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International Prize Essay for Aussie-Sino Studies



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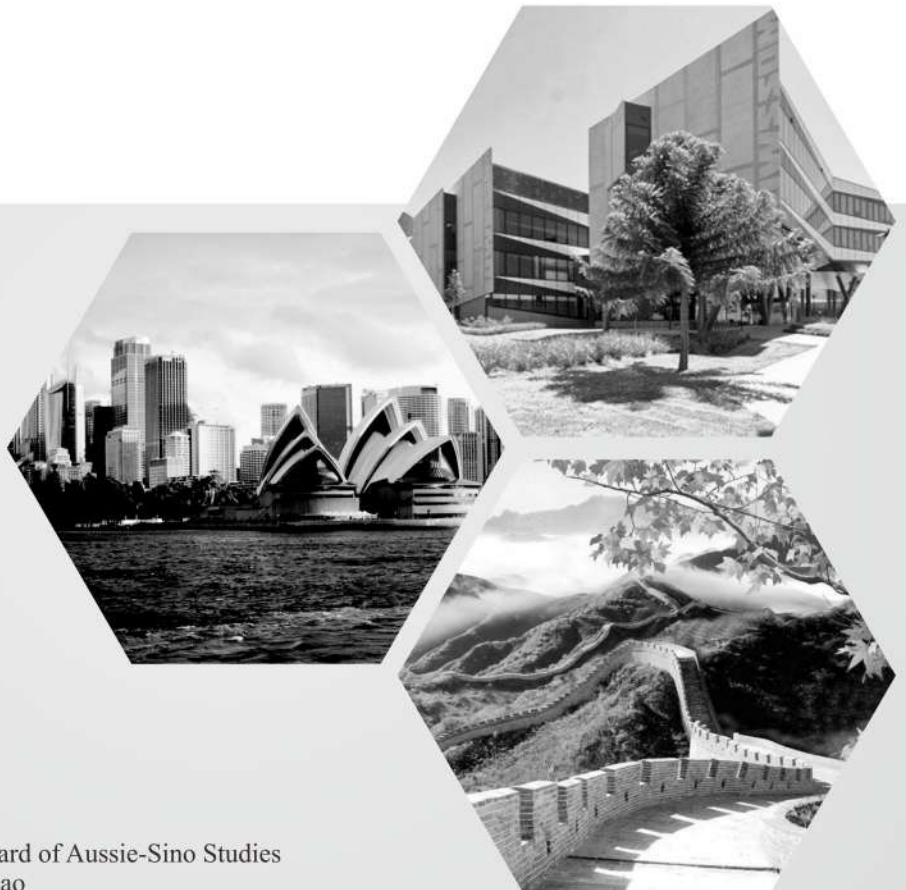
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Factors Influencing the Development of Social Business Entrepreneurship in a Developing Country

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Abstract: Social business entrepreneurship (SBE) is a contemporary phenomenon for the socioeconomic development of a country like Bangladesh. It refers to the creation of solutions of social problems by creating innovative ideas, increasing social value, and consistently pursuing new opportunities for the benefits of the society rather than private wealth creation. The main motives of social business entrepreneurship are social welfare and value creation through the display of innovativeness, leadership, and risk management. The aim of this paper is to identify the factors affecting the development of social business entrepreneurship in Bangladesh. It illustrates the context-specific nature of the phenomenon and derives implications for fostering the social business entrepreneurship as a positive force for the socioeconomic development of Bangladesh. Several important factors that contribute to the development of the social business entrepreneurship are social welfare and value, non-profit motives, knowledge, skills and experiences, innovative ideas, ethics, social network, leadership, local and governmental policies, institutional support, etc. This paper suggests that the government and large business houses should come forward for the development of SBE in Bangladesh.

Key words: social business, social business entrepreneurship, determinants of social, business entrepreneurship, social innovations, social leadership.

1. Background

Saying goes that a society can be changed by developing the standards of living of the people. Social business can be an instrumental in this regard. Business houses are primarily engaged in earning profits by supplying goods and services to its customers. But there are some areas like social development that are often ignored by the business companies. Social business refers to a self-sustaining business that sells goods or services and repays its owners' investments, but whose primary purpose is to serve society and improve the lot of the poor (Yunus, et. al., 2010). It means a non-loss and non-dividend business that is created to address the problems of the people of the society. It is financially self-sustainable as the profits realized by the businesses are reinvested in the business again and again to create more and more values for the society. The prime objective of this business is not only to generate profits but also to solve the social problems by creating values for the people. It creates the solutions of social problems by creating innovative ideas and consistently pursuing new opportunities for social benefits. Social enterprises are successful mechanisms for reconciling equity and efficiency with the creation of economic and social value (Borzaga, Carlo. & Giulia, Galera. 2012). Thus, the development of social business entrepreneurship is very important for the developing countries of the world where people have sufferings in the society that are solved by the government. When social business is developed, social entrepreneurs will hold themselves accountable towards themselves and the society will be developed. Social business entrepreneurs draw upon the best thinking in both the business and nonprofit organizations and operate in all kinds of organizations such as, large and small, new and old, religious and

secular, non-profit and for-profit. Business entrepreneurs, generally, measure their performance in terms of profit and return on investment (ROI) but the social business entrepreneurs take into account a positive return to society along with business profit. Social entrepreneurship is usually associated with the voluntary and not-for-profit sectors of the economy. Profit can at times be a consideration for certain companies as they need to grow in future for providing more and more services to the society. Social entrepreneurs especially focus on transforming systems and practices that are the root causes of the poverty, marginalization, environmental deterioration and accompanying loss of human dignity. In doing so, they set up for-profit or not-for-profit business organizations in the country.

It is commonly perceived that the factors influencing the development of social business entrepreneurship of a country are concerned with government tax policy, hindrances created by local agencies to grab illegal money for approving the business site, political instability, political preferences, lack of financial support of the government, government bureaucracy, people's perception towards social business, lack of knowledge and experience of entrepreneurs, lack of support of incubator organizations, etc. The initiatives are related to social welfare, creation of social values, non-profit motives, innovative ideas, ethics, social network, and social leadership.

Keeping this in mind, this study aims at identifying the factors that influence the development of social entrepreneurship in the context of a developing country like Bangladesh.

2. Social Entrepreneurship

The term social business entrepreneurship (SBE) describes

sustainable ventures that combine “business principles with a passion for social impact” (Wolk, 2008). They strive to create social value as a primary organizational objective by employing business concepts to sustain their operations (Weerawardena & Sullivan Mort, 2001). Dees (2001) identified a set of criteria to be used to determine whether the actions of an individual can be considered as socially entrepreneurial or not. Social entrepreneurs play the role of change agents by (Dees, 2001):

- i. Adopting a mission to create and sustain social value;
- ii. Recognizing and relentlessly pursuing new opportunities to serve that mission;
- iii. Engaging in a process of continuous innovation, adaptation, and learning;
- iv. Acting boldly without being limited by resources currently in hand; and
- v. Exhibiting heightened accountability to the constituencies served and for the outcomes created.

