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Wolaita Language Education

Implications on Collective Security

Highlights

Using the Health Belief Model

Adult Chinese-Speaking Immigrants

Discovering Thoughts, Inventing Future

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Aging and ESL Learning among Older Adult Chinese-Speaking Immigrants

By Shun-Jen Hsiao
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Abstract- How do older adult Chinese-speaking immigrants experience ESL learning in both classroom and informal community settings? This study analyzes the relation between aging and ESL learning. Based on the unique features of older adult population, the author demonstrates the strategies that administrators and ESL instructors can utilize to enhance the ESL learning experience for this population.

Keywords: *ESL, chinese americans, chinese-speaking immigrants, identity, older adults.*

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Aging and ESL Learning among Older Adult Chinese-Speaking Immigrants

Shun-Jen Hsiao

Abstract- **How do older adult Chinese-speaking immigrants experience ESL learning in both classroom and informal community settings? This study analyzes the relation between aging and ESL learning. Based on the unique features of older adult population, the author demonstrates the strategies that administrators and ESL instructors can utilize to enhance the ESL learning experience for this population.**

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I. Introduction

Older adult Chinese-speaking immigrants are one of the fastest growing populations of immigrants in the United States. According to the U.S. Census Bureau (2006), one in five people in the United States will be 65 or older by 2030. In addition, the older adult population (over 65 years old) in the United States is also expected to increase their racial and ethnic diversity. Currently, older immigrants make up eight percent of all older Americans (Treas & Batalova, 2007, cited by Leach, 2009). According to the Office of Immigration Statistics (2011), older adult immigrants are a faster growing group compared to the native born population.

The percentage of China born older adult immigrants residing in the United States in 2010 was higher than both the native-born and immigrants overall: 15.4% of Chinese immigrants were65 years old or older, compared with 13.2% of the native born and 12.4% of immigrants (U.S. Department of Homeland Security [USDHS], 2012). Chinese-speaking immigrants are by far the biggest ethnic Asian American sub-community in the United States. According to USDHS, 16,000 more Chinese immigrants came to the U.S. in 2011 than in 2010. The U.S. received the second-largest number of immigrants from China (the largest number of immigrants came from Mexico). According to Yen, 35% of immigrants in the United States were from Asian countries in 2003. Immigrants from Taiwan, Mainland China, and Hong Kong constituted 21% of all the Asians that came to the United States (Yen, 2008).

After coming to the U.S., Chinese older adult immigrants have very limited resources to learn English and have little incentive to do so unless they want to naturalize. Older adults generally are less likely to attend schools. In particular, minority older adult immigrants are less likely to attend schools than mainstream older adults (Merriam & Caffarella, 2006). Compared with younger generations, many older adult immigrants simply acquire their Green Cards because of the law of family reunifications (Portes & Rumbaut, 2006). According to the U.S. Department of Homeland Security [USDHS] (2012), more than half of Chinese immigrants gain Green Cards through the family basis route. They usually do not work or attend school in the United States, so they might miss opportunities to learn the English language. This population is potentially isolated and vulnerable and has a harder time adapting to a different environment. Therefore, it is crucial to understand the language learning experience of this specific population.

Older adult Chinese immigrants have to learn English to participate in mainstream society and pass a citizenship interview if they wish to naturalize. Despite the fact that many older adult immigrants are potentially isolated and vulnerable, most research related to ESL learning and immigrants focuses on K-12 and college students (Louie, 2004; McKay & Wong, 1996) or younger adults (Peirce, 1995). Older adult Chinese immigrants might be underrepresented in research because few researchers have access to this population.

Only a small portion of literature has touched on older adult immigrants and SLA, but most of it is quantitative research that focuses on statistical analysis, such as participants' age-of-arrival and ESL learning (Service & Crank, 1993; Mackey & Sachs, 2012). Therefore, conducting research by using multiple qualitative research methods is crucial to understanding a combination of unique factors of older adult Chinese immigrants' ESL learning. This study is a qualitative research study that examines the older adult Chinese immigrants' ESL learning experience on naturalization content.

This article focuses on how aging affects ESL learning. According to Su and Conaway (1995), older adults are the newest and most influential minority group in the U.S. Older adult Chinese immigrants are highly motivated to learn English. Nearly half of the participants in Su and Conaway's study (1995) cited learning English as their most needed goal in the educational information category. Cheung found that some of the most significant problems among elderly Chinese immigrants are language and communication issues (Cheung,

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1989, as cited in Su & Conaway, 1995). Therefore, the older adult Chinese-speaking community requires information on ESL learning strategies that can accommodate their needs.

However, the literature has seldom paid attention to older adult L2 learners. The literature in SLA has not yet developed a complete theory of how aging affects second language acquisition. Although previous quantitative research shows that older adults progress more slowly in ESL learning than younger adults, the reasons are still not clear (Long, 1996; Wang, 1999).

This study, on the other hand, explores the relationship between aging and SLA from both cognitive and social cultural perspectives. This research shows there is a combination of reasons that contribute to the challenges of this population's ESL learning. For example, the student participants in this study experienced issues including memory loss, decreases in processing speed, pronunciation and listening comprehension difficulties, and being obsessed with details in their ESL learning. In addition, the student participants identified social and cultural barriers such as health concerns because of stress arising from ineffective ESL learning strategies, pressure to pass the citizenship test, inexperience in using technology, and lack of confidence.

II. Overview

There are conflicting opinions on whether a student's age has an influence on his/her learning experience of naturalization content. According to Mast, Zimmerman, and Rowe (2009), both age-related brain changes and the learning activities of older adults are still mostly unclear according to this empirical investigation. During the interviews with the volunteer teachers, they had different opinions on how the student's age plays an important role in preparing for the naturalization test. According to Larry, younger students sometimes progressed more than older students and vice versa. It all depended on how much they studied. Larry claimed: "From what I see, age does not make a difference on this set of individuals." Also, Jeff stated: "I guess it all depends on their level of previous experience with English. Age is not an issue." Justin also noticed, "I feel older adults seemed to [be] more likely to state [or] to offer what you can change, asserting their opinions." Older adult students in his class improved after 6 months. They spoke more fluently. Their pronunciation improved. In contrast, in a study conducted by Service and Craik (1993), older adults werefound to be slower than younger adults in learning foreign languages. Wang's findings (1999) showed that Chinese women immigrants, whose age of arrival was 40 to55, had a harder time in English listening and pronunciation than their classmates, whose age of arrival was 25 to 35. Both findings also indicated that the ability to learn a L2 declines as learners' ages increased in adulthood. During my interview with the volunteer teacher, Mr. Wu, he stated that the older adult students' memories were not as good as the younger ones. He advised his older students to spend more time preparing for the naturalization test. However, he felt that the main difference was not the memory or other cognitive development issues, but was that they did not learn English at K-12 school settings.

The conflicting opinions show that there are various reasons in aging and ESL learning beyond older adults' cognitive development. However, the previous quantitative research did not take these factors into account. Therefore, this qualitative research is important because we can examine aging and ESL learning from both cognitive and sociocultural perspectives.

III. Overview of the Student Participants

The participants of this study were four older adult students and four volunteer citizenship teachers at the ESL program at PCCC. However, I talked with other students and teachers during my class observation and they also provided me with valuable insight for this research. All of the student participants were Chinese-speaking immigrants who had been in the U.S. for at least four years and are 65 years old or older. I conducted research with the participants from September 1, 2012 to February 1, 2013. During this time period, I spent about four to six hours every week in observing students' classes. I interviewed volunteer teachers and students. I analyzed textbooks, handouts, lesson plans, students' reflection notes, and students' class notes from the naturalization class. First, I discuss briefly the four student participants. All of the names of the participants are pseudonyms.

Mr. Kuo was from Taiwan. He was 67 years old. He was a government employee. He held a Green Card for more than ten years, but traveled between Taiwan and the U.S. After retiring three years ago, he settled down in the U.S. He lived with his wife and daughter in the suburbs. He also had a son who works in California. He learned English when he was at secondary school and college. However, he still had difficulty listening to and speaking English. Mr. Kuo spoke Chinese at home and at the church, which was his main social setting. He used to study ESL at a community college but focused mainly on naturalization content before passing the naturalization exam. He passed the naturalization exam and had naturalized in November 2012. After naturalization, he spent most of his time at home with his wife and babysitting his friend's two babies.

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However, he still attended ESL classes offered by PCCC on Saturdays regularly.

Mr. Lin was from Northern China. He was 79 years old. He started learning English 7 years ago when he first came to the U.S. He was a professor of physical education in China. He learned Russian and studied with a Russian professor when he was at a university. After coming to the U.S., he lived with his wife in senior housing. He spoke Chinese at home. He was the only one participant who had not applied for the naturalization exam. He told me there were multiple reasons that he did not want to naturalize, but the main reason was that the Chinese government might cancel his pension. Nevertheless, he still came to the classes to learn naturalization content. Naturalization classes at PCCC made him interested in English. He wanted to learn daily life English. He regularly wrote articles in a local Chinese newspaper, which showed his desire to communicate with Chinese readers through words. He wanted to work as a writer and translator in the future. He was the only participant who wanted to learn reading and writing in English beyond naturalization content.

Ms. Wong was from Canton, China. She was 72 years old. Ms. Wong was a homemaker. She started learning English after she came to the U.S. five years ago. She studied Russian when she was at secondary school. She was retired and lived both in senior housing and at her daughter's apartment. She spoke Chinese mostly but sometimes spoke English with her 10-year-old granddaughter. She studied at PCCC for two years. It took two hours for her to come to the center from her daughter's home. However, she failed the naturalization exam twice. After that, she took some time off before trying again. She thought the test was unfair because "my questions were much harder than the questions of others" but later admitted that she did not have enough of a foundation of English to pass the exam. She had been busy taking care of her daughter and granddaughter since then.

Ms. Chen came from Central China four years ago. She was 65 years old. She owned a small factory in China. She studied Russian in China in secondary school. She started learning English after she married her European American husband 4 years ago. She was retired and lived with her husband. Her husband was an English speaker and did not speak Chinese. She was the only participant who spoke English at home. There were usually two international students living with them. She studied ESL at a community college while studying for naturalization at PCCC. However, she failed the exam in November 2012. She also expressed that the test was not fair and "they already decided who won't pass before the test began." She passed the citizenship exam on the second attempt in January 2013. She did not come back to the center after that.

Memory loss and processing speed: All student participants felt that memory loss was an issue. Ms. Wong explained this by stating: "I can't remember much at all, and I am afraid talking to others [in English]." Mr. Kuo added that: "My memory is not good. Whatever I studied for today, I will forget tomorrow. I study every day, but the result is not very good." According to Mr. Kuo and Ms. Wong, "My memory in daily life is bad, but in studying English is worse." However, research shows that older adult students' decrease in processing speed, instead of memory loss, might be more significant in their L2 learning. According to Mast, Zimmerman, and Rowe (2009), the possibility that learning will be affected by age is great because learning relies on multiple cognitive abilities, and declines in any ability could cause an impact on learning itself. A person's general pattern of verbal memory, verbal ability, and numeric ability usually remains stable until their 70s or 80s. However, a person's processing has been found to show regular decline starting in middle adulthood (Mast, Zimmerman, and Rowe, 2009). Therefore, the issue might not be the memory loss, but the processing speed of the participants. Participants might not have enough time to understand the content. A study by Service and Craik showed that (1993), when learning new vocabulary, all the participants tried to think of connections between familiar vocabulary and the new words, but the older participants often failed to do so. Keeping a slow pace and using enough reviewing activities might be crucial to this population. Mr. Lin stated that older adult students have to spend more time studying English than younger people. Mr. Wu also said: "learning English is like a cooking process. We need to cook the language gradually. Only when enough effort is spent can we cook it well." This information could be useful for administrators and ESL teachers and help in designing curriculum for older adult learners.

Not only the teachers should know this idea, but also educators can let the students know by discussing how this information can help students adjust their learning process. For example, by allowing enough time for students to attain the knowledge, this would increase their confidence because they know that they can still learn new things.

Health Issues: Health issues, including both psychological and physical health, might hinder this population from learning English and preparing for the naturalization test. Based on my classroom observation, many of the students at PCCC had some minor health concerns, such as hearing loss and eye issues. They often asked teachers to speak louder and write larger on the board. Some students had more serious illnesses, such as high blood pressure. For example, Mr. Lin had high blood pressure. His daughter did not want him to

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study because she feared for his well-being. Ms. Wong also had some health concerns (nose problems and headaches), so she had to take a break before re-taking the test. Teachers should be sensitive and aware of their students' discomfort in the classroom.

This population should be aware of the possible drawbacks of extensive ESL learning. Several older adult students encountered health concerns during their preparation for the naturalization exam. Mr. Lin talked about another classmate who studied at the center, and passed away because of high blood pressure. He thought it might be related to the preparation for the naturalization test, and felt older people should be aware of their health conditions while learning English. Based on my conversations with the participants, the anxiety toward the naturalization exam could be unbearable. One of the common complaints was that many participants had trouble sleeping at night. According to Ms. Wong, her daughter reminded her to be careful while learning English at PCCC because older people might have chronic diseases such as high blood pressure, heart disease and diabetes. According to Mr. Lin, after learning English, he started having headaches and he thought it was because of studying English. At the beginning of the class, Mr. Lin felt his classmates all seemed to be healthy, however, after a period of time, many of them looked older. He thought that this might be due to the pressure of learning the naturalization content in English. Preparing for the exam could have been a burden for the participants because they were generally nervous about the upcoming exam and very anxious about not passing the test. To help this, teachers could assure the students that they can keep taking the test until they pass the test. In addition, arranging outreach activities for immigrants to engage in conversation with USCIS officials or organizing tours to visit USCIS field offices before the exam might be helpful. If students could talk to USCIS officers before taking the test, they might be less anxious while preparing for it.

Issue of technology usage: Technology was important for the older adult students to learn English and their abilities varied greatly. Ms. Wong could not use computers, Mr. Lin and Mr. Kuo used computers daily, and Mr. Chen used electronic dictionaries daily. According to Ms. Wong, she had a computer, but she did not know how to use it and her family was too busy to teach her. During the interview, I tried to explain to Ms. Wong how to use the computer to look up words' meanings and pronunciations. However, at the follow up interview, Ms. Wong still had not used a computer for ESL learning. According to Ms. Chen, she carried an electronic dictionary with her every day. She looked words up whenever she encountered a word she didn't recognize. She said: "Sometime I use it when I talk with my husband." Jeff also mentioned that all of the students used electronic dictionaries in his class. It might be surprising that Mr. Lin and Ms. Chen, among many older adult students, heavily relied on computers and electronic dictionaries to learn English and prepare for the test. It was equally surprising that no student in Larry's class used a traditional dictionary. Based on the interviews with students, students also stated that looking up words in print dictionaries took too much time. It might be that the font in the dictionaries was too small, and the process was time consuming.

While many older adults used computers and electronic dictionaries to learn English, there were still some of students that had not learned how to use computers. To address this problem, administrators could design classes that integrate ESL class and computer class in computer labs. Older adult students could access more information and resources from the mainstream community if they had a basic understanding of English and computer skills.

Pronunciation issue: There are conflicting opinions about age and pronunciation based on my interviews. According to Mr. Wu, he had to speak louder when teaching older adult students. In addition, he often corrected their pronunciation multiple times before any minor improvement occurred. In contrast, Justin stated that pronunciation is generally difficult for English learners regardless of their age. For example, all of his students had difficulties distinguishing "R"&"L." According to Larry, "they tend to add on another vowel on the end of word. Likesaying '*electa*' instead of elect. I am not sure why, and I try to get them not to do that." From the students' perspective, Mr. Kuo stated: "Listening and speaking are the most difficult parts for me." Ms. Chen added, "my ear wasn't very good. My daughter told me I couldn't learn certain words." Even though the teachers had different opinions regarding the relation between age and pronunciation, all four student participants felt they had a harder time with pronunciation. Based on my observation, pronunciation can be very hard for some participants. Some students had difficulties saying, "I like America." Some students had difficulties distinguishing *weather* and *winter*. Their lack of previous ESL learning experience might be significant because research shows that pronunciation can be highly correlated with age (Long, 1996).

The literature in SLA seems to agree that generally the younger the students are, the better their pronunciation is (Ellis, 1998; Long, 1996). Service and Craik (1993) also suggest that learning pronunciation requires learners' short-term memory, which decreases significantly after middle age. Their pronunciation might hinder them in gaining naturalization. One teaching implication is that educators could arrange pronunciation classes which are specific to Chinese-

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speaking immigrants, focusing on pronunciation like "R" and "L."

Listening comprehension issues: Older Chinese-speaking immigrants might have difficulties with listening comprehension. During my classroom observations, I heard the students ask the teacher many times to speak slower or say the sentence again. Mr. Wu also mentioned that he had to speak slower when talking with older students. Despite living in the U.S. for at least four years, many of the participants were still not familiar with the manner and speed of native English speakers. Their decreasing hearing ability might be the issue.

The students' extensive focus on naturalization content might be another issue. According to Larry, students knew the textbook very well and they could understand the content even when Larry spoke fast. However, if he asked students questions that were not in the textbook, the students usually could not understand them. One of the common reasons that the students at PCCC failed the naturalization exam was that they could not understand what the immigration officers said when they asked questions beyond the naturalization content. Both Ms. Wong and Ms. Chen failed the exam because they had a hard time understanding the interviewer's questions. Even though they could not understand which questions they failed, they were sure that those questions were not from the textbooks. According to Ms. Wong, she worked very hard to memorize the naturalization content, but the interviewer asked a question outside of the naturalization content, such as a topic relating to her children or to her apartment. This showed the importance of knowing basic English that falls outside of the naturalization content. Students tried very hard to learn the naturalization content, but focusing exclusively on the textbookwas not sufficient in improving their English ability. In conclusion, I believe students will have difficulty understanding basic conversation questions.

Based on my observations, the students compensated for their limited listening comprehension by clarifying information with their classmates in the classrooms. The few advanced students translated and answered questions for others in the classroom. According to Justin, the students helped each other and the advanced students helped him translate English to Mandarin. When students had different opinions about answering a question, they might have argued openly during the class, even when the teacher wanted to move on. The classroom atmosphere could be intense at times, but mostly was very supportive and collaborative among the students.

The participants would have benefited from interaction with English speakers or including class material in their daily life vocabulary in order to improve their vocabulary and listening comprehension. Once, Larry told Mr. Lin: "you have good writing," but Mr. Lin thought Larry asked him to read a sentence. Sometimes the students were just guessing what the teacher was saying. That was probably the reason so many students talked to each other in Chinese during class - they were trying to find out what the teacher was saying. I noticed that many students preferred guessing rather than asking teachers to clarify, even in Mr. Wu's class to whom they could speak Chinese. Many students in the class had difficulties understanding the lectures. Therefore, they asked a few advanced classmates to translate for them. I did notice that few students tried to answer most of the questions, and most students were quiet and only spoke Chinese to each other to clarify their questions. In order to improve, students need to learn how to ask for clarification. Educators could encourage students to ask more questions. Students need to understand that they will not be punished for not understanding the questions.

Issue of students' obsession involving vocabulary and pronunciation: I noticed that participants might get caught up with small details and could not move on. Larry mentioned: "I do notice that students will hang up on a spelling or an individual word. Sometimes they got caught up with a vowel, close "a" or open "a," they would be very concerned about the minor and tiny details." During the classroom observation, there weretimes that the whole class could not move on because students were arguing whether certain words needed to be capitalized or not. Both students and teachers' interviews showed that this population had a strong tendency to try to understand everything before moving on.

