are not allowed to, should not (bukeyi)
- Cannot (buneng)
- Must not，not allowed (buxu)

In *Guidelines*, different levels of modal operators are used throughout the texts to express the speakers' opinions on the degrees of the obligation and responsibility they require of the readers. Some examples of different degrees of modal operators are enlisted below (I have highlighted the modal operators in bold):

- Newly compiled textbooks **ought to** be evaluated and approved by our ministry (of education).
- Implementing English in primary schools **ought to** obey the rule of 'short sessions, high frequency'.
- In classroom teaching, teachers **should** actively use English multimodal media.
- Each educational administrative government **should** fully recognize the importance of promoting English classes in primary schools.
- Local schools **can** decide its English teaching methods according to its reality and situation.
- Local schools **can** adopt the formative evaluation system and not use the 100-point scale.

Modal operators distinguish different levels or degree of commitment to truth on the one hand and obligation/necessity on the other. For instance, in the above examples 'Newly compiled textbooks ought to be evaluated and approved by our ministry (of education)' shows very strong commitment the writer makes, for example, in contrast to 'newly compiled textbooks might/probably/possibly be evaluated and approved by our ministry'. The point here is modal operators can represent different ways of doing of these, which make different commitments. The important question is: who has the socially ratified power of making strong commitments using the modal operators? Why? It is clear that the MoE has the socially ratified power of making strong commitments using the modal operators. The reason, I believe, using different levels of modal operators, MOE has declared its authoritative position clearly in a hierarchical way.

To prove my contention, I will first provide a brief analysis of modality and the manifested social relation. From different levels of commitment, strong or week, writers make commitment over their relationship with others. As Fairclough (2001, p. 166) argues, 'modality choices in texts can be seen as part of the process of texturing self-identity. But this goes on in the course of social process, so that the process of identification is inevitably inflected by the process of social relation.' Let us go back to the example I just mentioned. In saying 'newly compiled textbooks ought to be evaluated and approved by our ministry (of education)', the MoE does so as an authoritative and national institution giving authoritative information about ELEP to local policy agents who read the policy as a guideline for education reform. In this way, the texturing of identity is thoroughly imbedded in the texturing of social relations. By using excessive modal operators, the MoE has self-identified itself, in relation to its readers, as authoritative and prestigious. In this way, the top-down relationship between the MoE and local policy agents get reinforced and sustained through policy discourses. In this way, the MoE declares its authoritative power over local education bureaus, schools and teachers.

It is to note that, the MoE, in turn follows the instruction of the State Council, as manifested in the extract bellow: there are words directly express that the policies deriving from the State Council, the supreme political entity, must be implemented. In other words, there are very explicit textual items that depict the hierarchical power relationship between MoE and the local stakeholders:

Extract 2: 'In accordance with the 'State Council's decisions', direct translation of policy text from *Guidelines* (MoE, 2001, p.1)

1. In accordance with the 'State Council's decisions on deepening Education Reform and Fully
2. Promoting Quality Education' and "State Council's Decisions on reform and Development in
3. Basic Education', the Ministry of Education has decided to make a vigorous effort in promoting
4. the basic education reform, adjusting and innovating in basic education the curriculum system,
5. structure and contents to meet the requirements of quality education.

In Extract 2, the discursive connective 'in accordance with' (L1) followed by noun groups referring to the ideological guidelines of the State Council ('State Council's decisions on deepening Education Reform and Fully Promoting Quality Education' and "State Council's Decisions on reform and Development in Basic Education') represents the rest of the elements in the text as semantically subordinated. The predicative actions continue to emphasize the agent role of political authorities 'Ministry of Education' (L3). Furthermore, the semantic relationship, from State Council's guidelines to the emanating actions launched by MoE ('promoting' and 'adjusting' in L4), further strengthens the semantic authorization of these actions by placing them in a top-down hierarchical scheme. In this way, the top-down and hierarchical power relationship in Chinese education management is reinforced, sustained and maintained in the discourses (as presented in Figure 1).

© 2015 Global Journals Inc. (US)

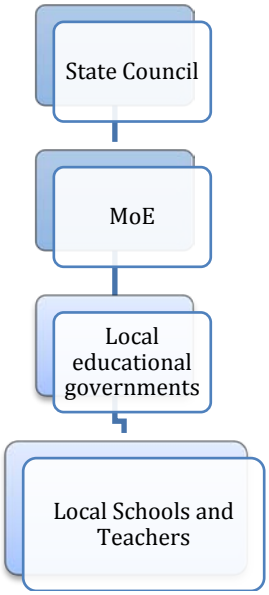


Figure 1 : Devolution of educational management from the central to the local level

In this section, I have pointed out that the policy text has described English as incontestable, natural and requires for the socio-cultural development of the country. It also maintains and reinforces the absolute power of the MoE over the local agents. The hierarchical power relations in China's education system is maintained and reinforced through the discourse (Figure 1). In what follows, I shall frame the textual analysis in social analysis which can consider bodies of texts regards their effects on power relations. This concurs with Fairclough's three dimensional modal, in which the three processes, namely textual analysis, discourse analysis and sociocultural analysis, are interrelated. That is to say, I have attributed causal effects to linguistic forms above, now I will examine the effects through a careful account of meaning and context. In particular, I will find whether this sort of account of the 'English for everyone in globalization and informationization' is widespread in a particular type of text. I will also propose the level of the influence of such texts by looking at their wide national distribution and the extent to which they are 'intertextually' incorporated in other texts, particularly in media.

IV. Text as 'Discursive Practice': Examining the Intertextuality in the Guideline

In this article, I have used CDA to analyse the imbedded messages in the policy documents on the legitimization of the ELEP nationwide. The assumption that 'globalization and informationization' is mediated through the network of texts, which is then used in different domains through genre chains: education, basic education, and English in primary schools. One important reason for the mediation at work is the abstraction of events and set of events.

a) Direct quotes

In 1999, President Jiang Zemin, the then top leader in China (1989-2002), made a speech in The 15th National Congress of the Communist Party of China (CPC). He says: 'In today's word, with information technology as main feature, technology develops daily and monthly. .. knowledge-driven economy shows its first signs which foresees that human beings' economic and social life will have new and magnificent change…facing this trend, we need to follow the tide and move forward.' The 15th National Congress puts forward the *Revitalizing Action Plan for the 21st Century*. The *Action Plan* argues that to rejuvenate the country in the 21st century, the country should promote educational reform and development and improve the nation's quality and innovation ability. The key to the rejuvenation is the technological development.

Based on the *Action Plan* and the spirit of the 15th National Congress of CPC, an education reform was launched to meet the needs of technologic and scientific development of the country in the 21st century. *Guidelines* was written in this background. For this reason, *Guidelines* and some other texts written for the education reform refer the initiative for English education nationwide as providing the important tool to meet the needs of social development in China for globalization and informationization.

For instance, State Council's *Decisions on Reform and Development in Basic Education* (1999, p. 1, hereafter *Decisions*) begins that 'today's word, scientific

© 2015 Global Journals Inc. (US)

technology develops vigorously, knowledge-driven economy shows its first signs, and competitions of power among countries increase daily. …which raises more urgent requirements for cultivating and making our country's 21st new generation'.

Likewise, according to the *Programme for Curriculum Reform of Basic Education* (MoE, 2000, p. 1, hereafter *Programme*), the overarching document of educational reform in China, the reason for the reform in basic education is that 'the overall standard of the basic education is not high enough, the current practice in basic education cannot meet the needs of the social development in China.' As a result, to meet the needs of the social and economic development in China, basic education should be reformed to develop a new generation or human resource. The young generation is thus educated to meet the needs of the social development in China.

As mentioned above, the account of coping with today's China with informationization and globalization is indeed a direct reporting of the policy documents written by more powerful people or institutions, such as Present Jiang and State Council. Reporting is the way we quote an important discursive feature is reporting, which refers to the way texts report, quote, claim and reproduced what was actually said or written in other texts. There are four types of reporting, i.e. direct reporting, indirect reporting, free indirect reporting and narrative report of speech act. Without further going into these types of reporting in details, I shall focus on the direct reporting here, for it is the linguistic feature in *Guidelines*. Direct reporting is defined by Fairclough (2003, p. 49) as the 'quotation, purportedly the actual words used, in quotation marks, with a reporting clause'. It is also a key indicator of the intertextual links among texts. Intertextuality refers that for any particular text or type of text, there is a set of other texts and a set of voices which are potentially relevant and potentially incorporated into the text. This intertextual links between texts is one of the key areas of study for Critical Discourse Analysis (CDA). Direct reporting of others in the text shows the relationship between authorial account and attributed speech. By directly quoting the account of 'informationization and globalization', the *Guidelines*has indicated a close, affiliated and subordinated relationship of the MoE and State Council.

Let me explain further. Overall, the Extract 1 from *Guidelines* foregrounds legitimation through semantic relations of clauses. In the first clause, 'today's world' is the condition for the rest of the extract. Since it is a direct quote from the more powerful institutions and people, as I have mentioned above, the fact that it sees the direct quote as the condition for the rest of the policy initiatives shows the imbedded relationship of the MoE and its upper level policy makers. In other words, direct quotes from President Jiang: speech and the State Council's documents provide legitimation for the rest of the policy initiative in Extract 1. It is only with this condition, being backed-up and proved by President Jiang and the State Council, will the MoE and its policy work.

The legitimization, throughout the Extract 1, is not explicit and present. Rather, as I have analyzed above, it is foregrounded and laid out gradually. The extract indicates that if others accept that the national implementation of ELEP, they are more likely to accept it if they realize that the policy is initiated and supported by President Jiang and the State Council. In other words, being in line with the President and State Council, as indicated by the use of direct quotation from the national policy as the condition for the policy initiative, provides the legitimacy for the policy of implementing English education nationwide. To put the point in a commonsensical way, because the MoE has been supported by the President and the State council, its decision becomes legitimate and rationalized. The initiative of ELEP in this sense is not supported by detailed or careful empirical research. It is rather a political order from the State Council. As a result, the policy is centralised and is not consultative of the local schools or teachers. I will come back to this point shortly in this article.

In the above analysis, I have pointed out that the assumption of the 'learning English for its importance to nation-development' is widespread in a particular type of text. These include very influential texts produced by the State Council, MoE, the President's speech, and so forth. In a sense, they almost become a set of laws to obey by local agents. In what follows, I will also try and gauge the influence of such texts by looking at their wide national distribution and the extent to which they are 'intertextually' reinforced by genre chains and abstraction.

b) Reinforcement of the assumption in genre chains

In Extract 1 and 2, the values and functions of English is described as 'the most important carriers of information', 'the most widely used language', 'an important tool in opening up and international communication for our nation'. The initiate for learning English are that 'the informationization of social life and globalization of the economy has strengthen the importance of English.' From the speech in the 15th National Congress, to the State Council *Decision* (1999), to MoE's *Programme* (2001) and *Guidelines* (2001), the initiative (a kind of discourse) change the genres from speech, to political documents, to curriculum (more academically based). Fairclough (2003) refers to the transformation of genres as genre chains. According to him (Fairclough, 2001, p. 31):

> 'These are different genres which are regularly linked together, involving systematic transformation from genre to genre. Genre chains contribute to the

© 2015 Global Journals Inc. (US)

possibility of actions which transcend differences in space and time, linking together social events in different social practices, different countries, and different times, facilitating capacity for 'action at a distance' which has been taken to be a defining feature of contemporary 'globalization' and therefore facilitating the exercise of power.'