Now, social business concept has been well received in France and supported by a variety of banks, large corporate houses and business schools (Perron, Jean-Luc, 2011). This concept is also well received by mainly young entrepreneurs of the world. The Global Entrepreneurship Monitor (GEM) estimates that nearly half of the world's entrepreneurs are between the ages of 25 and 44. The survey reports that in all geographic regions, 25-34 year old people showed the highest rates of entrepreneurial activity. The Latin America/Caribbean and Sub-Saharan African regions tend toward older entrepreneurs, with one-third falling into the 45-64 age range. In Europe, the non-EU economies report, on average, that half of the entrepreneurs are between 18-34 years of age. China was also distinct in claiming a high proportion of young entrepreneurs, with 57 percent between 18 and 34 years of age.

Social business entrepreneurship is new important phenomenon in Bangladesh as this idea has been given by Nobel Laureate Professor Muhammad Yunus of Bangladesh. Social business entrepreneurship is commonly defined as entrepreneurial activities with an embedded social purpose (Austin, Stevenson, & Wei-Skillern, 2006). It has become an important economic phenomenon at a global scale now a day (Mair & Marti, 2006; Zahra et al. 2008). Some of the most remarkable social business entrepreneurship innovations originated from developing countries and involve the deployment of new business models that address basic human needs such as, the provision of low cost surgeries to cure blindness or the deployment of sanitation systems in rural villages (Seelos & Mair, 2005; Elkington & Hartigan, 2008). It is a broad and diverse practical social change movement that deploys innovative business skills and technologies to address the needs of those living in poverty in a society. Social entrepreneurship refers to the practice of combining innovation, resourcefulness and opportunity to address critical social and environmental challenges. Social entrepreneurs focus on transforming systems and practices that are the root causes of poverty, marginalization, environmental deterioration and accompanying loss of human dignity. In doing so, they may set up for-profit or not-for-profit business companies or organizations, and in either case, their primary objective is to create sustainable systems change[Skoll Centre for Social Entrepreneurship, University of Oxford,

<http://www.sbs.ox.ac.uk/centres/skoll/about/Pages/whatisse.aspx>] in the society.

People who initiate social businesses are called social entrepreneurs [Skoll Centre for Social Entrepreneurship, University of Oxford, <http://www.sbs.ox.ac.uk/centres/skoll/about/Pages/whatisse.aspx>]. They are the individuals with innovative solutions to society's most pressing social problems. They are ambitious and persistent, tackle major social issues and offer new ideas for wide-scale social change. Rather than leaving societal needs to the government or business sectors, social entrepreneurs find what is not working and solve the problem by changing the system, spreading the solution, and persuading entire societies to take new leaps. Social entrepreneurs use economic and technological innovation to achieve social goals. They use entrepreneurial skills to create organizations instead of seeking profit, pursue a more just and humane society. Social entrepreneurship addresses essential human needs of the poor, such as those described by the UN Millennium Development Goals[What-is-Social-Entrepreneurship, Santa Clara University, 2002, <http://www.scu.edu/socialbenefit/education/GSB-Fellows/What-is-Social-Entrepreneurship.cfm>]. Social entrepreneurs are drivers of social change. Together with institutions, networks, and communities, social entrepreneurs create solutions that are efficient, sustainable, transparent, and have measurable impact. A social entrepreneur can follow the examples such as,

(i) Grameen Bank of Muhammad Yunus which spearheaded microfinance globally

(ii) Carlo Petrini's "slow food movement" which currently has 100,000 members in 132 countries committed to rescuing cultural traditions and the preserving biodiversity;

(iii) Wendy Kopp's Teach for America which transforms educational opportunities for low income groups whilst recruiting top university students to work in America's worst performing public schools. Social entrepreneurs are united by their ability to adopt a mission to create and sustain social value, recognize and relentlessly pursue new opportunities to serve that mission and engage in a process of continuous innovation, adaptation, and learning;

(iv) Act boldly without being limited by resources currently in hand; and

(v) Exhibit a heightened sense of accountability to the constituencies served and for the outcomes created (From "The Meaning of Social Entrepreneurship" Greg Dees, 1998).

Keeping these in mind, this study identifies the factors that help to develop the social business entrepreneurship in Bangladesh. This paper also analyzed three examples that are involved in social entrepreneurship development in Bangladesh.

3. Social Business

In business, profit seeking enterprises and social welfare maximizing enterprises can coexist. Social business grows financially and gains profits along with social benefit maximizing motive. A social business is a non-loss, non dividend company designed to address a social objective within the highly regulated marketplace. It is distinct from a non-profit business organization because the business should seek to generate a modest profit but this will be used to expand the company's reach, improve the product or service or in other ways to subsidize the social mission.[Compiled

from the book of Professor Dr. Yunus “*Creating a world without poverty—Social Business and the future of capitalism and Building Social Business*” retrieved from http://en.wikipedia.org/wiki/Social_business, on 16th July 2013.] A social business is driven to bring about social change while pursuing sustainability. It can bring this change by utilizing and using new or existing process and innovative ideas. Social businesses adopted social technologies, strategies and processes that span across their entire enterprise, creating and optimizing collaborative eco-systems of employees, customers, partners, suppliers, communities and stakeholders in a safe way.[What-is-social-business, retrieved form <http://www.business2community.com/social-media/what-is-social-business-a-clear-definition-0157881>, on 19th July 2013] From a strictly profit-maximizing perspective, social business seems inappropriate to obtain a goal other than profit. As the main aim of social business is to achieve certain social and environmental goals, it can be understood as a business-pursuing non-profit organization that is financially self-sufficient. In Yunus’ book *Creating a World without Poverty—Social Business and the Future of Capitalism*, two different types of social businesses are proposed:

i.Type I, social business focuses on providing a product and/or service with a specific social, ethical or environmental goal. A prominent example is Grameen Danone.

ii.Type II, social business is a profit-oriented business that is owned by the poor or other underprivileged parts of the society, who can gain through receiving direct dividends or by indirect benefits. Grameen Bank, being owned by the poor, is the prime example of this type.

Social Business is the ability of the organization to use its communities to improve performance. Social business would be the ability for individual to use his communities to do a job better as they come from different angles. However, in most contexts, social business refers to improving the results for the business or organization as a whole. Organizations operate their businesses into several communities. Communities that exist in and around an organization include customers, employees, channel partners, suppliers, volunteers, product partners and consultants, analysts and media, donors, conference attendees, user groups, chapters, grass root supporters. Social business performance can be addressed with the wide array of goals that an organization can have at any given time. Some examples of performance indicators are improving brand perception, finding new customers, passing favorable legislation, improving customer satisfaction while reducing support costs, increasing customer retention, and repeat business. In short, Professor Yunus indicated seven principles to define and categorize a business as Social Business[Compiled from the book of Professor Dr. Yunus “*Creating a world without poverty—Social Business and the future of capitalism and Building Social Business*” retrieved from http://en.wikipedia.org/wiki/Social_business, on 16th July

2013.]

i.Objective will be to overcome poverty, or one or more problems such as, education, health, technology access, and environment that threaten people and society; not profit maximization;

ii.Financial and economic sustainability;

iii.Investors get back their investment amount only; no dividend is given beyond investment money;

iv.When investment amount is paid back, company profit stays with the company for expansion and improvement;

v.Environmentally conscious;

vi.Workforce gets market wage with better working conditions

vii.Do it with joy.