Students were found to be afraid that the interviewer would ask questions which they had not heard before, so they felt they had to prepare for as much vocabulary as possible. Some participants had very limited access to English speakers. The social network and learning opportunities outside of the classroom had an impact on my participants' view of ESL learning. Without exposure to native English speakers, they considered English as a subject instead of a communication tool. In other words, they might focus on certain infrequently used words or pronunciation because they felt they were compelled to study all the new vocabulary. As a result, they could not move on to more important concepts during class because they were still worried about memorizing the vocabulary and its pronunciation. However, when they interacted with non-Chinese speakers, it was certain that they would encounter new vocabulary or expressions. This factor might hinder their interaction with English speakers or the ability to pass the naturalization exam because they might not be able to respond to questions

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they are unfamiliar with. English teachers can help beginning students understand which words are more frequently used in general conversation. For advanced students, asking students to watch movies or TV shows in English would be helpful in giving them authentic input.

Confidence issues: Lack of confidence was one of the main issues that student participants needed to face in ESL learning. According to Mr. Lin, "when I was young and heard someone who started to learn a foreign language in his/her 40s, I thought that must be a waste of time. Now my age is nearly doubled as those people and I come back to the class to learn English from the beginning." Wang (1999) suggests that immigrant women with a later-age-of-arrivalare less confident in ESL learning. Indeed, for many older adult learners at PCCC, they generally felt that older adults could not learn a new language. According to Justin, their lack of confidence in memorization seemed to be the biggest problem. He said:"In some cases, they seem not to be confident with their ability to learn. They said 'I am stupid because I am old, so it's hard for me to learn English.'" Ms. Chen also felt that she was not confident in learning English because "Chinese people have a harder time learning English because English and Chinese languages are very different." Many participants felt that learning English at an older age was hard or nearly impossible because of their age or first language. Older adult students may be able to gain confidence by talking with English speakers. In addition, they can see the importance of communicative learning approach, which can boost their confidence and change their learning strategies.

This study does not find residential issues or career issues to be significant on the participants' identities or their ESL learning. Based on my observations, they mostly lived in isolation from the mainstream community. As a result, it did not matter if they lived in a Chinatown type area or in a suburban area. All four participants had not worked after coming to the U.S., so they did not experience any career downturn issues. However, it should be noted that they still might want to work. For example, Mr. Lin expressed interest in a teaching or writing career, but his options were limited to the Chinese-speaking communities.

IV. Students' Coping Strategies

For most students in the program, they did not have any foundation of English before preparing for the naturalization test. Because of the lack of an English foundation, many students developed unorthodox learning methods that possibly hindered them from learning English and gaining citizenship. According to Mast, Zimmerman, and Rowe (2009), the decrease of abilities in memory, processing speed and executive functioning might force older adults to change their learning methods, settings and goals. Based on my observation with the class and data analysis, the students sometimes would write Chinese characters on their textbooks and in correctly match these with the English pronunciation. However, the Chinese and English language pronunciations are very different and these notes only confuse students and teachers. Ms. Wong did not learn the English alphabet and its pronunciation at the beginning of her English studies and expresses this by saying; "I do not know Chinese pinyin or English alphabets. Sometimes I use Chinese characters to substitute for English pronunciation. It's not accurate." Even though she knew this method is not accurate, she still used it to remind her of the pronunciation. This issue shows that the participants needed to learn the English alphabet and basic English pronunciation. Teaching students how to use electronic dictionaries and online resources might be helpful in assisting them to look up specific vocabulary words.

Memorization and repetition were the most common coping strategies for the participants overall. According to Mr. Wu, some students would write the sentences repeatedly to remember the content. Other students listened and read the sentences repeatedly to remember the content. Larry also supports this by saying, "well, I look at their books, similar to me, you can tell they are really reading this book, a lot of notes in their book, I think that's the primary way they are learning is repetition." In addition, Mr. Lin adds: "There are about 1000 vocabulary words and 500 sentences in naturalization exam. There was some difficult vocabulary, such as 'allegiance', 'exclusion', or 'alimony.'"With very little English comprehension, the participants tried to memorize all the vocabulary and sentences. The common strategy was to listen to the audio tape consisting of questions and answers, and write the sentences over and over. Justin supports this by saying, "A lot of time I say something they will repeat. They repeat after me even if I didn't ask." Repetition was greatly emphasized, but understanding the content, on the other hand, was ignored by the students. However, repetition and memorization without understanding the content would make ESL learning difficult because the students would only be guessing the sentence meaning by the key words they have been taught. This learning method can also be problematic in the naturalization interview. For example, Ms. Wong failed the exam because of her listening comprehension and vocabulary level. The interviewer asked her "have you read the instructions before you decide whether to change your name or not?" However, she only understood the word "weather" so she thought the question was "how is the weather today?" and she failed the exam. Based on my

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interview with her, she explained that she heard the word "weather" and ended up linking that to a possible question, but it was far from the correct one. Encouraging students to learn how to clarify questions would be important for this population. For example, a student could ask "Can you say it again?" or "Can you say it in another way?"

A memorization only strategy would make it hard for the participants to use and understand English. Ms. Wong talked about how her friends told her not to worry about understanding phrases, but only to memorize certain phrases. For example, when asked "how are you," just answer "I am fine." As a result, she might answer with phrases but not know what they mean. Ms. Wong also mentioned: "I didn't learn English when I was young, so what I can do now is only to memorize [the naturalization content]." I suggested that Ms. Wong learn beginning English grammar and vocabulary. However, she felt that she did not have enough time to learn from the basic alphabet. She insisted on learning the naturalization content only. Ms. Wong said that she intended to pass the exam as soon as possible, so she focused only on the naturalization exam. As a result, she could only memorize the fixed questions and answers. Based on my classroom observations, not only Ms. Wong, but also many other students at PCCC had similar ideas. One teacher told the students "you may sit", but no one moved. It turned out that the students could only understood "sit down", not "you may sit." The students might have had a very high level of English vocabulary but at the same time did not understand the basic phrases.

Some of the students might have thought that studying basic ESL content was a waste of time because the naturalization exam mainly focused on history and civics. One student in the program told me that if any question started with "have you ever….", then the answer was no. In addition, the challenges and age of older adult students might be recognized at the naturalization test. How can students expect to pass the exam by these learning strategies? Many students believed that older age made it easier for them to pass. When USCIS officers visited PCCC during an outreach event, the officers shared with the students at PCCC that they would take into account the students' ages and their health condition when evaluating their English ability. Ms. Wong exemplifies this by saying "I am not interested in languages. I hope the officer will give me a break because of my age, but it didn't go well." Ms. Wong said that some officers made it easier for older adult people but not for her. Based on my interviews with the participants who took the test, the policy was not clear and it varied depending on the individual interviewer. The policy might mislead some participants to feel that they could pass the exam without understanding the content.

Failing a naturalization test can affect student learning strategies, even shifting their identities. Ms. Wong talked about how after she failed the first exam, she wanted to give up. She said: "I failed the naturalization exam the first time and I didn't want to study for 7 or 8 days. In China, I was a housewife and I didn't go out much. I was a little scared when talking to the officers. I was sad because I don't have foundation of English, so I only could memorize." Ms. Wong used to have rigid and fixed ideas about learning English. However, she realized the disadvantages to this, and changed her learning strategies because of her test failing experience.

After failing twice, Ms. Wong changed her attitude. She mentioned that she would start working on beginning English grammar and vocabulary and later try to understand the naturalization content. Mr. Lin also had a more interactive way of learning English. According to Mr. Lin, "I observed people talk. My wife and I practice English together, too." Although students memorized most of the naturalization exam content, they were still required to have a basic understanding of English grammar, speaking, and listening comprehension. Based on my observations, students who refused to work on the English foundation and solely depended on memorization had higher failing rates than the students who had a basic foundation of English comprehension. Even though memorization might be the primary model of learning within many Asian cultures, this strategy related to the learners' lack of a foundation in English comprehension. The students were often not confident in learning English and felt it would take too long for them to build their foundational English. Instructors should ask students interview questions in different ways, so students can understand that they could not rely on memorizing the fixed questions or answers. Students should understand that questions can be asked in multiple ways. Administrators should advise students to take beginning English courses even though the students want to apply for naturalization. More beginning English classes before preparing for naturalization would be beneficial to many older adult Chinese-speaking immigrants.

Based on the findings of this study, I summarize the participants' learning experiences in the following table.

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Table 1: Overview of the Student Participants' ESL Learning

	Focus of four skills (listening, speaking, reading and writing)	Challenges of ESL learning	Opportunities	Technology	Learning strategies	Classroom behavior
Ms. Chen	Listening and speaking	1. Confidence 2. Memory	Plenty of opportunities	1. Computer 2.Electronic dictionary	1. Write; 2.Learn from family members	Active
Mr. Kuo	Listening and speaking	Memory	None; only talk with Chinese speakers	1. Computer 2. I-phone	Listen to the tape everyday	quiet
Ms. Wong	Listening and speaking	1. Memory 2. Afraid of speaking & pronunciation	Talk to her Granddaughter	None / don't know how to use computer	1. Listen to tape often; 2. Write	quiet
Mr. Lin	All	N/A	Talk with his wife (Chinese speaker) in English	Computer	Write often	Very active

V. Discussion

a) Aging and ESL Learning

The current literature does not distinguish younger adult learners from older adult learners, but there are clearly two different populations. This research shows the unique perspective of older adult learners, including both cognitive and social challenges. However, this research also shows the strengths of older adults' ESL learning. This research study may inspire future research regarding older adult learners and SLA.

Cognitive development: Does ESL learning make an impact on older adults' health? Many older adult students at PCCC felt stressed about the naturalization test. One participant stated that the stress might cause serious health issues, like high blood pressure or a stroke. Older adults might be more likely to have health concerns than younger adult learners. It correlated that they might be more likely to have health concerns when under stress from learning English.

Ineffective learning strategies might also be the primary cause of their stress. Based on my observations, older adult students focus on memorization without English foundations. This learning strategy might cause extra frustration and stress because it is unlikely that learners will achieve expected desirable results through this method. On the other hand, older learners are often limited in their learning approaches if they are unfamiliar with computers, and older individuals often struggle with computer use. In addition, social isolation is also related to learners' learning strategies. Without being exposed to English speakers, learners will be forced to adopt certain learning strategies, like memorization of the textbooks or repetition from audiotapes.

As mentioned before, most quantitative research regarding aging and ESL learning only focuses on one or two variables, such as decreasing working memory, confidence, or environment issues. However, this research shows that aging is a complicated issue for learners, for it does not only deal with one issue, but a combination of issues, including both cognitive and social challenges. In the cognitive aspect, memory loss and decreasing processing speed are highly related. Both issues also relate to learners' hearing and pronunciation abilities. Learners who have memory loss or decreasing processing speed have a harder time with their hearing ability because they cannot keep up with the speed of the speaker.

PCCC has to accommodate both younger and older learners in the ESL classroom. Two populations have different learning paces and preferences. Younger learners often prefer a faster pace in learning new knowledge and less review activities. In contrast, older learners prefer a slower-paced class and to have ample review sessions. Younger learners often work full time and take care of their children, so they can hardly dedicate to studying. On the other hand, older learners can focus exclusively on preparing for the test.

In addition, older adult students often develop a close relationship with the teachers. The population views teachers as friends or family members. On the contrary, younger learners usually do not develop any personal relationship with teachers. In summary, older adult students have extra free time in ESL learning. Teachers may have extra office or class hours for older adult students that focus on review activities. In addition, teachers can have additional social time with the older adult learners. Older adult students can utilize the extra time and still keep up with the younger classmates.

Social challenges: Isolation from the mainstream community can make the participants have a narrow perspective of Americans. Some participants still felt that they were not Americans, even though they have already naturalized. Ms. Chen told me "the second generation [of Chinese immigrants] is the worst. They were born here and think they are Americans. In fact, they are still not real Americans." Ms. Chen defined

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Americans as white native English speakers. Because of her own definition of Americans, she felt she was not an American even after her naturalization. The participants felt rejected by American society, and harbor feelings which reinforced the idea that they were not Americans. The participants felt they were not real Americans because as Mr. Lin stated: "even though you call yourself an American, others still don't think you are a real American." They felt a lack of acceptance from the mainstream community. In my opinion, they were insecure about their own identities partly because they relocated to a different country at an older age. Older Chinese immigrants may not have access to linguistic resources because they feel they are not accepted by the mainstream community.

VI. Summary

Cognitive and sociocultural factors might be equally important in second language acquisition for this population. This research found that aging is not the only factor that hinders older adult Chinese-speaking immigrants' ESL learning. Older adult Chinese immigrants had multiple challenges in ESL learning, including their confidence in learning, their lack of previous learning experience, health issues related to the tests, and a lack of social settings that encouraged them to learn English. In addition, their learning strategies, which focused on memorization and repetition, could also hinder them from understanding the content and the way English is used on a daily life basis.

Educators can redesign the curriculum to include more repetitive activities, teaching the content at a slower pace, hosting more social activities and even encouraging the students to go back to school or to join the workforce. In addition, based on my observations, it was best to advise students, who lacked previous learning experience, to start learning the English alphabet and grammar, instead of simply memorizing the naturalization content.

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Morocco's Readmission in to the African Union: Implications on Collective Security

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Abstract- This study focused on understanding the implications of Morocco's readmission into the African Union (AU). Morocco was readmitted into the AU in January 2017 without any changes to the previous circumstances after its withdrawal from the AU in 1984. The discontentment of other countries such as Algeria, South Africa and Zimbabwe over Morocco's readmission is also discussed. As part of the readmission requirements, Morocco was requested to relinquish its hold on Western Saharawi. The admission and readmission criteria and membership requirements should be well spelt and adhered to by all the AU Member States.

Keywords: readmission, collective security, member states, dispute.

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Morocco's Readmission in to the African Union: Implications on Collective Security

Regina Tambwari [α] & Jeffrey Kurebwa [σ]

Abstract- This study focused on understanding the implications of Morocco's readmission into the African Union (AU). Morocco was readmitted into the AU in January 2017 without any changes to the previous circumstances after its withdrawal from the AU in 1984. The discontentment of other countries such as Algeria, South Africa and Zimbabwe over Morocco's readmission is also discussed. As part of the readmission requirements, Morocco was requested to relinquish its hold on Western Saharawi. The admission and readmission criteria and membership requirements should be well spelt and adhered to by all the AU Member States.

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I. Introduction

The United Nations (UN) is viewed as a custodian of the principle of collective security as mandated by the United Nations Charter Article 1.1 where it is required to 'maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to peace and for the suppression of acts of aggression or other breaches of peace' (UN, 2011).

Collective security therefore, implies that States need to come together and find a common solution to end the problems affecting the peace and security arrangements. Baylis (2002) notes that the United Nations at its inception was mandated to promote and uphold security collaboration at the international level. Member States also have a shared belief that regional collaboration in exercising collective security is more efficacious in eliciting security. This paved way for the creation of regional organizations to pursue regional security collaboration. Some of the regional security organizations included the European Union (1957), Organization of American States (1948), the Organization of African Unity (now African Union) (1963) In order to qualify as collective security organization, countries are required to employ the principles of consensus and commitment to peace and collective response that are fundamental to the collective security concept (African Union, 2017). The European Union (EU) uses voting by consensus to make decisions while the AU uses the majority vote rule to effect decisions. This implies that all States have to comply for the benefit of regional security (Baylis, 2002).

From 1984 to 2016 Morocco was the only African country which was not a member of the AU. McNamee, Mills and Pham (2013) highlighted that Morocco formally withdrew from the OAU in 1984 over the admission of the Sahrawi Arab Democratic Republic (SADR) as a full member of the organisation. Morocco claimed that SADR was part of its territory dating back to the eleventh century while SADR claimed sovereignty over the whole territory of Western Sahara. Tadlaoui (2015) confirms that the dispute between Morocco and SADR had impaired its relations with all African countries and created serious divisions within the AU.

Kimenyi (2015) notes that Morocco actively lobbied for international acceptance of its claim to the territory of SADR, while Algeria and Libya sought recognition for SADR. This dispute saw several reversals with formal recognition extended and withdrawn by foreign governments. All this was despite the founding core values of the OAU which sought to eliminate any vestiges of colonialism on the African continent. McNamee, Mills and Pham (2013: 5) maintains that Morocco's continued absence from the AU did not only threaten to create a permanent rupture in the organization but also limited the catalytic role in Africa's economic development. This is because of Morocco's relative sophistication and depth of amalgamation with Europe, the Mediterranean, and Atlantic basins.

From 2000 Morocco made determined efforts to re-engage with AU on several fronts despite claiming that SADR was part of its territory. Pham and Laremont (2014) indicated that Morocco re-opened several diplomatic representations both resident and non-resident. It reinforced its presence in several African related forums such as the Franco–African summits and the first Euro–Africa summit in 2000. King Mohammed VI of Morocco announced a debt forgiveness plan and removal of customs duty to other African countries. Morocco was readmitted into the AU on 30 January 2017. 39 out of 54 AU countries voted in favour of Morocco's readmission (Sasa, 2017). He avers that ideally AU was not supposed to allow Morocco's readmission into AU if Western Sahara was still colonized by Morocco because the readmission flouted some of the guiding principles of AU as a collective

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security organization. Hicks (2017) however, argued that Morocco's readmission was a small victory.

II. Literature Review

Collective security is primarily aimed at maintaining peace by continuously reaffirming States of their mutual commitment to both the idea and framework for non-coercive international interactions (Johnson, 2010). The term collective security has been associated with threats to peace and security of States. Proponents of collective security argue that it fosters interaction among state and non-state actors in attaining peace. It is a much more effective approach to security than individual countries trying to act alone and collective security arrangements encourage international cooperation (Kupchan and Kupchan, 1995; Anderson, 2009). Collective Security guarantees the security of States against any forms of war or aggression. It is like an insurance system in which all the nations are bound to protect the victim of an aggression or war by neutralizing the aggression or war against the victim (Ebegbulem, 2011).

Collective security reflects the growing interdependency among States and constructs a view of international relations which focus on change and produces a language set of justifications for policy makers to pursue particular policies which are favorable. Collective security is a concept that applies during the times of external aggression of other States. It relates to tampering with threats to peace. Bull (1995) argued that a viable collective security system lies in the practical ability of all States joining forces to prevent one another from using coercion to gain advantage. Claude (2009) indicated that collective security refers to the coming together of States to provide insulation to aggression. According Mwagwabi (2012) the concept of collective security is misguided and naively unrealistic. While the goal of collective security is to rationalise human behavior and interaction, it cannot escape the normative dilemma of prioritizing some values over others (Mc Entee, 2004).

Collective Security wrongly assumes that in the event of an aggression against any nation, the aggressor and the nature of its aggression can be really and easily identified. While in practice it is very complicated to determine and name the aggressor as well as to identify the nature of aggression. In most cases the aggressor acts in the name of self-defense and justifies aggression as a defensive action. Martin (2009) noted that the idea of collective security seems to be a good plan, but very idealistic and not practical because it is difficult for politicians to explain why their country should intervene somewhere while the country has no benefit. Collective security becomes essentially an idealist conception that stability can be obtained through the consent of member countries.

III. Morocco and Western Sahara Dispute

Morocco claims Western Sahara as part of its sovereign territory while Western Saharan nationalists led by Polisario Front an organization representing the indigenous Sahrawi people claim the right to independence through self-determination (McNamee, Mills and Pham, 2013). The Western Sahara dispute was the reason why Morocco left the OAU in 1984. Western Sahara has been at the centre of a dispute between Morocco and the Polisario Front since the 1970s. Morocco annexed the territory in 1975 after withdrawal by Spain. This prompted the Polisario Front to launch a guerrilla struggle that continued until 1991, when the United Nations brokered a ceasefire (Mundy, 2010). The UN Mission for the Referendum in Western Sahara did little to resolve the issue. At the regional level, the Western Sahara dispute saw an interlocking conflict between Morocco and Algeria which originated in 1963 over a border dispute. Algeria is known for throwing its weight behind Polisario Front. The Western Sahara conflict saw Western countries supporting Morocco while the AU and Non-Aligned Movement were in support of Western Sahara. At the heart of this intractable conflict lay sharply contrasting interpretations of key historical events, which shape the opposing communities' identities as well as their sense of justice and what is rightfully theirs (Desmidt, 2016).

