



This paper is taken from

*Lifelong Learning and Active Citizenship
Proceedings of the twelfth Conference of the
Children's Identity and Citizenship in Europe
Academic Network*

London: CiCe 2010

edited by Peter Cunningham and Nathan Fretwell, published in London by CiCe,
ISBN 978-1-907675-01-0

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Tanaka, N. (2010) The relationship between citizenship and educational practices in Japan: In the educational practice of "law related education", in P. Cunningham & N. Fretwell (eds.) Lifelong Learning and Active Citizenship. London: CiCe, pp. 276 - 287

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Lifelong Learning Programme

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Acknowledgements:

This is taken from the book that is a collection of papers given at the annual CiCe Conference indicated. The CiCe Steering Group and the editor would like to thank

- All those who contributed to the Conference
- The CiCe administrative team at London Metropolitan University
- London Metropolitan University, for financial and other support for the programme, conference and publication
- The Lifelong Learning Programme and the personnel of the Education and Culture DG of the European Commission for their support and encouragement.

The relationship between citizenship and educational practices in Japan: In the educational practice of “law related education”

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Abstract

This research aimed to clarify the relationship between educational practice and citizenship awareness in Japan. This paper adopts the three following procedures in order to clarify these points. First, a general survey is made of citizenship education in Japan. Second, as an example of characteristic citizenship education in practice, the curriculum and learning structure of Citizenship Education established as a new subject in Shinagawa Ward in Tokyo is clarified. Taking the case of law learning in the subject, I try to show the characteristics of the phased learning method and the way in which the law is handled in the learning. And third, the semantic content of citizenship in Japan is examined to clarify the basis of Japanese citizenship educational practice.

As a result, I clarified the characteristic that children learn two things, i.e. that 1) our lives are built on rules, and 2) it is our duty to follow such rules. The “good citizen” required by the subject Citizenship Education possesses an excellent sense of morals but does not need to have critical thought or logical judgment, etc. And it has been clarified that the reason for this is the existence of Japan’s unique citizenship consciousness that regards moral consciousness as the primary condition for citizenship.

1. Object and method of this research

Japan is currently experiencing a boom in citizenship education. This so-called "citizenship bubble" is primarily advancing based on the following two approaches. The first is citizenship as lifelong study. This is a general citizenship education theory limited not only to the school domain but also extending to the nurturing of citizenship essential for life design. The second is citizenship as an academic subject. This aims to implement citizenship education within subjects such as physical education and moral education, etc. as the central theme of social studies geared to learning citizenship as a new subject field

These two approaches are similar in that they aim to nurture the citizenship awareness of children. However, there is a great difference in the method of teaching between citizenship fostered in the lifelong learning domain and citizenship nurtured in the school subject domain. This paper focuses on citizenship nurtured in the school subject domain and aims to clarify the trends and contents of citizenship in Japan and the approach to its teaching. It will also examine unique Japanese citizenship which prescribes educational practice. Accordingly, the objectives of this paper are twofold:

- to demonstrate the lesson structure of citizenship education in Japan, and
- to clarify the basis behind the differing logic structure of lessons.

This paper adopts the three following procedures in order to clarify these points. First, a general survey is made of citizenship education in Japan. Second, as an example of characteristic citizenship education in practice, the curriculum and learning structure of Citizenship Education established as a new subject in Shinagawa Ward in Tokyo is clarified. And third, the semantic content of citizenship in Japan is examined to clarify the basis of Japanese citizenship educational practice.

2 Practice of citizenship education in Japan

2.1 Diverse aspects of citizenship education

There is no subject called citizenship in Japan. Citizenship education adopts various forms, and various contents are carried out in different school settings. Citizenship education adopts various forms; for example, it is conducted within existing subjects such as social studies and moral education, it can be implemented over the entire school curriculum including volunteer activities and extracurricular activities, or it can be implemented in the entire school curriculum including volunteer activities and extracurricular activities and so onⁱ. Sometimes such activities are termed as 'citizenship education,' while at other times no particular title is given even though the contents are geared to nurturing citizenship.

However, there are innumerable examples of citizenship education and vast amounts of research and analysis, indeed too many to be introduced here. Accordingly, this paper studies and analyzes advanced cases of citizenship education implemented as a school subject.