Based on above discussions, the following characteristics might be identified from the social business literature:

Social and Environmental Mission: The social enterprise community agrees that the primary aim of all social business must be a social or environmental one. We can’t prescribe what constitutes a social or environmental mission. Creating a list of ‘approved’ social missions would limit the very entrepreneurial spirit we want to encourage and make us closed off to the future.

Non Profit Motive: The first aim of social business is to achieve the social objective in a financially sustainable way. It should not give up social objective to make profit beyond sustainability. Making profit without sacrificing social objective is welcomed in this business. Social business does not give dividends to the investors, all the profit is reinvested in the company for expansion and improvement of the quality of the product or service.

Autonomous Organizations: Social businesses are autonomous organizations. Some social enterprises are also included here that are on a journey to independence. For example, where social enterprises spin-out from the public sector, the social enterprise may operate at arm’s length from the public body for a transitional period of time.

Investor of Social Business: Social business is based on the intrinsic desire of self-sacrifice that resides in all human being for the promotion of well-being of its own species, all living beings, and the planet. Given opportunity, most people who can afford it will choose to invest in social business. In addition, institutions, foundations, businesses, governments, donors agencies, or any entity which is involved in investment or charity will invest in social business.

Social Business is Non-NGO: An NGO is a voluntary, non-profit organization that operates, contributes to, or participates in, various projects on education, training or other humanitarian, progressive, or watchdog activities. They usually collect donations for running programs for disadvantaged or distressed people. The difference is that NGOs operate on donations, whereas a social business is a self-sustaining business. Some important phenomena of social entrepreneurship are discussed in the table.

Table 1 Factors for the Development of Social Business Entrepreneurship

Phenomenon	Descriptions	Key Authors
Entrepreneurial non-profit organizations	Non-profit organizations that engage in commercial activities to create an income stream and enhance financial sustainability.	(Fowler, 2000; Frumkin, 2002; Boschee, 2001; Mair and Martí, 2004; Sharir and Lerner, (2006; Vega and Kidwell, 2007; Pomerantz, 2003)
New Opportunities and Innovations	Innovations can lead to the entrepreneurs where opportunities are needed to be success. This innovation can	(Almeida, 2010; Dees, 1998; Martin and Osberg, 2007; Sharir and Lerner, 2006; Zahra et

	<p>appear under multiple forms, for instance, on how entrepreneurs' structure plans, the way they fund their venture – but in the end it will be always present on entrepreneurs paths. Most of the times the innovation needed on the side of social entrepreneurship have to do with simple things that just need to be put into practice. Entrepreneurship is particularly productive from a social welfare perspective, entrepreneurs also enhance social wealth by creating new markets, new industries, new technology, new institutional forms, new jobs, and net increases in real productivity.</p>	<p>al., 2009; Mahboob & Moinul, 2012; Mort, Weerawardena, & Carnegie, 2002; Seelos & Mair, 2005; Henton et al., 1997)</p>
Social Welfare and Value	<p>Leadership on social entrepreneurship grounds contemplates everything but the common definition of a leader. This leads to a sense of collective purpose among the social entrepreneurs and also causes others to join the initiative</p>	<p>Alvord, Brown and Letts, 2004; Dees, 1998, 2007; Sharir and Lerner, 2006; Vega and Kidwell, 2007; Zahra et al., 2009; Holt, 1992; Touboul & Roulet, 2005; Mort, Weerawardena, & Carnegie, 2002; Hibbert, Hogg et al., 2002) (Holt, 1992; Almeida, 2010; Boschee, 2001; Drayton, Touboul & Roulet, 2005; 2002; Martin and Osberg, 2007; Sharir and Lerner, 2006; Zahra et al., 2009; Mahboob & Moinul, 2012; Henton et al., 1997)</p>
Leadership	<p>Management skills are important but when dealing with the commercial challenges there is an urge on expertise, experience, and knowledge. Abilities and know-how are traditionally on the side of the business sector and experiences are important for facing challenges. The competencies, experiences and knowledge that are put together to make an important dimension are also very important.</p>	<p>Alvord, Brown and Letts, 2004; Dees, 1998; Boschee, 2001; Klyver et al., 2008; Touboul & Roulet, 2005; Seelos & Mair, 2005; Henton et al., 1997)</p>
Knowledge, Skill and Experience	<p>The social entrepreneur is “responsive to and constrained by environmental dynamics” and “strives to achieve social value creation through the display of innovativeness, pro-activeness and risk management”.</p>	<p>Boschee, 2001; Weerawardena and Mort, 2006; Holt, 1992; Mahboob & Moinul, 2012; Mort, Weerawardena, & Carnegie, 2002)</p>
Uncertainty and Risk Management	<p>The ability and willingness of the social entrepreneurs are important for seeking and pursuing to create that adds value on the social side to both existing and potential clients</p>	<p>Martin and Osberg, 2007; Sharir and Lerner, 2006; Holt, 1992; Mahboob & Moinul, 2012; Touboul & Roulet, 2005; Mort, Weerawardena, & Carnegie, 2002)</p>
Ability and Willingness	<p>Seeking of financial self-sustainability by social entrepreneurs for their projects is important to start the business. Leaders of social ventures look to self-sustainability funding, in a more commercial style, with the belief that market based revenues can be easier to grow and more trustable than philanthropic funding.</p>	<p>Almeida, 2010; Alvord, Brown and Letts, 2004; Dees, 1998; Sharir and Lerner, 2006; Touboul & Roulet, 2005)</p>
Funding and Resources	<p>The community is the entrepreneurial actor and beneficiary. E.g., a village engaging in fair trade coffee farming and selling.</p>	<p>(Peredo and Chrisman, 2006; Johannisson and Nilsson, 1989)</p>
Community Entrepreneurship	<p>Individuals who alter public perceptions about specific social issues. Examples range from John Elkington, the founder of sustainability, to Bono, of the group U2. Entrepreneurship is a process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and address social needs.</p>	<p>(Waddock and Post, 1991; Drayton, 2002)</p>
Social Change Agents	<p>Individuals or organizations that alter social arrangements and the institutional fabric hampering development.</p>	
Institutional Entrepreneurs	<p>Institutional entrepreneurs are actors who have an interest in modifying institutional structures or in creating new ones, and who leverage resources to create new institutions or transform existing ones</p>	<p>(Mair and Martí, 2009)</p>
Social Ventures	<p>Business ventures that provide a product or service that</p>	<p>(Dorado 2006; Sharir and Lerner, 2006)</p>

	creates social or environmental benefit, such as the production and distribution of biodegradable water bottles.	
Social Enterprise	The private organizations dedicated to solving social problems, serving the disadvantaged and providing socially important goods that were not, in their judgment, adequately provided by public agencies or private markets.	(Borzaga and Defourny, 2001)
Social Innovation	Innovation understood broadly and including processes and technology for the social good.	(Alvord, Brown and Letts, 2004; Phills, Deiglmeier and Miller, 2008)
Factors influencing the development of SME entrepreneurs	The study reveals that the factors which are considered to be of high importance in past are: Education, Religion, Previous Experience, Family Type and Legal Status have significant influence on the entrepreneurial behavior and the operational performance of the SMEs' business.	Khan, F. R., 2014

Compiled from Johanna Mair, (2010)