Since 1991 Morocco and Polisario Front have been arguing over the criteria for voter eligibility in a proposed UN referendum. The UN Plan comprised a transitional period, repatriation of refugees, exchange of prisoners of war and the setting up of an international peace-keeping force to monitor the cease-fire, planning, and the organization of a referendum. The identification of eligible voters for the self-determination referendum became a permanent stumbling block as both parties rejected alternating referendum proposals in which their putative voters were at a numerical disadvantage (Mundy, 2010). The identification programme altered the process of oneness. People started to be conscious of their tribal ties and the power relations among the different tribes that could jeopardise the project of an equal society (Woldemariam, 2017).

The conflict in Western Sahara has been described as the conflict for the independence of the 'last colony' (Mundy, 2007). It is a struggle for the sovereignty over a territory. The Moroccan government claims the sovereignty justifying it with the ancient bond of the eleventh century empire (Mundy, 2007). Morocco is now manipulating history to justify the common roots of Morocco and Saharawi (Mundy, 2010). Pham and Laremont (2014) noted that UN General Assembly considers Morocco's presence in Western Sahara as an occupation and recognises the right to self determination and independence of the Western Sahara

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with the Polisaro Front as their legitimate representative. In 2016, Ban Ki Moon the UN General Secretary described Morocco as an occupying force (Reuters, 2017). It has to be noted that Western Sahara has never been an independent State such that the King of Morocco calls it 'Sahara province of Morocco.'

Currently there are over 140 000 Saharawi refugees in Algeria who claim that they were forced to flee their homes and leave their families in the Western Sahara (Desmidt, 2016.) Driven by Moroccan planes, phosphorus and cluster bombings, the Saharawi became the political casualties of Morocco's desire to reach out for empire. Since 1984, the Saharawi's are still pushing from the desert where the Algerian government has given them some autonomy for an independent State (McNamee, Mills and Pham, 2013). Besenyo (2010) indicates that there were also hundreds of Moroccan prisoners of war in refugee camps supervised by Polisario Front. Most of these refugees were captured in the 1970s. The Moroccan Government demanded their release on various forums but rejected the possibility of prisoner exchange or ransom. When the cease-fire agreement was signed in 1991, it was indicated in the settlement plan that after the referendum all the prisoners would be released. The referendum however, failed to materialise (Mundy, 2010). The Moroccan soldiers held captive according to the Red Cross who inspected the prisoners' living conditions reported that, most of the prisoners were weak, ill and did not receive proper care. Contrary to the international regulations the prisoners were subjected to hard labour. Polisario Front used to release a few of them from time to time as a sign of benevolence. Besenyo (2010) noted due to the intensified pressure coming from the international community, Polisario released the last group of 404 Moroccan prisoners on 18 August 2006. Unfortunately, unlike the Moroccan prisoners, the Saharawian prisoners' and refugees' cases remain unsolved. Woldemariam (2017) confirms that there are still hundreds of prisoners of war and civilian prisoners in Moroccan prisons without any hope for gaining freedom.

Gaffey (2017) noted the critical role that Algeria plays on the conflict between Morocco and Western Sahara. Algeria is accused of fuelling the conflict because it is currently housing Saharawi refugees and nothing concrete has ever been said about their future. Algeria was the first country to recognise SADR as a State in exile. Polisaro Front is enjoying the conflict and refugee status of Saharawi citizens because Morocco established a program for this and houses were built for repatriated refugees in the cities of the occupied territories. However, most of the houses are empty since Polisario Front does not let the inhabitants of the refugee camps to resettle in territories governed by Moroccan authorities and many of them are forced to stay in the camps. Polisario Front continues to use the camp-dwellers living in poverty as a tool against Morocco (Desmidt, 2016).

Mundy (2010) argues that it is unfair to blame Algeria for the dispute between Morocco and Western Saharawi. He indicates that Algeria did not create Western Saharan nationalism generally nor Polisario Front specifically. The first Western Saharan movement to articulate an explicit demand for independence appeared in 1969 while Polisario Front was formed in 1973. Algeria has had a profound influence upon the Western Sahara conflict (McNamee, Mills and Pham, 2013). The conflict between Morocco and Western Saharawi exist because of Algeria's participation. Western Saharawi nationalism has not succeeded because of because of too much dependency on Algeria. The role of Algeria in the dispute cannot be totally refuted. It suffers the least but enjoys the most benefit from the continued standoff between Morocco and Polisario Front. Algeria has a vested interest in continued stalemate (McNamee, Mills and Pham, 2013).

a) Readmission of Morocco into AU

In 1982 the SADR was admitted to the OAU now (AU). Article IV of the OAU Charter established that the organization was open to 'each independent sovereign African State'. In 1984 Morocco left the OAU in response to SADR's admission into the OAU. 38 out of the 55 AU Member States have explicitly recognized the sovereignty of SADR. From 1984 to 2016 Morocco had refused to rejoin the AU and had remained the only African country that was not a member. Morocco had vowed that unless the membership of SADR which is partially recognized internationally is withdrawn or frozen it was not going to rejoin AU. In a speech commemorating the anniversary of SADR's annexation in 2014, the King Mohammed VI of Morocco stated that 'the Sahara will remain part of Morocco until the end of time' (Pham and Laremont, 2014).

According to the AU press release dated 23 September 2016, Morocco submitted a letter requesting readmission into the AU on 22 September 2016 in Addis Ababa, Ethiopia (AU, 2017). At AU's mid-term summit in Kigali, Rwanda the same year, Morocco's King Mohammed VI formally requested for readmission into the AU. It however, maintained that it had a right to continue occupying the SADR and was not going to decolonize it even if it was readmitted into AU. On 30 January 2017, African leaders decided to readmit Morocco into the AU after 39 out 54 AU member states voted in its favour (Sasa, 2017).

Ennaji (2017) argues that the historic return of Morocco to the African Union was an excellent step forward at both the economic and political levels. Economically, Morocco will have access to the promising African wide market which allows for favorable trade while politically it will foster its territorial integrity. Ennaji (2017) further argues that by rejoining

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AU Morocco was avoiding its isolation in Africa at a time when Algeria had turned its back on Morocco, Libya is in ruins, while Tunisia and Egypt are struggling. Hence Morocco seeks to rely on the African bloc in order to dialogue and cooperate more effectively with other African countries. Morocco's readmission into AU has major ramifications. It is a key country in Africa and has strong relations and a considerable impact in Africa (Ennaji, 2017). Morocco is not only central on political and economic levels, but from a cultural and religious perspective as well. A few Muslim countries in Western Africa eulogize the king of Morocco during their Friday prayers as their 'Commander of the Faithful' (Ennaji, 2017).

The return of Morocco into the AU shows its desire to exercise influence and seeks to challenge the presence of SADR (Sasa, 2017). Several countries including Algeria, South Africa and Zimbabwe reportedly wanted to make Morocco's readmission to the AU contingent on it recognizing Western Sahara's borders. Contrary Western Sahara reportedly welcomed Morocco's readmission calling it 'a chance to work together' on organizing a long-promised referendum on the territory's status. This is bound to then open a new era in the Moroccan struggle to defend its territorial integrity and in Morocco's relations with the African continent. By rejoining AU Morocco possibly reverted to its role as a political and economic leader and corrects its previous errors (Reuters, 2017).

The readmission of Morocco goes against South Africa's interests because Morocco's presence in the AU will mean all AU proceedings will no longer be influenced by South Africa and Algeria in the way it was before (Reuters, 2017). South Africa, Zimbabwe and Algeria initially stressed their disapproval of Morocco's bid to rejoin the AU. These countries were concerned with the simultaneous debate on the question of the Western Sahara and the status of the SADR in the AU. The return of Morocco to the AU raises a plethora of issues within the field of Statehood. Desmidt (2016) indicated that Morocco's membership to the AU has a practical effect on the SADR's claim of Statehood. It is also relevant to note that the AU Constitutive Act does not provide for the expulsion of members and that their suspension is only considered in cases of unconstitutional regime change. The latter entails that in the event of a Moroccan bid for suspension, exclusion or expulsion of the SADR, the Court of Justice of the African Union (African Court of Justice and Human Rights) would be entrusted with deciding the question dealing with the 'interpretation arising from the application or implementation of this Act' (AU Constitutive Act, article. 26). Hence the readmission of Morocco can be viewed as an implicit recognition of the SADR and its statehood status by Morocco (Reuters, 2017).

It can therefore be argued that by joining the AU, Morocco would adhere to the principles established in Article 4 of the AU Constitutive Act. These principles include respect for borders existing on achievement of independence, peaceful resolution of conflicts, prohibition on the threat or use of force, non-interference in internal affairs, and peaceful co-existence of Member States (Reuters, 2017). It would therefore be very difficult for Morocco to disregard the above principles in its relations with SADR without the approval of all Member States of the AU.

b) Morocco 1984-2016

Pham and Laremont (2014) noted that during the period 1984 to 2016 Morocco signed about 1000 trade agreements and treaties with various African countries. King Mohammed VI made 46 visits to 25 African countries between 2000 and 2016 (Pham and Laremont, 2014). Morocco has banks in more than 20 African countries. Its state-run airline Royal Air Maroc is one of Africa's biggest airlines in Africa. Morocco's capital city Casablanca is used as a transit point by many sub-Saharan Africans (Ennaji, 2017). In March 2014 King Mohammed VI visited Mali, Côte d'Ivoire, Guinea, and Gabon. The tour provided a new dimension to the strategic vision of Morocco and provided unparalleled opportunities for the country's cooperation with Africa. The Ministry of Economy and Finance (2014) reported that more than 90 partnership agreements were signed. Several socio-economic development projects were signed in areas of health, education, agriculture, livestock and fisheries, and social housing (Morocco Ministry of Economy and Finance 2014).

Pham and Laremont (2014) indicated that several diplomatic missions were opened. This reinforced its presence in several African related forums, such as the Franco–African summits and the first Euro–Africa summit in 2000. Morocco's King Mohammed VI announced a debt forgiveness plan for Africa's least developed countries, and the eradication of the custom duties to be levied on imported products. Morocco signed 19 economic agreements with Rwanda and 22 with Tanzania. Tanzania and Rwanda traditionally backed the Western Sahara's quest for decolonisation. Nigeria and Morocco have also signed a total of 21 bilateral agreements, a joint venture to construct a gas pipeline that will connect the two nations as well as some other African countries to Europe. Woldemariam (2017) argued that these economic agreements signaled Morocco's leverage in its campaign to return to the AU and dealt a blow to Western Sahara's aspirations for self-determination. After its readmission into AU, King Mohammed VI visited South Sudan where he signed nine bilateral agreements which established Morocco's commitment to build South Sudan's new capital. In addition Morocco also established a field hospital

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providing care to more than 4000 people daily (Reuters, 2017).

c) What led Morocco to seek readmission into AU?

Mundy (2016) noted that Morocco feeling the increasing pressure of isolation had to re-evaluate its stance to join the AU. He further argued that most European countries that were not recognising Morocco's occupation of Western Sahara were now rejecting products from Western Sahara. Reuters (2016) reported that on 21 December 2016, the Court of Justice of the EU passed a judgement indicating that Western Sahara was a non-self governing territory but not part of Morocco. This meant that all the products and resources which were coming from Western Sahara were no longer allowed some EU markets. In his analysis, Tadlaoui (2015) indicated that Morocco wanted to end its relative diplomatic isolation with other African countries. King Mohammed VI adopted the strategic use of 'religious diplomacy' where he presented Morocco as a religious authority. Morocco's religious diplomacy promoted religious cooperation and deepened security cooperation between the countries in North Africa. These efforts were meant to thwart terrorism and ensured broader regional stability. Mundy (2016) argued that SADR and Algeria were strategic in Morocco's quest to develop stronger ties with other African countries. Tadlaoui (2015) noted that growing opposition over the case of Western Sahara also forced Morocco to seek readmission into the AU. EU countries were also pushing for a prompt resolution to the Western Sahara conflict. During the period 2013 and 2014, Morocco was against an American proposal to expand UN monitoring of human rights in the Western Sahara and it discarded the idea of an AU envoy to the Western Sahara.

Hicks (2017) indicated that the decision by Morocco to leave the AU in 1984 was a 'strategic mistake' because Africa was Morocco's natural home. Morocco had left an organization and not the continent (Africa Renewal, 2017). Hicks (2017) noted that Morocco was also avoiding its isolation especially in North Africa. Algeria was in support of SADR, while Libya, Tunisia and Egypt were in a humanitarian crisis. Morocco sought to rely on the AU in order to dialogue and cooperate more effectively with other African countries. It wanted to use its re-admission as pedal to exert further control over the SADR. Gaffey (2017) avers that after rejoining AU, Morocco would work from inside to push for SADR's expulsion from the AU.

Rwengabo (2015) opined that the AU faces a serious challenge of resources and therefore Morocco would provide the required financial assistance to run the organization. Its continued absence threatened to create a permanent rupture in the organization and also limited the catalytic role in Africa's economic growth given its relative sophistication and depth of integration with Europe and the Mediterranean and Atlantic basins (McNamee, Mills and Pham 2013). Mogherini (2017) argued that Morocco's absence had repercussions on the continent's security. Fertilizer production units in Ethiopia and Nigeria were established whose benefits will extend to the entire African continent (Gaffey, 2017).

d) Why AU member states voted for Morocco's readmission?

The Emerging Markets Monitor (2017) indicated that Morocco has the resources to be recognized as a regional leader. Morocco is the sixth largest economy in Africa. Its population is the eleventh biggest in Africa while its military budget is ranked fourth. It therefore has the capacity to significantly reinforce a weak AU by providing funding to development programmes and troops to peace-keeping missions. Therefore Morocco's resources are obviously welcome for AU programs. These factors were a central element in some African states' decision to support Morocco's readmission into the AU. Morocco's reasons for readmission into the AU are purely economic. The Emerging Markets Monitor (2017) indicated that several Moroccan companies were betting their growth on sub-Saharan Africa. Just like America, Europe and Asians, Morocco is interested in Africa because of its growth potential.

Some African countries voted in favour of Morocco's readmission, optimistic that the referendum on SADR self- determination would finally take place. Ennaji (2017) noted that in 2016 Morocco regularized the situation of tens of thousands of Sub-Saharan undocumented migrants, and commissioned the Moroccan religious scholars to African Muslim countries for the strengthening of moderate tolerant Islam and the fight against religious extremism. Morocco's recent admission to the AU can be seen as an inferred recognition of the SADR and its statehood (Ennaji, 2017). The African Renewal (2017) claimed that the readmission of Morocco into the AU can be seen as a *de facto* recognition of SADR.

Connolly (2016) noted that Morocco will benefit from its readmission since AU had survived without it for more than three decades. The African continent already contributes most of the troops to UN peacekeeping missions. African countries make up more than half of the top twenty global contributors of uniformed personnel to UN peacekeeping missions. Al-Monitor (2017) viewed the readmission to be beneficial to Morocco since it is likely to break the African consensus in support of the Polisario Front and protect Moroccan interests in Africa.

e) Implications of Morocco's readmission to SADR call for self determination

While addressing the 72nd Session of UN general assembly in New York 2017, Robert Mugabe former President of Zimbabwe said that:

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The continued denial of the right to self-determination to the people of Western Sahara who are living under colonial and foreign occupation is immoral and an urgent matter for those seeking peace and security of this time.

He called on the Security Council to demonstrate its authority in ensuring urgent holding of an independence referendum for Western Sahara (UN, 2017). Pham and Laremont (2014) supported Morocco's continued occupation of Western Sahara arguing that Morocco was a major contributor to African solidarity and an ardent supporter of various liberation movements across the continent. Its withdrawal from the OAU in 1984 was occasioned by the fact that OAU had acted perversely against its own founding charter, which stipulated that, the territoriality of states, was a *sine qua non* condition for their membership. This position was not fair to Morocco as it felt that the Polisario Front was never recognized by the OAU as an African liberation movement and that SADR was not a sovereign and independent state with control over its territories. Morocco's official narrative was that Western Sahara was 'an ineluctable part of Morocco' (McNamee, Mills, Pham, 2017).

Kimenyi (2015) acknowledged the strategic role of Morocco to Africa. He argued that AU was actually alienating one of the most ancient and important states in Africa. Morocco is known for championing pan-Africanism, south-south cooperation, and promoting development programs and strategies in every field, much sought-after technical expertise and competence in international peace and security matters. AU would stand to lose all these benefits if it has refused to readmit Morocco into AU. McNamee, Mills and Pham (2013) emphasized that Morocco was not a peripheral figure in Africa's emancipation struggle. Morocco stood at the forefront of the decolonization process and anti-colonial endeavors of the entire continent, asserting its own right to complete decolonization while respecting its national unity and territorial integrity.

Khadad (2017) noted that the majority support that Morocco received from other African states is a clear demonstration of its strategic contribution to the AU. In his expression of anger over AU's support for SADR, King Mohammed VI said:

> "That immoral fait accompli, that coup against international legality, led the Kingdom of Morocco to seek to avoid the division of Africa, and the price Morocco had to pay was the painful decision to leave its institutional family" (Africa Renewal, 2017).

The recognition of SADR by a few African States was an insufficient pretext for admitting a phantom state without the requisite attributes of sovereignty. The government of Morocco indicated that it was never going to recognize Western Sahara, and that AU membership would not change Morocco's stance that Western Sahara was an integral part of Moroccan territory (Moroccan World News, 2017). Morocco's failure to recognize Western Sahara's sovereignty is based on the fact that it is not a member of the UN. Western Sahara does not have any administering power and therefore should be under Moroccan sovereignty. SADR's membership to the AU was a tactic to seek full recognition of her independence and also a means to force Morocco to recognise that position (Daily Maverick, 2017). Morocco's position was that SADR was admitted into the OAU against Article IV of the OAU Charter. Khadad (2017) noted that SADR had no symbol of sovereignty and therefore it had no case against Morocco. SADR therefore should pull out of the AU and seek for its sovereignty status from outside.

The UN General Assembly recognises Morocco as the occupying power in Western Sahara. Shelley (2015) argued that SADR was established in 1976 as a process of establishing the state of Saharawi led by the Polisario Front. This position was recognized by some African countries. Shelley (2015) indicated that the history of Morocco had been manipulated to justify its occupation of Saharawi. AU should assist SADR and Morocco to change their contrasting interpretations of key historical events which shaped their identities and sense of justice to what is rightfully theirs.

Morocco indicated that it suspended its AU membership to pressure African countries to withdraw their recognition of SADR. Unfortunately despite great strides to force African states to withdraw recognition of SADR, the then AU Commission Chair Nkosazana Dlamini-Zuma reaffirmed the AU's support for Western Sahara's independence in 2016. The continued denial for self-determination to Western Saharawi was the central argument for the fifteen AU member states who voted against Morocco's readmission (Africa Renewal, 2017).

The decision regarding the admission of a member state into the AU is the preserve of AU Member States. In support of this view Hicks (2017) indicated that there is need to revisit admission and readmission criteria. Hicks (2017) further indicated that there are prospects of enlarging the AU membership by including the African Diaspora. Given this possibility, the AU should subject each applicant state to a process that assesses its ability and willingness to comply with the union's norms, the likely obstacles to compliance, and the feasibility of assisting the applicant state to redress its shortfalls.

