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Religiosity Online:

Holy Connections with the Homeland by Filipino Migrants in Japan

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Abstract

Religion is an indelible aspect of Filipino culture. It has been challenged by different modes of discourses and has resulted to a variety of sects (*kapatiran*) and cults (*samahan*). In the contemporary dispersion of human capital, Filipinos have been caught in the suspension of the performance of religiosity. It is on this context that Internet has been utilized to develop significant network connections among Filipinos in diaspora. This paper seeks to examine the interface between religiosity and the Internet use of Filipino migrants in Japan. Drawing from the textual analysis of online postings on Timog.com, it is evident that Filipino religiosity is reproduced as a form of long-distance ritual practice and cyber pilgrimage. Through the interchange of affective subscription to one's religion, Filipinos develop connections among online migrants and with the sacred homeland.

Keywords: Filipino migrants, Internet, Homeland, Religiosity online

1. Introduction

Among the three G's that Spanish colonialism downloaded at the portal of Philippine islands, it was the God, the other two being the Gold and the Glory, that brought tremendous permutations to the future of Filipino society. The rapid Christianization by the friars during the 16th century proved ineffaceable throughout the centuries of nation-formation. At the onset of conversion project, the Dominicans published *Doctrina Christiana* in 1593, which contained Christian mantras and narratives of saints, while other religious orders were traveling to the islands that were non-resistant to foreign domination or were non-isolated from the center of colonial power. The book, along with the Bible, is the first text that defined religion as a reproducible abstract.

The Catholic Church played two important roles along the course of Philippine history. It had called on devotees to indigenize the aspects of Christianity that were dramatically incoherent to folk traditions. Result of such was the foundation of two other dominant Christian *kapatirans (*sects) – the *Iglesia Filipina Independiente* (Philippine Independent Church) and the *Iglesia ni Kristo* (Church of Christ). The sects were results of philosophical examinations of the doctrines of Catholicism and, in more instances, of symbolical accommodations for the Philippine context. Consequently, *kapatiran* roots from *patid* which means "divide." In Eucharistic celebrations, mass attendees are addressed as *kapatid* ("sister and brother") to suggest God's non-gendered and non-transgressive eschatology. During national elections, those who seek public office court the sects for divine endorsement. While there is an official partition between the Church and the State, the former had once showed its influence and power in the construction of a nation. The EDSA Revolution in 1986 (also referred to as People Power), which overthrew the 20-year dictatorship of

Ferdinand Marcos, proved that Filipinos have the ability to re-form and re-signify Catholicism according to their national needs (Ellwood Clayton, 2003).

2. The Advent of Technology and Its Appropriation in Religious Practices

With the Spanish and American colonization being the first two consecutive formations that Filipinos experienced, Pertierra and Ugarte (1994) argued that the third formation is the cell phone revolution. Paule (2000) analyzed the phenomenal growth of cellular mobile phones in the Philippines, in particular, the ways in which Filipinos have appropriated technology. In her study, the cellular phone was most importantly an instrument of a wireless revolution which resulted to EDSA Revolution II. The Filipinos had found the interactivity and mobility of this technology and had used this in calls for protest actions and political agenda – all for nationalism. But there is another love that is a significant domain in the texting phenomena in the country – the sacred love: the relationship between SMS (short messaging service) and God. Ellwood-Clayton (2003) argued that local practice of religiosity is facilitated and performed through folk text Catholicism, and is illustrated through users' communiqué (*barkada* gospel) and through commercial avenues catering to the pious (evangelical gospel) (p.254). She added that "regular religious supplemented text communication creates an independent form of community religiosity that is more or less autonomous from the Catholic Church" (p.255). The sending of God's words through text messages subverts the standard means of church, Bible and priest, and

> … fosters virtual communities that cut across temporal and geographic constraints and works to maintain relationships and support community-based forms of religiosity. Aided by cyberspace, religious communication, as a micro, daily social relation occurring between individuals, has an alternative site of expression; it has literally become based in the *hands of the people* rather than primarily through institutions (pp. 258-259, emphasis supplied).

Ellwood-Clayton noted the commercialism of religiosity in the Philippines and the acknowledgment of the Catholic Church of the SMS phenomenon. In 2002, the Church launched "Catextism," a service that provides spiritual readings and prayers through SMS transfer in cyberspace (http://www.cbcponline.org/news/Archives/may2002/news6-may5.html). To subscribe, a texter keys in the word "Amen" on his/her phone and sends it to a particular number, and subsequently receives a menu of spiritual readings and prayers. The use of cellular phone as a medium in sending and receiving spiritual messages confirms the built-in tendency of Filipinos to find interstices between their faith and technology. This meeting of religion and communication medium, too, substantiates the unstoppable convergence of premodern and postmodern cultures to initiate a compromising and livable world mired by politico-religious divisions, diaspora and migration, and transnationalism.

3. Diaspora and Religiosity Online

Among those who are caught between wars and divisions, especially in the post 9-11 era, are the transnationals – the immigrants and the overseas contract workers. These people on the global frontier look for connections with their place of origin rather than with their host community. Tordillo (2007) remarked that such "uprootedness leads migrants to seek channels of connection, socialization and ties" (p.5). Palumbo-Liu (1999) emphasized that "[D]iaspora does not consist in the fact of leaving Home, but in having that factuality available to representation as such" (p.35). A key characteristic of diaspora is the relationship between globally dispersed yet collectively self-identified ethnic groups and their countries of origin and settlement (Vertovec, 1999). Apparently, it is the cyberspace that provides myriad opportunities for streaming interactivity with the homeland. As electronic citizens, the transnationals brought concrete and abstract things that they need in establishing connections with their new communities, including their religion.

When religion was becoming a significant component of cyberspace, a number of research projects were conducted to assess the occurrence of religion on the Internet. Interesting results came from the Time Warner Company research which, in 1996, estimated that there were three times as many sites concerning God and spirituality than there were concerning sex (see Helland, 2007). One of the recent studies, conducted by the Pew Internet and American Life Project, found that "64% of wired Americans have used the Internet for spiritual or religious purposes" (Hoover, Clark, & Raine, 2004). These demonstrate, Helland (2007) observed, that religion on the Internet is a common aspect of the new communication medium which "has been embraced by most of the world's religious traditions, to the point that not having Internet representation is a rarity for a religious organization" (p.2). Members of a religious tradition viewed the Internet as a "spiritual medium facilitating religious experience, a sacramental space suitable for religious use, a tool promoting religion or religious practice and a technology for affirming religious life" (Campbell, 2005, pp. 9-10). Consequently, Dawson and Cohan (2004) enumerated the reasons for the urgency of research on online faith:

> 1. We need more and better studies of who is using the Internet for religious purposes, how they are using it, and why. In this regard we need longitudinal

2. We need studies of the nature and quality of people's experiences doing religious things online. In this regard we need surveys and interviews of users and case studies of groups, Web sites, or particular activities.

3. We need studies of the relationships between people's religious activities online and offline, as well as their religious activities online and offline and other kinds of activities online and offline. We need to gain a better grasp of the overall social context of cyber-religiosity.

4. We need detailed and comparative studies of the specific religious activities online. How is the Internet being used to engage in such things as prayer, meditation, ritual, education, and organizational tasks, and to what effect?

5. We need studies of how the features of the technology itself are being utilized in the service of religious ends and with what consequences for the intrinsic and the social aspects of religious life? What are the actual and potential implications of hypertextuality for religion, for example? Are there special interface issues affecting the religious uses of this technology? How can the technology be changed or improved to facilitate its religious utilization?

6. We need to discern whether the technological and cultural aspects of the Internet are better suited to the advancement of one style or type of religion over another. Is the preponderance of Neopagan activities online, for example, coincidental? Or is the Internet better suited, for instance, to the practices and organizational structure of Hinduism than Catholicism? What is the case, why, and with what implications for the future? (pp. 10-11)

The foci and context in this study are the Filipino cyber migrants and immigrants in Japan. The Philippines is the only predominantly Christian nation in Asia (Cannell, 1999; Cacho, 2007; Tigno 2007), and is among the leading countries that deploy their citizens for overseas work. The two facts bring interest in the study of spirituality of Filipinos vis-à-vis their cyber religious acts. Tigno (2007), writing on the serialized Filipino identity in Japan, argued that "religious practice and religiosity are deeply rooted in the Filipino national psyche" (p. 3). The celebration of the Eucharist, he cited, provides a "social outlet and support network to Filipinos who are lonely and depressed overseas and reproduces their Filipinoness in the process" (p.4).

This study banks on the non-participatory netnography on the religion and spirituality threads of Timog.com, the most preferred online community of Filipinos in Japan as based on the number of members the forum possesses. The researchers were merely observers on the dynamics of religious discourses and debates that unfolded and transpired in the forum. The six-month observation of the updates and exchanges of threads and replies provided a close connection between diaspora and spirituality and underlines the Internet as an effective medium in finding a food for the soul, so to speak.

4. Cyberspace as the Site of Online Religion

Brasher (2001), looking at cyberspace as "a fiction of public etiquette that orients people in a virtual environment," (p.5) revealed that one of the best-kept secrets of cyberspace is the surprising amount of religious practice that takes place within its virtuality. These activities, she adds, "encompass every major religious tradition in the world, most new religious groups, and innumerable social movements that function as de facto religions…" (p.6). Helland (2007) cited several benefits of the Web to religious communities living in diaspora:

> First, it allowed them to present information about their religious beliefs, practices, and ethics to the communities in which they were located and also to the world at large… (Second), the web was an inexpensive and effective way to communicate religious information... (Third), that it easily allowed people to come together from across the globe to network based on their diaspora religious tradition (p.10).

Even the Vatican has seen the indelible impact of cyber space and is deemed to have seen the opportunities and privileges of making Christianity online. The Vatican website (http://www.vatican.va/), designed in 1995 by a group of Benedictine Monks, has millions of internal web pages hosted on three super computers named after the three archangels: Raphael, Michael and Gabriel. The site is available in "six languages and contains a massive archive and information on doctrine and beliefs, the church's history, and Catholicism" (Helland, 2007, p.8). There are, however, no interactive areas and external links (see Helland, 2002) and transaction tools to communicate with the moderator or with

the Carmelengo, or, say, with the Pope. The Vatican and many other official religious websites began to use the Web for "one-to-many" communication – messages are relayed but web site does not allow interaction – what Helland (2004) calls as "religion online" in contrast with "online religion" which invites Internet visitors to participate in religious practices.

While the Vatican website remains "closed," it concedes with the Internet's capacity to "spread" the word of Christ and to "multiply" believers. In May 12, 2002, Pope John Paul II issued the following message on the World Communication Day:

> The Internet causes billions of images to appear on millions of computer monitors around the planet. From this galaxy of sight and sound will the face of Christ emerge and the voice of Christ be heard? For it is only when his face is seen and his voice heard that the world will know the glad tidings of our redemption. This is the purpose of evangelization. And this is what will make the Internet a genuinely human space, for if there is no room for Christ, there is no room for man. Therefore, on this World Communications Day, I dare to summon the whole Church bravely to cross this new threshold, to put out into the deep of the Net, so that now as in the past the great engagement of the Gospel and culture may show to the world "the glory of God on the face of Christ" (2 Cor 4:6). May the Lord bless all those who work for this aim. (http://catholiceducation.org/articles/media/me0024.html)

In maximizing the potential of the Internet, many-to-many, non-hierarchical communication and interaction among participants appeared, such as that of Timog.com. In this case, individuals "interacted with the religious belief systems presented… contributed their personal beliefs and received personal feedback… [T]hey were not simply passive recipients of information; rather they become actively involved in a dialectic process" (Helland, 2007, pp.7-9). Hoover, et. al. (2004) called each recipient as the "online faithful" (p.20). They devote and use the Internet for personal spiritual matters more than for traditional religious functions or work related to their place of worship. But their religious and faith activities online appear to supplement their already fervent devotion and dedication to their congregations.

5. Timog.com and the Filipino Migrants in Japan

Timog.com site, established in 2004, was not unique, in that many ethnic groups also developed websites providing information about their lives and their practices along with discussion areas where their people in diaspora could go online to share with co-members of their culture. The site catered specifically to Filipinos in diaspora in Japan by providing information about the culture and mores of Japanese people, the news and updates of about the homeland, and the issues that Filipinos face in Japan. Membership in Timog Forum is open, quick and anonymous: "open" because everyone can join, "quick" because one can register and post in the forums in less than 5 minutes, and "anonymous" because the site does not require stringent personal details from members. The moderator said that the objective of the site is to provide a space for Filipinos in Japan – especially on aspects that define their alienation. Information guides (travel, technology, legality, jobs, and translation) have individual links and discussion boards. Along with providing this information, the website hosted a vibrant discussion area where people could exchange ideas about their religious beliefs and practices. The best posts in Timog Forum, the moderator emphasized, are those that are "informative, original, and are related to Filipinos in Japan."

The Timog.org forum is divided into seven links: (1) General, (2) Community, (3) Living, (4) Recreation, (5) Off-topic, (6) Students, and (7) Market. In these seven links, religious posts are found in the "Religion & Inspiration" section of the Off-topic group. Table 1 summarizes the activities in the group and the frequency percentage of each against the total number of replies. The posts are grouped according to activity thread type. The figures only involved the first half of 2009 or from January 1 – June 30, 2009.

In Timog.com, discussions ranged across a number of topics which generate calm debates over religious beliefs, truth claims and Biblical subscription. There were no moderators to limit or censor discussions, though there are some "rules" to follow in posting. Participants are reminded from posting "rude, inflammatory or insulting" messages, as well as "hoaxes, chain letters, fake virus warnings and trite inspirational messages" (Timog.com, 2009). The participants are also expected to exhibit politeness and acceptance especially on topics that arouse different opinions like "politics, religion, and ethics" (Timog.com, 2009)

Among the types of threads, the Bible-related discussion (35.25%) and Christianity debate (29.74%) that took most of the attention of members-posters. It is necessary to note that members of the forum were not coming from the same religious sect, thus differences in interpretation and signification of the sacred text, the Bible, have been the favorite topic of discussion and debate.

It may be inferred that the most active thread along the stages of forum is the "Prayer request." In this thread, participants post their prayers ranging from generic and abstract written recitation of prayers to specific and concrete

requests. While there were only 200 replies as of the end of June 2009, the thread earns the most number of views (8, 201). Prayer requests range from asking for safety of loved ones back home and thanksgiving for graces and blessings.

Based on the time delimitation of the study, the section has 651 threads and 13, 894 posts. Table 2 summarizes the threads and their corresponding total of replies and posts. Only threads that were posted from January 1, 2009, achieved a [image] (hot thread) mark, and received 100 replies are considered for this study.

6. Dynamics of Religious Discourse Online: An Example

Because of the fact that these Filipinos are away from home, their natural compassion for fellow Filipinos abroad is undeniably immense. They do not have anybody to lean onto except for their *kababayan* (co-Filipino). Hence, prayer requests abound in Timog.com. Filipinos asked help for prayers from fellow online members to implore for him/her strength and protection from harm and sickness while in Japan. Another member called upon his *kababayan* to pray for him amidst his legal battle for visa acquisition. These examples provide the notion that indeed the Internet has become a pivotal venue for Filipino migrants to activate their religious and faith activities online. Unlike before when websites are only means to supply and disseminate information, now, websites become interactive platforms for religious pursuits. Cases in point also illustrate Filipino migrants' identity in Japan as compassionate people to their *kababayan* and this compassion is very much translated in their religious practices and religiosity online.

Another good example of the dynamics of argumentation that occurred in the forum can be seen in the "Images of saints: Forbidden" thread. LIVING IMAGE who was in Manila, as his user info locates, started the thread on April 2, 2009 asking whether images of saints are forbidden or whether there is an existing misinterpretation that God prohibits the creation of the images. LIVING IMAGE then defined "image" to provide clearing to intended debate:

> An Image is any physical, mental or spiritual representation or reflection of any person, place, thing or event.
>
> Can we say or judge absolutely that an Image is an idol?
>
> Definitely not…why?
>
> An IDOL (eidolon in Greek) is primarily a phantom, a mirage in the mind, or an idea, fancy or value.
>
> The notion IDOL is a conceptual value existing only in the mind. It is an exaggerated value attributed to any person, place, thing of event whether physical, mental or spiritual. Any real or imaginary thing need not constitute an IDOL.
>
> The very THING or IMAGE itself is not necessarily an IDOL.
>
> It is the judgment in the mind that makes a thing an IDOL...

DAX, who was in Fukukoa-ken, replied to the thread the next day:

> Quote:
>
> Originally Posted by LivingImage
>
> *An Image is any **physical**, mental or spiritual representation or reflection of any person, place, thing or event.*
>
> Quote:
>
> Originally Posted by LivingImage
>
> *The very THING or IMAGE itself is not necessarily an IDOL.*
>
>
> Not all images are idols, but all idols are images. In other words, an idol is a subset of an image.
>
> To use your definition above, and to go back to the thread title "Imahen ng mga Santo", is an "imahen" a mental representation? Or a spiritual one? Pareho hindi*, because these exist physically. Hence, idols are physical-type images, therefore God says these should not be made for worship.

LIVING IMAGE was quick to respond to DAX:

> Quote:
>
> Originally Posted by Dax

Not all images are idols, but all idols are images. In other words, an idol is a subset of an image.

Well, no problem with idols being an image...

Again:

To consider any being an idol is to give an exaggerated and excessive subjective value on the particular being making it a "realization" or "embodiment" of some ideal.

Hope you got the point.

Quote:

To use your definition above, and to go back to the thread title "Imahen ng mga Santo", is an "imahen" a mental representation? Or a spiritual one? Pareho hindi, because these exist physically. Hence, idols are physical-type images, therefore God says these should not be made for worship.

Can you give a sample of Spiritual image...let's see if you can defend your position that an image though physical can never be a spiritual image...

NAACHAN moderated the debate of LIVING IMAGE and DAX:

Quote:

Originally Posted by Dax

Therefore God says these should not be made for worship

Perhaps the question should be changed. Is the Catholic use of religious imagery invalid?

The exchange of ideas among the participants suggests their educational backgrounds, and this is exhibited clearly by argumentations that capitalized on proper quotations of the antecedent post. In replying, participants were critical in assessing what does/ do not conform to their belief and concept as far as religious visual piety is concerned. The transaction of definitions between LIVING IMAGE and DAX headed up that NAACHAN realized the need to moderate the debate by rephrasing of the question. GREENERY_YES found the thread very interesting and posted his curiosity of what could have been his life if he were not under the powers of conservative Catholic Church. He added that:

[I]t is Gods (sic) plan to save us. Napakasarap mabuhay na may kilala akong Diyos na totoo. Living in [j]apan proved me that [c]hristianity is our life. Hindi na maikakaila na sila man din ay nagiging Christiano na. Kung nagmamatigas ang puso pa ng marami, ito ay lalong ipaparamdam sa kanila ng Diyos hanggang sa matutunan nilang kilalanin ang Diyos.

(This is God's plan to save us. It feels great that I know a real God. Living in Japan proved me that Christianity is our life. It cannot be denied that even they (the Japanese) have become Christians. If one resists, God will show them the way to faith.)

The reply of GREENERY_YES strengthened the claim that Filipinos acknowledged the indelibility of Christianity in their culture. Within a host country that is agnostic, Filipinos, like GREENERY-YES, went online to engage in activities to post personal spirituality. While there were limitations on the environment, the participant assigned a signification to the representation of his religious belief. Like the impossibility of meeting all the members of the forum, and the limitation of the Internet to stream all images and voices that could suffice the need of reality and exceed the walls of hyper-reality, the participant acknowledged the presence of God. What is remarkable in the observation of GREENERY-YES is that while he raised the what-if of non-domination of Christianity in the Philippines, he realized that he and other Christians had been converting the Japanese. Here, offline religiosity is said to have inter-colonized cultures and spaces, and online religiosity provides an opportunity to validate this inter-religionality.

7. Conclusion

This paper provides insight into the relationship between religion and the Internet. In specific terms, it looked into the online Christianity of Filipino migrants in Japan. The discussions at Timog.com forum on religiosity and spirituality validate the widespread practice of online religion. Having been colonized by Spain which induced Christianity to their psyche, Filipinos realized that Catholicism is intrinsic to their daily lives – whether they are within the confines of the

homeland or/and whether they are deployed to other countries to provide domestic and professional services. The online Filipino migrants are not self-confessed devotees of Christianity but they acknowledged the significance of their religion in their survival from displacement. The online environment, the website, facilitated their interaction as they engaged into traditional and debatable religious ideas and contexts.

The Filipino migrants of Japan used the Internet to engage in prayer, meditation, and rituals. The assigning of prayer requests as a sticky thread underlines the prayer and other spiritual mantras as a constant in daily lives of Filipinos offline and online faithful. But these Filipinos did not use the Internet to solely learn about or interact with other members of the forum and of their homeland, they were most interested in using the cyber space for expression of their personal and spiritual beliefs (as observed in this study by posting and soliciting of prayer requests, relaying of inspirational messages, bible sharing, and opening of debates that are results of philosophical musings). To a lesser extent, they were also interested in seeking differences and similarities within their sect, with other variants of their religion, and with other traditions.

Across the globe, Filipinos are identified as Christians. What is necessary to note, however, is that having been transported to an environment of immense difference in religiosity provided these Filipinos with an opportunity to rethink and reassess their affiliation and subscription to the variant of Christianity that they embody. Questions on the personal, communal and national effects of Catholicism in the Philippines have been aired out and have garnered postings that were expressive and individually-oriented toward Japanese experience of economic domination and sustainable development.

The personal conflict with one's religiosity is heightened by the debates on beliefs that range from visual piety, biblical interpretations, idolatry of totems and even service to God. Despite the differences in points of view and readings of the Bible, the participant are deemed to be committed to their spirituality and stood firm on the importance of such in their being absent from the homeland. The participants acknowledged that along with their financial remittances to the Philippines are their prayers of loved ones for their safety and security as the economy keeps them removed from the physical home and keeps them hooked to the online community.

There are several potential implications to the findings. While the Filipino online faithful may not find the Internet exchange of rethinking and comparing of their religious subscription and spirituality enough to free themselves from doubts and questions, they find contention in the fact that they are not alone in their calvary of reassessing their beliefs. The online faithful may be coming from different traditions of performing their religion but what experientially binds them other than being transmigrants is that they are woven by one thought – that there is God.

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Table 1. List of Activity Postings and Frequency (January 1 – June 30, 2009)

Threads	Replies	Frequency
Prayer request (such as prayers addressed directly to God)	289	6.51%
Bible-related discussion (such as verse posts, games, trivia, and sharing)	1561	35.25%
Reflection (such as inspirational thoughts, spiritual journeys, passion of Christ, testimonies with God)	678	15.31%
Gospel reference (such as daily Gospel posts, Bible diaries)	5	.11%
Christianity debate (such as discussions on the facts of the Bible, theories on the Creation, debates on musings of theologians, philosophers and social scientists, faith polls)	1317	29.74%
Inspiration (such as collection of inspirational stories, re-postings of parables and beatitudes)	336	7.7%
Christian Entertainment devotion (such as uploads and downloads of videos and music of worship, Gospel song, etc.)	240	5.40%

Table 2. List of Activity Postings and Frequency (January 1 – June 30, 2009)

Thread Title	Replies	Views
A 40-day spiritual journey	443	1,979
Bible Verse	829	13, 725
Bible Quiz Game	154	3,103
Bible Sharing	141	2,465
The Life and Mission of Jesus Christ	111	3,144
Stories of Genesis	135	3,400
Why I choose not to associate myself with any religion?	146	4,499
Imahen ng mga santo: Bawal nga ba? (Images of saints: Forbidden?)	239	6,420
Memory Verse Here	147	4,431
Tama po bang sambahin ang mga santo? (Is it right to venerate the saints?)	132	4,797
Christian Devotionals	152	3,460

The Study of Diffusion and Practice of International Norms

through the "Human Security": The Case of

"Responsibility to Protect"

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Abstract

Power and national interest constitute an important research topic in the study of international politics, and can be seen as the starting point for the study of international relations in the post-war period. A number of scholars have asserted that "power" determines "national interest." Such a view, however, can result in an excessively restricted understanding of "national behavior," since the relationship between contemporary international politics and national behavior is not necessarily an ironclad one. This has been borne out by a number of international efforts to maintain peace in the post-Cold War era. Rather than being driven by national interests or regional strategic concerns, a number of military interventions have been carried out in order to prevent ethnic cleansing, safeguard human rights, and uphold certain other values of the international society. Such international values are based on respect for human dignity, the rule of law, and the ideal of democracy. These values are based on norms restricting the use of power and emphasize that the effective use of power is based on legitimacy. In this paper, I would like to explore some of the ideas from which these norms are derived.

Therefore, the paper presents a new method of interpretation for human security by the theory of Constructivism, and meantime the main purpose of this paper is exploring a brief discussion of how a people-centered approach to international norms is currently being implemented and practiced by the international society. This is evidenced by the way in which the concept of human security has developed since it was put forth by the United Nations in 1994. And its more positive normative turning is the case of "R2P".

Keywords: Norms, Human Security, R2P, People-centered

1. Introduction

Power and national interest constitute an important research topic in the study of international politics, and can be seen as the starting point for the study of international relations in the post-war period. A number of scholars have asserted that "power" determines "national interest." Such a view, however, can result in an excessively restricted understanding of "national behavior," since the relationship between contemporary international politics and national behavior is not necessarily an ironclad one. This has been borne out by a number of international efforts to maintain peace in the post-Cold War era. Rather than being driven by national interests or regional strategic concerns, a number of military interventions have been carried out in order to prevent ethnic cleansing, safeguard human rights, and uphold certain other values of the international society. Martha Finnemore thinks that some kind of political order in Somalia, Cambodia, and Bosnia are all instances of military action whose primary goal is not territorial or strategic but humanitarian (Finnemore, 1996). Such international values are based on respect for human dignity, the rule of law, and the ideal of democracy. These values are based on norms restricting the use of power and emphasize that the effective use of power is based on legitimacy (Katzenstein, 1996). In this paper, I would like to explore some of the ideas from which these norms are derived.

Most states focus their attention on such areas as political structures, material factors of state, and the balance of power. Some states, however, are more concerned with upholding the values of the international society, applying certain principles to the formulation of international norms, and promoting the common good throughout the world. The

Vatican, for example, is not a powerful country by conventional standards. In the areas of religion and spirituality, however, the Vatican is a kind of super power, albeit its norms and values are different from those of America and Russia.

Therefore, the paper looks at a new method of interpretation for human security by the theory of Constructivism, and meantime the main purpose of this paper is exploring a brief discussion of how a people-centered approach to international norms is currently being implemented and practiced by the international society. This is evidenced by the way in which the concept of human security has developed since it was put forth by the United Nations in 1994. And its more positive normative turning is the case of "R2P".

2. The Connotation of Human Security

In 1994, the United Nations Development Program published the *Human Development Report* (HDR), which symbolizes a new way of thinking, a new milestone, as well as the integration of security issues under globalization. This report developed this definition in relation to seven dimensions of human security: personal, environmental, economic, political, community, health, and food security (UNDP, 1994, pp. 24-25). Besides, the report adopted "people-centered" security concept as the center of focus instead of the traditional concept of state-centered (UNDP, 1994, pp. 24-33). The appearance of human security, a representation of the emergence of a new security paradigm, supplements the concept of traditional security issues. Human security emphasizes the people's surrounding rights and interests, which are ignored by the international society in the daily life. The so-called security should entail the protection of peoples' benefits, which does not be threatened by diseases, hungers, unemployment, political oppressions and environmental degradation.

The end of the Cold War gave way to Globalization which has fundamentally changed many existing paradigms in the Social Sciences. New Idea such as human security has emerged in the modern globalised era. Indeed, human security has become somewhat of a buzzword. Even UN and Countries like Canada and Japan have proclaimed it as the guiding principle of their foreign policies. Over a period of ten years, the concept of human security has begun visibly to influence, change, and challenge global politics, institutions, and governance (Oberleitner, 2005, p. 185). It reflects a kind of all-round, multi-level and wide-ranging security concept, and accommodates the traditional and non-traditional security elements.

The HDR adds that the concept of human security must focus on four of its core characteristics. First, "human security is a universal concern. It is relevant to people everywhere, in rich nations and poor…..Their intensity may differ from one part of the world to another, but all these threats to human security are real and growing." (UNDP, 1994, pp. 22-23). Second, "the components of human security are interdependent…." Third, "human security is easier to ensure through early prevention than later intervention. It is less costly to meet these threats upstream than downstream." Fourth, "human security is people-centered. It is concerned with how people live and breathe in a society, how freely they exercise their many choices, how much access they have to market and social opportunities and whether they live in conflict or in peace." (UNDP, 1994, pp. 22-23).

A brief description of the concepts of human security, this paper tries to interpret the relationship between human security and constructivism. Because both of them not only reflect the social relations of human beings have a re-interpretation, but also a shift of the norms and power international society. Especially, constructivist theorizing in international relations defines a norm as the existence of shared understanding as to the permissible limits of state action (Wheeler, 2006, p. 30). In view of this, adopting constructivism as a research approach to explore human security, thus, six observations are as follows:

2.1 All knowledge is composed of social structure, which guides to the nature of knowledge and social significance. Both of them rely on the human perception, and it decides all actions of human beings (Onuf, 1989; Kowert & Onuf, 1998). When human beings feel threats, the "human-centered" concept of the human security shapes gradually and through a series of the multi-national, independent commission of experts, academics, intellectuals and academic reports initiative, the concept of the human security is built. For example, NGOs and civil society in general play a major role in the study of, and advocacy on, human security concerns. They are involved in practically all human security issues (Sané, 2008, pp. 5-6). Over the years, the collective efforts of various ad hoc campaigns have led to the signing of the 1997 Ottawa Convention which banned anti-personal landmines, and the creation of the International Criminal Court in 1998 (Tadjbakhsh, 2007, p. 23).

2.2 The emergence of the concept of human security reflects the influence of values and norms on security studies, as opposed to the influence of national security. This also demonstrates a change in international relations, identities and interests, and is best explained with reference to constructivist thought. Tadjbakhsh considers that human security can thus be read as an attempt to reconstruct the interpretation of the roots of insecurity, underdevelopment, and poverty. These same themes have also been examined by constructivism (Tadjbakhsh, 2007, pp. 88-89).

2.3 Human security is a new language and a new symbol. Because language constitutes social facts, any fact entails the element of language. Language constitutes the consensus, which generates the collective image, and further forms institutions and norms. The concept of human security derives from the use of language, images and symbols. For instance, the International Commission on Intervention and State Sovereignty (ICISS) (ICISS, 2002) —reflecting Kofi Annan's remark that the language of intervention needs to be changed from the right or duty to intervene, to the responsibility to protect—shifted the focus to those in need of support. It also asked the UN Security Council to face up to the consequences of inaction: increasing inappropriate intervention by states or ad hoc coalitions which would threaten the legitimacy and credibility of the UN (Tadjbakhsh, 2007; MacFarlane & Khong, 2006; Kaldor, 2007).

2.4 As an idea shaping of the concept of human security, constructivism believes that national interests are forged in the process of mutual interaction. The process determines the interests and identity, and the identity constitutes the interests. During the process, the value of human security is established when states transfer their attention to common interests. A case in point is the way in which human security is being promoted by the Canadian and Norwegian governments as a new guideline in foreign policy following a bilateral meeting in Norway of foreign ministers Lloyd Axworthy and Knut Vollebaek in May 1998. Both governments have used the term as an umbrella concept to cover a humanitarian agenda that includes support for the establishment of the International Criminal Court (ICC), the ban on landmines, and a prohibition on child soldiers and small arms (Suhrke, 1999, p. 265-266; Krause, 2008, p. 76).

2.5 Since they are constructed out of concepts, identity and interests are neither unchanging nor endless, and vary with the emergence of new issues and concepts. This can be seen as a revision of human security, raising questions concerning political economy, sovereign states, and political community (Newman, 2001, p. 247). When people start to think of common interests, the definition of security will become "people-centered." On the one hand, there is the conviction that states are responsible for regulating the actions of its individual citizens, and on the other hand, individuals are responsible for violating international human rights and humanitarian law (Benedek, 2008, p. 8). The ICC demonstrates that the international community has long aspired to create a permanent international court, and in the 20th century it reached consensus on definitions of genocide, crimes against humanity, and war crimes.

2.6 In the 1990s, realism and liberalism were criticized for their overemphasis on material concerns and for failing to take into account subjective, psychological, and human elements. Constructivism attempts to challenge established world views which have been set in place by material concerns (Wendt, 1992, pp. 391-425). Constructivism and human security have much in common, and human security can be seen as an application of the tenets of constructivism. Constructivism reinterprets traditional material, state-centric society; similarly human security reinterprets traditional theories of military force and national security.

During the process of security research, human security is paid attention to and also a thinking, which humans rely on the instinct. Human security means safety from chronic threats such as hunger, disease and repression, but also must include protection from sudden and hurtful disruptions in the pattern of daily life. The concept has led to a shift from security through armament to security through sustainable human development (Frerks and Goldewijk, 2007, p. 27). It not only attempts to offer a blueprint to solve the problems of human beings, but also a path for the states of middle power to practice it (Pairs, 2001, p. 88). After a brief description of the connotation of human security, this paper attempts to interpret the norms and practices of people-centered prevailing in international society. These norms and practices of people-centered reflect human beings as subjects of international law and international relations was, in some measure, a response to the evolving quality of the relationship between the state and the individual.

3. The Implementation and Promotion of People-centered International Norms

> "The state remains the fundamental purveyor of security. Yet it often fails to fulfill its security obligations….That is why attention must now shift from the security of the state to the security of the people—to human security."
>
> —Commission on Human Security, 2003

In the 16th century the scholar of international law Francisco Suarez (1548-1617) stated, "Although human beings are divided into many different nation-states, from a larger perspective they constitute a unity. Surface appearances may give the impression that each country is a fully independent and self-sufficient entity, but in reality this in not possible, for every nation requires the support and cooperation of other nations. Even more important is the implementation of common laws for regulating their interactions." (Eppstein, 1935, pp. 265-266). The paper emphasizes that such collective legal norms are based on the "respect for the individual" espoused by the international society. Due to the changes brought about by globalization, human relations are becoming increasingly complex, resulting in the appearance of new concepts and norms, and making it necessary for nations to establish new approaches to legitimating their use of power. This paper would like to contend that this phenomenon is based on the increasing importance of the concept of the "people-centered."

The concept of human security has its origins in the high regard human beings have for the individual. Over the course of time this idea has been studied, promoted, and put into practice in the arena of international relations (Tsai and Tan, 2008, pp. 151-153). At present, largely due to the changes brought about by globalization, it has already become a relatively concrete element of the concept of security. The term "human security" was adopted by the UN in 1994 and has already been widely acknowledged by the international society (UN, 1998). Still, only after being clarified and accepted over a certain amount of time can a concept such as this become a norm which can be incorporated into national policies. For example, on the national level, the Canadian activities and leadership in human security as well as the position of the Japanese government provide an experimental ground for human security as a foreign policy tool (Banks, 2001). In other words, the collective acknowledgement of this sort of people-centered model originates in the establishment of the "idea" of human rights in a given nation or civil society. Human security has also been taken up by civil society organizations and has led to the creation of civil society networks, bringing together otherwise nongovernmental organizations (NGOs). The Coalition for the International Criminal Court and the International Campaign to Ban Landmines are two examples. More recently, the African Human Security Initiative has drawn together African NGOs with the aim of assessing the human security performance of African governments. Human security is also increasingly used by national NGOs to bring together single-issue concerns and thereby create a holistic framework for action (Oberleitner, 2005, pp. 185-203).

In 1996, Canada had been developing a human security focus in its foreign policy and had attempted to lead a multinational force to protect refugee camps in eastern Zaire (MacFarlane, 2000, pp. 57-58). Especially, at the time of Canada's election to the Security Council of UN, its Department of Foreign Affairs and International Trade held an internal strategy debate to discuss what the country's priorities should be during its tenure. Most of the suggestions were related to human security and decided to embrace protection of civilians in war as the central theme of Canada's term (MacFarlane and Khong, 2006, p. 174).

Moreover, human security and human rights complement one another. For the most part, the safeguarding of human rights is carried out by making use of legal institutions and norms, while human security is brought about through the implementation of economic, political, or even military measures. In recent years, both of these have received increasing attention from the international society, and at present there are several examples of how the concept of human security can be used to formulate norms, bring about positive change, and maintain peace (Cockell, 2000, p. 21). Amongst these are the Ottawa Convention, ratified in 1997; the United Nations Trust Fund for Human Security, set up in New York in 1999 under the aegis of the government of Japan; the Human Security Network (HSN) established by Canada and 11 other countries in 1999; and the Commission on Human Security (CHS), established in New York in 2001 (Takasu, 2000).

In particular, the establishment of the International Criminal Court (ICC) in 2002 and the Human Rights Council (HRC) in 2006 represented a certain transformation in the concept of human rights, whereby an increased respect for human rights has led to their practical implementation in various institutions. One result of all this has been the formulation of a number of non-legally binding appeals by these institutions in cooperation with the UN. After some time, these can be converted into articles and institutions which have the force of law.

4. The Responsibility to Protect: A New Approach to International Norms

During the 1990s there was a fundamental change in the norms governing the behavior of the states and international organizations. NATO's intervention in Kosovo in 1999 brought the controversy to its most intense head. Security Council members were divided; the legal justification for military action without new Security Council authority was asserted but largely unargued; the moral or humanitarian justification for the action, which on the face of it was much stronger, was clouded by allegations that the intervention generated more carnage than it averted; and there were many criticisms of the way in which the NATO allies conducted the operation. At the United Nations General Assembly in 1999, and again in 2000, Secretary-General Kofi Annan made compelling pleas to the international society trying to find a new consensus on how to approach these issues, to "forge unity" around the basic questions of principle and process involved. He posed the central question starkly and directly (ICISS, 2001; MacFarlane and Khong, 2006, p. 161; Kaldor, 2007, p. 17):

> If humanitarian intervention is, indeed, an unacceptable assault on sovereignty, how should we respond to a Rwanda, to a Srebrenica – to gross and systematic violations of human rights that affect every precept of our common humanity?

Following up on his challenge, in March 2000, the Secretary-General asked a panel of international experts led by adviser Lakhdar Brahimi to improve UN peace operations. The resulting *Report of the Panel on UN Peace Operations* (Brahimi Report) offered advice about minimum requirements for UN peacekeeping mission (Mertus, 2005, p. 125). Meantime, it was also in response to this challenge; in 2000, the Canadian government announced the establishment of an independent body called the International Commission on Intervention and State Sovereignty (ICISS). Then in September 2001 the ICISS issued a report titled *The Responsibility to Protect,* giving rise to considerable discussion in

the international society. Commonly referred to as "R2P," the central argument of this report is that each country is responsible for safeguarding its citizenry from disasters, massacres, and famines (Pace and Deller, 2005, pp. 15-32). If a country is unable to do this, then the responsibility falls to the international society. The virtue of R2P was that it would entice states to engage in humanitarian relief by changing the emphasis from the politically unpleasant right of state interveners, to the less threatening idea of responsibility (Alston and Macdonald, 2007, p. 275). In view of this, promoting "R2P" as international norms to explore a people-centered approach, thus, some core principles are as follows (Pace and Deller, 2005, pp. 15-32):

4.1 Basic Principles

(A)State sovereignty implies responsibility, and the primary responsibility for the protection of its people lies with the state itself.

(B)Where a population is suffering serious harm, as a result of internal war, insurgency, repression or state failure, and the state in question is unwilling or unable to halt or avert it, the principle of non-intervention yields to the international responsibility to protect.

4.2 Foundations

The foundations of the responsibility to protect, as a guiding principle for the international society of states, lie in:

(A)obligations inherent in the concept of sovereignty;

(B)the responsibility of the Security Council, under Article 24 of the UN Charter, for the maintenance of international peace and security;

(C)specific legal obligations under human rights and human protection declarations, covenants and treaties, international humanitarian law and national law;

(D)the developing practice of states, regional organizations and the Security Council itself.

4.3 Right Authority

(A)There is no better or more appropriate body than the United Nations Security Council to authorize military intervention for human protection purposes. The task is not to find alternatives to the Security Council as a source of authority, but to make the Security Council work better than it has.

(B)Security Council authorization should in all cases be sought prior to any military intervention action being carried out. Those calling for an intervention should formally request such authorization, or have the Council raise the matter on its own initiative, or have the Secretary-General raise it under Article 99 of the UN Charter.

(C)The Permanent Five members of the Security Council should agree not to apply their veto power, in matters where their vital state interests are not involved, to obstruct the passage of resolutions authorizing military intervention for human protection purposes for which there is otherwise majority support.

(D)If the Security Council rejects a proposal or fails to deal with it in a reasonable time, alternative options are consideration of the matter by the General Assembly in Emergency Special Session under the "Uniting for Peace" procedure; and action within area of jurisdiction by regional or sub-regional organizations under Chapter VIII of the Charter, subject to their seeking subsequent authorization from the Security Council.

To sum up the above points of view, we can analyze that states do not have unqualified rights to non-intervention by other states, but rather the right is conditioned on state meeting its own responsibility to protect its citizen. Failure to accept responsibility to protect the safety of citizens opens states to the possibility of intervention; therefore, sovereignty is contingent on the promotion and protection of human rights and can be suspended (Hehir, 2008, pp. 48-52). Besides, *the Responsibility to Protect* reveals the matters of human rights in UN system have usually been regarded as matters for United Nations Economic and Social Council, specialized agencies, and subsidiary organs such as the Human Rights Commission. The UN Charter affirms a principle of noninterference in the domestic affairs of a sovereign state; it also offers the achievement of international cooperation in promoting human rights (see Charter of the United Nations, art. 2.7, Preamble). But the Charter offers no guidance about when sovereignty must yield to protection against the violations, against genocide, ethnic cleansing, and massive human rights abuses.However, the current practice regarding the responsibility to protect suggests that the Security Council has begun to play an important role in the issues regarding the international protection of human rights (Matsukuma, 2005, pp. 106-118). In the meantime, the focus of "R2P" is on just cause and right authority. Those proposed by the Canadian International Commission on Intervention and Sovereignty are drawn from Just War approaches and cover the criteria for right authority, including the importance of multilateral authorization, and the right to intervene in cases of large-scale loss of life and ethnic cleansing (Boer and Wilde, 2008, p. 36).

5. R2P: A Normative Shift in the International Society

This ICISS report was enthusiastically received by the UK, Japan, Canada, New Zealand, South Africa, the European Union, Rwanda, and Kenya. At the 2005 UN Summit over 150 national governments gave clear expression to their support for R2P by drafting a statement asserting that each country is responsible for protecting its citizenry from genocide, war crimes, crimes against humanity, and ethnic cleansing. Furthermore, each country agreed that collective action by the UN Security Council according to Article 24 of the UN Charter should be used to prevent such crimes (Alston and Macdonald, 2007). The report was a landmark in the evolution of human value, designed to address the key political debates, legal issues, and operative obstacles. First, ICISS tried to de-politicize the North-South argument and shift the focus from a "right to intervene" to a "responsibility to protect" (Banda, 2007). Second, the report emphasizes the essence of R2P is that sovereignty implies responsibility. Sovereignty can no longer be used to shield gross violations of the security of people from international action (MacFarlane and Khong, 2006, p. 166). Third, the report concludes on the basis of international customary law, human rights treaties, as well as growing state practice and the Council's precedent-setting resolutions that R2P was an "emerging principle" of law (Alston and Macdonald, 2007).

R2P can be seen as an augmentation of the UN provisions for peacekeeping operations (Neack, 2007, pp. 191-218). At the same time, from the perspective of security research, R2P brings together human security and national security (Neack, 2007, p. 209). Based on the traditional concept of national sovereignty, according to R2P, protecting its citizenry is part and parcel of what it means to be a sovereign state. Yet the end of the Cold War and the advent of globalization have led to certain changes in the concept of security. In an age when armed hostilities take such diverse forms as civil wars, insurgencies, and the general chaos of a failed state (Tsai and Tan, 2008), those responsible for various atrocities are often those who hold the reins of power. Thus the international society would like to see the principle of non-intervention in a sovereign state give way to the duty to protect. As an emerging international norm, R2P emphasizes a concerted series of actions, including prevention, response, and rebuilding (Neack, 2007, pp. 210-212).

By asserting the right to intervene, R2P constitutes a transformation of the forms intervention can take (MacFarlane and Khong, 2006, 191). This represents a shifting of the terms of debate (ICISS, 2002, pp. 16-17), as well as a change in the forms discursive power can take. United Nations Secretary-General Kofi Annan, in his report to the 2000 General Assembly, challenged the international society trying to forge consensus, once and for all, around the basic questions of principle and process involved: when should intervention occur, under whose authority, and how. The independent International Commission on Intervention and State Sovereignty was established by the Government of Canada in September 2000 to respond to that challenge (MacFarlane and Khong, 2006, p. 161).

In traditional international politics the debate on intervention has centered on the concepts of the right of humanitarian intervention and the right to intervene. As a result, the international society has been overly focused on the intervention operation itself, without giving due consideration to prevention and rebuilding. Thus the emphasis of the ICISS is not so much on "the right to intervene" as on "the duty to protect," thereby changing the terminology in order to change the concept (MacFarlane and Khong, 2006, p. 161). Moreover, the purpose of ICISS in changing the wording is to highlight the importance of the duty to "prevent," "respond," and "rebuild" (MacFarlane and Khong, 2006, p. 193). It emphasizes the duty of each sovereign state to safeguard its own citizenry against certain crimes against humanity, and does so in accordance with the principle of "maintaining international peace and security" found in Article 24 of the UN Charter (Frerks and Goldewijk, 2007, p. 32).

Besides, on 12 January 2009, UN Secretary-General Ban Ki-moon issued a report entitled *Implementing the Responsibility to Protect*. The report is the first comprehensive document from the UN Secretariat on the Responsibility to Protect, following Ban's stated commitment to turn the concept into policy (See R2P Report). The Secretary General's Report sets the tone and the direction for the discussion on the subject at the UN. The Report proposes a terminological framework for understanding the "Responsibility to Protect" and outlines measures and actors involved in implementing the approach of three pillars. The three pillars are:

Pillar one stresses that States have the main responsibility to protect their populations from genocide, war crimes, ethnic cleansing and crimes against humanity. Pillar two emphasizes the commitment of the international community to provide assistance to States in building capacity to protect their citizens from genocide, war crimes, ethnic cleansing and crimes against humanity and to assisting those which are under stress before crises and conflicts break out. Pillar three focuses on the responsibility of international community to take timely and action to prevent and halt genocide, ethnic cleansing, war crimes and crimes against humanity when a State is failing to protect its people (See R2P Report).

Importantly, the Secretary-General urges the General Assembly to consider the strategy for implementing R2P as prescribed in the report. It also gives a particular attention to early warning, and introduces specific recommendations regarding a future proposal to create a joint-office between the Special Adviser with a focus on the Responsibility to Protect and the Special Adviser on the Prevention of Genocide (See R2P Report). Finally, on 14 September 2009, in the course of the closing plenary of its 63rd session, the UN General Assembly adopted resolution A/63/L80 Rev. 1 entitled

"The Responsibility to Protect." The short three paragraph resolution, co-sponsored by 67 states from the member of UN, was adopted and intended to continue to engage on the issue o f the responsibility to protect by consensus (See A/63/L80 Rev. 1).

6. Conclusion

Although the Westphalia System has remained intact for some 400 years, due to the influence of global interdependence in the contemporary world the concepts of human rights, humanitarianism, international law, and the norms of the international society have become exceedingly complex and sovereignty transformed. Some discussion demonstrated that global interdependencies and consolidation of a human rights discourse are transforming national sovereignty. For example, in the global context of fragmented power, other agents, private parties, NGOs, and transnational institutions play a growing role in the age of transforming national sovereignty. Another visible instance for the transformation of nation-state sovereignty is the use of force to engage in humanitarian intervention (Levy and Sznaider, 2006, pp. 668-669). In such a situation "rights" are no longer the highest authority for the formulation of ideals and principles. The Holocaust in Germany, the atrocities of the Khmer Rouge in Cambodia, the brutalities of the Pinochet regime in Chile, ethnic cleansing in Kosovo, and the massacre in Rwanda; all of these are blatant transgressions of universal human values.

In sum, R2P represents a normative shift in the international society (ICISS, 2002; Wheeler, 2000; Dannreuther, 2007, pp. 46-48). On the one hand, R2P is sometimes considered a "soft" security approach, relegated to the aftermath of conflicts. On the other hand, R2P should be regarded as a "hard" security policy aimed at protecting individuals rather than states. By emphasizing the connection between humanitarian intervention and human security, as well as by extending the meaning of human security (Tadjbakhsh and Chenoy, 2006, pp. 198-201), R2P gives each state the duty and responsibility to come to the assistance of anyone facing a catastrophe. It also hints a normative change that recognized human beings as subjects of international law and international relations was, in some measure, a response to the changing quality of threats to individual human beings and the evolving quality of the relationship between the state and the individual. In light of the Grotian tradition and the English School, the international system is a "society" in which states, as a condition of their participation in the system, adhere to share norms and rules in a variety of issue areas (Bull, 1977). In other words, material power matters, but within an approach of normative expectations embedded in public and customary international law. In view of this, the author attempts to explore a brief discussion of how a people-centered approach to international norms is currently being implemented and practiced by the international society. This attempt also expects to be the focus of future human security research and the main purpose of this paper.

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Strengthening the Young College Teachers'

Ideological Political Education Works

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Abstract

Young college teachers' ideological politics education work with certain particularity is different with students'. Only their ideological politics education work is made well, the talent advantages can be fully exerted, which is very important for the talent cultivation of colleges. Based on the importance of young college students' ideological politics education work, the problems existing in this work are analyzed and corresponding solutions are proposed in this article.

Keywords: Young college teachers, Ideological politics education work

Young teachers are an important group to compose the structure of college teachers full of energies and vital forces, and are not a mature group. Young teachers' ideological politics education work should first emphasize the education, and if the political education has not incorrect direction, the education will be only formal and deficient for normal contents. So the education should not be simply regarded as a kind of lecture, drumbeating and catchwords, and it should be implemented into practice.

1. Important meanings of young college students' ideological politics education

The ideological politics education work is an important approach to build the harmonious campus. The object of young teachers' ideological politics education is young teachers, and its main content is the education about young teachers' ideological concepts, political concepts and moral concepts, and the education mode should fully exert the explanation function and the conversion function of the ideological politics education, especially the encouragement function.

1.1 Pushing the socialization of politics

Li Yuanshu generalized the contents of politics socialization as three domains. The first domain is that social individuals study political knowledge and acquire political tropism, form and perfect political personality to accord with the political life. The second domain is the diffusion, generation transfer and variance of political cultures. The third domain is the operation process of democracy, law and discipline politics system and the relationship with the politics socialization. The politics socialization education for young teachers should mainly rest with the cultivation of political thoughts, concepts and behaviors. To correct young teachers' essential position, attitude and opinions about the course, guideline and policy of interior and diplomacy of national institutions, party and country decides young teachers' definite political direction.

1.2 Establishing correct philosophy

Young teachers' ideological politics education includes the education of a series of ideological educations including young teachers' politic thoughts, philosophy thoughts, moral thoughts, legal thoughts, innovation thoughts and tasting thoughts, and the core content of philosophy is the value of life. Young teachers' individual value is represented by the respect and fulfillment of colleges and the society to young teachers, and young teachers' responsibility and contribution to colleges and the society. So colleges should actively encourage young teachers' active aspect to make them contribute for colleges and the society by the best mode.

1.3 Building great moral quality

Young teachers' ideological politics education should not only convert teachers' individual thoughts and enhance their

ideological quality, but cultivate and build their moral quality, and enhance and strengthen teachers' moral cognition, moral sense, moral purpose and moral behaviors, i.e. emphasize young teachers' education of moral quality. Finally, "the development of the productivity is promoted and the social advancement is pushed by human quality especially by the enhancement of ideological moral quality and the exertion of potential".

1.4 Correcting young teachers' political thoughts

The education of political though is the core and emphasis of young teachers' ideological politics education. And it includes not only the ideological education and moral education, but the psychological education. Young teachers have the certain confusion in their mentality, which has been the bottleneck to restrain the development of higher education. To correct young teachers' political thoughts should not only enhance young teachers' thought quality and moral quality, but enhance teachers' psychological quality to make teachers' thoughts, morals and psychology more accord with the demand of the socialism market economy, and exert teachers' enthusiasm, activity and creation.

2. Problems existing in young college teachers' ideological politics education

Young teachers are the main force and new blood of the college teacher group and their quality decide the cultivated students' total level. At present, the young college teachers' ideological politics is good, and they have active and healthy political attitude, political tendency and political opinions. And part young teachers have strong innovation consciousness and they will become the principal part of teaching and research. However, with the large reform of the society and the large change of interior and exterior environment, young teachers' value concept and theoretical cognition need to be guided and standardized in time.