4. Social Business Entrepreneurship

Social business entrepreneurship plays a very important role in socioeconomic development of a country because just as entrepreneurs change the face of business, social entrepreneurs act as the change agents for society, seizing opportunities others miss and improving systems, inventing new approaches, and creating solutions for the society. [Ashoka Innovators for the Public, retrieved from https://www.ashoka.org/social_entrepreneur on March 20, 2013] While a business entrepreneur creates entirely new industries, a social entrepreneur comes up with new solutions to social problems and then implements them on a large scale. Business entrepreneurs typically measure performance in profit and return, but social entrepreneurs take into account a positive return to society. Social entrepreneurship typically furthers broad social, cultural, and environmental goals and is commonly associated with the voluntary and not-for-profit sectors (Thompson, 2002). Profit can at times be a consideration for certain companies. Bill Drayton and Ashoka said that "social entrepreneurs are not content just to give a fish or teach how to fish. They will not rest until they have revolutionized the fishing industry". David Bornstein said "Social entrepreneurs identify resources where people only see problems. They view the villagers as the solution, not the passive beneficiary. They begin with the assumption of competence and unleash resources in the communities they're serving [The New Heroes, 2010, <http://www.pbs.org/opb/thenewheroes/whatis/>]." Although, social entrepreneurs start with small, local efforts, they often target problems that have a local expression but global relevance, such as access to water, promoting small-business creation, waste management, etc. The innovative solutions that social entrepreneurs validate in their local context often get replicated in other geographies and can spin new global industries (Zahra et al., 2008).

Social entrepreneurship is having profound implications in the economic system: creating new industries, validating new business models, and allocating resources to neglected societal problems (Santos et al, 2009). Social business entrepreneurs (SBEs) create new organizations, new markets, and new ways of thinking and

behaving in solidarity with poor communities to provide basic services, such as renewable energy, clean water, health care technologies, education, and access to financial services. Social entrepreneurs devise highly affordable products and services that can be bought by people living on a few dollars a day, and create businesses that can distribute these to poor communities. Many SBEs come from the communities that they serve. Some SBEs work with women and their specific socio-economic needs (Dees, J. G. (1998). However, to do the activities perfectly, social entrepreneurs follow the following key aspects [Skoll Centre for Social Entrepreneurship, University of Oxford, <http://www.sbs.ox.ac.uk/centres/skoll/about/Pages/whatis2.aspx>]: (i) sociality - a context, process and/or set of outputs that are for public benefits, (ii) innovation - the creation of new ideas and models that address social or environmental issues This can be manifested in three ways: a new product or service (institutional innovation); the use of existing goods and services in new, more socially productive ways (incremental innovation); and/or the reframing of norms to redefine social problems and suggest new solutions (disruptive innovation), (iii) market orientation - the performance-driven, competitive, outlook that drives greater accountability and co-operation across sectors. It can include anything from conventional competitive markets to the exchange of social and environmental value.

Social business entrepreneurs are derived from the integration of the two concepts – entrepreneurship and social aspect (Mair et al., 2006; Martin et al., 2007). Social entrepreneurship has been called the simultaneous pursuit of economic, social, and environmental goals by enterprising ventures (Haugh, 2007). Therefore, social entrepreneurship is the generation of income by ventures in the pursuit of social outcomes (Boschee, 2001). Social entrepreneurship is commonly seen as a hybrid that combines elements of business entrepreneurship and social sector organizations (Dees, 2001). The concept of social entrepreneurship has, thus, become a large tent (Martin et al., 2007) where many different activities are finding a home under a broad umbrella of "activities and processes to enhance social wealth" (Zahra et al., 2008) or "entrepreneurship with a social purpose" (Austin et al., 2006). (GEM, 2012)[GEM, 2012,

<http://www.esan.edu.pe/sala-de-prensa/2013/01/the-global-entrepreneurship-monitor-gem-2012-global-report/>] shows four categories of Social Entrepreneurship ventures [GEM, 2009, Report on Social Entrepreneurship, <http://www.gemconsortium.org/docs/376/gem-report-on-social-entrepreneurship-executive-summary>]:

i. Pure social entrepreneurial activity where the individual launches or runs a social organization that has no commercial activities;

ii. Pure business entrepreneurial activity where the individual launches or runs a commercial organization that has no particular social goals;

iii. Overlapping social and commercial entrepreneurial activity where the individual launches or runs one and the same organization that is both commercial and social in nature; and

iv. Simultaneous social and business entrepreneurial activities where the individual launches or runs both a social and commercial organization which are different entities.

5. Social Business Entrepreneurship in Bangladesh

This is an exploratory research that identifies the factors that have influence on the development of social business entrepreneurship in Bangladesh. The factors are identified through literature review. Three renowned organizations were included in this study as those are heavily involved in the social business development in Bangladesh. The organizations are: Bangladesh Rehabilitation Assistance Committee (BRAC), Association for Social Advancement (ASA) and Grameen Bank. The data were analyzed by using descriptive statistics.

5.1 The BRAC

BRAC was set up in 1972 by Fazle Hasan Abed as a small scale relief and rehabilitation project aimed at repairing some of the devastation caused by Bangladesh's war of liberation. By 1974, the multitude of social problems led BRAC to adopt a new strategy of integrated development based on the twin objectives of poverty alleviation and empowerment, with a focus on institution building. Thirty years later, BRAC's outreach covered 78 percent of the country's villages and it employed more than 93,000 people making it the nation's second-largest employer after the government.

BRAC has created over six million jobs in various economic sectors and its core programs span four basic areas: (i) economic development; (ii) education; (iii) health; and (iv) social development, human rights and legal services. BRAC's Economic Development Program has so far incorporated more than five million poor and landless people, mostly women, into 164,107 village organizations.

The BRAC has inaugurated its organization towards a non-profit organization to help the victims of liberation war 1971. The organization works for the poverty alleviation and empowerment of the poor. The BRAC holds the opportunities to bring the rural poor into the mainstream of development by providing microcredit and motivating the poor rural people to be self dependent. BRAC has so far incorporated more than five million poor and landless people, mostly women in its programs. It is also working for the social welfare through creating huge job opportunities. Knowledge, skill and experience in the social entrepreneurship is vital to success, because the knowledge Fazle Hasan Abed helped him to lead the plan in the right way and skill

and experience helped to make the better decision of the entrepreneurship program. The social entrepreneur must confront with uncertainty and risk in the social business. Sometimes, the business may not create a center of attention to the poor people the policy may be the contradictory with the culture and governmental policy. The ability and the intention to do some social welfare of the people is an important factor for the success in the social entrepreneurship. BRAC has significance to alleviate the poverty from the country and is working with the poor people and trying to develop the poor economic status of the rural people particularly rural women.

5.2 The ASA

ASA was founded in 1978 with a focus on consciousness, group development and training among the rural poor. It was a phase to establish a "Just Society" creating an enabling environment for the underprivileged community.

Microfinance has a building simplicity and a record of success not just in promoting financial resilience but in achieving other social objectives like empowering women and developing the capacity of small groups of people to take control of their own lives.

Being a non-profit organization, ASA realized the significance of microfinance addressing the lack of access in capital for the underprivileged community. Now, ASA has emerged as one of the largest and most efficient Microfinance Institution (MFI) in the world. It has been working relentlessly to assist the poor since its inception in 1978. The major drive behind ASA is to gradually eradicate poverty from society.