2-2 Citizenship education as a subject

2.2.1 curriculum structure

One of the most prominent of these innovations is emerging from citizenship education being constructed as a new subject in Shinagawa Ward, Tokyo in 2006. The name given to this initiative is "Shimin-ka (Citizenship Education)."ⁱⁱ

When a new subject is established in Japan, it is necessary to establish in a form suited to the institutional context and educational context. As a result, the subject of Citizenship Education was established with a curriculum set in the five domains of self-administration, human relations formation, self-government activities, culture creation and future design. Multiple sub-domains are set under each item, and contents conforming to each item are learned based on the education contents indicated in the textbook. Table 1 indicates the contents covered in the subject.

category	skill
individual process	individual process
	adjustment to real life situations
	take responsibility
to make human interaction	adjustment to group situations
	understanding the other person
	communication
individual ethic	individual ethic
	to have moral sense
	judging social system
creating new culture	involvement in cultural activities
	to develop an alternative plan
	improve oneself
personal future	responsibility of social system
	to understand our social system
	personal ambitions

Learning is routinely conducted based on textbooks in Japan. According to sequence of the textbook, learning is conducted from the first item. Therefore, it is possible to clarify the structure of contents and the learning of the subject Citizenship Education by analyzing the logic structure of the textbook. Therefore, in this research, the learning theory of the subject Citizenship Education is clarified by analyzing the sequence of contents and structure given in the textbook.

2.2.2 Learning structure

Now let's consider the concrete learning. Between two and four sub-items are configured under each of the five categories, and each sub-item actually entails between three and five lesson hours.

The five domains are divided according to the abilities targeted for nurturing, and between three and five learning fields are set under each ability heading. Because all these cannot be discussed in this article, I will focus on the junior high school stage as an example as this will enable comparison with the subsequent survey of citizenship awareness, also conducted at junior high school. Table 2 shows the contents of learning and main points in grades 8 and 9.

category	skill		session name	the contents of summary
individual process	individual process	1	problem's encountered in one's life	to understand the problem's encountered in one's life
			the significance of one's existence in society	adapting/to live one's life to fulfill one's dream
	adjustment to real life situations	2	to have an interest for society	to discuss the relation and responsibility of being in a community/society
	take responsibility	3	to understand social/human rights	to understand social/human rights
4		social manner/mannerism and rules	the meaning of living in society to understand social manner	
to make human interaction	adjustment to group situations	5	the role and responsibility as a leader	to discuss the requirements of being a leader in school, class and community
		6	to rely on one another	discussion on how to make friends, and to further develop a friendship
	understanding the other person	7	the impact of welfare	to understand the impact of welfare on others and to think of one's contribution to welfare
		8	respect each other	to understand the way of respecting one another
	communication	9	to express oneself logically	to discuss with individuals whom have different opinions
individual ethic	individual ethic	10	leadership	the requirements of being a leader of a society
		11	ethics in an organization	ways of developing and administration ethics in an organization
		12	a proposal to local government	to discuss the proposal to local government
	to have moral sense	13	justice of society	critical perspective on what is acceptable or not in a society
		14	law and discipline	the value of law and discipline
	judging social system	15	interest in the continuous development Japanese society	to analyze the issues and causes in the Japanese society
		16	to undertake volunteer work positively	what you can do for society
		17	understanding and respecting of other cultures	understanding and respecting of other cultures
creating new culture	involvement in cultural activities	18	traditional culture of one's society	to keep a plan for protecting one's tradition and culture
		19	traditional culture of one's family	to understand the tradition and culture in Japanese families
		20	to understand the traditional cultures in this world(other countries)	to understand the traditional cultures in this world(other countries)
	to develop an alternative plan	21	the impact of planning and the impact of executing the plan	to plan, do, check, take action in school activities
		22	to inherit tradition	to protect Japanese tradition in schools and families
		23	to protect the Japanese culture	making a proposal to inherit the Japanese culture
	improve oneself	24	What is "Learning"?	the importance of learning/understanding
		25	adapting to live a life to fulfill one's dream	adapting to live a life to fulfill one's dream
		26	to decide and select one's life	to think about the selection on one's life(1)
		27	to look back on one's life style	to think about the selection on one's life(2)
		to live one's life by an aphorism	to live one's life by an aphorism	
personal future	responsibility of social system	28	contribution to local community/society	the requirements of being a leader in a society and how a minor perceives the realities of society
		29	behavior as a member of society	how to connect oneself to a community in the future
	to understand our social system	30	to participate in a real working environment	to experience a real working environment(1)
		31	to participate in a real working environment	to experience a real working environment(2)
		32	to understand the "cash flow" system	to understand the operations of the "cash flow" system
		33	the relationship between the economy and employment	the relationship between the economy and employment
	personal ambitions	34	the knowledge that is required from society	to understand the knowledge that is required from society
		35	selecting one's future/occupation	selecting one's future/occupation(1)
36		planning one's future/occupation	selecting one's future/occupation(2)	