Fagbayibo (2017) also support the above argument by indicating that it's time for the AU to look beyond geography and a simple majority vote. It must start demanding strict adherence to fundamental democratic values. From the time Morocco submitted its application until its formal admission, the question of Western Sahara was swept aside. Morocco easily met the AU's admission criteria. It's geographically located

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within Africa and was voted in by more than a simple majority. Morocco's admission into AU was a mistake as it actually squandered a good chance to discourage Morocco's aggression against Western Sahara. In addition, Fagbayibo (2017) argued that AU had failed to assess the situation of Morocco effectively. Morocco is notorious for forcing dissidents serve long prison terms after unfair trials for purely political reasons. The failure to consider democratic values as part of the AU's admission process continues to have a number of negative effects. Mundy (2016) also concurs that the absence of strict pre-conditions for membership has made it difficult for the AU to manage delinquent behaviour among member states.

f) Implications of Morocco's readmission on collective security

A viable collective security system lies in the practical ability of 'all states joining forces to prevent one of the numbers from using coercion to gain advantage' (Bull 1995:231). Al Monitor (2017) agrees that Morocco actually adopted the stick-and-carrot policy in the dispute over SADR. Firstly it threatened to withdraw its troops from peacekeeping missions in Africa and secondly it pressured countries closer to it to mobilize for the expulsion of SADR from the AU. However, countries such as Algeria, Zimbabwe, South Africa and Nigeria were against the expulsion of SADR from the AU.

Morocco's request to rejoin the AU might provide a new opportunity to negotiate for its withdrawal for SADR thus fostering collective security initiatives. The AU general secretariat noted that maybe Morocco wanted to return in order to argue the SADR issue from within the AU. It further commended that 'Of course the African family welcomes Morocco's return, but no one wants any debates or diplomatic disputes between member states. We want to work together for the benefit of the continent' (AU, 2017).

IV. Conclusion

The readmission of Morocco into the AU was a welcome move. As part of readmission, Morocco was tasked to make sure that it relinquishes its hold on Western Sahara. Morocco's readmission into the AU conforms to realism in the sense that it sought favor with individual member states who then respected their bilateral relations more than the case of SADR during the voting process. Wolfforth (1988:23) argues that 'states employ strategies whose benefits exceed the expected loss thus making rational choices'. The readmission of Morocco sanctifies the common thread in international relations that 'there are no permanent enemies but only permanent interests in politics'. AU member states were more concerned with what their personal relationship with Morocco could do to their national interest rather than sticking to the principles which guide collective security. Wohlforth (1988:23) also adds that 'states are self regarding and they look out for their own security and well-being and they are not likely to equate their well-being for others'. AU Member States were pushed to act on the impulse of national interest or individual foreign policy objectives. Nyathi (2017) argued that Morocco should not mistake being voted back into the AU as automatically voting SADR out of the organization. SADR has the support of AU despite the fact that Morocco was readmitted. There is need to change the admission criteria because this will reduce cases of flouting AU principles in future if a need to admit other possible members of African background arise. Morocco's readmission contravenes the Constitutive Act of the AU of 2000 hence if not well articulated this will likely destroy the collectivism in providing collective security of AU. Future readmission will refer to Morocco's readmission as an example to contravene the principles of AU, thus killing the whole purpose of having AU in the first place. From the study, it was identified that there are no effective checks and balance initiatives by AU to make sure that states are actually adhering to the principles and norms of AU. There is need for stricter rules and well coordinated funding so that those in breach of the AU principles will not exploit others in the context of funding or promoting programs.

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Investment and Identities: ESL Learning among Older Adult Chinese-Speaking Immigrants

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Abstract- How do older adult Chinese-speaking immigrants experience ESL learning in both classroom and informal community settings? Using Peirce's (1995) investment model, the author conducted a case study on a naturalization ESL program in the United States. Specifically, the author examined the multiple identities of these individuals while learning English, as well as the challenges these learners encounter, including issues such health, isolation from mainstream community, learning strategies, and racial and cultural prejudice. Based on the unique features of this population, the author demonstrates the strategies that administrators and ESL instructors can utilize to enhance the ESL learning experience for this population.

Keywords: *ESL, chinese americans, c hinese-speaking immigrants, identity, older adults.*

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Investment and Identities: ESL Learning among Older Adult Chinese-Speaking Immigrants

Shun-Jen Hsiao

Abstract- **How do older adult Chinese-speaking immigrants experience ESL learning in both classroom and informal community settings? Using Peirce's (1995) investment model, the author conducted a case study on a naturalization ESL program in the United States. Specifically, the author examined the multiple identities of these individuals while learning English, as well as the challenges these learners encounter, including issues such health, isolation from mainstream community, learning strategies, and racial and cultural prejudice. Based on the unique features of this population, the author demonstrates the strategies that administrators and ESL instructors can utilize to enhance the ESL learning experience for this population.**

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I. Introduction

Duff defined the concept of investment as "in a somewhat more dynamic, emergent, and socially constructed view than in earlier accounts, explaining that motivation needed to be radically re-conceptualized and re-theorized in the context of contemporary notions of self and identity" (as cited inUshioda and Dornyei, 2009, p. 1).Although motivation was considered a personal characteristic in cognitivist SLA theories (Brown, 2007), it cannot fully express the language learner's agency, nor can the idea explain why some learners are able to learn English in some settings but not others (McKay & Wong, 1996; Norton, 2000; Peirce, 1995). Peirce (1995) proposes the concept of "investment" instead of motivation because investment indicates each learner has multiple, sometimes contradictory identities in a social context. Learners who invest in the target language also invest in their own identities. Motivation alone does not illustrate the complexity of second language learners' attitudes toward learning English because learners' social networks and their power structures should be taken into account (Norton, 2000; Peirce, 1995). Focusing on motivation not only simplifies the learner's subjectivity but it may also indicate that the unsuccessful learner is blamed for not making him/herself "more motivated" (McKay & Wong, 1996).

From a sociolinguistic perspective, the status of language learners is not equal to the status of native speakers. Learners invest in the language to attain the resources that they cannot attain otherwise. Investment in a second language does not simply mean to master an L2, but to shift identity from an immigrant to a target language speaker. This study analyzes the participants' ESL learning based on the investment model which includes naturalization content and demonstrates that investment does not equal motivation.

Peirce (1995) also indicates that learners have multiple identities which are sometimes even contradictory, and every time learners use the target language they reorganize their identities, and invest in the target language. Morgan further states "Language is used to put people in their place and people use language to change the place in which they have been put" (Morgan, 1998, p. 12).

According to Peirce (1995), immigrant women in her study show different levels of motivation in different social contexts. One example from her research was newly arrived immigrant woman who decided to stop going to the ESL class because of her teacher's assignment. The ESL teacher asked the students to introduce their home countries. Even though the projects could be resourceful, the immigrant woman felt the information was not helpful for her situation in the U.S. She stated that learning about cultures in other countries could not improve her life in the U.S. She felt the school should teach her information she can use in the U.S. Peirce (1995) suggests that learners "invest" in a second language to acquire a wider range of resources, which will in turn increase their social capital. Therefore, the concept "investment" states that language learners have purposes in learning languages, and the purposes usually relate to their identities.

Learners who invest in each of the language skills (reading, speaking, etc.) can be highly selective because "different skills can have different values in relation to learner identities"(Norton, 2000, p. 11). Older adult Chinese immigrants might not plan to study in academic settings or need extensive reading and writing skills. Therefore, they might focus more on listening and speaking. However, according to Wang (1999), older adults often have a harder time with listening and pronunciation than younger adults. In addition, there is a reading and writing portion in the naturalization exam. Because of this discrepancy, I have examined whether or not the findings, that each language skill can be highly selective depending on the learners' identities, apply to this population.

II. Identity and SLA

Norton defined identity as "how people understand their relationship to the world, how that

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relationship is constructed across time and space, and how people understand their possibilities for the future" (Norton, 1997, p. 410). The relationship between language and identity might not be clear because theories of language and identities are inconclusive and conflicting (Norton, 1997).

From a socio-linguistic perspective, identity is considered a significant factor in SLA. Bourdieu suggests that the value ascribed to speech cannot be understood apart from the person who speaks, and the person who speaks cannot be understood apart from larger networks of social relationships (as citied in Norton, 2000, p.8). Norton and Toohey (2001) also argue that even if the L2 learners have desirable learning characteristics (highly motivated), they still might not be successful L2 learners if they cannot gain access to social relations because they might not be perceived as valuable partners in communication. In other words, learners' barriers are not only their own individual factors but also how they are perceived by the community. The access to linguistic resources offered by the community makes a difference to language learners.

Norton argues that identity relates to desire for recognition and affiliation. Such desires cannot be separated from the distribution of material resources in society (Norton, 1997). As Norton (2000) argues "language teaching is not a neutral practice but a highly political one" (p. 7). It is through language that a person gains access or is denied access to certain social networks. For the participants in this study, it is through English that they gain access or are denied access to the American citizenship.

III. Investment in English: Identities and Social Challenges

This chapter examines the social challenges and multiple identities that student participants face while learning English. First, this chapter introduces the student and teacher participants that are in this study and the student participants' ESL learning in the classroom and community. Secondly, this study critically examines the students' isolation from the mainstream community. This article finds that isolation from the mainstream community has a negative effect on their ESL learning. I then discuss the participants' language, nationality, political, and classroom identities. By critically examining the student participants' identities in various discourses, this study argues that the student participants' ESL learning and their decision to naturalize is highly related to their various identities.

a) Overview of the Student Participants

The participants of this study were four older adult students and four volunteer citizenship teachers at the ESL program at PCCC. However, I talked with other students and teachers during my class observation and they also provided me with valuable insight for this research. All of the student participants were Chinese-speaking immigrants who had been in the U.S. for at least four years and are 65 years old or older. I conducted research with the participants from September 1, 2012 to February 1, 2013. During this time period, I spent about four to six hours every week in observing students' classes. I interviewed volunteer teachers and students. I analyzed textbooks, handouts, lesson plans, students' reflection notes, and students' class notes from the naturalization class.

b) ESL Learning in the Classroom

Learners who invested in each of the four language skills (reading, speaking, listening and writing) could be highly selective because "different skills can have different values in relation to learner identities" (Norton, 2000, p. 11). Almost everyone in the program wanted to work on the four skills. However, most of them first focused on listening and speaking. It seemed reasonable because the naturalization exam focused on listening and speaking comprehension. In addition, they had to listen and speak English to participants in the mainstream community. However, Mr. Lin, whose articles can be seen at multiple local Chinese newspapers, wanted to be able to write in English, so he focused tremendously on writing while others wanted to be able to communicate and focus on listening and speaking. His identity as a writer affected his focus on ESL learning. On the contrary, Ms. Wong focused on listening and speaking. According to Ms. Wong, she was worried because her daughter came home so late; she admits, "I need to study English. I need to speak English when my daughter was not around." Ms. Wong's identity as a caregiver affected her investment in the certain selective language skills in English.

Students and teachers alike felt grammar and pronunciation were crucial for the naturalization exam, so they paid attention to both areas. According to Justin, "They just basically focus on citizenship. If it relates to ESL generally, they generally like it. Like pronunciation and sentence order which improve their English generally".

> Larry stated: Grammar, pronunciation can use some work...the way I see it they don't need to speak English perfectly, but they have to be able to communicate, and take the message across to the officials in order for them to pass the test, so we don't put too much focus on exact grammar, basic grammar yes, we don't go into very deep into grammar, because it's just not necessary. But if it's like capitalize or basic, everything [that] they will get punished during the interview, obviously I am going to correct it.

Both teachers and students might be highly selective in ESL learning while trying to pass the exam.

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c) ESL Learning outside of the Classroom

Older adults tended to be isolated from mainstream community in society (Merriam, Caffarella & Baumgartner, 2007; Wang, 1999), so they had limited opportunities to learn English outside of the classroom. Except Ms. Chen who lived with her American husband, the student participants had very limited ESL learning resources in their communities. As Wang (1999) pointed out, one of the major complaints from both younger and older adult immigrants in her study is that they do not have the "environment" to study English. The participants in this study were retired. Some other students at the center were not required to speak English at work. Mrs. Wong lived in a senior apartment. Even though she lived among a diverse population of seniors, she only communicated with Chinese and Russian immigrants. She said: "many of the seniors stays at their home and watched TV, I mainly talks with Chinese. I learned Russian when I was young, so I sometimes sing songs with Russian neighbors." Even though the apartment was a diverse community, Ms. Wong only stayed with the same group that she could communicate with. She ended up with people who spoke a language that she already knew. Mr. Kuo also mentioned: "my friends are Chinese or Taiwanese because I go to the Chinese church." Mr. Lin also stated that he did not have English-speaking friends except English teachers at PCCC. Three out of four student participants communicated almost exclusively in Chinese outside of the ESL classrooms.

Older adult immigrants might have a social network mostly within their family setting (either speak English or not). Ms. Chen seemed to have ample opportunities to use English within her family setting. Her husband, stepchildren, and the international students spoke English. Ms. Chen spoke only English at home. She told me that her husband did not want her to study English at PCCC because "everybody speaks Chinese there." Ms. Wong also spoke English with her granddaughter. However, the participants who spoke English with family members still had limited opportunities communicating with English speakers outside of the family setting.

d) Isolation from the Mainstream Community

Compared to younger immigrants, the participants were isolated from the mainstream community. One of the main reasons was the language barrier. According to various studies, language is the main barrier for immigrants who are either minimum wage laborers or professional elites (Olsen, 1997; Portes & Rumbaut, 1990; Zhou, 1992). English was a barrier for these student immigrants and stopped them from moving into the mainstream community. The participants did not speak much English, so they had very limited opportunities for exposure to the mainstream community through media or their daily social environment. For example, Mr. Lin talked about how he liked watching the news. However, he mostly watched the news everyday in Chinese which mainly covered events in China or Taiwan.

For example Jeff explains that: About a month or two ago, there were six people shot in a café in the university district. I found out at noon (on the day of the shooting). However, the next day I came into class and none of my students knew about the shooting. It was peculiar because it was all over the news…everyone here was so scared about the shooter because he hasn't been apprehended yet. The students really didn't know anything about it.

In Jeff's class (around 10-15 students), none of the students knew about this incident. Therefore, it was clear that a majority of the students in the program rarely watched news in English.

The participants can learn about news from community Chinese newspapers. The 2012 U.S. general election took place during my observation period, and many students expressed worries about the result of the election. They felt the result might make an impact on their chance to naturalize. Even though they did not watch much English news, they still were talking about the election. In addition, they were familiar with issues such as social welfare change and medical reforms. Students still can receive information from other Chinese-speaking immigrants or Chinese community newspapers.

Isolation from the mainstream community was mostly because of the language barrier, especially for participants who did not attend work or school settings in the U.S. This was explained by Mr. Kuo, who did not have any friends who were English speakers. In his church, about half of the people were Chinese speakers and the other half were English speakers. The church encouraged the Chinese speakers to interact with the English speakers, but Mr. Kuo usually socialized with other Chinese speakers. He was afraid of speaking English, but he knew that practicing English was important. His wife worked at a college cafeteria, and she spoke English at work. She progressed more quickly than Mr. Kuo did. Mr. Kuo even mentioned that, "I still want to reach out and make friends, but there are not so many opportunities." It is clear that Mr. Kuo wanted to reach out and there were opportunities, for example, at the church setting. He did not reach out because he was afraid of speaking English. In contrast, his wife who worked in a cafeteria at a community college had to use English with her co-workers and she showed more progress. Furthermore, Mr. Kuo was not pressured to reach out to other ethnic groups. In contrast, immigrants in work and school settings had to reach out to other ethnic groups to survive. The settings were crucial to the participants. Immigrants in school and work settings might have to work closely with native English speakers. In contrast, in church or community

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center settings, there are fewer incentives to reach out and speak English. As Peirce (1995) summarizes, language learning cannot be separated from the social context. It is important to distinguish the amount of access to English speakers with various social settings. This study argues that in social settings in which students are required to learn and use English, the students might progress more quickly and effectively than students in certain social settings in which they have access to English speakers but fail to utilize the use of English.

e) Keeping their Own I dentities

Based on my observations, many older adult Chinese students keep on their own identities. For many Chinese-speaking immigrants, their names were written incorrectly on their Green Cards. Most Chinese names have three words usually one word for the last name and two words for first name. However, when they entered the U.S., the second word of their first name usually became their middle name. Older adult immigrants asked their teachers about how to change their names back because they did not want a middle name. In addition, immigrants have the option of changing their names on the Naturalization Certificate. Based on my observations, older adult students did not want to change their names. On the contrary, younger students often requested the procedure on how to change to an Anglophone first name, so their co-workers or friends could remember their names. Older adults might have fewer incentives to change their first name because they have fewer opportunities to communicate with English speakers. It responds to Norton's investment model in that identities cannot be understood without the social context. Both examples showed that older adult Chinese immigrants valued their Chinese names and identities.

f) Chinese and Taiwanese Identities in ESL Learning

Unlike the generation of their children, older adult immigrants from China did not study English in their youth. Ms. Wong studied Russian when she was in school. She began her study of English after arriving in the U.S. Because of the Chinese Cultural Revolution and other political movements, the participants from China did not learn English in K-12 settings. In fact, based on my conversation with students in the naturalization program, simply speaking English during that period might have been considered "anti-revolutionary" and resulted in being sent to a labor camp. As a result, most of the older students from China came to the U.S. without any English comprehension.

On the other hand, immigrants from Taiwan usually attended English class at middle school. Mr. Kuo studied English during secondary school in Taiwan. According to Mr. Kuo, the English lessons focused heavily on reading and writing, and he did not have opportunities to communicate with classmates in English during the class. After he came to the U.S., he forgot most of the language and felt he had to start from the beginning. However, based on my classroom observation, students from Taiwan had a better grasp of reading and writing English comprehension. Their primary English education that took place many years ago may have contributed to their success.

g) Cantonese and Mandarin-Speaking Identities in ESL Learning

Most early immigrants to the U.S. were from Canton and spoke Cantonese as their first language (Zhou, 1992). At PCCC, about half of the students in the program were Cantonese speakers who were mostly from the Canton province. According to Ms. Wong, who was the only Cantonese speaker in this research study, Cantonese speakers had a harder time pronouncing English. She told me that her friends who were from Canton had a lower English proficiency than people from other parts of China. Based on the informal conversations with the students in the program, there were several other Cantonese speakers, who had similar opinions. Based on my observations, many Cantonese speakers had more difficulty learning English. Indeed, language learning happens in social contexts. Social factors cannot be overlooked for successful language learning (Norton, 1995). The main reason might be that the instructions are mostly in English and Mandarin. Cantonese speakers might have a harder time following and understanding the instructions. Classes that are bilingual in English and Cantonese could be a solution. In addition, previous education level could be another factor. Based on my observations, Mandarin speakers had higher previous education levels than Cantonese speakers. However, previous education level did not mean better English comprehension because ESL education was not allowed during the older adult Chinese immigrants' primary education days.

The difference between proficiency levels could be more than English comprehension. Mr. Lin, who was a Mandarin speaker, expressed that Cantonese speakers had a much harder time with pronunciation. He also stated that Cantonese speakers "have bad manners in the classroom; they like chatting during the class." Mandarin and Cantonese speakers formed different groups. Language identities can divide into different sub-groups among Chinese-speaking immigrants.

h) Political Identities

Communist identity: Political identities can hinder Chinese immigrants from feeling accepted in the U.S. and from the beginning of the naturalization procedure. On the naturalization form, there was a question which asking: "are you a member of a communist party?" which is listed along side with "are you a member of a terrorist organization?" All three Chinese participants did not identify themselves as members of the communist

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party. However, because China is ruled by the Chinese Communist Party, I observed that some Chinese participants felt that Chinese nationals are not welcome in the U.S. because of the question on the naturalization form.