During its early years, ASA undertook various development programs like awareness building for social action, training local birth attendants, capacity building of journalists, etc. In the mid-80's it introduced new programs working in the sector of health and nutrition, education, sanitation, etc. It was at this stage that ASA introduced microcredit as a pilot project. From its *hands-on-experience* in the field, and by evaluating the impact of development assistance, ASA realized that financial solvency is what the poor need to bring positive changes in their lives. In 1992, this paradigm shift led ASA to focus solely on microfinance as its tool in fighting against poverty.

ASA wanted to evolve its operations to become self-reliant and move away from depending on donor funding and grants. ASA's Microfinance Model gradually transformed itself to become the globally renowned "ASA Cost-effective and Sustainable Microfinance Model." Following this model, ASA became self-sustainable within a short span of time and the organization declared itself a "donor free MFI" in 2001.

This model that has been practiced in the field has proven effective in making a branch self-reliant within 12 months. Any MFI that adopts this model for operations becomes sustainable within the shortest possible time. It has been adopted by many MFIs around the world to get result within the shortest possible time.

5.3 The Grameen Bank

One well-known contemporary social entrepreneur is Muhammad Yunus, founder and manager of Grameen Bank established in 1983 and its growing family of social venture businesses. The work of Yunus and Grameen echoes a theme among modern day social entrepreneurs that emphasizes the enormous

synergies and benefits when business principles are unified with social ventures.["Business-Social Ventures Reaching for Major Impact". Changemakers. 11-2003. Archived from the original on 2006-06-14. Retrieved 2006-11-03, <http://www.changemakers.net/journal/03november/index.cfm>]

Professor Yunus had discovered that entrepreneurship was by no means a rare quality among poor people but that traditional banks refused to grant loans without collateral. Grameen Bank now gives loans to over 7.5 million poor people - 97 percent of whom are women: 68 percent of the families of Grameen Bank borrowers have crossed the poverty line. The Grameen Group's on-going experience over almost 30 years of building firms whose purpose is to alleviate poverty has led to the emergence of the concept of 'social business'.[Muhammad Yunus, Bertrand Moingeon and Laurence Lehmann-Ortega, Building Social Business Models: Lessons from the Grameen Experience, 2010, Long Range Planning 43 (2010) 308e325, <http://www.elsevier.com/locate/lrp>.]

Muhammad Yunus is the founder and managing director of the Grameen Bank. With the lead of him the program of Grameen Bank was started in Jobra, a village close to Chittagong University and some of the nearby villages during 1976-1979. With the support of the Central Bank of Bangladesh and support of the nationalized commercial banks, the project was widened to Tangail district in 1979. With the achievement in Tangail, the project was extended to quite a few other districts in the country. In 1983, he formed the Grameen Bank. This bank was founded on principles of faith, hope and togetherness.

The Grameen Bank is based on the voluntary formation of small groups of five people to provide mutual, morally binding group guarantees in lieu of the collateral required by conventional banks. At first only two members of a group are allowed to apply for a loan. Depending on their performance in repayment the next two borrowers can then apply and, subsequently, the fifth member as well. The assumption is that if individual borrowers are given access to credit, they will be able to identify and engage in viable income-generating activities such as, paddy husking, lime-making, manufacturing like pottery, weaving, and garment sewing, storage and marketing and transport services. Women were initially given equal access to the schemes, and proved not only reliable borrowers but astute entrepreneurs. As of July 2007, Grameen bank is having 7.24 million borrowers (97 percent of whom are women). With the help of its 2452 branches, Grameen Bank provides services in 79,152 villages, covering more than 94 percent of the total villages of Bangladesh. Loan recovery rate in this bank is 98% that is higher than any other banking system. Grameen Bank model is now well appreciated all over the world and it was applied in projects in 58 countries including the US, Canada, France, The Netherlands and Norway of the world. Dr. Yunus led the world's first Micro Credit Summit in Washington, DC in 1997.[Compiled from Mahboob D. H., & Moinul, H., 2012, Social Entrepreneurs in Bangladesh, International Journal of Research in Commerce, It & Management, Volume No. 2 (2012), Issue No. 9 (September).]

The Grameen Bank works for the social welfare by providing the loan to the poor where 97% of the clients are women. The

leadership skill of Prof. Yunus has shown that the poverty can be eradicated by social entrepreneurs. As knowledge, skills and experiences can show the right path for better decision making so Prof. Yunus has shown the creative idea of business social for making contributing to the society.

Figure 1: Success Factors of Social Business Entrepreneurship

The major determinants of social entrepreneurship have been concentrated to the two major factors like (i) *Environmental Factors* and (ii) *Personal Factor*. The environmental factors can be further classified into internal and external factors, where internal factors are the factors which are within the organization and the external factors are the factors which comes from the outside the organization and affects the social business. The personal factors are the factors which lead a person towards the social business and motivate a person to contribute for the society.

6. Analysis and Interpretations

This study discussed the factors concerning social business, social business entrepreneurship development, social business entrepreneurship in Bangladesh. It also identified the factors that influence the development of social business. The results show that the social entrepreneurship depends on internal and external factors. It also shows that the internal factors are concerned with uncertainty and risk, funding and resources and management efficiency factors. On the other hand, external factors are concerned with non-profit organizations, ne opportunities and innovations, social welfare and value, community entrepreneurship, social change agents, institutional entrepreneurs, social ventures and social enterprises. Personal factors are related to leadership quality, knowledge and education, skills and experiences, entrepreneurial ability, social innovation capabilities, enthusiasm and willingness and human character (Figure 1).

Global Entrepreneurship Monitor (GEM) researchers offer several guidelines for policy makers, entrepreneurs, and academics to help developing social entrepreneurs that enable entrepreneurship to flourish in every world economy[GEM, 2012, <http://www.esan.edu.pe/sala-de-prensa/2013/01/the-global-entrepreneurship-monitor-gem-2012-global-report/>].

i. Develop policies to promote societal attitude changes about women; and that train, support and encourage women entrepreneurs.

ii. Create special entrepreneurial support tools and programs for entrepreneurs of different ages.

iii. Re-engage former entrepreneurs and leverage their wealth of experience in mentoring new entrepreneurs.

iv. Implement policies to encourage youth entrepreneurship, especially in high un-employment regions.

v. Encourage national and global efforts to improve entrepreneurship education in primary and secondary schools.

vi. Help economies to recognize the value and globalizing the business environment.

vii. Urge governments to enforce a strong rule of law to maintain the quality of entrepreneurial entries. GEM also stresses the importance of developing legal frameworks in which entrepreneurship can thrive.

From the above analysis, it can be said that some key factors are important to develop entrepreneurship in the area of social

business in Bangladesh. The factors are primarily concerned with the new opportunities and innovations, social welfare and value creation, leadership for the development of the society, knowledge of business,

skill and experience of the entrepreneurs, ability and willingness, funding and resources required for the development of social business entrepreneurship.