The learning starts from the development of self-management ability. Here, students recognize the issues that surround the social life of the individual and think about how they relate to them. For example, themes such as relationship with the community and human rights, etc. are set and students learn about the meaning of living in society and aim to acquire social manners. The second part is the human relations formation stage. Here the students understand that society functions as a group and not as a collection of individuals. Based on themes such as "trust" and "welfare," students think about mutually respectful behavior and talking to other people with differing opinions and they become aware of their roles and responsibilities in their school, class and community. The third part is the self-governing activity stage. Here, students learn the meaning of participating in society. They think about issues such as right and wrong or justice in society, the value of laws and rules, and about voluntary and social activities that they can perform themselves. The fourth part is the stage of cultural creation. Here the students think about ways to protect and nurture traditional cultures in Japan and the world and local traditional cultures of specific communities and households, etc. They also learn the importance of continuing to learn and how to achieve self-realization as aspects of self-cultivation. The final part is the future design stage. Here the children think about the qualities and abilities required by society via contributing to the community, learning about the systems of finance, economy and employment and gaining workplace experiences, etc. Through these learning contents, this education aims to nurture five areas of competency in accordance with the junior high school stage.

Next I will analyze concrete learning cases in order to elucidate the theory of learning. As an example, I want to demonstrate the form of concrete learning in the unit "Law and order." This unit aims to promote understanding about respecting the rights of oneself and others and conforming with social order and rules while fulfilling one's duties. The learning is composed of the following five steps.

Step 1

Discovering and grasping issues

Taking the illustration of unauthorized parking of a car or bicycle, discuss the causes of nuisance behavior and consider reasons for declining awareness about laws and rules.

Step 2

Right knowledge / recognition / values / moral sentiment

A problem of the modern society is that the exercise of personal rights is confused with self-centered behavior, i.e. there is little awareness that "rights are accompanied by duty and responsibility." Here, students understand the significance of laws and rules in order to keep social order.

Step 3

Experience-based activity / skill training

Investigate laws and rules and acquire various ways of judging behavior and actions. Also, make sure the students understand penal regulations for violations.

- Discuss the need for laws and rules and one's own rights and duties.

Step 4

Everyday practice / practical use

Review the importance of school regulations and make students aware of them when leading school life.

In the local community too, encourage students to follow laws and rules and be aware of

freedom and responsibility and rights and duties.

Step 5

Summary / evaluation

Have the students look back on the significance and achievements of the course.

- The necessity of laws and rules
- Duties and rights in laws and rules

In this unit, the goal is to achieve understanding of the necessity of laws and rules and duties and rights in laws and rules. Through raising legal violations, nuisance behavior and traffic accident risks, students are encouraged to be aware of the risks of declining awareness of laws and rules and selfish behavior that is indifferent to other people. While looking at case studies of selfish behavior, the unit composition is geared to learning about the spirit of abiding with the law. Rather than learning about law-abiding spirit in terms of democratic ideals and the significance of citizenship, the feature of this course composition is that it aims to elicit a sensory awareness of and compliance with the public good and moral sentiment.

This law learning has a premise. The subject Citizenship Education entails learning about laws upon dividing the subject matter into four stages from the first grade to the ninth grade. The contents mentioned above describe the format of legal learning in the final stage implemented following the first three phases of law learning carried out in elementary school. In this study, with a view to clarifying the different stages of law learning, it is intended to demonstrate the phased structure of four lessons implemented from the first grade and clarify the logical structure.

First of all, let us look at the unit “Everybody having fun” that is implemented in the first two grades. Here the children learn about rules as applied to play. The aim of the learning is to enable the children to understand and comply with the rules of play.

Step 1

Discovering and grasping issues

Confirm the actual conditions and problems of play in the group.

Watching illustrations of swings, slides and skipping ropes, announce that care is taken regarding relations with friends, rules in the play and methods for ensuring that everybody can enjoy playing.