On the other hand, The Chinese Cultural Revolution had a very deep impact on Chinese immigrants, and it influenced some participants' decision to leave China. This event affected their ESL learning and their decision to naturalize. Macfarquhar and Schoenhals (2006) stated that "The Cultural Revolution which lasted from May 1966 to October 1976 was responsible for the most severe setback and the heaviest losses suffered by the Party, the state and the people since the founding of the People's Republic" (Macfarquhar & Schoenhals, 2006, p.3). During the Chinese Cultural Revolution, people were persecuted for various reasons. Ms. Chen talked about how she wanted to come to the U.S. because her father was killed during the Chinese Cultural Revolution. She talked about her father and how she was affected by the tragedy of losing her father. She states: "I didn't know what happened to my father for a long time. In the end, I got my father's files …He was anti-revolutionary." What happened in China made her want to come to the U.S. because America is a free country. One of the reasons that Ms. Chen came to the U.S. and naturalized was because of the Chinese Cultural Revolution. This event made her distance herself from China and the Chinese government.

Mr. Lin and Ms. Wong also experienced the Chinese Cultural Revolution. However, both participants did not answer my interview questions related to politics or the Chinese Cultural Revolution. According to Mr. Lin, his school only taught Russian and did not teach English. As a result, he faced a language barrier after coming to the U.S. Ms. Wong told me that she would not like to have any contacts with any political party in China or America.

Both participants' political identities might hinder them in trusting the government or participating in political activities, such as voting or running for office. During the interviews, two participants asked me if I would give the information from my research data collection to the immigration office. Their suspicions might be from their experiences in China. In fact, based on the interviews with the participants, during the Chinese Cultural Revolution, Chinese people were forced to spy on their neighbors and tip off any suspicious information to the authorities. The participants could have been worried that similar things happen in the U.S. I assured my participants several times that I would never leak the information to my supervisor at the center or to the immigration office. The Chinese Cultural Revolution made older adult Chinese immigrants distrust the government and each other. They might feel that anyone can leak their personal information to the government, and that the government would use the information against them. In the end, these immigrants might only want to mind their own business. Their attitude might hinder them in reaching out to Chinese or non-Chinese ethnic groups.

Racial and cultural identity: These participants have had the experience of being discriminated against because of their English comprehension, immigrant status, or nationality. Ms. Wong described her inability to communicate with the apartment manager, and how the manager asked her to move out because she stayed at her daughter's apartment too often. Ms. Wong thought that the manager did this because she does not speak English. Ms. Wong felt that some American neighbors in her apartment did not like immigrants because "they think we use their space at the apartment!"Ms. Chen's husband rented rooms in their home out to international students, mostly from China and Japan. According to Ms. Chen, her husband treated Japanese students better than Chinese students. Her husband fought in World War II in Japan, spoke Japanese and believed that Japanese students were better behaved. She felt upset and sometimes fought with her husband. She said that all of the students in the house should be treated the same. These experiences of the students might hinder them from reaching out to other ethnic groups.

On the other hand, some participants might also be biased towards other races and nationalities. Several participants defined Americans as White and native English speakers. With this definition, they excluded themselves as Americans. Every time a student passed or failed the citizenship test, he or she often came back to the center and shared their experience with other classmates. Their classmates always asked them the question; "what does the interview officer look like?" Based on my interviews and observations, many students believed that the interviewers' race and nationality made a difference on their test results. They did not want to meet non-White officials, including Asians. Mr. Kuo claimed that Asian officials had to be strict because "they have to deal with racism themselves." Our students felt that "American" officers were the nicest ones and many students at the center hoped to have an "American" officer. In my opinion, this phenomenon showed that the participants were very isolated from the mainstream community. Without participating in today's diverse populations within school or work settings, they could only learn the information from other Chinese speaking immigrants, and many of them still had very narrow views towards other races and ethnic groups.

Student and classmate identity: The classroom was an important social setting for the participants in this study. Students cared about their relationships with other students and the teachers. They were making new friends and forming new connections in the classroom.

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Students showed interest in the teachers by talking among themselves about their teachers and making comments about them. When they talked about Larry, Ms. Chen stated: "Larry did very well. He understands us all. He works very well; Larry's Chinese is pretty good and can communicate with us." Ms. Chen's comments showed she appreciated that teachers can communicate with her in Chinese. Mr. Lin also stated: "Larry really wants us succeed; his pronunciation was like a TV anchor. Every syllable was so clear. I will always remember Larry- the American teacher who taught us English." Mr. Lin's comments showed that he praised Larry for his passion in teaching and English pronunciation. The teacher was often the first English speaker whom the participants communicated with in depth. The students were often very excited about practicing English with the teacher. It was through the English teacher that many students saw the U.S. beyond the Chinese community.

The participants treated their teachers liked family members or friends. They showed their respect to the teachers by giving them gifts, mostly food items, but sometimes they also gave a necklace or other more valuable items. Jeff stated that his students occasionally gave him small food items. Sometimes students asked their teachers to go out for lunch or invited the teachers to their homes. Compared with the younger generation, the older adult students at the center tried to maintain a close relationship with their teachers.

The participants tried to give feedback to their teachers to improve their class. Some students would ask their teachers to speak Chinese. They liked to communicate freely with the teachers and asked them questions anytime they wanted. In fact, they eagerly gave feedback and Jeff mentioned that sometimes he could not hear his own voice because many of the students would speak at the same time. Compared to the stereotypical Asian students who were categorized as quiet and passive (Ellwood & Nakane, 2009), the students at the center were certainly the opposite. One of the reasons might be the students' ages. The students were usually much older than the teachers, and the teachers usually called their students by last name, for example, Mr. Wang. On the contrary, students usually called their teachers by their first names. Mr. Lin stated that one of his teachers was the same age as his grandson. He said: "He is like my grandchild, but he is playing the role as my teacher." The participants might treat their teachers like family members and feel the teachers were like their sons and daughters. Therefore, compared to traditional age students, this population might be more willingly to communicate with their teachers beyond ESL or citizenship classes.

Teachers might need to be more patient with this population. In addition, they should be firm with the students in discipline and focused on their lesson plans. Students might ask irrelevant questions during class and demand answers immediately. Indeed, the class might easily become disoriented and it is up to the teachers to bring the focus back to the subject. Older adult students might have behavior problems similar to teenager students. I found that it was quite often the students talked on the phone, chatted, or even argued with classmates during class.

Student participants had multiple identities in the ESL classroom. They were much older than their ESL teachers, and aside from being students, their identities in the classroom often simulated being family members. Their real family members might be too busy to spend time with them. Therefore, the participants' relationships with their teachers were important to them. They considered the teachers to be their family members, and they took care of the teachers by giving feedback, advice, and sometimes gifts such as food items to show their appreciation.

For older adults, socializing with other students might be as important as their ESL learning. Students were guessing and trying to understand what the teacher said by code switching between Chinese and English to help each other. The students asked and gave advice to each other quite often in Chinese, while the teacher talked in English. According to Jeff, part of the difficulties in teaching this group was that students would talk among themselves and it was hard to ask them to be quiet. However, Jeff admitted that it might be beneficial to the students because they clearly talked about the naturalization content. Based on my observations, the students in the center were interacting with each other frequently in the classroom, which included correcting others' mistakes or giving others hints about answers. Research shows that when people grow older, the social relationship functions shift away from informational purposes toward emotional regulatory functions (Cartensen, Isaacowitz, &Charles, 1999, as citied at Mast, Zimmerman, and Rowe, 2009). I noticed that students chatted with each other after class quite often. Compared with younger students, I sense that older adult students think the classroom is a place for learning as well as a place for social interaction. Among the participants I observed, I found them to be friends who took the test together. The classroom was perhaps both the main and only setting where they socialized with both Chinese and English speakers.

In the political perspective, the nationality of the participants was a factor in their commitment to naturalization and influenced their experience living in the U.S. In looking at language perspective, the first language of the participants was found to possibly influence their ESL learning. Cantonese-speaking students might be more vulnerable to mistakes and need more attention from researchers and educators. In the classroom perspective, participants' identities as students and classmates made their ESL learning different from traditionally aged ESL students. The

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participants' close relationships with teachers and other classmates made the classroom possibly the most important social setting in their daily lives.

IV. Discussion

In contrast to the previous studies (Peirce, 1995; McKay & Wong, 1996), the participants of this study have been greatly influenced by their political identity. One reason might be that the participants of this study are much older than the participants of the previous studies. According to the investment model, the learners' identities can be multiple and contradictory, and this often relates to their ESL learning. In many ways, their political identities can be very complex and contradictory. They might want to be distant from their Chinese identity but at the same time are insecure about their immigrant identity. Their political identities might lead them to the U.S., but at the same time hinder them from learning English. Some students might feel insecure about their political identities. After coming to the U.S., their political identity as a citizen of a communist country might hinder them from learning English and participating in the mainstream culture. For example, a student at the center did not want to naturalize because she was a member of the Communist Party. She was afraid that if the immigration officer found out about her identity, her son might not be able to naturalize.

Students at PCCC may rather separate themselves from non-Chinese communities because of their political identities. Even though it is important for this population to reach out to other ethnic groups, it is equally important for people in the mainstream community to understand this population and their identities in return. The government might be able to make some changes to facilitate this process. For example, USCIS should explain clearly how a current or former member of a Communist Party can naturalize. The form currently only asks if the applicant is a member of Communist Party but does not offer any clarification on the consequence of the naturalization decision, especially in the case of China, where many have to join the party for certain occupations. Recognizing the insecurity issue is likely to be the first step for the participants to branch out.

The participants' insecurity about their political identities and trust issues might have an impact on this research and participating in political activities in the U.S. Chinese immigrants may be hesitant to answer questions regarding political issues. When Ms. Wong and Ms. Chen did not pass the interview, they asked me if I reported their learning situation and daily life activities to the immigration office. After I assured them that I did not say anything to the immigration office, they did not raise the issue again, but I felt they were not willing to share about their learning experience and opinions with me anymore. Based on the political and cultural factors they lived within China, it was not hard to imagine why they worried about this issue. As a result, it might affect their social identities in the U.S. For example, they might not trust the government about their personal information. In addition, they might feel insecure with participating in any political activities in the U.S. Therefore, the multiple identities of Chinese immigrants can be contradictory. For example, they want to become U.S. citizens but at the same time they do not trust the U.S. government or feel accepted in U.S. society.

Both Taiwanese and Chinese immigrants share the same first language, but they are quite different in terms of political identities. For instance, Taiwanese political identity is more or less in line with the U.S. political identity in that both countries are traditionally anti-Communist. Therefore, even though there are language barrier issues, it is still quite comfortable for Taiwanese immigrants to adapt to the political situation here. In contrast, the Chinese political identity is at odds with the U.S. political identity in terms of the view toward the Communist Party. In addition to the language barrier, Chinese participants also have to cope with a significantly different political atmosphere in the U.S. During the interview, when I asked the four Chinese participants their political affiliations, they made it very clear that they had never joined the Communist Party. They also expressed the fear of being perceived as members of the Community Party. One Chinese student at PCCC who had joined the party for occupational reasons asked me to keep the fact a secret from other students. It shows that even the most isolated Chinese immigrants can still sense the anti-Communist political atmosphere in the U.S., and the members of the Communist Party feel ashamed about their political identity in the U.S.

Even though being a member of the Communist Party is an honor in China, it can easily become a source of shame in the United States. According to Peirce (1995), the learners and their social network and power structure cannot be separated. This population, especially the former communist members, clearly experienced a social status downturn when they came to the U.S. Therefore, Chinese immigrants might experience great cultural and political shifts after moving to the U.S. On the other hand, many Chinese immigrants move to the U.S. and naturalize because they want to get away from the Chinese political situation. The past political movements in China made them distance themselves from the Chinese government. They wanted to come to the U.S. to have a new political identity. In a way, they naturalize in order to gain a new political identity and to remove their previous political identity.

Different political policies also influence Chinese-speaking immigrants' national identities. Chinese immigrants are required to give up Chinese

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citizenship after they naturalize. On the contrary, Taiwanese immigrants are allowed to have dual citizenship. Therefore, students who have more incentive to keep their Chinese citizenship might have less incentive to naturalize. This includes people who receive pensions from the Chinese government or immigrants who had business in China. In addition, people who have family members in China might also not naturalize. However, if their family members want to move to the U.S., it is a strong incentive for immigrants to naturalize because of the Family Unification Act. In contrast, Taiwanese immigrants might intend to naturalize without these considerations because they do not have to worry about losing their identities as Taiwanese citizens or being denied entrance to Taiwan. Therefore, national identity is a factor regarding participants' investment in English or the decision to naturalize.

In addition, political identity and isolation are likely to be related. Chinese immigrants are required to give up their Chinese citizenship once they naturalize. Chinese learners may viewboth Chinese and American identitiesto be mutually exclusive. Chinese learners might be torn between the two countries. They might choose their Chinese identity and not acknowledge their American identity or try to integrate into the mainstream society.

Based on my observations, Chinese participants are careful and reserved about their opinions regarding theU.S. government. An issue of trust still exists. For many Chinese immigrants, the government is source of fear. For example, they are worried that saying the wrong thing might get them into trouble. Many Chinese immigrants are not interested in participating in politics in the U.S. They feel powerless and they cannot change their own situation by voting. Therefore, PCCC can promote civil rights during class. Citizenship class should not only be a test of English comprehension, but also a means to promote immigrants' political rights. The literature has seldom mentioned the participants' political identities in ESL learning, but this research shows that participants' political identity and their investment in English are often related.

The teachers are also required to accommodate Mandarin and Cantonese speakers. In many situations, both populations study English in the same classroom. However, the teacher usually speaks Mandarin and English. Therefore, Cantonese speakers can progress more slowly than Mandarin speakers because they learn English through another second language (Mandarin). Some teachers might assume all students speak Mandarin. However, many Cantonese speakers can hold conversation-level Mandarin, but still have difficulty learning English through Mandarin.

Pre-existing education inequalities might be another issue. Most Mandarin immigrants come to the U.S. through occupational opportunities. Therefore, most older Mandarin adult speakers came to the U.S. because their children are working in the U.S. Older adult Mandarin speakers usually have high socioeconomic status and high academic achievement, which is how they could afford to send their children abroad. On the other hand, Cantonese immigrants began immigrating to the U.S.in the mid-nineteenth century. Most Cantonese speakers came to the U.S. through their family members and they did not necessarily have high economic status or high academic achievement. Therefore, most Cantonese speakers are likely to have more learning obstacles than the Mandarin speakers.

In summary, among Chinese-speaking immigrants, a Mandarin speaker's identity can be very different from a Cantonese speaker's identity in ESL learning. The first step to improve the ESL teaching in the classroom is to recognize the different identity of each individual. Furthermore, curriculum design can be based on the different learning needs. For example, PCCC can offer a special beginning class to students who do not speak Mandarin and have not learned English before they came into the program.

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Using the Health Belief Model to Study Health Perceptions of Kenyans in the United States

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GJHSS-G Classification: *FOR Code: 330101*

USINGTHEHEALTHBELIEFMODELTOSTUDYHEALTHPERCEPTIONSOFKENYANSINTHEUNITEDSTATES

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Using the Health Belief Model to Study Health Perceptions of Kenyans in the United States

Joash Mutua Wambua

Abstract- The need to study the African diaspora has never been greater. According to Anderson (2018) in 2015, there were 2.1 million African immigrants living in the United States. This research studies the Kenyan diaspora in the US. It looks at health behavior perceptions and attitudes among men and women of Kenyan descent who live in three selected state; Alabama, Georgia and North Carolina. Using a Health Belief Model (HBM) questionnaire, the Kenyan immigrants were given questionnaires in meeting places. The HBM model has four main constructs are perceptions of: (1) susceptibility (2) severity/seriousness; (3) barriers (4) benefits. Results indicated that most Kenyan immigrants viewed improved health as the major benefit from physical activity (37.5%) followed by losing weight (23.2%) then increasing physical condition (13.1). The social change implications of the study are that the Kenyan immigrant population need to be encouraged to exercise and eat healthily. Results further showed that majority of the respondents (50.3%) fail to exercise due to lack of enough time, 13.8% due to lack of motivation while 10.2% due to inconvenience. As far as cue to action is concerned 28.4% of the participants indicated not fitting comfortably into clothing as the greatest cue followed by 24.8% of the doctor's recommendation while 12.1% indicated availability of exercise program as acue to action. The results reveal that there were no significant gender differences in health perceptions of barriers to action (p= 0.564>0.05),of benefits to exercise (p= 0.604> 0.05, no significant difference in perception of cue to action (p= 0.159> 0.05) and risk susceptibility (p= 0.341>0.05). In particular, Kenyans living in Georgia were found to have better perceptions of benefits of exercise compared to those living in North Carolina and Alabama.

I. Introduction

Health is a basic necessity. Engagement in regular physical exercise is a vital part of a healthy lifestyle. Education has a profound impact on population health. Schooling affects health because it increases the efficiency of health production; that is, more educated individuals —produce better health from a given set of health inputs, however, schooling can also directly impact health outcomes through allocative efficiency (Grossman, 1972). Grossman explains that under this mechanism, more educated people produce better health outcomes because they choose different input allocations in comparison to those who are less educated. Specifically, it allows individuals to acquire more information about the impacts of health inputs (medical care, cigarettes, exercise, and so on), which alters the consumption of these inputs, health behaviors, and affects health outcomes.

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Grossman further argues that although the impact of schooling on health is vital for economic policy in developing countries, the overwhelming majority of research to identify the health returns to education has been done using data from developed countries. Considering the health problems and the disease burden in developing countries, there is need to study their people's health. This is because as migration continues the disease burden becomes an American problem.

What motivates one to engage in healthy behavior? The Health Behavior Model (HBM) was formulated to respond to this and explain preventive behavior. Rosen stock (1974) observed that health interventions, promotions and disease prevention efforts had utilized it as a useful theoretical framework to understand what factors play into a person's perception of the risk of not engaging in health behavior. Though widely used in Western countries, the HBM has not been used much among Africans, especially in Kenya.

The HBM has four factors which serve as the key constructs of the model are perceptions of: (1)susceptibility; refers to an individual's perception that one will experience the dangers associated with the behavior or exposure in question (2) severity/ seriousness; refers to an individual's perception of the dangers a particular action or exposure can inflict. (3) barriers; perceived obstacles to engaging in a healthy behavior or forgoing an unhealthy one, and (4) benefits; refer to the perception of the rewards of a healthy behavior or avoiding an unhealthy one. An additional two constructs were added as also influencing behavior: (5) cues to action; strategies to activate readiness and (6) self – efficacy; which is confidence in one's ability to act (Rosenstock, Strecher and Becker, 1988).

An ongoing initiative of Healthy People 2020 is to "create social and physical environments that promote health for all." This includes increasing the number of adults who are at a healthy weight and decreasing the number of those considered obese. Despite the recognition that behavioral and medical health conditions are frequently intertwined, the existing health care system divides management for these issues into separate settings. This separation results in increased barriers to receipt of care and contributes to problems of under-detection, inappropriate diagnosis, and lack of treatment engagement (Richardson, McCarty, Radovic and Suleiman, 2017).