The 15th National Congress of CPC (1997, 12 Sep-18 Sep) was limited to little more than 2500 audiences, consists of CPC members, members of other parties, representatives of religions, etc. President Jiang made the opening and closing speeches, in which he said the country need education reform and technological innovation given the globalization and informationization in the 21st century. Recordings were not allowed during the meeting. Jiang's transcript was later edited and released as a report by Xinhua agency, the party-sponsored state media in China. Shortly after Xinhua's release of the report, other mass media, government owned and private, soon distributed the report through print, radio, television, and the Internet. There were 'learning meetings' that pass the spirit within CPC department in each institute, television programs and newspapers that interpret the report. In a lot of domains, such as meetings and media, the expression is used to describe the need for innovation and reform. For instance, shortly after the 15th National Congress, a Scientific Innovation Meeting was held in Beijing in 1999, which uses the same expression (Today's world, technology develops daily and monthly, with hi-technology as main features). In other words, Jiang's speech is of local scale, with limited audiences discussing on limited issues. Yet, reports of this sort, given by powerful gatekeeper who can exert influence through mass media, can circulate regionally and nationally. In other words, through the mediation of mass media, it manages to become more powerful discourse. In this process, the follow-up is of reinforcing the gatekeepers' ideas rather than discussion.

I shall briefly introduce the concept of mediation for a moment. Mediation, according to Fairclough (2002, p. 30), 'involves the ''movement of meaning'' from one social practice to another, from one event to another, from one text to another'. This implies that mediation happen within networks of texts or chains of genres (as I have mentioned above). Fairclough (2003, p. 219) further points out that mediation often makes use of copying technologies, such as print, broadcasting, internet, which disseminate communication and preclude real interaction between 'sender' and 'receiver'. Modern world depends largely on mediation which involves the expanded capacity for groups of people to act upon and shape the actions of others over considerable distances of space and time.

As argued above, the genre chains manage to infuse ideas (globalization, technology development, informationization), inculcate ideology (through mass media) and enact change (e.g. 'learning meetings', ELEP nationwide, etc.). It does so by managing to control various (local, regional, national, global) contexts of discourse use. Contexts, according to Van Dijk (2007), are crucial in discourse use and in relation of discourse access, control and power. He defines contexts as the mentally represented structure of those properties of the social situation that are relevant for the production or comprehension of discourse. In another occasion (Van Dijk, 2001, p. 357), he points out that context 'consists of such categories as the overall definition of the situation, setting (time and place), ongoing actions (including discourses and discourse genres), participants in values communicative, social, or institutional roles, as well as their mental representations: goals, knowledge, opinions, attitudes, and ideologies.' According to him, controlling context involves control over one or more of these categories. For example, the powerful might control over or have access to contexts by defining the goals of the social actions, the time and space of the communicative event or the participants who may or must be present.

The discourse of 'globalization and informationization' and its justification of ELEP nationwide is reinforced again and again through its use in different contexts, until the point that it appears as a 'common-sense assumption' or a reality that would not be argued against. To start, globalization and informationizationare very complicated and contentious issues. For instance, Fiarclough (2002, p. 47) points out that globalization is always taken for granted yet 'there is a need to redress imbalances of power in the way in which international trade in increasing', especially for some third world countries. I will not go through the detailed discussion on (assumed) globalization, since it is not my focus. What I want to point out (also secondly), globalization and informationization (even it may be a prevalent phenomenon) do not necessarily mean English should be taught nationwide (my emphasis). In other words, the discourse and its genre chains manage to presuppose/assume an invalid causal effect (Globalization and informationization are going on, so English should taught nationwide) through reinforcing the discourse again and again and through its use in different contexts.

c) Reinforcement of the assumption through recontextualization

I have analysed above that the assumption is partly reinforced through genre chains and its use of discourse in various contexts (local, regional and national). I have also pointed out above that the assumption is indeed based on an invalid causal effect that globalization and informationization are going on, so English should taught nationwide. Here, I will analyse the reinforcement of the assumption through recontextualization

© 2015 Global Journals Inc. (US)

Let me have a brief discussion on recontextualization for a moment. The analysis of recontextualization is very important in CDA, for it shows how certain ideas, ideology, suppression and hegemony maintained and reinforced through the discourses (Bernstein, 1990; Wodak, 2009, Wodak and Fairclough 2010). According to Linnell (1998, in Lin, 2013, p. 5), recontextualization is 'the dynamic transfer-and-transformation of something from one discourse/text-in-context (the context being in reality a matrix or field of contexts) to another. Recontextualization involves the extrication of some part or aspect from a text or discourse, or from a genre of texts or discourses, and the fitting of this part or aspect into another context, i.e., another text or discourse (or discourse genre) and its use and environment.' Linnel's definition seems to focus on recontextualization happens within discourses, or recontextualization of discourse/text-in-context from text(s) to text(s). Take the concept 'globalization' for instance. The recontextualization of globalization can mean the transformation of the concept through different discourses (texts) or the representation of the concept in differ networks of social practices.

In Jiang's report (1997), English education was not mentioned. Jiang said: 'In today's word… knowledge-driven economy shows its first signs which foresees that human beings economic and social life will have new and magnificent change..' Then he went on to point out ten aspects that need to be reformed: market, education, technology, political science, etc. The SC's *Decisions* (1999) then recontextualizes the discourse (globalization, informationization in 21st China) to all education sectors, ranging from primary education, secondary school, higher education, special education, adult education, etc. *Programme* (MoE, 2000) then recontextualizes the discourse to basic education reform, which involves pre-school, nine-year compulsory education from elementary to junior high school, standard senior high school education, special education for disabled children, and education for illiterate people. *Guidelines* (MoE, 2001) further recontextualizes the discourse in the context of English education in primary schools nationwide. We can schematically present this sequence of recontextualization:

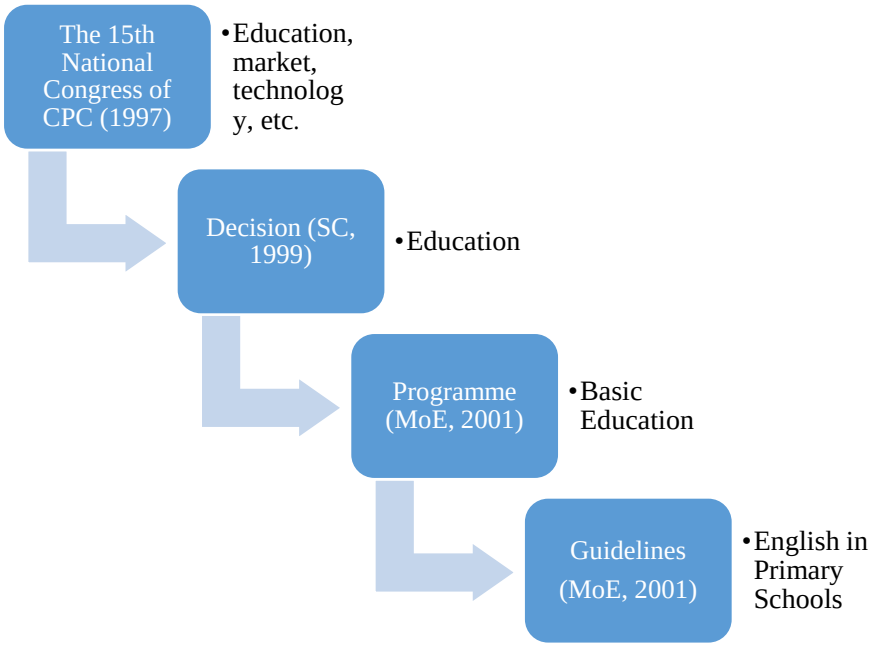


Figure 2 : Sequence of recontextualization

In the last three sections, I have analysed the way the government legitimizes their decisions through linguistic expressions, genre chains and recontextualization. More specifically, the initiative of 'implementing ELEP nationwide' is based on the abstraction and assumption of 'meeting the demands for globalization and informationization'. Although the analysis above is limited to the policy discourses in question, the legitimization of reforms based on the argument of 'globalization', 'knowledge-driven economy' or 'informationization' is not limited to the ELEP in China. Fariclough (2002) provides several examples in which politicians (e.g. Tony Blair), experts (e.g. Rosabeth Kanter from Harvard Business School) and organizations (e.g. World Economic Forum; BBC; European Council) would legitimize their initiatives and ideas based on the abstraction of 'globalization' and 'neo-capitalism'.

© 2015 Global Journals Inc. (US)

At this point, one might ask: in what way does the assumption and abstraction of 'meeting the needs for globalization and informationization' matter in reality? Or, what impact could the legitimization (largely based on assumption and abstraction) bring or potentially bring? The next section will evaluate the influence and cost of *Guidelines* as a socio-political discourse.

V. Sociopolitical Discourse Analysis

The implementation of ELEP nationwide by 2001 is, without doubt, a very time and money consuming business. Given the lack of data from the government (there is not open-accessed data from the government), I cannot give a specific number for the budget of this national decision (one might argue, this indicates the lack of negotiation and participation from the people as citizens, since this information should be entitled to people as tax-payers). As a result, I will use several figures to roughly give a feel of the scale and cost of such decisions.

From 2012 to 2013, the annual national education budget is 3.88 trillion, counting 4% of the gross domestic product. By 2011, there are 254,000 primary schools in China (MoE, 2014). Each school needs to provide educational resources for English teaching, including teachers, technic support, textbooks, student' workbooks, etc[ii]. Needlessly to say, the decision of implementing English education nationwide is very expensive to the government. Meanwhile, since English is implemented nationwide, parents tend to provide financial support for their children by hiring tutors and sending children to private institutions.

Without doubt, implementing ELEP nationwide is a very expensive matter for a big country like China. One would argue that the decision should be based on discrete empirical analysis that considers the needs, the possibility, the feasibility, the cost, the effect, the necessity of implementing ELEP nationwide. By and large, it should be a careful decision based on valid analysis of contexts and local regions. However, numerous studies have shown that ELEP nationwide in 2001 was a hasty decision that does not take full consideration of local needs and abilities. Nunan(2003) comments that the state policy is top-down, assumption-based and hasty, since there were no enough qualified teachers available when the policy was implemented. Li (2009) also points out that the language competence of English teachers, especially in suburban and rural areas, shows that they are not ready for the policy to be implemented nationwide. Hu (2008) goes to four schools in Wenzhou area, two of the schools are wealthy and two of them are less privileged. Hu considered implementation in terms of 1. Provision for English classes; 2. Time allocated to English classes; 3. Availability of trained English teachers; 4.Environmental support for English within the school; and 5.Parental support. Hu concludes that the extent to which policy was being successfully implemented in China was very varied. Hu (2008, p. 533) notes that there are a serious teacher shortage in some schools, and there are a considerable disparity among schools in the implementation of policy and that this could reinforce and perpetuate social stratification. His final verdict was 'it can be argued that the policy was implemented prematurely'. Guo (2012) also show similar findings in Chinese more developed coastal areas as well, which suggests that issue is not restricted to developing areas but prevails in a larger scale. Primary schools have to offer English teaching in primary schools according to the national policy requirements, however, there is no consequential and sufficient teacher training to allow teachers manage the teaching in reality. The language competence and skills of the teachers are even less sufficient in inland cities and rural areas, especially given their limited government funds.