Step 2

Right knowledge / recognition / values / moral sentiment

Recalling fights with friends and times of feeling sad, help the children understand the importance of rules when playing in a group.

Let the children understand ways of taking turns, clearing up and reconciling, etc.

Step 3

Experience-based activity / skill training

Setting scenes for highlighting children’s problems, encourage them to think about and discuss methods of playing.

Decide rules such as taking turns and adopting shifts, etc.

Step 4

Everyday practice / practical use

Daily life practice / practical use

In break time, encourage the children to play while following rules.
Encourage them to talk about break time in the final homeroom time of the day.

Step 5

Summary / evaluation

Look back on the significance and results of the learning.

In grades 1 and 2, the children are required to understand the importance of rules in a sensory manner through playing.

Next, we will look at law learning in grades 3 and 4. The unit title is, "Why must we follow rules?" The aim of this learning is to correctly determine rules and to act properly in group life. The flow of the learning is as follows.

Step 1

Discovering and grasping issues

Looking at examples of rules for learning and rules for assembly and lining up, etc., ascertain actual conditions and issues concerning whether the students abide by rules in the group.

Let the students think about and make presentations about the reasons for rules in the school and community.

Step 2

Right knowledge / recognition / values / moral sentiment

Understand that everybody can be happy and live in peace because rules exist in group and social life.

Understand that "me-first" behavior causes trouble to others.

Step 3

Experience-based activity / skill training

Discuss the troubles that would occur if rules did not exist in class, school and private life.

Think about and discuss how we should behave in accordance with rules.

Step 4

Everyday practice / practical use

Encourage students to behave with rules in mind during lessons and break times.

Step 5

Summary / evaluation

Look back on the significance and results of the learning.

In grades 3 and 4, the children understand the significance of observing laws and rules in the case of school life. They understand that safe and happy lifestyles in society are ensured by rules and that society exists through people refraining from selfish behavior and upholding the minimum rules.

In the third stage, we will consider seventh grade law learning. The unit name is "Laws and rules in the real world." The purpose of this unit is to acquire correct knowledge about the laws and rules that surround us and to act accordingly. The flow of the learning is as follows.

Step 1

Discovering and grasping issues

Realize that our lifestyles are linked to various laws.

Step 2

Right knowledge / recognition / values / moral sentiment

Understand that all laws and rules protect our rights but that this assumes that we will fulfill our duties and responsibilities.

Step 3

Experience-based activity / skill training

Investigate laws, rules and ordinances and consider their significance in order to acquire correct awareness about them.

Think about how our lives would be without laws and rules.

Step 4

Everyday practice / practical use

Encourage students to lead everyday life in compliance with the law. Also, encourage them to take notice of law-related items in the daily news.

Step 5

Summary / evaluation

Look back on the significance and results of the learning.

In this unit, the students think about the necessity and significance of laws, rules and ordinances. They should understand that the premise of the law is that we have a duty to uphold it.

2.2.3 Learning in stages

This section clarifies the phased approach to law learning (in stages). In the subject Citizenship Education, law learning is carried out four times from grades 1 to 9. In grades 1-2, children understand the importance of rules; in grades 3-4 they learn about law as a basic condition for the existence of society; in grades 5-7 they learn that it is our duty to comply with the law; and in grades 8-9 their law-abiding spirit is strengthened through learning about the disadvantages of breaking the law.

In this subject, it can thus be seen that the children first learn that our lives are built on rules and secondly that it is our duty to abide with those rules. In other words, in the subject Citizenship Education, rather than critically examining the law-abiding spirit and viewing compliance with the law as a special skill or ability, the children learn this as simple knowledge and are encouraged to practice it in their real lives. Put another way, the subject Citizenship Education defines 'good citizens' as people who are endowed with the law-abiding spirit and who do not need to have critical thought or logical reasoning, etc.

The inherent purpose of the law is to prevent state power running out of control. However, children do not learn about this ideal or the history of how the law was developed at all. They are simply required to learn the law as something that guarantees our lives in society and something that everybody should follow. The learning is geared to fostering a non-questioning law-abiding spirit.

As the basis for conducting such law learning, Mr. Wakatsuki, the superintendent of

schools in the Shinagawa Board of Education, views the structure of this Citizenship Education course as follows.