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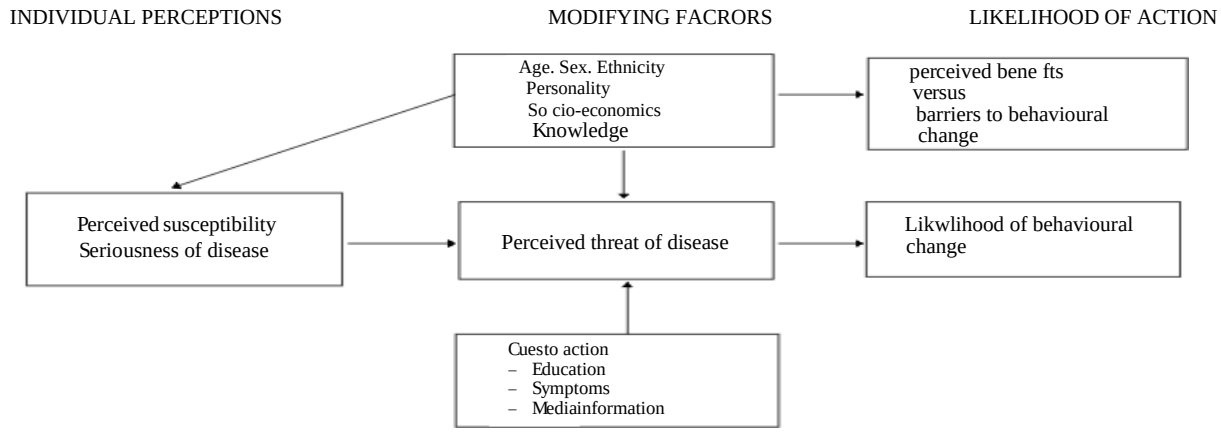
II. Statement of the Problem

There is a large gap in knowledge about the many Africans increasingly moving to the United states. This may be because they are homogenized with African Americans in literature or by sheer ignorance. Conflation of Africans and African Americans ignores the many differences between the two groups. This conflation has continued despite the historical and sociocultural literature differences that have been demonstrated by Ogbu (1983), Munoz & Ortega (1997) and Buriel (2012). This study examines health perceptions of Kenyans in the United States. Precisely, it uses the Health Belief model to understand the health beliefs of these Kenyans. The following research questions guided the study:

1. What are the benefits that Kenyans in the United States associate with healthy behaviors they adopt?
2. What barriers make Kenyans in the United States fail to pursue healthy behaviors?
3. Are there gender differences in health perceptions among Kenyans in the United States?
4. Are there differences in health perceptions among Kenyans in the United States by State?
5. Are there differences in health perceptions among Kenyans in the United States by age?

III. Conceptual Framework



Source; Glanz et al, 2002

IV. Significance of the Study

Over 175million people, accounting for 3% of world's population, live permanently outside their countries of birth (UN 2002).Though the African population of immigrants to the United States is among the fastest growing there is a dearth of studies about them. Some of the reasons for this include their "invisibility" (Ghong, et al. 2007) and collation with African Americans (Wambua & Robinson, 2010). This collation has continued even when a lot of differences between them have been clearly shown.

Some of the African immigrants versus African-American differences include cultural, historical experiences and perspectives. Kenya's diaspora population is estimated at three million, unevenly spread all over the globe (Kenya Diaspora Policy, 2014). The majority of Kenyans living abroad are in the United States, Europe and Africa.

This study seeks to fill the knowledge gapabout Africans who are highly understudied. It looks at the health motivations and barriers of this population that has changed lifestyles from the "hardships" of Africa to the American "comfort". It investigates a population that has moved from a country where walking is a mode of transport which allowed exercise to a countrywhere cars are relatively cheaper, and walking is less.

V. Review of Related Literature

This literature review will focus on existing research regarding the Health Belief Model and African immigrants. Venters & Gany, (2011) posited that as the number of Africans in the United States increases, there is a growing need to assess their health care needs and practices. They further argued that, although infectious diseases have been a traditional point of contact between health care systems and African immigrants, there wasa clear and unmet need to determine the risks and prevalence of chronic diseases.

The study used the Health Belief Model to examine beliefs and attitudes among Kenyans in the United States in a bid to understand why and how they take their health actions. The HBM has three major components: the individual's perception, the modifying factors which include demographic, psycho-social and structural variables and the benefits of taking preventive measures. According to Onega (2000), the HBM is a value expectancy theory with two values: the desire to avoid illness or to get well and the belief that specific health actions available to an individual would prevent undesirable consequences (Onega, 2000).

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Though one of the highly used measures in Western countries, the HBM has not as utilized among Africans and African immigrants to the United States. Buldeo & Gilbert (2015) used it to study HIV, AIDS and VCT knowledge among first year students at University of Witwatersrand in South Africa. They found that the students were willing to know their status, their peer influence was positive towards VCT, however, they found that some students did not access VCT due to personal fears. They concluded that the students' self-efficacy and cues to action could bring about a positive change in the future of the AIDS epidemic in the university context.

In Kenya, Volk & Koopman (2001), used the HBM to study condom use in Kisumu. They found that of the sample of 223 individuals who had engaged in intercourse the previous month only 20% of them had used condoms. Perceived barriers were the only aspect of HBM significantly associated with condom use. Vermandere et al. (2016), studied the use of HBM in predicting HPV uptake, focusing on the importance of promotion and willingness to vaccinate. They found that the perception of oneself as adequately informed was the strongest determinant of vaccine uptake and that susceptibility, self- efficacy, and foreseeing father's refusal as a barrier only influenced willingness to vaccinate which, however was not correlated with vaccination.

Asare, et al. (2013) studied condom use among African immigrants using the HBM. Their findings revealed that perceived susceptibility, perceived barriers, cues to action and self-efficacy were significant predictors of condom use in this population. Thus, they noted that this group was at a high risk of HIV/AIDS due to their risky behaviors, but they were inadequately studied.

VI. Methodology

The purpose of this study was to attempt to close the gap in literature exploring the health of African immigrants to the United States. It utilized the Health Belief Model to specifically study Kenyans. This research, like the vast majority of research on health behavior, relied on self-report measures of behavior. It used a closed ended questionnaire. Asare and Sharma (2014) found the Cronbach's alphas and test- retest reliability for all subscales to be over .70.

The study used quantitative, cross-sectional methods. This data was collected through the dissemination of a questionnaire. The data collection took place in December 2017 and January 2018. A total of 168 questionnaires was collected.

The definition used of the Kenyan diaspora for the purpose of this research was deliberately kept vague. A number of Kenyan diaspora members have acquired American citizenship and have, as a result of this, had to give up their Kenyan citizenship. In light of this, the research was also open to American citizens born in Kenya and second- generation Kenyans. No distinction was made between legal American residents and Kenyans with irregular status. The following research questions guided the study:

1. What are the benefits that Kenyans in the United States associate with healthy behaviors they adopt?
2. What barriers make Kenyans in the United States fail to pursue healthy behaviors?
3. Are there gender differences in health perceptions among Kenyans in the United States?
4. Are there differences in health perceptions among Kenyans in the United States by State?
5. Are there differences in health perceptions among Kenyans in the United States by age?

VII. Data Analysis

a) *Demographic Characteristics*

i. *Gender of the Respondents*

The respondents were asked to indicate their gender in the demographic section of the questionnaire. Results in figure 1 below show that 50.3% of the participants were male while 49.7% were female. This means that the number of men and women was almost equal.

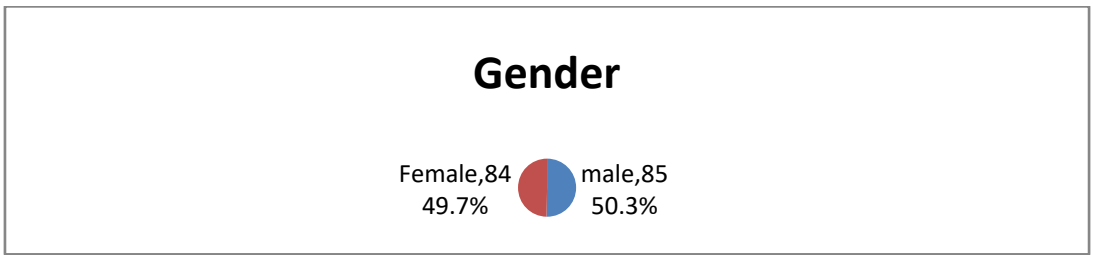

Figure 1: Gender of the Respondents

a) *Respondents' Education Level*

Results presented in Table 1 reveal that 29.8% of the participants were 4th year students, 26.7% were graduate students, 16.8% were 3rd year student, 14.5% were 2nd year student whereas 12.2% were 1st year student.

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Table 1: Respondents' Education Level

Response	Frequency	Valid Percent
1st year	16	12.2
2nd year	19	14.5
3rd year	22	16.8
4th year	39	29.8
Graduate School	35	26.7
Total	**131**	**100**

Table 2: Age of the Respondents

Response	Frequency	Percent
18-25	29	17.2
26-35	39	23.1
36-45	52	30.8
46-55	34	20.1
Above 56	15	8.9
Total	**169**	**100**

b) Age of the Respondents

Results presented in Table 2 reveal that 30.8% of the participants were between 36-45 years old, 23.1% were between 26-35 years old, 20.1% were between 46-55 years old, 17.2% were between 18-25 years old whereas 8.9% were above 56 years old.

c) State of Residence

The respondents were asked to indicate the state they reside in. Results in figure 2 show that 47% of the participants reside in AL, 30% reside in NC while 23% reside in GA.

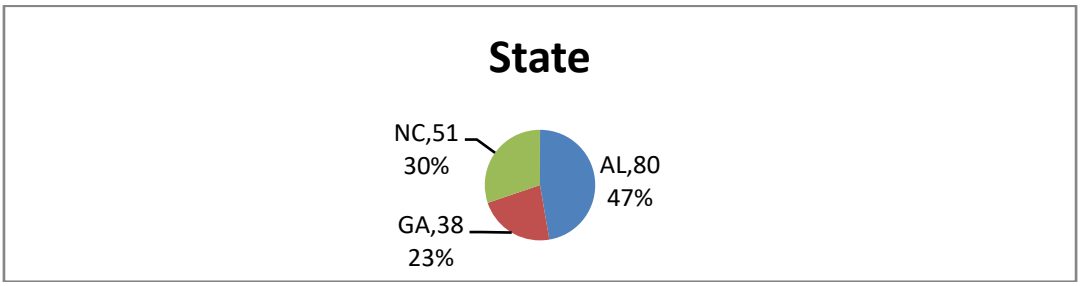

Figure 2: State of Residence

d) Benefits to Exercise

The respondents were asked to indicate the major benefits they derive from physical activities. Results presented in Table 3 reveal that 37.5% of the participants indicated improved health as a major benefit derived from physical activities. In addition, 23.2% of the participants indicated losing weight while 13.1% indicated increasing physical condition. This implies that improved health is the major benefit that Kenyans in the United States derive from engaging in physical activities.

Table 3: Benefits to Exercise

Response	Frequency	Valid Percent
Losing weight	39	23.2
Feeling better psychologically	16	9.5
getting stronger	9	5.4
increasing range of motion	1	0.6
Increasing physical condition	22	13.1
improved mental alertness	3	1.8
Reduce risk of heart attack	2	1.2
Low blood pressure	2	1.2
Be with friends/social	2	1.2
Improved health	63	37.5
Feeling younger	3	1.8
Sense of accomplishment	4	2.4
Release of tension	2	1.2
Total	**168**	**100**

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e) Barriers to Action

The respondents were asked to give major reasons why they fail to exercise. Results presented in Table 4 show that majority of the respondents (50.3%) fail to exercise due to lack of enough time. In addition, 13.8% of the participants fail to exercise due to lack of motivation while 10.2% due to inconvenience.

Table 4: Barriers

		Valid Percent
not enough time	84	50.3
Inconvenience	17	10.2
Lack of transportation	2	1.2
Injury	5	3
Poor physical conditioning	1	0.6
Exercise is boring	1	0.6
Lack of facilities	2	1.2
Cost	1	0.6
Exercise interferes with work	3	1.8
Exercise interferes with social/family activities	7	4.2
Lack of motivation	23	13.8
too tired	6	3.6
too lazy	13	7.8
Illness	1	0.6
Bad weather	1	0.6
Total	**167**	**100**

f) Cues to Action

The respondents were asked to give the major reason for getting to start an exercise program. Results presented in Table 5 revealed that 28.4% of the participants indicated not fitting comfortably into clothing. In addition, 24.8% of the participants indicated doctor's recommendation while 12.1% indicated availability of exercise program. This implies that the major reason why Kenyans in the United States start an exercise program is due to not fitting comfortably into clothing.

Table 5: Cues to Action

Response	Frequency	Valid Percent
Doctor's recommendation	35	24.8
Advertisement on television	2	1.4
Difficulty in climbing stairs	4	2.8
Not fitting comfortably into clothing	40	28.4
Advice from friends	5	3.5
Advice from family	5	3.5
illness of a family member	8	5.7
availability of exercise program	17	12.1
Illness of friends	4	2.8
Newspaper /magazine article	6	4.3
Difficulty in doing daily chores	12	8.5
Shortness of breath	3	2.1
Total	**141**	**100**

g) Risk Susceptibility

On the question of risk susceptibility results presented in Table 6 revealed that 18.3% felt that they were at risk of developing hypertension while 12.4% felt that they lacked strength.

Table 6: Risk Susceptibility

Response	Frequency	Percent
Depression	16	9.5
Osteoporosis	1	0.6
Obesity	13	7.7
High blood pressure	31	18.3
Heart attack	2	1.2
Stroke	1	0.6
memory Loss	1	0.6
Bouts of anxiety	4	2.4
Inactivity	49	29
Arthritis	5	3
Stiffness and soreness	4	2.4
Cancer	4	2.4
Diabetes	4	2.4
Lack of strength	21	12.4
Being overweight	13	7.7
Total	169	100

h) Gender Differences in health belief perceptions among Kenyans in the United States

Table 8 presents Independent T-test results for gender differences in health belief perceptions among Kenyans in the United States. The results reveal that there were no significant gender differences in health perceptions of barriers to action ($p = 0.564 > 0.05$, no significant difference in perception of benefits to exercise($p = 0.604 > 0.05$, no significant difference in perception of cue to action ($p = 0.159 > 0.05$) and no significant difference in perception of risk susceptibility ($p = 0.341 > 0.05$).

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Table 8: Independent T-Test Results for Gender and Health Perceptions

Health Perceptions	Gender	N	Mean	Std. Deviation	F statistics	P value
Barriers to Action	Male	84	4.68	4.904	1.715	0.564
	Female	83	5.13	5.242		
Benefits to Action	Male	85	5.88	3.95	1.056	0.604
	Female	83	6.2	4.096		
Cue to Action	Male	70	4.71	3.195	2.36	0.159
	Female	71	5.52	3.561		
Risk Susceptibility	Male	85	8.28	4.954	0.487	0.341
	Female	84	9	4.812		
Self-Efficacy	Male	85	4.26	3.193	0.113	0.42
	Female	84	4.65	3.172		

i) Differences in Health Perceptions among Kenyans in the United States by State

Table 9 presents ANOVA results for state differences in perception of health beliefs among Kenyans in the United States. The results also reveal that there was a significant state difference in the perception of benefits to exercise among Kenyans in the United States (p value of 0.000< 0.05). This implies that Kenyans living in NC, GA and AL perceive benefits to exercise differently. In particular, Kenyans living in Georgia were found to have better perceptions of benefits of exercise compared to those living in North Carolina and Alabama. Further results were no significant state difference in the perception of barriers to exercise(p= 0.096> 0.05), no significant state difference in the perception of cue to action (p= 0.206> 0.05), no significant state differences in the perception of risk susceptibility (p= 0.319>0.05.

Table 9: ANOVA Results for State differences in perceptions

		Sum of Squares	df	Mean Square	F	Sig.
Barriers to Action	Between Groups	119.755	2	59.878	2.373	0.096
	Within Groups	4138.71	164	25.236		
	Total	4258.47	166			
Benefits to Action	Between Groups	242.242	2	121.121	8.162	0.000
	Within Groups	2448.47	165	14.839		
	Total	2690.71	167			
Cue to Action	Between Groups	36.569	2	18.284	1.599	0.206
	Within Groups	1578.38	138	11.438		
	Total	1614.95	140			
Risk Susceptibility	Between Groups	54.825	2	27.412	1.152	0.319
	Within Groups	3950.16	166	23.796		
	Total	4004.98	168			
Self-Efficacy	Between Groups	38.55	2	19.275	1.928	0.149
	Within Groups	1659.37	166	9.996		
	Total	1697.92	168			

j) Differences in Health Perceptions among Kenyans in the United States by Age

Table 10 presents ANOVA results for age differences in perception of health beliefs among Kenyans in the United States. Results reveal that there is no significant age difference in the perception of barriers to exercise (p value of 0.244> 0.05), no significant age differences in the perception of benefits to exercise (p value of 0.570> 0.05), no significant age difference in the perception of cue to action (0.645>0.05) and no significant age difference in the perception of risk susceptibility (p value of 0.680> 0.05).

Results, however, reveal that there is a significant age difference in the perception of self-efficacy to exercise among Kenyans in the United States as supported by a p = 0.002< 0.05.In particular, it was found that Kenyans between the age of 36-45 years have a better perception of self-efficacy compared to other age categories.

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Table 10: ANOVA Results for Age and health belief Perceptions

		Sum of Squares	df	Mean Square	F	Sig.
Barriers to Action	Between Groups	140.16	4	35.04	1.378	0.244
	Within Groups	4118.31	162	25.422		
	Total	4258.47	166			
Benefits to Action	Between Groups	47.581	4	11.895	0.734	0.57
	Within Groups	2643.13	163	16.216		
	Total	2690.71	167			
Cue to Action	Between Groups	29.18	4	7.295	0.626	0.645
	Within Groups	1585.77	136	11.66		
	Total	1614.95	140			
Risk Susceptibility	Between Groups	55.484	4	13.871	0.576	0.68
	Within Groups	3949.5	164	24.082		
	Total	4004.98	168			
Self-Efficacy	Between Groups	162.421	4	40.605	4.337	0.002
	Within Groups	1535.5	164	9.363		
	Total	1697.92	168			

VIII. Conclusion and Recommendations

My expectation for this article was to provoke a discussion that would see a movement of populations from the traditional model of seeing illness on the machine-body. This model continues to ignore the major psychological part of illness. A wellness, health approach is highly needed to mitigate against future diseases not only for this population but for most world populations. The role of individual beliefs and values have a marked impact on physical activity engagement and adherence rates. They are predictors of current and future health behaviors in people. Results showed that majority of the respondents (50.3%) failed to exercise due to lack of enough time, 13.8% due to lack of motivation while 10.2% due to inconvenience. As far as cue to action was concerned 28.4% of the participants indicated not fitting comfortably into clothing as the greatest cue followed by 24.8% of the doctor's recommendation. Availability of an exercise program was indicated as a cue to action(12.1%). The social change implications of the study are that the Kenyan immigrant population in the United States need to be encouraged to exercise.

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Appraising Students' Feelings Concerning Wolaita Language Education in Wolaita Zone, Ethiopia: Focus in Grades 7 and 8

By Markos Mathewos Alaro
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Abstract- The main purpose of the study was to assess primary school learners' thoughts regarding Wolaita language education in two selected primary schools of Wolaita Zone. The participants of the study were purposely selected ten students from grades seven and eight. Moreover, four teachers from both schools and three city administration education experts were involved in the study. Two instruments were used to collect the data: a likert scale questionnaire and interview. Both qualitative and quantitative data analysis methods were employed to obtain the results. Hence, the findings of the study disclosed that many students were interested to learn in Wolaita language and at the same time some students were not interested to learn in Wolaita language and still needed further intervention to optimize their attitude. The findings also indicated that some learners' irrelevant feelings affected the progress of mother tongue instruction by making learners feel negatively towards Wolaita language instruction and by making learners do not give due value for Wolaita language instruction. According to the findings, providing training, working cooperatively, teachers' commitments, establishing conducive classroom environment, managing classroom effectively and sharing experiences with better schools were some of the possible ways to optimize learners' feelings towards mother tongue instruction in lower primary schools.