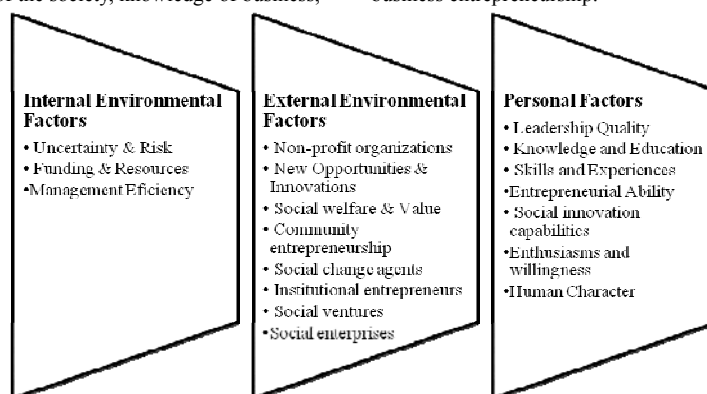


Figure 1 Determinants of Social Business Entrepreneurship

7. Concluding Remarks

This is an exploratory research that was aimed to identify the factors concerned with the development of social business entrepreneurship in Bangladesh. To conduct this study, only secondary information has been used. However, there is an ample scope to conduct further study for uncovering the other factors related to the development of social business entrepreneurship in Bangladesh. Study also might be conducted to identify the success factors by conducting empirical research in this regard.

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Research on Land-lost Farmers' Social Security under the Sustainable Livelihoods Model: Based on the Positive Analysis of Henan Province

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Abstract: The sustainable livelihoods of land-lost farmers is an important issue related to the stable and healthy development of urbanization in China. Based on the research in Luoyang, Xinzheng, Yuzhou, this paper makes a simple analysis on land-lost farmers' security system and employment situation from the perspective of sustainable livelihoods; and with the help of SPSS software, a correlation analysis on the satisfaction of land-lost farmers to the security system is made, and the main factors that influence the satisfaction of land-lost farmers to the security system are obtained, and the corresponding improvement measures and suggestions are put forward in view of these factors. These authors think that the government should find a living security model—security model based on sustainable livelihoods, which don't increase social burden, but can ensure that the land-lost farmers can gradually move towards a well-off society.

Key words: Land-lost farmers, investigation and analysis, living security, sustainable livelihoods

1. Introduction

China is a populous nation, and the “agricultural, rural, and farmer” issues are of great concern to the Chinese government. In recent years, with the economic growth and the continuous development of urbanization, China's urban construction land continued to increase, thus many farmers became landless, and the previous so-called land security has also been broken. Land-lost farmers have become a problem which needs to be solved urgently in the process of urbanization. According to the statistics data of China's National Bureau, the current number of cumulative land-lost farmers has reached 40 million – 50 million, and the amount of farmers who completely lost the land and are not working is at least more than 10 million, which accounts for 20% of the total number. In accordance with the layout of the *outline of national land utilization overall plan* layout, new non-agricultural construction land will be increased by 3 million hectares during 2006-2020 in China. It is inferred that around 2020 the total number of land-lost farmers in China will be more than 100 million, among which there will be more than 50 millions farmers in the condition of lost land and unemployment will have more than 50 million of the farmers in the state of land losing and unemployment.^[1]

Henan is located in the Central Plains, with the strategy of “Central Plains economic region” and “the rise of central China” being proposed in recent years, urbanization process has entered a

new normalcy which is expanded in scale and speeded up. Luoyang, Xinzheng and Yuzhou belong to China's first batch of pilot areas of new urbanization, and their problems of the land-lost farmers have a strong representativeness in the whole country. This paper tries to establish a sustainable livelihoods model of land-lost farmers from this two aspects: the rationality of urbanization, the government's subsidy policy for land-lost farmers. It is believed that to fundamentally solve the bread-and-butter issue of land-lost farmers is to make those who have lost their land build productivity and improve their standard of living. That is to say, the sustainable livelihoods of land-lost farmers should be regarded as the basic goal of land acquisition and resettlement policy in the future.

In recent years, the domestic scholars have done lots of research on land-lost farmers, but mainly concentrated in the compensation system, resettlement measures and security system. Recently, with the “sustainable theory” being put forward, more and more domestic scholars began to propose sustainable theories, and their research on the sustainable security theory are also gradually comprehensive.

In the research of compensation system, at the beginning, scholars put emphasis on the low compensation standard, but now the research mainly focus on the interests of the stakeholders in the process of land acquisition. Such as Kong Xiangzhi (2004) pointed out that why farmers' rights and interests are damaged is because in the process of land acquisition they have no right to know the truth, and the information obtained is poor. It is recommended that in the

Fund: Soft science project of Science and Technology Department of Henan province: study on the transformation of the operation mode of agricultural production and the living security of land-lost farmers after land transfer (project number: 142400410037); One of the results of phasic research on humanities and social sciences planning project of Education Department of Henan province: influencing factors of the motive force of agricultural development in Henan and the construction of the promoting mechanism—under the coordinative development of industrialization, urbanization and agricultural modernization (project number: 2013-GH-035); partial content of the key project of SRTP in Henan University of Science and Technology (project number: 2015107).

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process of land acquisition the transparency should be improved.^[2] Li Weiwei (2013) proposed that the legitimate rights and interests of land-lost farmers should be protected at present.^[3]

In job placement, different scholars have different views. Han Guangdao and Huang Zhiliang (2007) thought that the current compensation measure of most of the local governments is basically one-time compensation for land acquisition, and they neglect their subsequent responsibilities to land-lost farmers.^[4] Chen Huiguang, Ou Minghao and Zhang Xiaolin (2009) pointed out: the job placement should be placed as the main measure of compensation for land-lost farmers.^[5] Shi Xiaohua (2009) believed that the human capital of land-lost farmers is low, so the government should improve the career training, and guide their employment.^[6] Hu Zhangping and Zhou Minghai (2014) believed that while actively promoting the employment of land-lost farmers, the government should gradually guide the land-lost farmers to convert to the townspeople.^[7]

In security system research, Hu Chuzhi, et al (2008) proposed that the sustainable livelihoods of levied farmers can be reflected by economic foundation, living standard, development condition and living environment.^[8] Lin Lefen and Ge Yang (2010) from the perspective of welfare economics, thought that a variety of security systems should be given to land-lost farmers.^[9]

Research on the sustainable livelihoods in China is still in the primary stage at present. Zhang Shifei (2006) suggested that the government should not give one-time subsidies to farmers in the process of land expropriation, but ensure the sustainable development of farmers' security from sustainable livelihoods perspective.^[10] Cheng Deli (2009), based on the research in Chengdu and Nanning, elaborated the theory of sustainable livelihoods from human capital, natural capital and social capital, material capital and financial capital.^[11]

Generally speaking, studies on the security of land-lost farmers are relatively abundant. These studies have made a good systematic study on the compensation system, resettlement measures and living security of land-lost farmers in China, but so far there is less

research on living security based on the research from the perspective of land-lost farmers. Especially the studies on the sustainable livelihoods of land-lost farmers are not perfect, and less. Therefore, based on the field research, this paper tries to put forward countermeasures and suggestions to improve the existing security system from the perspective of sustainable livelihoods of land-lost farmers.

2. The basic situation of land lost farmers

For a deeper understanding of the change of farmers' livelihoods patterns before and after losing land, and how those land-lost farmers realized the transition of livelihoods patterns, these authors conducted field research of 652 land-lost farmers in Luoyang, Xinzheng, Yuzhou, and hoped that through the research, they can find a security model of sustainable livelihoods of land-lost farmers.