By and large, ELEP in China in 2001 was a hasty decision, without the support of valid analysis and empirical research. A part from the argument of 'to prepare China for globalization and informationization', another initiative for the ELEP is that early introduction of English is thought to bring better learning results. I shall briefly discuss the fallacy behind this initiative.

According to Krashen et al. (1979, p.161, in Ellis, 2010, p. 11), the key opponents of English immersion programmes, there are three conclusions on language acquisition:

- Adults proceed through the early stages of syntactic and morphological development faster than children (where time and exposure are held constant).
- Older children acquire more quickly than younger children (again, in the early stages of syntactic and morphological development where time and exposure are held constant).
- Acquirers who begin natural exposure to a second language during childhood achieve higher second-language proficiency than those beginning as adults.

Chinese national ELEP is largely based on the third composition, which is always simplified as 'the earlier to start English education, the better outcome'. However, the real difference lies in naturalist learners and in school-based learners. As Ellis (2010, p. 11) rightly points out, the advantage that children have over adult learners only becomes evident in contexts where the learners have extensive exposure to the L2 over a long period of time. For the implicit language knowledge, such as pronunciation and oral English, the young learners might acquire English faster after a long period of extensive exposure in L2 context. For the explicit language knowledge, such as grammar text, old

© 2015 Global Journals Inc. (US)

learners can do better, because of their greater cognitive development. For most Chinese children in China, the basis for their advantage over adult learners (a long period extensive exposure in L2 context) is not likely to be the case. Since most of the children in China can only get English classes from 1-4 hours per week (very limited exposure), the effect of early introduction of English education nationwide is highly unlike to be successful. Ellis (2010), a decade after the implementation of ELEP China nationwide, concludes that the implement of ELEP in China is extremely patchy and unlikely to be successful given the limited exposure of English language for most Chinese students.

VI. Conclusion

In this paper. I use principles of critical discourse analysis (CDA) to examine the English Language Education Policies (ELEP), such as the analysis of recontextualization, abstraction, assumption, common sense and modal operators, to analyse *Guidelines*, in terms of the textual features, discourse practice and socio-political discourses.

Following the three dimension modal (Fairclough, 1989, 2001) and other CDA, in each theme, my analysis is carried out through three interrelated processes: a. the linguistic description of the features of the policy texts; b. the interpretation of the discourse practice, or how people interpret and produce the discourse; c. the way policy practice and texts are shaped by the sociocultural contexts. a. the policy texts (written, oral or multimodal); b. the discourse practice (how policy texts are interpreted and produced by people or groups of people); c. the sociocultural practice, or the situational, institutional, societal contexts, which shapes the discourse practice and in which the policy texts is a part of.

My analysis fits with the central argument of CDA. To use the words of Wodak, (1996, p. 15), Describing discourse as social practice implies a dialectical relationship between a particular discursive event and situation(s), institution(s) and social structure(s) which frame it: the discursive event is shaped by them, but it also shapes them. That is, discourse is socially constituted, as well as socially conditioned- it constitutes situations, objects of knowledge and the social identities of and relationships between people and groups of people. It is constitutive both in the sense that it helps sustain and reproduce the social status quo, and in the sense that it contributes to transforming it.

In my analysis, I have identified how ideology and power is maintained, sustained and reinforced in the discourse, while discourse, in turn, sustain and maintain the socio-political contexts. In particular, I have analysed through this paper that the policy texts have depicted English as a natural, incontestable, neutral an indispensable tool that is linked to China's economic development and personal benefits. This depiction of English is interlocks with the argument that English is timely needed to cope with informationization and globalization. The interlocking connections between ELEP and globalization make the competition on the terrain of English being naturalized. The importance of English and the competition in the terrain of English further legitimize and reinforce the MoE as a national guidance/leader/decision maker in controlling the local policy agents, who are in caparison with the authoritative and prestigious status of the MoE, become incompetent and inferior.

Policies define how we are to act and by what rules we must abide (Fairclough, 2006). Through policies, we come to be socialized in many ways into what is thinkable and unthinkable. Policy and political discourse represents the authoritative allocations of values and goals and socially situated representation of the world. In the analysis of the policy discourses in this article, I have identified the way discourse maintain, sustain and reinforce its ideological control and message. It examines how political power constructs and is constructed by larger social practices.

Drawing on Fairclough's dialectical-relational approach, I have used text analysis, processing analysis and social analysis to analyse the hierarchical structure manifested in the policy discourses. The analysis shows that MOE sees itself as an authoritative government branch that gives out orders for the lower branches to follow. The hierarchical structure in Chinese educational policy process is clearly identified (Figure 1). I also point out that the policy maker in upper level is presented as a face-less organization, which makes it authoritative, untouchable and unquestionable. As a result, the mysterious organization becomes more authoritative and unquestionable.

It is to note that the absolute power of the national educational government is not unique to China. This is why my article has implication larger that the context of Chinese primary English education. Kaplan et al. (2011) discuss the reasons for the failure of primary second/foreign language programmes in Asian. One of the reasons they find is that the language planning always features in the dictate and absolute power of the educational government. It is not consultative of the local schools and teachers, who are always minimised as mere implementers. As a result, the language policy and planning desired and designed by the national government always does not fit with reality. As in the case of the Chinese ELEP, result is that the implementation efforts are haphazard and do not lead to the expected increase in proficiency level. In this sense, the national government should listen to the voices of the local schools and teachers. It is only among schools and teachers will the policy make a difference in reality. Teachers always have some expertise in the LPP matter. Secondly, the national government should take

© 2015 Global Journals Inc. (US)

responsibility in addressing related policy issues on the system levels, such as national examine system, university enrolment policy and education resource allocation system. It is rather unfair for the local educators and teachers to take the blame of the lack of success in Chinese ELEP.

Thirdly, successful implementation of the policy relies on the careful and cautious planning of the language policy in the first place. As I have mentioned, Chinese ELEP is not well researched before its implementation. It is largely a political order that is not consultative of the teachers nor does it take full account of the education reality in the diverse and vast territory of China. The amount of time allocated in school curriculum, in a lot of Asian countries, is often grossly inadequate to achieve the desired language fluency (Kaplan, et al. 2011a). The early introduction to English is not panacea for success English language education. The introduction of English education nationwide is not panacea for the socio-development of China in globalization. As a result, the hasty decision in language policy might lead to a waste of resources.

References Références Referencias

1. Bernstein, B (1990) *The structuring of pedagogic discourse*. London: Routledge.
2. Ellis, R. (2010) English in elementary schools: limitations and possibilities. *Journal of Foreign languages* 33(1), p. 9-17.
3. Fairclough, N. and Wodak, R. (1997) Critical discourse analysis. In: Van Dijk, T. (ed.) *Discourse as social interaction*. London: Sage, p. 258- 284.
4. Fairclough, N. (2001) *Language and power* (second edition). London: Longman.
5. Fairclough, N. (2002). Language in New Capitalism. *Discourse & Society* 13(2), p. 163–166.
6. Fairclough, N. (2003) *Analyzingdiscourse: Textual analysis for social research*. London: Routledge.
7. Fairclough, N. (2006). *Language and globalization*. London: Routledge.
8. Fairclough, N. (2009). Critical discourse analysis as a method in social scientific research. In:Wodak, Ruth & Meyer, Michael (eds.), *Methods of Critical Discourse Analysis*. London: Sage, p. 162-187.
9. Fairclough, N. (2010) *Critical discourse analysis* (second edition). London: Longman.
10. Guo, Y. (2012) Teaching English for economic competiveness: Emerging issues and challenges in English education in China. *Canadian and international education* 41(2), p. 29-48.
11. Halliday, M. (1994) *An introduction to functional grammar* (second edition), London: Edward Arnold.
12. Hu, G.W. (2002) Recent important developments in secondary English-language teaching in the People's Republic of China. *Language, Culture and Curriculum* 15, p. 30-49.
13. Hu, G. W. (2005b) Contextual influences on instructional practices: a Chinese case for an ecological approach to ELT. *TESOL Quarterly* 39, p. 635-660.
14. Hu, Y. (2008) China's English language policy for primary schools. *World Englishes* 27, p. 516-534.
15. Jiang, Y. (2003) English as a Chinese language. *English Today* 19(2), p. 3-8.
16. Johnson, D. C. (2011).Critical discourse analysis and the ethnography of language policy. *Critical discourse studies 8*(4), p.267_279.
17. Kaplan et al. (2011) Why educational language plans sometimes fail. *Current issues in language planning* 12(2), p. 105-124.
18. Li, J. (2009) Motivational force and imagined community in 'Crazy English'. In: J. L Bianco et al. (eds) *China and English: Globalization and the dilemmas of education*. Bristol: Multilingual Matters, p. 211-223.
19. Lin, A. (2013) Critical discourse analysis: overview. In: Chapelle, C. A. (ed.) *The encyclopedia of applied linguistics*. London Blackwell publishing.
20. MoE (2000) *Programme for Curriculum Reform of Basic Education (Draft)*. Beijing: Ministry of Education.
21. MoE (2001) *Guidelines and basic requirements for the teaching of English courses in elementary*. (written in Chinese). Beijing: Ministry of Education.
22. Nunan, D. (2003) The impact of English as a global language on educational policies and practices in the Asia-Pacific Region. *TESO Quarterly* 37(4), p. 589-613.
23. Pan, L. (2015) *English as a global language in China: deconstructing the ideological discourses of English in language education*. New York: Springer.
24. Pérez-Milans, M. (2011).Caught in a 'West/China' Dichotomy: Doing a Critical Sociolinguistic Ethnography in Zhejiang Schools". *Journal of Language, Identity & Education* 10, p. 164-185.
25. Ricento, T. (ed.) (2006a) *An introduction to language policy: Theory and method*. Malden, MA: Blackwell publishing.
26. Ross, C. and Ma, J. (2006) *Modern mandarin Chinese grammar: A practical guide (Modern Grammars)*. London and New York: Routledge.
27. State Council (1998) *State Council's decisions on deepening Education Reform and Fully Promoting Quality Education,* Beijing: State Council.
28. Van Dijk, T. (2001) Critical discourse analysis. In: Schiffrin,. D. el al. (eds.) *Thehandbook of discourse analysis*. Oxford: Blackwell, p. 352-371.
29. Van, Dijk, T. (2007) Discourse and Manipulation. *Discourse & Society* 17(2), p. 359-383,

© 2015 Global Journals Inc. (US)

30. Wodak, R. (1996) *Disorders of discourse*. London: Longman.
31. Wodak, R. and Meyer, M. (2009) *Methods of critical discourse analysis*. London, England: Sage.

[i] *Guidelines* is originally written in Chinese and there is no official English translation for the document. In order to draw on the principles of CDA which is developed mainly in English-speaking context, I translate the text verbally and faithful to keep the original linguistic features of the Chinese texts. The translation is checked by two of my colleagues (MA degrees in UK), so as to largely avoid translator's subjective bias. My analysis provides an example that CDA (originate in English academia) can be used in other language contexts through translation.

[ii] Note that the educational resources vary. Meanwhile, there is a tendency for an increasing gap in services between wealthy and poor areas. In some cases, wealthy schools can send their students to summer camps in western countries, whereas some schools hire and share one English teacher (Yan, 2012).