2.1 Ignoring the cultivation of political quality and young teachers' consciousness of faith is weak

Most young teachers selected by the college are graduate students of the college or the non-normal relative specialties of other colleges, and when they study in the college, they have not accept various teaching skills and necessary training of scientific research ability because of the limitation of the specialty. When they enter into the teacher group, because of various requirements of assessment index, teachers all centralize their attentions on the teaching and research tasks, but ignore the ideological politics education. Especially those young teachers emphasize the learning, but ignore the politics, even some of them are indifferent with the politics, and are absent without reason for the politics theory learning organized by the college, and they don't care about the affairs of state, and they are rendered speechless on the symposia of theoretical learning, and they have not the ability of distinguishing and recognizing.

At the same time, some new young teachers have not completely turned from students to teachers psychologically, and they still have deep student role, and lack in systematical training before post and many educational skills such as professional moral culture, education thought and education method, and they will face the task of teaching and research when they have not seriously tasted and known how to teaching and educating. Therefore, in a term, many young teachers only emphasize the enhancement of their education level, but ignore learning the history and knowing the development of the society, so they can not completely treat problems and will easily subjectively analyze problems and deviate from the practice. They always can not correctly estimate and judge their strengths and abilities, and think the things are too simple.

In addition, part young teachers have weak discipline concepts and bad behaviors, and when they instruct knowledge to students, they even diffuse incorrect opinions in the classroom, which will seriously influence young teachers' value view and philosophy.

2.2 Education method is formal and the time-effect is not significant

Most young teachers' ideological politics education has not been related with young teachers' benefits and life, and seriously breaks away from the practice. Because of the influences of the market economy and various cultures, young teachers have relatively active thinking and multiple value tendencies. The present education mode is still the traditional modes such as infusion and lecturing, and the working method can not be learned and the educating content is not complete. For example, more teachers only read documents and drafts to educate students, which is bald and tasteless. At the same time, many education contents are reports and speeches of the superior, lacking in the concerns about young teachers' work and life, and most of them break away from the practice of young teachers, are difficult to be welcomed by young teachers. Therefore, the time-effect of young teachers' ideological politics education is not significant, and the function of the ideological politics education can not be exerted normally.

3. Measures to improve young teachers' ideological politics education

Young teachers are a special group in the educated group of the ideological politics education, and the education content and education method are diversiform.

3.1 As the most essential and basic construction for college teachers, the construction of college teachers' professional ethics is decisive for the construction of colleges, and it is the important spirit drive and ideological guarantee for the development of colleges, and it is the soul of one college.

To cultivate young teachers' good professional ethics has been the first task of the young teachers' ideological politics work, so the construction of young teachers' professional ethics should be brought into the total plan of the construction of teacher group, and the college should organize young teachers to participate in the theoretical learning, and guide young teachers by relative theories such as Marxism-Leninism, Mao Zedong Thought and Deng Xiaoping's important theories about ideological moral construction, and the important thought of "Three Represents" to enhance the cognitive level, and takes the cultivation of young teachers' spirit of cherishing posts and devoting wholeheartedly to work as the important content of young college teachers' ideological politics work. But the most colleges still lack in strict and effective professional ethics evaluation, assessment and encouragement mechanism at present.

First, cultivate young teachers' professional ethics. Young teachers not only are the disseminators of advanced cultures and knowledge, but also influence students by their own personnel charming and give students courage and wisdoms to conquer difficulties, and help students continually to modify the advanced direction. Young teachers should run the education guidance, policy and route of CPC through the teaching works, and take the spirit of cherishing posts and devoting wholeheartedly to work and stringing along with the education business of CPC as the basic requirement of the standard of professional ethics. Colleges should utilize the "agglomerating function" of the ideological politics function to cultivate young teachers' strong professional ethic spirit and obligation consciousness, and strengthen the power of young teachers' professional ethics spirit, and organize young teachers to deeply study "the Teacher Law" and "The CPC Central Committee, the State Council Issued "the Decision on Deepening Reform, Pushing forward All-round Quality Education"", and other education regulations and documents, study Deng Xiaoping's important dissertations about the spiritual cultural construction and the ideological moral construction, and fully know the important meaning of strengthening the construction of professional ethics, and take the cultivation of young teachers' spirit of cherishing posts and devoting wholeheartedly to work as the important content of young college teachers' ideological politics work.

Second, try to build good teaching environment. The interior drive of the construction of college environment is to promote students to study hard by good learning spirit, build the learning atmosphere, grasp more scientific knowledge and enhance the comprehensive quality. And the teaching environment, the learning environment and the college environment are a integer influencing and promoting each other, and the teaching is the object of schooling, and the teaching environment will decide the learning environment which depends on students' conscious culture, and with good teaching environment and learning environment, and good college environment can be formed. Therefore, colleges should try to cultivate teachers the ability of teaching and educating, and the quality and skills of innovation, and bring the education of professional ethics into the moral practice to cultivate their sentiment of professional ethics and enhance the level of professional ethics. Colleges should fully exert the function of various party organizations in the construction of young teachers' professional ethics, strengthen the construction of party branch, strengthen young teachers' work of party construction, care about young teachers' political advancement, lead young teachers actively close to the party, emphasize young teachers' work of joining the CPC, promote actives' mature, stimulate young teachers' image of professional ethics, and establish the consciousness of good teaching. At the same time, colleges should create good work environment for young teachers to grow as soon as quickly and acquire the achievement, and try to build the good atmosphere to teach with good morality.

Third, try to establish the standard atmosphere of professional ethics. The culture of good professional ethics is a gradual process, and it can not leave strict standard of professional ethics. In the construction of professional ethics, colleges should not only fully exert the function of ideological politics work, but also embody the effect of regulation and system. The standard of professional ethics is the scale to restrain the education staffs' behavior of professional moral, establish the evaluation and control system, and prevent the un-control of professional ethics. Colleges should establish the feasible education behavior standards, perfect the standard of professional ethics, strengthen the control of professional ethics, and realize the standardized and scientific management of young teachers according to the practice of the ideological politics education work. Colleges should also perfect the mechanisms such as supervision, evaluation and competition, and make young teachers to have the suffering and responsibility consciousness for their works, and accordingly continually enhance their comprehensive quality. By establishing the systems such as the teaching evaluation system, the teaching supervision system, the lecture spot-checking system, the teaching contest and the tutor instruction, colleges can establish the evaluation standard, build the standard of professional ethics, suit with the encourage mechanism, combine with the assessment system, bring the requirements of professional ethics into various evaluation systems as the assessment references, strength the assessment of professional ethics, exert the restraining force of laws and rules, and really implement the construction of professional ethics into the practice.

3.2 Establishing the long-term effect mechanism, and strengthening young teachers' ideological politics education

Young teachers' ideological politics education is a comprehensive and systematic education, and it can promote the enhancement of young teachers' quality of ideological moral, strengthen young teachers' ability of utilizing correct ideological theory to analyze and judge all contacted ideological cultures, and ensuring right ideological cultures into brains and hearts.

First, strengthen the young teacher tutorial system. The tutorial teachers' function should be fully exerted, and young teachers' healthy growth can not leave old teachers' experiences and instruction. One important part to effectively implement young teachers' ideological politics education is to select tutorial teachers for these young teachers. Old teachers with many years' teaching and researching experiences, high scientific attainments, decent study style, abundant experiences, good teaching effect, good ideological moral should be selected to assume the tutorial teachers of young teachers, and who can correctly guide young teachers from many aspects such as operation knowledge, education skill and educating mode, and deepen the work of ideological politics education.

Second, strengthen the theory orientation work. Colleges are always the place with sensitive ideology, which takes the platform, the forum and the second classroom as important channels to transfer the Marxism. Young teachers will more contact with students directly, and if their ideology can not be occupied by the Marxism, they will be corroded by various fault ideas. Therefore, young teachers' ideological education must be guided by right orientation, and the theoretic works should be normalized and standardized, and penetrated into young teachers' daily teaching and researching works.

Third, offer proper preferential treatment of policy. Colleges should ensure young teachers' rights and interests from relative systems, and care about young teachers in the political ideology, and approach to young teachers from the sensibility. Colleges should also offer the opportunities for young teachers to burden heavy tasks, and select them to increase knowledge and abilities in the practice by communication and learning. At the same time, those young teachers with both political integrity and ability can be pushed to the leading posts in the important departments of the college.

The education system of colleges should accord with the development and change of the society, so young teachers' ideological politics education work should be developed with the adjustment of the target, content, measure and method of the ideological politics education, which can accord with the requirements of the development of the college and the society.

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Application and Normalization of Lettered Words

in Chinese Character System

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Abstract

Lettered word is a new form of loanword. It is the outcome of information share, science and technology communication as well as cultural integration. The paper classifies lettered words in Chinese character system and points out that English lettered words and Chinese characters differ greatly in their language origin and form. Therefore, lettered words have an unprecedented effect on Chinese lexical system from the aspects of writing form, phonological system, model of meaning expression and word formation. The generally accepted idea is that the use of lettered words should be normalized on the premises of the recognition of lettered words in Chinese lexicon. Finally, the paper puts forward flexible normalization for the absorption of lettered words with an emphasis on the guidance of mass media and dictionary compilation.

Keywords: Lettered word, Loanword, Chinese lexical system, Normalization

Language, an outcome of social organization, evolves with social development (Luo, 2004). With the globalization of politics, economy, science and culture, modern Chinese character system can no longer record incessant new things and concepts in a concise, direct and effective way, hence having to turn to loanwords to compensate for its lexical vacancies. As a result, lettered words enter modern Chinese lexical system due to their concision, rich meanings and access to the whole world and play an indispensable role in science and technology field and daily communication. The entry of lettered words into Chinese character system is a beneficial adjustment of a language's recording function made by the language system itself, which makes Chinese more comprehensive and more adapted to the new demands for its recording function by the global communication in the modern information era. Due to the particular importance of lettered words, this paper aims at classifying the lettered words used in Chinese lexical system and exploring the influences of modern Chinese lexical system on them and their normalization.

1. Types of Lettered Words in Chinese Lexical System

With lettered words being a special part in Chinese lexical system, the academic circle is trying classifying them (Shi, 2000. Liu, 2002. Liu, 2002. Xue, 2006) but hasn't drawn an accepted conclusion. Seen from the types of the lettered words in the current Chinese lexical system, they are mainly divided into unchanged English lettered words, complex lettered words and self-created Chinese lettered words.

1.1 Unchanged English Lettered Words

This type of lettered words refers to those including only letters in a word, which come from two major sources: English abbreviated words and English words.

1.1.1 English Abbreviated Words

English abbreviated words are made up of English letters (Liu, 2002) to express as complete meanings as their corresponding full names. They are mainly composed in the following ways:

Acronyms

1) composed of the initials of all words in a phrase, such as WTO (World Trade Organization), SOS (Save Our Ship), BBC (British Broadcasting Corporation) and DNA (Desoxyribo Nucleic Acid).

2) composed of the initials of all notional words in a phrase, such as GATT (General Agreement on Tariffs and Trade) whose function words (on, and) are omitted, AT&T (American Telephone and Telegraph) in which "and" is replaced by "&".

3) composed of the initial of the former word and the complete latter word, such as E-BANK (Electronic BANK) and A-life (Artificial life).

Abbreviations with representative letters

Here, representative letters are chosen from a word or a phrase to compose an abbreviated word, such as TB (tuberculosis), MSN (MicroSoft Network), Modem (Modulator-Demodulator) and Hi-Fi (High Fidelity).

1.1.2 Unchanged English Words

This type refers to those English words or phrases directly used in Chinese without any changes. One part goes into daily expressions, such as copy, Internet, flash, cool and the other goes into jargons or proper nouns, such as Office, Windows 2000 and so on.

1.2 Complex Lettered Words

Here this type refers to those words with both English letters and Chinese characters which express complete meanings. Chinese characters play a flexible role in them of definition direction or semantic supplementation. These words are mainly formed in four ways:

First, they can be formed by abbreviated English letters and Chinese characters

1) abbreviated initials, such as e   (electronic era), AA   (Algebraic Average) and DINK   (Double Income, No Kids.).

2) number + representative letters (sometimes the number of common letters shared by several words in a phrase can be used in the form of Arabic numbers), such as 4A   (FA: factory automation, OA: office automation, HA: household automation, AA: agricultural automation), 3S   (RS: remote sensing, GIS: geography information system, GPS: global positioning system) and 3A   (Anytime, Anywhere, Anyway).

3) the initial syllable, such as Esc (Esc=Escape) and Doc (Doc= Document).

Second, the shape of letters can be used to portray things, such as X   (talents with interdisciplinary knowledge), T   (T-shirt is in the shape of "T" and "   " is similar to "shirt" in pronunciation).

Third, some letters expressing order, place and type can be used to form words, such as A   ,   A,   C and X   .

Fourth, some words can be formed by complete English words and Chinese characters, such as Call   and SHOW.

1.3 Self-created Chinese Lettered Words

This type refers to those lettered words relevant to things with Chinese characteristics, created by Chinese people and initially used in China.

First, lettered words can be formed by Chinese phonetic alphabets due to their similarity to English letters. Some come from the initial of every syllable, such as RMB (Renminbi), and some others come from the initial letter of every word, such as PSC (Putonghua Shuiping Ceshi). Although these lettered words are composed of Chinese onsets, they are pronounced as English letters.

Second, some words are formed by translating things with Chinese characteristics into English and then drawing the initial of each word, such as CCTV (China Central Television) and CBA (Chinese Basketball Association).

Besides the above three types, there are some other ones: lettered words with similar sounds to some English expressions, such as ICQ (a tool on the Internet for chatting, sending messages and documents) which is similar to "I seek you" in English; some formed by English abbreviations and numbers, such as MP3; especially some complicated lettered words related to professional fields, such as Tech-et5500   and DI-COM3. 0   ; some even formed by letters, numbers, punctuation marks, symbols and Chinese characters.

2. Standards for the Use of Lettered Words

Lettered words have entered modern Chinese lexical system in different ways and forms, providing fresh blood for constant development of this system. However, the random, unordered and irregular use of these words (Liu, 2002) has caused disorder in Chinese lexical system. For the sake of Chinese language, it is quite necessary to confirm the standards for lettered words.

2.1 The Open and Dynamic Principle

First of all, lettered words should be open and dynamic because it has long been common for a nation to borrow and absorb another nation's language (Gu, 1990). With the globalization of science, technology as well as information in the present world, nations have more frequent communication with each other, hence breaking the time and space domains of culture, recomposing it and promoting mutual interaction. In this way, different cultures of different nations will be able to achieve mutual development by learning from each other. It has been proved that it is helpful for the diversified development of Chinese vocabulary to enhance its expressiveness and capacity. As a newly-born thing, lettered words are not standardized enough yet, but its intermediary position in modern Chinese lexical system shouldn't be neglected but be developed. Certainly, "openness" here doesn't mean all lettered words have access to Chinese or can be used by people (Xue, 2006). During language practice, some lettered words may lose the competition with their corresponding Chinese words while some others may stay as basic parts in modern Chinese lexical system.

Vocabulary is a dynamic and open system by itself (Tian, 2007). Faced with so many lettered words flooding to us, we are supposed to have tolerant attitudes towards them and achieve their normalization through long-time practice. Overall, language normalization should be an open, tolerant, dynamic and developing process, during which modern Chinese may be prevented from development by isolation and conservation.

2.2 The Principle of "Being Tested in Practice"

As a dynamically-developed open system, language achieves permanent vitality through constant production of new elements and elimination of old ones. It is generally in the practical use of language that new elements are introduced, competed, normalized and eliminated. Some lettered words may be frequently used by Chinese people after being introduced and then become basic Chinese vocabulary; some may be rejected at the very beginning but are accepted finally; some may be finally eliminated in their competition with other expressions although they were once frequently used. Therefore, language normalization is also a dynamic process in which over-emphasis on standards may lead to stubborn Chinese and too hasty normalization may not be scientific enough because it takes a long time for a lettered word to be tested and accepted finally. Language normalization shouldn't be isolated from language application and development. It is an indispensable principle for language normalization to be based on application and it is a fixed guideline for it to focus on language practice (Zhan, 2001).

2.3 The Principle of "Being Directed by the Media"

Loans words find their way to Chinese people's spiritual and material lives through the mass media, such as newspapers, TV, broadcast, Internet and a variety of books and videos, therefore they are of particular importance in providing the right direction for language normalization. Although we are tolerant to loanwords, it doesn't mean leaving it unrestricted at all. As for some people's use of lettered words in order to cater to western culture, the principle of "normalization with proper tolerance" should be emphasized. For example, "copy" isn't quite necessary since we have "   " and nor is "MTV" with the existence of "   ". In fact, it is the media's eagerness for quick success that has led to the abuse of pigeon English and lettered words. For example, some media express "   " as "   party" in order to appeal to smart young people.

In this case, the government is expected to lay down special regulations to restrict those important propaganda organizations as well as the media in order to encourage them to be serious enough when introducing and using loanwords. With the great leading role of those influential radio stations, TV programs, newspapers and magazines' in using normalized lettered words, a favorable atmosphere will certainly be created. As a result, the use of these words in Chinese will be more sound and efficient and the current unordered use of them will be changed as well. For example, at the very beginning, due to CCTV's use of "MTV" as the title for its "   " program, "MTV" was quite popular all over China. With it changed into "   " by Oriental Horizon, other columns in CCTV as well as other local TV stations followed the example, too. So now "   " seems to be more popular than "MTV".

2.4 The Principle of "Being Authenticated by Dictionaries"

Lettered words, arising, depositing and finally disappearing in language practice, can be neither laid down or cancelled by the administration nor normalized by language experts as soon as they appear. What those professionals specialized in language can do is to guide and recommend normalized lettered words by compiling dictionaries or amending instructions based on their close observation, collection, sorting and research of these words. Then, it is up to the public to decide whether to accept them or not after long-term test.

China State Language Commission is expected to have profound investigation, careful analysis and scientific research on loanwords, to thoroughly collect the lettered words commonly used in daily life and science and technology filed, to lay down regulations on the translation and use of lettered words according to the rules of language development, to compile dictionaries of lettered words including exact information, to regularly publicize new lettered words, to normalize the writing, pronunciation and meaning of lettered words, hence providing reasonable and healthy paths for lettered words to enter Chinese lexical system. 87 lettered words are included in *Xinhua Dictionary* (2001 revised

edition); 200 ones are included in *Compulsory Dictionary of Chinese New Words* (2003 edition); 182 ones are included in *The Dictionary of Modern Chinese* (2005 revised edition). Obviously, authoritative experts and institutions not only emphasize and recognize lettered words but try to normalize them and reasonably utilize them in order to promote the diversification of Chinese lexical system.

3. Conclusion

Lettered words in Chinese lexical system are the outcome of information share, scientific and technological interaction and cultural fusion. As one part of Chinese vocabulary, lettered words are also in variation and are to be tested by corresponding standards. Therefore, it should be recognized that it is a long battle to normalize lettered words in dynamic development, hence requiring language researchers, dictionary compilers, the mass media and the authorities to have joint efforts with open, dynamic and developing attitudes. In the normalization process, both the purity and unification of Chinese character system and the diversification of language should be maintained. Therefore, there is no definite limit or standard for it. Instead, it should be accepted that the normalization process is of great vagueness and uncertainty and it tends to be influenced by a variety of factors. Based on that, a normalization pattern involving many factors should be established to instruct practical normalization with different schemes and efforts according to different types (Shi, 2000). To sum up, the elastic principles of "having tolerant attitudes and emphasizing dynamic changes", "being guided by the media and authenticated by dictionaries", "being tested by conventional standards in practice" and "sticking to open development and gradual normalization" should be established.

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Age of Joint Venture, Inter-Firm Technology Transfer and Local Firms' Performance

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Abstract

The inter-firm technology transfers (TT) through international joint ventures (IJVs), among others, have significantly contributed to a higher degree of local innovation performance/capabilities, technological capabilities, competitive advantage, organizational learning effectiveness, productivity, technological development of local industry, and the economic growth of the host country. Since the focus of inter-firm TT in developing countries has shifted to degree of technology transfer, organizations in developing countries are attempting to assess not only the significant role of technology transfer in strengthening their corporate and human resource performance but also the influence of other critical variables such as MNCs' size, age of JVs (JVAGE), country of origin, and MNC's type of industries that could significantly moderate the relationship. The main objective of this paper is to empirically examine the moderating effect of age of JV (old vs. young JVs) on the relationships between degree of inter-firm technology transfer and two dimensions of local firms' performance: corporate and human resource performances. Using the moderated multiple regression (MMR) analysis, the theoretical models and hypotheses in this study were tested based on empirical data gathered from 128 joint venture companies registered with the Registrar of Companies of Malaysia (ROC). The results revealed that age of JV has significantly affected the relationships between degrees of technology transfer and both dimensions of local firms' performance; where the relationships were found stronger for old JVs as compared to young JVs. The study has bridged the literature gaps in such that it offers empirical evidence and new insights on the significant moderating effects of age of JVs in the relationships between degree of inter-firm technology transfer and local firms' performance using the Malaysian sample.

Keywords: Inter-firm technology transfer, Local firms' performance, International joint ventures, Age of joint venture, Malaysia

1. Introduction

When compared to various forms of strategic alliance such as distribution and supply agreements, research and development partnerships or technical and management contract, the international joint ventures (IJVs) are considered as the most efficient formal mechanism for technology transfer (TT) to occur through inter-partner learning between foreign MNCs and local firms (Kogut and Zander, 1993; Inkpen 1998a, 2000). IJVs are also viewed as the most efficient mode to transfer technology and knowledge which is organizationally embedded and difficult to transfer through licensing agreements (Kogut, 1988; Mowery, Oxley and Silverman, 1996). IJVs provide both MNCs and local partners an appropriate avenue to facilitate the transfer of organizational knowledge, particularly for knowledge which is hard to be transferred without the setting up of a JV such as institutional and cultural knowledge (Harrigan, 1984).

A review of literature reveals that most of empirical studies on inter-firm technology and knowledge transfer in strategic alliance particularly IJVs are limiting their focus on the performance of the IJVs (for example Lyles and Salk, 1996; Lane *et al*., 2001; Tsang *et al*., 2004; Dhanaraj *et al*., 2004; Steensma and Lyles, 2000). On the other hand, the performance of the MNCs' subsidiary and affiliate in the host countries has become the primary focus of intra-firm knowledge transfer literature (for example Chen, 1996; Chung, 2001; Cui *et al*., 2006; Lin, 2003). Most of the studies on strategic alliance and IJVs have recorded positive relationship between knowledge acquisition or transfer and IJVs' performance for example 1) knowledge acquisition has a positive impact on the IJVs' human resource, general and business performance (Lyles and Salk, 1996), 2) knowledge acquisition as a better predictor for human-resource related performance than the general and business performance (Lyles and Salk, 1996), 3) knowledge acquisition from parent firms has a significant positive effect on IJVs' performance (Lane *et al*., 2001; Tsang *et al*., 2004), 4) explicit knowledge acquisition have a positive impact on IJVs' performance (Dhanaraj *et al*., 2004), and 5) tacit knowledge about overseas information was positively related to new product development capacities (Subramaniam and Venkatraman, 2001). In addition, Yin and Bao (2006) found tacit knowledge acquisition had significantly affected local firms' performance (LFP). Surprisingly, Dhanaraj *et al*. (2004) found tacit knowledge was negatively related to IJVs' performance.

As indicated above, although many studies have acknowledged the significant effect of knowledge transfer on performance outcomes, nevertheless except for Yin and Bao (2006), studies which examine the effects of degree of technology transfer (TTDEG) on both local firms' corporate (CPERF) and human resource (HRPERF) performances in inter-firm TT are still scarce. Moreover, the relationships between TTDEG and both CPERF and HRPERF of local firms could possibly have been influenced by other established moderating factors such as size of MNCs, age of JV, MNCs' country of origin, and MNCs' types of industry. In other words the variations in CPERF and HRPERF could have been significantly influenced or explained by these variables. Thus, this study fills in the literature gaps by specifically examining the effect of age of joint venture (old vs. young JVs) as a moderating variable in the relationships between degree of technology transfer (TTDEG) and two distinct dimensions of local firms' performance (LFP): corporate (CPERF) and human resource (HRPERF) performances. The primary objective is to provide new insights and information on the boundary conditions for TTDEG-LFP relationship (Aguinis, 2004).

2. Technology Transfer in the Malaysian Context

In the context of developing country, technology is viewed as an important catalyst of corporate success and national economic growth (Millman, 2001). Due to lack of resource capacities such as weak research and development (R & D) base, limited investment in R&D, production and manufacturing capability, weak infrastructure and technological disadvantage (Lado and Vozikis, 1996; Tepstra and David, 1985), Malaysia like other developing countries, mainly depends on FDIs from the multinational corporations (MNCs) as its primary source of technology to enhance the technological capabilities and competitiveness of local industries (Lee and Tan, 2006). This is because MNCs own, produce and control the bulk of world technology in which they undertake nearly 80% of all private R&D expenditures worldwide (Dunning, 1993). Therefore, to realize its aspiration in becoming an industrialized and developed nation in 2020, Malaysia must develop and sustain its own technology through appropriate TT strategies and initiatives. Through the Third Industrial Master Plan 2006-2020, Malaysia aims at leveraging the country's existing strength and resources to enhance its competitiveness and resilience to achieve global competitiveness. On the other hand, The Ninth Malaysian Plan 2006-2010 stresses on the importance of developing human capital to strengthen the country's technological capability and capacity to support local innovation through knowledge acquisition and utilization (The Ninth Malaysian Plan, 2006).

In order to achieve this primary objective, foreign technologies are greatly needed by Malaysian firms and industries to build their technological capacity, strengthen their core competencies and expand into technological fields that are critical for maintaining and developing market share (Wagner and Yezril, 1999). Realizing the need for foreign technologies in Malaysia, since 1995 the Ministry of International Trade and Industry (MITI) has accelerated the imports of technology; especially explicit technology, by focusing on investments in high value-added and technology intensive industries. From January 1995 to August 2001, MITI has approved a total of 779 technical and technology

agreements of which 429 were technical assistance agreement, 172 licensing and patent agreements, 74 trade mark agreements, 27 service agreements, and 26 know-how agreements (MITI, 2004). Between this period (1995-2000), the payment for technology acquisition royalties and fees for the franchises' procurement, use of international brand names, and license for the utilization of new and improved technologies have increased from RM932 million to RM1.6 billion in 2001. Japan was the major source of technology with 443 technical/technology agreements approved, followed by the USA (120), Germany (57), Singapore (24), Korea (18), France (16), Taiwan (13), Australia (13), Switzerland (11), and Netherland (5) (MITI, 2004).

3. Theory and Hypotheses: Degree of Technology Transfer, Local Firms' Performance and Moderating Effect of Age of Joint Venture

The current TT issue in developing countries revolves around the extent of degree of technologies that are transferred (TTDEG) by the suppliers to recipient partners (Pak and Park, 2004; Minbaeva, 2007). The question is no longer whether or not the MNCs are transferring technology to local firms; instead the focus in the literature has shifted to questions on 1) the level (sophistication) of the transferred technology, and 2) the stage where the transfer process has reached (Lai and Narayanan, 1997; Narayanan and Lai, 2000). Except for Pak and Park (2004) and Minbaeva (2007), not many studies in both intra and inter-firm TT have focused on TTDEG as independent or dependent variable. In general, bulk of the studies has focused more on technological knowledge and knowledge acquisition '*per se*' as the outcomes (dependant variables). For example, the technology transfer, knowledge transfer (KT) and strategic alliance literature have extensively examined the relationships between 1) knowledge attributes, source and recipient and KT success (Cummings *et al*., 2003), 2) knowledge seekers, knowledge holder and contextual factors and know-how acquisition (Hau and Evangelista, 2007), 3) IJVs characteristics and knowledge acquisition (Lyles and Salk, 1996), 4) knowledge actors' interaction and KT (Bresman *et al*., 1999), 5) organization motivation, learning capacity, learning hindrance and KT (Simonin, 2004), 6) absorptive capacity and knowledge learned from foreign firm (Lane *et al*., 2001), 7) the IJV characteristics and knowledge acquisition (Tsang *et al*., 2004), 8) knowledge antecedents, ambiguity and knowledge transfer (Simonin, 1999a), 9) learning intent, management control and managerial knowledge acquisition (Lin, 2005), 10) relational embeddedness and tacit/explicit knowledge acquisition (Dhanaraj *et al*., 2004) , 11) overseeing effort, management involvement and knowledge acquisition (Tsang *et al*., 2004), 12) the supplier and recipient factors and tacit knowledge acquisition (Yin and Bao, 2006), and 13) relation-specific determinants, knowledge specific determinants and degree of knowledge transfer (Pak and Park, 2004).

Although the previous researchers have not specifically dealt with TTDEG as a variable, however, a number of studies have operationalized degree (amount) of technology transferred to the recipient firm in terms of the extent of type of technological knowledge that are transferred or acquired for instance 1) the tacit and explicit marketing knowledge (Hau and Evangalista, 2007), 2) the tacit and explicit knowledge (Dhanaraj *et al*., 2004; Yin and Bao, 2006), 3) the marketing know-how (Simonin, 1999b; Wong *et al*., 2002), 4) the technology in service industries (Grosse, 1996), 5) the knowledge on product development and foreign cultures (Lyles and Salk, 1996), 7) the technological learning (Lin, 2007), 8) the managerial knowledge (Si and Bruton, 1999; Tsang 2001; Liu and Vince, 1999; Lin, 2005), 9) managerial skills (Wong *et al*., 2002), 10) the technology or manufacturing know how (Lam, 1997; Bresman *et al*., 1999), 11) the business environment and product market knowledge (Geppert and Clark, 2003), and 12) the research and development (Minbaeva, 2007). In the context of inter-firm technological knowledge transfer in IJVs, only Pak and Park (2004) have directly dealt with degree of knowledge transfer as the outcome (dependent variable) with respect to the transfer of new product development and manufacturing skills/techniques.

The TT and KT literature have acknowledged that a substantial transfer of technology regardless whether tacit or explicit technology will positively 1) lead to a higher potentials of innovation performance/capabilities (Guan *et al*., 2006; Kotabe *et al*., 2007), 2) increase technological capabilities (Kumar *et al*., 1999; Madanmohan *et al*., 2004), 3) enhance organizations' competitive advantage (Liao and Hu, 2007; Rodriguez and Rodriguez, 2005), 4) enhance organizational learning effectiveness (Inkpen, 2000; Inkpen and Dinur, 1998), 5) improve productivity (Caves, 1974; Liu and Wang, 2003), 6) increase technological development of local industry (Markusen and Venables, 1999), and 7) improve the economic growth of the host country (Blomstrom, 1990). In addition, the IJV literature has also suggested that the longer the collaborative relationships the greater the opportunity for JV partners to share, learn and transfer technology and knowledge between them. This is because the duration of relationship is positively associated with frequency of communication and information exchange between partners (Kale *et al*., 2000; Hallen *et al*., 1991; Foss and Pedersen, 2002). Nevertheless, duration of JV could also increase the propensity of losing the valuable proprietary asset to the other JV partner (Kale *et al*., 2000). From the strategic alliance perspective, as an alliance sustains overtime; JVAGE provides several effects such as it intensifies inter-partner trust, changes the bargaining power between partners, and develops partners' personal attachment (Gulati, 1995; Inkpen and Beamish, 1997). Empirical studies have found that the moderating effect of JVAGE has mixed results. Few empirical studies on inter-firm knowledge transfer in IJVs find JVAGE is insignificant in relationship between 1) knowledge acquisition-performance relationship, and 2) organizational characteristics, structural mechanisms, contextual factors, and knowledge acquisition relationship (Tsang

et al., 2004; Lin, 2005; Lyles and Salk, 1996). Nevertheless, empirical studies have also recorded significant moderating effect of JVAGE on 1) ambiguity-knowledge transfer relationship, and 2) knowledge characteristics-marketing knowledge transfer relationship (Simonin, 1999a, 1999b). Therefore, this study posits as follows:

H1: The relationship between degree of inter-firm technology transfer and local firms' corporate performance is moderated by age of joint venture.

H2: The relationship between degree of inter-firm technology transfer and local firms' human resource performance is moderated by age of joint venture.

4. Methods

4.1 Sample

The sample frame was taken from the IJV companies registered with the Registrar of Companies (ROC). As at 1st January 2008, the number of IJVs operating in Malaysia was 1038. Out of this, 850 IJVs were considered as active IJVs and 103 IJVs were either dormant or had ceased operation. Since the focus of this study is on inter-firm TT from foreign MNCs to local companies, 85 IJVs were further eliminated from the population frame because only IJVs that have operated more than 2 years and have at least twenty percent (20%) of foreign equity are eligible to participate in the survey. Therefore, based on the list provided by ROC, which is considered as the most official and original source of information on foreign investment in Malaysia, it was decided that all IJVs (850) be included in the survey. Data collection was conducted in the period from July 2008 to December 2008 using a self-administered questionnaire. The questionnaires were mailed to 850 active JV companies as listed with ROC using a cover letter. After one month from the posting date the response was found not encouraging. By mid July 2008 there were only 70 responses received from the respondents. Thus, in order to increase the response rate the researcher followed-up through numerous phone calls, e-mails, reminders via letters and personal visits to seek the respondents' cooperation in the survey. After intensive efforts were made, by mid November 2008 a total of 145 responses (17.05%) were received. Based on literature review, the response rates for mailed questionnaires are usually not encouraging and low (Sekaran, 2003). In the Malaysian context, however, a response rate of 15% to 25% is still being considered appropriate and acceptable (Mohammed, 1998; Rozhan, Rohayu and Rasidah, 2001). From 145 responses only 128 questionnaires were usable and 17 questionnaires were returned blank, returned incomplete, or replied but unable to participate in the study.

4.2 Instrument and measurement

The main research instrument in this study is the questionnaire. Building on the previous TT and KT studies, the questionnaire adopts a multi-item scales which have been modified accordingly to suit the context of the study: inter-firm TT. Except for degree of technology transfer (TTDEG), all the variables are measured using ten-point Likert Scale (1 = strongly disagree to 10 = strongly agree). For TTDEG, this variable is measured using ten-point Likert Scale (1 = very low transfer to 10 = substantial transfer). The ten-point Likert Scale was selected because 1) the wider distribution of scores around the mean provides more discriminating power, 2) it is easy to establish covariance between two variables with greater dispersion around their means, 3) it has been well established in academic and industry research, and 4) from a model development perspective, a ten-point scale is more preferred (Allen and Rao, 2000).

4.3 Dependent Variable - Local Firms' Performance (LFP)

This study operationalizes LFP from two dimensions of performances: 1) corporate performance (CPERF), and 2) human resource (competencies) performance (HRPERF). Based on literature review, the qualitative (objective) measures of companies' performance are the most practical and ideal measurement of performance. However, the concrete financial figures are neither available nor reliable (Lyles and Barden, 2000; Tsang *et al*., 2004). Past studies have shown a positive relationship between objective and perceptual (subjective) measures of firm's performance (Lyles and Salk, 1996; Dess and Robinson, 1984; Geringer and Hebert, 1989, 1991). Thus, this study applies subjective measures to measure LFP based on IJV's top management assessments using "a multi-dimensional performance indicators". The CPERF, as the first dimension of LFP, is measured by a four (4) items scale measuring business volume, market share, planned goals and profits. For HRPERF, as the second dimension of LFP, four (4) items are used to measure product/service quality, employees' productivity, managerial techniques/skills and operational efficiency (Tsang *et al*., 2004; Yin and Bao, 2006; Lane *et al*., 2001; Lyles and Salk, 1996). The Cronbach Alphas for CPERF and HRPERF were 0.926 and 0.97 respectively. The results of Cronbach Alpha were well above of Lyles and Salk (1996).

4.4 Independent Variable - Degree of Technology Transfer (TTDEG)

Following Lyles and Salk (1996), Lane *et al*. (2001), Gupta and Govindarajan (2000), Dhanaraj et al. (2004), Pak and Park (2004), Yin and Boa (2006) and Minbaeva (2007), this study adopts "a multi-dimensional operationalization approach" in measuring this construct. This study operationalizes TTDEG as the transfer of technological knowledge from two dimensions: 1) tacit knowledge (TCTDEG) in terms of new product/service development, managerial systems

and practice, process designs and new marketing expertise, and 2) explicit knowledge (EXPDEG) in terms of manufacturing/service techniques/skills, promotion techniques/skills, distribution know-how, and purchasing know-how. The respondents were asked to evaluate TTDEG from MNCs to local firms in terms of tacit and explicit dimensions of technological knowledge. The Cronbach Alphas for TCTDEG and EXPDEG were 0.96 and 0.97 respectively. The results of Cronbach Alpha were quite similar to that of Hau and Evangelista (2007) and Yin and Bao (2006).

4.5 Moderating Variable - Age of Joint Venture (JVAGE)

In measuring JVAGE this study required the respondents to indicate the JV's number of years in operation based on items coded: 0 = old joint ventures (number of years > 10 years) and 1 = young joint ventures (number of years < 10 years) (Tsang *et al.*, 2004; Lin, 2005; Simonin, 1999a; Luo, 2001).

4.6 Model and Analysis

The moderated multiple regression (MMR) analysis is described as an inferential procedure which consists of comparing two different least-squares regression equations (Aguinis, 2004; Aiken and West, 1991; Cohen and Cohen, 1983; Jaccard *et al.*, 1990). Using the MMR analysis, the moderating effect of the variable (product term) was analyzed by interpreting 1) the R^2 change in the models obtained from the model summaries, and 2) the regressions coefficients for the product term obtained from the coefficients tables. Prior to conducting the MMR analysis, preliminary analyses were conducted to ensure that there was no violation of the assumptions of normality, linearity, homoscedasticity, and homogeneity of error variance. The population data was carefully examined to avoid the occurrence of 1) Type 1 error; which is the error of rejecting the true null hypotheses at a specified, and 2) Type 2 error (β); which is the error of failing to reject a false null hypotheses at a specified power (Aguinis, 2004). In this study, Equation 1 below was used to represent the variables in the ordinary least-squares (OLS) model:

$$\text{Equation 1 (OLS model): } Y = \beta 0 + \beta 1X + \beta 2Z + e$$

To determine the presence of moderating effect, the OLS model was then compared with the MMR model which was represented by Equation 2 below:

$$\text{Equation 2 (MMR model): } Y = \beta 0 + \beta 1X + \beta 2Z + \beta 3X*Z + e$$

where, Y = local firms' performance (CPERF and HRPERF as the dependent variables), X = degree of technology transfer (TCTDEG and EXPDEG), Z = a hypothesized binary grouping moderator (Age of joint venture; old vs. young JVs), X*Z = the product between the predictors (TTDEG*JVAGE), $\beta 0$ = the intercept of the line-of-best-of-fit which represents the value of Y when X = 0, $\beta 1$ = the least-squares estimate of the population regression coefficient for X, $\beta 2$ = the least-squares estimate of the population regression coefficient for Z, $\beta 3$ = the sample-base least-squares estimates of the population regression coefficient for the product term, and e = the error term. The moderating variable (product term) is a binary grouping moderator; where the moderating variable JVAGE was coded using the dummy coding system; 0 = old JVs, and 1 = young JVs. This was done because of its simplicity and ease of interpretation of results when making comparisons between different groups (Aguinis, 2004).

5. Results

Table 1 and Table 2 show the model summary for both corporate (CPERF) and human resource (HRPERF) performances. The coefficients for all variables for Model 1 and Model 2 (for both CPERF and HRPERF) are presented in Table 3 and Table 4. Table 1 shows that for Model 1, $R = .678$, $R^2 = .459$ and $[F (2, 125) = 53.186, p = .0001]$. This R^2 means that 45.9% of the variance in the CPERF is explained by TTDEG scores and JVAGE. Model 2 shows the results after the product term (TTDEG*JVAGE) was included in the equation. Table 1 also indicates that the inclusion of the product term resulted in an R^2 change of .032, $[F (1, 124) = 7.796, p < 0.01]$. The results support for the presence of a moderating effect. To put it differently, the moderating effect of JVAGE explains 3.2% variance in the CPERF above and beyond the variance by TTDEG scores and JVAGE. Thus, it can reasonably be concluded that hypothesis *H1* is supported.

Table 2 shows that for Model 1, $R = .736$, $R^2 = .541$ and $[F (2, 125) = 73.710, p = .0001]$. This R^2 means that 54.1% of the variance in the HRPERF is explained by TTDEG scores and JVAGE. Model 2 also shows the results after the product term (TTDEG*JVAGE) was included in the equation. Table 2 above indicates that the inclusion of the product term resulted in an R^2 change of .027, $[F (1, 124) = 7.662, p < 0.01]$. The results also show a presence of significant moderating effect. To put it differently, the moderating effect of JVAGE explains 2.7% variance in the HRPERF above and beyond the variance by TTDEG scores and JVAGE. Thus, it can safely be concluded that hypothesis *H2* is supported. The coefficients table for CPERF as shown in Table 3 depicts the results of the regressions equation for Model 1 and Model 2.

Model 1 indicates that TTDEG was statistically significant ($p < 0.001$; Beta value = 0.651); however JVAGE was not statistically significant ($p > 0.05$). Equation 3 below shows that for a 1-point increase in TTDEG, the CPERF is predicted to have a difference by .436, given that the JVAGE is held constant. The regression coefficient associated

with JVAGE means that the difference in CPERF between old and young JVs is -1.055, given that TTDEG is held constant.

Equation 3: CPERF = 10.968 + .436TTDEG - 1.055JVAGE

The high-order of interaction effects of the MMR test was conducted to differentiate the extent of CPERF that was influenced by old and young JVs. Model 2 shows the results after the product term (TTDEG*JVAGE) was included in the equation. As indicated in Table 1 the inclusion of product term resulted in an R^2 change of .032, [F (1, 124) = 7.796, p < 0.01]. Model 2 shows TTDEG was highly significant (p < 0.001; Beta value = .953). Both JVAGE and TTDEG*JVAGE were also found to be significant (p < 0.01; Beta value = -0.571 and p < 0.01; Beta value = -0.677, respectively). The results support for the presence of a significant moderating effect. Table 3 also reveals information on the regression coefficients after the inclusion of product term in the equation. The equation for Model 2 is as follows:

*Equation 4: CPERF = 4.390 + .638TTDEG -8.000JVAGE - .051TTDEG*JVAGE*

As indicated above, the interpretation of the regression coefficients is based on the fact that the binary moderator was coded using the dummy code system. The result for Model 2 indicates that for a 1-point increase in the TTDEG, the CPERF is predicted to have a difference by .638, given that JVAGE is held constant. The interpretation of the regression coefficients for the product term in Equation 4 is that there is a -.051 difference between the slope of CPERF on TTDEG between old and young JVs. In other words, the slope regressing CPERF on TTDEG is steeper for old JVs as compared to young JVs. The TTDEG and CPERF relationship for old and young JVs is shown in Figure 1 below by creating a graph displaying the relationships for each of the groups (Aguinis, 2004). From the results of descriptive statistics, the value of the mean score for TTDEG is 6.19; and for the standard deviation (*SD*) is 1.30. Following Aguinis (2004), the value 1 *SD* above the mean is 7.49 and the value 1 *SD* below the mean is 4.89. Thus, using the value of 1 *SD* above and 1 *SD* below mean in Equation 4 yields the graph shown in Figure 1. Results based on Equation 4 led to the conclusion that there was a moderating effect of JVAGE. Figure 1 below shows that the TTDEG-CPERF relationship is stronger (i.e. steeper slope) for old JVs as compared to young JVs. The coefficients table for HRPERF as shown in Table 4 depicts the results of the regressions equation for Model 1 and Model 2.

Model 1 also indicates that TTDEG was statistically significant (p < 0.001; Beta value = .741); however JVAGE was not statistically significant (p > 0.05). Equation 5 shows that for a 1-point increase in TTDEG, the HRPERF is predicted to have a difference by .422, given that the JVAGE is held constant. The regression coefficient associated with JVAGE means that the difference in HRPERF between old and young JVs is .215, given that TTDEG is held constant.

Equation 5: = 3.338 + .422TTDEG + .215JVAGE

Model 2 shows the results after the product term (TTDEG*JVAGE) was included in the equation. As indicated in Table 2 the inclusion of product term resulted in an R^2 change of .027, [F (1, 124) = 7.662, p < 0.01]. TTDEG was found highly significant (p < 0.001; Beta value = 1.016); whereas both JVAGE and TTDEG*JVAGE were also statistically significant (both at p < 0.01, Beta value = -0.435; p < 0.01, Beta value = -0.618, respectively). The results show the presence of a significant moderating effect. Table 4 also reveals information on the regression coefficients after the inclusion of product term in the equation. The equation for Model 2 is as follows:

*Equation 6: HRPERF = 5.222 + .579TTDEG - 5.186JVAGE - .040TTDEG*JVAGE*

The result for Model 2 indicates that for a 1-point increase in the TTDEG, the HRPERF is predicted to have a difference by .579, given that JVAGE is held constant. The interpretation of the regression coefficients for the product term in Equation 6 is that there was a -.040 difference between the slope of HRPERF on TTDEG between old and young JVs. The slope regressing HRPERF on TTDEG is steeper for old JVs as compared to young JVs. The TTDEG and HRPERF relationship for old and young JVs is also shown in Figure 1. The value of the mean score for TTDEG is 6.19 and for the standard deviation (*SD*) is 1.30. The value 1 *SD* above the mean is 7.49, and the value 1 *SD* below the mean is 4.89. Thus, using the value of 1 *SD* above and 1 *SD* below mean in Equation 6 yields the graph shown in Figure 1. Results based on Equation 6 led to the conclusion that there was a significant moderating effect of JVAGE. Figure 1 below indicates that the TTDEG-HRPERF relationship is slightly stronger (i.e. steeper slope) for old JVs as compared to young JVs.

6. Discussion and Conclusion

The inclusion of JVAGE (old and young JVs) in TTDEG-LFP relationship has similar significant moderating effects in changing both local firms' corporate performance (CPERF) (p < 0.01; R- squared change of 0.032) and local firms' human resource performance (HRPERF) (p < 0.01; R- squared change of 0.027). The moderating effect of JVAGE is shown to be capable of changing the nature of relationship and further explains under what conditions TTDEG causes CPERF and HRPERF. This means the presence of significant moderating effect of JVAGE (old and young JVs) exceeded the linear relationships between TTDEG and both CPERF and HRPERF. The result are consistent with recent literature which has strongly supported the significant role of JVAGE (Foss and Pedersen, 2002; Kale *et al.*, 2000;

Tsang *et al*., 2004; Simonin, 2004). The results also suggest that JVAGE; whether old or young JVs, has been established to provide a significant moderating impact in TTDEG-CPERF and TTDEG-HRPERF relationships in the JVs; where the relationships were found stronger for old JVs as compared to young JVs.

The results of this study provide critical information in such that although a successful technology transfer in IJVs; which includes the transfer of substantial tacit and explicit knowledge could have significantly increased 1) the corporate performance in terms the local firms' business volume, market share, planned goals and profits, and 2) the human resource performance in terms of local firms' product/service quality, employees' productivity, managerial techniques/skills and operational efficiency, nevertheless, since the technologies which are transferred to local firms mostly originated from the sophisticated and competitive foreign MNCs, the propensity of increasing both CPERF and HRPERF is unlikely to maximize the local firms' performance. This is simply because although a longer period of collaborative relationship in JVs could escalate the opportunity to share, learn, and transfer technologies between JV partners; which is resulted from the decrease of cultural distances, increase of inter-partner trust and personal attachment between partners (Gulati 1995; Yan and Gray, 1994), however, the formation of alliances and JVs have frequently been perceived as 'a race to learn' and are closely associated with JVs' instability. Therefore, a longer duration of JVs may probably cause a shift (increase) in the supplier partners' bargaining power thus eliminating their partner dependency on the recipient partners (Inkpen and Beamish, 1997). As a result, this will indeed frustrate the recipient partners' organizational learning process; when the supplier partners become more protective of their strategic valuable asset and reluctant to transfer higher technologies. On the other hand, the MNCs in young JVs are normally reluctant to invest a higher degree of resources (both capital and human resources) in the newly formed JVs. Their attitude is closely associated with the skeptical feelings towards the recipient partners' true learning intent (whether competitive vs. collaborative) thus limiting the flows of their valuable technologies to recipient partners (Child and Falkner, 1998; Khanna *et al*., 1998; Hamel, 1991). In this circumstance, as technology flows are strictly restricted and controlled, even if technologies are intentionally transferred, their effects on local firms' performance could be very nominal. The results are explicitly consistent with Dhanaraj *et al*.'s (2004) who reasoned that tacit knowledge could negatively affected IJVs' performance because 1) tacit knowledge has lagged relationship with IJVs' performance (Lyles and Salk, 1996), 2) the foreign tacit knowledge needs to be adapted to the IJVs and current environment (Martin and Solomon, 2003a, b), and 3) tacit knowledge learning and tacit knowledge utilization are interdependent but distinct (Lane *et al*., 2001).

One of the major limitations encountered by this study was the resource constraints; where this study has mainly relied on responses obtained from the top management level of the IJVs. Thus, the scope of respondents could have been extended to include the response from middle and lower management levels in the JVs. Secondly, consistent with the literature, the subjectivity of nature of relationship is difficult to capture. Thus, the nature of relationship between IJV partners could have tremendously affected the results if the respondents perceived that the IJVs that they involved in were competitive in nature rather than collaborative. Thirdly, due to lack of awareness on academic research the response rate in terms of the number of usable questionnaires, though sufficient, was not encouraging. This has become a major challenge to many researchers who conduct organization studies in Malaysia. Finally, due to time constraints, the types of technology under investigation in this study were limited to tacit vs. explicit knowledge dimension.

This empirical study is a response to the need for statistical evidence that has typically been lacking in inter-firm TT literature. Since this study focuses on degree of inter-firm TT and local firms' performance, future studies could be conducted to further examine the moderating effects of age of joint venture in the relationships between degree of technology transfer and other critical dependent variable such as partners' conflict, learning outcomes, asymmetric bargaining power, stability of IJVs and equity ownership. Secondly, the above relationship could also be extended to cover other formal and externalized inter-firm TT agents such as direct exporting, FDIs and licensing. Thirdly, it is worthwhile to extend the degree of technology transfer's dimension (tacit vs. explicit dimension) to cover other dimensions of supply chain activities such as production, marketing, management, and distribution. Finally, future studies could further investigate the effects of few other established moderating variables such as organizational culture, collaborative know-how, prior JV experience, and learning capacity on the above relationships to provide new insights and information on the boundary conditions for degree of technology transfer-local firms' performance relationship.

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Table 1. Model Summary^c - Corporate Performance

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.678^a	.459	.451	5.186	.459	53.060	2	125	.000
2	.701^b	.491	.479	5.051	.032	7.796	1	124	.006

a. Predictors: (Constant), TTDEG, JVAGE

b. Predictors: (Constant), TTDEG, JVAGE, TTDEG*JVAGE

c. Dependent Variable: CPERF

Table 2. Model Summary^c - Human Resource Performance

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.736^a	.541	.534	4.067	.541	73.710	2	125	.000
2	.754^b	.568	.557	3.962	.027	7.662	1	124	.007

a. Predictors: (Constant), TTDEG, JVAGE

b. Predictors: (Constant), TTDEG, JVAGE, TTDEG*JVAGE

c. Dependent Variable: HRPERF

Table 3. Coefficients^a - Corporate Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	10.968	2.493		3.789	.000	-2.967	6.902
	TTDEG	.436	.046	.651	9.455	.000	.345	.527
	JVAGE	-1.055	.964	-.075	-1.094	.276	-2.964	.853
2	(Constant)	4.390	2.578		1.703	.091	-.713	9.493
	TTDEG	.638	.085	.953	7.493	.000	.469	.806
	JVAGE	-8.000	2.659	-.571	-3.009	.003	-13.262	-2.738
	TTDEG*JVAGE	-.051	.018	-.677	-2.792	.006	-.088	-.015

a. Dependent Variable: CPERF

Table 4. Coefficients[a] - Human Resource Performance

Coefficients[a]

| Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.338	1.955		1.707	.090	-.531	7.207
	TTDEG	.422	.036	.741	11.675	.000	.351	.494
	JVAGE	.215	.756	.018	.285	.776	-1.281	1.712
2	(Constant)	5.222	2.023		2.582	.011	1.218	9.225
	TTDEG	.579	.067	1.016	8.671	.000	.447	.711
	JVAGE	-5.186	2.086	-.435	-2.486	.014	-9.314	-1.057
	TTDEG*JVAGE	-.040	.014	-.618	-2.768	.007	-.069	-.011

a. Dependent Variable: HRPERF
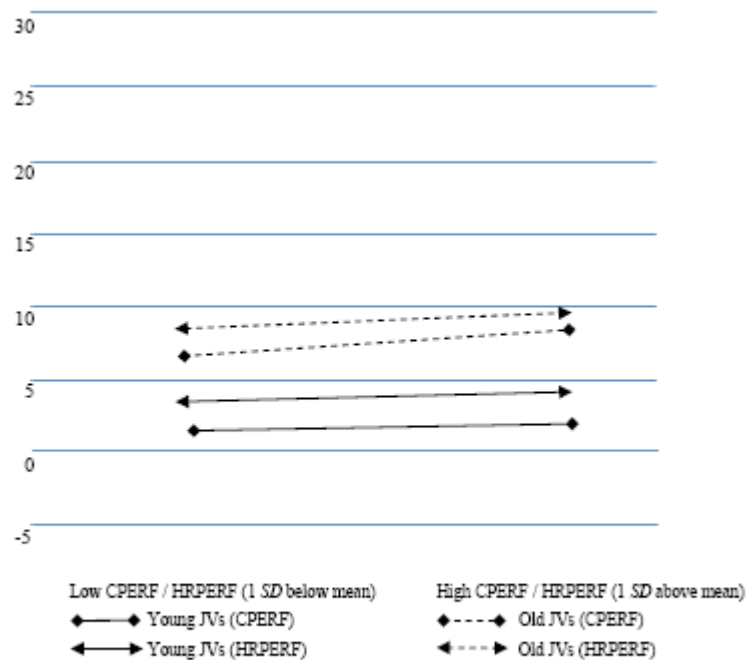
Figure 1. Slopes for both CPERF and HRPERF on TTDEG for JVAGE

Study on the Shanghai Old-age Social Security of Aging Time

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Abstract

With the advent of the aging time, old-age social security has a heavy burden.   The current protection system consists of three aspects of old-age pension, health care and community services. There is still a big gap between the system and the need of the old society. Proposed the concept of old age service chain, and old age services of lifetime guarantee and after birth are incorporated into the system. The paper describes the experience of the United States and Taiwan area, and enlightenment for China to speed up the construction of old age security system.