2.1 The basic situation of the security system of land-lost farmers

In this research, these authors found that in the process of government land acquisition, one-time land compensation is given to the land-lost farmers, and there is no or rarely follow-up security system and assistance provided to land-lost farmers. Due to the low compensation standard of land acquisition, it is difficult for land-lost farmers to maintain long-term livelihoods. More than half of the land-lost farmers think that they urgently need social security, and more than 90% believe that the government has not yet provided a perfect social security for land-lost farmers in the process of government land acquisition. The details are given in Table 3. It shows that there are still big problems of the land-lost farmers' social security. The land-lost farmers are basically provided a one-time compensation, many land-lost farmers' security is still far from perfect. Compensation for land acquisition can not solve their employment problem and long-term social security.

Types of social security	existing situation		degree of need	
	yes	no	frequency	rate(%)
old-age security	333	319	634	97.2
medical security	450	202	621	95.2
minimum living security	51	601	427	65.5
employment security	111	541	378	58.0
one-time land compensation	533	119	253	38.8

Table 3 the existing situation and the degree of need of land-lost farmers' social security (summary of survey data)

2.2 Employment situation of land-lost farmers

The employment status of land-lost farmers can reflect the living conditions of local land-lost farmers after losing land. The employment status of the land-lost farmers is shown in Chart 1. It shows that about 20% of the land-lost farmers is unemployed and

staying at home; about 25% of the land-lost farmers is still engaged in agricultural work. In this study, it is found that most of these people' living quality appears serious decline because of losing land. Therefore, it is necessary to improve the security problem of land-lost farmers, carry out employment training for them, and make

them gradually adapt to the urban life.

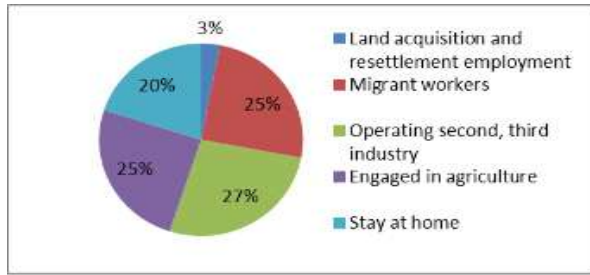


Chart 1 Employment status of land-lost farmers (data source: summary of survey data)

3. Analysis on the satisfaction of land-lost farmers

3.1 Overall satisfaction of land-lost farmers

Overall satisfaction is the satisfaction degree of land-lost farmers to their living standard and other issues, including a series of requirements like the gender, age, education level, income and expenditure of the participants, etc. as the dependent variable, which will effect the final satisfaction evaluation. Therefore, the overall satisfaction is the most intuitionistic representation of the present situation of land-lost farmers' living standard, as shown in chart 2. From the evaluation of the overall satisfaction, it is not difficult to find that: basically satisfied people account for 39.1%, satisfied people 11.1%, and dissatisfied people 36.9%. And very satisfied and very dissatisfied people account for 2.3% and 10.6% respectively. As a whole, the majority of interviewees thought that their current life is still in the general level.

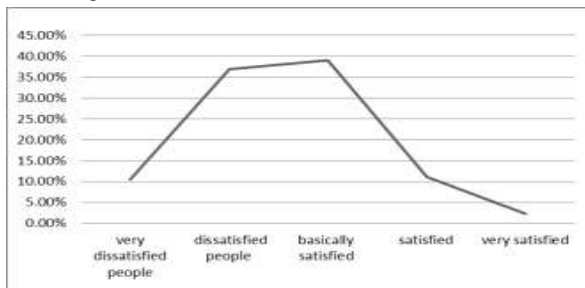


Chart 2 Overall satisfaction of land-lost farmers (data source: summary of survey data)

3.2 The correlation analysis of the satisfactory degree of land-lost farmers towards security measure

3.2.1 The establishment of Logistic regression model

(1) the establishment of the security measure model. Logistic regression analysis is applied to the regression analysis in which the dependent variable is dichotomous variable, and it is an ideal model for analyzing the individual decision-making behavior.^[12] This study analyzes the correlativity among the satisfactory degree of security

measures, its realistic factors and the characteristics variables of farmers using logistic regression model, to obtain the main factors affecting land-lost farmers' satisfactory degree and the contribution of each factor.

(2) model specification. Setting the situation of the satisfactory degree of the land-lost farmers towards security measures as dependent variable, in the questionnaire design, if land-lost farmers are satisfied with the security measures, the value of dependent variable will be 1; on the contrary, if land-lost farmers are dissatisfied with the security measures, the value of dependent variable will be 0. In the process of investigating, it is found that the overall satisfaction of land-lost farmers to the current security measure is low. Among them, 82.9% are dissatisfied with the security measure, only 17.1% are satisfied. In this paper, binary logistic model is established to estimate the parameters and test the significance of these 11 variables. The binary logistic model is a kind of statistical method which has no high demand to the data hypothesis of the dependent variable, and can be used to predict the probability of the dichotomous dependent variable. It can be applied to the regression analysis of the virtual qualitative variables, and it is required that the dependent variable can only take 1 and 0 two values.^[13] Because in this paper, the degree of satisfaction of protection of land-lost farmers' rights and interests is set up to dichotomous variable, this model can be used. Let P1 and P2 represent the probability of "satisfaction" and "dissatisfaction", using SPSS analysis software ,Logistic, to command the test of the significant level of model and factors, aking logit (P) as the dependent variable, to establish the log it regression model containing P independent variables: $logit (P1/P2) = B0+B1X1+B2X2+B3X3+\dots+BPXP$

In the above equation of regression model, P is the probability of satisfactory degree of land-lost farmers towards security measures; Xp is the variable that affects the satisfactory degree of land-lost farmers towards security system; B0 is the constant term and has nothing to do with Xp; B0, B1,... BP are the regression coefficient, which indicates the contribution of various factors, Xp, to P.

3.2.2 Selection and description of explanatory variables

According to the qualitative analysis on influencing factors of satisfactory degree of land-lost farmers towards security measures, referring to the relevant literature about studies on security measures of land-lost farmers, these authors selected 11 factors that directly or indirectly influence the satisfactory degree of land-lost farmers towards security measures, which include four aspects: personal characteristics, land acquisition mode, land lost compensation and land lost security. The specific indicators and data are shown in the following Table 4.

groups	Variable name	Variable definition	mean value
personal characteristics	current employment status (X1)	1= employed, 0= unemployed	0.57

	land acquisition will (X2)	1= willing, 0= unwilling	0.20
	land acquisition mode (X3)	1= negotiation, 0= compulsion	0.29
land acquisition mode	Whether to implement the hearing system (X4)	1=yes, 0= no	0.31
	Whether to sign the contract (X5)	1= yes, 0= no	0.66
land lost compensation	views on compensation standard (X6)	1=high, 2= general, 3=low	2.63
	Whether the compensation distribution is fair or not (X7)	1= yes, 0= no	0.29
	Whether to provide living subsidies (X8)	1= yes, 0= no	0.80
land lost security	Whether to provide employment support (X9)	1= yes, 0= no	0.17
	Whether to provide old-age security (X10)	1= yes, 0= no	0.51
	Whether to provide medical care (X11)	1= yes, 0=no	0.69

Table 4 influencing factors of land-lost farmers' satisfactory degree (data source: summary of survey data)

3.2.3 Correlation analysis of satisfactory degree of security measures inspecting, the CoxSnell R2 value of the model is 0.658, Nagelkerke R2 is 0.741. The fitting effect is good. The operating results of the model are shown in Table 5.