Keywords: *attitude, feelings, optimize, primary school, wolaita language instruction.*

GJHSS-G Classification: *FOR Code: 200399*



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Appraising Students' Feelings Concerning Wolaita Language Education in Wolaita Zone, Ethiopia: Focus in Grades 7 and 8

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Abstract- The main purpose of the study was to assess primary school learners' thoughts regarding Wolaita language education in two selected primary schools of Wolaita Zone. The participants of the study were purposely selected ten students from grades seven and eight. Moreover, four teachers from both schools and three city administration education experts were involved in the study. Two instruments were used to collect the data: a likert scale questionnaire and interview. Both qualitative and quantitative data analysis methods were employed to obtain the results. Hence, the findings of the study disclosed that many students were interested to learn in Wolaita language and at the same time some students were not interested to learn in Wolaita language and still needed further intervention to optimize their attitude. The findings also indicated that some learners' irrelevant feelings affected the progress of mother tongue instruction by making learners feel negatively towards Wolaita language instruction and by making learners do not give due value for Wolaita language instruction. According to the findings, providing training, working cooperatively, teachers' commitments, establishing conducive classroom environment, managing classroom effectively and sharing experiences with better schools were some of the possible ways to optimize learners' feelings towards mother tongue instruction in lower primary schools. Thus, it was recommended that more efforts should be made by concerned stakeholders like teachers, families, Zone education department, district education office and the whole society to optimize some learners' with irrelevant attitude towards mother tongue or Wolaita language instruction in primary schools. Teachers should select attractive teaching methods that are feasible for primary schools and teach students in a way that improve their perception regarding mother tongue instruction. Teachers should encourage students to like their mother tongue instruction and to build their self confidence. Besides, all stakeholders should further encourage students with good attitude and should work more on those students with negative attitude towards mother tongue instruction.

Keywords: attitude, feelings, optimize, primary school, wolaita language instruction.

I. Introduction

It is now become a common place of contemporary thinking that language is a highly emotionally charged issue, an aid and a barrier to national development, an advantage and disadvantage to an individual, a centripetal force that may unite a nation, and also a centrifugal force that may drive a society apart and ultimately divide a nation. Thus, in order to deliver quality basic education, language is clearly the key to communication and understanding in the classroom. Claims for language are among the first rights that minorities have voiced when there have been situations of political change and evolution. The United Nations Universal Declaration on Human Rights (1948) affirms the right to education without discrimination. Article 2 of this fundamental document establishes the basic principle against discrimination on the grounds of language. Article 5 of the 1960 Convention and Recommendation against Discrimination in Education specifically recognizes the right of the members of national minorities to carry on their own educational activities, including the use or the teaching of their own language. UNESCO has encouraged mother tongue instruction in early childhood and primary education since 1953 (UNESCO, 1953). Thus, to ensure quality of education, mother tongue instruction plays a great role. UNESCO also espouses Mother tongue instruction as a means of improving educational quality by building on the knowledge and experience of the learners and teachers. Instruction through a language that learners do not speak has been called "submersion" (Skutnabb-Kangas 2000) because it is analogous to holding learners under water without teaching them how to swim.

The transitional government of Ethiopia has also declared the use of nationality languages as medium of instruction for primary level under section 3, subsection 3.5, and Article 3.5.1. It says "Cognizant of the pedagogical advantage of the child in mother tongue and the right of nationalities to promote the use of their languages and so that primary education are given in nationality languages" (TGE, 1994:23).This also shows that the Ethiopian government believes mother tongue instruction as an important to amend educational quality and students' academic achieve-ment in lower primary schools. Basically this declaration helped many nationalities including Wolaita nation to begin instruction by its own language in 1994 which is still in progress. Therefore, by using the opportunity provided by the constitution, the people of Wolaita has advanced its language(Woliata language) from lower schools up to the diploma and the university level and graduated students in more than three times. However, students of

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Wolaita zone still does not show expected feelings regarding their mother tongue /Wolaita language/ instruction. Some of them perceive positively and some perceive negatively to wards Wolaita language instruction.

Although mother tongue instruction is supported by UNESCO and the Ethiopian government as well as by many researchers to improve students' learning, the society, particularly the learners still might not properly understand its value. This directly takes us to unfavorable attitude of the community and learners regarding mother tongue instruction. Unfavorable attitude towards their mother tongue or preference to some language over the mother tongue could develop due to unawareness and prejudices (Assebe, 1981:42). Thus, among the main barriers for the development of mother tongue and its instruction is students' inappropriate attitude as well as their attitudinal variation which makes the language to quiet down. Thus, all the mother tongue native speakers in particular and others should put forward their effort to work on attitude of learners' and the society. This research focus on the attitude of learners regarding mother tongue instruction that influenced the development of the language. The researcher was initiated to conduct this study because during his more than seven years teaching experience and as a native speaker of the language/Wolaita language/ he has been able to observe the reaction of the learners' concern mother tongue (Wolaita language) instruction. The researchers conducted specifically to appraise students' feelings towards Wolaita language instruction were rare. Therefore, this study focused to assess this and fill the gap and so that it attempted to answer the following research questions:

1. To what extent do students feel regarding Wolaita language education in primary schools?
2. How does learners' irrelevant feelings influence the advancement of Wolaita language instruction in Primary schools?
3. What are the possible ways of optimizing the feelings of learners concerning Wolaita language education in primary schools?

a) Objectives of the Study

In order to generalize the feelings of all students who learn in different indigenous language in different areas, the study focused on Wolaiata language. Hence, the main objective of the study was to appraise primary school learners' thoughts towards Wolaita language instruction in two selected primary schools. Very specifically the research attempts:

1. to assess the students' feelings regarding Wolaita language education in primary schools.
2. to identify the influence of irrelevant learners' attitude on the advancement of Wolaita language instruction in primary schools.
3. to indicate possible ways of optimizing the feelings of learners concerning Wolaita language education in primary schools.

II. Research Method

a) Research Design

In order to get relevant information, the researcher used a mixed approach i.e. both qualitative and quantitative research design. The reason for selecting them was that they were quite fitting to evaluate the feelings of learners towards Wolaita language instruction in primary schools and the nature of the research by itself also allowed using these approaches.

b) Research Setting

The research was conducted in Wolaita Zone which is one of thirteen zones found in SNNPR, Ethiopia. It has twelve woredas and three administrative towns. Among these, one town administration was purposively selected. The reason for selecting this town administration was the researchers' belief to obtain ample information from the areas as he had a good past experience in this city.

c) Research Population

The research was proposed to carry out in Wolaita Zone, Ethiopia. The populations for this study were two primary schools i.e. Ligaba primary school and Abiyot Chora primary school from Sodo town administration. From the two schools,10 students and 4 teachers were selected by using purposive sampling technique. In addition, 3 city administration education experts were involved in the study.

d) Sample Size and Sampling Technique

The sample of the study was decided based on the objective of study. The study focused on grades 7and 8 students of Abiyot Chora and Ligaba primary schools . The total population size of the study was 17. In order to get this population size, the researcher used purposive sampling technique. The reason for using purposive sampling technique was that it was more appropriate select relatively active students for relevant information. Thus, in each grade only one section was selected for questionnaires. From each section, only 5 students were selected by using purposive sampling technique so as to participate mature students. Thus, from two schools, (5x2=10) students were selected for questionnaires. All student population were involved in questionnaires. From each school, 2 teachers were selected using purposive sampling technique so as to get pertinent data. Hence, the teacher population was (2x2) = 4). From Sodo town administration education office, 3 experts were selected purposively to obtain rich data. Therefore, the total population of the study was 17(10+4+3).

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e) Tools for Data Collection

Interview and a likert scale questionnaire were used to collect the data.

i. *Questionnaire*

A Likert scale which is commonly involved in research that employs questionnaire was used. A likert scale is a 5-point attitude scale rating of "strongly agree", "agree", "undecided"," disagree", and "strongly disagree" were used to test students' thoughts towards Wolaita language as a medium of instruction.. The reason for selecting a likert scale questionnaire was that it was suitable to investigate students' language attitude. This questionnaire was addressed for all 10 students.

ii. *In-depth interview*

According to Babbie and Mouton (2001), in-depth interviews are basic individual interviews frequently used for data gathering within the qualitative approach. Therefore, in-depth interview research methods enabled the researcher to study the issue in detail and to come up with depth information so as to meet the general as well as the specific objectives of the research. Hence, 4 teachers and 3 wereda education experts were involved in interview.

iii. *Data Analysis*

In this study both qualitative and quantitative data analysis methods were employed. This was because the data were gathered by using both the questionnaire and interview. Thus, the interview data were analyzed qualitatively and the data gathered by using a likert scale questionnaire were analyzed quantitatively. Thus, during analysis priority were given to a quantitative data i.e. questionnaire. The data of a 5-likert scale questionnaire were analyzed first and then an interview data were analyzed qualitatively and the data were triangulated with the result of the questionnaire. The quantitative data were analyzed in tables which were categorized under various titles in their relationship. The qualitative data were analyzed through discussion which was often termed as textual analysis.

III. Results and Discussion

Table -1: The extent of learners'feelings regarding MT (Wolaita language) instruction

SN	Items	SA	A	UD	D	SD
		f %	f %	f %	f %	f %
1.1	I am very interested to learn in Wolaita language	11 68.75	4 25	-	-	-
1.2.	I like asking and responding questions in Wolaita language	13 81.25	4 25	-	-	-
1.3	Learning in Wolaita language helps me score better result.	12 75	4 25	3 18.75	-	-
1.4.	Iam happy to speak and write in Wolaita language.	15 93.75	4 25	-	-	-
1.5	I want Wolaita language to be the official language in my school.	12 75	4 25	-	-	1 6.25
1.6.	I like teachers who teach in MT(Wolaita language)	12 75	4 25	-	1 6.25	-
1.7	I think that MT (Wolaita language) is my identity.	9 56.25	5 31.25	2 12.5	-	-
1.8	I am pleased to use MT (Wolaita language) when discussing in classroom with my friends.	11 68.75	5 3.25	-	-	-
1.9	I feel comport when learning in MT (Wolaita language).	12 75	1 6.25	2 12.5	1 6.25	1 6.25

f=frequency %=percentage SA: Strongly Agree =5 AG: Agree =4 UD: Undecided=3 DS: Disagree=2 SD: Strongly Disagree=1

In the above table 1, item 1.1 indicated that majority of the students (68.75%) were strongly interested to learn in MT (Wolaita language) instruction. Again, very few students about (25%) also simply agreed to learn in Wolaita language. No students responded saying undecided, disagree and strongly disagree on this issue. This shows that many students were very happy to learn in Wolaita language.

The interview data also indicated that the students in primary schools (grades7-8) were interested to learn in MT (Wolaita language). The respondents also said that some students have bad feelings towards

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mother tongue instruction. Let us see some of the respondents: many *students have positive attitude towards using Wolaita language as a medium of instruction. They are interested and happy to learn in Wolaita language. However, some students still need intervention to improve their attitude. They act negatively towards Wolaita language as a medium of instruction (p1,p3 &p4). Students have medium feelings towards using Wolaita language as a medium of instruction. Many students' feeling is good towards using Wolaita language as a medium of instruction, but they need advice and explanation that Wolaita language is Wolaita peoples' identity. Thus, their feeling is still not totally changed(p5&p6).*

From the above interview responses, we can understand four key points: first many students had positive feelings towards using Wolaita language as a medium of instruction, second many students were happy to learn in Wolaita language, third, students needed advice and explanation that Wolaita language is its peoples' identity. Four, some students were still act negatively to wards Wolaita language as a medium of instruction. Using mother tongue in education helps to revive indigenous language. Wolff (2006) also asserts that the crucial means to revitalize indigenous minority languages is using the language in education.

Thus, from the interview and a likert scale questionnaires response on can conclude that many primary school students were interested to learn in Wolaita language and at the same time some students were not interested to learn in Wolaita language and still needed further intervention to optimize their attitude.

In table1, item 1.2, a lot of students (81.25%) responded that students are strongly like to ask and respond questions in Wolaita language. Few students (25%) also replied that they are normally interested to ask and respond questions in Wolaita language. This again indicates that students are very happy to ask and respond questions in Wolaita language. However, the interview data indicated mixed results i.e. some students in primary schools were interested to learn, ask and respond questions in Wolaita language and some were not. Thus, they replied as follows :*some students are* very *like to respond and ask questions in Wolaita language and to learn in Wolaita* language. Inversely, some students are totally not like to ask questions and response in it (AP). From this interview data we can see that some students were like to learn, ask questions and response in Wolaita language and some are not like to do these.

Hence, from the above interview and questionnaire, one can assume that many students were very interested to ask and response questions in Wolaita language and learn in it and some were not totally doing so.

Item 1.3 in table 1, also indicated that majority of the students (about 75%) strongly agreed that learning in Wolaita language help score better result. The remaining few students (about 25%) also replied as they simply agreed in this idea and the remaining 18.75 % of students did not decide their stance. Thus, from this we can guess that many students accepted Wolaita language learning as a good ways to score better result.

The data collected by the interview also assured that students score better result if they learn in Wolaita language. Here are the interview responses : *without any doubt learn in Wolaita language helps learners score better result in subject matters they learn in Wolaita language(AP).* This also indicated that learning in Wolaita language helps to score better result in subject matters. From the data collected from the questnaire and the interview we can conclude that learning in MT (Wolaita language) help learners score better result in subject matters they learn.

In item 1.4 many students i.e. 93.75% replied that students in primary schools are strongly happy to read and write in Wolaita language and the other 25% replied that they are simply happy to speak and write in Wolaita language. The interview data also indicated that all students were not very happy to speak and write in Wolaita language. For example, many of the respondents said the following: *Many students are very happy to speak, write and share ideas in Wolaita language. They are very happy and willing to share and explain any ideas in Wolaita language even some students are not interested to speak in Amharic language. They want to reply in Wolaita language even when they are asked to reply in Amharic. When they reply in English and Amharic language they reply very shortly. And when they reply in Wolaita language, they reply broadly in detail (P4p6,P7&P8).*

Conversely, some respondents replied that some students spoke in Amharic when they were learning in Wolaita language. For example, they said the following: *Yes, because some students speak in Amharic when there are learning in Wolaita language. Thus, it needs more work to solve this problem because some students still did not change their attitude concern Wolaita language. We are making our own efforts like advising them to use Wolaita language in classroom(p3, p5 &p13).*

From the above interview data, we can see two key points : First many students are very happy to use Wolaita language to share ideas, to speak and write in Wolaita language. Second, some students are not pleased to use Wolaita language in Wolaita language classroom rather they are speaking Amharic language in Wolaita language classroom.

Therefore, from the data collected and analyzed by using both the interview and questionnaires we can conclude that many primary school students were very happy to speak and write as well as share ideas in Wolaita language and some of them were not pleased

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to speak and write in Wolaita language and this also shows us to work more in learners' thoughts towards Wolaita language instruction.

In table 1, item 1.5 majority of the students about (75%) replied that students strongly want Wolaita language to be the official language of the school. The other 25 % answered that they simply agreed Wolaita language to be the official language of the school. On the other hand, a very few number i.e. 6.25% replied that they strongly disagree that Wolaita language is being an official language.

The interview data also informed that student want Wolaita language to be the official language of the school. *They said that students provide high attention in Wolaita language than Amharic and English language. They need even teachers to say everything in Wolaita language.*

From the above information provided by questionnaire and interview we can easily assume that almost all students need Wolaita language to be the official language of the school. In the African context, Robinson (1996) has the opinion that official and local languages are regarded as opposed to each other, rather than as complementary as evidenced by the fact that one of the two languages may be regarded as a more suitable language for certain domains, and the characteristic functions are seen in dichotomous terms.

From the above table-1, item 1.6. many students about 75% answered that students strongly like their Wolaita language teachers. And only 25% of the students quite agreed that they like their Wolaita language teachers. In oppose to this, 6.25 % of the students replied that they disagreed and said that they do not like their Wolaita language teachers.

In line with this the interview data indicated both positive and negative responses. According to their opinion some students like their Wolaita language instruction teachers and some do not like them. For example some of them said as follows:

Some students in my classroom like their Wolaita language instruction teachers. If you take me I know that they always happy with my teaching and like me. Even I have seen that they positively accepting other Wolaita language instruction teachers. Thus, almost all of them like their teachers(P11). Except few students, many students like Wolaita language instruction teachers (p9, p14 & p16). In my opinion, some students do not want to spend their time with their teachers. They even like Wolaita language instruction teachers to be absent from entering classroom. Briefly they do not like their teachers. Many things should be done to improve their attitude(P3,P4,P5,P6&P7). From this interview data, we can sense two key points: first, students have both positive and negative opinion regarding their likeness to their teachers. Second, more intervention should be done to improve students thoughts towards Wolaita language instruction.

Therefore, based on above interview data and questionnaires it is possible to assume that some students like their teachers and some do not like them and this by itself shows that learners have both positive and negative feelings towards their teachers even if they replied in their questionnaires as they like teachers and this also needs all stake holders to work more on students' attitude towards Wolaita language instruction.

In item 1.7 above the majority of the students about 56.25% strongly agreed to reply that Wolaita language is their identity and some students i.e. about 35.25% replied that they simply agreed that Wolaita language is their identity. Few students about 12.5% also replied that they do not decide with regard to it.

The interview data disproved the data gathered by questionnaires. Many of the respondents said that several students are not happy to accept Wolaita language as their identity. For example many teachers answered as follows: *a lot of students wish to learn in English language or in Amharic language rather than in Wolaita language. They even left their identity and imitate others identity. Almost you will not find students who want to show their culture and language as their identity in our schools(P1,P2,P5,P13,P13&P14). Some Students consider Wolaita language as their identity, but they need more encouragement by the teachers, parents and the whole society(p12,p15 and P16).* From this interview data, it is possible to see that many students almost lost their identity and so that it needs more to work on it. Even we can grasp that some students with better identity need the support of many stake holders to improve their attitude concern Wolaita language as their identity. Kioko (2008:8) and Kuper (2003:96) strongly argue that when children learn in a foreign language, they lose their identity and are unable to express and transmit their ancestral traditions which ultimately impacts on the way they see the relevance of school to their life.

From the above table1, item 1.8, majority of the students about 68.75% replied that students are strongly pleased to use Wolaita language when discussing in classroom with their friends. Next to this, a few students i.e. about 31.25% also happy to use Wolaita language when discussing in classroom with friends. The interview data also assured this: let us see some of the responses : *Students are very happy to share ideas and discuss with each other, but they need teachers' relevant support and motivation for using only Wolaita language (p14 &p16).*This interview data shows that even if students are glad to discuss in Wolaita language in classroom, they still need teachers' relevant support and motivation.

Therefore, based on given data collected by the two tools and the discussion above, one can guess that many students were very pleased to use Wolaita language when they are discussing with their friends.

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In item 1.9, many students (about 75%) replied that they strongly feel comfort when learning in Wolaita language. Again, 6.25% replied that they simply feel comfort when learning in Wolaita language. On the other hand, 12.5 % of the participants did not decide anything about what they were felt. In addition, 6.25% also replied that they do not feel comfort when learning in Wolaita language and 6.25% replied that they strongly disagreed in this issue.

The interview data also indicated that some learners feel comfort when they are learning in Wolaita language and some do not feel comfort. For example, let us see responses : *as much as I know some students in classroom fell comfort when they are learning in Wolaita language. At the same time some are mocking and get depressed when learning in Wolaita language (p1, p3&p9).* The interview data depicts that some students feel comfort when learning in Wolaita language and some do not feel comport. Thus, based on data collected by using both interview and questionnaire, it is possible to generalize that some students were not felt comport when they are learning in Wolaita language.