Keywords: Aging, Service chain, Social security, Service after the death

At the end of 2008, the population equal to and above 60 years old was 160 million, which occupied 12% of the total population (NBS, 2009), China is facing a serious population aging. A rapidly growing of aging Population, which brought the lifetime pension and health care needs and health needs after the funeral has brought great challenges to the society. The existing literature studied only during his lifetime pension, medical problems, however, little of service after birth. This paper unite service during the lifetime and after birth, and puts forward the concept of old age service chain and describes the experience of the United States and Taiwan area, and enlightenment for China to speed up the construction of old age security system.

1. The Features of Aging in China

General history of the development of China's population has experienced three stages. Before 1949, the country is in turbulent times, with times of hardship, population growth showed a high birth rate, high mortality and low growth characteristics of the population, the average life expectancy was 35 years old, and the population structure is of young model. Since 1949, national unity, economic and health levels have made great development, mortality has fallen markedly. population growth with high birth rate, low death rate and high growth characteristics of obvious characteristics of adult population structure; then reform and opening up, with the economy and the continued growth of medical standards, mortality further reduced, but As China's family planning policy of the strong implementation and change people's concept of fertility, the birth rate declining, the average life expectancy of population reached 70 years, Shanghai's number is 81. At the end of 2008, the population equal to and above 60 years old was 160 million, which occupied 12% of the total population; China has entered the aging society.

China's aging population has three main features:

1.1 The population aging is fast.

43 years during 1964 to 2007 in China, the juvenile population of older-type cross-demographic structure completed, which from the adult to the old-type transformation only took 20 years, while the developed countries spent nearly a hundred years to complete on the same period.

1.2 The huge number of aging population.

Because of China's huge population, it is expected by 2020, China will have 167 million population over 65 years of age or older, accounting for about 24% of the world's aging population (Jian Zhang, 2005), the proportion or absolute number of China's aging population higher than the world average.

1.3 Aging is faster than the speed of economic development.

Elderly dependency ratio increased year by year, from 6.4% in 1964, and in 2002 to 11.6% and then to 2007, 12.86%, higher than China's GDP growth rate. United Kingdom, Sweden, Japan and other countries go into the aging time with 1-3 million U.S. dollars per capita GNP, while China enter the aging time in 2002, the per capita GNP is less than 1,000(Keiko Kitagawa, 2003).

2. A service chain and the improvement of old age social security

After hard working these years, China has basically set up social-oriented old-age security system covering urban and rural areas, which make everyone, enjoy the basic living security rights and interests. Shanghai implement the "basic security, wide coverage, multi-level, sustainable" guiding principles, after 20 years of effort, has been established security system, which adapt the level of economic development,   coordinating urban and rural areas, covering all kinds of old-age for the crowd initially.

Shanghai old-age security system mainly consists of old-age insurance system, and other supplementary old-age security system. Old-age insurance system can be divided into two parts from the content, pension and health care, and from the provision of way, the system can be divided into the basic pension insurance and commercial pension insurance. Other supplementary old-age security system and focus on resolving the basic old-age insurance system are not included in the scope of protection of the difficult lives of the elderly. It includes cities and towns for senior citizens with no protection of basic old-age security for the elderly, the hardship grants of bereaved family, old-age pension after land acquisition, and old age pension for farmers, retired officers to settle pension.

However, an aging society not only brings the surge in the elderly population, as well as the rapid increase in the elderly population died each year. The death of a large number of the elderly population makes the burial site dropped sharply of China especially in Shanghai, and experts predict that, 30 years later, Shanghai will be no available funeral land. Worse, Shanghai has a large number of elderly people living alone, children don not live with them before his death, due to study, work, life and other reasons. No one is interested the large number of preparations, the etiquette, and the arrangements for the organization of the ceremony. Allow the elderly to live in security, or to die with dignity, which is a contents required by the harmonious society in China, and also an important part of people's livelihood security in an aging society.

The elderly needs in an aging society of the community is a chain-type, lifetime needs include the basic pension for the elderly needs, medical needs, accident protection needs, and the funeral service after the death. These four demand chain was arranged, this article defined it as an aging society demand chain (seen in Figure 1). And demand correspond to the services, services formed a chain, defined as the elderly community service chain. However, China's current service chain is not complete, there is pension corresponds to basic living needs, medical insurance correspond to medical needs, and accident insurance meets the needs of accident protection, but without products correspond to the needs of funeral services.

Life needed to plan, need to make early career planning. Preened contracts manifest of this "from start to finish" conception of death and the ultimate breadth of life care abroad.

3. The experience and inspiration of preened funeral arrangement in The United States and Taiwan

3.1 The functions and features of preened funeral agreement in America and Taiwan region

The American preened funeral agreement refers to prepare one's burial, which stresses the "contractual nature". Great service system contains services about the lives of senior citizens, legal, property, medical, psychological, and funeral form with all the related industries, creating an organic network of close cooperation. This is a powerful system combined the funeral services with medical, legal, social welfare, religious, and consulting together, and creates the ultimate all-round care service environment.

Functions

In the aging time, most old people need to rely on self-reliance from a life of self-care and the economy aspect of family, social welfare and convenience of the region. The preened funeral agreement can prepare for the funeral matters when the older are in economic self-sufficiency. The implementation of preened funeral agreement has three functions: Information sharing, Value clearing and Services Arrangements

Features

The American preened funeral agreement has the characteristics of the following aspects:

1)   It has the responsibility to make explanation of contractual services for publicity.

2)   Consumers can choose services and goods. They have the right to unilateral termination.

3)   The wishes of customers should be respected.

4)   The price is clear and open. Fees are under preservation and safely operation.

3.2 The experiences of the preened funeral agreement in America and Taiwan region

The preened funeral agreement has been implemented for half a century in America, which has accumulated much experience.

(A) Promotion and the purchase of goods and services

In the United States, more than 43% of old people who above 50 have been introduced the preened funeral agreement of funeral. More than 39% of people over the age of 50 have received introduction about the preened funeral agreement of burial. In all purchased goods and services, cemetery at the highest proportion, accounting for 27%, tombstone second, accounting for 18%.

(B) The use of the fund

The fund of the preened funeral agreement collected is usually placed on the trustiest fund to invest in universal life insurance, the rate is up to 30%, the proportion of Illinois also gets 28%, and other types of investment accounts for 14%.

(c) The specifications

U.S. states made quite big different transaction management standards of the preened funeral agreement. States have the different legal norms of consumers to purchase a cemetery deeds. For example, California allow the administrative costs of the trustee withdraw, but administrative costs not more than 4%, Florida is not limited the amount of the provisions; on the termination of the trust, , the California provides consumers full contractual payments of the principal plus interest, subject to the deduction does not exceed 10% of the principal amount of administrative costs and to recover the costs, and in Florida, consumers can recover all principal within 30 days; Florida offers a variety of different investment channels, however, New York State don't allow investment; Florida also building consumer compensation fund to compensate for damage caused due to investment failure.

Taiwan has a hundred of Contract manufacturers, and mostly of them is small. Up to the end of 2004, the preened funeral agreement reached 10 million, accounting for 5% of the total market; however, Taiwan still has much room for development compared with the life insurance (Wenlong Deng, Youzhi Huang, 2007; Youzhi Huang, 2002).

  a)   Consumer protection mechanisms are lack. The preened funeral agreement performance time is uncertainty, consumers the higher risk for the longer. Businesses closed down or unilaterally increase the protection of consumer rights when there are suitable arrangements.

  b)   Tips are unclear. Many websites prefer function promotion points as a lifetime contract finance and investment, but often after the signing of contracts, there will be greater awareness of performance gaps between the two sides. Taiwan does not have the provisions of the industry, and without at regular intervals to provide consumers with the latest changes.

  c)   There is no management oversight system. Without accompanying regulatory system, companies don't follow the agreed implementation easily, and this will show the adverse result of the industry. The need for official management of organizations has credibility.

  d)   No proper mechanism for compensation. In this way, the benefits of consumers are safeguarded. Taiwan has no corresponding mechanism.

4. The inspiration

(A) Conform to the aging requirements, Shanghai will be able to carry out appropriate

Overseas funeral services scheduled more and more common: Europe and the United States has more than 60 years of history, America have had the features of the SCI funeral chain, SUNLIFE in Japan as to the representative to carry out this business has more than 40 years, The number of customers in Canada participated in the business account for 25% of the total population, in Taiwan, it is growing rapidly in recent years. With the further acceleration of aging, Shanghai, as a high level of large cities, take the lead in carrying out this service is feasible. Detailed analysis is as follows:

1). China Life Insurance has great potential. Citizens began to focus on improving quality of life. They can complete their own choice in life and do the masters of their own lives, without causing financial burden on families. This reflects what the dying care for family members.

2). Shanghai aging society in line with the status quo. Shanghai is the highest degree of national aging cities, aging is also accelerated. Strengthen pension security is a major task in Shanghai. By the end of 2008, Shanghai's pure old family size and the number of older persons living alone, respectively, 863.8 thousand and 188 thousand people, the elderly dependency ratio in 2008 was 30.8% and in 2050, the number is expected to reach 90.1%. The serious situation of the aging prompted the matters relating to the old life become the focus of attention.

3). Have a popular mandate. Aging products produced during his lifetime contract consumer groups, but also the next generation thinks about how to reduce family burden of life and the burial of previous generations. Longhua Funeral Parlor survey shows 18% of 300 people understand the preened agreements, more than 90% agree to conduct such business, and 25% of the people would buy. Education and income and is proportional to identity degree.

(B) Shanghai needs carried out in the form of insurance

Preened agreements prevalent in Europe and the United States, the key are its high degree of legal, industry management standards, the matured market. However, because of the funeral industry in Mainland China provides that "no pre-vault", lags behind the development of trust, influence, far less than insurance, and its capital management capabilities are limited, China is still difficult to fully use foreign trust model. Shanghai carry out such activities need meet several conditions: First, with approximate funeral service functions abroad; second, do not violate civil aspects of the country and financial policies; third, integration the community relations of consumers, enterprises and society; forth, the operation may be reality.

(C) Should learn from Taiwan's experience, legislative and regulatory ahead

According to the U.S. and Taiwan's experience, only establish a sound mechanism for consumer protection, professional arbitration body firstly, then guide enterprises to offer a clear presentation of products and services, can really give consumers freedom of choice.

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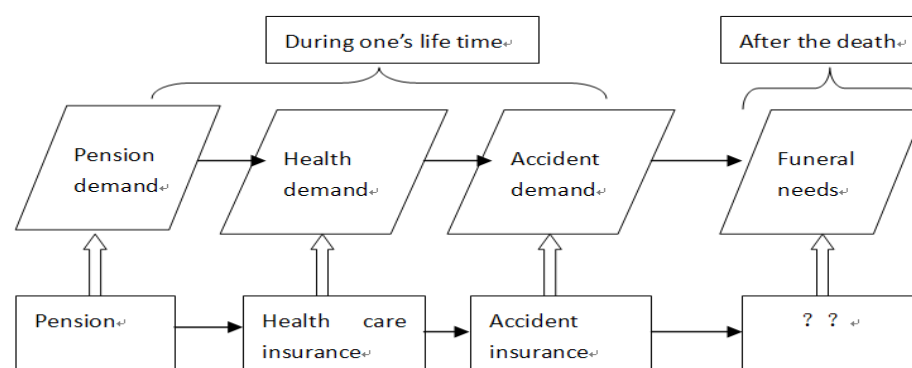

Figure 1. Service chain during the whole life

The Application of Translingualism

to Language Revitalisation in Taiwan

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Abstract

Translingualism is a term from Steven G. Kellman (2000) and David Schwarzer et al. (2006), who see teaching an L2 as bridge building between languages that allow one to retain a unified mind and not be cloven into two for the sake of being multilingual. Thus, in contrast to multilingualism, translingualism stresses the process and not the goal. Classrooms where students come from two or more different language communities are established feature of schools in many countries. When multilingual word processing enables ethnolinguistic communities and students to express the funds of knowledge they possess, the school is truly preparing students to thrive in a global community characterized by rapid cultural and technological change. If translingualism is the process, then *Action research* (AR) is its method. This study explores the sociolinguistics of translingual forces: (1) how classroom experience or actual personal contact with elders in villages causes students of different cultural backgrounds to value other languages, and (2) how students' phonetic knowledge, literacy, as well as content knowledge in English may transfer to acquiring ethnic languages in a collaborative classroom. It mostly examines how the students in a community of Taiwan hailing from different cultural backgrounds and attending multilingual classrooms that promoted bi/multilingualism can come to value all languages spoken in a community.

Keywords: Translingualism, Multilingualism, Multilingual classrooms

1. Introduction

The government of the Republic of China in Taiwan has made some efforts in preserving and promoting the aboriginal languages from 1995 to 2006, including literacy development, compiling textbooks, training the ethnic language teachers, aboriginal language teaching in primary schools, and administration of ethnic language proficiency tests (Lillian Huang, 2002 &2007). Yet in spite of these kinds of well-intentioned measures and these efforts, the real situation these days has become even more acute and the number of the aboriginal ethnicities familiar with their own languages and cultures has not increased. Even worse, the government is still planning to launch a six-year "indigenous language revitalisation plan" (Note 1) aimed at conserving and revitalizing Aboriginal tongues in spite of the unsuccessful methods and failures of efforts from 1995 to 2006 (Lillian Huang, 2007). However, from the aboriginal viewpoints, it would be much better if teachers of all courses in all levels of Taiwan's schools could be prepared to teach in multiethnic classrooms and be able to help children not only to cope with life in a multicultural society but also to activate and cultivate their own ethnic languages and cultures. Greater awareness and respect for different cultures clearly are very essential in a multiracial society (Cheng, Robert L. 1996).

The aim of this paper is not only to share what I have done in a multilingual classroom, but also to point out that the first step revitalizing aboriginal languages in Taiwan is Orthographic Reform, for the students in Taiwan are already familiar with alphabetic writing from their prior study of English. They would, therefore, be well-positioned to transfer the regular *sound-letter association* they have learned in English classes to the representation of the sounds in the various indigenous languages of Taiwan. It could be an alternative way to revitalise endangered languages in Taiwan by not seeing English (or possibly other languages) as distant hermetically distinct intellectual edifices for intellectuals but by seeing it as a unifying system, a helping hand for wider ranges of society and intended for all ethnicities to profit

from (Beykont, 1994). In order to provide an overview of the policies which have recently been developed by the Ministry of Education (MOE) and the Council of Indigenous Peoples (CIP), Executive Yuan, I will focus on 1) general perspectives of the aboriginal languages and cultures of Taiwan, and 2) critical analysis of the policies and their impact on language revitalisation.

Language revitalisation requires the cooperative efforts of political, educational, economic, linguistic authorities, and the authorities concerned in our government for over the last decade has made great efforts in these areas (Tung, Masegseg C. 2008:6-7). Because views towards linguistic and cultural diversity have become a great deal more positive, Minnan/ Holowei as well as Hakka and all the indigenous languages have been taught in elementary schools since 1997. As mentioned above, from 1995 to 2006, the policies for literacy development, compiling and editing textbooks, training of ethnic language teachers, aboriginal language teaching in a primary schools, and administration of ethnic language proficiency tests were carried out by the MOE and the CIP, but their survival is still in jeopardy (Lillian Huang, 2002 &2007; Lin, Chen-Yuan 2008).

An optimal writing system is easily acquired by beginning readers and writers and by those from different educational backgrounds (Rogers, 1995: 31; Taylor & Olson, 1995: 7). It follows from what has been said that only when a set of letters is scientifically and socially acceptable can it be successful (Berry, 1972:737; Her, Der-Hwa 1994:142). The MOE and the CIP co-declared sets of writing systems for all the aboriginal languages at the end of 2005, but the authorities concerned did not figure out that the language becomes vastly easier to learn and literacy is improved when the writing system is consistent. There are thirteen official different writing systems for aboriginal languages, and the complexity of them has caused lots of problems for language learners and hampered the promotion and movement of it. Most crucially, it is hard to pronounce words from their spelling and to spell them from their sound.

Normally, a recognized teacher's degree or qualification requires three-year or five-year competency programmes and familiarization with Learning Theories, Teaching Methodology, Curriculum and Assessment, et cetera. How could a person, who just passed the Proficiency Tests of Aboriginal Languages, be qualified to serve as a substitute teacher and to help teach those diverse aboriginal languages in schools? Even though s/he also took part in the 36-hour or 72-hour training programme, it is not easy to reach recognised qualification to do so (Qiu, Wen-Long 2008). As Lillian Huang (2007:33) indicates,

> It is noticed that insufficiency of competent aboriginal language teachers has always been a big problem in Taiwan. At present, certified teachers, students' parents, priests, elders from the native tribes are some major sources of aboriginal language teachers. Yet not all the above-mentioned individuals are competent language teachers.

Although the MOE or the CIP have made great efforts to develop several training camps or training programmes, the result of them seemed rather unsatisfactory(Cheng, Yi-Chen 2008; You, Chun-Ze 2008; Wang, Ming-Huey 2008). Due to such kind of outcome without systematic and integrated orthography or a competent language teacher and proper teaching materials or textbooks, aboriginal language teaching in primary schools and administration of ethnic language proficiency tests would be unfair to the new generations, for the whole circumstances of the preserving and cultivating the aboriginal languages and cultures are not well-equipped yet (Cheng, Yi-Chen 2008; Lillian Huang, 2007:34-39; Qiu, Wen-Long 2008; You, Chun-Ze 2008; Wang, Ming-Huey 2008).

2. Intrusion

Language is humankind's system of sound symbols, a bridge over which all social endeavours must pass. It is essential to the realisation of any group task. In its written form, it is also a tool for recording history. Non-literate societies, having no recourse to written language, make use of the so-called "world of symbols", based only on the spoken idiom in order to pass on traditional wisdom and teachings of their ancestors, along with the hard-earned experience of countless past generations. We, living in today's "information age", realize that it would be impossible for one individual to obtain the necessary experiences of life on one's own. In primitive societies, language is used to transmit life skills. The individual who follows the lessons of the past can avoid the mistakes of the past. Thus, language serves the progress of the human race. In Taiwan, "The Future of English", by language researcher David Graddol, however, has raised serious issues related to the expansion of English (Yang, 2005); hence, it would be worthy of helping students transfer the regular sound-letter association which they have learned in English classes to the representation of the sounds of the various indigenous languages of Taiwan in all courses, cross over to literacy on the bridge of English orthography. Aboriginal languages of Taiwan were in the past all orally transmitted, and they are now endangered. I therefore conclude that being lettered is a historical imperative for language revitalisation and it must be a concern of the first order in this endeavour. Only when an orthography is scientifically and socially acceptable can it be successful (Berry, 1972: 737; Her, Der-Hwa 1994: 142), and it might make sense to continue to present a six-year (2008-2013) language revitalisation program, proposed by the Council of Indigenous Peoples and approved by Executive Yuan (Lillian Huang, 2007).

2.1 The importance of English

Why have many governments of non-English speaking nations invested heavily in English language education? English is an international tool of communication, in the sense that one can have access to the world's latest information with this knowledge. That is to say, the dominance of English is so pervasive that proficiency in it is seen as a necessary instrumental step toward achieving successful national community as well as individual achievement. Failure to acquire a high degree of English proficiency may result in a lack of access to gateways and pathways that lead to economic and personal empowerment (Kumar, 2003; Yang, 2005). English competence can lead to improved educational and career opportunities. Thus, besides the governments of non-English speaking nations, individuals too have invested heavily in English language education in the hope that their national and socio-political standing will be raised.

The popularity and desirability of English language education has also become universal in Taiwan, and constituting and sustaining the desirability of English learning has become the critical point for a person who is striving for a bright future. The government has also embarked upon immediate steps toward enhancing the language skills in English or indigenous languages, and all students from the fifth grade of the elementary school have English courses for three periods a week and one period in indigenous languages. In fact, students have become aware of the atmosphere in real life: the range of English visibility is less than that of indigenous languages, and they need classrooms, which are exploring questions of diversity. That is why I believe that classrooms in Taiwan must offer a linguistically more *neutral context* for the potentially emotive subject of the languages of Taiwan, especially English classrooms.

2.2 Tensions of our profession

Members of the young aboriginal generation have been raised as Chinese citizens with little knowledge of their own parents' heritage. Apparently no one in Taiwan will be surprised at the fact that many aboriginal people have kept their heritage hidden from the public. The methods to activate languages and efforts of cultivating cultures from 1995 to 2006 failed to open the eyes of the new generation to the beauty of their culture and made those who were concerned for the revitalisation painfully aware that several languages might be in danger of disappearing soon and forever (Wang, Ming-Huey 2008:8-9). Furthermore, we have noticed that many students, under the government's policies mentioned above, regard learning their mother tongues and English as a painful, frustrating process because of rote repetition grammar patterns without any connection to a real-life conversation. As a result, most students are able to read and write some aboriginal languages and English, but few feel confident about the spoken forms of those languages. Only when the use of language is becoming less emotionally charged and more pragmatically oriented and everyone develops basic interpersonal communicative skills, inter-ethnic relations will be improved and ethnic reconciliation may well be in sight (Huang, T-C 2002; Wang, Ming-Huey 2008:8-9).

It is also believed that the English language and English language teaching have contributed to a certain kind of intrusion. This sort of intrusion, about which many leaders of other cultures have expressed great concern, occurs in every culture everywhere. The English language, along with a particular set of Western cultural values, is spread by the mass media, mass production, and mass education. These values appear to be very attractive to many from other cultural and linguistic backgrounds (Krysan, Maria & Amanda E. Lewis (Eds), 2004). Sometimes the *hidden linguistic and cultural messages* in our textbooks, our supplementary materials, and in our classroom management are so understated, implicit and comfortable that most of those born into the Western cultural values systems do not recognize them as being potentially discomforting, even offensive to some students from different cultural background.

Obviously, we can find two underlying tensions at all level of our profession: *English, a language of social empowerment, and English, a language of cultural imperialism*. The challenge for EFL teachers is to manage the tension between the empowering and imperialistic natures of English. An effective way to do this is to discuss aspects of this tension with our students. Moreover, the empowering aspects of the English language can "bleed" interest and impugn the perceived value of acquiring, using, and enriching minority languages. As a friend of mine once said, "the local language, *a local meal ticket*; the national language, *a national meal ticket*; but English, *an international meal ticket*." But as I will outline below that knowledge of English can also "feed" interest and support in minority languages.

2.3 A note of terminology

In Taiwan, the mother tongue of the younger generation might not be their ethnic languages, for the terminology relating to the use of languages in multilingual contexts is often confusing, reflecting both the complexity and diversity of different situations. In North America, for instance, the term *heritage languages* is used to describe both indigenous languages and immigrant languages. In the UK and Australia, the term *community languages* is used to describe more recently arrived immigrant languages, but not indigenous languages such as Australian Aboriginal languages or established languages such as Welsh and Gaelic (Edwards, 1998: 8). In the context of Taiwan, I have chosen to use the term *indigenous languages* to describe any language spoken by inhabitants in any community on the island other than the official language, Mandarin Chinese. Further, I use *aboriginal languages* to refer to the languages spoken by the

original inhabitants of Taiwan and to differentiate these speakers, wherever necessary, from speakers of languages from the Sinitic language family.

Translingualism, as used in the title, is a term from Steven G. Kellman (2000) and David Schwarzer et al. (2006), who see teaching an L2 as bridge building between languages that allow one to retain a unified mind and not be cloven into two for the sake of being multilingual. Thus, in contrast to multilingualism, translingualism stresses the process and not the goal.

3. Methodology

If translingualism is the process, then *Action research* (AR) is its method. Action research is very problem-focused and offers very useful framework for the exploration of language awareness (Cohen, Fink et al. 1984; Huang, T-C 2002). In other words, AR is a form of structured reflection that requires the systematic collection and analysis of data, relating to the improvement of aspects of professional practice. For teachers, it is a powerful strategy for professional development: it raises questions about classroom practice, carefully documents procedures and gathers data through observation, or interviews, and on students' performance, then encourages them to reflect on that data and practical experience to determine what to do next.

In short, AR is a process of analysis, getting facts, identifying problems, planning and taking action on problems, then repeating the cycle as new concepts and information result from the previous process. In the following Table 1, I exemplify the process of AR outlined by McNiff (1988: 50) with my expectations concerning the data collection for my own research project:

> Through the iterative process of action research, evidence supporting students' motivation in learning community languages and English came from close analysis of interactional patterns with peers and teachers in classes, informal settings, and from students' explanations of their classroom experiences in group work, questionnaires, and data derived from interviews with students themselves, the observer, parents, community figures, and educational leaders in addition to the close observation of the observer, as the course progressed.

Insert Table 1 Here

Insert Figure 1 Here

In order to make my understandings clearer, more reliable and easier to put into practice as the basis for planning future action, I start with anticipation, conceptualisation and particularisation of the problem and then move through several interventions and evaluations. Finally, before starting new action, I integrate the findings or the outcomes of the evaluation to modify my practice, plans and ideas as in Figure 1 above, which allows for the interpretation of events and situations from a number of different perspectives (Elliott, 1997: 24; Huang, T-C 2002). This process was invaluable in helping me to identify what to do next. It also helped me continue to elaborate and refine the data (Ely, Vinz, Downing, & Anzul, 1997: 164).

4. Language Awareness Activities/LAA

Greater awareness and respect for different cultures clearly are essential in a multicultural and multilingual society, for everyone has faced with learning to get along with people from various cultural backgrounds. The process of LAA (For the sake of simplicity, the symbol LAA is used in this study of mine to replace the term of Language Awareness Activities.) facilitates this awareness and respect in order to cultivate everyone to be more multiculturally aware. As a consequence, the diversity in the community of this multiracial society must become a means for bringing all the inhabitants together, not dividing one another (Gay, 1994:2). The most important task of LAA is that students need to be encouraged to become those who are not only able to think critically and creatively, but also engage difference, and discover that differences are the means of deep insight and new vision (McLaren, 1997: ix~xii).

In this section of the present study, I will focus on the basic tenets, purposes, strategies, classroom procedures, and design of the curriculum used in the study. To carry out my research in such a state of diversity so that it can meet the needs of students and tap intrinsic motivation, scaffolding, creating teaching and learning that is my theoretical rationale and fundament of teaching. These things are features of LAA.

4.1 Scaffolding

Scaffolding is an instructional technique whereby a teacher models the desired learning strategy or task, then gradually shifts responsibility to the students. According to theories developed by Lev Vygotsky, scaffolding essentially means doing some of the work for the students who are not quite ready to accomplish a task independently, like the supports that construction workers use on buildings (Hmelo, 1999). In other words, scaffolding is not only the temporary support, which enables a student to achieve an action, or goal that would not be possible without that support, but also the one which facilitates a student learning to achieve the action or goal without the support in the future.

Three critical types of support are combined to provide scaffolding: 1) *communicating process*: there are plenty of opportunities for authentic learning through conversations with one another, and conversation is a dialogic process by which they create and negotiate knowledge with one another. The whole process is demonstrated with verbal annotation to highlight main points; 2) *coaching*: the teacher is like a coach, continuing watching the players' performance, making comments and providing hints; 3) *eliciting articulation*: the teacher asks the students to articulate key concepts about their goal and action in order to encourage reflection. If the scaffolding is successful, students will learn to achieve the action or goal without the scaffolding, and it means that students who have more background knowledge or learn action/goal faster should have less scaffolding.

Students develop evolving knowledge bases through interactions with others (Vygotsdy, 1978; Smagorinski, 1995). Scaffolding characterizes the social interaction that takes place among students and teachers that precedes internalisation of the knowledge, and it is a major component of teaching activity of LAA (see Bruner, 1984; Edwards, 1995: 2).

Providing examples, materials, situations, comments, and demonstrations are all effective methods of scaffolding (Bunce, 1995: 7). A teacher in translingual classrooms is capable of using scaffolding to support students in learning to achieve a goal or process. Initially, (s)he controls and guides the students' activities, then share the responsibilities with the students taking the lead, providing assistance as needed as well, and gives the students the full range of responsibilities by removing all assistance at last. A translingual classroom for students, therefore, is the good institution where they can develop evolving knowledge bases through interactions with others (Smagorinski, 1995). Successful scaffolded instruction, therefore, requires establishing inter-subjectivity or shared understanding of the task. Teachers take responsibilities for leading the students toward their understanding and helping them to develop their own conception of the task. Creating a balance of support and challenge brings me to my next theory of LAA – creative teaching and learning.

4.2 Creative Teaching and Learning

Teachers in translingual classrooms are faced on a daily basis with managing the education of students from diverse linguistic and cultural backgrounds; therefore, they must base their practice on evidence and experience gathered from a variety of sources and develop new understandings to inform their teaching in the unique circumstances of translingual schools (Sears, 1998: 1).

Relevance has been as one of the key properties in multicultural circumstances, and how teachers' approaches are attuned to the students' cultural attitudes towards learning must be examined (Jeffrey, 2003). Being teachers in translingual classrooms, they must know the art of creative teaching, which takes into account situational factors and reflects not only the generally accepted values of the society in which students live, but also their own particular cultures. As Woods, Boyle and Hubbard (1999: 3) indicate,

> It is designed to yield 'personal knowledge' and 'child-meaningful learning' distinguished by curiosity, originality, initiative, co-operation, perseverance, open-mindedness, self-criticism, responsibility, self-confidence and independence.

Consequently, creative teachers must be culturally attuned to their students and to other aspects of the situation. They have to be flexible about the best ways to apply their philosophies and methodologies to the varied and highly complex situations they happen to meet in their classroom.

Much learning is a gradual, slowly cumulative process, and students need to relate to what is taught, to recognise its relevance to their concerns, to have their imaginations stimulated, to feel motivated to learn (Woods & Jeffrey, 1996:7). General speaking, students require creative teaching, for creative learning is promoted by creative teaching. In order to maximise opportunities for encouraging students to develop creative and original ideas, students need to be very clear about the teacher's learning intentions. In other words, the learning objectives must be shared carefully with the whole class; that is, the students must be given some choice over which activities they pursue and when.

Insert Figure 2 Here

Only after a creating learning environment and atmosphere relevant to students' needs can students' creative learning be developed and evolved. Then students and teachers are in harmony with their surroundings, and become both contented and more motivated (Beetlestone, 1998:140). They do most of the work, use their brains to make the best of their prior knowledge, solve problems, and apply what they have acquired.

In a multiracial society, as a matter of fact, everyone, including students, is exposed to large amounts of different popular cultures as seen in Figure 2 above. Such diversity needs to be explored in the classroom. For students, there are many sources of creative imagery in encountering different languages and cultures, which enrich their experience and enable them to understand how notions of status arise, and such kinds of experiences are good opportunities for them to exercise both understanding and judgement, as Beetlestone (1998: 40) points out,

> Children now have great possibilities for extending their understanding about the way people feel by considering, for example, a range of ideas around 'my special place', because there is a diversity of experience to tap into.

The process of LAA lets students feel their particular skills and experiences being valued as a result of being aware of diversity of the living community with close observation. Furthermore, parents and community figures have felt involved and are willing to work cooperatively to support the young's learning CL (For the sake of simplicity, the symbol CL is used in the study to replace the term community languages). Creative teachers work as the catalyst to make the best use of community resources to build up the teaching environment and atmosphere for student creative learning. Creative teaching and learning of LAA makes students more alert and effective users of CL as listeners, viewers, readers, thinkers and writers (Huang, T-C 2002 & 2003).

4.3 Purposes

The ultimate aim of LAA is to give students access to an education in English without diminishing their respect for their own or others' cultures and languages and to become aware of the diversity of their living community. Diversity of race, language, culture, ethnicity, social class, and religion is a fundamental feature of interpersonal interactions and community structures. Therefore, young people today clearly need to be prepared for the realities of life in multicultural and multiracial societies.

Multicultural education is a vital tool in this process, and translingual classrooms are the practical institutions to implement multicultural education fully and the result of LAA could be greater tolerance among students, fewer negative attitudes, and fewer prejudices with the result being better social relations between students from different cultural backgrounds (Huang, T-C 2003). The main purposes of LAA are as follows:

1. Encourage teachers to implement the global education philosophy together with a multicultural and anti-racist perspective.

2. Share the teachers' experiences of promoting linguistic and cultural diversity in the UK, North America, New Zealand, and Australia.

3. Organise and present a range of activities that support the learning of English and the use of CL.

4. Assess the outcome of promoting diversity in translingual classrooms in order to provide specific examples of concepts and attitudes.

5. Explore practical strategies for LAA.

4.4 Strategies

It is believed that an important measure of a civilised society has often been its capability and ability to pass on its language, culture, knowledge, and values to successive generations. The questions are: "what are the best ways to develop the capability and ability?" and "Are there any existing great strategies to be adopted easily?" In reality, there is a whole lot more to it than telling. As I mentioned above, how the Language Awareness Activities can be applied to revive the community languages in order to reduce the pace of language shift and to put the life of community languages of Taiwan in the homes, neighbourhoods, and communities is my great concern, and cultivating students like happy travellers is my only strategy(Huang, T-C 2003).

Life is like a journey, and travellers in a foreign country for survival and pleasure best learn how to express ideas and how to carry on a conversation by moving around in the culture, and knowing the names of people and places. They have to participate as fully as they can, making mistakes, saying things half right, blushing, then being encouraged by friendly native speakers to try again. On the process of communicating with native speakers, they pick up the details of grammar and usage of languages (Wachs, 1996).

LAA is a kind of instruction in which students use community languages besides English to learn more about themselves, their classmates, and people who live in their community. They must use their brains, studying ideas, solving problems, and applying what they have learned. They may tend to get so involved in a topic that they are apt to be out of their seats, move about, think aloud, forget where they are, and even do not notice when the school bell begins to ring. They are intended to deepen learning and retention. Being travellers means making learning active, as Silbetman (1996: ix) points out,

> Active learning is fast-paced, fun, supportive, and personally engaging. …when learning is active, students do most of the work.

4.5 Course procedure

The nature of LAA is an important element in the successful social integration of all students. A positive attitude towards different cultural influences together with the maintenance of the home language and culture is the best circumstance for everyone (Sears, 1998: 38). Set up different learning organisations to let the youth actively join in

'living the language' to strengthen their roots, gain life-long problem-solving and teamwork skills. As they become more deeply involved with their multicultural heritage of the community, they will better understand perspectives and ways of life of different groups, their reciprocal influences, and furthermore gain awareness of available community resources and how to use them. The main activities could be divided into three stages:

1. Teaching activities and group work – Encourage the participants to become familiar with all CL through comparative study. They need to understand the nature of cross-cultural differences and the needs to promote the use of other CL. The activities ought to focus on sharing the real events or living experiences of participants. For instance, participants share something that has happened to them or talk about something they have brought from home. Group work plays a vital role in developing speaking and listening skills (Edwards, 1995: 22).

2. Interviews and discussions – Visit several communities, stress the social nature of learning, and allow the youth to take a more active part in their learning. There are always plenty of different speaking models of the CL in a community area, and there are many opportunities for real communication in meaningful contexts if they are aware of these encounters. Paying visits to several communities will give the youth plenty of opportunities to interact with fluent speakers of different CL, and such kind of interaction between students and a more linguistically skilled person is a very powerful way to learn.

3. Practice the CL at home and in their own community – The surroundings in which the youth grow up have a great effect on the development of language acquisition, and schools, homes and the whole community have to cooperate to create atmosphere and provide opportunities for practicing speaking different CL. The needs of translingual learners are best met in their everyday real communication. In such kind of meaningful context, the multilingual learners make sense what is being said and have a clear idea of how languages work. They are also able to make good use of skills, such as pattern recognition, generalisation and inference to work out the units of the languages and how these are built into larger structures (Edwards, 1995: 14).

Throughout the whole process of LAA, students will perform classroom activities and out-of-classroom classrooms, students and instructors will do something with CL before the course, in the course, out of the course, and after the course. Table 2 is the catalogues of the activities.

Insert Table 2 Here

The following are the advantages of performing such kinds of activities:

1. All participants cultivate their basic interpersonal communicative skills and principles, and learn how to live in harmony with their living environment.

2. Find out the constraints in promoting diversity in translingual classrooms and know "How do students adapt to the diverse cultures and languages of their experiences?" and "How can student interest in linguistic diversity be promoted?"

3. Develop ways for schools to respond to linguistic diversity and stimulate the willingness and interest of the youth in learning CL.

4. Give all participants the chance to explore concepts and to try out theories of the language acquisition of the CL.

5. Help the instructors perform their job of providing 'scaffolding' for their students' learning.

6. Empower all participants to be enlightened individuals, who know the value of liberty, reciprocity, respect, and responsibility.

4.6 Teaching and learning procedure

Insert Figure 3 Here

The procedures of the teaching focused on good commands on the three phases: namely 3P – presentation, practice and production. These have made the situation of endangered languages full of 3V characteristics: vim, vigour and vitality owing to the broadening of their profile, convenient transferability, and enhancing the status of the minority students. As teachers, we need a clear picture of the learning and teaching principles which are significant in helping students to become meta-learners and thinkers, which build commitment to and responsibility for their own learning, and which help students to work with others in mutually cooperative ways (Dalton & Boyd, 1996: 8). The following two basic procedures of the instruction model should be adopted in the procedure of teaching and learning as the above Figure 3:

From the chart of the procedure of teaching and learning, it provides full-class learning, class discussion, question prompting, collaborative learning peer teaching, independent learning, affective learning, and skill development, all of

which gently push student to think, feel, and apply themselves (Silberman, 1996: xii). Students reflect on what they have learned and consider how to apply it in the future, and it means that students must hear, see, discuss, do and teach one another.

5. Findings of the Study

Learning community languages (CL) and improving English proficiency are complementary. Learning and speaking CL complements practising spoken English, for students have a lot of chances for practicing speaking CL in their daily life as long as they are aware of what they are encountering any situation. Good teaching and multicultural teaching are indistinguishable. Only when multiculturalism is placed in an educational context can it be evaluated for its impact and success in achieving the often-stated and common goals for students. In this paper, I define LAA as 'the process of understanding and appreciating differences of languages and cultures in Taiwan area (Starkey, 2005).

Issues concerning linguistic diversity have not yet received the attention of researchers in Taiwan. Given the dearth of information on the potential impact of recent changes in educational policy, we are concerned primarily with describing the situation and assessing the impact of curricular reform on a generation, rather than the testing of a theory. I will concentrate now upon: (1) Use of students' prior knowledge, and (2) Students' empowerment.

5.1 Use of students' prior knowledge

Activating relevant prior knowledge means calling to mind what is already known about a topic. Students' prior knowledge enables them to predict the contents of the text and confirm predictions. During my teaching, I discovered that students' existing knowledge could be used to activate their learning and serve as a valuable bridge to the acquisition of CL (Edwards, 1998: 5). For instance, as I had already noted during the first period, the student's prior knowledge of the phonemic representation of a letter name could be called to mind, and students were able to recall which vowel and consonant sounds and symbols they had already learned. This knowledge not only helps them to read and pronounce new vocabulary from a dictionary or textbook, but also suggests how those sounds can be transferred for use in the community languages.

There were many other examples of the ways in which students were able to draw on prior knowledge during the course of fieldwork. In the fourth time of the lesson, for instance, an Amis student described how he set about teaching his group:

> As Mr. Huang mentioned, no two language sounds are ever identical, and therefore I tried to find similar sounds in English and record the sounds in my language, e.g. clinic in English, lalinik in Amis, meaning "inside"; admission in English, misimsim in Amis, meaning "thinking". It is interesting, isn't it?

In a word, providing students with the motivation to learn is one of the best steps teachers can take to facilitate the learning success through the themes of group work, partnership with others and active participation to make good use of their prior knowledge, as Bruner (1960: 31) conveys that "The best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which learning has occurred." Only if the younger generation increasingly finds its original language becomes more and more relevant to everyday life and has the same value and status as the dominant language would their extrinsic motivation be stimulated (Crystal, 1999); students who are motivated intrinsically are easy to spot because they sense the need for achievement, and gain self-confidence and ability to take control of their own learning.

5.1.1 Group work

Group work is a means of ensuring that the process of teaching in language awareness activities is student-centred, lively, efficient and effective. Language learning involves the interaction of the learners themselves, parents, family members, friends, peers, teachers, relatives, community figures and others who play a part in their daily routines. This interaction gives students the motivation to communicate: the use of the languages around them is seen as an important social skill; success in conveying what they think evokes a response which encourages them to seek other opportunities for communication. In spite of the initial reservations, students showed a growing appreciation of the potential of group work. As one student explained:

> Asin, Wakong, and I speak the Hoklo language well because it is part of our daily lives. Since we were young, we have heard our family and friends in the community using it. We are not worried about making mistakes, for there are always good models to follow and people to give us feedback on what we say. In our group, there are students from other communities, like Foting, who is Amis, and Toya, who is Truku. Even though they were very shy, we learned some words in their language in our lesson, just like a family.

The aim of the language awareness activities was to create an environment as close as possible to that of the real life experience of many members of the class. While performing group work, students themselves become meta-learners

and thinkers, building responsibility for commitment to their own learning, and helping them to work with others in mutually cooperative ways. Young children learn their first language in a family context, interacting with others in playing or daily routines long before they are able to utter their first recognizable words. Their interaction with the social world around them encourages them to use language for communication as they gradually increase their competence as speakers (Akhtar & Dunham, 1991; Nunan,1999).

5.1.2 Partnership with others

Another objective for the language awareness activities was to raise students' awareness of the potential of partnership – between students and parents, family members, community figures – for language learning. As we know, when families, communities and schools form partnerships, there are many benefits for student learning, families become closer, community resources thrive, and schools work better. All benefit greatly by firm partnership (Coelho, 1998).

At the beginning, I encountered some opposition to the learning of community languages. As time went on, however, there was growing evidence that students were beginning to develop more positive attitudes towards community languages (Starkey, 2005). The following examples over the course of the ten weeks indicate student comments and reflections on this theme. A student spontaneously commented in the second lesson that he had been aware of much greater use of community languages in the week which had passed since the first lesson. In the third period, a student commented while working in the group:

> We have opportunities and the right atmosphere to try speaking other languages. The diversity of languages all around us is making us want to learn community languages. We don't feel bored or fall asleep in class because other members of the group are always coming up with unexpected demands and challenges.

In the sixth time of the lesson, a student made the following comment, again while working in his group:

> It has been quite a shock and a real eye-opener learning about the different groups living in our community and we have gradually been discovering them all. We have always taken this for granted. Now we realise that the elders are really intelligent – they can speak the ethnic languages, plus Japanese and a little Mandarin. In fact, some members of our own class are a real resource and can speak community languages fluently. In our group, we can learn Hoklo, Hakka, Truku, and a little Amis language because Tipoy speaks just a little in his language.

5.1.3 Active participation

In order to take advantages of the linguistic resources all around them, students need to be active participants in the learning process. Students' families, and the communities to which they belong all play an invaluable role in this process (David et al, 2000: 55; Coelho, 1998:166). One of my aims of the language awareness activities, was thus to alert students to ways in which they could take responsibility for creating opportunities to use community languages wherever they might find themselves (King, 2001: 26).

In spite of some obvious initial resistance, students generally demonstrated a willingness to take advantage of opportunities offered by the language awareness activities. A Hakka student commented during group work in the fifth lesson that he regularly found himself in situations where other languages were spoken. Although he was currently fluent only in Hoklo and Hakka, he was able to communicate on a very basic level in Amis. He also remarked that this facility had not been developed in any conscious way but had been motivated quite simply by the desire to get on with people (Edwards, 2000). Other students in the same group provided support for this argument:

> In fact, there are lots of chances to practice speaking community languages in every day life but it's up to me to be aware of what they are. I regularly come across elderly people with a good command of their own community languages. They tend to code-switch when they talk to different groups in my community, which I find quite surprising.

The findings of my three-year project granted by the CIP from 2004 to 2006 also strongly suggest that students' learning is enhanced, 1) when they create their own authentic purposes for learning and generating their own content; 2) when they are encouraged to identify their own preferred alternative learning styles, and to experiment with these; 3) when they are given space to make choices and select alternative learning pathways; 4) when they are encouraged to become teachers and researchers; and 5) when what they learn is created through the interaction of the content of the classroom, as well as in the world beyond classroom.

5.2 Students' empowerment

The process of language awareness activities provided much useful information and practice about phonemic awareness, students have empowered themselves as to how spoken languages can be explored by hearing words, syllables, rhymes, and alliteration, and how sounds can be blended to build words in community languages. The following statements derived from different periods can be analysed to prove students' empowerment (David Schwarzer et al.2006).

5.2.1 Recording the spoken languages

Several sounds are found in the indigenous languages of Taiwan that do not occur in English, including the alveolar/ palatal affricates, voiceless lateral fricatives, the voiced uvular stop, the voiceless velar fricative and the glottal stop which I represented as Cc /ʦ/, Dd /ɬ/, Qq /q/, Xx /x/,''/ʔ/ respectively. In each case, I used graphs which exist in English. However, the sounds they normally represent in English do always not occur in the languages in question. Several participants, including the observers from the National Dong Hwa University, and parents, anticipated that this approach would prove confusing for the students. On the contrary, in practice, there was very little evidence of confusion on their part.

Therefore, students need to be empowered to develop competence in recording the sounds they hear, then transfer things learned in English to strengthen their listening and speaking abilities in community languages where applicable. During discussions after fieldwork, the following statements were typical:

> Mr. Huang made good use of the diversity of experiences of our classmates, and encouraged us to express our ideas, opinions, desires, emotions and feelings in an anxiety-free environment. He helped us to connect new knowledge to our experience – a good mediator. For instance, we found that pronunciation in a new one language is not easy – the sound Dd / ɬ / in the Truku: xoding (dog) and adada (sickness) in Amis, and he wanted us to mimic the sound /dθ/of the word 'width', and let us pronounce adada (sick) in Amis, idok (grapefruit) in Bunun, and qodit (mouse) in Truku. Such kind of connection in addition to more practicing pronouncing them helped us to overcome our difficulties.

> We finally figured out that there is a perfect match in letters and sounds, and felt that there wouldn't be great difficulty in pronouncing most of the following sounds: Bb /b/, Ff /f/, Gg /g/, Hh /h/, Jj /ʤ/, Kk /k/, Ll /l/, Mm /m/, Nn /n/, NG/ng /ŋ/, Pp /p/, Rr /r/, Ss /s/, Tt /t/, Ww /w/, Xx /ks/, Yy /j/ and Zz /z/ except Cc /ʦ/.

5.2.2 Word building in community languages

My common teaching practice as we happen to teach practical new words is breaking and making them in order to find spelling patterns in English and making use of them in editing words in community languages (Hill, 1999: 45). Therefore, in addition to the empowerment in word building in community languages, they also became skilled in segmenting an English word in order to find the practical spelling patterns for editing words in community languages. During group work in the sixth lesson, one student made the following comment:

> Lately among the classmates there were more and more activities analysing words in English or community languages into a series of phonemes. We tried to pick up some spelling patterns from English words. For instance, we could pick up the spelling pattern 'ni' in the word "definition" and 'me' in "experiment" to spell the "nimel" in Amis language, meaning an earthquake.

Considerable effort was made, especially in the early weeks, to draw on students' existing knowledge of sound-letter correspondences in English, to develop phonemic awareness, which would be necessary if they were successfully to transcribe and read in indigenous languages using a Romanised writing system. This was achieved through exercises in segmenting words into phonemes and practicing different vowels and consonant combinations, as well as through singing alphabet songs. Students responded confidently and enthusiastically to these activities. There were also some unexpected benefits, for students learning English. For example, some commented on the relatively poor sound-letter correspondences in English, and concluded that they would need to pay more attention to new words, looking them up in a dictionary, to check their pronunciation (Huang, T-C., 2005). The following statement of one group is evidence of how they were able to solve their problem:

> We concluded that the reason English pronunciation is so difficult, is that an English word tells us nothing about how it is pronounced. There is the lack of connection between spelling and pronunciation. Therefore, a fundamental requirement is to look up the word in a dictionary, and check out its pronunciation while reading any new vocabulary in the textbook.

Students, then, showed an increasing awareness of ways in which they could access family and community support for their own language learning.

> Most letters are based on existing sound-letter relationships in English which means that students can also use translingual transfer of their knowledge of English to the representation of indigenous languages. For example, [hi] in hill can be used to form words in community languages: "hining (peek); tahidang (call); tihi (partner)" ; the spelling patterns 'mo' in limo'ot and 'ro' in rotarot were derived from two English words: re<u>mo</u>te and p<u>ro</u>gram; "huahi" in the Hoklo language is from two English words: <u>Hua</u>lien and <u>hi</u>ll.

Language awareness activities have formed a mode of interactive linguistic learning environment, where students with different languages or from other ethnic groups can be confident, appropriate self-respect actively to establish effective relationships between themselves, parents, and community figures; they take part in those activities, talk about where they live, their environment, their families, what happened to them past and present, by selecting a variety options on their own. In a word, one who does not grow up in a target language may never learn to speak with a native speaker's ability, but to be able to communicate in it is a reachable goal to reach and through it one can be enriched and enjoy the diversity of languages and cultures in one's own living community.

The findings of the present study suggest that 1) students' phonetic knowledge, literacy abilities as well as content knowledge acquired in English may transfer to the learning community languages; 2) the ability to write down what students heard using conventional symbols, English-styled script, added vast new power to them. Although their records might not be completely accurate, they can have a mnemonic function as well as an interactional function. Let's examine the creative and collective masterpieces of my students, the use of their English experience in the recording their own languages in a cooperative translingual setting:

Insert Figure 4 Here

Insert Figure 5 Here

6. Conclusion

Ultimately, people believe that it is only language visible, language that is seen with the eyes and marked with the hands, just as the spoken language is heard with the ears and spoken with the mouth. Language, furthermore, had long been recognized as an important aspect of cultural and personal identity, but the government once took a stand prohibiting schools from maintaining and preserving the languages of ethnic groups. The "Chinese only policy" caused Han people to see aboriginal peoples as inferior, and, in turn, aboriginal children tended to devalue their own culture and ethnic experience. The language awareness activities now are having the effect of raising the status of minority language and speakers in the eyes of both minority and majority students. The opportunity to demonstrate their skills provided aboriginal students with the experience of success.

Language is patterned behaviour, the means through which most cultures are learned and communicated. The language of each ethnicity operates according the sets of their cultural rules, and the people follow these rules in their speech. However, they may be unable to state the rules which govern the way they speak. Each speaker of a certain language uses his own native tongue automatically and is usually not aware of it. In consequence of the reality I mentioned above, the government should broaden its support for ethnic minority languages. We aboriginal dwellers of Taiwan have to call for nursery schools of our own, dolls and toys of our own, and story and history books about our own men and women of high achievement.