© 2015 Global Journals Inc. (US)

This page is intentionally left blank

© 2015 Global Journals Inc. (US)

Global Journal of human-social science: G
Linguistics & Education
Volume 15 Issue 9 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

A Study of Educational Guidance Needs of Elementary School Students with Learning Disabilities

By Ritu Sharma

Abstract- The present study was conducted on 140 learning disabled students from elementary classes (6,7,and 8). Sample was taken from rural and urban schools of Shimla district of Himachal Pradesh. A self constructed scale on guidance needs was employed to measure the educational guidance needs of the students. Results showed that all the students possessed average level of educational guidance needs. Students did not vary in their educational guidance needs.

Keywords: *educational guidance needs, elementary classes, learning disabilities.*

GJHSS-G Classification : *FOR Code: 930599p, 930101p*

ASTUDYOFEDUCATIONALGUIDANCENEEDSOFELEMENTARYSCHOOLSTUDENTSWITHLEARNINGDISABILITIES

Strictly as per the compliance and regulations of:

Research | Diversity | Ethics

© 2015. Ritu Sharma. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http:// creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

A Study of Educational Guidance Needs of Elementary School Students with Learning Disabilities

Ritu Sharma

Abstract- **The present study was conducted on 140 learning disabled students from elementary classes (6,7,and 8). Sample was taken from rural and urban schools of Shimla district of Himachal Pradesh. A self constructed scale on guidance needs was employed to measure the educational guidance needs of the students. Results showed that all the students possessed average level of educational guidance needs. Students did not vary in their educational guidance needs.**

Keywords: educational guidance needs, elementary classes, learning disabilities.

I. Introduction

According to the Oxford dictionary, guidance means the "help or advice that is given to somebody especially somebody older or with more experience". It is the direction provided by an older person to an individual seeking assistance. The activity of guidance is both formal and informal. As an informal activity it is observed everywhere in the form of suggestion or prescription given by one to another in ordinary situations. The best example of guidance and counseling is the advice given by Lord Krishna to Arjun on the battlefield during the Mahabharata. Guidance however in the present times is a sophisticated activity with clear cut objectives and methodology.

Guidance is a general term which means helping people to make wise choices so as to solve their educational, vocational or personal problems. It is a process which enables individuals to understand their own abilities, aptitudes, interests, perceptions, their own strengths and also weaknesses. Guidance provides the individual information not only about himself but also about the world around him. These two sets of information help the individual to develop maturity so as to adjust to the outer situation.

"Guidance is a process of helping every individual, through his own efforts, to discover and develop his potentialities." Strang (1966).He gave four important characteristics of guidance:(1) It is a process of gaining understanding of one's self (2) It is a process of gaining understanding of one's relationship to other people (3) it is the process of gaining understanding of solving personal problems,(4) it is a process of gaining understanding of making decisions.

Author: ritushastri10@gmail.com

Strang (1937) has defined guidance as a process of helping every individual through his own efforts to discover and develop his potentialities for his personal happiness and social usefulness".

Lefever (1950) emphasized that, "Guidance is that systematic, organized phase of the educational process which helps youth in his power to give point and direction to his own life, to the end that he may gain richer personal experiences while making his own unique contribution to our democratic society."

Traxler (1957) defined guidance as a help which enables each individual to understand his abilities and interests, to develop them as well as possible and to relate the life-goals, and finally to reach a state of complete and mature self-guidance as a desirable member of social order."

Chisholm(1950) said that, "Guidance seeks to help the individual discover his own talents in comparison to the opportunities of the world and help him prepare himself so that he can find or develop a place in which he can live a well- balanced life and contribute his part to the welfare of his fellow men."

"On the elementary school level, guidance is predominantly educational guidance, broadly viewed as encompassing the objectives of physical and mental health, well-rounded social development, proper use of leisure time and mastery of the fundamental school processes."

Ruch and Segel Mathewson (1962) emphasized that "Guidance is a continuous and pervasive process as a favourable directional influence upon appropriate social behavior, personal effectiveness in every day affairs, academic competence and progress and assimilation of right values and attitudes. Guidance cannot remain solely remedial or even orientational, it must also be developmental."

Guidance means providing a direction to an individual. It could include helping him make the right choice with regards to important decisions of life. It is the assistance given to an individual in making intelligent choices and adjustments.

Guidance is that aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities and social needs. (Harmin and Erikson)

© 2015 Global Journals Inc. (US)

Crow and Crow (1962) stated that "Guidance is not giving directions. It is not the imposition of one person's point of view upon another person. It is not making decisions for an individual, which he should make for himself. It is not carrying the burdens of another life".

Guidance is an assistance made available by personally qualified and adequately trained men and women to an individual of any age to help them manage their own points of view, make their own decisions and carry out their own burden.

Shirley Hamrin (1947) defined guidance as , " Helping John to see through himself in order that he may see himself through."

Jones (1951) emphasized on the fact that, " the focus of guidance is the individual and not his problem, its purpose is to provide the growth of the individual in self-direction providing opportunity for self –realization and self-direction is the key-note of guidance."

Types of Guidance

According to Proctor, there are six types of Guidance:

1) *Educational Guidance*

Educational guidance includes guidance related to educational activities such as understanding subjects, extracurricular activities, adjustment in school, with peers and teachers. It includes the guidance that students need for all the difficulties students face with respect to their studies.

2) *Vocational Guidance*

Vocational guidance includes all the guidance students need with respect to their vocation or professional activities. In order to settle down well in life each individual needs a career or profession which not only establishes him financially but also gives him a mental satisfaction. All the help one needs to establish himself in his vocation is taken care of by vocational guidance.

3) *Guidance in Social and Civic activities*

This component takes care of all the guidance one needs in the areas of social activities and civic activities.

4) *Guidance in Health and Physical activities*

Students need help and guidance in the area of their health and physical activities. This component takes care of their health and physical fitness. Guidance needed by students for their physical well-being and other activities is taken care of by this component.

5) *Guidance in the worthy use of leisure time*

Proper utilization of free or leisure time is another very important aspect of guidance. It takes care of the activities related to a constructive utilization of free time.

6) *Guidance in character building*

A high character is the end of education. This component of guidance takes care of all the essential knowledge that needs to be provided to students so as to take care of their high morals and pure character.

II. Review of Related Literature

Tripathi (1986) conducted a study on determination of various guidance needs of the pupils of secondary and higher secondary schools. Pupils' problem checklist was developed consisting of 240 items having nine areas: (1) Physical Needs, (2) Familial Needs, (3) Social Needs, (4) Sexual Needs, (5) Personality, (6) Educational, (7) Financial, (8) Future life needs and (9) Religious Needs. The checklist was administered to the sample of 720 pupils from 24 schools situated in different areas in Ahamadabad. Major findings of the study showed a significant relationship between grades of pupils on the social, personality, educational, financial, vocational and religious needs. Pupils coming from low-economical status needed polite treatment from teachers, also female pupils needed much attention. Fathers' education was highly related with familial, personality, education and financial guidance needs.

Bhatnagar and Gupta (1988) studied career maturity of secondary students and effect of guidance intervention programmes. The study aimed to determine if participation in a short term group guidance programme would enable students to move in a positive direction toward the goal to find out sex difference in the career maturity attitudes of adolescents. The sample consisted of 100 students of class 9 (62 boys and 38 girls) randomly selected from 2 engineering, medical and co-educational schools of Delhi. Data was collected with the help of the attitude scale of Crite's Career Maturity Inventory (CMI). Major findings of the study were that all the three groups: boys, girls and combined showed significantly higher after the guidance intervention.

Kaur (1992) studied evaluation of guidance services in the high/higher secondary schools of Punjab and Chandigarh. The sample consisted of 1334 students from 59 schools from Punjab and Chandigarh, 56 guidance workers, 59 educational administrators, teachers, district assistants, guidance officers and assistant employment officers and 118 parents. Sampling was multi-stage random sampling. The data collected with the help of questionnaire, interview schedule and checklist. Major findings were that guidance and counseling services were not a regular feature in many schools. There exists no separate fund for guidance programmes. The hindrance in the effective implementation of guidance programmes were lack of financial support, lack of provision of full-time counselors, lack of awareness on the part of parents and students about the ability of the programme. Hence the existing guidance programme in Punjab and Chandigarh were not fully achieved.

© 2015 Global Journals Inc. (US)

Kesici (2007) conducted a study on middle school students' guidance and counseling needs. The purpose of this study was to determine the guidance and counseling needs of middle school students from their points of views by using qualitative research techniques. For collecting data, semi-structured interview technique was used as a method of data collection. The study was conducted on grade 7 and grade 8 students from public primary Selcuklu schools in the district Konya of Turkey. Various schemes for educational, career, personal and social guidance counseling were established. Individual or group guidance programmes related to effective learning, exam anxiety, motivation techniques, adaptation to schools and lack of attention and interests towards lessons should be implemented. School guidance service and counselors should frequently present introductory information to students about variety of professions.

Zaidi (2012) conducted a study on the construction of guidance need inventory at graduate level. In this study Guidance Needs Inventory was constructed by the researcher to assess guidance needs of the students from different streams i.e. Arts, Science and Commerce. The GNI was administered to a sample of 600 students from different streams from Aligarh Muslim University. Mean and standard deviation of students was calculated on five different areas of the GNI. Higher scores indicated more need of guidance whereas low score indicated less need of guidance. Results showed that students need more guidance in personal area compared to other areas.

Prahar and Kaur (2013) conducted a study on the guidance needs of secondary school students of Jalandhar district. The major findings of the study show that there was no significant difference in the between the guidance needs of male and female students. Guidance needs of rural secondary school students were more than those of urban secondary school students.

a) Objectives of the Study

1. To study and compare the educational guidance needs of rural male and rural female elementary school students with learning disabilities.
2. To study and compare the educational guidance needs of rural male and urban male elementary school students with learning disabilities.
3. To study and compare the educational guidance needs of rural male and urban female elementary school students with learning disabilities.
4. To study and compare the educational guidance needs of rural female and urban male elementary school students with learning disabilities.
5. To study and compare the educational guidance needs of rural female and urban female elementary school students with learning disabilities.
6. To study and compare the educational guidance needs of urban male and urban female elementary school students with learning disabilities.

b) Hypotheses of the Study

1. There will be no significant difference in the educational guidance needs of rural male and rural female elementary school students with learning disabilities.
2. There will be no significant difference in the educational guidance needs of rural male and urban male elementary school students with learning disabilities.
3. There will be no significant difference in the educational guidance needs of rural male and urban female elementary school students with learning disabilities.
4. There will be no significant difference in the educational guidance needs of rural female and urban male elementary school students with learning disabilities.
5. There will be no significant difference in the educational guidance needs of rural female and urban female elementary school students with learning disabilities.
6. There will be no significant difference in the educational guidance needs of urban male and urban female elementary school students with learning disabilities.

III. Methodology

The educational guidance needs were measured by the help of the Guidance Needs Scale constructed and standardized by the researcher.

a) Guidance Needs Scale

The final draft of the guidance needs scale had 42 items. These items covered the areas of physical guidance needs, social guidance needs, psychological guidance needs and educational guidance needs.

b) Administration of the Scale

The scale which included 42 items was administered to the sample of 140 elementary school students with learning disabilities. The students were told to put a tick mark for the correct option. Each item had three probable options : Always (2), Sometimes (1) and Never (0). After that response sheets were collected and scoring was done and results were tabulated.

c) Validity of the Scale

The guidance needs scale had content validity because each and every item was selected and finalized with the help of subject experts. It also has construct validity since only those items were retained which had 't' values equal to or above 1.75 (Edward, 1975) and others were rejected.