Objective: Nurturing of cultured members of society with good character

Stage 5: To become aware of one's own existence and lifestyle and to find a way and means to live (building of one's outlook on life)

Stage 4: Nurturing of citizen awareness and one's future way of life (grades 8 and 9)

Stage 3: The basics of social behavior (grades 5-7)

Stage 2: Development of an attitude for building a better life (grades 3-4)

Stage 1: Basic living customs and normative consciousness (grades 1-2)

This figure simply demonstrates the features of the subject Citizenship Education. Attitude exists above normative consciousness, and social behavior is derived from here. In other words, social behavior is based on moral grounding as knowledge comprising basic customs and normative consciousness. This theory differs greatly from citizenship education in the United Kingdom, where it is based on practical activities. This course is formed on the logical structure that citizenship can be nurtured upon understanding manners, rules and their moral significance as knowledge.

The law learning examined in this study adopts the same logic. In the law learning, students understand that law is the foundation that protects our lifestyles. Upholding the law is the duty of we citizens, and a safe and peaceful society is maintained by doing so. In the Japanese model of citizenship, students learn about law-abiding spirit as knowledge, and practicing that in daily life is the civic attitude and the nature of citizenship in Japan.

3. Characteristics of the citizenship

So, why is such citizenship learning performed? There are two main reasons. The first concerns the character of the subject Citizenship Education. This subject is an amalgamation of three fields, i.e. general learning time, moral education and special activities. Therefore, it is possible that the law is explained and understood from the moral viewpoint. In other words, the first reason lies in the subject structure. However, it is difficult to explain the logical structure of the learning only from external factors. Internal factors also play a major part in the definition of learning.

The second reason lies in the unique view on citizenship in Japan. In the subject Citizenship Education, some sense of values and ways of thinking already exist and it is possible that the views and thinking of children are developed based on them. In other words, this theory holds that there is specific citizenship awareness and the subject theory is built according to this.

As the background to practicing citizenship lessons in the classroom, there are two factors: 1) overt factors such as the school system, laws, curriculum or textbooks, and 2) invisible cultural factors (latent factors) such as the children's consciousness about having to be self-supporting citizens, customs, inferred bias, self identity formation and sense of belonging to the groupⁱⁱⁱ. The subject Citizenship Education of Shinagawa Ward is constructed on this Japanese concept of citizenship awareness. This study aims to

investigate the citizenship awareness of Japanese children in order to clarify the internal factors that define citizenship education and learning.

3.1 Outline and stratagem of the consciousness survey

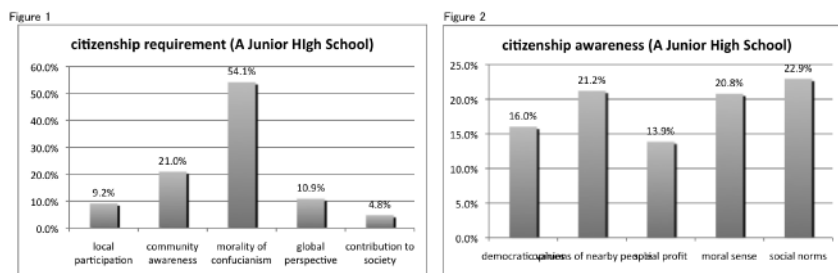
This research demonstrates the citizenship consciousness of children based on survey findings at Japanese junior high schools. Expanding a survey already conducted at two schools, the criteria for judging the code of conduct of children at five junior high schools are demonstrated based on the results of additionally implemented surveys at three other junior high schools (school A, school T and school KO). The questionnaire is as follows^{iv}.

A: What is the most important matter that you make a decision on in a daily life? a. local participation, b. community awareness, c. morality of Confucianism, d. global perspective, e. contribution to society

B: You think that there is a scene hesitating about judgment by daily life. For example, do you obey course choice, the election of the captain of student council, school regulations? In addition, you may be at a loss whether you separate garbage whether you hand over a seat to a senior citizen by bus. When it looks like it, what standard do you judge them by? Please choose three things which are near to your opinion. a. democratic values, b. opinions of nearby people, c. social profit, d. moral sense, e. social norms, f. others

3.2 Trends of citizenship awareness in Japan

Figure 1 and 2 shows the citizenship awareness and the conditions of citizenship in school A. The survey targeted 229 students. Here, 54.1% of students gave "morality of Confucianism" as the primary condition of citizenship; 21% gave "Community awareness," and 10.9% gave "Global perspective."