In a word, I have to say that aboriginal students still end up with a poor self-image as a result of the widespread ignorance among the majority. We must help aboriginal students to have "respect for their self-image, that is to say, respect for other people." Have them respect their own culture and be entitled to be respected by the rest of us. As far as I am concerned, I would like to put forward the following for consideration:

1. foster pride in aboriginal history, culture, and accomplishments, encourage acquaintance with the language of the ethnic group, and help in reading, arithmetic and other regular school subjects,

2. publish stories, legends, folk songs, etc. from which aboriginal children can learn who and what they are, and who and what they will be; teach about the contributions of aboriginals to the history of Taiwan,

3. provide a meaningful social context for reading, and

4. urge the government to help minority groups in their efforts to operate supplementary schools which would help to preserve ethnic identity.

In so doing, cultures will become respected, tribal differences will be acknowledged, and group and individual identities will be secured. Finally, I have to say that a school is to be one of the essential agents of dynamic minority cultural and linguistic maintenance because it can help stem language shift. We should support students to adopt multiple appropriate roles in each cultural context, while maintaining personal and primary identity in the native culture, for a multicultural society leads to many cultures in one country, and let people feel that as a `child in two cultures' you actually want more than you can have; you want to belong to two totally different cultures.

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Notes

Note 1. which includes measures to regenerate indigenous languages, enact relevant statutes, set up a promotional agency to compile dictionaries and language teaching materials, train teachers, create language immersion programs, use high-technology teaching tools, establish a certification system for language proficiency and encourage the learning of traditional and contemporary folk songs, aiming at conserving and revitalizing Aboriginal tongues.

Table 1. The projected AR cycle for an aspect of my own research

Process	Examples
Identify the question	Cultivate the participation of different groups in learning community languages through English.
Plan the activity	Bring in everyday greetings of different groups (Listening and speaking practice).
Observe and note the impact on students' learning	Mark carefully what happens during the process (students' reaction and activities and instructor's teaching strategies). Who are the actors? What are their roles? Who does what? How do they interact with?
Reflect	Interviews, discussion, documentary evidence to collect the thoughts of all participants.
Review with all participants	Discuss activities and any opportunities from the work and daily experiences
Refine or redefine question	Incorporate more opportunities for students to develop skills so that they can participate more effectively.

Table 2. The catalogues of the activities

| Classroom Activities	Out-of-classroom Activities
1. Presentation of the topic for the lesson and discussion about class expectations. 2. Team-building workshop with guest speakers (colleagues, parents, community figures). 3. Collaborative group work for solving any problems that have been identified. 4. Share, talk about and figure out what difficulties one may encounter when practicing CL out of the school. 5. Basic skills review.	1. Collect the published different ethnic teaching materials. 2. Words, phrases, expressions for the basic interpersonal greetings must be consulted before the course. 3. Make a list about what they want to consult the guest speakers. 4. Find out what cultural heritages they have in the community. 5. Interview different parents, elders and community figures. (Do parents and inhabitants of the community view the acquisition of CL as an advantage for everyone? Do they have a high esteem for their own culture and languages?) 6. Practice presentation in the course and practice speaking different CL in selected contexts.
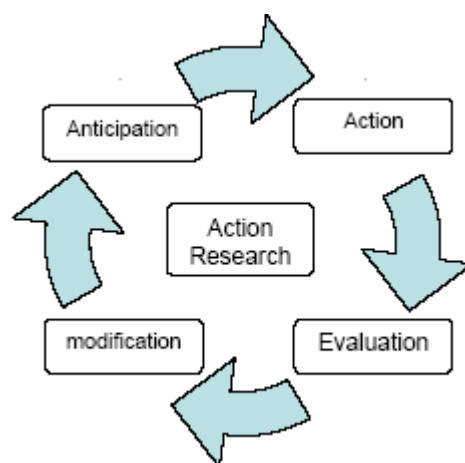
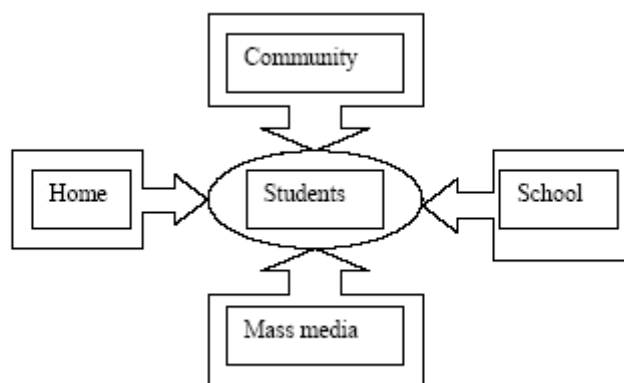Figure 1. Cycles of Action Research
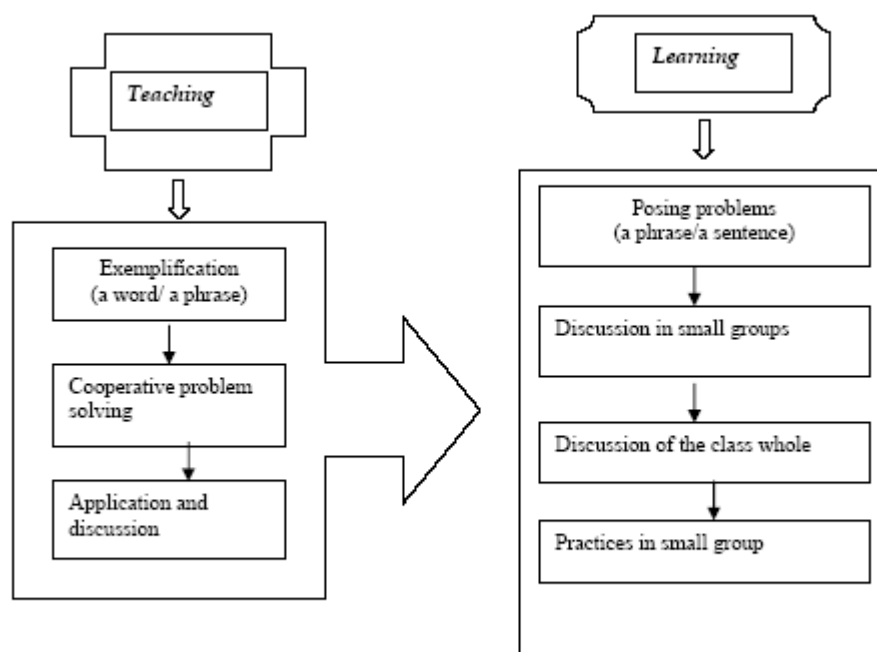
Figure 2. Agents of students' socialisation

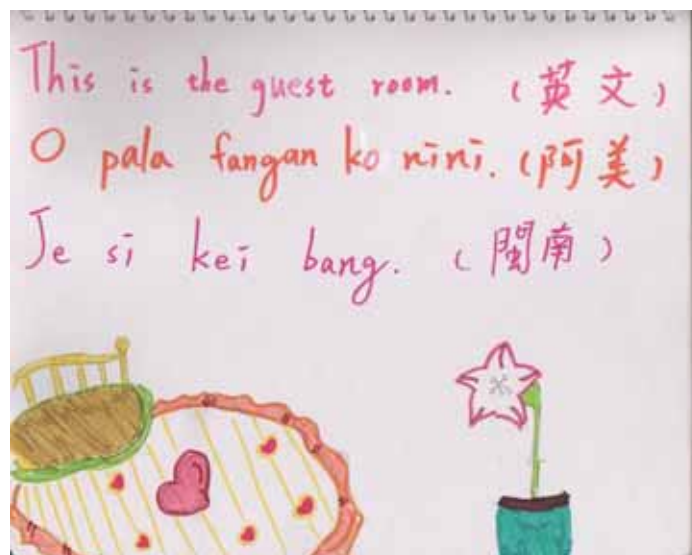Figure 3. Two basic procedures of the instruction model

Figure 4.

Figure 5.

Study on Background of Music Education

in Higher Normal Universities in China

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Abstract

It was not until the earlier 20th Century that music education in higher normal universities in China was born, and it started with the original intention of borrowing and learning western music content and forms. By analysis of historical literature review, this article is going to explore historical factors that have contributed to birth of music education in higher normal universities in China, get to the root of the history and take history as a mirror.

Keywords: Music, Normal education, Background, School songs, Aesthetic education theory

Since 1905 when the Qing Dynasty ordered to abolish the imperial examination, modern higher education in China has gone through more than a hundred years so far. Music education in higher normal universities in China has grown out of nothing and has developed closely in parallel with development of modern higher education in China. If calculated from 1920 when Beijing Female Higher Normal School opened the special training course of music education, the subject of music has actually gone through the history of higher universities merely for eighty years or so.

Chinese ancient traditional men of letters held an extremely narrow attitude towards music. According to them, among the numerous subjects of music, only Guqin might reflect the elegant sentiment of "meeting bosom friend at a high mountain with floating" and correspond with the temperament of their cultivating an original nature and paying attention to their own moral uplift without thought of others. Thus, Guqin has always received respect and protection from Chinese traditional men of letters. However, other musical performance arts were regarded as disgraceful entertainment for people in the consciousness of the national people, and could not be affirmed and attached importance to. Besides, in the later Qing Dynasty, social crisis and national crisis in China aggravated increasingly day by day, so people began to place the major task and focus of expanding the nation on developing industries and strengthening the national power and military power. The whole nation was really reluctant in psychology and too occupied to study western music arts, improve musical quality of the national people and develop music education.

As for any newly born object, the selection and custom of its culture determines it necessarily will experience a process of being accepted, being understood and being digested. During late Qing Dynasty, those with breadth of vision in China devoted themselves to saving the nation by reforming traditional educational system. Both Qing Government and those who run a school among the people imitated western higher educational mode to make a series of educational reforms, such as, reform of academy of classical learning, establishment of all sorts of special schools, abolishment of federal imperial examination system, release of gui-mao school system and holding of normal education, etc. Although all this has undergone a complicated process, the idea of separation of subjects in colleges and universities in China was ultimately realized, and higher education in China successfully switched from the traditional and unique educational target of beginning an official career to the modern training target of diversified specialty. Especially, the emergence of aesthetic education theory and prevalence of school song in the late 19th Century and early 20th Century enabled the subject of music to step towards the historical stage of higher normal education in China.

1. Emergence of the idea of separation of subjects in higher colleges and universities

Guo Songtao, the first ambassador of Qing Government in Britain and France, conducted an investigation from several perspectives into the educational systems in Britain and France in the name of a senior official of the country, and for the first time, he pointed out, the reason western modern higher educational system was superior to Chinese traditional educational system was that, western school educational system "focused on practical use and did not advocate empty

words" (He Zhaowu, 1980, p535), and that, "pursuit of study and pursuit of official positions was separated into two." That is, those in pursuit of official positions entered the national affiliations, such as affiliations of military tactics and laws, and served all their life with what they had learned. (He Zhaowu, 1980, p535). Guo Songtao provided a crucial thought for people at that time to reform the traditional educational system in view of his recognition and publicity of differences between educational goals of Chinese and western countries.

Zheng Guanying, the representative figure of Reformation reformists, also put forward the thought of setting up universities with separated subjects in his "The Crisis Awareness in Millennium" in 1893. He proposed that in each school, "each subject should be learned by several classes, and discrimination should be conducted at the end of the year to decide going up and down on the part of students." "One subject should play a due role" and "each one should bring into play his capacity". Students should have their own advantages, so that objects they manufactured would be elegant, and utensils they made would be sharp; when they governed the nation, it would be rich, when they ruled soldiers, they would be powerful, when they made wealth, it would be adequate, and when they were engaged in business, it would be flourishing; There was nothing they could not govern or nothing they could not manage, and the nation would be prosperous and the people would be strong. In his "Chinese ERIC Thesaurus Construction and Format", Liang Qichao also put forward the proposal of setting up universities with separation of subjects. Educational thoughts of Reformers were mostly confined to a theoretical stage, and although they had been carried out on a certain scale, they finally became a flash in the pan due to failure of the political reform of Reformers.

In 1895, as one of the well-known minister of "Tongzhi Resurgence", Sheng Xuanhui also put forward the idea of setting up universities with separation of subjects to cultivate advanced professional talents. Different from others, he was not confined to theoretical comments, but put this idea positively into practice, which gained sufficient affirmation from the society. Under his direction, the first modern university with separation of subjects in China was established --- Tianjin Chinese and Western School. Public class was assigned for first-class schools in the first year, including elementary subjects of geometry, triangle Pythagorean, physics, history of all countries, and translation of English, etc. From the second year, five special subjects were categorized, namely, engineering, electricity, mineralogy, mechanics and law. Practice of Sheng Xuanhui in the thought of separation of subjects in universities offered a good mode for modern educational reform in China.

In January 1904, the Qing Government released "gui-mou school system". It required definitely the thought of universities with separation of subjects in higher education, and stipulated that all schools "should be aimed at offering adequate talents in all sorts of academic fields and arts". Specialty was classified into eight subjects, namely, economic subject, political and law subject, literature subject, medical subject, physics subject, agricultural subject, engineering subject and business subject, from which students should select one as their major subject. That was the school system that was released formally for the first time in the history of Chinese education and was generally put into practice all over the country. Its release confirmed the fundamental mode and framework of modern Chinese school system and thoroughly practiced the idea of separation of subjects in the universities among each student.

Emergence of modern universities with separation of subjects signified that higher educational thought in China had changed fundamentally and higher education was directly interrelated with social production and social occupations. Although among the eight major subjects stipulated in "gui-mou school system", we haven't found any arrangement on Musicology, and not even the major of Piano, emergence and practice of the idea of universities with separation of subjects exactly has opened a window for music education to step into higher colleges and universities.

2. Emergence of normal education in modern China

The Qing Government ordered, all provincial examinations and metropolitan examinations had to be ceased from 1906, which was a historical transition for higher education in China. On one hand, abolishment of the imperial examinations and emergence of schools symbolized the fundamental reform of training of modern talents and the system of selection in China, and on the other hand, implied that modern higher education in China had fundamentally transited to modern education system in terms of the system. "It was determined by schools to select talents and officials" (Zhang Dan, 1963, p.3). Thus, the significant status of higher colleges and universities had been brought to light.

Although the tradition of respecting teachers and their teaching started from the ancient times in China, education had always been existing as dependency of political reign. In addition to recognizing the role of education in transmitting knowledge, people were indifferent to the development rules of education per se. the qualification of being a teacher lied in knowledge, and naturally those with knowledge had the qualification of being a teacher. "A learned man for a teacher" seemed to be an unalterable principle. Especially, in the feudal small-peasant economy society with handicraft industry being the primary industry and with low productivity, normal people who accounted for a large majority of the population were not entitled to education, development of elementary education was weak, and the society did not require a large number of teachers full of learning, let alone special educational institutions for training teachers. The interrogation of "what's the use to educate teachers" made it absurd and ridiculous to train teachers. As a result, in 1880s, when introducing normal schools in foreign countries, most of ideologists acquainted with Chinese and western

education had the thought of hunting for novelty, but there had never been any one who put forward the proposal to set up normal schools in China.

With release of new schools and abolishment of the imperial examination, new sorts of schools were extensively established all over China, ranging from higher education to elementary schools, and modern educational mode was unprecedentedly rapidly developed within the whole nation. According to statistics, the total number of the whole nation in 1902 was 6,912, and increased to 258,876 by the year 1905 (Zhou Yutong, 1934, p.137), with an increase of almost 37.5 times within the three years. In addition, according to the statistical education data formally released by the Academic Division of Qing Government, only the number of elementary schools in 1909 was over 170,000 more than that in 1907, and the number of students in elementary schools was approximately 614,000 more than that in 1907.

Insert Table 1 Here

Because the reaching system reform of late Qing Dynasty was conducted simultaneously at different educational levels, the large-scale growth of the number of schools and students and the brand-new teaching content brought modern Chinese education into a crisis of shortage of teachers. On one hand, the Qing Government took a positive attitude to bring in foreign teachers, and on the other hand, sent a large number of Chinese students to Japan to take the subject of teaching as an elective course. However, compared with the rapidly developed education scale of China, that still could not resolve the crying needs. Under such a circumstance, normal education made the ascent of the educational stage in China under direction of the idea of separating subjecting in universities.

The earliest normal education institution was the Teacher College set up in 1897 by Shanghai Nanyang Public School which was founded by Sheng Xuanhuai. However, the actual higher normal education was the Teacher's Training Faculty set up by the Imperial University of Peking in 1902. In 1904, the Qing Government released "School Regulation on Imperial Permission", which separately established normal education system, including the two classes of elementary normal schools and excellent normal schools, and regulations of both classes of normal schools categorized educational subjects as required public courses, particularly establishing such courses as didactics and teaching approaches of all subjects. Furthermore, in 1907, the Qing Government released "Women's Normal School Constitution". Afterwards, the Qing Government concentrated all its strength to develop normal schools with all subjects by successive abolishment of simple subjects, subjects of lecture and study and training institutes in normal schools in all provinces. Except for such remote border provinces as Tibet and Xinjiang, etc, excellent normal schools were constructed in succession in all provinces. Hence, modern normal educational system was initially set up in China.

3. Popularization of school song and proposal of aesthetic education theory

How would western music education get rid of the prejudice against music arts in Chinese social consciousness, gain acknowledgement and attention of modern Chinese people and the ruling class, and take the high road to enter the gate of Chinese higher normal education? At this moment, still some beneficial catalytic agents are required to move forward the wheel of the history.

3.1 Popularization of school song

At the time when imitating western school system and establishing a brand-new Chinese modern educational system, modern education reformists naturally will not ignore differences between oriental and occidental education in terms of content and subjects. Since the 22nd Year (1896) of Kuang-hsu, Qing Government had sent students overseas to Japan year by year. After having witnessed and heard magnificent school songs that express feelings of all, these young patriots believed that was unprecedented in Chinese traditional education, which was exactly the appropriate way to save the nation and ensure its survival, reform the society and arouse the patriotic feeling of the great masses, so it was worthy of supplementing to modern Chinese education. Hence, either by investigation or by learning, they took a positive attitude to advocate and introduce the singing class in the school. Most of these young patriots, afterwards, became the first batch of musicians in modern China and became forerunners to stimulate Chinese music culture to transit to modernization.

The spiritual leaders of Reformers, Liang Qichao and Kang Youwei, were the first ideologists to mention music education in modern schls in China. As early as 1891, in his "Notes of Learning in Changxing", Kang Youwei clearly pointed out, "Students should develop themselves in coordination in terms of such aspects as morality, intelligence and physique, etc, and they should be trained in music, dance, physique and military gymnastics." For a special purpose, he wrote "Wencheng Song of Dance" to let students sing and dance with accompaniment of music accompanied by drumbeats in order to edify students' sentiment (Ma Dongfeng, 2001, p.208). In 1898, in his "On Learning of Children", Liang Qichao gave an introduction to music education in western schools, that is, "When westerners teach students, they will first of all teach them music to bail them out of boredom and to harmonize their vigour. Most of music is in the form of folk songs which are easy to read aloud and most of music is in the form of colloquial languages which are easy to understand. (Liang Qichao, 1983, p.148). At the same time, Liang Qichao attempted to publicize to national people the importance of music education. He pointed out, "If we wish to change the quality of our national people, then poem

and music is one of the major elements for spiritual education" and "Unless we do not undertake education today, the subject of singing is really indispensable in school education" (Liang Qichao, 1983, p.148). Kang Youwei was the first person to propose to the Qing Government to set up class of music and song in the school. In his "Book Requiring to Open a School" submitted to the Qing Government, he mentioned, "Educational system of the Qing Government should learn from as far as France and Germany and as near as Japan", and "all towns should establish a primary school, and all citizens above the age of seven must go to the school to learn literature and history, arithmetic, geography, physics and music for eight years" (Shu Xincheng, 1961, p.148). Music here means the class of music and song opened in new schools.

It is just publicity and advocacy of Reformers ideologists that enabled music to step into the vision of modern educational reform. Thus, school song became the pioneer of modern music education and yielded brilliance to the history of modern Chinese education.

Since the release of "gui-mou school system", quite a number of schools and elementary education schools established by Chinese people began to open music and song classes. For example, in 1904, "Shanghai Longmen Normal School" set up music and song classes, two hours each week; in 1906, "Beiyang Woman's Normal School" started classes and opened "music and song" as a liberal subject, with distinction of monophonic sing and complex tone sing in the teaching content; "Hunan Elementary Education School" in Changsha set up classes of music and song, and in "An Introduction to Teaching in Elementary Education School in Hunan", detailed explanation was given to meanings and requirements of teaching in setting up classes of music and song, that is, "Music and song cultivates one's spirit with acoustics and rhythm, makes one dance accompanied to lyrics, activates ones' vein by portrait, and expresses one's feeling by one sing and three times of sigh… this is the goal of cultivation", and "schools without any music or song is merely teaching without education". (Sun Jinan, 2000, p.25), etc. By that time, overseas students who returned to China in succession after having learned western music in foreign countries also made particular contribution to the Chinese indigenization of the content of music and song. In 1904, Zeng Zhimin published "Collected Works of Songs of Education", which collected 26 musical songs; in 1905, Li Shutong published "Collected Works of Songs of Sinology", which collected 15 songs and 10 mixed songs were appended; in the same year, Shanghai Commercial Press published one volume of "Elementary Textbook of Sing for Primary School" with numbered musical notation; collected songbooks of school songs published in 1906 also included "Collected Works of Sing by Women" by Shou Lingni, "Textbook of Sing" by Xin Han, "Games of Sing" by Wang Jiliang and "Collected Works of Sing in Schools (Level 1 to Level 4), etc. (Sun Jinan, 2000, p.25). Creation of musical songs at the initial period mainly borrowed western tunes to fill in lyrics of China, and conveyed to students the advanced patriotism thought of a prosperous country with a powerful army by collective singing easy to pronounce. Publication of so many collected works of songs has given us a vivid view of the degree of recognition to school songs in China at that time and the extensive development of the class of sing in China.

When the whole society approved of schools songs, the Qing Government released "Women's Elementary School Constitution" in March 1907, finally categorized "music" as a liberal subject for elementary and higher schools for the first time, and specified "special teachers can be arranged for the single subject of music". In the same month, the government released "Women's Normal School Constitution", in which "music" was specified as a required subject in the four years, one hour each week the first two years and two hours each week the other two years (Shu Xincheng, 1961, p.797), which changed the previous situation when music had no position at all in the regulations of a school. Hence, school songs gained a rational status, got developed in a more comprehensive way and became a popular music behavior. The fundamental change of the status of music education in China implied that, as an independent entity, music arts had obtained its due position in educational field in China. The popularized development of school songs enabled musical quality of the national people to be gradually enhanced, and at the same time, training of teachers in special higher music education in was brought on the agenda. Thus, higher normal music education came into existence without extra effort. However, success of this effortlessness was owing to spending of almost thirteen years. The actual reason was that the traditional society of China was not profoundly aware of music arts, so real development of music education more need a theoretical escalation.

3.2 Proposal of the aesthetic education theory

Further exchange of Chinese and western culture in the earlier 1800s brought a turnover to the self-seclusion of modern Chinese culture, and as a matter of fact, learning of western academic theories was to help ourselves to extract and purify cultural spirit of Chinese tradition. The idea of aesthetic education had been in existence since ancient China, but was not given adequate attention to, and just survived in a natural way.

Wang Guowei (1877-1927), a great scholar with thorough knowledge of both western countries and Chinese, created modern aesthetic education theory by combining the speculative colour of western aesthetics and the intuitional characteristics of Chinese aesthetics, which laid a theoretical foundation for survival and development of modern music education in China. Wang Guowei pointed out, a primary issue in modern Chinese education was how to cultivate the

spiritual interest of the national people. In order to resolve this problem, in his "On the Goal of Education", he mentioned in the same breath aesthetic education and morality, intelligence and physical education for the first time, which, without doubt, was an innovative action in the history of Chinese education. According to Wang Guowei, education should be classified into the two aspects of "spiritual education" and "physical education", the former including morality education, intelligence education and aesthetic education. The three aspects fulfilled in parallel the ideal of the true, the good and the beautiful, together with physical education, made a perfect person. (Feng Wenci, 1998, p.292). Wang Guowei regarded cultivation of "perfect people" as "the goal of education", whereas aesthetic education was an important component of "spiritual education", and it directly determined whether "perfect people" could be generated. His viewpoint altered the idea of Chinese traditional education, and endowed modern Chinese music education with significant social aesthetic functions. In "On Materials for Sing Subject of Primary School", he mentioned that the original idea of setting up the subject of sing lied in the three aspects of "reconciling emotion", "edifying one's will", and "linking intelligence organ and acoustic generator". "The first aspect and the third aspect are the career of the subject of sing itself, whereas the second aspect is the public career of the subject of cultivating one's moral character and the subject of sing". (Yao Quanxing, 1992, p.171). According to Wang Guowei, although the second aspect could assist the subject of cultivating one's moral character, it still had its own "independent position", but not merely "a slave of the subject of cultivating one's moral character". For the first time, Wang Guowei stated particularity and importance of music to the spiritual education of people from a theoretical perspective, and seriously pointed out the deserved independent status of "the subject of sing", namely, music education, which had extremely significant groundbreaking meaning to development of modern music education in China.

Another educator who attempted to publicize aesthetic education theory was Cai Yuanpei (1868-1940). Similar to the thought of Wang Guowei, the aesthetic thought of Cai Yuanpei also believed that, the purpose of education was to cultivate "perfect character" by means of moral education, intellectual education, physical education and aesthetic education, and that this conformed to the "republican spirit" of democratic revolution, that is, freedom and equality, universal love. In 1912, during the period when he held the position of Chief Minister of the Republic of China, Cai Yuanpei published an article entitled "Opinions on Educational Strategies", in which he mentioned five types of education should be carried out in the Republic times, namely, military citizenship education, meritocracy education, moral education, education of world outlook and aesthetic education. According to him, "any of the five types of education can be neglected", and especially, "merely education of world outlook and aesthetic education were not mentioned by you (Qing Government), whereas I pay particular attention to these two" (Chen Xuexun, 1983, p.327). Besides, Cai Yuanpei put forward the assumption of implementing aesthetic education in an all-round way from the aspects of family education, school education and social education. He asserted that children should go to kindergartens at the age of three and offered education in dance, singing, handwork and drawing. School education would not only include courses of music and arts, etc, but would add aesthetic education in teaching of all subjects; in addition, the implementation of aesthetic education could be realized by giving a concert and exhibition. However, in social education, aesthetic education institutions should be particularly set up, such as public facilities of art galleries, theaters and movie theaters, etc, and aesthetic edification could be realized by employing streets, parks and buildings, etc. Furthermore, in 1917, Cai Yuanpei gave the famous speech "Theory of Aesthetic Education Displacing Religion" in the theology association in Beijing, and he pointed out, "Pure aesthetic education can cultivate people's sentiment, endow them with gracious and pure habits, and eliminate the idea of harming others to benefit oneself." (Cai Yuanpei, 1983, p.338). Owing to a series of pioneering opinions of "replacing religion with aesthetic education", "saving the country with aesthetic education" and "art for human life" etc, Cai Yuanpei provided theoretical foundation of thoughts for a large batch of musicians and music educators at that time, and guided musical practice activities of music educational predecessors.

Proposal of aesthetic education theory pushed modern music education in China to step towards a new historical period. Profoundly influenced by western philosophical and aesthetic thought, Wang Guowei and Cai Yuanpei put forward aesthetic education theory based on western idealism philosophy and aesthetics, which run counter to the predominant and narrow artistic thought of "writings are for conveying truth" and "the way of the world and the heart of a human being" in ancient feudal society in China, and which free Chinese music arts from the long-standing status of dependency and gained independent brilliance, so it became rationally possible for Chinese modern music education to be comprehensively explored.

More emphasis was placed on music art education with development of school songs and proposal of aesthetic education theory. The new type of education that was rapidly developed in China was expanded in terms of scale increasingly, and demand on music teachers was also steadily on the increase. Especially, demand on teachers of higher music education could not be satisfied merely by the limited number of returned overseas students. At this time, higher normal music education had evolved into a vividly portrayed degree in China.

In September 1920, "Beijing Female Higher Normal School" set up in addition "the special (training) subject for music and sports", and the distinguished music Educator Xiao Youmei was appointed Director of the subject. At the beginning,

the subject was grouped as follows: those selecting music as the major subject would have to take sports as the secondary subject and on the contrary, those selecting sports as the major subject would have to take music as the secondary subject, with a length of schooling for three years. Afterwards, recommended by Xiao Youmei, the special (training) subject for music and sports was changed into independent music subject, with a length of schooling for four years, in which the majors of piano, vocality, national music and theory-composition would be set up (Sun Jinan, 2000, p.60), with the primary task to cultivate professional music teachers. Although there existed disadvantages of experiences in terms of teaching approaches, Xiao borrowed directly the tradition of European professional teaching in their teaching philosophy, and became the initiator of higher normal music education in China.

In sum, it is with the original intention of borrowing and learning western music content and forms that higher normal music education in China started. With establishment of Chinese normal education in the reform of late Qing Dynasty, publicity of school song and aesthetic education theory, Chinese higher normal music education has entered well-reasonedly higher colleges and universities in China and occupies an important position in higher normal education.

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Table 1. Fundamental educational situation from 1907 to 1909

	Elementary school		Secondary school		Higher school	
	Number of schools	Number of students	Number of schools	Number of students	Number of schools	Number of students
1907	34650	918586	419	31682	—	—
1908	41379	1192721	440	36364	—	—
1909	51678	1532746	460	40468	110	20672

Effect of Using Problem Solving Method in Teaching Mathematics on the Achievement of Mathematics Students

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Abstract

The major purpose of study was to investigate the effects of using problem solving method on students' achievement in teaching mathematics at elementary level. Pre-test post-test design was used in the study. Results were analyzed using mean, standard deviation and t-test. From the findings it was observed that the use of problem solving method enhanced the achievement of the students in mathematics. The result showed that there was significant difference between the effectiveness of traditional teaching method and problem solving method in teaching of mathematics at elementary level. The study recommended that the teachers should be encouraged to employ problem solving method in teaching mathematical concepts like set, information handling and geometry etc. Regular training, workshops and seminars should be arranged for teachers to give them knowledge and understanding of problem based learning.

Keywords: Mathematics, Problem based learning, Active learning process, Learning environment, Students' Achievement

1. Introduction

Merely telling is not teaching and simply listening is not learning. Again some learning process revolves around the teacher, where the students are only passive information receivers.   While in students centred learning process teacher is merely facilitator or guide is the focal point of modern systems of education. In all active learning process, the learners learn according to their own needs and pace (Orhan & Ruhan, 2006). They are given the opportunities to make decisions regarding various dimensions of the learning process and to perform self regulation. In case of active learning process, learning is not a standard process but a personalized process. Human beings face a multiple dimensional problems in their lives and they try to solve these problems in a particular way in the light of their previously gained knowledge and experiences. In this regard it is essential for the students to be prepared for future or near future challenges by facing real life, or real like, problems in their learning environment, and finding appropriate solution of

these problems. Each society expects from its education system that it enables the individuals to become an effective problem solver in their real life (Walker & Lofton, 2003; Chin & Chia, 2004). The roots of problem solving learning are found in Dewy's thoughts, "that learning by experimentation or doing is more lasting" (Dewy, 1938). Actually the problem solving is how to learn independently. It is the most convenient approach to achieve the aims of teaching learning process. According to Rhem,(1998) and Herrid, (2003) in present era problem based learning is extensively used nearly in all areas including mathematics and was first implemented in medical education in 1950s. When we examine the related literature it is seen that research studies focused on the use of problem based learning in elementary, secondary and higher education have been reached by 1980s (Gallagher, 1997 & Lambros,2002).

Yager (2000) has stated that we live in a dynamic society in which social political and technological conditions are changing continuously, so educators should analyze and evaluate the trends in order to decide an appropriate curricula and method of instruction which will make students ready for real life situation. Today, it is recognized that every person must be empowered to suggest possible explanations, to propose ways to test personal or class, to collect and interpret data obtained, to communicate the process and results to others.

In this era of unprecedented breakthroughs in technology and constant change in many aspects of life, educators are challenged more than ever before with the need to develop students who will be adaptable in fast-changing environments. This calls for equipping students with better thinking skills and learning abilities. Concomitant with the quest for the development of skills pertaining to creativity and enterprise is the call for a paradigm shift in education (Seng, 2001).

1.1 Problem Based learning and Mathematics

Okereke (2006) stated that mathematics is the science of things that have a pattern of regularity and logical order and finding and exploring the regularity. Mathematics is the foundation of science and technology and the functional role of mathematics to science and technology is multifarious, that no area of science, technology and business enterprise escapes its application. Besides its importance it is observed that mathematics is one of the most poorly taught, widely hated and abysmally understood subject in elementary schools. Students particularly girls run away from the subject. He further stated attributed students' poor performance to factors such as the society view that mathematics is difficult, shortage of qualified teachers, lack of mathematics laboratory and lack of attractiveness and novelty in teaching method. Problem based learning is a model which centred on students, develops active and motivated learning, problem solving skills and broad field knowledge, and based on the deep understanding and problem solving. (Major et al, 2000) In those classrooms in which problem based learning method is used for instructional process, the students take much more responsibility of their own learning. They have become independent and long life learners, and can continue to learn in their whole life.

1.2 Problem based learning method/model

In the problem based learning model the students' turn from passive listeners of information receivers to active, free self-learner and problem solvers. It also shifts the emphasis of educational programs from teaching to learning. It enables the students to learn new knowledge by facing the problems to be solved instead of feeling boredom. Problem based learning affect positively certain other attributes such as problem solving, information acquisition, and information sharing with others, group works, and communication etc. Again problems solving is a deliberate and serious act, involves the use of some novel method, higher thinking and systematic planned steps for the acquisition set goals. The basic and foremost aim of this learning model is acquisition of such information which based on facts (Yuzhi, 2003 & Mangle, 2008).

According to Gallagher et. al,(1999) in problem based learning environment, students act as professionals and are confronted with problems that require clearly defining and well structured problems, developing hypothesis, assessing, analyzing, utilizing data from different sources, revising initial hypothesis as the data collected developing and justifying solutions based on evidence and reasoning. The practice of problem based learning is richly diverse as educators around the world and in a wide range of disciplined have discovered it as a route to innovating education, The educators used problem solving method as an educational tool to enhance learning as a relevant and practical experience, to have students' problem solving skills and to promote students' independent learning skill. Eng (2001) opined problem based learning as a philosophy aims to design and deliver a total learning environment that is holistic to student- centred and student empowerment.

1.3 Students' understanding in Problem Based Learning Environment

Presenting the students with a problem, give them opportunity to take risks, to adopt new understandings, to apply knowledge, to work in context and to enjoy the thrill of being discoverers. Tick, (2007) stated that in the student-centred learning environment that is desirable for problem based learning, the central figure of the learning-teaching process is the student. The learning objective is not the reproduction, recall and learning of passively received learning material but the active and creative engagement of students in group work and in individual study thus transferring the skills and

knowledge. The individual, autonomous self-directed learning gives the freedom to the learner to decide individually and consciously on the learning strategy and on the time scale, s/he wants to follow.

1.4 Teachers' Role in Problem Based Learning Environment

The most important achievement of a teacher is to help his/her students along the road to independent learning. In problem based learning, teacher acts just as facilitator, rather than a primary source of information or dispenser of knowledge. Roh, (2003) argued that within problem based learning environments, teachers' instructional abilities are more critical than in the traditional teacher-centred classrooms. Beyond presenting mathematical knowledge to the students, teachers in problem based learning environments must engage students in marshalling information and using their knowledge in applied sand real settings.

Evidence of poor performance in mathematics by elementary school students highlight the facts that the most desired technological, scientific and business application for mathematics cannot be sustained. This makes it paramount to seek for a strategy for teaching mathematics that aims at improving its understanding and performance by students practically (Okigbo & Osuafor, 2008). Problem solving as a method of teaching may be used to accomplish the instructional roles of learning basic facts, concepts, and procedure, as well as goals for problem solving. Problem solving is a major part of Mathematics has many applications and often those applications represent important problems in, mathematics. We include problem solving in school mathematics because it can stimulate the interest and enthusiasm of the students (Wilson, 1993).

2. Objectives and Hypotheses

The major purpose of this study was to investigate the effect of using problem solving method in teaching elementary students in mathematics. Following were the main objectives of the study;

(i) To determine the role of problem solving method in the academic achievement of students in mathematics at elementary level.

(ii) To compare the achievement of students taught by problem solving method and students taught by traditional method.

For the achievement of the above objectives following null hypotheses were tested.

H_{o1}: There is no significant difference between the achievement of the controlled and experimental group in pre-test.

H_{o2}: There is no significant difference between the achievement of the controlled and experimental group in post-test.

3. Method and Procedure

The following procedure was adopted in conduction of this study.

3.1 Population and Sample

All students studying at elementary level in public and private elementary and high schools at 8th grade comprised the population of the study.

Seventy six 8th grade students' of Government Girls Higher Secondary School Ghoriwala, Bannu, Pakistan, were taken as the sample of the study. All students were divided on the basis of pre-test, into two groups as Experimental and Control group through random sampling technique. The number of students in the experimental and control group was 38. To maintain the authenticity, two mathematics teachers of equal qualification and experience instructed the both groups. The only difference was that controlled group was taught by traditional method while, experimental group was instructed by problem solving method.

3.2 Research design and Instrumentation

A pre-test, post-test design with matched experimental and control groups were used. A self-developed test was used as an instrument. The researcher developed a test after reviewing the related literature and consultation with experts. The test included 8 questions containing multiple choice questions, matching questions, fill in the blanks with correct answer and practical solutions to mathematical problems to measure students 'academic achievement and performance skills respectively. All the items in the test based on the 8th grade mathematics textbook in the area of Set, Information Handling and Geometry. The test was constructed in such format that it covered the areas of knowledge, comprehension and application level. The same mathematics achievement test was used for pre-test and post-test treatment but the order or sequence of numbers of questions was changed in the pre-test. The validity of the items was assessed by the doctoral committee and two mathematics education experts. The instrument was pilot tested with 10 students in a school not participating in the study but within the same area of study.

3.3 Treatment

The traditionally-designed mathematics instruction was based upon lessons employing lecture/questioning method to teach concepts of selected topics. Teaching strategies depend upon teacher explanations, discussions and textbooks. The

teacher treated the entire class as a unit, wrote notes on the blackboard about the definition of different terminology and drew diagrams related to geometry. After the teacher explanation, the concepts were discussed, recapitulated by the teacher's questions. The direction of communication in the classroom was from teacher to student. Here the teacher is the focal point of discussion and dispenser of the knowledge.

3.4 Problem based learning task

In experimental group, before the treatment, six groups were formed in which six students in four groups and seven students in two groups were formed: these had different learning styles and academic performance. Then, students and teacher were trained to use problem based learning. During the treatment, students worked in small groups and deal with ill-structured problems. Every member of the group had some responsibilities. Students were supposed to participate actively in the group discussion. They had to share their knowledge, express their ideas and experience with each other while searching a solution to the problem. Each of them had to be sensitive to the needs and feelings of other group members. Apart from the group work, each student had to conduct an independent study and must be able to represent, communicate and evaluate his/her learning at both individual and group levels.

During the Problem based learning sessions, the teacher organised the groups and created a purposeful and co-operative atmosphere. The teacher ensured that students had control of the discussion. When guidance was needed, the teacher asked open-ended, very general questions and gave ample opportunity to students to focus on the goal. The teacher encouraged critical thinking. At the end of problem based learning implementation, students evaluated each other with respect to participation, preparation, interpersonal skills and contribution to group progress. In this way it was expected that students would become aware of the role, expected from them both individually and as a group. The experiment lasted for four weeks and it was expected that this period was long enough. After four weeks of treatment same post-test was administered. The difference between the pre-test and post-test was that the sequence of the test items was changed.

4. Results and Discussion

For acquisition of results quantitative research method was used in this study. The data collected were analysed using mean, standard deviation and t-test. It was found that there was a significant difference between the academic achievement of the students taught through traditional method and problem solving method. It was also found that the academic achievement of the students was better who were taught through problem solving method as compare to the students who were taught through traditional method. On the basis of these findings in this study, the following conclusions were drawn:

- Students taught through problem solving method achieved better than those taught by traditional method.

- There exists a significant difference in the achievement of mathematics students taught through problem solving method and traditional method.

- Difference between the achievements level is due to problem based strategy, otherwise both group have equal basic knowledge of mathematics.

5. Recommendations

The following recommendations were made on the basis of the findings of the study:

- This study proved that problem solving is more effective method of instruction for teaching and learning mathematics as compared to traditional (lecture) method of teaching. Therefore the teachers of mathematics should use problem solving method to improve the academic achievements of the students.

- Government should transform the textbooks of mathematics in problem based learning form. Because the traditional textbooks do not meet the criteria of problem solving approach.

- Extensive training program, seminars and workshops should be organized for mathematics teachers in elementary schools to employ problem solving method in the classrooms.

- Mathematics pupil teachers should be trained for using problem based learning approach.

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Table 1. Scores on the achievement of the controlled and experimental group in pre-test

Group	N	M	SD	SE$_D$	*t*- value
Experimental Group	38	31.39	9.30		
Control Group	38	31.32	9.19	2.11	0.03*

*Not significant   df=74   t-value at 0.05 level=1.99

Table 1 reveals the difference of mean scores of experimental and control groups on pre-test. The calculated t-value is 0.03 which is less than the tabulated value that is 1.99. Hence the null hypothesis that, "There is no significant difference mean score of experimental and control group". Therefore the null hypothesis was accepted that both groups have equal mathematical knowledge.

Table 2. Scores on the achievement of the experimental and the control groups on post-test

Groups	N	M	SD	SE$_D$	t- value
Experimental Group	38	54.92	13.86		
Control Group	38	43.95	14.30	3.2	3.43*

* Significant   df = 74   t-value at 0.05 level=1.99

Table 2 indicates that the difference between mean scores of the experimental and the control groups on post-test was found to be significant at 0.05 level. Hence, the null hypothesis, "there is no significant difference between the mean scores of experimental and control group on post-test", was rejected, in the light of t-value obtained that is 3.43 which is greater than the table value i-e 1.99.The null hypothesis was therefore rejected. Hence, there was a significant difference in achievements of mathematics students taught through problem solving method and traditional method.

Table 3. Means differences between experimental and control group

	Experimental Group(n=38)		Control Group(n=38)	
	Mean	**SD**	**Mean**	**SD**
Pre-test	31.39	9.30	31.32	9.19
Post-test	54.92	13.86	43.95	14.30
Difference	23.53	4.56	12.63	5.11

Table 3 shows the comparison of means scores of experimental and control group. The results proved the supremacy of problem solving method over traditional method. The mean gain for the experimental group is higher than the mean gain for the control group. M=23.53 < M=12.63. The net difference between the mean gains 10.9.

Study on Interactive Relationship between Farm Products Trade

and Farmers' Income Growth in China

--- Empirical Analysis Based on VAR Model

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Abstract

Through establishing VAR Model, and applying modern cointegration theory and such methods of measurements as impact decomposition, this article probes into long term and short term interactive relations between Chinese farm products import & export and growth of farmers' income. It is shown, in the long run, a stable equilibrium relationship exists between the three factors, and farm products export is the Granger cause for growth of farmers' income. In the short run, short term fluctuation of farmers' income is affected by short term changes of farm products import and export. And influence of short term changes on the part of farm products export is more obvious. Impact decomposition indicates that, impact of growth of farmers' income has a larger rate of contribution to farm products export and import.

Keywords: Farm products trade, Farmers' income, Long term equilibrium, Short term fluctuation, VAR Model

1. Introduction

Since the Reform and Opening-up in China, the overall income of Chinese farmers has witnessed an obvious growth, and the annual per capita net income of farmers has grown from 133.6 Yuan in 1978 to 3587 Yuan in 2006. However, by the middle and later periods of 1990s, the income growth rate of Chinese farmers had reduced in consecutive years, especially due to natural disasters, such as, the nationwide flood in 1998, the nationwide drought in 2006 and the frost and great earthquake in 2008. The issue of income growth of farmers has aroused great attention from the Central Committee of CPC. Thus, at the 16th National Congress of Communist Party of China, it was pointed out, "Growth of farmers' income is an important task to build a well-off society in an all-round way". Furthermore, the Report of the 17th National Congress of Communist Party of China also stipulated that "the core is to promote growth of farmers' income".

Growth of farmers' income has to be based on the premise of developing agricultural economy, and nowadays, with the globalization of economy, development of agricultural economy and increase of farmers' income is necessarily inseparable from farm products trade. Especially for the time being, China has become the fourth largest farm product import nation and the fifth largest farm product export nation, and its farm product trade turnover increased from 6.1 billion USD in 1978 to 78.1 billion USD in 2007, with an average annual increase of 9.2%. Although from the intuitive perspective, Chinese farm product import and export has driven growth of farmers' income, there still exist such

problems: Does a long term and stationary interactive relation exist between them? How they interplay within a short period of time? This is an elementary issue related with growth of farmers' income and development of farm product trade. This article is going to conduct an empirical study on the interactive relation between farm product trade and growth of farmers' income in China by means of VAR model, in the hope to draw up scientifically policy of farm product trade in China and to provide theoretical evidence for policy of farmers' income increase.

2. Relevant literature review

Researchers have conducted studies from different perspectives on the issue of increase of farmers' income. Starting from the relationship between industrialization and urbanization, Li Mengjue (2008) holds the viewpoint that both industrialization rate and urbanization rate are positively correlated with net income of farmers, and that acceleration of the process of industrialization and urbanization and development of the tertiary industry are the three motivations to increase income of farmers. Taking data as a sample from 128 peasant households from 2000 to 2006, Ma Yu, Xu Xiaoyang and Han Cun (2008) study on-the-spot transfer of agricultural workforce in rural areas and influences of increasing non-agricultural industry investment on growth of farmers' income. Through establishing Douglas functional model, Li Jianzhong, Wang Hui and Wang Min (2007) analyze influences of rural human capital on income of farmers. By means of establishing effective rural public product supply system, Zhang Xiusheng, Liu Fang and Wang Junmin (2007) conclude that rural public product supply system can increase value added of agricultural production, lighten the burden on the peasants and decrease the quantity of peasants, which together may promote income growth of farmers in China. After summarizing the relational theory and empirical analysis of financial development and economic & income growth, Yang Wen (2007) builds a model between Chinese rural financial development and growth of farmers' income, and comes to the conclusion that a significant correlativity exists between rural financial development and growth of farmers' income, in the form of complex and bidirectional causality.

Although there have been a great number of studies on the problem of increase of farmers' income in China, there are fewer studies on growth of farmers' income from the perspective of farm product trade. Through analysis, Wang Yanfei and Zeng Guoping (2006) discovered that farm product export was the cause for growth of farmers' income, and a long term and stationary equilibrium relation existed between the two. Resorting to data about changes of farm product import and farmers' income from 1981 to 2003, Zhang Peng and Xie Bingbing (2007) conducted a Granger Causality Test on relations between changes of farm product import and farmers' income. According to them, Granger causality did not exist between the two within a short period of time, but it would appear in the long run. From the perspective of the relation between farm product trade and farmers' income, Wang Peizhi and Liu Ning (2007) discussed new approaches to growth of farmers' income in construction of the new socialist countryside. Applying data about farm product trade and income of farmers from 1981 to 2007, Tao Xiuling and Zhang Peng (2009) probed into the relation between the total volume of farm product trade and income of farmers by means of the Cointegration Test, and by establishing Vector Error Correction Model (VECM) and Granger Causality Test.

The above studies have revealed the following characteristics: firstly, there have been a great many studies to explore the problem of growth of farmers' income from the perspective of rural urbanization, transfer of rural labor, rural human capital, rural public product supply and rural finance, etc, while there have been fewer studies from the perspective of farm product trade; secondly, even if there have been studies which combines farm product trade with farmers' income, they just commence from a certain aspect of farm product trade import, export or total export-import volume, but relatively few studies to explore growth of farmers' income by combining farm product import and export.

3. Measurement model and explanation of data

3.1 Measurement model

Vector Autoregression (VAR) is to build a model based on the statistical property of data, which was put forward by Sims (C. A. Sims, 1980) for the first time. VAR Model constructs a model by taking each endogenous variable as the function of lagged value of all endogenous variables in a system, so as to expand univariate Vector Autoregression Model into "Vector" Autoregression Model constituted by variables of multivariate time series. Application of VAR Model is not only convenient for examining whether a stationary relation exists between all variables in the model in the long run, but makes it unnecessary to make an aforehand presupposition on the endogenousness and exogenousness of variables in the model. The mathematical expression of VAR (p) Model is as follows:

$$Y_t = A_1 Y_{t-1} + A_2 Y_{t-2} + \cdots + A_P Y_{t-p} + \varepsilon_t \qquad t=1,2,\ldots,T \qquad (1)$$

In this article, the authors select the variable $Y_t = (\ln R, \ln EX, \ln IM)'$, among which R stands for the level of farmers' income, EX stands for the export volume of farm product trade, and IM stands for the import volume of farm product trade. $A_1,\ldots A_P$ represents 3×3 matrix, p represents lagged orders, T represents the number of samples and ε_t represents the flat noise.

3.2 data specification

The sample data used in this article are all annual data, and the period of samples is from 1985 to 2007. All sample data originate from "Chinese Agricultural Development Report in 2007", "China Economy Statistics Database" in China Economic Information Network, and "Food and Agriculture Organization of the United Nations". The data of farmers' income (R) is deflated by the consumer price index (1978=100) to eliminate influence of price fluctuation. Farm product import turnover (IM) and export turnover (EX) are firstly converted into the number of RMB according to the exchange rate of RMB to USD each year, and then are deflated by the consumer price index. Since the natural logarithmic transformation of data will not change original cointegration relation, can linearize the tendency and eliminate the phenomenon of heteroscedasticity in time series, natural logarithmic transformation is made respectively to the income of farmers (R), farm product export turnover (EX) and farm product import turnover (IM), expressed respectively in the form of lnR, lnEX and lnIM.

4. Study on the long term equilibrium relation between growth of farmers' income and farm product trade

Usually, traditional regression methods assume that the time series applied are stationary. However, as a matter of fact, time series of lots of economic phenomena are nonstationary, which would result in the phenomena of "false" regression and "meaningless" regression if explained by means of traditional Ordinary Least Squares. The cointegration theory and methods proposed by Engle and Granger (1987) provide another approach for model building of nonstationary series. Although some economic variables are nonstationary series, their linear combination might turn out to be stationary. This sort of stationary linear combination is termed as cointegration equation and can be explained as a long term and stationary equilibrium relation between variables. Since only variables with similar single cointegration orders have the relationship of cointegration, we should, first of all, conduct a unit root test on the variables mentioned.

4.1 Test on stationarity of variables

In this article, the author adopts the method of ADF (Augmented Dickey-Fuller) to conduct the test on unit root of series. The test is based on the following regression equation:

$$\Delta y_t = \alpha_0 + \alpha_1 t + (\rho - 1) y_{t-1} + \sum_{i=1}^{p} \beta_i \Delta y_{t-i} + \varepsilon_t \qquad (2)$$

The original hypothesis H_0: $\rho=1$, and the alternative hypothesis H_1: $\rho<1$. Acceptance of the original hypothesis means that time series contain a unit root. Results of test on variables are shown in Table 1. According to test results in Table 1, for all series, the hypothesis of a unit root above the significance level of 5% can not be rejected. After the first order difference, all variables are above the significance level of 5%, so the nonstationary original hypothesis can be rejected, that is, all variable series are I(1).

Insert Table 1 Here

4.2 Johansen cointegration test

Results of unit root test indicate that all variable series in the VAR Model are I(1), that is, they are equipped with necessary conditions for constructing cointegration equation sets. This article applies the method of multivariable Johansen cointegration test to conduct a cointegration test on farm such variables as farm product import turnover, farm product export turnover and income of farmers, as is shown in Table 2 and Table 3.

Insert Table 2 Here

Insert Table 3 Here

Results of test in Table 2 indicate, above the significance level of 5%, there is a unique cointegration equation between farm product export & import in China and farmers' income, which can be expressed as follows after standardization:

$$ln(R) = 0.895383 + 0.706740 \, ln(EX) + 0.234513 \, ln(IM) + \varepsilon_t \qquad (3)$$

The cointegration equation (3) indicates, a long term and stationary equilibrium relation exists between farm product export & import in China and growth of farmers' income. Specifically speaking, in the long run, elasticity of farm product export and import to income of farmers is both positive value. An increase of 1% in farm product export (EX) will give rise to an increase of 0.706740% in income of farmers (R), and an increase of 1% in farm product import (IM) will give rise to an increase of 0.234513% in income of farmers (R). Hence, in the long run, changes of farm product import and export in China both have great influences upon growth of farmers' income, while contribution of farm product export to growth of farmers' income is greater than that of farm product import.