© 2015 Global Journals Inc. (US)

d) Reliability of the Scale

The reliability of the whole test came out to be 0.89. Reliability for educational guidance needs was computed to be 0.81.

e) Norms of the Scale

From the scores obtained for all the 42 items norms for the psychological guidance needs were drawn:

Table 1 : Norms of Educational Guidance Needs

Above 22	Highest educational guidance needs
19.5-22	High educational guidance needs
14.5-19.5	Average educational guidance needs
12-14.5	Low educational guidance needs
Below 12	Lowest educational guidance needs

Table 2 : School wise distribution of elementary school students With learning disabilities

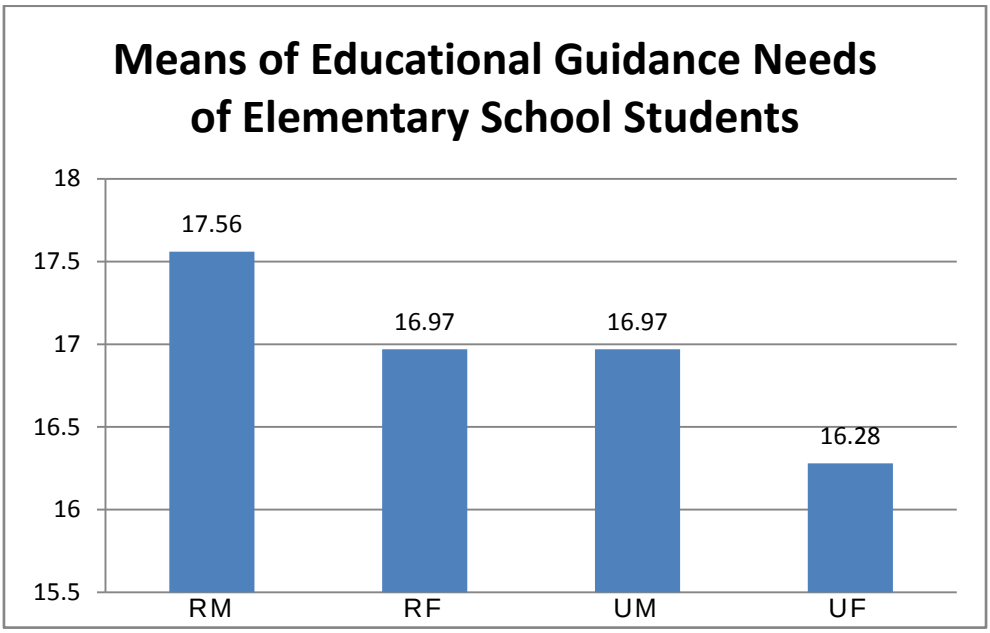
Sr. no.	Urban Area	Males	Females
1	GSSS Summerhill	6	6
2	GSSS Chaura Madan	8	9
3	GSSS Boileuganj	10	14
4	GSSS Chhota Shimla	1	5
5	GSSS Sankatmochan	6	3
6	GSSS Dhali	5	3

Sr. no.	Rural Area	Males	Females
1	GSSS Kufri	5	8
2	GMS Jethna	4	6
3	GSSS Banuti Devi	1	6
4	GSSS Bychari	6	1
5	GSSS Mehli	4	6
6	GMS Majhar	8	0
7	GSSS Mashobra	6	3

© 2015 Global Journals Inc. (US)

IV. Results and Discussion

Table 3



RM Rural Male *UM Urban Male*
RF Rural Female *UF Urban Female*

From the above Table 3 it is evident that the mean value of Educational Guidance Needs of Rural Male students is 17.56, and that of Rural Female students is 16.97. The mean value of Urban Male students is 16.97 and that of Urban Female students is 16.28 respectively. It is clear that since all the mean values are falling in the average educational guidance needs category it is interpreted that all the four groups possess average or moderate level of educational guidance needs.

Table 4 : Means (M), Standard Deviation (SD), Mean Difference (MD), Standard Error of Deviation (SED) and 't' values of Social Guidance Needs of Elementary School students with Learning Disabilities

Groups of comparison	N	M	SD	MD	SED	t
RM UM	36 34	17.56 16.97	3.04 3.37	.59	.77	.76
RM UF	36 40	17.56 16.28	3.04 4.09	1.28	.82	1.56
RM RF	36 30	17.56 16.97	3.04 2.70	.59	.71	.89
RF UM	30 34	16.97 16.97	3.04 3.37	0	.77	.76
RF UF	30 40	16.97 16.28	2.70 4.90	.58	.76	.01
UM UF	34 40	16.97 16.28	3.37 4.09	.69	.87	.80

**'t' value significant at .05 level of significance*

RM Rural Male *UM Urban Male*
RF rural Female *UF Urban Female*

© 2015 Global Journals Inc. (US)

From the above table the following results can be drawn:

1. From the above table, it is evident the t =.76, therefore P=NS, hence the hypothesis no 1 that there will be no significant difference in the educational guidance needs of rural male and urban male elementary school students with learning disabilities is retained. Further, since the mean values of rural males and urban males are 17.56 and 16.97, it is interpreted that they both do not differ much in their educational guidance needs.
2. From the above table, it is evident that t=1.56, therefore P=NS, hence the hypothesis no 2 that there will be no significant difference in the educational adjustment of rural male and urban female elementary school students with learning disabilities is retained. Further, since the mean values of rural males and urban females are 17.56 and 16.28 it is interpreted that they both do not differ in their educational guidance needs.
3. From the above table, it is evident that t=.89, therefore P=NS, hence the hypothesis no 3 that there will be no significant difference in the educational guidance needs of rural male and rural female elementary school students with learning disabilities is retained. Further, since the mean values of rural males and rural females are 17.56 and 16.97 respectively it is interpreted that they do not differ in their educational guidance needs.
4. From the above table, it is evident that t= .76, therefore P=NS, hence the hypothesis no 4 that there will be no significant difference in the educational guidance needs of rural female and urban male elementary school students with learning disabilities is retained. Further, since the mean values of rural females and urban males are 16.97 and 16.97 respectively, it is interpreted that they both do not differ in their educational guidance needs.
5. From the above table, it is evident that t=.01, therefore P=NS, hence the hypothesis no 5 that there will be no significant difference in the educational guidance needs of rural female and urban female elementary school students with learning disabilities is retained. Further, since the mean values of rural females and urban females are 16.97 and 16.28 respectively, it is interpreted that they both do not differ in their educational guidance needs.
6. From the above table , it is evident that t=.80, therefore P=NS, hence the hypothesis no 6 that there will be no significant difference in the educational guidance needs of urban male and urban female elementary school students with learning disabilities is retained. Further, since the means values of urban males and urban females are 16.97 and 16.28 respectively, it is interpreted that they both do not differ in their educational guidance needs.

V. Conclusions

The study shows that the learning disables students have almost similar kind of educational guidance needs as they have all fallen in the average educational guidance needs category. They belong to a very vulnerable group of students who need lot of care and attention from teachers and parents alike. The plans which have to be devised for them need to be designed the specific needs of the students. Results are in conformity with Prahar and Kaur (2013) as they also concluded that rural students have higher guidance needs as the results show that rural female students have higher social guidance needs compared to urban males. Also results are similar to Tripathi (1986) as he emphasized that female students need more guidance compared to male students as in the present study as well one has seen that rural female students have higher social guidance needs compared to rural male students.

References Références Referencias

1. Crow L. D (1967) Psychology of Human Adjustment (3rd ed.) New York Alford K. Knoff.
2. Bhatnagar and Gupta(1988) Career Maturity of Secondary Students: Effects of a Guidance Intervention Programme. Indian Educational Review Vol 23 (4).
3. Kaur, S.(1992) Evaluation of Guidance Services in High/Higher Secondary Schools of Punjab and Chandigarh. PhD (Education), Punjab University. Fifth Survey of Educational Research Vol 2 (1988-92).
4. Prahar, M.K., Kaur, K. And Kaur,P.(2013) Guidance Needs of Secondary Students. International Journal of Behavioral Social and Movement Sciences, Vol 2(2). www.ijobsms.in/vol2issue.13bp10.pdf.
5. Tripathi,Rekha (1986) Determination of various guidance needs of the pupils of secondary and higher secondary schools. Phd(Psychology), Gujarat University. Fourth Survey of Research in Education, Vol 1(1983-88).
6. Zaidi, Fatima(2012) Construction of Guidance Needs Inventory at Graduate Level. Aligarh Muslim University. International Multidisciplinary e-journal. http://www.shreeprakashan.com/Documents/20126 1547632.11.shahwar%20Fatima20Zaidi.pdf.

© 2015 Global Journals Inc. (US)

Global Journals Inc. (US) Guidelines Handbook 2015

www.GlobalJournals.org

FELLOWS

FELLOW OF ASSOCIATION OF RESEARCH SOCIETY IN HUMAN SCIENCE (FARSHS)

Global Journals Incorporate (USA) is accredited by Open Association of Research Society (OARS), U.S.A and in turn, awards "FARSHS" title to individuals. The 'FARSHS' title is accorded to a selected professional after the approval of the Editor-in-Chief/Editorial Board Members/Dean.



- The "FARSHS" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSS or William Walldroff, M.S., FARSHS.

FARSHS accrediting is an honor. It authenticates your research activities. After recognition as FARSHS, you can add 'FARSHS' title with your name as you use this recognition as additional suffix to your status. This will definitely enhance and add more value and repute to your name. You may use it on your professional Counseling Materials such as CV, Resume, and Visiting Card etc.

The following benefits can be availed by you only for next three years from the date of certification:

FARSHS designated members are entitled to avail a 40% discount while publishing their research papers (of a single author) with Global Journals Incorporation (USA), if the same is accepted by Editorial Board/Peer Reviewers. If you are a main author or co-author in case of multiple authors, you will be entitled to avail discount of 10%.

Once FARSHS title is accorded, the Fellow is authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). The Fellow can also participate in conference/seminar/symposium organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent.





You may join as member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. In addition, it is also desirable that you should organize seminar/symposium/conference at least once.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.

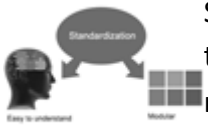


© Copyright by Global Journals Inc.(US) | Guidelines Handbook

The FARSHS can go through standards of OARS. You can also play vital role if you have any suggestions so that proper amendment can take place to improve the same for the benefit of entire research community.

As FARSHS, you will be given a renowned, secure and free professional email address with 100 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.





The FARSHS will be eligible for a free application of standardization of their researches. Standardization of research will be subject to acceptability within stipulated norms as the next step after publishing in a journal. We shall depute a team of specialized research professionals who will render their services for elevating your researches to next higher level, which is worldwide open standardization.

The FARSHS member can apply for grading and certification of standards of the educational and Institutional Degrees to Open Association of Research, Society U.S.A. Once you are designated as FARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria. After certification of all your credentials by OARS, they will be published on your Fellow Profile link on website https://associationofresearch.org which will be helpful to upgrade the dignity.



The FARSHS members can avail the benefits of free research podcasting in Global Research Radio with their research documents. After publishing the work, (including published elsewhere worldwide with proper authorization) you can upload your research paper with your recorded voice or you can utilize chargeable services of our professional RJs to record your paper in their voice on request.