Table-2: The influence of learners' irrelevant feelings on the advancement of mother tongue (Wolaita language) instruction in Primary schools

SN	Items	SA	A	UD	D	SD
		f %	f %	f %	f %	f %
2.1	By making learners feel negatively towards MT (Wolaita language) instruction.	5 31.2	4 25	3 18.75	2 12.5	1 6.25
2.2	By making learners do not follow MT (Wolaita language) instruction attentively.	8 50	4 25	2 12.5	1 6.25	3 18.75
2.3	By making learners do not give due value for their MT (Wolaita language) instruction.	7 43.75	4 25	1 6.25	1 6.25	1 6.25
2.4	By making learners do not understand MT (Wolaita Language) and its instruction as their identity.	8 50	2 12.5	1 6.25	2 12.5	3 18.75
2.5	By making it difficult for the teachers to manage the classroom properly during MT (Wolaita Language) instruction.	10 62.5	2 12.5	-	3	1 6.25
2.6	By making it difficult for the teachers to run group activities in the classroom.	9 56.25	2 12.5	-	2 12.5	3 18.75
2.7	By impeding proper evaluation of MT (Wolaita language) instruction	1 6.25	7 43.75	2 12.5	4 12.5	2 12.5

f=frequency %=percentage SA: Strongly Agree =5 AG: Agree =4 UD: Undecided=3 DS: Disagree=2 SD: Strongly Disagree=1

In table2-, item 2.1, majority of the students about 32.5% said that learners irrelevant thoughts influence mother tongue progress by making learners do not follow MT (Wolaita language) instruction attentively and few ones about 25% also agreed on this idea. In addition,18.75% did not decide anything about the influence of learners' irrelevant attitude on mother tongue instruction. On the other hand, about 12.5% replied that they do not agree its influence on mother tongue instruction progress and even 6.25 % of the respondents replied that they strongly disagreed that learners' irrelevant attitude influenced mother tongue instruction. The interview data also proved that learners' irrelevant feelings influenced mother tongue instruction. *Some of the respondents replied that it influences by affecting learners to think irrelevantly towards mother tongue (Wolaita language) instruction*(P3,P6& P7).

According to the results of the data gathered by interview and questionnaires, we can conclude that learners irrelevant feelings affected the progress of mother tongue instruction by making learners feel negatively towards MT (Wolaita language) instruction.

In table-2 item 2.2, a lot of students about 50% replied that learners attitude influenced mother tongue progress by making learners do not follow Wolaita language instruction attentively. And the next 25% replied that they simply agree that it influenced mother tongue progress by making learners do not follow mother tongue instruction attentively. However, 12.5 % of the respondents do not decide anything regarding the question and only 6.25% of the respondents said that they do not agree on that idea. Besides to this,18.75% of the students replied that they strongly disagreed on that idea. Many participants in interview

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data also proved that learners feelings influenced mother tongue progress . *Some of them said that it affects mother tongue progress by diverting learners' attention to not follow mother tongue instruction effectively(P13 &P14 &P15).*

Thus, based on the given data of interview and questionnaires, one cane estimate that irrelevant learners' attitude influenced the progress of mother tongue education (Wolaita language) by making learners do not give due value for their MT (Wolaita language) instruction.

In above table 2 item 2.3, a large number of learners i.e. 43.75% replied as the influence of learners' in appropriate attitude strongly affected mother tongue progress by making learners do not give appropriate value for their mother tongue instruction. Among the respondents, 25% of the research subjects replied that they relatively agreed on that issue. However, few respondents' replied that they do not say anything regarding how does learners' irrelevant attitude affect the progress of mother tongue instruction and 6.25% of the participants answered that they relatively disagree on the ideas raised above and the remaining similar number i.e. 6.25% replied that they strongly disagree on the above ideas. According to the interview information, all of the participants said *that the influence of learners' irrelevant attitude impedes mother tongue (Wolita language) progress by making learners do not give appropriate value for their mother tongue instruction (AP*). From this we can see that students do not give due value for their own language when their attitude is not normal. Ouane (2003:66) as cited by Alemayehu Jote(2012) one of the major means of linguistic segregation is devaluing some languages in comparison with others and casting doubt on the ability of those languages to cope with the modern world.

Therefore, based on the discussion of the above interview and questionnaire, it is possible to conclude that the influence of learners' attitude affected the progress of mother tongue instruction by making learners do not give due value for their MT (Wolaita language) instruction in lower primary schools of Wolaita zone.

In item 2.4 above, majority of the students about 50% strongly agreed to respond that the influence of learners' attitude affects the progress of mother tongue instruction by making learners do not understand MT(Wolaita Language) and its instruction as their identity and 12.5% of the participants also replied as they quite agreed on that idea. Next to this, about 6.25 % of the research participants replied as un decided concerning the above item. On the other hand, 6.25% responded as they disagree on the item above and 18.75% of the participants said that they strongly disagree on the above idea. The interview data also assured that the influence of *learners' attitude affect the progress of mother tongue instruction by causing learners do not recognize MT (Wolaita Language) and its instruction as their identity (P15&P16).*

From the data provided by the interview and questionnaire one can guess that the influence of learners' irrelevant attitude affected mother tongue instruction by making learners do not understand MT (Wolaita Language) and its instruction as their identity.

It is also possible to see on table2, item 2.5 above that the majority of the respondents about 62.5% replied that the learners' feelings influence mother tongue progress by making it difficult for the teachers to manage the classroom properly during MT (Wolaita Language) instruction. Next to this, 12.5% of the participants replied that they quite agreed on that idea and about 18.75% of the respondents disagreed on the above idea .In addition, about 6.25 % of the research subjects answered that they strongly disagree on the above item. Many respondents on interview also supported that learners' thoughts influence mother tongue progress *by making it difficult for the teachers to manage classroom. They also responded that teachers are not encouraged to manage classroom effectively as learners attitude is not interesting(p1,p7 &p8).*

Therefore, based on the above interview and questionnaire we can conclude that learners' irrelevant feelings affected mother tongue progress by making it difficult for the teachers to manage the classroom properly during MT (Wolaita Language) instruction.

As can be seen from the above table item 2.6, majority of the students about 56.25% replied that learners' thoughts influence mother tongue progress by making it difficult for the teachers to run group activities in the classroom. On the other hand, 12.5% of the research subjects disagree on that idea and 18.76% of the respondents responded that they even strongly disagree on that idea. The majority of the interview respondents also answered that learners' thoughts influence mother tongue instruction. According to their response, *it influences by causing troubles on activities of teachers to implement group activities in classes where teaching learning process took place(p1,p6,&p7).*

Therefore, based on the results of interview and questionnaires, we can conclude that learners' feelings influence mother tongue instruction by causing difficulties on activities of group work that teachers implement in classroom where teaching-learning process take place.

The data in item 2.7, in table -2 indicated that learners are moderate in their response. The majority of the respondents about 43.75 % as they agreed learners' feelings influence mother tongue instruction by impeding proper evaluation of MT(Wolaita language) instruction. On the other hand, 12.5% of the respondents did not say anything about it. Similarly, 12.5 % of the respondents replied that they strongly disagreed on that idea. However, since majority of the

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respondents agreed on the above idea , we can guess that learners agreed on the above idea. The interview data also indicated that learners' attitude affect the progress of mother tongue instruction. Almost all participants said that *it affect the progress of mother tongue instruction by making it difficult for teachers to evaluate learners effectively in classroom (P12, P13,P,15&p16).*

Thus, according to the above data one can guess that irrelevant learners' attitude affect the progress of mother tongue instruction by making it difficult for teachers to evaluate mother tongue instruction in classroom.

Table-3: Possible ways of optimizing the feelings of learners concern mother tongue (Wolaita language) instruction in primary schools.

SN	Items	SA	A	UD	D	SD
		f %	f %	f %	f %	f %
3.1	Providing relevant training on attitude for learners	15 93.75	-	-	12.5	-
3.2	Creating conducive classroom atmosphere	12 75	4 25	-	-	-
3.3	Participating learners on MT(Wolaita language) symposium.	15 93.75	1 6.25	-	-	-
3.4	Establishing language clubs in schools and motivating learners to participate in it.	14 87.5	-	2 12.5	-	-
3.5	Using very optional and attractive teaching methods.	15 93.75	1 6.25	-	-	-
3.6	Managing classroom effectively	12 75	4 25	-	-	-
3.7	Allowing learners and teachers to share experience with better performed lower primary schools.	13 81.25	2 12.5	1 6.25	-	-

f=frequency %=percentage SA: Strongly Agree =5 AG: Agree =4 UD: Undecided=3 DS: Disagree=2 SD: Strongly Disagree=1

In table 3, item 3.1, the majority of the respondents about 93.75% replied that providing training on attitude of the learners is one of a good ways for optimizing students' feelings towards mother tongue (Wolaita language) instruction. On the other hand, 12.5% of the respondents strongly disagreed that providing training to optimize learners' thoughts towards mother tongue instruction. The interview data also approved that training is important to optimize learners' attitude towards mother tongue instruction in lower primary schools. Let us see some of the responses:

The teachers and other stake holders should work cooperatively to improve learners thoughts. Relevant training should be provided for the students to improve their attitude towards mother tongue instruction in primary schools. Teachers should be committed to optimize students 'attitude towards mother tongue instruction (P9, P10, P11, P13&PP14). This interview data emphasize on working cooperatively, on training and on commitments to optimize learners' thoughts towards mother tongue instruction in lower primary schools of Wolaita zone.

Thus, based on data provided by above interview and questionnaires, we can conclude that providing training, working cooperatively and teachers' commitments are some of the possible ways to optimize learners' feelings towards mother tongue instruction (Wolaita language) in r primary schools of Wolaita zone.

In item 3.2, a lot of students (75%) replied that creating conducive environment is one of the possible ways to optimize students' attitude towards mother tongue instruction in primary schools. 25% of the respondents also quite agreed on this idea. The interview data also indicated that *creating conducive environment is essential to optimize learners' attitude towards mother tongue instruction in lower primary schools. They also replied that amending teacher-student ratio is very important to optimize the attitude of learners concern mother tongue instruction* (P1,P2,P3&P4). From this interview data we can recognize that favorable class-room environment is important to optimize learners' attitude towards MT (Wolaita language) instruction. Amending teacher student ratio is also vital so as to establish easily manageable class size.

Hence, according the information collected and analyzed by using interview and questionnaires, we can guess that establishing conducive classroom environment is important to improve learners' attitude towards Wolaita language instruction in primary schools of Wolaita zone.

According to table 3, item 3.3, the majority of the research subjects about 93.75% replied that participating students in different (Wolaita language) symposium is one way to optimize students' feelings towards MT (Wolaita lanuage) instruction. Some of the students about 25% also replied as they agreed on the

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above item. The interview data also indicated that *participating students in different short language and attitude training as well as participating them in different mother tongue symposium is very important to improve learners' attitude towards mother tongue instruction in lower primary schools (P2, P5,&P11).* Therefore, based on the above data gathered by using interview and questionnaires we can presume that participating students in different Wolaita language symposiums and participating them in different attitudinal and language training is possible way to optimize students' attitude towards mother tongue instruction in lower primary schools.

In table 3,item 3.4 above, a large number of students (87.5%) replied that establishing language clubs in different primary schools and participating learners in it is one of the ways to optimize learners attitude towards mother tongue instruction in lower primary schools. 12.5% of the respondents did not determine anything regarding the above item. Many participants in interview also supported the above data. They said as follows: *in school there is no language clubs, but if there is language clubs, it is very important to improve learners attitude. In our school some teachers have no diploma or degree in Wolaita language or some teachers who teach other courses were not trained in those courses in Wolaita language. Thus, if Wolaita language diploma or degree holders are assigned, students attitude can be optimized* (P6,P7&P8). From this interview data we can also understand two key points: first, the importance of establishing language clubs and second the importance of assigning degree or diploma holders in Wolaita language to improve learners' attitude towards Wolaita language instruction in lower primary schools Wolaita langauge.

Therefore, based on data provided and interview and questionnaires is possible to generalize that establishing language clubs in different schools and participating learners' in it as well as assigning degree holders in Wolaita language or those who hold diploma or degree in other courses is possible ways to optimize learners' attitude towards Wolaita language instruction in lower primary schools.

According to table 3,item 3.5, majority of the research subjects (93.75%) responded that optional and attractive teaching method is very important to optimize learners' attitude towards MT(Wolaita language) instruction. 6.25% of the participants simply agreed on the above idea. The respondents of the interview also ensured this. Some of them said the following: *teachers should choose best teaching method that attracts primary school students. To assure this, teachers even should have different short term trainings so as to improve their methodological skills (P1, P2&P3).* From this interview data, we can understand that selecting best teaching method is important to improve learners' attitude. Besides, providing training on teaching methodology is essential to optimize learners' attitude towards mother tongue instruction in lower primary schools.

Hence, based on the results of the above interview and questionnaires, we can conclude that attractive teaching methods and providing training for teachers to improve their teaching methodology is one of the ways to improve learners' attitude towards Wolaita language instruction in lower primary schools.

In item 3.6, a lot of students (75%) replied that managing classroom effectively is important to improve learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. Furthermore, 25% of the students also replied that they quite agreed on this idea. The interview data also indicated that effective classroom management is important to improve learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. Lest us some of the responses. *To be successful in optimizing learners' attitude, effective classroom management is important. When teachers effectively manage learners in classroom, students pay attention to mother tongue instruction and so that they will have better attitude towards mother tongue instruction (P10, P14&P15).* From this interview data, we can understand that effective classroom management is essential to turn students' attention towards MT (Wolaita language) instruction and this by itself important to optimize learners' attitude towards mother tongue instruction in lower primary schools.

Based on the data provided by interview and questionnaires, it is possible to presume that managing classroom effectively is one of possible ways to optimize learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone.

In table-3, item, 3.7, a large number of students about 81.25% of the respondents strongly agreed that allowing learners and teachers to share experience with better performed lower primary schools is very important to encourage and improve learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone. 12.5% of students also quite agreed on the above issues. Very few numbers of the participants (6.25%) did not determine their response. The interview data also endorsed the above information provided by questionnaires. let us see : *sharing experiences with better performed schools is important to amend learners' attitude towards mother tongue instruction in lower primary schools. Students are motivated and hold better attitude for mother tongue instruction in lower primary schools (P4, P5&P6).*

Therefore, based on the data provided by the above interview and questionnaires, we can assume that sharing experience with better schools is one of the ways to optimize learners' attitude towards mother

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tongue instruction in lower primary schools of Wolaita zone.

IV. Conclusions and Recommendations

a) Conclusions

Based on the findings of the study, the following conclusions were made.

- The study indicated that many primary school (grades7-8) students were interested to learn in Wolaita language and at the same time some students were not interested to learn in Wolaita language and still need further intervention to optimize their attitude. Some students were also interested to ask and response questions in Wolaita language and learn in it and some were not totally interested and from this it is possible to assume that more effort is needed to work on learners' perception towards mother tongue instruction.
- The study also disclosed that many primary school students were very happy to speak and write as well as share ideas in Wolaita language and some of them were not pleased to speak and write in Wolaita language and so that more intervention was found to be important. The data also indicated that learning in MT (Wolaita language) help learners score better result in subject matters they learn.
- The finding further indicated that some students like their teachers and some do not like them and this by itself shows that learners have both positive and negative attitude towards their teachers even if they replied in their questionnaires as they like teachers and this also needs all stake holders to work more on students' feelings towards MT (Wolaita language) instruction.
- The study also proved that many students were very pleased to use Wolaita language when they were discussing with their friends. The data also approved that some students were not felt comport when they are learning in Wolaita language.
- The study also indicted that some learners irrelevant attitude affected the progress of mother tongue instruction by making learners feel negatively towards MT (Wolaita language) instruction. It also influenced the progress of mother tongue education (Wolaita language) by making learners do not give due value for their MT (Wolaita language) instruction.
- The finding also indicated that learners' irrelevant attitude affected the progress of mother tongue by making learners feel negatively towards MT (Wolaita language) instruction. It also indicated that irrelevant learners' attitude influenced the progress of mother tongue education (Wolaita language) by making learners do not give due value for their MT (Wolaita language) instruction. According to the finding learners' irrelevant attitude also affected mother tongue instruction by making learners does not understand MT (Wolaita Language) and its instruction as their identity.
- The research result proved that learners' irrelevant attitude affected mother tongue progress by making it difficult for the teachers to manage the classroom properly during MT (Wolaita Language) instruction. The study also displayed that that learners' irrelevant attitude affected mother tongue progress by making it difficult for the teachers to manage the classroom properly during MT (Wolaita Language) instruction. Moreover, learners' irrelevant attitude influenced mother tongue progress by causing difficulties on activities of group work that teachers implement in classroom where teaching-learning process take place and by making it difficult for teachers to evaluate mother tongue instruction in classroom.
- The study proved that providing training,working cooperatively and teachers' commitments are some of the possible ways to optimize learners' feelings towards mother tongue instruction (Wolaita language) in primary schools of Wolaita zone. Besides, establishing conducive classroom environment is important to improve learners' attitude towards mother tongue instruction in primary schools of Wolaita zone.
- According to the finding managing classroom effectively is one of possible ways to optimize learners' attitude towards mother tongue instruction in primary schools of Wolaita zone. In addition, sharing experience with better schools is one of the ways to optimize learners' attitude towards mother tongue instruction in lower primary schools of Wolaita zone.

b) Recommendations

Based on the conclusions, the following recommenddations were made.

- More efforts should be made by concerned stakeholders like teachers, families, Zone education department, district education office and the whole society to optimize some learners' with irrelevant attitude towards mother tongue (Wolaita language) instruction in primary schools. Basically, it is good that many students have positive attitude towards mother tongue instruction in primary schools except some students. Thus, all stakeholders should further encourage students with good attitude and should work more on those students with negative attitude towards mother tongue instruction.
- Teachers should be committed to change the attitude of students regarding mother tongue (Wolaita language) instruction in primary schools of Wolaita zone. Teachers can do this by advising students to seize a good attitude towards mother

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tongue instruction. Teachers should properly manage the classroom so as to make the students concentrate on particular instruction. The concerned bodies like Wolaita Zone education department, district education offices to gather with schools should provide training for primary students to optimize their attitude towards mother tongue instruction.

- Teachers should select attractive teaching methods that are feasible for primary schools and teach students in a way that improve their perception towards mother tongue instruction. Teachers should encourage students to like their mother tongue instruction and to build their self confidence. Furthermore, there should be conducive environment that attract learners towards mother tongue instruction.
- It is better participating students in experience sharing with best performed schools in mother tongue(Wolaita language) instruction because they might be motivated and improve their thoughts regarding Wolaita language instruction. Students should also participate on mother tongue symposium so as to improve their feelings towards mother tongue instruction in primary schools.
- The schools should establish mother tongue (Wolaita language) clubs and participant students in it in different ways like letting them play drama, reading poems, playing tales etc. A well qualified and experienced teacher i.e. is BA or diploma holders mother tongue (Wolaita language) should be assigned to attract learners' attention towards mother tongue instruction.

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ABBREVIATIONS

P1 -Participant 1
P2- Participant 2
P3-Participanr 3
P4-Participant 4
P5-Participant 5
P6-Participant 6
P7-Participant 7
P8-Participant 8
P9-Participant 9
P10- Participant 10
P11-Participant 11
P12-Participant 12
P13-Participant 13
P14 -Participant 14
P15-Participant 15
P16-Participant 16
UNESCO - United Nations Educational, Scientific, and Cultural Organization
TGE - Transitional Government of Ethiopia.
MTE - Mother Tongue Education
MT - Mother Tongue

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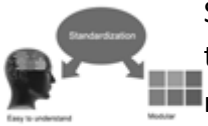

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- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
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.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

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



Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative 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) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

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

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning 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 a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be 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. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). 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: Authors are advised 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. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. 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.

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

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



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

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

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. 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 for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

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

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon 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 for 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 of 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 criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to 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 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.



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Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

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

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite 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 approaches 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. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a 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 limit the initial two items to no more than one line each.

Reason for writing the article—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 for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity 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 of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets 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 for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory 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 soundly written procedures segment allows a capable scientist to replicate 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 to give the least amount of information that would permit another capable scientist to replicate 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 section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show 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:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the 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—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and 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.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as 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. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give 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 manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit 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 section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an 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 implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully 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 the prospect, and let it drop at that. Make a decision as to whether each premise is supported or 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 an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of 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 other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

Written material: You may discuss this with your guides and key sources. Do not copy anyone else's paper, even if this is only imitation, otherwise it will be rejected on the grounds of plagiarism, which is illegal. Various methods to avoid plagiarism are strictly applied by us to every paper, and, if found guilty, you may be blacklisted, which could affect your career adversely. To guard yourself and others from possible illegal use, please do not permit anyone to use or even read your paper and file.

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

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

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

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