4.3 Test on Granger causality between variables

Cointegration test results certify a long term and stationary equilibrium relation exists between LnR and LnEX & LnIM,

but it is open for further test whether this equilibrium relation constitutes a relation of causality. In this article, the authors resort to the Granger Test of Causality proposed by Granger (1969) to make an analysis on this issue. Below the level of the significance level α=0.05, the Granger Causality Test on all variables is shown as in Table 4.

Insert Table 4 Here

From Table 4, it is obvious that a bidirectional Granger causality exists between LnR and LnEX; a single Granger causality exists between LnR and LnIM, and LnIM has a Granger causality towards LnR; there does not exist a Granger causality between LnEX and LnIM. That is, growth of farmers' income promotes development of farm product export, but does not have an obvious effect on development of farm product import; farm product import and export affect growth of farmers' income to a great extent.

5. Analysis on short-term dynamic effects of growth of farmers' income and farm product trade

5.1 Vector Error Correction Model (VECM)

Cointegration Model reveals the long-term convergent behaviors between variables from the perspective of the coordinated development changes among them. According to the representation theorem of Granger, if the cointegration relation exists between numerous non-stationary variables, then there must exist the expression form for error correction. An item of error correction reflects influences of deviation of relationship between variables from the long-term equilibrium state upon changes within a short period of time. In the following, we are going to discuss the Vector Error Correction Model among variables of farm product trade and variables of growth of farmers' income and observe the short-term equilibrium relationship between different variables. The duration of lag 1 is determined according to the norms of AIC and SC, and the following is the matrix form of VECM.

$$\begin{pmatrix} \Delta ln(R)_t \\ \Delta ln(EX)_t \\ \Delta ln(IM)_t \end{pmatrix} = \begin{pmatrix} -0.240137 \\ 0.651308 \\ -0.697788 \end{pmatrix} * vecm_{t-1} + \begin{pmatrix} 0.649668 \\ 0.888356 \\ -0.825822 \end{pmatrix} * \Delta ln(R)_{t-1} + \begin{pmatrix} -0.120600 \\ 0.030371 \\ 0.661396 \end{pmatrix}$$

$$* \Delta ln(EX)_{t-1} + \begin{pmatrix} -0.030836 \\ 0.045676 \\ -0.828447 \end{pmatrix} * \Delta ln(IM)_{t-1} + \begin{pmatrix} 0.058718 \\ 0.011860 \\ 0.222802 \end{pmatrix} \qquad (4)$$

In the formula, $vecm_{t-1}$ stands for cointegration relationship vector (or error correction item), t stands for

root-mean-square error and the value of the matrix before $vecm_{t-1}$ stands for adjustment coefficient.

$$vecm_{t-1} = ln(R)_{t-1} - 0.706740 \, ln(EX)_{t-1} - 0.234513 \, ln(IM)_{t-1} - 0.895383$$

t: (0.12838)   (0.12651)

In the above error correction model (4), fluctuation of the variable explained can be seperated into two parts: one part is influences of short term fluctuation and the other part is influence due to deviation from the long term equilibrium. The value of the coefficient of the error correction item vecm_{t-1} reflects adjustment strength to deviation from the long term equilibrium. The adjustment coefficients of farmers' income, farm product export and farm product import are respectively -0.240137, 0.651308 and -0.697788. At the same time, the farm product export turnover and import turnover in the previous year affect the growth extent of farmers' income next year respectively with the value of -0.120600 and -0.030836.

5.2 Analysis on impulse response function

An error variance predicted by time series is the outcome of common effects of its own disturbance and other disturbance in the system. Impulse response function describes impulse of a disturbance term added with a root-mean-square error, and also influences of the current value and future value of endogenous variables, which can intuitively reflect the dynamic interaction and effect between variables.

According to study by Ender (1995), through test, the structure of VAR Model in this article is stationary, and the reciprocals of all latent roots are smaller than 1 (the evaluation and test process is neglected). In order to give a vivid

description of the dynamic relationship between farm product import & export and growth of farmers' income, the authors of the article are going to apply the impulse response function to analyze the dynamic characteristics of the model.

Insert Figure 1 Here

As in shown in Figure 1, when a positive standard deviation impulse is given to income of farmers, that is, the income of farmers' is increased, then the impulse effect of the income itself increases rapidly at the beginning and starts to reach a plateau in the Period 13. Response of farmers' income to farm product import & export should be always positive impulse. In the transition period from Period 1 to Period 2, the impulse effects of farm product import and export are quite similar, but after Period 2, impulse effect of farm product export grows rapidly, obviously higher than impulse of farm product import to the income of farmers. Thus, it can be seen that the driving force of farm product export on growth of farmers' income is higher than that of farm product import to grwoth of farmers' income, which corresponds with the result of cointegration test.

Insert Figure 2 Here

Figure 2 reveals response of farm product export to impulse of all variables. Firstly, its impulse response to growth of farmers' income is obvious, and presents a strong positive effect at the very beginning, increasing until Period 10 when the positive effect approaches a plateau. This proves that the positive effect of growth of farmers' income upon farm product export does not only present a trend of increasing progressively, but also will last for a long time in the long run. However, response of impulse of farm product import is always a negative effect, and reaches its minimum value in Period 2. This proves that a harmonious development has not been achieved in farm product trade in terms of import and export in China.

Insert Figure 3 Here

From Figure 3, it is obvious that impulse of all variables to farm product import is positive effect. Response of farm product import to its own impulse is extremely non-stationary at the beginning, fluctuating repeatedly, and gradually becomes stationary by the Period 16. Impulse of farm product import to farm product export gradually grows at the beginning, and reaches its maximum value by the Period 12. Impulse of farm product import to growth of farmers' income has always been stationary, but fluctuates slightly at the beginning, which proves that growth of farmers' income has a stable and stimulative effect on farm product import, and promotes growth of import turnover.

5.3 Variance decomposition

Variance decomposition means that, when a certain variable in the system is shocked by a unit, then it will reflect the degree of interaction between variables in the form of predicted error variance of the variable, and its fundamental idea is to decompose, based on causes of formation, each endogenous variable in the system into all components correlated with the random disturbance term (information) in each equation, so as to understand the relative importance of all information to endogenous variables of the model. The following is the diagram of variance decomposition of all variables.

Insert Figure 4 Here

Figure 4 is the diagram of variance decomposition of growth of farmers' income. At the beginning, growth of farmers' income is merely affected by itself, which is as a result of the fact that LNY is regarded as the first dependent variable in the establishment of VAR Model. With time going on, the contribution rate of variance of growth of farmers' income gradually becomes smaller, whereas the contribution rate of variance of farm product export and import gradually becomes larger. In Period 1 and Period 2, rate of contribution of farm product export to growth of farmers' income obviously increases, larger than that of farm product import to growth of farmers' income. Finally, the rate of contribution of farm product export and import to growth of farmers' income is respectively 21.6% and 3.3%.

Insert Figure 5 Here

Figure 5 gives the results of variance decomposition of all variables to farm product export. The Rate of contribution of farm product export to itself gradually reduces with time going on, and the speed of reduction from Period 1 to Period 4 is rapid. However, it slowly reduces from Period 4 and keeps stationary by the Period 12, finally keeping around 14.6%. The rate of variance contribution of growth of farmers' income and farm product import gradually increases, and growth of farmers' income presents a significant contribution rate at the very beginning, always larger than the rate of contribution of farm product import to farm product export. Ultimately, the contribution rate of income of farmers keeps around 85% and the contribution rate of farm product import keeps around 0.38%, which corresponds with the Granger Causality Test result.

Insert Figure 6 Here

Figure 6 reveals variance decomposition of farm product import. It can be seen, rate of the contribution of growth of

farmers' income to farm product import is less significant than that to farm product export. At the beginning, the contribution rate of the former gradually increases, and finally keeps around 15.1%, which corresponds with the Granger Causality Test result that "growth of farmers' income is the Granger cause for farm product export but not Granger cause for farm product import". Rate of contribution of farm product import to itself gradually reduces with time going on, and finally keeps around 52.0%. The rate of contribution of farm product export to farm product import increases at the beginning and reaches its maximum value by the Period 2. Then. It reaches a plateau and finally the contribution rate is maintained around 32.9%.

6. Conclusions

By means of VAR Model, this paper has conducted a cointegration test on the relations between farm product import, export and growth of farmers' income from the year 1985 to 2007, and, based on this, carries out Granger Causality Test, and establishes Vector Error Correction Model (VECM). Then, the authors analyze the dynamic effect mechanism among the three variables by means of impulse response function and variance decomposition and comes to the following conclusions.

Although time series between growth of farmers' income, farm product trade export and import are nonstationary, the linear combination between them is stationary. That is to say, a long term and stationary equilibrium relationship exists between the three variables. There is a bidirectional Granger Causality between farm product export and growth of farmers' income, and a uni-directional Granger Causality between farm product import and growth of farmers' income, whereas there doesn't exist the Granger Causality between farm product export and farm product import.

From the short-term dynamic equation established, that is, Vector Error Correction Model, it can be seen that, the growth of current farmers' income is accumulatively influenced by the laggard period of its own, gradually weakened, and the coefficient of the influence is smaller than 1. Simultaneously, growth of farmers' income is influenced by the current period and the laggard period of farm product import and export, with the influence of the laggard period being more significant. The short term fluctuation of farm product export has obvious effect upon the short term changes of growth of farmers' income, which indicates that stationarity of farm product export plays a noticeable role for maintaining the stationary significance of growth of farmers' income.

Considering the ultimate impulse response analysis and variance decomposition, either farm product export or farm product import exerts great impulse response on growth of farmers' income, and will keep this stationary impulse response within a long period of time. Both farm product export and farm product import have contributions to growth of farmers' income, and the former has greater effect on growth of farmers' income. Growth of farmers' income exerts a positive impulse on both farm product import and farm product export, and its rate of contribution to both of the two variables is large. Therefore, stable growth of farmers' income plays a significant role in maintaining equilibrium of farm product trade in China.

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Table 1. Results of ADF unit root test

Variables	ADF test value	Test types	T statistic		
		(c,t,k)	1%critical value	5%critical value	10% critical value
LnR	-0.886321	(c,0,2)	-3.808546	-3.020686	-2.650413
LnEX	2.435955	(0,0,1)	-2.679735	-1.958088	-1.607830
LnIM	-1.025873	(c,0,1)	-3.788030	-3.012363	-2.646119
(LnR)	-3.105658**	(c,0,2)	-3.831511	-3.029970	-2.655194
(LnEX)	-2.739441***	(0,0,1)	-2.685718	-1.959071	-1.607456
(LnIM)	-3.677435**	(c,0,1)	-3.808546	-3.020686	-2.650413

Note: ** means being significant above the level of 5%; *** means being significant above the level of 1%;   stands for first order difference; c in the types of the test stands for a constant item, and t represents the lagged orders, which are determined by the optimal information standard of AIC and SC.

Table 2. Results of Johansen cointegration test

Eigenvalue	Trace Statistics	5% critical value	1% critical value	Assumption of the number of cointegration equations
0.649566	35.37021	29.79707	35.45817	None *
0.445189	13.34999	15.49471	19.93711	At most 1
0.045517	0.978290	3.841466	6.634897	At most 2

Note: * means the original hypothesis is rejected above the significance level of 5%. The lagged order 1 is selected. Selection of lag phase is in accordance with the minimum value of AIC and SC.

Table 3. Cointegration vectors after standardization

ln(R)	ln(EX)	ln(IM)	C
1.000000	-0.706740	-0.234513	-0.895383
	(0.12838)	(0.12651)	
Log likelihood	54.65948		

Note: Data in the bracket are standard errors

Table 4. Results of test on Granger causality between variables

| null hypothesis H_0	Obs	Lags	F-statistic	Probablity	Conclusion
lnEX not Granger cause lnR	19	4	4.47159	0.02495	H_0 rejected
lnR not Granger cause lnEX			4.47359	0.02491	H_0 rejected
lnIM not Granger cause lnR	19	4	6.56911	0.00736	H_0 rejected
lnR not Granger cause lnIM			0.63320	0.65022	H_0 rejected
lnIM not Granger cause lnEX	19	4	0.67184	0.62635	H_0 rejected
lnEX not Granger cause lnIM			0.99316	0.45468	H_0 rejected
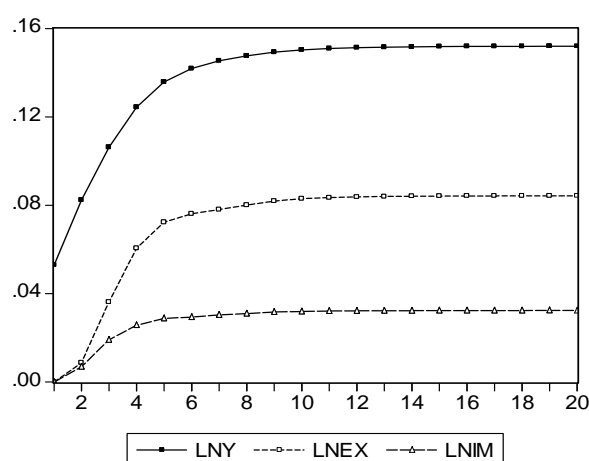
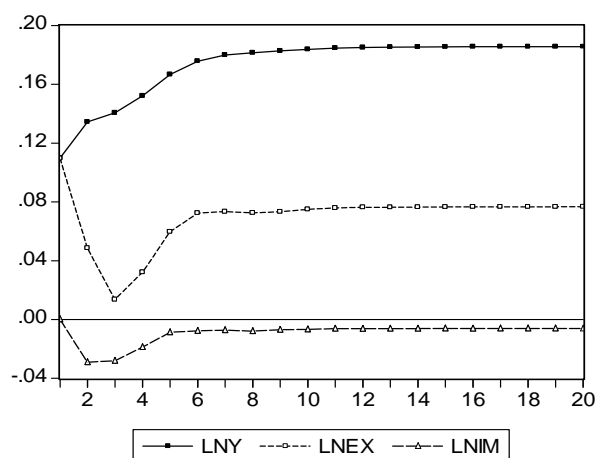Figure 1. Response of farmers' income to all variables

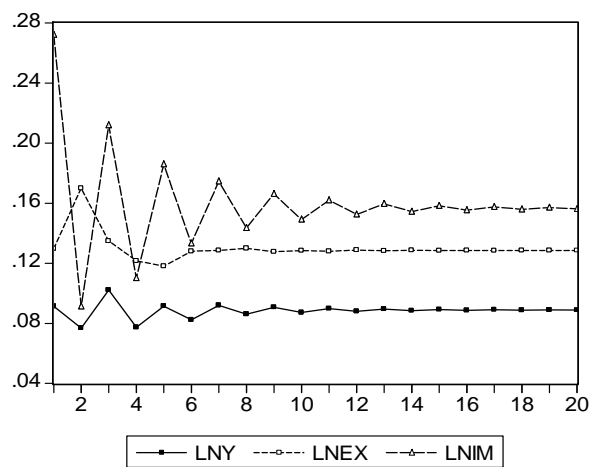Figure 2. Response of farm product export to all variables

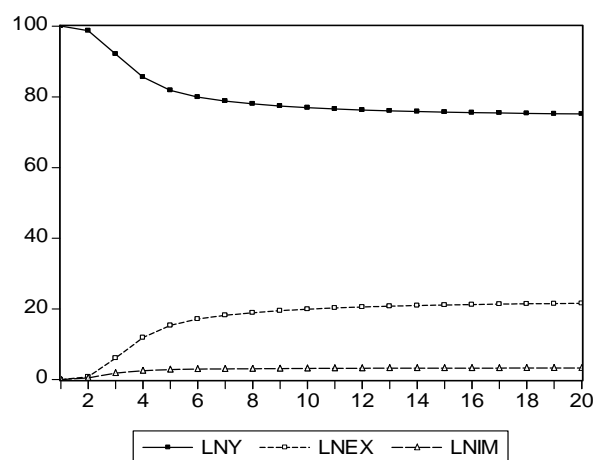Figure 3. Response of farm product import to all variables

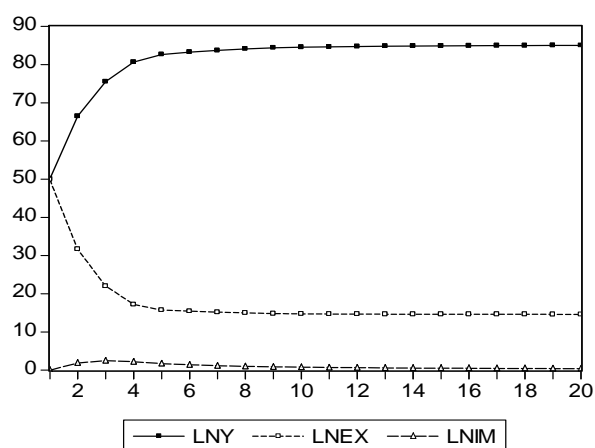Figure 4. Variance decomposition of growth of farmers' income

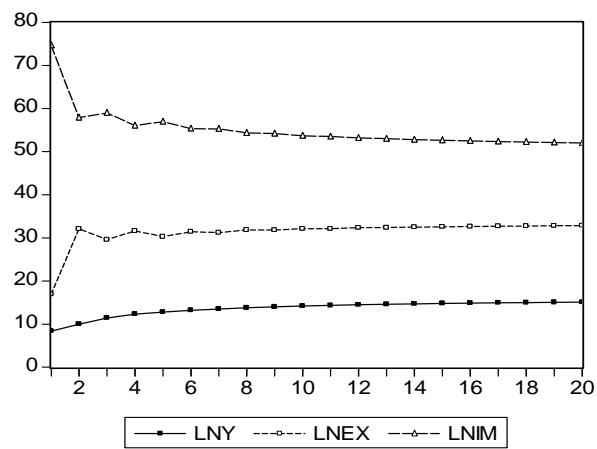Figure 5. Variance decomposition of farm product export

Figure 6. Variance decomposition of farm product import

Aggression in Intimate Relationships: An Examination of

Female Dominance and Aggression

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Abstract

Several researches have shown that both men and women involve in intimate partner aggression within their relationship. In relation to this, this study attempts to examine the relationship between female's dominance (disparagement, restrictiveness, and authority), and their aggression (physical and psychological). The study employed survey design. It was carried out among a sample of 337 married women (wives) in Shiraz City, Iran, who were identified as engaging physical and psychological aggressions. Conflict Tactics Scale (CTS) was employed to measure aggression; meanwhile dominance was measured using Hamby Dominance Scale (HDS). The study employed correlations test to determine the relationships between variables, and Regression Analysis was used to identify the factors that contribute aggressions. The study found that there were positive significant relationships between dominance (disparagement and restrictiveness) and female physical aggression. There were also positive significant relationships between dominance (disparagement, restrictiveness and authority) and psychological aggressions. The result of Regression Analysis showed that the selected factors contributed 10.9% in explaining the psychological aggression. However, two predictor variables of authority and disparagement were found to be significant in explaining psychological aggression. These findings imply that dominance is an important variable to be considered in the analysis of intimate partner aggression.

Keywords: Dominance, Female aggression, Women aggression, Physical aggression, Psychological aggression

1. Introduction

Recently, researchers have shown an increased interest in family aggression, and have heightened the need for investigating this phenomenon. Meanwhile, as more researches become available, more researchers are pointing out the female tend to be more aggressive than men. The preliminary work on female aggression was undertaken by Straus (2008). In his study, it was found that, almost one-third of females as well as male students have physically assaulted a dating partner in a 12 month study period. However, men and women express anger differently. Men tend to use physical aggression, whereas women use more hidden forms of aggression such as rumor spreading and gossiping (Conway, 2005). Because women use covert way, their aggressions are often overlooked since there is no physical, obvious threat to society or partners.

Meanwhile, dominance in family life has been often discussed. One of the questions related to this issue is that who should hold the authority and make decisions in the family. The issue is an inevitable part of human life, discussed in different aspects of society, including families. However, the meaning of dominance in society is not clear. Theoreticians have different ideas about conceptualizing aspects of dominance in families; however many scholars use the term "decision making" for dominance in families. In other words, when it is questioned who holds authority, it specifically refers to decision making in families. Moreover, the criterion of authority among husband and wife can determine the degree of patriarchy in families (Sarookani, 2005). In this context of the study, dominance was referred to the perception of the wives in relation to their dominance in their family life. In other words, it is related to the perception of their dominating role in decision making regarding family affairs. Thus, in this study, it was presumed that the perception towards the their dominance would lead to the their aggressions. In other words, because women felt that they are dominant, it makes them aggressive. According to Hamby (1996), dominance plays an important role in

theoretical framework regarding female aggression in which dominance may be the most widely mentioned risk factor for psychological and physical aggression on an intimate partner. However, as pointed out by Mignon, Larson, & Holmes (2002), male dominance over female has given way to female victimization, thus would lead to female aggression..

Thus, this paper examines the relationship between the perception of female (maried women) dominance and aggression. It focuses on how they use dominance in dealing with their partners. The negative effects of the family aggression on the children and the society are undeniable, and have marked detrimental consequences for both victims and aggressors (Kanoy, Ulku-Sreiner, Cox, & Burchinal, 2003). These latter effects make it worthy of attention from the viewpoint of female aggression.

2. Literature Review

According to Berkowitz (1989), aggression stems mainly from an externally elicited drive to harm others. He disagrees with the idea that human beings are somehow "programmed" for violence by their basic nature as was suggested by evolutionary psychologists. As the advocate of the social structural theory, Berkowitz proposes that external conditions cause a strong motive to harm others. In the context of present study, dominance is a belief and behavior that is acquired through experiences that could influence aggression. Meanwhile, Feminist theory proposes that men's dominance over women has lead to victimization of women (Mignon, Larson, & Holmes, 2002). However, others believe that the lack of men's dominance or power in a relationship may cause greater possibility of women violence. In relation to this, Coleman & Straus (1990) argue that women's dominance is related to occurrence of women's violence. They chose 1975 families and identified four groups for making decisions about relationships as follows: male dominance, female dominance, divided power and equalitarian. They found that most of the families were grouped among divided power and equalitarian parts. They found that when hostility between couples is frequent, and it is a women dominant relationship, thus women's violent behaviour toward her husband increases. In term of sex difference in aggression, different theories propose diferent reasons. Dutton (1994), for example, indicated about mutually violent couples. Meanwhile, Strube (1984) points out that females are more likely to engage in various forms of indirect aggressions such as spreading vicious rumors about the target person and gossiping behind this person's back.

In relations to dominance in family, Sarookani (2005) has noticed three levels for investigation of structure of authority in families. The level are:

- Level one includes the relationship between the couple which is no more than decision making. In this level, either there is women's dominance, men's dominance or the authority is equally distributed.

- Level two discusses the couple as parents.

- Level three is training children composing of one spectrum at one end of which there are parents and at the other end, there is minimum supervision on children.

Based on the structure of authority as suggested by Sarookani (2005), the current sutdy focuses on the level one which deals with the power relationship between husband and wife. Meanwhile, other classifications were developed by Hamby (1996), namely, (a) authority, (b) restrictiveness and (c) disparagement. This current study applied Hamby's classification of dominance in family in which the classificaton is related to intimate partner aggressions.

Meanwhile, Adi (2007) argued that effort to equalize power is one of the motivations for female aggression. The aim of her study was to recognize how women aggression impacts couples in situationally violent relationships and to realize the motivation for the women to use aggression against their husband. She found that the reasons for women aggression against their partner were due to a desire to equalize the dominance in the relationship, to release built up tension, abandonment, wanting control and retribution. However, Hamberger & Guse (2002) argued that self defence is the main reason for women aggression towards their husbands while men primarily use aggression in order to dominate and control.

In a measurement research, the data of which have been collected from a sample of 300 married women of Shiraz, Mansourian & Ghaderi (2002) was investigated in regard to power dominance in families. They studied the effects of socio-economic variables of family power structure. Survey method was used to measure the effects of the variables. In their study, dominance was been measured under two concepts of work distribution pattern and resolution pattern. Based on the results, husband and wife's education is one of the significant variables in relation to power dominance in families. The women who have higher educational levels have a more crucial role in cooperation and resolution. There existed a negative significant relationship between man's education and his exerting power in families. In other words, the more educated the men are, the less power dominance there will be and women have more chances for cooperating in relations.

Mahdavi, & Saburi (2003) investigated dominance distribution in families living in Tehran. They studied a 200 married woman sample that had at least one child. According to the outcomes, the structure of 37.5% of Tehran families is

democratic; 39% of them are democratic only to some extent, and 23.5% of families have structures other than democratic. Factors such as conception of husband's tendency toward exercising power against his wife, women's conception about their obedient roles, women's collaboration in choosing their husbands and women's level of education have had crucial roles in the quality and quantity of democratic structure of families.

Mahdavi & Sabouri Khosrowshahi (2003), in an empirical study on power in the family, studied the structure of power within family in three aspects: symmetric relation, area of power and couple strategy. They attempted to offer a definition of the democratic family, which leads to the construction of scales in order to measure the dimensions of family structure. Social survey was applied as the methodological orientation with a sample covering 200 cases. The findings indicate that the structure of power in the south of Tehran is less democratic than that of north Tehran. The results showed that factors such as women's education, their employment and participation in spouse choosing would incline power structure closer to a more democratic family, while submissive self-conception, on the part of women, and the authoritarian one, on the part of men, causes power structure to lean toward a less democratic family.

3. Methodology

Generally the objective of this study were to determine the relationships between dominance (disparagement, restrictiveness, and authority) and aggression (physical and psychological) among married women in Shiraz city, Iran. The other objective was to determine the factors which predict physical and psychological aggression. To achieve these objectives, the study was carried out among married women in Shiraz City, Iran. Having a population of around 1,800,000 people, Shiraz is the fourth biggest city and the biggest southern city in Iran.

The study employed survey design where 346 maried women involved in the study. The number of respondents invloved (sample size) was determined using a formula suggested by Krejcie & Morgan (1970). During the time of the study there were 3510 aggressive married women in Shiraz (the population of the study) who were referred to counselling centres for counselling in relation to their aggressive problem. Thus, Shiraz City provided the researcher with a valid sample of aggressive women. There are over sixty clinics for guidance and family counselling in this Shiraz City. The City is divided into six regions, and from each region A number of clinics was chosen randomly from each regions. From each clinic, the sample was chosen according the proportional number of aggressive women that were referred to them. The selection of the respondents used simple random sampling technique, where the respondets was chosen randomly from the sampling frame (the list of names of the potential respondents in the particular clinic). From the clinics in region one 53 (15.31%) respondents were selected, region two 55 (15.89%) resp[ondents, region three 55 (15.89%) respondents, region four 58 (16.76%) respondents, region five 60 (17.34)respondents, and region six 65 (18.78%) respondents. After choosing the sample and obtaining written consent, the questionnaires were distributed among the sample in person and with the help of other colleagues who were experienced in conducting survey research. However, for those women who have been chosen as respondents, but refused to participate, they were replaced by other women in the same list in which they were selected randomly.

The respondents who agreed to participate were asked to be present an hour prior to their consultation time. Questionnaires were delivered to them and were collected in the same day**.** The data collection employed self-administered technique in which the respondents themselves completing the questionnaire. This technique was preferred in order to make sure that there was a confidentiality for the women in answering the questions in the questionnaire.

Two main variables in this study are dominance and aggression. The study used Hamby scale (1996) to measure dominance. Hamby had developed 32 Likert-type item scale that examines three forms of dominance - authority, restrictiveness and disparagement. This measurement is called Hamby Dominance Scale (HDS). The term "authority "refers to the power of decision making in a relationship, "restrictiveness" describes the feeling of a partner of the right time when she or he could intrude upon the behaviour of the other one, even when that behaviour does not directly involve Example of the statement says: "I respect my partner's need for privacy" (Hamby, 1996). Furthermore, Hamby describes disparagement (example, "My partner is basically a good person.") as the failure of one partner to evaluate the other partner equally in addition to the overall negative view about the worth of their partnership. Each item was measured using Likert Scale, from 1 (strongly agree) to 4 (strongly disagree). The measurement of dominance has the reliability coefficient (cronbach alpha) of .85. Meanwhile, the measurement of aggressions used Conflict Tactics Scale (CTS) originally developed by Straus (1979). The questions (items) used in this study include the subscales of physical and psychological aggression. The instrument was translaed into Persian language. The Cronbach Alpha value of CTS was 0.79.

For data analysis, this study employed a correlation research that investigates how scores on one variable or variables decrease or increase as there is a change in the scores of the other variable(s). Product-moment correlation (for parametric data) and Spearman's Rank Order Correlation Coefficient (where the data obtained from physical aggression questionnaire were not normal and they were non parametric) were calculated to determine the degree of relationship. Positive correlation coefficient index (r) indicated a positive relationship while a negative coefficient reflected

otherwise. Meanwhile, Multiple Regression Analysis was used to determine the contribution of independent variables (types of dominance) and female aggression (physical and psychological). This analysis helps identify independent variables that can be combined to form the best prediction of the dependent variable.

4. Results

In this section, the descriptive data is presented in Table 1 which includes the level of dominance, and aggression (physical and psychological) of the respondents.

The respondents of this study were 337 married women who were voluntarily seeking treatment for domestic violence and aggression. The mean and standard deviation of restrictiveness is m= 24.97 and sd=4.23; the mean and standard deviation of disparagement has been observed as m= 6.77 and sd=4.18; and the mean of authority has been observed as m= 30.33 and sd=5.27. In terms of dominance levels, quite a number of the respondents were in the high level of restrictiveness (30.3%) and authority (22.5%). However, only a small number of them (2.7%) were in high level of disparagement. Moreover, majority of them (51.9%) were in the low level. Thus, the findings reflect that there was a tendency that the respondents had high dominace in terms of restrictiveness.

In terms of aggression, the data show that the mean and standard deviation of physical aggression was m= 6.19 and sd= 8.68. The tabulated data show that 310 (92.0%) of respondents have a low level of physical aggression, while 21 (6.2%) have medium physical aggression levels and 6 (1.8%) have a high level of aggression. The findings reflect that majority of the respondents did not display physical aggression.For psychological aggression, the mean and standard deviation was m= 19.28 and sd=8.13. The frequency distributions show that 78 (23.1%) of respondents have a low level of psychological aggression, whereas 164 (48.7%) of them experience medium psychological aggression and 95 (28.2%) of respondents have high levels of psychological aggression. The findings reveal that more respondents were in the high level psychological aggression compared to those in the high level of physical aggression.

The data representing the correlation between, three types of dominance (disparagement, restrictiveness, and authority) and women aggression (physical and psychological) is shown in Table 2. The Pearson's Product-Moment Correlation test was utilized to determine the relationship between three type of dominance (disparagement, restrictiveness and authority) and psychological aggression. The results show that there were positive and significant relationships between psychological aggression and disparagement (r= .227, and p<.01), restrictiveness (r= .205, and p<.01), and authority (r= .290, and p<.01). The findings imply that the greater the dominance, the more the psychological aggression will be.

Meanwhile, the Spearman's Rho for Rank Order Correlation test was carried out to determine the relationships between three type of dominance (disparagement, restrictiveness, and authority) and physical aggression. The results (in Table 3) show that there are positive relationships between physical aggression and   disparagement (rs=.296 and p=.000) and authoriti (rs=.2-7 and p=.000). However, there is no significant relationship between physical aggression and restrictiveness (rs=.079 and p=.150).

As it is transparent, there is a direct positive relationship between dominance (disparagement and restrictiveness) and women's physical aggression. The greater the dominance (disparagement, restrictiveness), the more the physical aggression will be. Although there have always been attempts towards idealizing families, sometimes families can change to be the causes for humiliation. Even the happiest families can be authority oriented because often one of the partners tries to implement authority against the other party. Due to the traditional patriarchal setting of Iranian society, men are not willing to lose their authority as the main decision maker in the family, and when they feel their status is to be threatened, they react against it. As a result there will be verbal arguments and rows.

The Multivariate Regression Analysis was used to determine factors that contribute in explaining psychological aggression. The result of the analysis is shown in Table 4. The result shows that from the three predictor variables, only two predictor variables, namely authority and disparagement were found to be significant in explaining the observed variation in psychological aggression. However, the three predictors has explained only 10.9% of total observed variance to psychological aggression (R^2=.109).

In the model, the first variable, namely authority, explained the highest variance to psychological aggression and this result is further supported by Pearson product moments correlation analysis. After that, disparagement explained the next highest variance to psychological aggression (DV). The other variable, namely restrictiveness, did not explain any significant variance to psychological aggression (DV).

5. Discussion and Conclusion

The study focuses on the relationship between dominance and aggression among married women in Shiraz City, Iran. The also attempted to determine the factors that contribute in the explanation of psychological aggression. The results of the analysis show that the three types of dominance (authority, disparagement and restrictiveness) have significant relationship with psychological aggression; however only authority and disparagement have positive significant relationships with physical aggression. Meanwhile, the result of multiple regression analysis reveals that the three types

of dominance only contribute 10.9% in the explanation of psychlogical aggression. It implies 89.1% of the variation of psychological aggression could be explained by other variables which were not included in this study. Meanwhile, the result also indicates that authority and disparagement were significantly explained the variation in psychological aggression.

Dominance and its accessibility is one of the most important issues in Iranian families in which power is an important phenomenon in the family. However, in Iranian contemporary society, gender roles in the family is not convincing any more. Due to social change, male domination is shifting within the family sphere and with women's involvement in the decision-making process, gender inequality in the family is changing. In other words, inequalities between men and women in terms of power is also changing.

Result showed that there was a direct positive relationship between dominance (disparagement and authority) and women's physical aggression. However, there was no relationship between restrictiveness and physical aggression. On the other hand, there are significant relationships between women's dominance (disparagement, restrictiveness, and authority) and psychological aggression. These findings reflect that the women who have higher dominance have the higher tendency to become physically and psychologically aggressive. Meanwhile, the three types of dominance have small contorbutions (10.9%) in the explanation of psychological aggression. Thus, other independent variables which were not considered in this study might explain the other 89.1% of the variation of psychological aggression. However, from this study it is indicated that the authority and disparagement are important predictors of psychological aggression.

Research on women's aggression and investigation is still in its initial stages in Iran and there is a need felt for such research. With regard to the spread of aggression among women, especially of the psychological type, the destructive effect of psychological aggression compared to the physical one means there must be much more focus on this issue. This matter should be discussed at an academic and university level and there should be more research carried out in this regard. Unfortunately, there exists the patriarchal attitude at universities and always this is the women who are the victims of family aggression of men. This has hardly been considered by researchers. The family disputes, like any other social problems and issues, are bilateral. Both men and women play a role in creating them. This taboo of studying women's aggression should be broken and based on the existing literature, everybody should notice that there is no difference between men and women in showing aggressive behavior, but there is equal likelihood for the amount and type of aggression in both genders. They both should be studied in the contexts and conditions in which aggression occurs. Only in these situations will there be better results, as well as healthier and better families. Lastly, the Government, which is responsible for planning and the related organizations and institutes in charge of counselling and treatment, should be aware of that fact so that they can take better action more consciously as denying this fact will do no good to improve the situation. Women aggression is so important because it led both partners to question their commitment to each other and to the relationship.

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Table 1. The Distribution of Respondents in Relations to Levels of Dominance and Aggression

Variables	n	%	Mean	SD.
Restrictiveness (n=336)			**24.97**	**4.23**
Low (< 20)	54	16.1		
Medium (20-27)	180	53.6		
High (>27)	102	30.3		
Disparagement (n=335)			**26.77**	**4.18**
Low (< 26)	174	51.9		
Medium (26-35)	152	45.4		
High (>35)	9	2.7		
Authority (n=333)			**30.33**	**5.27**
Low (< 26)	81	24.3		
Medium (26-34)	177	53.2		
High (>34)	75	22.5		
Physical Aggression (n==337)			**6.19**	**8.68**
Low (<17)	310	92.0		
Medium (17-34)	21	6.2		
High (>34)	6	1.8		
Psychological Aggression (n=337)			**19.28**	**8.13**
Low (<12)	78	23.1		
Medium (12-24)	164	48.7		
High (>24)	95	28.2		

Table 2. Correlation Coefficient (r) between Types of Dominance and Psychological Aggression

Types of Dominance	Psychological Aggression	
	r	p
Disparagement	.227**	.000
Restrictiveness	.205**	.000
Authority	.290**	.000

**P≤.01

Table 3. Correlation Coefficient (r) between Types of Dominance and Physical Aggression

Types of Dominance	Physical Aggression	
	r	p
Disparagement	.296**	.000
Restrictiveness	.079	.150
Authority	.207**	.000

**P≤.01

Table 4. Summary of Regression Analysis of the Main Variables Contributing to Psychological Aggression

Predictors of DV	Unstandardized coefficients	Std. Error	Beta Unstandardized coefficients	t	p-value
constant	-1.87	3.53		-.532	.595
Authority	.303	.097	.196	3.11	.002
Restrictiveness	.162	.116	.084	1.39	.165
disparagement	.297	.109	.151	2.72	.007

R^2=.109

Social Motivation for the Emergence

of New Terms in Modern Chinese Language

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Abstract

This paper attempts to discuss social motivation for the emergence of new terms in modern Chinese language from six perspectives. They are social development, foreign influence, social stratification, the change of values, the organic whole of media and the growth of specialized knowledge as well as people's life style, and "   ". Linguistic motivation is also discussed briefly as the complementary reason for this language phenomenon.

Keywords: Social motivation, Modern Chinese, Emergence, Linguistic motivation

1. Introduction

Language is characterized by change and Eugene A. Nida (2001:81) says, "Since all languages are open systems, they have the potentiality for growth, change, and decline." The change manifests itself in sound, grammar and semantics, but the most salient one is semantic change. According to David Crystal (2002:332), semantic change is the most obvious area of linguistic change, and the one which many people find the most fascinating.

However, even semantic change is too complicated since it is profoundly connected with the life, literature and culture of one community (Crystal, 2002:332). Considering the feasibility, the author will only concentrate on one aspect of semantic change—the emergence of new terms (   ) in modern Chinese language, especially in the new period.

The new period refers to the past period since the end of 1970's when the policy of reform and opening—up was adopted. According to Ou Yangyin (2000:3), there appeared more than 3,000 new terms in Chinese language since the end of 1970's.

Why do new terms (   ) emerge?

With respect to the reasons for language change, Jean Atchison (1997:3) holds that language changes are an interwoven mix of social triggers, structural factors and psychological processes. David Crystal (2002:335) also has the similar view that there is no single reason for language change. Several factors turn out to be implicated, some to do with the nature of language structure, and some with the nature of society.

To sum up, two factors play an important role in language change —linguistic motivation and social motivation. As one aspect of language change, the question of the emergence of new terms in Chinese language, though language—specific, will be discussed from the same perspective.

2. Linguistic motivation for the emergence of new terms in Chinese Language

Language is self -- organized and language is likely to change and evolve from the state of disorder to the state of order (Wang Ailu, 2002:1; Shu Dingfang, 2002:60). This feature guarantees that the motivation for language should be analyzed linguistically. In other words, linguistic motivation firstly means that the reason for language change can only be explained within language itself. For example, an obsolete word is replaced by a new word just because the new word is easier in pronunciation and spelling. In this sense, Jean Atchison (2002:157) claims that language can easily build and rebuild itself out of its existing resources. On the other hand, linguistic motivation also means that it gives the internal impetus for language change.

Take Chinese for instance. Chinese new words can be created by the combination of two familiar words (A new word=$word_1$+$word_2$). Examples are   =   +   ,   =   +   and   =   +   etc. This rule must be

strictly observed when new terms are produced in this pattern. Any attempts against the rule will be futile. For example, expressions like   or   appeared in Cultural Revolution in China, but soon they passed into history.

Specifically speaking, there are different aspects of linguistic motivation.

1.   The principle of economy. Economy is also called "the use of minimum effort" (Florian Coulmas, 2001:84), which means words or sentences tend to be simplified for the sake of economy. For instance,
    can be shortened as   and   as   . The most influential example is the simplification of Chinese characters.

2.   The principle of incompleteness of language. Language tends to change and grow from incompleteness to completeness. One method is that a language takes in some foreign words or expressions. The absorption can help a language to be complete and accurate. A case in point is that Chinese language takes in many foreign words like   ,
     ,   ,   ,   ,   ,   ,   ,   ,   .

Linguistic motivation is far more complicated than mentioned above. What concerns us is that linguistic motivation is not only one factor involved in formation of new words but also serves as the internal drive winch helps social factors give full play in this process.

3. Social motivation

3.1 language and society

We are ignorant of language origin, but we do know that language appeared later than human society. Thus from the diachronic perspective, we may safely conclude that language is closely related to society since the date of its birth.

The interrelationship between language and society has always been focused and the research in this regard helps the birth of sociolinguistics. Though unable to provide clear-cut answers to such a challenging question which can be traced back to 2,000 years ago, the development in sociolinguistics has proved that some social factors influence our language behavior in a social context and some major ones are class, gender, age, ethnic identity, occupation and religious belief (Hu Zhanglin, 2002).

Since language can never function independently if there are no social contexts to fit it in (Alptekin, 1993 in Hu Zhuanglin, 2002), Robins explains that:

> The condition of life of individuals in society, their artifacts, customs, forms of organization, forms of organization, and the like are constantly changing; and consequently the referents of many words in languages and the situations in which they are employed are equally liable to change in the course of time. New products often require new designations, and some words pass out of current vocabulary as the particular sorts of objects or ways of behaving to which they refer become obsolete (2000:343).

What Robins means is that with the intervention of social factors, language, particularly words, are motivated to change: old words are obsolete and new terms emerge. Now we are clear that social motivation is the main reason for emergence of new terms.

3.2 Social factors in emergence of new terms in Chinese language

Generally speaking, new terms (   ) often emerge at the era of great historic change. In Chinese history, several periods are characterized by the phenomenon. In Northern and Southern Dynasties (386—589), many loan words of religion entered ancient Chinese language with the wide spreading of Buddhism (Liu Hongmo, 2000). In modern era, a lot of new terms emerged, especially since the 1970's when China adopted the reform and opening—up policy (Chen Zhangtai, 2002).

Reviewing history of emergence of new terms, we know that the question of social motivation for this language phenomenon should be considered in the context of social changes.

1)   The first important factor of great importance to the emerging of new terms is the social development. With the social development, new objects and ideas are continually being created and they require new vocabulary to take account of them. Referential function of language plays its role in this regard. In other words, "the use of language to record facts is a prerequisite of social development" (Hu Zhuanglin, 2002:22).

Since the founding of new China in 1949, there have been great changes in politics, economics, culture, value system etc. Accordingly, new things have appeared one after another and they need new words to express them. In politics, there are   ,   ,   ,   ,   ,   ,   ,   etc. In economics, we may find   ,   ,   ,   ,   ,   , B   etc. In science and technology, there appeared   ,   ,   ,   ,   ,   etc.

Such terms account for a large proportion of new words appeared in the past several decades and it is true that the development of new words to meet new social conditions is one of the most familiar phenomena of our language

(Baugh, A. C. et al, 2002:2).

2) With the increase of cross—cultural communication and globalization, Chinese vocabulary enriches itself by borrowing words from other languages.

In modern times, China has been opening to the outside world and the contact between Chinese language—culture and other language—culture is being enhanced. As a result, many borrowed words entered Chinese vocabulary. Directing at language phenomenon like this, Baugh (2002:196) comments that the exchange of commodities and the exchange of ideas are both stimulating to language. For instance, English language—culture exerts a great influence on Chinese language—culture and therefore Chinese absorbs many English words such as   ,   ,   ,   ,   ,   ,   ,   ,   ,   etc.

On the other hand, even within Chinese language—culture itself, the communication between different subcultures also brings in some new entries to Chinese language. Such examples are   from Beijing dialect and   ,   ,   ,   ,   which are all from Cantonese.

It seems that the trend of borrowing terms from other languages is irreversible. As long as Chinese speakers contact other language—culture, they will borrow some terms willingly or unwillingly.

3)   The stratification of society contributes to the formation of new terms.

The relationship between social class and language is rather controversial and even the classical research by Bernstein or by Labov is being criticized and challenged (Zhu Wanjin, 1992:91—106; Fasold, 2000:223—226). However, it is a fact that the way people talk has something to do with their social position or level of education (David Crystal, 2002:38). In China there are 10 social strata that can be regrouped to 5 groups based on their economic status and therefore new social group dialects are in the cradle (Chen Zhangtai, 2002).

Perhaps one should be careful in make the judgment, but many newly—formed terms are characterized by social group dialects. There are   ,   ,   in officialdom,   ,   ,   ,   in art and literary circles,   ,   ,   ,   in education. More importantly, many new terms are closely related to different social groups. In entertainment, there are   ,   ,   etc. In business, there are   ,   ,   ,   ,   etc.

It is predicted that with the development of social stratification more new terms will appear in the future.

4)   The change of values yields emergence of some new terms.

Language and culture are symbiotic. Language is used by culture to perform its function, such as providing information about the processes and the values of a culture (Nida, 2001:152). Specifically speaking, with changing of value systems, the vocabulary will also experience corresponding alterations (such as emergence of new terms) to meet new situations.

In Chinese, derogatory words like   ,   ,   ,   ,   ,   ,   etc. are replaced by neutral terms   ,   ,   ,   ,   ,   ,   respectively. Such replacement reflects that people are reconsidering their stereotyped values and they are more tolerant of these social phenomenon.

However, it is noticed that the change is bi-directional. Apart from appreciative or neutral words such as   ,   ,   ,   , some dirty words or jargons like   ,   etc. also appeared.

5)   Media, the growth of specialized knowledge in different lines of businesses and people's living style—the organic whole of three is the impetus to the formation of new terms.

Language interacts with human beings and the functional view holds that language changes with the change of language users' needs (Jean Aitchison, 1997:152). Therefore, we cannot only rely on the slow course of natural linguistic evolution; sometimes, people's intervention to language is necessary, such as language planning (David Crystal, 2002:365). As far as vocabulary is concerned, new words will be created, diffused and accepted.

Since much of human activities are involved in various kinds of trades or professions, new terms related to these areas will be created. With the help of media, the new terms spread and are finally accepted by the people whose life style is profoundly influenced by media as well as different kinds of lines of businesses. In this sense, it is held that three factors, namely, media, line of business and people's life style together help to bring about new terms related to specialized knowledge in different trades or professions.

In economics and business, there are   ,   ,   ,   ,   ,   ,   ,   ,   ,   ,   ,   etc.

In science and technology, there are   ,   ,   ,   ,   ,   ,   ,   ,   ,   ,   etc.

In education, there are   ,   ,   ,   ,   ,   , 211   ,   ,   , etc.

In medicine, there are   ,   ,   ,   ,   ,   ,   ,   etc.

In military field, there are   ,   ,   ,   ,   etc.

Evidently these words appeared with the increased public interests in various kinds of human activities. On the other hand, the improvements in the mode of living and the infiltration of media contribute to the increase of new words.

6)   Apart from the five aspects mentioned above, social factors like social prestige, bilingual education, the quickening of pace of life and "   " also play an important role. For instance, people nowadays tend to use simplified terms for the sake of economy and efficiency. They use "   " instead of "   " and "   " instead of "   ".

Another social factor is the social group called "   " (Chen Zhangtai, 2002). Generally speaking, they are young people with different background and occupation, but they seek both change and conformity. The seeking of change means they tend to use new words to show that they are different. The seeking of conformity means that they use new terms to indicate that they belong to the group called "   " or something.

It is impossible and unnecessary to list all social factors that motivate the emergence of new terms in modern Chinese language, but we have noticed that social forces are the primary drive in this regard.

4. Conclusion

The article is an attempt to combine general linguistic theory with the practical use of modern Chinese language. In other words, some phenomena in Chinese language are observed from wider perspective: putting language—specific phenomenon under the test of language—general theory. After the small—scale research, it has been found that general linguistic theory can perfectly explain some language—specific phenomena which in turn can confirm the former. Specifically speaking, the emergence of new terms in modern Chinese language is due to two factors—linguistic motivation and social motivation. However, the linguistic motivation plays a more important role. Baugh (2001:295) also comments that when the object, experience, observation or something has entered public consciousness a new word enters the language. Based on his conclusion, we can safely make a judgment that social force is the mother of a new term.

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The Engineering-based Customized Talent Cultivation Mode

and Its Teaching System Reform

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Abstract

With the establishment of the modern industrial system in China, the higher technological education should be changed largely from the schooling management, the educational concept, the target of talent cultivation and the mode of education teaching. The connotation of the engineering-based customized talent cultivation mode is completely explained, and the basic guidance idea of the engineering-based customized talent cultivation mode is established and the teaching system reform of the engineering-based customized talent cultivation is researched in this article.

Keywords: Engineering-based talents, Customized talent cultivation, Teaching system

With the continual development of the market economy system reform, the employment market of the college graduates is largely changed from original "distribution in a unified way" to "independent option and two-way choice", which is a drastic bold and resolute reform in the higher education system of China. The market economy puts forward new requirements for talents' adaptability and competitive strength, and the establishment of the modern industrial system in China will also largely require the change of the higher technological education. The engineering-based customized talent cultivation mode will be the profitable development direction of Chinese higher engineering education.

1. The actual necessity to create the engineering-based customized talent cultivation mode

1.1 The popularization of higher education and the reform of market economy more highly require higher technological talents' adaptability and competitive strength, and the technological college students' structured "difficult employment" appears increasingly

The higher education scale of China had achieved 29.07 million up to the late of 2008, and the gross enrollment ratio was 23.3%, and the higher education of China had quickly completed the transformation from elites to the masses. With the quick development of higher education, the problem of university students' employment is more and more serious, and the college graduates of China will achieve 6.52 million in 2010, and about 40% of them are engineering students, and the structural deviation between the higher technological talents needed by the enterprise and the technological college students cultivated by colleges has occurred, and the technological college students' "employment difficulty" increasingly appears. In the dual transformation background of the popularization of higher education and the reform of market economy, the higher technological education should be changed largely from the schooling management, the educational concept, the target of talent cultivation and the mode of education teaching, and the main cultivation target of higher technological education must be turned to applied talents with occupational quality for the industry, which is the mission endowed by the time to the higher technological education, and the engineering-based customized talent cultivation mode is the effective approach to complete this mission.

1.2 Deep crisis of Chinese engineering education: the quality problem of the engineering education

According to "The Global Competitiveness Report" issued by the Switzerland International Institute for Management

Development, in 2006, the amount of R&D personnel of China ranked second in the competitiveness ranking of 49 countries and regions in the world, but the acquirement degree of eligible engineer ranked 49th (the last one). For China with about 30 million engineering talents, the quality problem has stared it in the face. The survey of the employment enterprises showed that about 300 thousands new "professional persons with high levels" universally lacked in features and individualities, whether the graduates from prestige universities or whether the graduates from common engineering colleges, all have bad practice ability and narrow specialty view, and lack in experiences to solve practical problems. In the day that the competition is more and more drastic, the competitive focus among enterprises has turned to the talent competition from the competition of scale and quantity, and after thirty years' reforming and opening, the identified ability of employment enterprises is better and better, and their requirements about talents are more and more strict, which partly is because of the influence of the enrollment increase, and partly is because of the deficient competitiveness of Chinese technological graduates and the quality of engineering education of China.

2. Connotation of the engineering-based customized talent cultivation mode

Based on relative theories about higher technological education and talent cultivation, the connotation of the engineering-based customized talent cultivation mode can be defined as the systematic integration of a series of education thoughts, education concepts, cultivation targets, course system, practical systems, cultivation process, cultivation methods and education management system established to cultivate the engineers working in R&D, product development, design & marketing, manufacturing, operating and repairing, and face one domain or industry.

2.1 Connotation of the talent cultivation mode

There is no a fixed definition about the talent cultivation mode at present. Therefore, based on general principal of relative mode, the talent cultivation mode can be generalized as such a concept, i.e. the so-called talent cultivation mode is the systematic integration of educational variables such as cultivation target, business standard, cultivation process, cultivation method and education management system under certain guidance of education thoughts or education concept, and it is the basic reference to establish the teaching scheme or the teaching plan. The talent cultivation mode generally has comprehensive, special and generalized characters, and it can answer two basic problems, i.e. "what talent should be cultivated" and "how to cultivate talent". In a word, the talent cultivation mode includes many predominant characters of the direction of the talent cultivation of colleges.

2.2 Connotation of engineering-based talents

At present, Chinese talent scholars and educational theory staffs have basically achieved the commonsense about the research of the talent type. In the domain of industry, according to the social function of talents, talents can be divided into four types, i.e. academic talents, engineering talents, technology talents and skill talents. The academic talents mean those talents who mainly engage in theoretical researches to develop relative theory and deeply discuss relative practical issues in the practice. The engineering talents mean those talents who mainly turn scientific principles to the design, working plan or operating decisions of the engineering or product, i.e. they mainly engage in relative design and planning, complex technology and management works. The technology talents mean those talents who work in the front line of production or the work locale to figure for direct benefits for the society, can turn the engineering talents' or decision-makers' design, planning and decisions to the form of substance or produce concrete function to the society. The difference between the technology talents and the skill talents is that the latter mainly depends on the operation skills to work, and various skill-type talents and operational-type talents all belong to them. The latter three sorts of talent are called as the application talents. According with the cultivation of talent type, there are four different educations at present, i.e. the academic education, the engineering education, the technical education and the skill education.