The FARSHS member also entitled to get the benefits of free research podcasting of their research documents through video clips. We can also streamline your conference videos and display your slides/ online slides and online research video clips at reasonable charges, on request.

© Copyright by Global Journals Inc.(US)| Guidelines Handbook



The FARSHS is eligible to earn from sales proceeds of his/her researches/reference/review Books or literature, while publishing with Global Journals. The FARSHS can decide whether he/she would like to publish his/her research in a closed manner. In this case, whenever readers purchase that individual research paper for reading, maximum 60% of its profit earned as royalty by Global Journals, will be credited to his/her bank account. The entire entitled amount will be credited to his/her bank account exceeding limit of minimum fixed balance. There is no minimum time limit for collection. The FARSS member can decide its price and we can help in making the right decision.

The FARSHS member is eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get remuneration of 15% of author fees, taken from the author of a respective paper. After reviewing 5 or more papers you can request to transfer the amount to your bank account.



MEMBER OF ASSOCIATION OF RESEARCH SOCIETY IN HUMAN SCIENCE (MARSHS)

The ' MARSHS ' title is accorded to a selected professional after the approval of the Editor-in-Chief / Editorial Board Members/Dean.



The "MARSHS" is a dignified ornament which is accorded to a person's name viz. Dr John E. Hall, Ph.D., MARSHS or William Walldroff, M.S., MARSHS.

MARSHS accrediting is an honor. It authenticates your research activities. Afterbecoming MARSHS, you can add 'MARSHS' title with your name as you use this recognition as additional suffix to your status. This will definitely enhance and add more value and repute to your name. You may use it on your professional Counseling Materials such as CV, Resume, Visiting Card and Name Plate etc.

The following benefitscan be availed by you only for next three years from the date of certification.



MARSHS designated members are entitled to avail a 25% discount while publishing their research papers (of a single author) in Global Journals Inc., if the same is accepted by our Editorial Board and Peer Reviewers. If you are a main author or co-author of a group of authors, you will get discount of 10%.

As MARSHS, you willbegiven a renowned, secure and free professional email address with 30 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.



© Copyright by Global Journals Inc.(US) | Guidelines Handbook



We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.

The MARSHS member can apply for approval, grading and certification of standards of their educational and Institutional Degrees to Open Association of Research, Society U.S.A.





Once you are designated as MARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria.

It is mandatory to read all terms and conditions carefully.

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

AUXILIARY MEMBERSHIPS

Institutional Fellow of Open Association of Research Society (USA) - OARS (USA)

Global Journals Incorporation (USA) is accredited by Open Association of Research Society, U.S.A (OARS) and in turn, affiliates research institutions as "Institutional Fellow of Open Association of Research Society" (IFOARS).



The "FARSC" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSC or William Walldroff, M.S., FARSC.

The IFOARS institution is entitled to form a Board comprised of one Chairperson and three to five board members preferably from different streams. The Board will be recognized as "Institutional Board of Open Association of Research Society"-(IBOARS).

The Institute will be entitled to following benefits:

The IBOARS can initially review research papers of their institute and recommend them to publish with respective journal of Global Journals. It can also review the papers of other institutions after obtaining our consent. The second review will be done by peer reviewer of Global Journals Incorporation (USA) The Board is at liberty to appoint a peer reviewer with the approval of chairperson after consulting us.

The author fees of such paper may be waived off up to 40%.

The Global Journals Incorporation (USA) at its discretion can also refer double blind peer reviewed paper at their end to the board for the verification and to get recommendation for final stage of acceptance of publication.





The IBOARS can organize symposium/seminar/conference in their country on behalf of Global Journals Incorporation (USA)-OARS (USA). The terms and conditions can be discussed separately.

The Board can also play vital role by exploring and giving valuable suggestions regarding the Standards of "Open Association of Research Society, U.S.A (OARS)" so that proper amendment can take place for the benefit of entire research community. We shall provide details of particular standard only on receipt of request from the Board.



The board members can also join us as Individual Fellow with 40% discount on total fees applicable to Individual Fellow. They will be entitled to avail all the benefits as declared. Please visit Individual Fellow-sub menu of GlobalJournals.org to have more relevant details.

© Copyright by Global Journals Inc.(US) | Guidelines Handbook

We shall provide you intimation regarding launching of e-version of journal of your stream time to time. This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.



After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
The board can also take up the additional allied activities for betterment after our consultation.

The following entitlements are applicable to individual Fellows:



Open Association of Research Society, U.S.A (OARS) By-laws states that an individual Fellow may use the designations as applicable, or the corresponding initials. The Credentials of individual Fellow and Associate designations signify that the individual has gained knowledge of the fundamental concepts. One is magnanimous and proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice.

Open Association of Research Society (US)/ Global Journals Incorporation (USA), as described in Corporate Statements, are educational, research publishing and professional membership organizations. Achieving our individual Fellow or Associate status is based mainly on meeting stated educational research requirements.



Disbursement of 40% Royalty earned through Global Journals : Researcher = 50%, Peer Reviewer = 37.50%, Institution = 12.50% E.g. Out of 40%, the 20% benefit should be passed on to researcher, 15 % benefit towards remuneration should be given to a reviewer and remaining 5% is to be retained by the institution.

We shall provide print version of 12 issues of any three journals [as per your requirement] out of our 38 journals worth $ 2376 USD.

Other:

The individual Fellow and Associate designations accredited by Open Association of Research Society (US) credentials signify guarantees following achievements:

- The professional accredited with Fellow honor, is entitled to various benefits viz. name, fame, honor, regular flow of income, secured bright future, social status etc.

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

- In addition to above, if one is single author, then entitled to 40% discount on publishing research paper and can get 10%discount if one is co-author or main author among group of authors.
- The Fellow can organize symposium/seminar/conference on behalf of Global Journals Incorporation (USA) and he/she can also attend the same organized by other institutes on behalf of Global Journals.
- The Fellow can become member of Editorial Board Member after completing 3yrs.
- The Fellow can earn 60% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.
- Fellow can also join as paid peer reviewer and earn 15% remuneration of author charges and can also get an opportunity to join as member of the Editorial Board of Global Journals Incorporation (USA)
- • This individual has learned the basic methods of applying those concepts and techniques to common challenging situations. This individual has further demonstrated an in–depth understanding of the application of suitable techniques to a particular area of research practice.

Note :

"

- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.

"

Process of submission of Research Paper

The Area or field of specialization may or may not be of any category as mentioned in 'Scope of Journal' menu of the GlobalJournals.org website. There are 37 Research Journal categorized with Six parental Journals GJCST, GJMR, GJRE, GJMBR, GJSFR, GJHSS. For Authors should prefer the mentioned categories. There are three widely used systems UDC, DDC and LCC. The details are available as 'Knowledge Abstract' at Home page. The major advantage of this coding is that, the research work will be exposed to and shared with all over the world as we are being abstracted and indexed worldwide.

The paper should be in proper format. The format can be downloaded from first page of 'Author Guideline' Menu. The Author is expected to follow the general rules as mentioned in this menu. The paper should be written in MS-Word Format (*.DOC,*.DOCX).

The Author can submit the paper either online or offline. The authors should prefer online submission.Online Submission: There are three ways to submit your paper:

(A) (I) First, register yourself using top right corner of Home page then Login. If you are already registered, then login using your username and password.

(II) Choose corresponding Journal.

(III) Click 'Submit Manuscript'. Fill required information and Upload the paper.

(B) If you are using Internet Explorer, then Direct Submission through Homepage is also available.

(C) If these two are not conveninet , and then email the paper directly to dean@globaljournals.org.

Offline Submission: Author can send the typed form of paper by Post. However, online submission should be preferred.

© Copyright by Global Journals Inc.(US)| Guidelines Handbook

Preferred Author Guidelines

MANUSCRIPT STYLE INSTRUCTION (Must be strictly followed)

Page Size: 8.27" X 11'"

- Left Margin: 0.65
- Right Margin: 0.65
- Top Margin: 0.75
- Bottom Margin: 0.75
- Font type of all text should be Swis 721 Lt BT.
- Paper Title should be of Font Size 24 with one Column section.
- Author Name in Font Size of 11 with one column as of Title.
- Abstract Font size of 9 Bold, "Abstract" word in Italic Bold.
- Main Text: Font size 10 with justified two columns section
- Two Column with Equal Column with of 3.38 and Gaping of .2
- First Character must be three lines Drop capped.
- Paragraph before Spacing of 1 pt and After of 0 pt.
- Line Spacing of 1 pt
- Large Images must be in One Column
- Numbering of First Main Headings (Heading 1) must be in Roman Letters, Capital Letter, and Font Size of 10.
- Numbering of Second Main Headings (Heading 2) must be in Alphabets, Italic, and Font Size of 10.

You can use your own standard format also.
Author Guidelines:

1. General,

2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

1. GENERAL

Before submitting your research paper, one is advised to go through the details as mentioned in following heads. It will be beneficial, while peer reviewer justify your paper for publication.

Scope

The Global Journals Inc. (US) welcome the submission of original paper, review paper, survey article relevant to the all the streams of Philosophy and knowledge. The Global Journals Inc. (US) is parental platform for Global Journal of Computer Science and Technology, Researches in Engineering, Medical Research, Science Frontier Research, Human Social Science, Management, and Business organization. The choice of specific field can be done otherwise as following in Abstracting and Indexing Page on this Website. As the all Global

Journals Inc. (US) are being abstracted and indexed (in process) by most of the reputed organizations. Topics of only narrow interest will not be accepted unless they have wider potential or consequences.

2. ETHICAL GUIDELINES

Authors should follow the ethical guidelines as mentioned below for publication of research paper and research activities.

Papers are accepted on strict understanding that the material in whole or in part has not been, nor is being, considered for publication elsewhere. If the paper once accepted by Global Journals Inc. (US) and Editorial Board, will become the copyright of the Global Journals Inc. (US).

Authorship: The authors and coauthors should have active contribution to conception design, analysis and interpretation of findings. They should critically review the contents and drafting of the paper. All should approve the final version of the paper before submission

The Global Journals Inc. (US) follows the definition of authorship set up by the Global Academy of Research and Development. According to the Global Academy of R&D authorship, criteria must be based on:

1) Substantial contributions to conception and acquisition of data, analysis and interpretation of the findings.

2) Drafting the paper and revising it critically regarding important academic content.

3) Final approval of the version of the paper to be published.

All authors should have been credited according to their appropriate contribution in research activity and preparing paper. Contributors who do not match the criteria as authors may be mentioned under Acknowledgement.

Acknowledgements: Contributors to the research other than authors credited should be mentioned under acknowledgement. The specifications of the source of funding for the research if appropriate can be included. Suppliers of resources may be mentioned along with address.

Appeal of Decision: The Editorial Board's decision on publication of the paper is final and cannot be appealed elsewhere.

Permissions: It is the author's responsibility to have prior permission if all or parts of earlier published illustrations are used in this paper.

Please mention proper reference and appropriate acknowledgements wherever expected.

If all or parts of previously published illustrations are used, permission must be taken from the copyright holder concerned. It is the author's responsibility to take these in writing.

Approval for reproduction/modification of any information (including figures and tables) published elsewhere must be obtained by the authors/copyright holders before submission of the manuscript. Contributors (Authors) are responsible for any copyright fee involved.