A similar trend was also found at school T and school KO. As may be gathered from Figure 3 and Figure 4, 46.7% and 62.7% of students gave "morality of Confucianism" as the primary condition of citizenship at school T and school KO respectively. As was also the case at school A, this was far ahead of the other factors given.

Figures 3 through 6 illustrate the citizenship awareness seen in these three junior high schools. Concerning citizen consciousness, the findings are disparate at school A,

however, “moral sense” is given as the top condition at school T and school KO.

The same was also found at the previously surveyed school K and school H^v.

Based on the above findings concerning the conditions and judgment criteria for citizenship at the said three schools, the following points can be pointed to regarding the semantic content of citizenship in Japan.

Figure 3

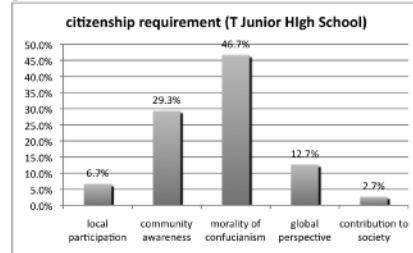


Figure 4

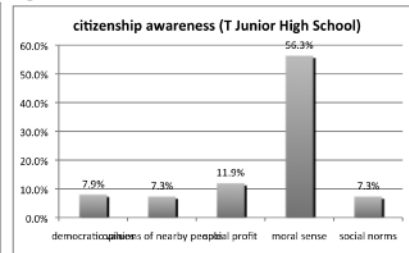


Figure 5

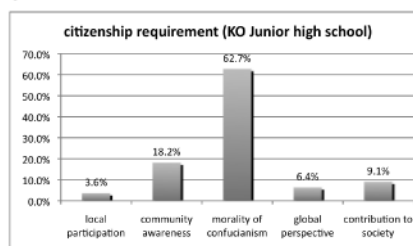
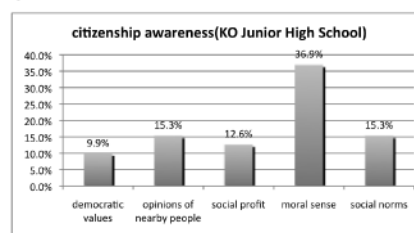


Figure 6



- (1) Morality of Confucianism is regarded as a condition for citizenship, and
- (2) Moral sense is given as the criteria for judgment by children

Citizenship learning is thus conducted based on the above assumptions about citizenship. Therefore, the “good citizen” required from education and learning refers to the nurturing of good citizens endowed with good morals. There is no room for critical thought or democratic consciousness. Of course there are numerous citizenship education courses that also foster critical thinking. These lessons eliminate moral factors and seek to impart more logical and rational value judgment in order to develop more critical judgment. However, in the subject Citizenship Education, the learning is geared to developing citizens who have excellent morals.

4. Conclusion: Relationship between educational practice and citizenship awareness in Japan

This research aimed to clarify the relationship between educational practice and citizenship awareness in Japan. Taking the case of law learning in the subject Citizenship Education in Shinagawa Ward, I tried to show the characteristics of the phased learning method and the way in which the law is handled in the learning. As a result, I clarified the characteristic that children learn two things, i.e. that 1) our lives are built on rules, and 2) it is our duty to follow such rules. The “good citizen” required by the subject

Citizenship Education possesses an excellent sense of morals but does not need to have critical thought or logical judgment, etc. And it has been clarified that the reason for this is the existence of Japan's unique citizenship consciousness that regards moral consciousness as the primary condition for citizenship.

ⁱ Norio Ikeno, Citizenship Education In Japan After World War II, *International Journal of Citizenship and Teacher Education*, Vol.1, No.2, December 2005.

ⁱⁱ Noboru Tanaka, Citizenship education in Japan, *Teaching Citizenship*, Association for Citizenship Teaching, issue19, 2007, pp.46-49.

ⁱⁱⁱ Culture in this study includes sensory, semantic and conscious products and extends beyond the field of meaning also to the psychological domain.

^{iv} The Marta Fulop and Ian Davies performs the comparative study of nature of citizenship in U.K. and Hungary (Marta Fulop and Ian Davies 2008). I can not set my research beside their research in the same line, because their research analyzes the nature of citizenship into the cause by the questionnaire to a teacher. However, both research will have constant affinity

^v Noboru Tanaka, Research about the nature of citizenship in Japan, "Human Rights and Citizenship Education" *Children's Identity and Citizenship in Europe*, 2009, pp.244-250.

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