2.3 Connotation of customized talent cultivation mode

The customized talent cultivation is not a new topic, and the "order-form" talent cultivation was the most popular concept in the past. The "order-form" talent cultivation means the cultivation mode that colleges confirm some enterprises and public institutions with special talent demand as the cooperative partners based on sufficient survey, and both sides sign the talent consignment cultivation contract together on the bases of equality and mutual benefit, and colleges implement directional cultivation in the regulated time according to the talent standards in the contract, and offer eligible "order-form" talents for the enterprises and public institutions. In the cooperation between industry and school of the knowledge economy time, the role of modern higher education in the talent cultivation should far exceed the limitation of "order-form" talent cultivation to concrete enterprises and posts, and become the cultivation of talents' working ability in certain one domain or industry. Therefore, the difference between the "customized" talent cultivation and the "order-form" talent cultivation can be understood as that first, the corresponding property between the talents cultivated by the former with the concrete posts is more wider than the latter, and the former will face a post group, second, the cooperation domain of the former is wider than the latter, and the former is the cooperation between industry and school, and the latter is the cooperation between enterprise and college. The "customized" talent

cultivation more emphasizes the application talent for one domain or industry, and in the customized talent cultivation mode with the cooperation between industry and school, relative personnel in several enterprises of certain domain or industry will join the establishment of the talent cultivation target of higher colleges and the practice teaching by the form of part-time teacher, and colleges can establish stable relationships such as the practice and employment base with several enterprise, and the practice base may be the employment base, and not only these enterprises can offer the talent demand information and the practice education locale for colleges, but also the industrial personnel will participate in and guide the practice teaching of higher colleges, and the talent cultivation can be implemented by the "dual channels" including college and industry.

3. The basic guidance idea to establish the engineering-based customized talent cultivation

3.1 Strengthening the engineering education, intensifying engineers' basic training and advocating the CDIO concept of engineering education

The engineering education is the most important quality-oriented education in the higher technological education. To cultivate the engineering talents whether emphasizing particularly on the engineering technology type or the engineering science type, or whether emphasizing particularly on the engineering management type, the engineering education should take the engineering practice as the base to cultivate the talents with strong engineering consciousness and technical background. The CDIO (Conceive - Design - Implement - Operate) engineering education mode is the new result of the international engineering education reform in recent years. Up to now, tens of global famous universities have joined CDIO, and their departments of mechanics and the departments of aerospace engineering have completely adopted the engineering education concept and the teaching program of CDIO, and achieved good effects, and the students cultivated by the CDIO mode were very popular by the society and enterprise. Colleges could take CDIO as the background of engineering education, and cultivate engineering students to possess the knowledge, ability and quality about survival and growth in the advanced engineering environments (AEEs), and attempt taking the "project execution" as the organizational principle of the engineering practice education, and cultivate students' communication ability and the grasping consciousness and ability of multidisciplinary and large scale system, and spread the relationship between teachers and students from teachers' single-directional knowledge instruction to the alternative learning based on problem settlement, and lead students' learning giving priority to knowledge inheritance to the learning of actively exploring unknown things.

3.2 Intensifying the practical teaching part and enhancing students' engineering practice ability

The higher technological education gives priority to cultivating applied engineering technology talents, and engineering talents' practice ability emphasizes the design ability, the product development ability, the production organization and operational management ability, and it requires the integration and all-in-one of the teaching part and the practice part, and give prominence to the comprehensive application ability and the engineering creation ability of engineering technology. The practical teaching should be predominantly embodied in the teaching scheme, such as, increasing the period proportion of practical teaching course, establishing comprehensive and designed experiment items, strengthening practice, course design, diploma project, and teaching organization, and building relatively independent experiment teaching system, practical teaching system and design teaching system.

3.3 The cultivation target is guided by the need of the engineering talent market, and takes the post group of professional engineer as the standard of occupation development

The innovational talent cultivation mode should actively adapt the economic development demand of the socialism market economy, take the demand of the engineering talent market as the direction, take the post group of professional engineer as the occupation development standard, and integrate knowledge transfer, ability strategy and quality improvement, and the engineering customized talent cultivation target should be confirmed. Colleges should closely grasp the core issues of the college students' engineering practice ability cultivation in the higher engineering education, establish reasonable professional talent knowledge structure and intellectual structure, and cultivate the superior engineering technology talents who grasp he modern knowledge of science and technology, possess the innovational spirit, and could engage in production, design, technology development, business management, product change and marketing management in relative domains.

4. Establishing the teaching system reform of the engineering-based customized talent cultivation

4.1 Planning and adjusting the subject course system in the modern engineering environment

Colleges should plan and integrate various courses, establish and organize the new course system surrounding the subject. According to cultivation target, colleges can use the CDIO standards to design and plan the cultivation scheme, course system and teaching requirements. In the new revised undergraduate cultivation scheme, the subject system should be emphasized, and colleges could consider the demand of specialty system, and place students' engineering subject education in the modern engineering background in the theoretical education and the practice education, and bring the modern engineers' quality cultivation with students' specialty base knowledge into the teaching construction

of theoretical course and experimental courses. By the adjustment of courses such as elementary course, specialized fundamental course and professional course, combining with many teaching parts such as experimental course, productive practice, graduation practice and diploma project, colleges should emphasize the instruction of the engineering technology knowledge principle and the technical reasoning and tamp students' specialized fundamental knowledge, emphasize the introduction of modern engineering science and technology development and the introduction of multi-subject engineering applied knowledge to make students to know wider basic science principle (wide caliber), emphasize the integration of engineering products/ systematic lifecycle to cultivate students' ability of CDIO. At the same time, colleges should reduce the class hours to ensure students to have more time of independent learning, and let more students to participate in the research plan, the seminar course, and the scientific activities for college students, and pay attention to lead students to cultivate their ability of independent learning, their ability of team communication and cooperation, and their ability of system control.

4.2 Establishing the teaching environment of experience learning

Colleges should set up the engineering practice theory course and the experiment course, establish the project plan of "college student science and technology innovation funds" applied by the form of student team, organize the learning and discussion activities in the comfortable and pleasure atmosphere, establish the theoretical and practical guidance courses about the college student science and technology innovation activities, organize various training lectures of science and technology competition, organize student teams to participate in various science and technology contests after school, and offer the environment of show and communication for students' learning and results. By above designs of the CDIO activity teaching environment, students can experience and develop the whole process and learning of CDIO of the product/system effectively in the environment of team cooperation and modern engineering activity, and students' spirit of team cooperation of survival and growth in the modern engineering environment and their control consciousness and ability about new product, new flow and new system, and their ability of communication can be cultivated.

4.3 Exploring non-traditional learning evaluation method

The instructional testing, the traditional method which is used to evaluate students' learning, is to generate the evaluation of complete proficiency of certain part of knowledge in this course by certain reasonable mode with the testing function such as testing the basic knowledge and the basic steps. However, for engineering students, it is very important to grasp various complex knowledge and skills and achieve a level. The thought of CDIO advocates "real judgment", because the engineering education needs to simulate the real world, but this world should be faced by students when they leave the course education, and man high-level cognitions required by the modern engineering environment can not be tested and predicted only by traditional teaching testing method. The traditional learning evaluation method is still important, and many non-traditional learning evaluation methods such as self-evaluation, peer assessment, oral testing, learning record, work show and paper publishing should be combined. The learning evaluation is not an isolated behavior, and the result of learning evaluation should be fed back in time to adjust the curriculum provision and teaching method.

4.4 Collaborating between industry and school, and establishing the engineering technology education training system with society and enterprise

To make the cultivated engineering application talents to adapt the demand of the society and the economic development, colleges should strengthen the association with the society and enterprises, and often organize teachers to go deep into the forefront of engineering production, and survey the demands of employment enterprise for engineering applied talents' knowledge, ability and quality, and establish the professional teaching guidance committee with enterprise personnel, and retain enterprise leaders or engineering technology personnel to participate in the teaching reform, guide the course design and the diploma project to increase the pertinence of the engineering technology education. And colleges should also actively associate with enterprises, and establish stable practice and training base, and strengthen the cooperation with enterprises.

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The Technical Efficiency Analyses of Manufacturing Sector in Malaysia: Evidence from the First Industrial Master Plan (1986-1995)

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Abstract

This paper attempts to estimates the technical efficiency for all manufacturing industries in Malaysia for the periods of 1986 up to 1995. By utilizing the stochastic frontier model (SFM), it is shows that the technical efficiency for all sectors constantly increases at 0.01 percentage points each year. The Malaysian manufacturing industry during the stipulated periods was classified as input-driven, largely dominated by labour and capital. It was found that the technical efficiency over time across industries is rising over time at a decreasing rate and the resource based industries (RBI) found to be technically efficient compared to non-RBI groups.

Keywords: Manufacturing industries, Industrial Master Plan, Technical Efficiency, RBIs, Non-RBIs

1. Introduction

The contribution of manufacturing sector in the Malaysian economy had become a significantly important in mid 1980s. Malaysia has transformed from a commodity-based producing nation to being a manufacturer of industrial products, geared towards exports. With a good track record of economic growth exceeding 8% per annum, the country is well poised to fulfill its vision of becoming fully industrialized nation by the year 2020.

Following a period of rapid expansion in the last eight years, the Malaysian economy is estimated to expand at a more sustainable pace as the year progresses, where the main impetus to growth continues to come from the manufacturing sector which is envisioned to record a double-digit growth. The move from resource-based to non-resource based industries in Malaysia since mid-1980s evidently shows the serious efforts made by the government to achieve the status of industrialized country. This was clearly shown by the falling shares of value added in resource-based compositions as demonstrated in the Malaysian manufacturing sector profile. [See Table 1]

In the external trade scene, export of manufactured goods continue to remain the largest contributor to Malaysia's total exports; where product enhancement, competitive pricing and improved marketing strategies have enabled Malaysian manufactured goods to penetrate non-traditional markets like Africa and Oceania. In terms of composition, electrical and electronic products continued to compose the largest share of the export structure, where it grew from 37.7% in 1991 to 52.95% in 1996. Manufacturing sector had long been given the mandate to spearhead the industrial development in Malaysia as early as before the First Industrial Master Plan (IMP1) launched in 1986.

The objective of this paper is to investigate the technical efficiency differences of manufacturing industries in Malaysia from the perspectives of IMP1 (1986-1995), specifically comparing the performance in both resource-based and non-resource based industries.

This paper divided into several sections. Section 2 will discuss the evolutions of industrial development since 1970s, followed by section 3 the methodology. Section 4 will discuss the data measurement. Section 5 will highlight the empirical results and concluded with section 6.

2. The Development of Malaysian Manufacturing industries

The evolutions of the industrialization in Malaysia were distinguished into four main phases since it was initiated in early 1970s. They are:

i.   Export-oriented industrialization (EOI) based on export-processing zones (EPZs) in the early 1970s

ii.   Import-substitutions industrialization (ISI) based on heavy industries in the early 1980s

iii.   Liberalization and a second round of export push in the late 1980s and a sustained shift towards more market-oriented policies in the 1990s.

iv.   Moving towards higher level of global competitiveness emphasizing on transforming and innovating the manufacturing sector in the millennial. Emphasize will be focused on service sector and establishing linkages among cluster.

Phase (iii) and (iv) had been marked as the evolutions of industrial development in Malaysia since three IMPs had been formulated to spearhead the movement and progresses of the economic growth thus far.   The former approach had served the country well in the early stages (first two stages) of Malaysia's drive to achieve industrialize. However as the process of industrialization process become more difficult, the government decided that an industrial master plan or plan-oriented approach should be prepared to strengthen the process. The First Industrial Master Plan (IMP1) was formulated to guide the development of the manufacturing sector in Malaysia between 1986 and 1995. The IMP1 provided a framework for ensuring a more diversified and integrated manufacturing sector and establishing the foundation for its sustained growth. One of the principal objectives of manufacturing development, as set out in IMP, was to lay the foundation for leapfrogging towards an advanced industrial economy by increasing indigenous technological capability and competitiveness (Ali, 1992).Towards the end of the plan, various industrial development policies, strategies and programmes were designed and successfully implemented.

The IMP1 adopted a plan-rationale approach to industrial development, a strategy followed by Japan and the Republic of Korea in their successful economic reconstruction after the Second World War and the Korean War, respectively. The premise was that while the competitive market mechanism was indispensable, planning was fundamentally important in achieving industrial development objectives. In the plan-rationale approach, development objectives are first propounded and then the necessary resources and policies, including government incentives, are directed towards achieving those objectives. Market forces play their part by ensuring allocative efficiency within the framework of the plan. The main function of IMP1 was to indicate to private investors the targets and goals of the government, in terms of industrial development, and to coordinate the functions of various government departments, agencies and ministries in their support of private sector-led growth in achieving industrial development.

The IMP1 has undoubtedly achieved its major goals, that is, to ensure continuous growth in the manufacturing sector and its diversification in order to include new manufacturing industries, both in the resource-based and non-resource-based sectors. Key Malaysian resource-based industries include rubber and palm oil products, food processing, wood-based products, chemicals, non-ferrous metals and non-metallic mineral products. The non-resource-based sector includes the electronics and electrical industry, the road transport industry, shipbuilding and ship repair, the machinery and engineering industry, the iron and steel producers, and the textiles and apparel industry.

In general, the macroeconomic and sectoral targets of IMP1 have been achieved, and in many cases, the actual performance has overtaken the targets in terms of growth of output, value-added, exports, and employment. The framework provided by IMP1 for the growth of the manufacturing sector from 1986 to 1995 succeeded in developing a more integrated and diverse industrial sector, although some weaknesses remain and others have emerged. As reported by UNIDO (1985), in order to attain the status of industrialize country in the future, Malaysia should devote substantial efforts to achieve a high degree of efficiency in manufacturing activities.

The economy grew from 8.3% between 1970 and 1980 and slowdown during 1980s, but recorded unprecedented sustained high growth around 9% just before the hit of Asian Financial Crisis in 1997. According to Lall (1997), the growth and structural transformation of the economy over the last decade was due to extensive functional and selective industrial policies such as incentives within a liberal trade and investment regime framework. However, Mahadevan (2001) argue that, the manufacturing operations in Malaysia were not very different between late 1980s and early 1980s. This was due to partly low synergy of technological transfer brought by FDI since mid-1980s. As proposed by Athukorala and Menon (1997) and Menon (1998), most of the FDI in Malaysia were engaged in low-skilled, assembly, inspection, and testing activities, which in turn put some constraint on the growth of Malaysian industries.

The policy reform such as amendment of labour market legislation in the late 1980s and early 1990s was targeted to facilitated industrial upgrading and at the same time to foster greater labour market flexibility. Those reform and incentives had made Malaysia as an investment center from Asian NIEs such as Japan, South Korea, Taiwan and Hong Kong. Around 70% of foreign direct investment in the 1990s was recorded as a results of such amendment. Foreign

direct investment inflow to selected manufacturing sector from these economies has recorded a double digits growth during that period. By 1990, strong growth from manufactured product contributes around 27% of GDP and around 20% of total employment. Moreover, export growth during that time contributes up to 60%, the highest number ever recorded in after the recession in mid-1980s.

Despite high growth in manufacturing output and strong demand for exports, level of technology is no doubt minimal. This was due to the fact that most of the investment inflows made by the Asian NIEs during 1990s were particularly targeted to export and employment expansion with less emphasize on technology development. The low technology development in Malaysia was due to the high import content of capital formation and industrial output that resulted in very low synergy to the domestic linkages. Rasiah (1995) maintains that it is important to continue to attract FDI but this should be done at high levels of skill and technical sophistication, and it is necessary to raise domestic contributions to production and technological activity so as to provide the supplier and service structure that MNCs need for value-added production.

3. Methodology

As originally initiated by Farrell (1957), the methodology of production frontier had been used extensively in both theoretical and empirical in various industries. The approach of stochastic frontier emphasizes on the concept of maximality of idea with the existence of 'best practice' technology over time. Because of their consistency with theory, versatility and relative ease of estimation (Battese and Coelli, 1992; Coelli and Battese, 1996), the stochastic frontier approach has widely accepted within the agricultural economics literature and industrial settings.

A frontier production function defines the maximum output achievable under the current technology with available factors of production. Let y_{it}^* the maximum output of the ith industry at time, t. it is achievable if and only if all available factors of production are used efficiently. The maximum output frontier production function is express as $y_{it} = f(x_{it}; t, \beta) \exp(v_{it} - u_{it})$. (1)

The efficient level of output, y_{it}^*, defines as the predicted frontier output from a frontier production function, expressed as $y_{it}^* = f(x_{it}; t, \beta) \exp(v_{it})$ where, x_{it} denotes a vector of factor inputs for the ith industry with β being the parameters to be estimated, and v_{it} is a random disturbance term independently distributed as $N(0, \sigma_v^2)$. It is stochastic in the sense that it captures random effects on frontier output beyond the industry control. The difference between the efficient and the maximum output level is represented by the exponential factor, $\exp(u_{it})$ defined as the stochastic technical inefficiency referring to mismanagement. Therefore the production function to be estimated is express as $y_{it} = f(x_{it}; t, \beta) \exp(\varepsilon_{it})$, where ε_{it} is the error term composed of v_{it} and u_{it} i.e., $(\varepsilon_{it} = v_{it} - u_{it})$, which are independent from each other.

The density function of ε_{it} is given by:

$$f(\varepsilon_{it}) = \frac{1}{\sigma(2\pi)^{1/2}} \left[1 - F(\varepsilon_{it}/\sigma_v^2) \right] \exp(-1/2) \left[(\varepsilon_{it}^2/\sigma_u)^2 - (\varepsilon_{it}/\sigma_v^2)^2 \right]$$ (2)

where $\sigma^2 = \sigma_u^2 + \sigma_v^2$. The $F(\bullet)$ function is representing the cumulative distribution of standard normal random variable. By substituting ε_{it} with $(Y_{it} - X_{it}\beta)$, the equation (2) is now called the log-likelihood function taking form of $L^*(\theta; Y_{it})$, in which the required stochastic parameters $\theta = (\beta, \sigma^2, \gamma)$ and $\gamma = \sigma_u^2/\sigma^2$ will be solved using the maximum likelihood estimations (MLE) procedure. It is worth to mention that, if the industry-specific variations which denoted by ratio between variations of industry-specific efficiency to total variations (γ), found to be significant, the

explanatory power of the said model improved. That is the variations of output sector are significantly explained by the inclusion of each specific industries. Permitting technical efficiency to vary over time, Battese and Coelli (1992) introduce specific parameter called eta (η_t) the unknown scalar parameter, which determines whether inefficiencies are time varying or time invariant for the u_{it} function. The u_{it} function is defined as $u_{it} = \exp\{-\eta(t - T_i)\}u_i$. The value of η_t is lie between zero and one. According to Battese and Coelli (1992), the behaviour of technical efficiency over time is due to this value. When η_t is positive $(i.e\ \eta_t > 0)$, the technical efficiency is rising at a decreasing rate, if η_t is negative $(i.e\ \eta_t < 0)$ the technical efficiency shows a declining pattern at an increasing rate, and if $\eta_t = 0$ technical efficiency remain unchanged across all industries and the model become time-invariant in nature.

Technical efficiency according to Battese and Coelli (1992) are obtained by estimating the minimum-square-error predictor i.e.,

$$TE_{it} = E\left[\exp(-u_{it})|\varepsilon_{it}\right] = \left[\frac{1 - \Phi\left(\eta_t \sigma_* - (\mu_{*i}/\sigma_*)\right)}{1 - \Phi\left(-(\mu_{*i}/\sigma_*)\right)}\right] \exp\left\{-\eta_t \mu_{*i} + 0.5\eta_t^2 \sigma_*^2\right\} \tag{3}$$

where

$$\mu_{*i} = \frac{\mu \sigma_v^2 - \eta' \varepsilon_i \sigma_u^2}{\sigma_v^2 + \eta' \eta \sigma_u^2} \tag{3.1}$$

$$\sigma_*^2 = \frac{\sigma_u^2 \sigma_v^2}{\sigma_v^2 + \eta' \eta \sigma_u^2} \tag{3.2}$$

$\eta' = (\eta_1 \eta_2 .... \eta_T)$ and $\Phi(\bullet)$ is a standard normal cumulative distribution. $\tag{3.3}$

In this study, a common Cobb-Douglas frontier production function will be employed to represent the production technology and all unknown parameters estimated using the maximum likelihood estimation (MLE) procedure. The MLE method has been found to be preferred technique when the contribution of the inefficiency effects of the total variance is large (Coelli, Rao and Battese 1998). Output in the original model will be replaced with value added together with two independent variables i.e. capital and labour. All variables are transformed into natural logarithm form as a smoothing procedure to avoid outliers' in the observations.

4. Data Description

The annual data for all industries which observed throughout the periods of 1986 to 1995 were obtained from Department of Statistic Malaysia (DOSM). For each year, 28 industries in the 3 digits form are classified according to Malaysia Industrial Classification (MIC), 1979. This classification is a standard industrial classification based on International Standard of Industrial Classification (ISIC), Version 2.

Total observations across industries for the 10 years period is 280 with three variables involved make it perfect balance panel. Indigenous variable is value added, va, which is derived from subtracting total cost of input from value of gross output. The exogenous variables consists of capital, k, the value of fixed assets owned as at 31 December each year of observations and labour, l, is the total number of employees engaged during December or the last pay period each year of observations. Number of employees is used instead of man hours due to the unavailability of the data. All variables except total employees are in nominal thousand-ringgit nominations. This is to allow for price effect to be included in the analysis. All data transformed into its natural logarithm so as the entire coefficient indicate its elasticity. The summary statistics of the manufacturing industries for the periods of 1986 to 1995 is shown in Table 2.

5. Empirical Results

The model was estimated using Stata statistical program for the whole 1986-1995 samples. For all industrial groups, the estimated parameter of the model is reported as in Table 2. It is found that the parameter for both labour and capital is positive and highly significant. A Malaysian manufacturing industry during 1986-1995 periods was classified as input-driven, largely dominated by labour and capital. However to what extent that skilled and non-skilled labour contributes to this study is undetermined. Parameter estimates of the model are reported in Table 3.

The time varying coefficient, eta (η) found to be positive and highly significant. This value indicates that the technical efficiency for all manufacturing industries in Malaysia under the stipulated periods is rising over time across industries.

Moreover, the ratio of industry-specific variation to total variation (γ) is also highly significant. This indicates that the inclusion of the industry-specific efficiency related variable u_{it} in the equation is necessary to explain the variation of value added in the frontier equations.

It is found that, resources in the Malaysian manufacturing industries for the stipulated time periods are being utilized inefficiently. The technical efficiency (TE) figure for all industries in both groups is reported in Table 4. On average, technical efficiency across industries for the past 10 years was recorded increase only at 1.5 percent with annual progressive increment around 0.1 percentage points. The most technically efficient industry was 351 (Industrial Chemicals) with an average around 5.98 percent. The least efficient industry was 323 (Leather industries) with an average is less than half percent.

Surprisingly, the performance for resource-based (RBIs) under this periods supersede non-resources based industry with overall technical efficiency at 2.06 percent and 0.94 percent respectively. Moreover, 80 percent of the RBIs are among the top 8 ranking of the highly efficient industries with Electrical and Transport industries (383, 1.54% and 384, 1.59%) are ranked 9 and 10 respectively. It is clear that for the period of IMP1, RBIs found to be more technically efficient compared to its counterpart. Though the results prove that emphasize on RBIs in the early stage of implementing the IMP1 had been successfully achieved, but the intensity effect of capital found to be very minimal in the sector. Higher technical efficiency figure for RBIs might be due to the substantial labour market reform made available during the late 1980s and early 1990s and less affected by the investment incentives reform made through the amendment of the Promotion of Investment Act in 1986. As pointed out by Athukorala (1997), the amendment of the Investment Act in 1986 has caused foreign manufacturer shift their operation to a low-cost production country like Malaysia. Though total figure of FDI inflow to Malaysia has increased significantly right after the amendment, the investment also triggered huge needs in total employment (Athukorala and Menon, 1997) and leaving the sectors engaged with low capital synergy in their operations (Guyton, 1995 and Menon, 1998). The reliance of input factors in the Malaysian manufacturing sector is not surprising. Although the contributions of labour and capital were very obvious as shares of capital outdo shares of labour for almost six times, but most of the industries still relying on relatively cheap manpower for their operations. As reported by the World Bank (1995), although some advance technology have been brought into Malaysia as a results of massive FDI in 1990s, the technological incentives was not fully optimized as numbers of unskilled labour had lowering the R&D ratio, preventing the capital-intensive sectors to operates beyond its potentials.

According to figure released by Bank Negara Malaysia (BNM) in the 2000, Malaysia is a way behind from Japan, Taiwan, South Korea and Singapore in terms of research and development (R&D) expenditure. The ratio of R&D expenditure to GDP was recorded low at only 0.6% in 1992 and 1994. Although Malaysia had successfully attracted FDI from the NIEs during the 1990s, the principle mode of technology acquisition however is not well integrated in such investment. The said situations reflect a minimal total factor productivity growth (TFP) during 1980s and 1990s as reported by Okamoto (1994) and Tham (1996).

6. Summary and Conclusion

The implementation of IMP1 (1986-1995) had successfully changed the Malaysian manufacturing landscape into more comprehensive and structured industry but such developments only promoting RBIs rather than non-RBIs. The initial target to enhance the said industries was a tremendous achievement though a mixture of investment strategies and substantial labour market reform implemented during the plan. The massive inflow of FDI followed by liberalization and deregulation measure of investment policy had resulted in significant shift of investment intensity within the economy. However technological efficiency by mean of FDI is still very low and this might contribute to the low skills intensity among the workforce that translated into constant value added growth over time. Although emphasize had been focusing into science and development and human resource development to further support the industrialization process, but the results is not fully achieved. As noted by Lall (2001), Malaysia has unable to fulfill the technical gap (constant supply of skilled workers) needed by the industries although reform of educational system had been made in the 1990s (Tham, 1997). The shortage of skilled workers had also reported by the World Bank (1995).

Lastly, the performance of Malaysian manufacturing industries for the periods of IMP1 is clearly not so impressive. Massive foreign investment inflow through the amendment of Investment Act in 1986 had inefficiently absorbed as reliance on cheap (foreign) labour in the production process has growingly increased. This would in turn preventing absorptions process of advanced technology brought by the Multinational Corporations (MNCs).

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Table 1. Summary Statistics on the manufacturing industries, 1986-1995 (mean)

Industry Code	Industry Description	Value added (RM'000)	Labour (total workers)	Capital (RM'000)
311-312*	Food	2814642.00	77467.62	619517.00
313*	Beverage	391382.60	4688.42	75562.39
314*	Tobacco	453121.20	5963.42	32570.26
321	Textiles	987578.40	38467.72	562041.80
322	Wearing Apparel	742391.60	59515.77	110515.30
323	Leather	28446.97	2123.11	6919.25
324	Footwear	22568.04	1508.61	4591.86
331*	Wood	1895654.00	96224.31	766400.20
332*	Furniture & Fixtures	334098.60	21629.21	109084.90
341*	Paper	500743.20	14602.00	365806.20
342*	Printing, Publishing	853272.10	24346.51	194425.60
351*	Industrial Chemicals	2429758.00	10239.00	996976.10
352*	Other Chemicals	760144.40	13106.60	158822.40
353*	Petroleum Refineries	659984.60	1514.70	364441.90
354*	Misc. Product of Petroleum and Coal	112539.90	1052.20	11484.43
355*	Rubber	1588727.00	57263.00	448852.60
356*	Plastic	976407.00	40319.01	400543.80
361	Pottery, China & Earthenware	105268.20	6544.20	28426.41
362	Glass	222641.40	3672.30	207373.30
369*	Non-metallic Mineral	1392943.00	25969.30	531495.40
371	Iron & Steel	753167.10	14587.40	732210.40
372	Non-Ferrous Metal	237478.40	5260.20	134179.70
381	Fabricated Metal	1178881.00	37871.21	385455.00
382	Machinery	1307572.00	31831.71	472500.00
383	Electrical Machinery	7564669.00	235199.20	3279418.00
384	Transport Equipment	1438130.00	28965.90	537689.40
385	Professional & Scientific & Measuring Controlling Equipment	350173.30	14781.90	146082.40
390	Other Manufacturing	315281.90	16771.01	58920.88

Note: an asterisk (*) besides the classification denote RBIs

Table 2. Percentage Contributions of Value-added shares in Manufacturing Sector, Malaysia

Industries	1985	1990	1996
Food, beverage and tobacco	14.7	9.7	8.8
Textiles, clothing and footwear, and leather products	4.9	6.5	4.6
Wood products and furniture	6.2	7.2	6.8
Paper and printing	5.2	4.6	4.3
Chemicals	15.8	10.8	7.8
Petroleum and coal	3.2	2.6	2.5
Rubber	3.4	4.7	4.0
Non-metallic mineral products	6.1	4.9	4.1
Metal products	3.0	3.5	3.5
Machinery	2.0	3.9	5.6
Electrical machinery	15.1	21.5	30.5
Transport equipment	4.3	5.5	6.3

Source: Department of Statistics (Malaysia)

Table 3. Maximum Likelihood Estimates (MLE) of the Stochastic Production Frontier

Variables	Parameter	Parameter estimates	
Constant	β_0	9.7772	(1.4118)***
Labour (industry)	β_l	0.0952	(0.0215)***
Capital (industry)	β_k	0.7011	(0.0499)***
Mu	μ	4.1370	(1.3856)***
Eta	η	0.0176	(0.0054)***
Sigma2	σ^2	0.4415	(0.1155)***
Gamma	γ	0.9346	(0.0180)***
Sigma_u2	σ_u^2	0.4127	(0.1155)***
Sigma_v2	σ_v^2	0.0289	(0.0026)***
Log likelihood		27.1704	
AIC		-40.3409	
Total industry		28	
Time period		1986-1995	

Note: Figures in parentheses are asymptotic standard errors

*** Significant at the 1% level

Table 4. Technical Efficiency (TE) for All Group, 1986-1995

	Group	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	Mean
	311-312*	0.0115	0.0124	0.0134	0.0145	0.0156	0.0168	0.0180	0.0193	0.0207	0.0221	0.0164 (8)
	313*	0.0147	0.0158	0.0170	0.0182	0.0195	0.0209	0.0224	0.0239	0.0255	0.0272	0.0205 (4)
	314*	0.0170	0.0183	0.0196	0.0210	0.0224	0.0240	0.0256	0.0273	0.0291	0.0309	0.0235 (3)
	321	0.0064	0.0070	0.0076	0.0083	0.0090	0.0098	0.0106	0.0115	0.0124	0.0134	0.0096 (18)
	322	0.0039	0.0043	0.0048	0.0052	0.0057	0.0063	0.0069	0.0075	0.0081	0.0089	0.0062 (24)
	323	0.0018	0.0020	0.0022	0.0025	0.0027	0.0030	0.0033	0.0037	0.0041	0.0045	0.0030 (28)
	324	0.0019	0.0022	0.0024	0.0027	0.0030	0.0033	0.0036	0.0040	0.0044	0.0048	0.0032 (27)
	331*	0.0062	0.0067	0.0074	0.0080	0.0087	0.0095	0.0103	0.0111	0.0120	0.0130	0.0093 (20)
	332*	0.0032	0.0035	0.0039	0.0043	0.0047	0.0052	0.0057	0.0062	0.0068	0.0074	0.0051 (25)
	341*	0.0063	0.0069	0.0075	0.0081	0.0089	0.0096	0.0104	0.0113	0.0122	0.0132	0.0094 (19)
	342*	0.0082	0.0090	0.0097	0.0105	0.0114	0.0123	0.0133	0.0144	0.0155	0.0166	0.0121 (14)
	351*	0.0471	0.0497	0.0523	0.0551	0.0580	0.0609	0.0640	0.0671	0.0704	0.0737	0.0598 (1)
	352*	0.0123	0.0133	0.0143	0.0154	0.0166	0.0178	0.0191	0.0205	0.0219	0.0234	0.0174 (6)
	353*	0.0467	0.0492	0.0519	0.0546	0.0575	0.0604	0.0635	0.0666	0.0698	0.0731	0.0593 (2)
	354*	0.0122	0.0131	0.0142	0.0152	0.0164	0.0176	0.0189	0.0203	0.0217	0.0232	0.0173 (7)
	355*	0.0083	0.0090	0.0098	0.0106	0.0115	0.0124	0.0134	0.0144	0.0155	0.0167	0.0122 (13)
	356*	0.0056	0.0061	0.0067	0.0073	0.0080	0.0087	0.0094	0.0102	0.0111	0.0120	0.0085 (21)
	361	0.0030	0.0033	0.0036	0.0040	0.0044	0.0049	0.0053	0.0058	0.0064	0.0070	0.0048 (26)
	362	0.0078	0.0085	0.0092	0.0100	0.0109	0.0118	0.0127	0.0137	0.0148	0.0159	0.0115 (15)
	369*	0.0123	0.0133	0.0143	0.0154	0.0166	0.0178	0.0191	0.0205	0.0219	0.0235	0.0175 (5)
	371	0.0102	0.0110	0.0119	0.0129	0.0139	0.0150	0.0161	0.0173	0.0186	0.0200	0.0147 (11)
	372	0.0069	0.0076	0.0082	0.0089	0.0097	0.0105	0.0114	0.0123	0.0133	0.0144	0.0103 (17)
	381	0.0075	0.0082	0.0089	0.0096	0.0105	0.0113	0.0122	0.0132	0.0143	0.0154	0.0111 (16)
	382	0.0087	0.0095	0.0103	0.0111	0.0121	0.0130	0.0141	0.0151	0.0163	0.0175	0.0128 (12)
	383	0.0107	0.0116	0.0126	0.0136	0.0146	0.0157	0.0169	0.0182	0.0195	0.0209	0.0154 (10)
	384	0.0111	0.0120	0.0130	0.0140	0.0151	0.0162	0.0174	0.0187	0.0201	0.0215	0.0159 (9)
	385	0.0046	0.0051	0.0056	0.0061	0.0067	0.0073	0.0079	0.0086	0.0094	0.0102	0.0071 (22)
	390	0.0042	0.0046	0.0051	0.0056	0.0061	0.0067	0.0073	0.0079	0.0086	0.0094	0.0065 (23)
Mean	Overall	0.0107	0.0115	0.0124	0.0133	0.0143	0.0153	0.0164	0.0175	0.0187	0.0200	**0.0150**
	RBIs	0.0151	0.0162	0.0173	0.0185	0.0197	0.0210	0.0224	0.0238	0.0253	0.0269	**0.0206**
	Non-RBIs	0.0063	0.0069	0.0075	0.0082	0.0089	0.0096	0.0104	0.0113	0.0122	0.0131	**0.0094**

Note: Industry with an asterisk is classified as Resource-based otherwise is Non-resource based; Figure in parenthesis indicate ranking for each industry

Research on the Strategies for Optimizing

the Business Environment of Export-oriented Enterprises

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Abstract

Since China's accession to the WTO, export-oriented enterprises directly participate in international competition and face to increasingly environmental uncertainty and operational risk. The governments and the industry or commercial associations at all levels should implement effective strategies to play their due role in optimizing the business environment of export-oriented enterprises, to ensure the sustainable development of export-oriented enterprises and the sustainable growth of China's export trade.

Keywords: Export-oriented enterprises, Business environment, Strategies

In "The Outline of the Eleventh Five-Year Plan for National Economic and Social Development of the People's Republic of China" approved by the Fourth Plenary Session of the Tenth National People's Congress, basic requirements for growth patterns of foreign trade were definitely specified. Thus, export-oriented enterprises should scientifically confirm or correct their strategic targets, formulate and carry out strategic plans in a rational way and effectively conduct strategic control to gain advantages in competition. However, external business environment is not under control of an enterprise itself, and only government, especially the central government and industrial or commercial associations have the ability to change the situation by means of carrying out some strategies. If export-oriented enterprises directly participate in international competition, then they will not only be affected by increasing price of domestic production factors, but will also be obstructed by trade friction from international anti-dumping, anti-subsidies, safeguard measures and product-specific safeguard measures. Export-oriented enterprises are faced up with the highest risk of uncertainty in their business environment, and also suffer from the most serious influences from international financial crisis, so they are in special need of more support from government, industrial or commercial association and other social intermediary organizations. However, only if export-oriented enterprises carry out the competition strategies suitable for them to generate the competitive capacity that their competitive rivals have no

means to duplicate and imitate under direction of the government and under coordination of industrial or commercial associations and according to international trade situation and industrial competitive situation, can they remain invincible in international competition.

1. Due strategies to be implemented by governments at all levels to optimize business environment

Although there are quite a large number of export-oriented enterprises in China, small and medium-sized export-oriented enterprises account for more than 99%. Capital accumulation is still weak in these enterprises, such as obsolescent equipment and technology, low capacity of research and development and weak ability to withstand risks. Once unfavorable changes take place in the international market, it is probable that these enterprises step into difficulties of business. However, these enterprises contribute a lot to export trade in China, and are an important power in stimulating growth of GDP in China. Therefore, the country should provide them with definite supportive policies.

1.1 Implementation of positive financial support policy

The Central finance successively set up special fund for development of small and medium-sized enterprises, fund for international market development of small and medium-sized enterprises and fund for technical innovation of scientific and technical small and medium-sized enterprises to encourage small and medium-sized enterprises to increase research and development investment, promote achievement transfer and speed up market development, which helps strengthen support on small and medium-sized export-oriented enterprises and is favorable for further growth of small and medium-sized export-oriented enterprises. Jiangsu Province Government and Changzhou Municipal Government also set up some local funds to better promote development of local export-oriented enterprises. For instance, the economic support fund for export-oriented enterprises by Changzhou Municipal Government has played a stimulative role in rapid development and technical innovation of export-oriented enterprises. In February 2009, Changzhou Municipal Government unveiled "Opinions on How to Maintain Steady Growth of Foreign Trade", which put forward six special funds, including special fund for export credit insurance, special fund for international market development, special fund for export brand establishment, special fund for fair trade, special fund for export base, and special fund for development of foreign trade logistics in Changzhou, which are required to put in place in an all-round way, which offers certain financial support for the steady development of export-oriented enterprises in Changzhou. However, it can be found out that current financial support policies are not enough to satisfy the large amount of export-oriented enterprises. In the future, we should continue to intensify the strength of financial support, attempt to attain the efficiency of "appraising and assessing financial special funds in a fair, just and objective way" to bring the supportive and directive function of the policies into real play.

1.2 Implementation of stable tax preferential policy

Since 2008, "The Enterprise Income Tax Law" has come into effect, in which high and new tech enterprises are levied 15% of their income tax rate and small low-profit enterprises are levied 20% of their income tax rate. According to the new tax law, expense for research and development can be calculated as 150% deduction or amortization; enterprises are exempted from conscription of income tax with income of technical transfer less than 5 million Yuan, and those enterprises are conscripted half of their income tax with income of technical transfer more than 5 million Yuan, etc, which can obviously alleviate relevant tax burden of export-oriented enterprises. Since August 2008, the Ministry of Finance and the State Administration of Taxation have raised export rebate rate for seven times in succession, including raising the export rebate rate of such commodities as TV transmitting equipment and sewing machines to 17%, export rebate rate of textile and costume to 16%, and export rebate rate of the following products to 15%: agricultural intensive processing products of tins, fruit juice and mulberry silk, etc, mechanical and electrical products of electric geared pump and semitrailer, instrument and meter of optical elements, drugs of Insulin Preparations, and commodities of bags and suitcases, shoes and hats, umbrellas, hair-made articles, toys and furniture, etc, which involve relevant products of almost 4000 tax file numbers. Altogether a rebate tax of 160 billion Yuan has been expensed from the central finance during the seven times of tax rebate, which enabled export-oriented enterprises to benefit directly, reduced cost of their products exported and strengthened their ability to withstand international risk. However, the tax policy in China is still in a process of frequent adjustment, and especially the incessant upward and downward adjustment of export tax rebate in recent years has caused export-oriented enterprises to be faced up with great possibility of uncertainty, and has had great influences upon formulation and adjustment of their business decision-making. What's more, the adjustment directly results in loss of control over cost by export-oriented enterprises, which turns profit immediately into loss and makes them suffer from serious policy risks. As an indispensible part of the national import foreign trade policies, the tax policy to promote development of foreign trade is not suitable for changes on a large scale, but should be maintained relatively steady.

1.3 Implementation of preferential financing support policy

For the time being, quite a large quantity of export-oriented enterprises can not sell out their products, and they have no way to take back some funds, so they are in serious shortage of working fund. A great many export-oriented enterprises

have no ability to develop their domestic market and adjust their business direction, and difficult financing issues have seriously restricted development of their business activities. In order to resolve this problem, the government is in urgent need to open new financing channels for these enterprises and help them pull through. For example, after arrival of the international financial crisis, the Government of Xinbei District in Changzhou, together with the Confederation of Trade Unions encouraged some enterprises with favorable profits to help resolve the issue of capital shortage in other enterprises, and to reduce losses in difficultly-operated enterprises to the minimum. At the beginning of 2009, the Government of Gaoxin District in Changzhou pulled local banks and enterprises together to promote their cooperation. Under direction of the district government, the project of vertical integration in Trina Solar 500 Megawatt was subscribed by bank consortiums. In May 2009, the government of Xinbei District in Changzhou gave a contribution of capital worthy of 10 million Yuan and united eleven private enterprises to set up Xinbei District Commercial Guaranty Co., Ltd, which was another important measure taken by Xinbei District Government to skillfully resolve difficult financing. At the same time, Changzhou Municipal Government unveiled "Opinions on How to Maintain Steady Growth of Foreign Trade", which required financial institutions to offer credit support for those high-quality export enterprises with difficulties in turnover of funds and which provided pledge loans of export tax rebate and financing business for insurance policy under the export credit insurance item. However, to resolve difficult financing issues in export-oriented enterprises not only calls for the policy of "giving timely assistance" by the government, but also requires a consistent supportive policy. Strengthening establishment of self-contained and complete financing system is a long-term policy to set up a perfect financing channel for export-oriented enterprises.

1.4 Perfection of assorted public service system

Strengthening establishment of a public service system can provide favorable development environment for export-oriented enterprises and lead these enterprises to develop towards a path of fairness, standardization and sustainable development. Firstly, the competent authority of the government should organize or promote specialized development of social intermediary institutions, including a series of service process, such as, the period prior to production of export-oriented enterprises, the period after production of export-oriented enterprises and the period of overseas sale and collection of funds, with service of information transmission, product sale, market development, international cooperation, and dispute lawsuits, etc. Besides, the government should help these enterprises to realize information communication and business development of multi-industries, trans-regions and cross-borders so as to better carry out marketing activities in the international market. Secondly, the competent authority should support construction of industry-concentrated districts with good fundamental supporting facilities and service system to form regional supporting industrial clusters. The local government at all levels should integrate industrial resources with the bond of industrial clusters, improve industrial efficiency, generate product cost advantages and stimulate growth of products' international competitiveness. Simultaneously, relationship between enterprises in the same industry can be changed from competition to cooperation so as to reverse the situation of cutthroat competition of mutual suppression of prices. Thirdly, local government at all levels should encourage construction of information service platform and service platform of scientific and technical innovation. With arrival of networking and informationization, export-oriented enterprises in face of the international market are in more need of support of information service platform, such as timely understanding of the international situation of production factors and timely control over quantities and price of trade in all countries, etc. However, so far, there have still existed the problems of untimely upgrading of information service platform and incomplete offer of information, etc, which results in difficult functioning of information service platform. On the contrary, the service platform of scientific and technical innovation is aimed at integration, openness, cooperation and sharing of scientific resources, and is characterized by its basis, openness and public benefit, which offers support to scientific innovation and sustainable development of export-oriented enterprises by means of integrated and optimized scientific resources and advanced research and development facilities. Without these platforms, it is difficult for these export-oriented enterprises to hold these innovative activities and to maintain their cost advantages and competitive advantages.

1.5 Establishment of effective early warning mechanism by government for trade friction

With acceleration of the globalization and emergence of trade protectionism caused by the international financial crisis, trade friction over Chinese trade will come out frequently. The Ministry of Commerce have put forward the response mechanism to establish the trade friction of "Four-Sector Linkage", that is, the early warning mechanism for prevention of trade friction of anti-dumping, anti-subsidies, safeguard measures and product-specific safeguard measures unitedly established by the Central Government, local government, industrial associations and enterprises. However, establishment of effective early warning mechanism by the Central Government and local government is the top priority. Government at all levels should set up working organizations and leadership institutions responsible for early warning mechanism of export trade friction, for which they should make clear their major responsibilities and formulate corresponding early warning system. To establish information service and cooperative mechanism either through relevant departments, institutions functioning abroad, industrial or commercial associations, enterprises and overseas institutions, and relevant research institutions, or through domestic and foreign well-known law firms or information

service institutions. Besides, to collect data on product early warning information and data on overseas market access information through overseas Chinese all over the world, overseas Chinese associations and other international organizations. To strengthen dynamic monitoring over several major export markets, such as Europe, USA and Japan, etc, and to organize experts to make a quantitative and qualitative analysis on relevant information collected. To disclose in time early warning information about export trade friction through website of early warning for trade friction and electronic or published publications of early warning information. At the same time, the competent authority of government at all levels should intensify coordination and management of export trade in export-oriented enterprises and standard their export order. Export-oriented enterprises should be directed to increase technical content and value added of their export products and avoid applying means of price-off promotion. Simultaneously, the government should take the initiative to lead enterprises to strengthen development vigor of the international market, realize diversification of the export market and avoid trade friction resulted from excessive concentration of places of export for enterprises.

2. Due strategies to be implemented by industrial or commercial associations to optimize the business environment

Industrial or Commercial association refers to non-profit and self-discipline industrial management organizations voluntarily constituted according to relevant rules, regulations and policies of a nation, in which enterprises in the same industry are the major subject. Its fundamental functions are service, self-discipline, communication and coordination. Industrial or commercial association is the bridge and bond to connect the government and enterprises, and it plays a significant role in reinforcing policy guidance, information communication and coordinative service of enterprises and intensifying relationship between enterprises and enterprises, between enterprises and markets and between enterprises and the government, etc.

2.1 Leading enterprises in their innovation and stimulating their industrial escalation

For the past few years, exported commodities in China have frequently suffered from sanction of international anti-dumping, anti-subsidies, safeguard measures and product-specific safeguard measures. The major cause for the above phenomena is that, export-oriented enterprises win victory with low price and then expand with quantities, which results in mass production and exportation of middle and low standard labor intensive products in China. Too low price for exportation may lead to fierce competition between enterprises within the industry and results in extraordinary confusion of export order. Meanwhile, the low price may aggravate competition between primary commodities and general finished products in the international market, and will pose damage or threat to the congeneric products or industries in the importing countries. Laggard changes of exported commodity structure do not conform to continually increasing requirements on technological-intensive products, knowledge intensive products and environment-friendly products in the international market. Some developed countries fortify technological barriers, which causes export in China to be faced up with more export obstructs as a result of low technical level. This requires industrial or commercial associations to maintain the industrial order, mediate industrial disputes and enhance quality of the industry. The associations may provide enterprises with the latest international technical standard information, lead technical innovation in the enterprises and improve their research and development capacity, test ability and quality level according to specific technical criteria of the international quality certification body. Enterprises should be organized regularly to exchange information about development of new technology, new products and new materials in various elements of the industrial chain to encourage improvement of the overall technical level of the industrial cluster, accelerate escalation of product levels and optimization of their structure, and broaden the industrial chain. To enhance quality and level of exported products, to increase their value added and to realize transfer of exportation from expansion of the quantity to efficiency of the quality, which can not only diminish trade friction from the origin and walk out of the current difficult situation, but can, at the same time, have cost advantages of their own at a higher product dimension and gain stronger international competitiveness.

2.2 To lead brand establishment and explore newly emerging markets

Professor Hans in Harvard Business School predicted in 1995 that, "15 years ago, companies competed with each other in terms of price, today in terms of quality and will compete in terms of brand in the future." The trend of economic globalization has pushed export-oriented enterprises in China to an era of competition for brand. When export-oriented enterprises have achieved significant success in terms of escalation of technology process and products, then the opportunity becomes mature for them to create a proprietary brand and establish corresponding channels of distribution. From then on, industrial or commercial associations should take the initiative to lead enterprises towards a road of their proprietary brand, to launch brand marketing based on industrial cluster and to establish a proprietary brand. Enterprises should be led to initiate business activities with high value added, such as research and development design, brand operation and distribution, etc. The associations may obtain proprietary intellectual property rights through independent research and development and acquisition of transfer, etc, continuously introduce high-level products, take the strategy of low price for low-level products and high price for high-level products and gradually build up a top-level image of

the brand. Furthermore, they should help enterprises to break away from cutthroat competition with low price in foreign trade and to improve quality and benefit of their export trade. Different from European and American markets, American financial crisis has exerted slight influences on the newly emerging markets in Latin America, Africa, Middle East and South Asia, etc. What's more, in the past several years, newly emerging markets have been in a good state of development, and correspondingly, demands upon them are also on the increase year by year. Therefore, industrial or commercial associations should take the initiative to lead enterprises to explore new market targets, exploit new demands to replace reduced demand upon European and American markets and stimulate stability and growth of exportation. Since 2009, China has maintained a stable rate of increase for exports to Latin America, Africa, Middle East and the Oceania, which will demonstrate a new direction for further foreign trade in the future and is helpful for Chinese enterprises to acquire first-mover advantages to enter newly emerging markets. Increase in the market occupancy rate in newly emerging markets is helpful for Chinese enterprises to gain economics of scale and experience effect so as to obtain competitive advantages.

2.3 To lead industrial cooperation and form industrial clusters

In his study on the national competitive advantages, Michael Porter (1990) also discovered that, industrial cluster of a nation plays a significant role in obtaining cost advantages and acquiring competitive advantages. In "Clusters and New Economics of Competition", Michael Porter (1990) further pointed out that, an industrial cluster cold enhance competitive competence of industry. However, currently, the numerous small and medium-sized export-oriented enterprises in China are nothing more than a long figure in a tossing, and it is difficult for them to stand attacks caused by changes of the international market. Industrial or commercial associations should work together with the competent authorities of government at all levels to take the initiative to lead construction of industrial clusters of all major industries. The economics of scale, economy of scope, division of labor based on specialization and reduction of transaction cost, etc, owing to industrial clusters will be the major contributors to improvement of competitiveness. Directed by demands of the market, industrial clusters can better adjust structures of products in time to generate advantages of product varieties, speed up the process of technical innovation and realize industrial escalation without difficulties. First of all, industrial or commercial associations may lead merger and restructuring of assets within an industrial cluster, realize integration of industrial chains, optimize connection of industrial chains, diminish exhaustion of production factors and withstand pressure of increasing cost. Then, industrial or commercial associations can lead industrial clusters to conduct joint stock reform with key enterprises as the core, set up professional allied corporations, and combine into close industrial complex. Finally, industrial or commercial associations can also lead industrial clusters to form strategic alliances with overseas enterprises or merchants, which enables them to economize the transaction expense and gain high efficiency marketing network. Therefore, strengthening cooperation and coordination between enterprises within an industry can not only turn over the solo play and dog-eat-dog situation in enterprises of an industry, but can also further gain specialization advantages, "regional brand" advantages and innovative advantages, which can further enhance industrial competitiveness of the region and stimulate rapid development and fast growth of export trade in export-oriented enterprises outside the region.

2.4 To strengthen industrial coordination and establish industrial early warning mechanism

Industrial or commercial associations should take the initiative to commence establishment of industrial early warning mechanism, and should especially pay attention to construction of early warning information platform for export trade in key industries. Construction of early warning information platform for key industries was pioneered in Zhenjiang Province, and has been affirmed positively by the Ministry of Commerce, with promotional value. Firstly, working institutions and leadership teams are constituted for early warning of trade in industrial or commercial associations, who draw up task system for construction of early warning platform of export trade. Dominant products and enterprises which are involved are selected in the industry for a close track after export early warning. Generally, the early warning information platform of export trade is set up on the website of the industrial or commercial associations, and it is through early warning information webpage of trade friction that the associations release in time early warning working policy, early warning working tendency and industrial early warning information, and that the content of the webpage is renewed in time. Industrial early warning information originates from three aspects: one from information released by the government early warning mechanism, the second from information acquired by industrial or commercial associations through channels of overseas institutions, commercial and trade activities and the public media, etc, and the third from information provided by all enterprises within the industrial or commercial associations. Industrial or commercial associations monitor, collect and straighten out in due course such information of some major importing countries' products imported, such as quantity, quality, price and speed, etc, and also gather information data of relevant industries in importing countries. In such a way, these associations can at any time control their influences upon relevant industries of the importing countries, discover in time possibilities of substantial damages and probable counterattack actions that relevant industries of the importing countries may take, organize in time enterprises within the industry to make responsive decisions, reinforce self-discipline and mutual discipline of enterprises, standardize export management order of products and react together to all possible trade frictions.