3. SUBMISSION OF MANUSCRIPTS

Manuscripts should be uploaded via this online submission page. The online submission is most efficient method for submission of papers, as it enables rapid distribution of manuscripts and consequently speeds up the review procedure. It also enables authors to know the status of their own manuscripts by emailing us. Complete instructions for submitting a paper is available below.

Manuscript submission is a systematic procedure and little preparation is required beyond having all parts of your manuscript in a given format and a computer with an Internet connection and a Web browser. Full help and instructions are provided on-screen. As an author, you will be prompted for login and manuscript details as Field of Paper and then to upload your manuscript file(s) according to the instructions.



To avoid postal delays, all transaction is preferred by e-mail. A finished manuscript submission is confirmed by e-mail immediately and your paper enters the editorial process with no postal delays. When a conclusion is made about the publication of your paper by our Editorial Board, revisions can be submitted online with the same procedure, with an occasion to view and respond to all comments.

Complete support for both authors and co-author is provided.

4. MANUSCRIPT'S CATEGORY

Based on potential and nature, the manuscript can be categorized under the following heads:

Original research paper: Such papers are reports of high-level significant original research work.

Review papers: These are concise, significant but helpful and decisive topics for young researchers.

Research articles: These are handled with small investigation and applications

Research letters: The letters are small and concise comments on previously published matters.

5.STRUCTURE AND FORMAT OF MANUSCRIPT

The recommended size of original research paper is less than seven thousand words, review papers fewer than seven thousands words also.Preparation of research paper or how to write research paper, are major hurdle, while writing manuscript. The research articles and research letters should be fewer than three thousand words, the structure original research paper; sometime review paper should be as follows:

Papers: These are reports of significant research (typically less than 7000 words equivalent, including tables, figures, references), and comprise:

(a)Title should be relevant and commensurate with the theme of the paper.

(b) A brief Summary, "Abstract" (less than 150 words) containing the major results and conclusions.

(c) Up to ten keywords, that precisely identifies the paper's subject, purpose, and focus.

(d) An Introduction, giving necessary background excluding subheadings; objectives must be clearly declared.

(e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition; sources of information must be given and numerical methods must be specified by reference, unless non-standard.

(f) Results should be presented concisely, by well-designed tables and/or figures; the same data may not be used in both; suitable statistical data should be given. All data must be obtained with attention to numerical detail in the planning stage. As reproduced design has been recognized to be important to experiments for a considerable time, the Editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned un-refereed;

(g) Discussion should cover the implications and consequences, not just recapitulating the results; conclusions should be summarizing.

(h) Brief Acknowledgements.

(i) References in the proper form.

Authors should very cautiously consider the preparation of papers to ensure that they communicate efficiently. Papers are much more likely to be accepted, if they are cautiously designed and laid out, contain few or no errors, are summarizing, and be conventional to the approach and instructions. They will in addition, be published with much less delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and to make suggestions to improve briefness.

It is vital, that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

Format

Language: The language of publication is UK English. Authors, for whom English is a second language, must have their manuscript efficiently edited by an English-speaking person before submission to make sure that, the English is of high excellence. It is preferable, that manuscripts should be professionally edited.

Standard Usage, Abbreviations, and Units: Spelling and hyphenation should be conventional to The Concise Oxford English Dictionary. Statistics and measurements should at all times be given in figures, e.g. 16 min, except for when the number begins a sentence. When the number does not refer to a unit of measurement it should be spelt in full unless, it is 160 or greater.

Abbreviations supposed to be used carefully. The abbreviated name or expression is supposed to be cited in full at first usage, followed by the conventional abbreviation in parentheses.

Metric SI units are supposed to generally be used excluding where they conflict with current practice or are confusing. For illustration, 1.4 l rather than 1.4 × 10-3 m3, or 4 mm somewhat than 4 × 10-3 m. Chemical formula and solutions must identify the form used, e.g. anhydrous or hydrated, and the concentration must be in clearly defined units. Common species names should be followed by underlines at the first mention. For following use the generic name should be constricted to a single letter, if it is clear.

Structure

All manuscripts submitted to Global Journals Inc. (US), ought to include:

Title: The title page must carry an instructive title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) wherever the work was carried out. The full postal address in addition with the e-mail address of related author must be given. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining and indexing.

Abstract, used in Original Papers and Reviews:

Optimizing Abstract for Search Engines

Many researchers searching for information online will use search engines such as Google, Yahoo or similar. By optimizing your paper for search engines, you will amplify the chance of someone finding it. This in turn will make it more likely to be viewed and/or cited in a further work. Global Journals Inc. (US) have compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Key Words

A major linchpin in research work for the writing research paper is the keyword search, which one will employ to find both library and Internet resources.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy and planning a list of possible keywords and phrases to try.

Search engines for most searches, use Boolean searching, which is somewhat different from Internet searches. The Boolean search uses "operators," words (and, or, not, and near) that enable you to expand or narrow your affords. Tips for research paper while preparing research paper are very helpful guideline of research paper.

Choice of key words is first tool of tips to write research paper. Research paper writing is an art.A few tips for deciding as strategically as possible about keyword search:

- One should start brainstorming lists of possible keywords before even begin searching. Think about the most important concepts related to research work. Ask, "What words would a source have to include to be truly valuable in research paper?" Then consider synonyms for the important words.
- It may take the discovery of only one relevant paper to let steer in the right keyword direction because in most databases, the keywords under which a research paper is abstracted are listed with the paper.
- One should avoid outdated words.

Keywords are the key that opens a door to research work sources. Keyword searching is an art in which researcher's skills are bound to improve with experience and time.

Numerical Methods: Numerical methods used should be clear and, where appropriate, supported by references.

Acknowledgements: Please make these as concise as possible.

References

References follow the Harvard scheme of referencing. References in the text should cite the authors' names followed by the time of their publication, unless there are three or more authors when simply the first author's name is quoted followed by et al. unpublished work has to only be cited where necessary, and only in the text. Copies of references in press in other journals have to be supplied with submitted typescripts. It is necessary that all citations and references be carefully checked before submission, as mistakes or omissions will cause delays.

References to information on the World Wide Web can be given, but only if the information is available without charge to readers on an official site. Wikipedia and Similar websites are not allowed where anyone can change the information. Authors will be asked to make available electronic copies of the cited information for inclusion on the Global Journals Inc. (US) homepage at the judgment of the Editorial Board.

The Editorial Board and Global Journals Inc. (US) recommend that, citation of online-published papers and other material should be done via a DOI (digital object identifier). If an author cites anything, which does not have a DOI, they run the risk of the cited material not being noticeable.

The Editorial Board and Global Journals Inc. (US) recommend the use of a tool such as Reference Manager for reference management and formatting.

Tables, Figures and Figure Legends

Tables: Tables should be few in number, cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g. Table 4, a self-explanatory caption and be on a separate sheet. Vertical lines should not be used.

Figures: Figures are supposed to be submitted as separate files. Always take in a citation in the text for each figure using Arabic numbers, e.g. Fig. 4. Artwork must be submitted online in electronic form by e-mailing them.

Preparation of Electronic Figures for Publication

Even though low quality images are sufficient for review purposes, print publication requires high quality images to prevent the final product being blurred or fuzzy. Submit (or e-mail) EPS (line art) or TIFF (halftone/photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Do not use pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings) in relation to the imitation size. Please give the data for figures in black and white or submit a Color Work Agreement Form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution (at final image size) ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs) : >350 dpi; figures containing both halftone and line images: >650 dpi.

Color Charges: It is the rule of the Global Journals Inc. (US) for authors to pay the full cost for the reproduction of their color artwork. Hence, please note that, if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a color work agreement form before your paper can be published.

Figure Legends: Self-explanatory legends of all figures should be incorporated separately under the heading 'Legends to Figures'. In the full-text online edition of the journal, figure legends may possibly be truncated in abbreviated links to the full screen version. Therefore, the first 100 characters of any legend should notify the reader, about the key aspects of the figure.

6. AFTER ACCEPTANCE

Upon approval of a paper for publication, the manuscript will be forwarded to the dean, who is responsible for the publication of the Global Journals Inc. (US).

6.1 Proof Corrections

The corresponding author will receive an e-mail alert containing a link to a website or will be attached. A working e-mail address must therefore be provided for the related author.

Acrobat Reader will be required in order to read this file. This software can be downloaded

(Free of charge) from the following website:

www.adobe.com/products/acrobat/readstep2.html. This will facilitate the file to be opened, read on screen, and printed out in order for any corrections to be added. Further instructions will be sent with the proof.

Proofs must be returned to the dean at dean@globaljournals.org within three days of receipt.

As changes to proofs are costly, we inquire that you only correct typesetting errors. All illustrations are retained by the publisher. Please note that the authors are responsible for all statements made in their work, including changes made by the copy editor.

6.2 Early View of Global Journals Inc. (US) (Publication Prior to Print)

The Global Journals Inc. (US) are enclosed by our publishing's Early View service. Early View articles are complete full-text articles sent in advance of their publication. Early View articles are absolute and final. They have been completely reviewed, revised and edited for publication, and the authors' final corrections have been incorporated. Because they are in final form, no changes can be made after sending them. The nature of Early View articles means that they do not yet have volume, issue or page numbers, so Early View articles cannot be cited in the conventional way.

6.3 Author Services

Online production tracking is available for your article through Author Services. Author Services enables authors to track their article - once it has been accepted - through the production process to publication online and in print. Authors can check the status of their articles online and choose to receive automated e-mails at key stages of production. The authors will receive an e-mail with a unique link that enables them to register and have their article automatically added to the system. Please ensure that a complete e-mail address is provided when submitting the manuscript.

6.4 Author Material Archive Policy

Please note that if not specifically requested, publisher will dispose off hardcopy & electronic information submitted, after the two months of publication. If you require the return of any information submitted, please inform the Editorial Board or dean as soon as possible.

6.5 Offprint and Extra Copies

A PDF offprint of the online-published article will be provided free of charge to the related author, and may be distributed according to the Publisher's terms and conditions. Additional paper offprint may be ordered by emailing us at: editor@globaljournals.org .



Before start writing a good quality Computer Science Research Paper, let us first understand what is Computer Science Research Paper? So, Computer Science Research Paper is the paper which is written by professionals or scientists who are associated to Computer Science and Information Technology, or doing research study in these areas. If you are novel to this field then you can consult about this field from your supervisor or guide.

TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

1. Choosing the topic: In most cases, the topic is searched by the interest of author but it can be also suggested by the guides. You can have several topics and then you can judge that in which topic or subject you are finding yourself most comfortable. This can be done by asking several questions to yourself, like Will I be able to carry our search in this area? Will I find all necessary recourses to accomplish the search? Will I be able to find all information in this field area? If the answer of these types of questions will be "Yes" then you can choose that topic. In most of the cases, you may have to conduct the surveys and have to visit several places because this field is related to Computer Science and Information Technology. Also, you may have to do a lot of work to find all rise and falls regarding the various data of that subject. Sometimes, detailed information plays a vital role, instead of short information.

2. Evaluators are human: First thing to remember that evaluators are also human being. They are not only meant for rejecting a paper. They are here to evaluate your paper. So, present your Best.

3. Think Like Evaluators: If you are in a confusion or getting demotivated that your paper will be accepted by evaluators or not, then think and try to evaluate your paper like an Evaluator. Try to understand that what an evaluator wants in your research paper and automatically you will have your answer.

4. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

5. Ask your Guides: If you are having any difficulty in your research, then do not hesitate to share your difficulty to your guide (if you have any). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work then ask the supervisor to help you with the alternative. He might also provide you the list of essential readings.

6. Use of computer is recommended: As you are doing research in the field of Computer Science, then this point is quite obvious.

7. Use right software: Always use good quality software packages. If you are not capable to judge good software then you can lose quality of your paper unknowingly. There are various software programs available to help you, which you can get through Internet.

8. Use the Internet for help: An excellent start for your paper can be by using the Google. It is an excellent search engine, where you can have your doubts resolved. You may also read some answers for the frequent question how to write my research paper or find model research paper. From the internet library you can download books. If you have all required books make important reading selecting and analyzing the specified information. Then put together research paper sketch out.

9. Use and get big pictures: Always use encyclopedias, Wikipedia to get pictures so that you can go into the depth.

10. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right! It is a good habit, which helps to not to lose your continuity. You should always use bookmarks while searching on Internet also, which will make your search easier.

11. Revise what you wrote: When you write anything, always read it, summarize it and then finalize it.

12. Make all efforts: Make all efforts to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in introduction, that what is the need of a particular research paper. Polish your work by good skill of writing and always give an evaluator, what he wants.

13. Have backups: When you are going to do any important thing like making research paper, you should always have backup copies of it either in your computer or in paper. This will help you to not to lose any of your important.

14. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several and unnecessary diagrams will degrade the quality of your paper by creating "hotchpotch." So always, try to make and include those diagrams, which are made by your own to improve readability and understandability of your paper.

15. Use of direct quotes: When you do research relevant to literature, history or current affairs then use of quotes become essential but if study is relevant to science then use of quotes is not preferable.

16. Use proper verb tense: Use proper verb tenses in your paper. Use past tense, to present those events that happened. Use present tense to indicate events that are going on. Use future tense to indicate future happening events. Use of improper and wrong tenses will confuse the evaluator. Avoid the sentences that are incomplete.

17. Never use online paper: If you are getting any paper on Internet, then never use it as your research paper because it might be possible that evaluator has already seen it or maybe it is outdated version.

18. Pick a good study spot: To do your research studies always try to pick a spot, which is quiet. Every spot is not for studies. Spot that suits you choose it and proceed further.

19. Know what you know: Always try to know, what you know by making objectives. Else, you will be confused and cannot achieve your target.

20. Use good quality grammar: Always use a good quality grammar and use words that will throw positive impact on evaluator. Use of good quality grammar does not mean to use tough words, that for each word the evaluator has to go through dictionary. Do not start sentence with a conjunction. Do not fragment sentences. Eliminate one-word sentences. Ignore passive voice. Do not ever use a big word when a diminutive one would suffice. Verbs have to be in agreement with their subjects. Prepositions are not expressions to finish sentences with. It is incorrect to ever divide an infinitive. Avoid clichés like the disease. Also, always shun irritating alliteration. Use language that is simple and straight forward. put together a neat summary.

21. Arrangement of information: Each section of the main body should start with an opening sentence and there should be a changeover at the end of the section. Give only valid and powerful arguments to your topic. You may also maintain your arguments with records.

22. Never start in last minute: Always start at right time and give enough time to research work. Leaving everything to the last minute will degrade your paper and spoil your work.

23. Multitasking in research is not good: Doing several things at the same time proves bad habit in case of research activity. Research is an area, where everything has a particular time slot. Divide your research work in parts and do particular part in particular time slot.

24. Never copy others' work: Never copy others' work and give it your name because if evaluator has seen it anywhere you will be in trouble.

25. Take proper rest and food: No matter how many hours you spend for your research activity, if you are not taking care of your health then all your efforts will be in vain. For a quality research, study is must, and this can be done by taking proper rest and food.

26. Go for seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

27. Refresh your mind after intervals: Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

28. Make colleagues: Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

29. Think technically: Always think technically. If anything happens, then search its reasons, its benefits, and demerits.

30. Think and then print: When you will go to print your paper, notice that tables are not be split, headings are not detached from their descriptions, and page sequence is maintained.

31. Adding unnecessary information: Do not add unnecessary information, like, I have used MS Excel to draw graph. Do not add irrelevant and inappropriate material. These all will create superfluous. Foreign terminology and phrases are not apropos. One should NEVER take a broad view. Analogy in script is like feathers on a snake. Not at all use a large word when a very small one would be sufficient. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Amplification is a billion times of inferior quality than sarcasm.

32. Never oversimplify everything: To add material in your research paper, never go for oversimplification. This will definitely irritate the evaluator. Be more or less specific. Also too, by no means, ever use rhythmic redundancies. Contractions aren't essential and shouldn't be there used. Comparisons are as terrible as clichés. Give up ampersands and abbreviations, and so on. Remove commas, that are, not necessary. Parenthetical words however should be together with this in commas. Understatement is all the time the complete best way to put onward earth-shaking thoughts. Give a detailed literary review.

33. Report concluded results: Use concluded results. From raw data, filter the results and then conclude your studies based on measurements and observations taken. Significant figures and appropriate number of decimal places should be used. Parenthetical remarks are prohibitive. Proofread carefully at final stage. In the end give outline to your arguments. Spot out perspectives of further study of this subject. Justify your conclusion by at the bottom of them with sufficient justifications and examples.

34. After conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print to the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects in your research.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form, which is presented in the guidelines using the template.
- Please note the criterion for grading the final paper by peer-reviewers.

Final Points:

A purpose of organizing a research paper is to let people to interpret your effort selectively. The journal requires the following sections, submitted in the order listed, each section to start on a new page.

The introduction will be compiled from reference matter and will reflect the design processes or outline of basis that direct you to make study. As you will carry out the process of study, the method and process section will be constructed as like that. The result segment will show related statistics in nearly sequential order and will direct the reviewers next to the similar intellectual paths throughout the data that you took to carry out your study. The discussion section will provide understanding of the data and projections as to the implication of the results. The use of good quality references all through the paper will give the effort trustworthiness by representing an alertness of prior workings.

Writing a research paper is not an easy job no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record keeping are the only means to make straightforward the progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear

· Adhere to recommended page limits

Mistakes to evade

- Insertion a title at the foot of a page with the subsequent text on the next page
- Separating a table/chart or figure - impound each figure/table to a single page
- Submitting a manuscript with pages out of sequence

In every sections of your document

· Use standard writing style including articles ("a", "the," etc.)

· Keep on paying attention on the research topic of the paper

· Use paragraphs to split each significant point (excluding for the abstract)

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

· Shun familiar wording, don't address the reviewer directly, and don't use slang, slang language, or superlatives

· Shun use of extra pictures - include only those figures essential to presenting results

Title Page:

Choose a revealing title. It should be short. It should not have non-standard acronyms or abbreviations. It should not exceed two printed lines. It should include the name(s) and address (es) of all authors.



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

Abstract:

The summary should be two hundred words or less. It should briefly and clearly explain the key findings reported in the manuscript--must have precise statistics. It should not have abnormal acronyms or abbreviations. It should be logical in itself. Shun citing references at this point.

An abstract is a brief distinct paragraph summary of finished work or work in development. In a minute or less a reviewer can be taught the foundation behind the study, common approach to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Yet, use comprehensive sentences and do not let go readability for briefness. You can maintain it succinct by phrasing sentences so that they provide more than lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study, with the subsequent elements in any summary. Try to maintain the initial two items to no more than one ruling each.

- Reason of the study - theory, overall issue, purpose
- Fundamental goal
- To the point depiction of the research
- Consequences, including definite statistics - if the consequences are quantitative in nature, account quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

Approach:

- Single section, and succinct
- As a outline of job done, it is always written in past tense
- A conceptual should situate on its own, and not submit to any other part of the paper such as a form or table
- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
- Exact spelling, clearness of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else

Introduction:

The **Introduction** should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable to comprehend and calculate the purpose of your study without having to submit to other works. The basis for the study should be offered. Give most important references but shun difficult to make a comprehensive appraisal of the topic. In the introduction, describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will have no attention in your result. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here. Following approach can create a valuable beginning:

- Explain the value (significance) of the study
- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled the declared objectives.

Approach:

- Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done.
- Sort out your thoughts; manufacture one key point with every section. If you make the four points listed above, you will need a least of four paragraphs.

- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- Shape the theory/purpose specifically - do not take a broad view.
- As always, give awareness to spelling, simplicity and correctness of sentences and phrases.

Procedures (Methods and Materials):

This part is supposed to be the easiest to carve if you have good skills. A sound written Procedures segment allows a capable scientist to replacement your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt for the least amount of information that would permit another capable scientist to spare your outcome but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section. When a technique is used that has been well described in another object, mention the specific item describing a way but draw the basic principle while stating the situation. The purpose is to text all particular resources and broad procedures, so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step by step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

- Explain materials individually only if the study is so complex that it saves liberty this way.
- Embrace particular materials, and any tools or provisions that are not frequently found in laboratories.
- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

Methods:

- Report the method (not particulars of each process that engaged the same methodology)
- Describe the method entirely
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures
- Simplify - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in every other part of the paper - avoid familiar lists, and use full sentences.

What to keep away from

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings - save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part a entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently.You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or in manuscript form.

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.
- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
- Put figures and tables, appropriately numbered, in order at the end of the report
- If you desire, you may place your figures and tables properly within the text of your results part.

Figures and tables

- If you put figures and tables at the end of the details, make certain that they are visibly distinguished from any attach appendix materials, such as raw facts
- Despite of position, each figure must be numbered one after the other and complete with subtitle
- In spite of position, each table must be titled, numbered one after the other and complete with heading
- All figure and table must be adequately complete that it could situate on its own, divide from text

Discussion:

The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a argument should be. Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly described. Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved with prospect, and let it drop at that.

- Make a decision if each premise is supported, discarded, or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."
- Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work
- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

- When you refer to information, differentiate data generated by your own studies from available information
- Submit to work done by specific persons (including you) in past tense.
- Submit to generally acknowledged facts and main beliefs in present tense.

Please carefully note down following rules and regulation before submitting your Research Paper to Global Journals Inc. (US):

Segment Draft and Final Research Paper: You have to strictly follow the template of research paper. If it is not done your paper may get rejected.

- The **major constraint** is that you must independently make all content, tables, graphs, and facts that are offered in the paper. You must write each part of the paper wholly on your own. The Peer-reviewers need to identify your own perceptive of the concepts in your own terms. NEVER extract straight from any foundation, and never rephrase someone else's analysis.

- Do not give permission to anyone else to "PROOFREAD" your manuscript.

- Methods to avoid Plagiarism is applied by us on every paper, if found guilty, you will be blacklisted by all of our collaborated research groups, your institution will be informed for this and strict legal actions will be taken immediately.)
- To guard yourself and others from possible illegal use please do not permit anyone right to use to your paper and files.



© Copyright by Global Journals Inc.(US)| Guidelines Handbook

Criterion for Grading a Research Paper (Compilation) by Global Journals Inc. (US)

Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals Inc. (US).

Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

INDEX

C

Coercive · 24
Concomitantly · 21

E

Emanating · 29

P

Proliferation · 26
Purportedly · 32

U

Upholstery · 3



save our planet



Global Journal of Human Social Science

Visit us on the Web at www.GlobalJournals.org | www.SocialScienceResearch.org
or email us at helpdesk@globaljournals.org



ISSN 975587

© Global Journals