Government at all levels and all industrial or commercial associations should create good business environment for export-oriented enterprises according to production and business characteristics of export-oriented enterprises in different industries, which plays a crucial and realistic role in maintaining their existing development advantages and stimulating their better development in the future. A large majority of export-oriented enterprises in China are small and medium-sized enterprises. Although they are short of accumulated capital, with weak capacity of research and development and low ability to withstand risks, still they have promoted rapid development of export-oriented economy in China and have become an important strength in stimulating sustained development of Chinese GDP. Further good business environment for export-oriented enterprises will be helpful for export-oriented enterprises to enhance their industrial level, optimize their product structure, improve their capacity of research and development and strengthen their management level, which will necessarily contribute to sustainable growth of export trade in China.

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Commentating the Disorders That Influence the University

Students' Psychological Value Realization

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Abstract

A psychological archive of a university student is the basis for the psychological, ideological and moral education of a university, and the foundation for a student to develop his or her self-consciousness. In reality, there exist some unhealthy tendencies and practices that only attach importance to the serious psychological problems reflected in the psychological files and the simple corresponding analyses and applications. These obstacles must be overcome to smoothly realize the value of psychological files.

Keywords: University students, Psychological file, Value, Obstacle

University students undertake the vital responsibility of building China and they are promising to develop the Chinese nation. However, with the social development, mental problems have become serious to restrain their healthy growth. In 2004, the Ministry of Education demanded that all colleges and universities attached to it should set up psychological files for the freshmen. Subsequently, with great concern for the healthy growth of the college students from all circles of the society, not only the universities of the ministries but also a great number of provincial and local colleges and universities have set up special institutions and established psychological files for the undergraduates. However, there still exist some obstacles in practice for realizing the value of the psychological archives.

1. The value of university students' psychological files

1.1 A psychological archive is the direct basis to implement the mental health education.

The establishment of the psychological archives directly serves the improvement of the mental health of university students. Mental health scales are the tools that the colleges or universities usually adopt to set up the psychological files. The common ones are the Minnesota Personality Inventory, Carter's 16 Personality Factor Test and symptom scale of SCL-90. All these scales can measure the psychological conditions of college students from different dimensions. Therefore, the psychological files can completely show the psychological problems of the students. And the psychological educators can quickly recognize those who have mental problems. Then they can make an interview, hold a mental guidance or give treatment, or take other timely effective measures. Therefore, the use of psychological files can provide suggestions or correct the psychological problems purposefully. The mental education for the college students includes the prevention for the mental diseases. In addition to those students who have mental problems, there are other two groups. One is of mental health, and the other is sub-healthy and more students seem to belong to this group. They are struggling between the healthy and unhealthy psychology. The two groups can be detected from the psychological files and their potential mental problems or the negative signs can also be discovered. Therefore, based on the content of the psychological files, academic reports, seminars, discussions and other means can be used to popularize the knowledge of mental health to prevent the occurrence of psychological problems and improve the mental health of the university students.

1.2 A psychological file is the basis for a college student to know about himself and develop a good self-awareness.

The purpose of education is to enable the students to obtain the abilities of self-education so that they can be self-restrained, self-supervised and self-controlled. That is to say, they can have a good self-consciousness with any educator standing by. As a saying goes that it is important for a person to know himself. Correct and objective self-cognition is a prerequisite for the development of self-consciousness. However, the self-cognition always bears the color of objectiveness and strong fixed psychological tendency. Therefore, it will be plunged into the situation that "I

don't know what its face really looks like because I am among Mount Lu". The content of the college students' psychological files results from the measurement for the students according to the psychological scales. And the psychological scale, as a psychometric tool, has strict, scientific standard of procedures with a very good reliability and validity. As an objective tool it can accurately demonstrate the psychological conditions of university students. Therefore, by consulting the information in the psychological files, the university students can have a true understanding about their own psychological characteristics. On this basis, they can obtain purposeful practice and have control of their weaknesses in learning, emotions, temperament or personality. Having learned about the strengths and weaknesses, educators can also give the students right suggestions according to their aptitudes, guide them in light of the general trend, help them to be self-supervised and self-disciplined, urge them to improve themselves and find their potentials to enhance their level of self-awareness and the ability in their process of growth.

1.3 Psychological archives are the new basis to implement the ideological and moral education of university students.

The ideological and moral issues of the university students belong to the realm of ethics. As far as the traditional concepts of education are concerned, people are used to considering it as moral phenomenon to study or to preach from a single point of view. Psychological research provides a new way of thinking for the moral education of university students. The relevant psychological research often, from the point of view of psychological mechanism of occurrence and development, involves the process during which social and moral virtues are internalized to be an individual's morality. In other words, it studies how the individual's morality and other psychological qualities integrate into a part of character or personality. Many mental problems of university students seem to be moral ones. However, essentially speaking, they are psychological ones. Therefore, psychological intervention becomes a new way of thinking and a new point of penetration to carry out the mental education for the university students. For instance, the underlying causes of such emotions as aggressiveness and hostility result from the sensitiveness, anxiety or some dispositions. It will be difficult to master the key point of the problem if consideration is taken only to the qualities of the students. The psychological files can fully demonstrate the psychological characteristics of college students, such as, anxiety, sensitivity, emotional stability, dominant mood, personalities, etc. The educators can introduce the psychological intervention and psychological corrective measures to the ideological and moral education to guide the growth of the university students' moral cultivation from the psychological source. Therefore, the psychological files can be used as new basis for the higher schools to implement the ideological and moral education.

2. Obstacles that Influence the value realization of the university students' psychological files and the countermeasures.

2.1 One-sided attention is paid to the serious psychological problems reflected in the psychological files of the university students.

As for the value of the university students' psychological files, it is believed that the sole purpose of the psychological screening of the files is to find those students with serious psychological problems, which is extremely one-sided. Attention should be paid to those students who have serious psychological problems or disorders. These students must be recognized in time in the psychological archives then educators can give prompt intervention to get rid of their psychological crises. Besides, sufficient attention should be paid to the psychological files of the other students. Otherwise, stressing the psychological correction of a small part of students while ignoring the large part of the students who are in normal psychological conditions or just have some light mental troubles or disorders is like putting the horse before the cart, because if most students can not be correctly guided or educated, those who are in good mental conditions may be troubled by some psychological disorders and those who have mental troubles or disorders may have the tendency of aggravating the psychological problems, which may develop into mental obstacles. Therefore, psychological education should take correction as secondary means while prevention as the main means. For this purpose, in the process of utilizing the psychological files, this practice of putting cart before the horse should be changed. It is not enough to pay attention to the groups with psychological disorders. More efforts should be taken to the deep research on the psychological files of majority of students to find their potential psychological problems and recognize those with the potential psychological disorders. Based on this, education of preventive mental disorders and consolidation of educational psychology can be actively conducted. Only through this way can the psychological files be made full use of and their value be fully exploited.

2.2 Facial psychological files may result in the absence of the value of their own.

It needs a huge amount of work to build the psychological files for a large group of students. Therefore, many schools begin their work of conducting the psychological measurement for their students at such a specific time as the very beginning of a semester. And thereafter, they will not give a further measurement any longer. Thus the files are boring and inadequate and can only show the psychology of the students at a particular time. They can not fully reflect the real psychological growth of the students during their college life. In addition, the new problems or new occurrence at any time can not be added to the psychological files, which will become a pile of rigid static data. Actually, there are changes in every minute in the students' psychology. The mental changes are of great difference at different period.

However, the psychological files, as the basis for the mental education, can not explain their psychological state truly and effectively at all. Since such psychological files themselves have no value, is it possible to talk about the realization of the value? Therefore, the higher schools must know the importance of setting up the psychological files and correct the wrong practice of doing the facial work. Psychological measurement must be conducted in the relatively fixed time. Furthermore, work should be done flexibly in the critical and special period. For example, attention should be paid to the love affairs of the sophomores and juniors. And information should be collected of the learning psychology and employment of the senior. Concerns should also be given about the influences from the state policy and social thoughts on their psychology. If the psychological materials can be enriched into the files of various periods and aspects, the mental files can track in time and fully reflect the true psychological changes and characteristics of the students. Thus the mental files will become a dynamic real-time database. Such true, comprehensive and dynamic psychological files are of genuine value.

2.3 The way of analysis becomes a simplistic tendency.

In using the psychological files of the college students, there is a wrong tendency of pure application without deep and comprehensive analysis. Some educators simply consider the mental file as a tool to learn about the students. When they cannot find the serious psychological problems, they will put the files aside. Without in-depth scientific analysis of the rich files, it is difficult for them to make full use of the enormous potential value. To this end, when psychological files are used, the psychological files of the same grade should be analyzed comparatively and horizontally according to the different specialties, different life backgrounds or genders so that psychological difference of different groups in the same grade can be found. Based on this, proper, preventive and corrective measures should be taken for different groups. In the process, the necessary longitudinal analysis can also be adopted to give a comparison to the psychological features of the students from grade one to grade four. Their psychological features and differences of mental problems will be distinct so that the educators can clearly grasp the track of their psychological growth and the law of the occurrence of psychological problems in their college life, and know the development trend of their psychological problems so that they can take proper measures to intervene before they occur.

2.4 The content of the psychological files can not fully reflect the individual differences.

It is difficult for the content of psychological files to fully reflect the individual differences in detail of the college students. Nowadays, a lot of psychological scales have been made into the software, which has a quick testing process and the results can appear automatically. The advantages of the psychological testing software enable it possible to conduct large-scale psychological testing and establish the psychological files. However, the software testing has deficiencies. If the testing results are examined, a lot of software can be found to produce surprisingly the same results for a number of students. There is hardly any difference in analyzing the mental qualities, guidance and advice for different students. Such a situation is inconsistent with the objective reality of the individual difference of the students. In response to this situation, in the process of setting up mental files and adopting them, attention should be paid not only to the psychological information obtained with the automated test software, but also to analyzing the psychological performance of college students in the real world. Furthermore, the students' psychological characteristics should be learned about comprehensively from their teachers, classmates, parents and other channels to find their individual differences and to achieve the purpose of teaching according to abilities.

2.5 Importance is not attached to the feedback of the psychological files.

Demanded by the departments in charge of education, psychological files are established. However, being lack of sufficient awareness of the importance of the mental files, some schools consider the files as a tool to cope with their superiors, which leads these valuable psychological data to a useless state. And the students as the masters can not have any way to reach them to know the psychological state of their own. Generally speaking, feedback is an important part of the educational process. If the feedback of the content of the psychological files can be conducted in a right way, the students will know themselves more clearly and objectively. When facing the psychological problems or troubles, they will be initiative to seek the help from the other people. They may burst out some strong desire to educate themselves by means of examining themselves and evaluating themselves to achieve the self-discipline and self-supervision, constantly find potentials to improve themselves. Therefore, in compliance with the principle of confidentiality, schools should establish a sound system of reading the psychological files to meet the students' demands for initiatively knowing about themselves. In addition, counselors can also be demanded to tell the students in written form of the psychological files. The network platform can be employed and the electronic referral system of the psychological archives can be set up for the students to inquire their psychological message quickly and easily.

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On the Subject of China's Agricultural Science
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Abstract

With the change of the pattern of agricultural science and technology extension system gradually, the construction of the main body of China's agricultural science and technology extension services is more and more important. The paper analyzes the problems of the main body of China's agricultural science and technology extension services, and gives us the proposals: cultivating diverse main bodies, playing the synergistic effect of the main body, and improving the capacity and vitality of the agricultural science and technology.

Keywords: Diversification, Agricultural science and technology extension, Synergy

Standing on the political and overall perspective , it puts forward to accelerate the construction and reform for rural or regional agricultural extension institution , which is "CPC Central Committee and State Council: Few opinions for promoting steady development of agriculture and continuing to increase the income of farmers in 2009". By guidance of Scientific Concept of Development, to serve the development of modern agriculture and promote the farmers continuously income increment as the goal, a new Agricultural Science and Technology Extension which is structure rational, scientific management, network sound and efficient operation will be gradually built, which is agricultural extension sector-led, based on cooperative economic organizations, and widely participated by agricultural scientific research & education enterprise and agriculture Technology. Among the participators, the most important and basic main bodies are Promotion of agricultural technology leader (government), agricultural technology of the donor (agricultural research, educational institutions, agricultural science and technology enterprises, agriculture and the Economic Cooperation Organization), as well as agricultural technology receptor (farmers), Their behavior will determine the process of agricultural extension and intensity. How to bring into full play the main role and coordinating the relationship between the main bodies has a certain practical significance for China's agricultural scientific and technological innovation, the farmer's income increment and rural development.

1. The main outstanding problems in present main body of Agricultural Science and Technology Extension of China

As a large agricultural country, Agricultural Science and Technology Extension has made considerable progress through the fruitful efforts in recent years. It gradually changed to integrated services of the rural scientific and technological change, from a top-down model of a one-way extension to a two-way interactive service, from a government-lead extension system to a government-guidance diversified service system. However, due to the different respective functions location and limited resources of each of the main bodies, there are the problems to influence playing the role of Agricultural Science and Technology Extension.

1.1 The supervisor has limited capacity and without enough supervision

The institutions of Agricultural Science and Technology Extension of government as the leader of agricultural extension, their direction of reform, policy formulation and investment in agricultural technology and other factors will has an important impact in the right direction of Agricultural Science and Technology Extension and the level of agricultural technology adoption. In the funds investment, although the total amount of China's agricultural science and technology investment increases every year, but specialized to promote the growth of funding is limited, and the investment channels is not diversiform and imbalance, all these have seriously affected the progress of agricultural extension and quality; In the structural reform , because the incentive mechanism, evaluation and examination mechanism of agricultural extension agency is not perfect, it has seriously affected the motivation of agricultural extension staff; In organizational management, the government supervision for agricultural science and technology enterprises have not done enough, the company unilaterally breached the contract which damaged the vital interests of the farmers have occurred frequently, it have seriously dampened the farmers initiatives to adopt new agricultural technology; In the low-rise extension stuff, it's unable to meet the requirement of development of modern agriculture and special agriculture in China because there are no enough full-time agricultural extension workers, and with aging knowledge and unreasonable personnel.

1.2 The different position of the different participants caused the worse extension effect

The different participants, including agricultural research institutions, educational institutions and agricultural science and technology enterprises, has the differing positions and uneven interests, which results the serious separation between education and extension, research and extension and management and extension in agricultural science and technology extension.

There are four-more and four-less facts in the technology supply from Agricultural research institutions and educational institutions, e.g., there are more technologies in food crops, but less technologies in cash crops and a variety of operational aspects ; more technologies in the middle of production process, but less technologies in processing; more conventional techniques, but less high-tech ; more technologies in increasing production, but less technologies in increasing quality and efficiency. As the researchers have lack of full understanding to practical problems encountered by farmers in the production, resulting in the interests of farmers and the real needs of the technology embodied in agricultural research is difficult, it is difficult to ensure the promotion of research results. The current agricultural research institutes and agricultural extension agencies are two separate systems, Promotion Department mastered large amounts of information but can not be timely feed backed to the university research institutes and scientific research departments, and research results of research departments also can not be quickly converted.

The agricultural science and technology enterprises is an independent legal entity which is adapted to market forces to establish, self-financing, focusing on the marginal effect of investment has the feature of very selective and limitations on research and development of agricultural technology , which will inevitably cause not timely extension and promotion in some new technologies, new varieties and applications for short-term obvious lack benefits.

1.3 The rules and regulations of Agricultural Economic Cooperation Organization are not sound, operation and management are non-standard

"Regulations Governing the Registration Farmer Cooperatives", issued on May 2007, has made a clear definition for the nature of professional cooperatives to farmers: Agricultural Economic Cooperation Organization is a non-profit corporation aggregate organization. Its funds are from organized units and from related organizations donor funding, it is representative of the interests of farmers. However, in actual operation, because the different initiators and their types are not the same, there are many non-standard aspects. For the organizational structure, no member of the General Assembly, no Council, no Board of Supervisors of the Agricultural Economic Cooperation Organization is not a minority. For the interests of the connecting mechanism, most professional co-operation Organization and the interests of farmers are not closely connected, e.g. it is simply buying relationship and no enough protection to the interests of members; or it is not clear within the property and majority is dominant. For the internal management, the democratic management system of majority of specialized cooperative organizations is not perfect, finance is not an open, important matters is not by democratic voting, and so on. All these have hurt the farmers' initiative to participate in specialized cooperative organizations to improve the technical level and develop the agriculture. Some agricultural products trade association rules and regulations are not sound, lack of industry self-regulation, poor service, lack of credibility, then they can't get the recognition from farmers. How can stimulate and promote the self-organization of farmers, self-management, autonomous, self-development capacity, and increasing the farmers present and future material and spiritual benefits, but also improve the agricultural science and technology service system it's a critical issue at this stage.

1.4 Lower risk support for farmers, lag of extension and application for new technologies

The farmers are object of Agricultural science and technology extension services. Small-scale family agriculture is main mode in China, agricultural efficiency is lower, and educated, high-quality and young adults labor force in rural is shift to better efficiency of the secondary and tertiary industries by work outside of home. Mainly farmers who stay in rural areas are low cultural level, older, mostly women, partial conservative have lack of enthusiasm and initiative for application of agricultural science and technology. Most farmers are only willing to maintain a simple reproduction and is unwilling to invest too much money to adopt new technology, fear of market factors and the risks of natural factors, satisfied to obtain a stable low-income, resulting in delay of dissemination and application of new technology.

1.5 Lack of effective communication and collaboration between main bodies

Government departments and their respective agricultural research institutes bear most of the agricultural science and technology extension functions, allocation of resources rely mainly on his executive power to achieve, through administrative fiat way to ensure their normal operation, coordinating the demand is not high, the cost of the implementation is lower. In the diversity conditions of the main bodies, the coordination is the growing demand. But all kinds of main bodies are funds dispersed, scattered strength, the lack of unified planning, research and projects extension with lack of communion, communication and cooperation. We are still using a simple use of government regulation, ignored the application of market means and legal means, resulting in a number of inconsistencies between supply and demand, the phenomenon of waste of resources, then it greatly reduced operating efficiency of agricultural science and technology extension system, affected farmers support and trust in science and technology service system .If we do not strengthen the coordination and communication among the main bodies by a variety of coordinate ways, e.g. market-based instruments, administrative measures and legal means ,to integrate resources, it will be difficult to achieve functioning efficiently of agricultural science and technology service system.

2. The proposals of optimizing the main body of agricultural science and technology in China

At the backdrop of actively promoting the construction of new countryside, China should emphasize different functions of different respective main body, at the same time, actively cultivate diverse main bodies, enhance the link between the participating main bodies and combination, exert the synergies of main bodies, to improve capacity and dynamic of agricultural technology extension. Concrete way can focus on the following five areas:

2.1 Actively promote the reform of agricultural technology extension agencies to promote the development of agriculture

After years of reform and exploration, agriculture science and technology services has clear directions that follow the separating services of public service functions and operating principle, strengthen the public welfare functions for national agricultural extension agencies , separate the general technology extension from business services , and follow market-oriented manner. With the new phase of "Promote agriculture through industry, Guidance rural by city", it can be reconstructed the public welfare Agricultural extension service system according to following two aspects.

First of all, we should have a clear functional positioning, and innovative operational mechanism. It can be restructured based on the existing institutional, or to explore ways to establish an agricultural technology extension agents which is an integration for research, education and extension services by rely on or joint agricultural universities, research institutions. Body's positioning and settings should be combined with China's characteristics and development of agricultural production to carry out the actual needs, and explore to build distinctive characteristics and efficient public welfare extension service network. While reforming the extension service system and nurturing diversity of main bodies, the agricultural science and technology extension mechanism should be established mainly through the market manner, but also administrative means and market regulation combined operation .Encourage extension agencies, research institutes, agricultural universities, agricultural science and technology enterprises to participate in fair competition in the form of technology extension and service.

Secondly, strengthen the team building; establish the mechanisms of supporting education and training. Achieve the changes from fixed employment to contract employment, from identity management to post management through project management, appointment, performance pay and other measures in all levels Agricultural extension agencies; strengthen agricultural extension personnel building by establishing an effective incentive mechanism and elimination mechanisms. Link the income to job responsibilities and job performance of Agricultural technical staff, attract graduates of agricultural colleges to enter into the agricultural extension services and increase the proportion of professional and technical personnel through to the implementation of the county agricultural technical staff wages preferential policies. Speed up the training a group of high-quality agricultural extension class middle-aged people through commission educated and undertaking a major extension projects, etc.. The agricultural sector does the work of agricultural professionals continuing education through professional training, regular training, on-site observation and other forms. The project as a carrier, relying on science and technology correspondent system, encourage and support agricultural science and education personnel taking part-time jobs in rural and agricultural enterprises under the premise

of completion of their duties. Through agricultural broadcasting, satellite TV education, seminars and so to improve the quality of the peasants. Thereby enhancing the professional competence of agricultural extension workers, farmers receive and the extent of application of new technologies, better adapt to the market and technological changes.

2.2 Serving the agriculture directly by developing the resource advantage of the agricultural scientific research and education unit

In recent years, scientific research institutes and agricultural colleges have been actively exploring and improving long-term mechanism of agricultural science and technology service system. Beijing, starting in 2006 launched the "college-town build a pilot for agricultural extension service system demonstration", try to explore the establishment of a professor of agricultural extension system, results are obvious. May consider the adoption of a specific project support, benefits link, etc., relying on technical superiority and talent advantages of universities and research institutes, to encourage and promote scientific research institutes and agricultural universities a more active participation in agricultural technology services, build a joint demonstration base in order to household demand as the goal, the implementation of the menu service, to provide prenatal, childbirth, postpartum services for farmers, to achieve production and research combined. Strengthen intellectual property protection of agricultural research personnel, conscious safeguard the legitimate rights and interests of agriculture technological innovation, promote the healthy development of the agricultural technology market and the quantity and quality of independent intellectual property rights in agricultural technology extension. Encourage scientific and technological personnel to form the economic interests of community with big agriculture and leading enterprises through financial shares, technology and other forms of equity, to implement risk-sharing and benefit sharing, this is not only to mobilize the enthusiasm of scientific and technological personnel, but also overcome the potential problems encountered in scientific research and shorten the conversion time. All these can enhance the level of agricultural production technologies and agriculture industrialization in China.

2.3 Promoting market-oriented operation management services and encouraging all kinds of agricultural science and technology enterprises involved in agricultural science and technology service

The government should encourage all kinds of enterprises to enter the field of agricultural technology service sector according to law, and to take sole proprietorship, joint venture, cooperation, project financing, etc., involved in grass-roots level extension services for business entities, infrastructure investment, construction and operations. Various types of enterprises, especially leading enterprises in agriculture, provide technical, training, information and other services by virtue of its own economic strength and technological capabilities to farmers, support development of various types of professional cooperative organizations in rural areas, build the connectivity of businesses and farmers, form the "enterprise + Cooperation Organization + farmer "mode of service, reduce transaction costs, improve operational efficiency. Therefore, we need to provide more policy support for such agricultural enterprises through the creation of a mechanism linking the enterprises and interests of farmers, development contract farming, building agricultural trade association, strengthening the agricultural market analysis, establishment of agricultural information dissemination and updating of systems to enhance survival and service capabilities. At the same time through the strengthening of laws and regulations and policy guidance, strengthen the market integrity of the main body awareness and sense of responsibility of agricultural science and technology enterprise. Propose industry self-regulation, promote a number of quality, reputation and reliable agricultural enterprises and products in accordance with law, and actively guide the peasant reasonable buy. Innovate and improve product Quality tracing system to ensure the realization of agricultural product quality can be traced back regulation. Establish the agricultural enterprise credit classification monitoring system. Establish the regulatory target credit files according to agricultural market main body qualification, commercial credit, contract compliance rates, compliance levels, consumer complaints, the public evaluation of relevant information, combining agricultural quality supervision and sampling results, then implement of the credit classification regulation, to avoid the failure of agricultural production into the field of agricultural commodities, unlawful agricultural science and technology enterprises damage the interests of farmers.

2.4 Agricultural science and technology extension services should respect the farmer's freedom of choice

Farmers are the subject of agricultural business, also subject of agricultural technology needs and market players. The adoption of new agricultural technologies should be a rational choice by market operation of farmers. A new mechanism should be established in which farmers can participate in the selection for dissemination of technology to change the traditional extension methods of combination technology demonstration and executive orders in past, to establish new extension ideas which is "farmer-centered," "bottom-up". Agricultural extension services should transfer the correct market demand information, and advanced technology to farmers in a timely manner and let them make his own choices, guide the voluntary adoption of new agricultural technology to millions of households. Respect the farmers' right to choose. It's the freedom of farmers whether they accept the new varieties, new technologies and new achievements and extension agencies should be no conditions attached. So that farmers obtain real right to choose, to mobilize farmers to adopt agricultural technologies initiative.

2.5 Perfecting extension platform for agricultural science and technology and playing a synergistic effect of all main bodies

Agricultural science and technology extension platform is based on the government agricultural extension agencies in the core, and scientific research institutes, agricultural colleges, agricultural science and technology demonstration bases, agricultural science and technology co-operation of enterprises and households as a model system. Closely link the multi extension main bodies through the platform and develop the agricultural extension services jointly, to promote integrating resources of extension and the formation of force purposes.

Improve the agricultural science and technology platform, use agricultural information of public service platform, establish and improve five level agricultural information network system of provincial, city, county, township and village, implement peasants on-line project, regular arrange the experts and technical staff on duty "Agriculture 110" hotline , provide booking services, consulting services and customized services for farmers, leading enterprises and professional co-operation organizations , provide the protection to quick and convenient to get the agricultural information for farmers, and promote the farmers increase production. A diversified input mechanism can be used for information platform, to form a "government-lead, public co-operation, market operation, telecom implementation" pattern. Meanwhile, use technology innovation platforms, to play an active role in innovation of enterprise business and agriculture research institutions, colleges and universities, to integrate scientific and technological resources, to promote the close integration of production and research. Through collaborative research, research and development a group of new varieties and new technologies which are suited to China's development of conservation-oriented agriculture, recycling agriculture and ecological agriculture, provide strong technical support for modern agricultural of development in China. The main bodies have the role of their own strengths in the process of agricultural science and technology extension, are indispensable. By strengthening the platform building, breaking the scattering of resources and fragmentation of the obstacles to the formation of the division of labor cooperation, mutual benefit and win-win synergy between the main bodies, result in synergies, improve higher conversion rate of agricultural scientific and technological achievements, promote the diversification of agricultural science and technology extension system. Therefore, Building an agricultural science and technology extension service mechanism based on synergistic theory as the theoretical basis is a reasonable choice to play the main role of main body in China's agricultural science and technology.

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A Study of American Finance Master Students Educational System

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Abstract

The Analysis of American Finance Master students' courses will be helpful for the construction of relevant majors in developing countries. This paper analyzed systematically Finance Master students courses at major American universities and drew conclusions that American courses carry features of being both flexible and practical, both complete and novel, and both theoretical and empirical. This paper also studied the whole courses system in detail by observing the actual teaching situation of different courses.

Keywords: American, Finance, Master students, Courses

1. Introduction

In America, the concept of the word "finance" is quite narrow. It mainly refers to areas that are related to the capital market and corporate financing. Accordingly, the American finance courses at universities mainly cover knowledge about the capital market and enterprises. The Finance Departments at many universities are in the business schools.

Unlike many other countries, American universities usually do not require master's degrees when they set their doctoral students enrollment prerequisites. That is to say, after graduation, American undergraduate students may choose to go to work, to continue their education as master students, or to apply directly for doctoral education. Of course, master students can also seek to get doctoral degrees. Undergraduates and master students may choose their optional courses according to their aims of where they plan to go in the future (Raelin & Schermerhorn, 1994). Those students who aim at doctoral degrees will choose more theoretical courses. Those who aim at practical jobs will choose more practical courses.

We analyzed master students educational system at about thirty American universities of all levels. There are different names for similar financial majors. We summarized them and made some comparisons. The courses set at different universities may differ because different universities may have professors who are good at their special fields. Here we made a general analysis of the whole situation.

2. Closely related master majors relevant to finance in the United States

One major feature of the construction of American master majors relevant to finance is that they are set delicately. The commonly used term "Master in Finance (M.Fin.) is in fact the abbreviation of either "Master of Arts in Finance (M.A.F.)" or "Master of Science in Finance (M.S.F.)". There are many closely related majors, such as Masters in Financial Engineering (MFE), Masters in Financial Mathematics, Master in Financial Economics, Master of Finance and Economics. Some majors have some distinct differences. Some only have minor differences. Some have none. The following will be comparisons between them.

2.1 The differences between M.A.F. and M.S.F.

By its name, we may tell that M.S.F. may have more science courses than M.A.F.. The two in fact have only minor differences in courses. The professors of these two majors present with master students very similar lectures. M.A.F. also gives a lot of attention to mathematical tools training. The students of both majors all seek generally such jobs as financial analysis, investment portfolio and corporate finance.

Both of these two majors require students to have taken undergraduate courses of Finance, Accounting, Statistics, Econometrics and economics.

Both majors have such more advanced courses as Investment Theory and Practice, Portfolio, Financial Modeling, Corporate Finance, Mergers and Acquisitions, Financial Management, Fixed Income Securities, Financial Derivatives, and Credit Risk Management. Students are not required to take all the courses. They may choose some according to their interests. Some supplementary coursed include Corporate Governance, Corporate Culture and Corporate Strategies.

2.2 The differences between M.Fin. and Finance concentration in M.B.A. or M.B.A. in Finance

During recent years, financial areas in the U.S. keep recruiting a lot of M.B.A. students. Some M.B.A. majors pay a lot of attention to courses related to finance. A major of Finance concentration in M.B.A. or M.B.A. in Finance have very similar courses to M.Fin.'s. At some universities, most of the courses are identical, with only minor different stresses on some finance areas or management areas (Connolly, 2003). M.Fin. majors offer wider and deeper knowledge in finance, while some M.B.A. majors offer more knowledge in management (Collett, 2000).

At many universities, the major of Finance concentration in M.B.A. or M.B.A. in Finance also offer courses like Investment Theories, Corporate Finance, Fixed Income Securities, and Mergers and Acquisitions. The university might turn the major of Finance concentration in M.B.A. or M.B.A. in Finance into an M.Fin. If it has more finance professors and if it estimates that there will be enough students (Goldgehn & Kathleen, 1997).

Generally, M.B.A. majors require some working experiences and GMAT scores. But M.Fin. majors often do not have the working experiences requirement, and have either GMAT or GRE scores requirement.

2.3 The differences between M. Fin., MFE and Master in Financial Mathematics

The rapid development of services concerning financial derivatives, risk management and portfolio management in recent years make the mathematical content increase in financial courses, and make application mathematics be used more directly in financial fields. Financial engineering and financial mathematics develop rapidly, too.

Mathematics departments of many universities have majors of MFE or Masters in Financial Mathematics. Sometimes other similar names of these majors are given, for example, The Master of Science in Quantitative Finance, or Computational Finance. And some mathematics departments cooperate with finance departments in running these majors.

Compared to the major of Master of Science in Finance which presents many courses closely related to mathematics, MFE or Master in Financial Mathematics applies mathematic in finance apply more mathematics. The latter two are almost branches of mathematics. They offer courses like the Random Process, Financial Tools, Financial Modeling, Asset Pricing, Econometrics, Simulation, Optimization Methods, and Time Series Analysis. Many of these courses or the content of these courses do not appear in the courses of Master of Science in Finance. Sometimes Master of Science in Finance offers some similar courses. But those courses differ in the level of mathematics from those offered by majors of MFE or Master in Financial Mathematics.

2.4 The differences between M. Fin., Master in Financial Economics and Master of Finance and Economics

Compared to M.Fin., the majors of Master in Financial Economics and Master of Finance and Economics emphasize more on courses related to economics and understanding about financial issues based on economic thoughts. The latter two have courses like Financial Economics and Managerial Economics.

In addition, Master in Financial economics and Master of Finance and economics, especially the latter, pay more attention to the courses of financial theories and economic principles although situations may differ slightly in different universities. These two majors focus more on using economic theories in the analysis of issues such as the capital market, the market micro-structure, uncertainty, irrational behavior of investors and foreign exchange rates. One of their main objectives is to train students who will choose to pursue Ph.D. education in Finance or Economics.

3. Features of courses of majors of Master in Finance in the U.S.

The majors of M.A.F., M.S.F. and Finance concentration in M.B.A. or M.B.A. in Finance offer quite similar courses (For simplicity, we use M.Fin. to refer to all these majors). Based on courses of these majors, we drew some distinct common features.

3.1 Most of the courses are quite practical.

The U.S. universities present quite practical courses to students of M.Fin.. The arrangement of courses in American universities is very market-oriented. If there are not enough applicants in one major, this major will usually be cancelled, which has become an external restriction to the courses that the major offers.

3.1.1 Being practical

Most universities in the U.S. pay great attention to arranging practical courses for M.Fin. students. In many programs, universities consider first the fierce competition in the job market and provide to students the knowledge and skills which they may need for their future jobs. Some universities even consider about the students future job choices, for example, investment banks, brokers, consulting firms, private equity or other financial institutes.

3.1.2 Providing students with professional experiences

Some universities have courses like Lectures on Financial Practice. Professors lecture on financial market changes, financial products and big financial events.

Besides, in order to improve students' understanding of the actual world, some universities employ practitioners in the financial industry to give part-time lectures to students.

Meanwhile, universities pay much attention to opportunities of internship. Some universities have set up specialized positions like Career Services Team or Career Advisor, and help students to look for internship opportunities.

Some universities have raised funds for students to practice actual investments. Some universities even employ some fund managers to guide the students' investment activities.

Many universities have various kinds of finance clubs and other student's organizations, by becoming members of which students may get access to practices.

3.1.3 Providing optional professional qualification examination training courses

Some universities' courses relate directly to the contents of professional qualification examinations. For instance, some universities design their courses according to the Chartered Financial Analyst examination.

3.1.4 Graduation requirement for students

Most universities require students to submit practice reports instead of requiring students to write graduation theses. Some majors which pay much attention to theories may require students to write graduation theses.

3.2 Laying emphasis on empirical methods training

In the U.S., M.Fin. programs lay great emphasis on empirical methods training. In many courses, lots of empirical study tools are discussed. The basic course is econometrics applied in finance. Some other courses can statistics and mathematics for finance.

In addition, many universities require students to have adequate mathematics background before their enrollment. Some universities set minimum scores for applicants' GMAT or GRE and judge the quantitative analysis capabilities of applicants from their GMAT or GRE scores.

3.3 Program Flexibility

3.3.1 Flexible schedules

According to students' needs and universities' requirements, the duration at universities of M.Fin. students can be one year, 18 months or two years.

For one-year programs, students can apply for postponing their graduation if they want to study for a longer period of time.

Different universities may have different time in starting their schedules. Some universities require students to register in the fall semester while others require to enroll in spring. And some universities allow students to choose either semester.

Given the condition of the students with full-time jobs, some universities offer two schedules. One is a full-time program. The other is a part-time program. The courses can be from Monday to Friday, or at weekends.

3.3.2 Full use of the Internet

Many universities adopt teaching method which can combine online teaching and traditional offline teaching. Therefore, students may have some online courses. As to the traditional offline courses, the internet is also prevalently used. The academic calendars, PowerPoint files, reference materials and assignments can all be provided through the internet. In order to communicate conveniently, some universities require students to attend their class with their laptops.

3.3.3 Courses arranged for students with different education backgrounds

Some master students have work experience while others do not. Some students' majored in Finance before their enrollments while others did not. In accordance with these situations, some universities provide comparably entire basic-knowledge courses or suggest students select other department courses which will be needed for further study. According to the students' different backgrounds, the credits for graduation in this program vary. Students who need to attend to basic-knowledge courses will certainly need to complete more credits.

3.4 Courses tightly arranged

The courses are tight since there are so many courses. Moreover, the lecturing hours for each course are limited and the contents of the course are wide. Sometimes professors can only touch the most important main points of the courses. Therefore, students need to spend much time on digesting the lecture contents and reading a large number of materials after classes.

3.5 Courses with wide-ranged and novel contents

Study in Finance requires students to have wide-ranged knowledge, including mathematics, statistics, management and economics. Usually students need to select required courses from departments other than the finance department. Top universities can provide students with courses with no knowledge gap from undergraduate study to graduate study. All courses needed by students with different knowledge backgrounds and levels are available. In this case, students may not feel that it is beyond their capability to finish some courses.

Some universities list some prerequisite courses for students before they are admitted to this program. For instance, universities will require students to have several credits on macroeconomics, microeconomics, mathematics, statistics, finance and accounting during their undergraduate or graduate study. The aim for requiring students to complete these prerequisite courses is to make students to have a better basis for advanced master study in finance.

The course combines updated results in theory and latest cases in practice in order to pursue the theory frontier and foresight in reality. In certain, its level is less deep than the one of Ph.D. courses. However, this kind of program provides a good knowledge basis for students who prefer to pursue Ph.D. education in finance in the future and also shows the reality to students who prefer to go to work after graduation.

4. Summary

There are many closely related master majors in the field of finance in America. Their programs vary slightly from one to another. The advantage of the differentiation of closely related majors is that professors with different study of interests may enjoy teaching their favorite courses and students may have plenty of choices according to their different knowledge backgrounds. So students may become good experts in one aspect in the field of finance. Universities have two main goals in their programs. One is to provide enough knowledge needed by students. The other to provide enough qualified graduates to the job market. These programs offer financial courses with distinct features of being both concentrated and complete, both flexible and tightly scheduled, and both practical and frontier cutting-edged.

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On Gender Difference in English Language and Its Causes

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Abstract

Interaction between language and gender has always been one of the over-heated subjects in sociolinguistics. Based on findings from related areas, this thesis aims to give a comprehensive account of gender difference in English language and the possible causes, in order to offer an indication for the establishment of harmonious interpersonal relationships as well as different focus when teaching students of different genders to improve learning and teaching efficiency at the same time.

Keywords: Gender difference, English language, Causes

1. Introduction

Gender difference has entered into English language studies as a linguistic variable for a long time. As one of the popular fields in sociolinguistics, explorations on gender difference in English language and other languages as well have experienced a period of gradual development. The relation between language and gender has become one of the major issues in sociolinguistics since early 1970s. Then an explosion of related research in full wings has been carried out in many separate aspects. There is no doubt that researches and studies in this field will do good for men and women to understand each other, providing basis for establishing harmonious interpersonal relationship. Apart from that these researches will facilitate both English learning and teaching as well as cross-cultural communication.

However, it has to be acknowledged that the concept of "gender" has not been well defined and is not well understood. Coming to it in another way gender issues are still misunderstood by people in general. The definition of gender given by FAO (1997) is "the relations between men and women, both perceptual and material. Gender is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially. It is a central organizing principle of societies, and often governs the processes of production and reproduction, consumption and distribution". (http://www.fao.org/docrep/007/y5608e/y5608e01.htm)

In spite of this definition, gender still is often misunderstood. In order to correctly understand gender, it is useful to distinguish the meaning of the word "sex" and that of the word "gender" when studying the lexicon, for the distinction between these two words are often blurred. First, "sex" generally refers to biology and anatomy. People are said to be of the male sex or the female sex. It is determined by three sets of characteristics: external sex organs, internal sex organs, and secondary sexual development at puberty. Second, the word "sex" is also used to mean sexual intercourse or activity.

By contrast, "gender" refers to a set of qualities and behaviors expected from a female or male by society. What's more, gender roles are learned and can be affected by factors such as education or economics. They vary widely within the same culture and they also differ from each other among cultures. To be brief, while an individual's sex does not change, his or her gender roles are socially determined and can change over time. (www.engenderhealth.org/wh/sg/egwhat.html)

So we can see that gender is the difference between women and men resulted from cultural and social expectation. No matter a man and a woman are from the same society or they are of different cultural background, the differences they display in general are reflected through their respective constraints, views, opportunities, needs, roles and responsibilities.

Thus the thesis adopts the sociolinguistic theories and methods in order to give an account of the differences in English language, conveyed through conversation in particular, as well as their possible causes.

2. Gender Difference Reflected in English Language

In our modern society, it would therefore appear that women are equal with men. However the harsh reality tells us that women are not provided with an equal opportunity even for discussion, due to the fact that the two sexes respectively command different communication styles. In other words, the language women use is different from the one that men use. In the following part, differences in how they use their language and how they behave in conversational interaction will be presented in details.

2.1 Gender Difference in Vocabulary

Take a look at the following aggressive and sarcastic expressions picked out from men's daily speeches (Vancouver, P.R. 1998).

1. Facts be damned

2. Go back to the cranial explorations of the upper reaches of your ******, it suits you.

3. Get a life!!!

4. I have no intention of 'lightening up' when you continue to make trashy postings.

5. Did you just pull that out of your ****?

From the above examples we can see the point that male speakers often use tabooed words and slang in their daily speeches. To be exact, tabooed words and slang can be found more frequently in men's language than in women's, though they are of the same educational level. Besides, other studies also show that males tend to command a more vernacular style than females---in other words, there are also more vernacular words in males' speech than in females'.

2.2 Difference in Topic-Selection

Men and women are also found different in topic selection, for example, politics and economics are major topics chosen by male speakers, while education and family are the ones for female speakers. Just as Lydie Meunier(1996) states in his article, "The topics such as sports, politics and cars which are seen as 'serious' are preserved for men only, the choice for women are the topics such as child-bearing and personal relationships which are labeled as 'trivial'".

(http://hhobel.phl.univie.ac.at/mii/gpmc.dir9606/msg00013.html)

2.3 Difference in Attitudes in Face of Unlucky Events or Complaints

When in face of unlucky events or complaints, conveyed through conversation, men and women also display difference, for men always try to offer solutions while women often offer sympathy.

The following is an example given by Tannen (1991):

Eve had a benign lump removed from her breast. When she confided to her husband, Mark, that she was distressed because the stitches changed the contour of her breast, he answered, "You can always have plastic surgery."

This comment bothered her. "I'm sorry you don't like the way it looks," she protested. "But I'm not having any more surgery!"

Mark was hurt and puzzled. "I don't care about a scar," he replied. "It doesn't bother me at all."

"Then why are you telling me to have plastic surgery?" she asked.

"Because you were upset about the way it looks."

Eve felt like a heel. Mark had been wonderfully supportive throughout her surgery. How could she snap at him now?

The problem is resulted from the different approaches of men and women when they face complaints or unlucky events. To many men a complaint means a challenge for him to come up with a solution. Then it is natural that Mark in the context thinks he is reassuring Eve by telling her there was something she could do about her scar. But often, women who complain are looking for emotional support, instead of solutions.

The situation is also true in daily life. When my mother tells my father she doesn't feel well, he inhesitantly offers to take her to the doctor. As a matter of fact, my mother is disappointed with his reaction. Like many men, my father is focused on what he can do, while my mother wants sympathy.

2.4 Difference in Giving Orders

With regard to giving orders, linguists also analyzed the differences between how males and females, mainly bosses, giving orders to their staff in their workplace. In order not to appear bossy to their subordinates, the phrases women bosses usually use are 'I would', 'Is there any way we could', 'Maybe we should'. Women's style of talking makes them seem less capable and less confident, for they want to be seen as being easy of approach. This indicates the truth that though women are of higher status, they still stick to their particular style that is less powerful and indirect. On the contrary, men bosses use fewer words when giving orders and tend to be more direct.

2.5 Difference in Request Patterns

Let us come to the difference in this part through the examples cited below.

Example1 A married couple was on their way home. The wife turned to her husband and asked, "Would you like to stop for a coffee?"

"No, thanks," he answered truthfully. So they didn't stop.

Then what about the result? The wife, who had indeed wanted to stop, became annoyed because she felt her preference had not been considered. The husband, seeing his wife was angry, became frustrated. Why didn't she just say what she wanted?

Example 2 Diana often begins statements with "Let's." She might say "Let's park over there" or "Let's clean up now, before lunch."

This makes Nathan angry. He has interpreted Diana's "Let's" as a command. Like most men, he resists being told what to do. (Tannen, 1991)

From the first example, we can see that the wife expressed her request or her real intention in a way of negotiation. To her disappointment, her husband directly said no, failing in finding out her real intention. By contrast, the husband believed that she should have expressed her intention in a direct way, which characterized the features of men's style of request. In the second example, it should be pointed out that Diana is making request rather than demands. Though women usually express their request in the form of proposals, these proposals are in need of winning agreement before being carried out. As a result, the request pattern of women can be described by the word "indirect".

2.6 Difference in Amount of Talk

The amount of talk is another field where men and women display the difference in their language. Usually men talk mush more than women in public communications. In contrast to that women talk much more in their family than men do. Here comes an interesting example:

When a husband opens a newspaper, he asks his wife "Is there anything you'd like to say to me before I start reading the paper?" We know there isn't. But as soon as the man begins reading, his wife will think of something to say to him.

Then the other example:

All Emily's life she has been used to talking her feelings with friends and relatives. But Owen has the habit of keeping his innermost thoughts to himself. As a result, after their marriage, Emily told her friends that his such habit is a source of her dissatisfaction with her husband, Owen. Because each time when she tells him what she is thinking, he listens silently, and when she asks him about his thought, he always says, "Nothing."

The first example is interesting to some extent because people recognize their own experience from it. Therefore what is not interesting in the first example is that many women are heartbroken when their husbands do not talk to them at home. However, many men are confused when they disappoint their wives without knowing why. The reason for the conflict in the second example is that to most men talk means information, so they do not feel that talk is necessary at home. Accordingly, with regard to the amount of talk, when a couple is at home, the wife tends to talk much more than the husband. Yet when in a social setting, many such men will hold the center stage, telling jokes and stories. They will try to use conversation to claim attention. Thus women are inevitably hurt due to the fact that their husbands talk more to strangers than do to them.

2.7 Difference in Intonation

In terms of intonation, men and women also display some difference. It is more frequent that female speakers tend to command a wider range of intonation, making their speech sound somewhat affected. It is also discovered that females tend to use the low-rise intonation with statements more frequently than male speakers. Some daily used sentences are brought here:

You are going to have dinner. (rising)

It is that I am going to leave. (rising down)

Peter will go to Paris for his further study. (down rising)

3. Analysis of the Causes of the Difference

3.1 Early Childhood Socialization

Tannen (1991) once said that, even as children, people's conversational styles differ. She also argued that the basis for the difference between men's and women's conversational styles stem from how boys and girls talk and play in their childhood. "Girls often choose to sit and talk in small groups, whereas boys play in larger groups that are activity-focused," she said.

In her best-seller You Just Don't Understand, Tannen writes from the perspective that boys have been socialized differently from girls, and that their discourse reflects such societal influences and expectations. For example, girls are taught to talk in small groups and play toys. They always pay attention to behave themselves in a polite and ladylike way. On the contrary, boys are taught to play in large groups, trying their best to win the dominance through their efforts. Then after they become adults, they bring their respective childhood socialization with them, which is reflected through their communication style.

3.2 Cultural and Social Expectation

Linguists in related areas have pointed out that much of gendered behavior is a kind of learned behavior as a result of the expectation from culture and society. After one's birth in a certain realm, language, culture and society integrate together to give the new member a specific level of recognition or expectation. Charlotte Krolokke's (2003) statement best testifies this point. According to her opinion, when speakers are under a conversational context, there is an expectation for women and girls to show that they are of the same opinion with other speakers. But as for men and boys, talk is a kind of means to gain status or dominance in order to show that they are unique. The following is the specific expectation from culture and society.

3.2.1 Cultural Expectation

Language is the carrier of culture, which at the same time, restricts the language.

Women's speech just reflects the cultural expectations which call for niceness, politeness and ladylike expression, which is educated diction, avoiding bad words. At the same time, sexual terms are more acceptable to be used by men, who will be regarded as "one of the guys". A culture usually divides behaviors into masculine and feminine. In our culture we are likely to regard the men who show the behaviors, styles, or interests that are usually attached to women as "womenish" and to call the boys who behave in this way "sissies." Women who have interests that usually belong to men are referred to as "manish" and the girls who behave in this way are often called "tomboys." As a result, even a little boy, knows the way in which he should behave himself, for he is afraid of being referred to as "sissy". In one word, no matter a man or a woman has to pay attention to his or her speech and behavior because there is a division given out by their culture, which is deep-rooted in their mind.

3.2.2 Social Expectation

It has been stated in chapter2.3 that men and women are different from each other in topic selection in conversation. It is the Social values that confine female speakers to certain topics such as child-bearing, personal relationships. Simone de Beauvoir (1950) and the following feminist critics have discovered the fact that women are inferior to men in society. Men hold absolute dominance, while women are put into secondary status. This reason can best explain why women are indirect in proposing their request even orders.

3.3 Different Role of Language as for Men and Women

3.3.1 Definition of Gender Role

With regard to gender roles, they are referred to as the 'social definition' of women and men. The gender roles for men and women vary among different societies and cultures.

Gender-specific roles and responsibilities are often conditioned by family structure, specific impacts of the economy, and other relevant factors.

To be brief, gender role refers to the behaviors and desires to act in certain ways that are viewed as masculine or feminine by a particular culture. It has to be clear that language plays a key role in the construction and socialization of gender roles. Following comes the specific role of language foe men and women.

3.3.2 The Role of Language for Men and Women

For most women, language is mainly helpful to establish harmonious interpersonal relationship. For most men it is a

means to preserve authority and maintain status in a competitive society. What's more, according to past sociolinguistic studies, harmony-seeking can be considered as of inferior social status among men. Therefore, the reason for their different communication styles is that in fact the purposes they use language in conversation are not the same.

3.4 Physiological and Psychological Factors

3.4.1 Physiological Factors

There is a famous saying that men are from Mars and women are from Venus. Certainly we can not therefore attribute the difference between women and men to this saying. Thanks to modern science which has provided some credible evidence.

It has been widely known that language ability is controlled by the left part of the brain. However, researchers from Georgetown University headed by Michael Ullman recently claim that boys and girls tend to use different parts of their brain to learn some fundamental parts of grammar and certain diction learning. This study may explain the difference between men and women in diction the correctness of grammar.

3.4.2 Psychological Factors

In most English speaking communities, it has been discovered that women are more status-conscious than men. Accordingly, women tend to use more standard or educated expressions in their speeches. Besides it has been suggested that men tend to think logically, while women are likely to think emotionally. This point may best testify that when in face of unlucky events or complains, men will try to come up with a solution while women try to show their sympathy.

4. Conclusion

Gender difference, as a social phenomenon, has been reflected in language and been studied in many separate areas for a long time. In the past decades, sociolinguistic research dealing with relationship between gender difference and language has undergone significant change and gain full development.   This thesis surveys the results from the current and previous researches and studies as well to bring into display the difference between male language and female language, reflected in vocabulary, syntax and so forth. Also it attempts to penetrate into the causes of these differences. What should be pointed out is that language can be reflected through many aspects. But language in this thesis is, for most part, reflected through conversations of all forms. In other words, sentences and expressions selected into this article are mainly from all sorts of talks of all-female, all-male, and mixed-sex groups. Therefore, limitation is inevitable.

Near the end, it should be pointed out that the way is still endless for researchers to disclose more and more detailed difference between male and female speakers as well as their specific causes, which is of great values in the field of English teaching and learning as well as cross-cultural exchanges.

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High Road into the Cloud

--- Ni Yun-lin's Art of Painting and Its Cultural Value

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Abstract

Ni Yun-lin, Painter in the Yuan Dynasty, had great influences in the history of Chinese painting, especially the history of painting of man-of-letters. He stepped over the spatio-temporal limitation and guided trend of painting of man-of-letters several hundred years later. Although he was familiar with Confucianism, Buddhism and Taoism, and was endowed with a kind, sentimental and sincere heart, the abnormality of political ruling of Meng and Yuan Dynasty together with his obstinate and unruly character determined since his birth his destiny --- living in seclusion. He re-organized the value system of human being and established a virtual spiritual homeland. His art of painting was a monument which stood like a giant at the top of the world ethnic arts, with an intangible, cold, secluded and lonely style of painting. It was Ni Yun-lin who pushed the quality of painting to perfection which was most impressive.

Keywords: Ni Yun-lin, Painting, Perfection, Intangible, Spiritual homeland

Scholars in China were affected by Confucianism, Buddhism and Taoism, so most of them were against "rigidness", but for "softness and leisureliness", focusing on "literary" quality. As for art of painting, most of them held a calm and casual attitude, slow and leisurely, which was the effect of "literary". In other words, if the art of painting gave up the ultimate purpose of ideological cultivation, then it could not become the approach for a scholar to "base on benevolence and edify his body and mind with the Six Arts". All was established in "Tao" and looked back upon "utensil". Painting was not sublimation from aconcrete science to Metaphysics, but to standardize aconcrete science starting from Metaphysics, which was a consistent guiding thought for men of letters to be involved in the art of painting, because it had a clear historical development skeleton.

Development and evolvement of history has its necessity, and key characters made particular contribution in the process. Especially in the process of a significant transition, they made indispensable contributions. In Yuan Dynasty, it was Ni Yun-lin who seized the opportunity when it came and, without doubt, he was one with comprehensive expression.

1. Art value of painting by Ni Yun-lin

Influenced by Confucianism, Buddhism and Taoism in his lifetime, Ni Yun-lin had his particular artistic feeling. In "Commend on Portrait of Mr. Zhang Dechang", he said, "After reading the Book of Poetry, I greatly admire the motto of the master. He mounts the mountain for making a sightseeing tour, and enjoys an outstanding happiness, but not secluding. Although the cloud does not rain, it often moistens; although the jade is processed, it is perfect. Is he based on Confucianism, depends on Taoism and escapes from Buddhism?" Then, in "Commend on Portrait of Li An", he said, "Does he who is dressed in shoddy clothes and hangs around escape from Buddhism, depend on Taoism and base on Confucianism?" On the surface, that was high praise by Ni Yun-lin on others, but as a matter of fact, it reflected his own aesthetic values and was real portrayal of himself. He held on to Confucianism at the bottom of his heart, but sought for comfort of his soul through Taoism and Buddhism. "The shadow of the cicada becomes small in the night light with turquoise, and autumn water in the stone pond pulls out his inner thought". Intertwining ideas would decide that he would certainly become a complex whole of contradiction.

Aesthetics of Confucianism is the most fundamental school in Chinese classical aesthetics, and since it was born early, it had profound influences upon scholar-bureaucrats. Confucianism regarded "benevolence" as the footstone of beauty, which constructed the theoretical framework. In "Lun Yu Xu Er", Confucius said, "One should have a lofty ambition, depending on morality, basing on benevolence and edifying his body and mind with the Six Arts". At the same time, he

said, "If one is not benevolent, how can he be polite? If one is not benevolent, how can he be happy?" That is enough to come to recognize the important status of "benevolence" in Confucianism. Confucianism affirmed that the implementation of moral principle could not go without internal sentimental requirement of an individual, and enjoyment of aesthetics should conform to the requirement of social ethical morality with the core of "benevolence". Confucianism pursued the arts of the life, and perfection was the highest and ultimate state of Confucianism to assess the arts. Since he learned Confucianism in his early years, Ni Yun-lin accepted the idea of consistence between connotation of benevolence and beauty out of his own free will under edification of Confucianism, and believed that harmony of beauty could be achieved only under standardization of benevolence. In "To Lu Youheng", the following idea was intensively reflected: "Virtue is the purpose of learning, and being filial to our parents is the basis of conducting ourselves. We should learning something in the morning and review it in the evening. Then, if we feel cool in summer, we will feel warm in winter. We should be dedicated to farm work and housework. We should not pursue fashion, but should have a moral standard and treat others with honesty." Beauty was escalation of benevolence, and in the eye of Ni, it was improvement of an individual moral quality for better state that he diligently strived after. In "Poetry of Autumn Water Pavillion" for Chen Weiyun, Ni said, "some people think that poetry has no effect at all on education of human being, which is not the fact. Elegant voice will never go silent, but the sentiment of hatred, admiration, metaphor, sustenance, praise and sarcasm always exists. Zhu Xi said that poetry of Tao yuanming is reveal of his own temperament, which embodies his moral quality and can totally attain the purpose of upgrading people's stature." The reason why Ni attached so much importance to teaching by poetry was that he was greatly influenced by aesthetics of Confucianism, and regarded poetry as an effective tool to educate and influence human beings. Aesthetics of Confucianism never separated individual sentiment and psychological demand from the social ethical standard. An individual should seek for development by coordinating his relation with the surroundings, and considered it his lofty bounden duty and the greatest happiness to perform his social responsibility and to realize a society with mutual love and integration. Just as Xu Fuguan said, "Any person or matter influenced a bit by Confucianism thought would maintain a glean hope of survival for the nation and hold together the ideal and hope of the nation to a certain extent." There was no exception with Ni Yun-lin. Even in the darkest period of Yuan Dynasty, he still paid attention to the people's livelihood, and worried about the country. Under influences of Confucianism thought, he inherited the good tradition of realism, and regarded it as a standard for himself to make artistic creation, especially prominent in his poetry. Confucianism advocated the spirit of "Doctrine of Mean". Confucius said, "being joyous but not indecent, and mournful but not distressing", which proposed to abstemiously release one's feeling, and that the feeling should not be expressed in an extremely strong way. Thus, under his direction, as a whole, the ancient Chinese art exhibits a kind of neutralized beauty. Ni Yun-lin inherited this spirit and made extremely appropriate definition in his "Poetry of Autumn Water of Pavillion" that, "The artistic conception is leisurely and profound, with moderate and comfortable atmosphere. Although he expresses it with reason, he is self-controlled, without any excessively excited words, which is just like the ripple produced by the wind blowing water surface, with streakiness. After the strong wind passes, the water surface comes back to calmness, just as the beautiful sound of the universe, which is a state worthy of praising." It was his consistent artistic position to pursue a suitable and harmonious aesthetic state self-consciously.

"Depending on Taoism" was reflection of Ni Yun-lin's thought of Taoism. Advocated by rulers in Yuan Dynasty, Taoism enjoyed a particular social status, so those lowborn men of letters struggled to join in Taoism to seek for protection. For a while, the theory of Taoism spread all over each corner of the society, and devotion to Taoism became a social climate. Influenced by that, Ni Yun-lin also "dressed himself in shoddy clothes and hanged around lakes and mountains" in his late years.

In the main structure of traditional Chinese culture, evolvement of supplement of Confucianism and Taoism outlined the basic framework of traditional Chinese culture. Considering the significant influences of Confucianism and Taoism on Chinese arts, it is Taoism that has more significant influences. Philosophy of Lao-Tse and Chuang-Tzu had the highest concept of "Tao". From the current perspective, the so-called "Tao" by Lao-Tse and Chuang-Tzu, if further viewed, exactly adapts to modern artistic spirit, which was not obvious at the times of Lao-Tse, but was extremely significant by the times of Chuang-Tzu. Effort spent to learn Tao, according to Chuang-Tzu, was similar to effort spent on creation of an artist, which could prove that the content of learning Tao was exactly the same to the spiritual state attained by an artist. Thoughts of Lao-Tse and Chuang-Tzu contain the purest artistic spirit in China, in which accomplishment of artistic life is the core, but liberation of individual spirit is of the essence to realize that. Only in such a way, can life free itself from the common customs, and be endowed with more thorough meaning. Taoism obeyed the nature to gain highly free thinking, able to break through the framework of observing all rules and regulations in aesthetics of Confucianism. Although thoughts of Confucianism was a sort of positive philosophy, there seemed to exist an internal and necessary link between access to the society of Confucianism and reclusion of Taoism, that is, to emphasize self satisfaction of personality will of an individual. Recognition of reclusion means recognition of self satisfaction of personality will of an individual. In "Lun Yu", "One should neither enter a dangerous nation, nor reside in an unpeaceful nation. One in the world should show himself where there is Tao and seclude himself from where there was no Tao".

"Reclusion" of Confucianism just represented self satisfaction of individual personality and will of freedom, which was a sort of reclusion full of Tao. In order to attain absolute freedom of life, art itself is the best means. Most of men of letters and scholar-bureaucrats turned to poetry and painting, in which they paid attention to expression and edification of the spiritual subject. Creation of painting and calligraphy was aimed at being appropriate, and "grace and spirit" of Ni Yun-lin exactly reflected this aesthetic thought. "The bamboo I draw is to express my inner sentiment, so I care neither whether it is like a bamboo or not nor the number of bamboo leaves and angle of bamboo branches. Maybe some people think that what I draw is a hemp or a cucurbit. I don't justify that this is a bamboo, and I don't care that there is nobody to appreciate it." He regarded painting as a means to edify and remould the spiritual character, for which he relied on painting to pursue perfection of spirit of the subject.

In late Han Dynasty and in Wei & Jin Dynasty, metaphysics prevailed, and leisure became a social fashion. Under such a circumstance, leisure was penetrated into the field of painting naturally. Especially, Huang Xiufu in Northern Song not only gave precise explanation to works of leisure, but also put leisure above divinity, wonderfulness and capacity. In "Records of Famous Paintings in Yizhou", "It is difficult to attain an antique and refined state in drawing. It is absolutely impossible to attain such a state if one keeps on the rails or haggles over every subtleness. Simple drawing of the spirit of an object, simple, unadorned and natural. This is an actual expression of internal feeling, which can not be imitated by others. Only such works can be termed as "leisure". Hence, the style of leisure was regarded as a standard of painting in the history of painting aesthetics. Leisure of Ni Yun-lin lied in "leisure" of his own state of mind, and the "leisure spirit" that was freed from secularity, expression of personal character. Only if one focuses on conveying his own spiritual quality, expressed his disposition on the paper, together with necessary technical support, can the "leisure and spirit" be accomplished. Pursuit of leisure raised painting to a new height, that is, extremely free release of the spirit and transparence and openness of the state of mind. Later generations, when imitating the style of painting of Ni Yun-lin, could not apprehend his "three secrets", so they just paid attention to the superficial aspect of their painting and the external form, racking their brains in vain. Li Rihua in Ming Dynasty hit the mark with a single statement: "Ni Yun-lin paid no attention to external forms, and he said, drawing was to express the temperament of human being, and was natural disclosure to free oneself from the worldly atmosphere. One can not apprehend his true essence if one just imitates the external forms of his drawing."

Lao-Tse said, "If every one knows beauty and pursues beauty, then appears ugliness". From his point of view, worldly beauty was just frivolous beauty to stimulate the sense organ. Chuang-Tze also said, "The nature has great beauty, but not to mention it". What Taoism pursued was a sort of absolutely harmonious and unified beauty which got rid of common customs. Lao-Tse pursued a state of life of returning to the original nature, that is, "to attain the extremity without anything. Nothing to see outside and nothing to reflect on inside". However, Chuang-Tzu pursued "simplicity and nothing more beautiful to contend." Meanwhile, Chuang-Tzu emphasized "being extremely indifferent and anything beautiful is inferior". Austerity and simplicity is the beauty hunted for. Deeply aware of that, Ni Yun-lin regarded simplicity and austerity as the superior standard of arts, and his preserving his moral integrity and his pride was an attempt to break away from the worldly uproariousness. He won victory with simplicity and innocence, and a large majority of his paintings were not painted with any figure or seal. He regarded his ink as if it were gold.

Aesthetics of Zen was a trend of thought born in middle Tang Dynasty. It originated from Buddhism in Ancient India, and was introduced to China in the early Eastern Han Dynasty. With a combination of Confucianism and Taoism and going through almost six hundred years, Zen gradually evolved into a kind of Buddhism with particular Chinese cultural spirit and way of thinking --- Zen, which had a direct effect on the development course of Chinese arts later. Self-recognition is the highest purpose of religious exploration, and is also self-conscious pursuit of arts, which has been satisfactorily unified in aesthetics of Zen. The famous Japanese Zen master Daisetz Suzuki gave a description, "It should be a highlight of the soul by pushing at one go to old rationality and establishing a new basis, and should be consciousness of a new unprecedented feeling to view everything in the world from a new perspective. According to Zen, people should pursue self consciousness from their soul, which came down in one continuous line with the spirit of the subject of artistic creation. At the same time, Zen advocated seeking for Buddhahood from the internal world of human being and put forward the theory of self consciousness. According to Zen, everything in the world comes from the internal heart of human being, determined by his disposition, and attaches great importance to the significance and value of subjectivity to a great extent. However, creation of literature and arts is exactly manifestation of of self-soul of the subject of creation. Mr. Zong Baihua gave an incisive inference, that is, Zen was applied by Chinese people in the philosophical state and artistic state after engaging themselves in the Great Vehicle of Buddhism and realizing the most inner soul.

Jing Ming An Zhu" called by Ni Yun-lin himself came from the Buddhist Scriptures. "Jing Ming" refers to Vimalakirti, abbreviated for Vima or Vimakirti. Wang Wei in the Tang Dynasty, Moji, called himself "Jing Ming Ju Shi", which also originated from it. "My mid-life has passed, and I am eager to find a tranquil place to dedicate myself to Buddhism. Then, I will be unconventional, do anything with skill and ease and express my internal feelings. For my after-life, I will commit myself to Buddhism and be rapt in painting." I have in which Ni Yun-lin emphasized cultivation of disposition,

because cultivation of disposition could free one from the mortal world and get to a tranquil and peaceful state. "Not be pleased by external gains and not to be led aside by anything" was what he was in pursuit of, because it conformed to conscious pursuit of arts. It is as in such a state where "One observes the boundless universe, with peace at the bottom of his heart; he feels objective things with divinity and apprehends the nature of the things attentively". Then, one could attain the ideal state of artistic expression. Mi Youren in Song Dynasty inscribed in "Yun Shan De Yi Tu Juan" that, "One should pursue an ordinary state in painting, and should show no concern with mortal matters. When he sits in meditation, his inner heart is limpid and becomes an organic whole with the universe."

Both Buddhism and Taoism advocated a transcendental attitude towards right & wrong and gain & loss in the world. However, Taoism experiences transcendentality at a height of unification between human being and the nature, and reflects the state of forgetting all, for which "Chuang Chou Dreaming a Butterfly" is the best explanation. However, Buddhism advocates escaping oneself from the internal spirit of an individual, which is a thorough expression of the inner heart, and is freedom without fetter. Transcendentality in Taoism is a broad spirit to attempt to integrate into one whole with the infinite nature, whereas Buddhism is to retreat back to the inner heart to seek for comfort of the soul. Thus, compared with Taoism, Buddhism tends to endocathection and narrowness, which discloses the side of being indifferent to the world and leaves a negative impression. Aesthetics of Zen was born in Middle Tang Dynasty, and was made perfect by Song Dynasty, with deeper influences until Yuan Dynasty, Ming Dynasty and Qing Dynasty. Since aesthetics of Zen opened a plain and cold style which conformed to the downhearted state of frustrated men of letters and catered to a certain support for their aesthetic implication, quite a large number of men of letters sought for comfort of the soul by turning to Zen. Ni Yun-lin got rid of his pain with the word "escape", and he unburdened his responsibility fundamentally because he didn't mind gain or loss. Detachment was to show no interest in worldly affairs. "I spend the summer by living in peace, and I lie in bed as a result of illness by late autumn. Shroud is sorrowful that the time is momentary, duckweed in the water sighs that it is swung by the water, and cultivated farmland is to be frequently ploughed. Comfort is helpful for one to recuperate. One should not go with the stream and the mood of inaction is just like an untrammeled fishing boat." In his dramatic transition from a rich kid to one leading a wandering life, the do-nothing and unconventional Taoism and Buddhism thoughts were the potential motive for Ni Yun-lin to abandon his family and for recluse. Wang Wei put forward the artistic proposition of "Aesthetics out of circumcision" in his "Xiu Ru Yi Lun Xiang Zan · Xu". "Circumcision" not only corresponds with the thought of Buddhism, but also absorbs the thought of "eliminating clever opinions" by Lao-Tse and the thought of "quiet" by Chuang-Tzu. "Quiet" is the foundation of "pureness". It was in the process of awareness of daily cultivation that artists refined their internal spiritual world, eliminate external interference of worldly utility, and stepped into a pure and natural artistic world that was not tarnished by anyone. It was enough to make clear the motivation of the three thoughts of Confucianism, Taoism and Buddhism to birth of Ni Yun-lin's artistic thoughts. After surrender of Song Dynasty, there appeared a trend of integration of Confucianism, Taoism and Buddhism in Chinese religion, but existed with different proportional shares on the part of a certain person, changing with different individuals and at different times. With changes of the times, ups and downs of the life, and alteration of different dynasties, the artistic life of a matter-of-letter and scholar-bureaucrat was formed.

2. Integration of moulding and education and gradual entrance into an optimal state of mind

Before the age of 30, Ni Yun-lin had always been leading an easy and comfortable life. The abundant collection in Qingbi Ge was enough to cultivate his temperament, and he was especially indulged in "Xiao Xiang Tu" by Dong Yuan, "Mao Lin Yuan Xiu Tu" by Li Cheng and "Qiu Shan Tu" by Jing Hao. During that period, on one hand, Ni Yun-lin paid attention to cultivating his character disposition, and on the other hand, made extensively friends with men-of-letters. He participated in elegant get-togethers of men-of-letters, met with frustrated men-of-letters in humble cottages of Mount Morrison, visited temples and Taoist temples, and got deeply acquainted with lots of monks and Taoist priests. A general view of all the friends he made, some of them were imperial officers, such as Zhao Mengfu, and some were just common Taoist priests, such as Zhang Yu. Although they were different in identities, there was a common characteristics among them, that was, all of them, without exception, had achieved definite accomplishments in the field of poetry and painting. In the frequent communication with them, they deliberated poetry, exchanged views on the style of painting, and had a full view of the original handwritings of older generations. Without doubt, this attitude of learning by benefiting from many masters and extensive learning enabled Ni Yun-lin to further make clear the skeleton of Chinese traditional culture. In other words, the aloof and proud literary sentiment of former masters was penetrated into his blood just as genic inheritance.

The career of painting in the earlier years of Ni Yun-lin could be found out in his "Inscription to Mountain Fangyahua: "Landscape by Wang Wei expresses romantic charm of mountains but not their appearance; pines branches in the painting by Zhao Mengfu overlap and intersect, but flying birds are leisure. When I learned to paint, I wished to draw all I saw true to life; whether in suburbs or in town, I wished to record all I saw into the scroll holder." Thus, it was proved that, in his earlier years, Ni Yun-lin concentrated on painting from life and similar paintings in form, which was still at a stage with the standard of reproducing objective realities. Although at that time, he had already had good

literary foundation, it still required a further accumulated process to really bring the scintillating talents to a state of the pink of perfection. Together with the abundant collections of his most intimate friend Zhang Yu and Jingxi Wang Juexuan & his father, and mutual encouragement and stimulation of friends, his quality of poetry and painting was on the increase day by day.

There were few paintings by Ni Yun-lin in his earlier years and "Shui Zhu Ju Tu" collected today in the National Museum of China was painted at the age of 43, a works in his mid-life, which basically represented the painting style of Ni Yun-lin at that time. Although there included his own exploration, we could still recognize vaguely from his painting the painting style of his predecessors. This painting was made on paper, 53.5cm vertical and 28.2cm horizontal. On the painting, there were five trees on the slope and hutches were dotted behind the trees, with forests against the brook. His style of painting was prudent, with light ink strokes, and the writing was mellow and full. His laying paint on the dark green was totally different from his later style of painting. The biggest difference between the style of "Shui Zhu Ju Tu" and his later representative style of painting was his thickly laying paint on the dark green, the former approximating to frippery and stamped with a vermilion seal. Then, there was rarely dry painting, but mellow and full. Finally, the overall arrangement of the painting exhibited a crowded shape, obviously different from the calm of strolling idly in his later years. Stream in the mid-shot was still not wide enough, and the whole painting was faintly shrouded under the shadow of Dong Yuan's "horizontal" mode of composition. However, it was praiseworthy that the classical composition of "the three stops" had already edged up. Thus, the painting style of Ni Yun-lin in his later years was not out of randomness.

There was another landscape with the same laying of paint which was finished before the age of 50, called "Yu Hou Kong Lin Tu Zhou". In this painting, the scenery was complicated and full, with graceful and restrained style of writing, and occasionally with powerful leaning style of dry brush. Besides, mountains and rocks were dotted with ocher and cyanin, which directly inherited the shallow deep red color invented by Huang Gongwang. In these two paintings with similar way of paint laying, both artistic conception and pen and ink presented a refined and bright pattern, quite different from the cold style of leisure in his later years. In addition to inheritance factors of skill, the above painting also reflected his smooth-going frame of mind in the earlier years.

The scroll of "Yu Zhuang Qiu Ji Tu" stored up today in Shanghai Museum was made on paper with Chinese ink, 96cm vertical and 47cm horizontal, always highly commented by those familiar with it. Referring to the inscription of the painting, it can be seen that it was finished in Yuanzheng 15th Year of Yuan Dynasty, when Ni Yun-lin was already 55. There was painted a plain slope on the close shot of the painting, with five or six towering trees in different heights and postures. Two hills were painted on the other side of the bank in mild handwriting. He inscribed, "Rain and wind in Jiangcheng has stopped, and the pen and inkstone are still placed there on the writing desk in silence. Coins in the pocket is still there, and the song of life is that solemn and generous. Tree branches in autumn still droop and clear ripple shimmers lake water. Take care of yourself, Mr. Zhang Gaoshi, since we still have the ease to lie in bed. I drew conveniently this painting in Yiwei Nian in Wangyunpu fishing village. And so far, eighteen years have passed unconsciously, and I haven't expected this painting to be collected by my friend Ziyi. I am much indebted to him, so here I wrote this Five-character-regular-verse on July 20, Renzi Nian. Ni Yun-lin". The entire painting was separated into close shot, mid-shot and long shot. Mid-shot was a lake, but without any brushstroke; similar to the ink color of close shot, there was no distinction between distance & closeness, and lightness and darkness in the long shot, but with perfect visual effects of distance and closeness due to skillful pattern. Then, he used the brush to brush dry several strokes at lower right and where the ink was thick, and added slight details with light ink. The tree trunk was loosely painted with dry pen ink, together with a few brushes to strengthen the power. Use of ink for branches of the tree was similar to that of the tree trunk, but the stroke of writing was relatively slow, exhibiting thick ink. There were rare leaves, just dotted with light ink, and then more light ink was used to smooth the entire painting. In order to distinguish close mountains, dry pen ink was swiped and the stroke of writing was faster. There was not a little bit paint on the entire painting, just as a boundless expanse of lake water in a cold night under the autumn moon. Dong Qichang inscribed in the mount, "Ni Yun-lin was better at handwriting than drawing in his earlier years. In his late years, his handwriting was unrestrained, without any traditional taste, but profound attainments he achieved in his drawing, which changed the painting style of Dong Yuan & Ju Ran, and contained style of his own, so it was really a wonderful top grade. 'Yu Zhuang Qiu Ji Tu' was his masterpiece in his late years. It was collected by Chen Jiru, and corresponded to the style of Ni Yun-lin. Dong Qichang, on July 27, Yihai Nian, after berthing at Xumen." This painting was not made by Ni Yun-lin in his later years, which he had already made clear in the self inscription. However, it was certain that, a rudiment of his later classical style of "one river two banks" had already come into existence, except that his later spirit became more concise and the artistic conception became more ordinary.

Usually, Ni Yun-lin used the three steps of horizontal schema of "one river two banks", that is, several towering trees on the close slope, one brush on the Mt. could of the long shot and one lake in the middle. Irrespective of such intermediary supportive aspects as sand on the surface of the water and slopes, the extensive emptiness constituted capacious space. The two clear-cut segments of scenery up and down produced a feeling of loneliness in vision. However, the way that the trees grew corresponded to the winding of far-away mountains. The entire painting presented

a consistent structure and skeleton, forming a complete picturesque scene. Earlier emergence of this schema could date back to "Liu Jun Zi Tu", which was finished in 1345 and which is currently stored in Shanghai Museum. On April 8, 1345, on the boat of Gonghe in Wuxi, under the light, Ni Yun-lin completed the well-known "Liu Jun Zi Tu" for his friend Lu Shanfu. That painting, with great reputation, was passed down and recorded in order by master scholars of all later generations. He inscribed, "Each time Lu Shanfu meets me, he asks for a painting from me. On April 8, Zhizheng Five Years, he berthed on the shoreside of Gonghe in Wuxi, carried the lamp and lined the paper for my drawing. By that time, I had been tired beyond endurance, so I had to make do with that. If Mr. Huang Gongwang had witnessed this at that time, he would also burst into laughter. There is the preface and postscript by Huang Gongwang on the top right corner: 'From a distance, expanse of the autumn water shelters the cloud and mountains; closely, old trees are winding and zigzagging. There are six old trees in the painting, namely, pine, cypress, camphor tree, phoebe zhennan, locust tree and elm, upright and straight." Just because Huang Gongwang inscribed the "six gentlemen" in the painting, it was named after "Six gentlemen". The style and form of the painting was similar to that of "Yu Zhuang Qiu Ji Tu", except for slightly thick dotting technique of the moss. In the painting, the shapes of trees and rocks were a little bit hardened, inadequate in softness and looseness, but was representative of the earlier form of Ni Yun-lin's classic schema. This painting was relatively perfect practice of "broad and distant" composition theory, which broke through all former patterns, and exhibited an unprecedented appearance. It was not only refined and imagined from the landscape of Lake Tai, but also embodied the state of mind of painters' "remaining aloof from the world". Considering some other works in his middle and later years, it can be found out that, Ni Yun-lin combined the horizontal and broad composition methods to gradually evolve into his own composition. For example, "Song Lin Ting Zi Tu Zhou" painted by Ni Yun-lin in Zhizheng 14th Year (1354) had obviously association with "Shuang Song Ping Yuan Tu Juan" by Zhao Mengfu and "Xiu Huang Shu Shi Tu Zhou" by Li Kan. Considering his works passed down, before the age of 60, painting of Ni Yun-lin was a combination of all former generations and his paintings exhibited a diversity of visage.

3. Natural formation and dedication to perfection

Gorgeousness comes from loneliness, and Ni Yun-lin, in his later years, invented his characteristic formal language on the basis of learning advantages of all great masters with great concentration. He often used light ink, and he pursued thick writing at scattered places. In seemingly scattered calligraphy, he, as a matter of fact, used repeated light ink strokes, with loose and elegant calligraphic style like nature itself. Light ink strokes were applied to the drawing, highlighting fullness and massiness in dryness and simplicity. He applied upright and leaning writing style. That is, each time the first stroke began with upright edge, and then, after slight turning, became oblique edge, downward obliquely or turning over and forming the linetype of "belt stroke", which not only manifested the texture of mountains and rocks and light sensation of light and shade, but also contained vigorous and elegant lingering charm of the writing. Later generations assess his use of the pen ink as "being tender but grey, being withered but fertile, being conscious or unconscious, and being light but scattered", which is not exaggerated.

Although he suffered many mishaps in his life, his learned and refined quality could not be concealed. He walked into the genuine nature, lingering on everything in the world, appreciating objects but experiencing in the heart, experiencing and observing subtlety of the earth and apprehending the real atmosphere of "art". In a certain sense, art is the highest state of human life. Recluse of Ni Yun-lin was exactly a habitation after he experienced Taoism. In direct conversation with the nature and landscape, he was influenced from body to mind, gradually became unconstrained, and finally attained the detached state of integrating into a whole with the earth and the nature.

"Rong Xi Zhai Tu" by Ni Yun-lin stored in Taipei Palace Museum was painted in Hongwu 5th Year of Ming Dynasty (1372), and the poetry in the painting was inscribed in Hongwu 7th Year of Ming Dynasty (1374), the year when Ni Yun-lin passed away, so it was called his "last work before his death". "Shih-ch'u Pao-chi" in Qing Dynasty recorded the history of circulation of this painting, which added extremely rich historical value to the painting. From Renzi Year (1372) to March 4 of Jiayin Year (1374), "Rong Xi Zhai Tu" was collected by Bo Xuanweng, and was presented to Doctor Pan Renzhong from Wuxi after being inscribed again by Ni Yun-lin. Rong Xi Zhai was the residential name of Doctor Renzhong, so Ni Yun-lin inscribed this seven-character octave, "Prunus is blown by the spring wind to each corner in the room, and I spend the treasurable life in the study that is only enough to contain the knee. Fishes in the pond swim back and forth like a golden shuttle, and birds perch in the mountain stream and bamboo forests. Murmuring brook surges up with spoondrift as beautiful as jade, just as I, with white hair, despise wealth and worldly glory. Like Han Kang in the Eastern Han Dynasty, I would like to be a recluse selling medicine with no bargaining. However, Fei Zhangfang in the Eastern Han Dynasty who practised medicine in order to help the people is also an example to follow." On March 4 of Jiayin Year, Bo Xuanweng again carried this painting to ask for an inscription, and presented it to Doctor Renzhong. Wuxi is my hometown, and Rongxizhai is the residential place of Doctor Pan Renzhong. Before long, he will return to Rongxizhai in his hometown, carrying delicious wine, upfold the painting I have presented. Then, wish Doctor Pan good health and a long life. By that time, my wish will be settled. "Rong Xi Zhai Tu" was a classical schema of Ni Yun-lin's landscape painting, with far-away composition of scenery. There were several tanglesome trees on the nearby slope, with an empty pavillion on one side, black in the middle for lake water, and several far-away mountains in the distance, which was an innocent and remote scenery, describing fully the author's unperturbed and

adaptive sentiment of forgetting the world in quiet. Turning a blind eye to similarity and dissimilarity, he just expressed ordinariness and innocence with light pen ink. The writing of the painting was intangible and flexible, with both dragging and brushing, and the calligraphic style was gloomy, expressing the extraordinary and refined artistic conception in the painting. Ni Yun-lin abandoned his family for travelling faraway, leading a wandering life and residing in country estates and Buddhist temples, and got together with fishermen, monks and Taoist priests. The autumn water of Lake Tai as smooth as a mirror and residence out of the dusty world was exactly what he had been yearning for day and night.

The scroll of "Gu Mu You Huang Tu" stored in the Palace Museum was completed with Chinese ink on paper, 88.5cm vertical and 30.2cm horizontal. Dry and wet ink was used in turns, and especially dry and light ink was used skillfully, which really achieved the state of having one's words at hand consciously or unconsciously. He poetized, "Ancient trees nearby the brook grow in silence together with bamboo clumps, and verdant mosses bend over shoreside rocks, forecasting advent of the spring. I know for sure that my painting might not be accepted by the public, and this painting is presented to one of my friends in Jiaoxi in Zhenjiang who is reclusive." The writing of this painting was extremely loose and soft, with free drawing, and all was quiet and desolate on the painting, without any noisy and worldly taste. This painting fully expressed Ni Yun-lin's pureness, elegance, unselfishness, non-action and automorphic sentiment.

"You Jian Han Song Tu" is now stored in the Palace Museum, and although there isn't any definite chronological record of events, it can be confirmed as the favourite works of Ni Yun-lin in his later years. This painting was completed with Chinese ink, 59.7cm vertical and 50.4cm horizontal. The pine was painted in secluded gorge, and it can be seen from the preface and postscript that this painting was presented to Zhou Xunxue for calling him to seclusion as early as possible. Outline of mountains and rocks in the painting was drawn with dry writing, and then was brushed by oblique brush. The pine was defined with two brushes, with no light ink strokes inside, but just several scars. Pine needles were painted with two or three brushes at least and five or six brushes at most, with countless changes, which could reveal the more naive and powerful style of painting in his later years. Landscape of Ni Yun-lin in his later years disclosed an artistic state of detaching from former generations with his particular formal language and clear-cut personality sentiment. Ni Yun-lin brought paintings of Chinese men of letters to an unprecedentedly perfect state.

By tasting landscape of Ni Yun-lin and following his internal track, it is not difficult to discover that objects in his landscape broken away from individual significance, and has been integrated with complicated sentiment. His painting is reservoir of sentimental memory, so when we pass through the temporal tunnel, it seems that we can hear his calling from the bottom of his heart. He was condensed in the depth of the history, but he has been engraved in the history of human culture permanently.

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Research on the Critical Response Method

in Bilingual Teaching

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Abstract

This paper primarily expounds the critical teaching theory, the concept of critical response teaching method and its actual application. For the first time, the practical application of the critical response teaching method is proposed in the bilingual teaching and a bilingual teaching model in combination with my own teaching experience is worked out.

Keywords: Bilingual teaching, Critical teaching idea, Critical response teaching method, Cell biology

Cell biology, as one of the basic and compulsory courses of biology, has attracted more and more attention. With the international development of biotechnology and China's outstanding contribution in the field of biology, cell biology has become an international course. In order to make cell biology teaching in the right orbit of the world, its bilingual education has become inevitable. Currently the necessity and the benefits brought by the teaching practice of cell biology can be seen obviously and distinctly. Thus it is a positive attempt to reform the bilingual teaching method though there are still many problems and challenges in the college teaching reform. In recent years, a lot of articles have been published about the bilingual education, mainly in the exploration of the requirements for teachers, students and the choices of teaching materials in the bilingual teaching process. (Xu, 2007, pp.118-119). All these things are the basic preconditions for bilingual education. But do these conditions lead to a very good teaching result? I am not sure because bilingual education is different from the mother-tongue teaching. In the teaching process there will inevitably be some unexpected difficulties. In order to overcome the difficulties and improve the teaching quality, a teaching concept or philosophy is necessary for it is the theoretic fulcrum of the teaching activities. In addition to the teaching concept, there must be a corresponding teaching method. In this paper, I cite some examples from my bilingual teaching of the cell biology to give an exploration of the critical teaching philosophy and the response teaching method.

1. The critical teaching concept

The so-called critical teaching concept (Brookfield, 2006, pp 79-85) is about a set of values and beliefs of guiding the students to produce some questions and exploring the world according to the teaching styles and the teaching purpose. In the core are a series of objectives, on the basis of which, striving direction can be adjusted. I think, it is not enough for a university teacher simply defines himself or herself as an expert or specialist who can imbue the teaching content or some skills into the students in a narrow field. As a matter of fact, another identity of more significance, as a motivation to promote the world change and social development, is deprived of helping the students to shape themselves. With the teaching concept echoes occasionally, teachers will always keep the teaching objective in mind, (it has a broad sense and does not only refer to the teaching purpose of each class.) which helps to determine whether they are moving towards this goal. Each school has a set of educational regulations, which are well planned and arranged at the very beginning of every semester. Changes can be made in every course according to the actual practice. As to how to change, teachers must abide by their own teaching concept and the core of it. Or at least they should know what will be or has been changed is good for the students. The bilingual teaching purpose of the cell biology is to make the students master the basic knowledge and skills of cell biology, shape the way of thinking of biological science so that they can fluently read the English magazines about cell biology and even the English original to be able to know about the forefront of development of cell biology.

2. Develop the students' way of critical thinking under the guidance of critical concepts

Developing the way of critical thinking is the basis for all teaching activities. Help should be provided for the students

to shape an acute critical way of thinking. They should learn to doubt, to question the ultimate solution, to be willing to accept different options, to recognize there are no final solutions for knowledge can be controlled by the scientific and technological development and environment, and to dive into the deep sea of knowledge and pursue the reasons. In the bilingual teaching of the cell biology, when it comes to a certain cell phenomenon, I let my students to adopt what they have learned to design an experiment to find or prove the phenomenon. Then I will tell them how their predecessors did. Finally I let them analyze what are the differences between their experiment and what the predecessors have done, the strong points or the defects. In this way the students have learned to study and make doubt actively, the analytical ability of students has been cultivated and the habit of critical way of thinking has been developed.

3. Critical response teaching method is adopted based on the critical teaching concept.

The so-called critical response teaching method (Brookfield, 2006, pp 79-85) means that a clear concept should be owned to guide what will be done, meanwhile, methods should be actively adjusted to attain the best. As a college teacher, it is important to find out why what is being taught is just what should be taught. Of course it is not enough. What is the most important is to imbue them into the students. Therefore, teachers who adopt the critical teaching method on the one hand, are guided by the basic teaching concept and on the other hand, have paid close attention to the study situations of the students and the changing environment, which can not be completely predictable. Critical response teaching method embodies that teachers actively adjust their teaching means, content and methods to meet the class needs and learning styles of students. The teachers are not limited to the predetermined method of teaching. They and their students can work together to improve teaching materials, carry out the examinations and explore some biological phenomena.

Bilingual education is developing and there is no fixed effective teaching model. Since I began my teaching career, I have been learning from other people and trying to find my own method of teaching. And I finally find out that the response teaching method is more suitable. At the very beginning, I drew on the experience of others and thought that the discussion method was a good teaching model for it was not only able to improve the learning motivation of the students, but also help them practice their spoken English. So, in each class, I put forward some themes based on the teaching content and then ask my students to discuss them in English only to find they are always slipping into silence after talking about the superficial content. They find it hard to have a deep discussion. Two weeks later, I conducted a questionnaire and the result showed that my students believed through this approach they could not learn systematic professional knowledge, give expressions in standard English. Thus the teaching effectiveness is not ideal. Later, I adjusted my teaching methods according to the feedback from students. In my solo lecture, I made the knowledge systematic after I discussed with them. After a week of experiment, the feedback from my students showed that they could not understand what I had said or keep up with the pace. It was obvious that the teaching result was not satisfactory and the teaching goal was not reached. During the process, I accidentally found that those students who were good at reading were quicker in response could understand well in listening to what is in English. So I gave them the materials used in the next class and asked them to read loudly after class. If they could not read professional materials, I would let them read technological news. Time and time again, they have had developed a sense of language. They could speak and it would be natural and easy for them to hear and understand those materials about their specialty. In the second year I chose the students majoring in English who had attended biological classes to have my course. Although they had studied some word formation and were familiar with many English words, I still suggested that they should read aloud. In addition, they should also have some discussions. After two years of exploration, I summed up my own teaching method. After class, I make my students read aloud. (They must utter the words out). Then I will give my systematical explanations in class (My students tell me that my explanation is really vital because it is different from their reading. During the explanation, I can put my way of thinking into the knowledge while they only find the points in reading.) Finally, I will let the students discuss some certain themes in English. With the systematic knowledge, they have deeper and deeper discussion and sometimes they can make some remarks on the experiments performed by the predecessors under the limited experimental conditions. During the process, the students do not only develop a sense of the English language, practice their abilities of focus listening and English expression, but also gain expertise in cell biology and cultivate their critical thinking approach. Of course, the teaching method still needs further exploration. In order to gain better result of teaching and learning, I have always insisted that the students fill out questionnaires and keep their study diaries in order to get the feedback in time to adjust my teaching. And the questionnaire mainly includes the followings:

a. One or several things that are most rewarding or the moment that make you feel most excited in learning this week.

b. One or several things that make you feel deeply frustrated or discouraged in learning in this week.

c. What characteristics or behaviors do you think are most helpful for your study?

d. What characteristics or behaviors do you think hinder your study?

e. Is the teaching method suitable for you? If it is appropriate, what progress have you made? If it is not appropriate, what hinders your study and how to adjust it to fit your learning?

A learning journal is mainly about the recall of what the students have learned in this period and the details written down as following:

a. What makes you most excited in this period and why?

b. What is the most impressive and positive moment you think and what are the influences it gives you?
c. What is the most impressive and negative moment you feel in this period and why?

d. What makes you feel you are ignored in this period and why?

e. Your own feelings and understandings in this period.

After each class, I will sum up the learning journals and adjust some details of my next lecture according to these learning journals in order that the students will gain some in each class. Questionnaire is held once a week to change my fixed behaviors and my teaching method that can not be fit for my students. In short, the implementation of bilingual teaching is a systematic project. It needs the entire educational environment and the cooperation of the teachers and students. Bilingual teaching method needs constant improving. Practical and effective bilingual teaching requires more efforts. The bilingual education of cell biology will certainly be in a good track of development.

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An Analysis of Overweighed Higher Education Cost

in Impoverished Countryside Families

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Abstract

In 1997, China's general universities carried on the "the axle" policy on tuition charging, and then the tuition of general higher education increases rapidly. Students' education charges keep increasing and occupy a large proportion of people's household income. The excessive burden undertook by private families, especially impoverished countryside families has beyond their capacity. The soaring tuition of higher education will directly lead to the poverty of rights and opportunities of education in poor families and will result in disparity in education. This paper delves into researching the current situation of poor families' investment of higher education, analyzing the problem of overweighed higher education cost and its fundamental causes. Then try my best to put forward some suggestions.

Keywords: Countryside, Impoverished families, Higher education cost

1. The concept of the educational cost

"Educational cost" was proposed by the western economists who tried to apply the economic cost to the education, and it was also proposed with in-depth study of economics. Educational cost was originated from the western theory of human capital cost which was established by Schultz (1990, p.2), a modern American famous economist. He thought that education investment is a kind of human capital investment, and "schools can be regarded as specialized factories producing degree; educational institutions (including various schools) can be regarded as industrial sectors". Thus, like the factories and industrial sectors, schools and educational institutions also should attach importance to educational expenses, because "cost is the basic problem in economics of education research". Educational cost is the basic problem in the development of education.

Wang Shang-mai (1999, p.5), a Chinese scholar, think that "educational cost is the value of consumed educational resources in cultivating students, in other words, all the expenses are paid directly or indirectly by society, educated individuals and families for education in the form of monetary".

Fan Xian-zuo (1999, p.2) considers that "educational cost is social labor cost in the progress of culturing students, including materialized labor and living labor. The monetary expression is all the expenses are paid directly and indirectly by society and educated individuals in educating".

Higher educational cost considered in this paper mainly refers to the completely educational expenses paid by educated students' families.

In the 1970s, John stone, an American economist, put forward a theory of cost sharing in higher education. From his view, in any social, system, or countries governments, parents and students, taxpayers and higher colleges must share the cost of higher education.

Since 1980s, the pattern of cost sharing in higher education has altered worldwide. In order to meet the expansion funds need of expending scale of higher education and gradually improving level of average spending, many countries have taken began to collect partial educational cost from educates or raise the level of training cost to make up for funding deficiencies in higher education.

In 1994, China promulgated *Implementation Opinions of Outline in Chinese Higher Education Reform and Development*. It proposed to implement policy that students in institutions of higher education, secondary specialized schools and technical schools should pay for education. "Payment standard is determined by education department

according to a certain proportion of average cost of training and ability of society and parents considering the places and schools (or professionals)". *Higher Education Law* stipulates that educational administration department and other relevant departments in state council provide annual expenditure criteria and basic principles of raising capital in institutions of higher education.

2. Present situations, problems and adverse effects of higher educational cost in rural poor families

2.1 Family burden situation and problems of higher education personnel training in the current countryside

China is a developing country, and economic underdevelopment, especially for the rural economy. The basic national conditions determine that poverty standard in China current and a longer period will be a low standard. In recent years, the poverty standard is stable, and it is about 600 yuan after 2000. It was 668 yuan in 2004, 683 yuan in 2005 and 693 yuan in 2006. (Zhang & Zhao, 2008, p.100)

Based on the current poverty standard, income of poor family is less than 3500 yuan, according to the five people per household. However, since 1994, our college tuition rose from several hundred yuan to 5,000 yuan each year. If we add up the cost of living for students, all income of three families at least can afford a student to receive higher education.

According to the survey, the annual net income of poor farmers in Qinghai is below 800 yuan. But in recent years college students in Qinghai spend about 1 million yuan in tuition fees and living expenses each year. A family needs 4 million yuan at least to support an undergraduate. The cost is higher when students study outside the province. It is equivalent to the income of impoverished farmers for 50 years.

An online survey of 19781 in SOHU shows that 76.69% think that the college tuition is very high now and 19.31% think relatively high. That is to say 96% think tuition is not reasonable. From the fact that there are more than half students are come rural areas, this finding should not be surprising.

Expensive cost of higher education not only make the ordinary families live in dilemma, but also it make poverty families overwhelmed.

2.2 Adverse effects of higher education overweight in rural poor families

2.2.1 Education loses its core purposes. Higher education is to provide the community outstanding talents, and it pays more attention to recruitment training than basic education. But higher education should not violate the essence of education. If because of poverty rather than individual quality problems caused some groups cannot enjoy the right to education, education will lead to social different in some extent. The core purpose of education should be promoting social integration, narrowing the gap in society and promoting social justice.

2.2.2 Some people's educational rights will be caused impoverished. Educational rights poverty refers to that the constitution and the laws stipulate that citizens have the right to be educated, but because of economic, social and cultural individuals cannot enjoy such right in fact. (Gao, 2005, 164) In other words, citizens have the honorary rights to be educated, rather than the real rights. Students cannot get higher education, quasi-public goods provided by the government and market, because they cannot afford the necessary educational expenditure. Thus, the educational rights poverty is resulted. Higher educational rights poverty will directly cause the unfair educational opportunities, which mainly refer to a person who reaches the entrance requirements and has to give up the higher educational opportunity because of income, gender, class, and geographical position.

2.2.3 There are negative effects to elementary education in poor areas. Currently the phenomenon that young children lose opportunity to attend school and discontinue their studying is very common in countryside. Except for unreasonable charge in primary and middle schools, an important reason is more and more families lose confidence to the future for students. Even though a child can pass the college entrance examination, they cannot afford the tuition fee, which may take a few years of their savings. Higher tuition of higher education not only has a negative effect on higher education itself, but also it has a negative impact on rural junior secondary education. The proportion of students in institutions of higher education from villages drops further. So far, the rate of higher educational in countryside has been far below the cities.

Overweighed higher education cost in impoverished countryside families has many troubles. Therefore, it is necessary to study the causes to take corresponding countermeasures.

3. The reasons of overweighed higher education cost in impoverished countryside families

3.1 Charge high fees for higher education

Interim Measures of Administration in Higher Educational Charge in 1996 stipulates that the proportion and standard of tuition in annual average culture cost is decided together by State Board of Education, State Development Planning Commission and Ministry of Finance. At present, the proportion of tuition in annual average culture cost should not more than 25%, and the specific ratio must be adjusted on economic development and the masses ability.

From the overall cost of higher education, *China Statistical Yearbook of Educational Expenditure (2002)* shows that higher educational tuition in 2001 is 31.243 billion yuan, accounting for higher educational income 25.75%. It has already surpassed the highest proportion, and the principle of the decision is only on paper.

From the single student, according to the daily operation cost, culture expenditure for average science student is about 1.5 million yuan per year, and arts student is about 1.2 million to 1.3 million yuan per year. If in requirement "no more than 25%, science student should pay for a maximum of 3750 yuan, and arts student should pay about 3000 yuan." But nowadays in general schools fees are between 4000 and 5000 per year, and some of the art majors are more than 8000 yuan.

3.2 Government expenditure on higher education is still far from the intended target

In 1993, Central Committee and State Council promulgated the *Outline for Chinese Education Reform and Development,* which propose the target that "gradually improve the proportion of state financial education expenditure in GDP will reach 4% at the end of the century. At that time, 4% was the average level in developing countries, not a higher standard. However, since then the proportion of government's financial investment in education has actually fallen, and is wandering in the lowest level. From 1999 to 2007, the proportion was around 3%. In 2006, the proportion is 3.01%, and is 3.32% in 2007. This is equivalent to the least developed countries.

3.3 Government doe is not take enough policies to support poor students

Government is the core strength to determine the higher education development. This is not only because the government's investment in determines the higher education development, but also the government's policies affect the prosperity and weak of higher education. The government's policies supporting impoverished students involved in many aspects. Here we talk about from two aspects that are government attracts funding for higher education and takes "Green Channel" for impoverished students.

We do not have perfect taxation system to attract higher education donation from companies and individuals. Developing countries and developed countries are both paying attention to the support from society for higher education. In western countries, government investment accounts only half around, but there is considerable income from donation and selling service from institutions of higher education. China is ongoing reform of the political system of "small government, big society", and the fundamental aim is transforming the government function. The social main body returned to society, and the government is responsible for the items which society cannot undertake or unwilling to undertake. This requires that government make perfect policies to encourage companies and individuals to support higher education, and expand the financing channels for higher education.

"Green Channel" we taking now for poor students are not comprehensive enough to resolve loaning to school. Government has not constructed college credit system, and students do not have perfect individual system. The risk of bank loans cannot be reduced, and banks will not accede to the demands of student loans. Therefore, improvised students cannot be entered the scope of loans.

4. The methods of relieve the overweighed higher education cost in impoverished countryside families

4.1 Strict control charging of higher education

Educational cost is the main basis for tuition. According to the theory of higher education cost sharing, higher educational cost is the primary basis for higher educational tuition. The educational cost here is supply side of higher educational service—the cost of cultivating students in institutions of higher education. It does not include individual educational cost paid by student (or family), or indirect educational cost (opportunity cost) by society and students.

4.1.1 The expansion of institutions of higher education has made more than 1.5 thousand public universities owing 2 to 2.5 hundreds million, not including engineering owing and funds gather in schools. In the progress of expansion, the waste at last will be counted in higher educational cost, and will be burden by government finances and students. (Tong, 2007) This is the most important reason why higher education cost cannot decline. We should make policy to control the hardware investment of institutions of higher education. Therefore, higher educational cost of culturing students can be reduced, and students can reduce the burden.

4.1.2 Higher educational tuition should consider the inhabitant income. Education is the development needs rose from satisfaction of living needs, and educational expenditure is part of people's total expenditure. The ability for paying tuition depends on the structure and level of expenses and ultimately it depends on the level of people's income. "According to the statistics which from 33 countries of Word Bank, the proportion of tuition is about 10% of 20 countries in public institutions of higher education funds, and 20% of 10 countries. The average of the proportion is 13% to 15%, and the highest is Korea which the proportion reaches 40%." (Tong, 2007) In both developed countries and developing countries, higher educational cost should be burden by the governments. Particularly in developing countries, the proportion of fees should be lower, because the per capita GNP is low.

4.1.3 Because education has a special position in economic and social development, people pay more caring than on general interests. The determination of higher education fees should give public enough participation. The government holds hearing for higher educational fees that will help improve the scientific and transparent of charging. It will in favor of agreement with charges in parents and society, and also help improve community supervision.

4.2 Strengthen the government's funding in higher education

In the future higher educational fees should improve the main channel of government funding. This reflects the funds put into public universities by government should be improved as soon as possible, so that the proportion will achieve the basic goal that the proportion of GDP 4%. Then develop higher education in a further step. Because the main channel is government funding, the government can ensure the direction of running schools and imply educational policies by controlling investment in higher education. Eventually that education for the fundamental interests of the people will be realized.

4.2.1 Reforming the government appropriation system and mode to improve the benefit of government appropriation. The government capacity of finance income and budget should be enhanced, and non-budgetary expenditures should be reduced gradually. The assessment of input and output efficiency should be an important indicator of financial appropriation, and paying full attention to the use of assessing the incentive mechanism. Government should narrow the investment imbalance between institutions of higher education, and government increases investment through building jointly in the local government and the central educational department. The central government investment should incline to universities in the west, minorities and places which has inadequate conditions for running institutions of higher education. Various types of universities should take part in local economic construction and social development actively, and government ought to create favorable conditions for it.

4.2.2 Reforming college financial system and strengthening the cost accounting to avoid waste and inefficient. Colleges and universities should strength democracy construction of economic operations and cost management. It should imply annual report system by president that includes school operation and financial situation, so that it could meet the teachers and students right to know and accept the democratic supervision and appraisal of quality and effectiveness from society, teachers, and students.

4.3 Advocates the funds support to higher education from community

The problem of higher educational input cannot be separated from social concern and support, so higher education should consistent with the needs of the community. Talents cultivated in colleges and universities should meet the requirements of economic and social development, so the input also needs the support from individuals, enterprises and charity.

With the deepening of reform and opening-up and the policy guidance that some people get rich first, China has formed a rich class. We should pay full attention to social effects of this class, formulate relevant laws, regulations and tax policies. Formation public opinion in a positive atmosphere to promote rich class joins in social welfare, especially higher education actively.

In the west, the social donation plays an important role to the vigorous development of higher education. As in the United State, American universities got 26.5 billion dollars donations in 2005 at least, growth 4.9% over the previous year. Stanford University got 603.6 million dollars donations, the top in schools. University of Wisconsin won the amount of donations in the second that was 595.2 million dollars. The following are Harvard University (589.9 million dollars donations), University of Pennsylvania (494.3 million dollars donations) and Cornell University (353.9 million dollars donations). (Cai, 2006)

China is a socialist country, and the ultimate aim of social development is common prosperity. We not only have the correct direction, but also have excellent traditional virtues, such as "in obscurity, scholars would maintain their own integrity. In times of success, they would make perfect the whole empire". In recent years, some universities have set up special agencies to raise funds, and social input has increased year by year. A survey that was taken in 30 institutions of higher education belonged to Ministry of Education shows that 8 universities have set up the foundation and 6 universities are ready to set up. At the end of 2003, the total income of Tsinghua University through foundation reaches 807 million yuan; Peking University Education Foundation got 650 million yuan donation from 1998 to 2000. By the end of 2005, the council of Nanjing University donates more than 130 million yuan in the 8 years. (Cai, 2006)

To sum up, the development of higher education plays important roles in cultivating human capital and improving citizens' qualities. In the face of the problem that overweighed higher education cost in impoverished countryside families, we should take all kinds of methods to resolve it. To develop higher education and cultivate high quality talents are the basic engineering construction of implementing the strategy of revitalizing China through science and education and building an innovative country.

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