Through the collation of data, this paper, using SPSS17.0, carried out logistic regression analysis on the sample data. After

variables	estimated coefficient	Wald value	significance
current employment status (X1)	2.208**	3.963	0.047
land circulation will (X2)	9.856***	8.061	0.005
Way of circulation (X3)	5.149**	4.914	0.027
Whether to implement the hearing system (X4)	4.172*	3.873	0.072
Whether to sign the contract (X5)	0.003	2.155	0.142
views on compensation standard (X6)	-4.501***	13.027	0.000
Whether the compensation distribution is fair or not (X7)	5.149**	6.416	0.011
Whether to provide living subsidies (X8)	1.810	1.251	0.263
Whether to provide employment support (X9)	5.504**	4.669	0.031
Whether to provide old-age security (X10)	0.732**	4.867	0.035
Whether to provide medical care (X11)	2.951*	3.054	0.081
constant term	-1.576	19.341	0.000
-2Loglikelihood		86.773	
Cox & Snell R2		0.658	
Nagelkerke R2		0.741	

Note: “*”, “**”, “***” indicate that it' s significant under the level of 10%、5%、1% respectively.

Table 5 operating results of Logistic model

3.2.4 Regression analysis of logistic model

The result of logistic model shows the influence of individual characteristics factor on the satisfactory degree of land-lost farmers towards the security measures: as can be seen from table 5 seen the employment status of land-lost farmers passed the test at the significant level of 5%, and the coefficient is positive, which indicates that after the successful completion of employment, the satisfactory degree towards the security is higher. Land-lost farmers being deprived land passed the test at the significant level of 1%, and the coefficient is positive, which indicates that the satisfactory degree of the farmers who volunteer to give up land, towards the security is higher. The significance of voluntary abandonment of

land is high, which means voluntarily being deprived land has a higher efficiency. It shows that the necessity of respecting farmers' willingness of being deprived land is evident.

The influence of land acquisition factor on the satisfactory degree of land-lost farmers towards security measures: governmental land acquisition mode passed the test at the significant level of 5%, and the coefficient is positive, which indicates that when the government negotiates with farmers about land acquisition, satisfactory degree of land-lost farmers is high. In contrast, taking compulsory land acquisition makes the satisfactory degree of land-lost farmers low. Whether to implement the hearing system passed the test at the significant level of 10%, and the coefficient is

positive, which shows that the implementation of the hearing system is conducive to improving the satisfactory degree of land-lost farmers towards security measures. The coefficient of whether to sign the contract is positive, which indicates that signing contract is also propitious to improve the satisfactory degree of land-lost farmers towards security measures, but it didn't pass the significance testing. In the course of the investigation, it was found that many farmers have signed the contract, but they were signed by the village collective, therefore, although the contracts were signed, the satisfactory degree of farmers towards security measures was low.

The influence of land-lost compensation factor on the satisfactory degree of land-lost farmers towards security measures: views on compensation standard passed the test at the significant level of 1% and the coefficient is negative, which shows that land-lost farmers believe that the lower the standard of compensation, the lower the satisfactory degree of the security. The significance of this variable is very high, because the compensation standard is directly related to the rights and interests of farmers, and they are very concerned about it. In addition, many farmers naturally depend on land, and think that the land is the basis of their security measures. Thus, improving the compensation measures is helpful to improve the satisfactory degree of farmers towards security measures. Whether the compensation distribution is fair or not has passed the test at the significant level of 5%, and the coefficient is positive, which indicates that the fair compensation distribution is beneficial to improve the satisfactory degree of land-lost farmers towards security measures. Obviously, the land compensation fee is significantly related to the land-lost farmers' sustainable livelihoods.

The influence of land lost security on the satisfactory degree of land-lost farmers towards security measures: the coefficient of whether to provide living subsidies is positive, indicating that providing living subsidies can improve the satisfaction of land-lost farmers towards the protection of rights and interests, but it did not pass the significance test. In the course of the investigation, it was found that although the government has given certain subsidies to land-lost farmers, but the amount was little and it didn't last for many years, so the satisfaction of farmers is low. Whether to provide employment support and old-age security has passed the test at the significant level of 5%, and the coefficient is positive, which indicates that the government providing employment support and old-age security can improve the satisfaction of land-lost farmers towards security measures. Whether to provide medical care has passed the test at the significant level of 10%, and the coefficient is positive, which indicates that the government providing health care can also improve the satisfaction of land-lost farmers towards security measures. The significance of whether to provide employment support and old-age security this two variables is higher than the significance of whether to provide medical care this variable, which means that land-lost farmers want the government to provide the security measure for sustainable livelihoods.

Through the correlation analysis on the satisfactory degree of

land-lost farmers towards security measures, it can be seen that the current land-lost farmers in our country more hope the government can provide safeguard measures for sustainable livelihoods, rather than a one-time compensation for land acquisition.

4. Countermeasures and suggestions on the establishment of sustainable livelihoods model

(1) Establishing a standardized procedure for land acquisition. Through the correlation analysis on the satisfactory degree of land-lost farmers, it can be seen that the more standardized the procedures for land acquisition, the higher the degree of satisfaction of land-lost farmers. Therefore, it is of great significance to establish standardized procedure for land acquisition. Specifically speaking, procedure for land acquisition which is in line with the local conditions can be established according to the specific circumstances of different places. Government should further govern and rectify the order of land market, implement strict land management system, then achieve land acquisition under the circumstances of "according to the law, willingness and compensation". If there is a situation of compulsory acquisition of land, the government should consult with the farmers, rather than compulsorily levy the land without the consent of the farmers.

(2) Rationally planning the urbanization process. China's urbanization should be people-oriented. The process of urbanization should be rationally planned, and the current business model of small farmers should be retained, to make farmers who go to work in cities even can still return home for farming after the failure of working in cities. With the constant development of urbanization, governments should constantly improve the security system of land-lost farmers.

(3) Establishing the living security fund for land-lost farmers. The living security fund mainly can be used as the training outlay of transferring jobs, difficult living subsidies during the period of transferring jobs, old-age insurance subsidies, support funds for choosing jobs independently, children education subsidy of land-lost farmers, and other purposes. The fund can link up with the land transfer project, the land-transferring fees and the minimum living standard guarantee system. Establishing a land-transferring fund can ensure that farmers can successfully achieve the transition in the process of transferring jobs.

(4) Providing endowment insurance subsidies to solve the problem of difficult insurance participation for land-lost farmers. Adhering to the people-oriented principle, many farmers feel difficulties in insurance participation, therefore, efforts should be made to solve the difficulties. Land-lost farmers whose per capita cultivated land is less than 0.3 mu should all convert into urban registered permanent residences and buy the endowment insurance for urban residents. So as to realize the sustainable development of land-lost farmers.

(5) Providing employment training to increase the human capital of land-lost farmers. From the perspective of human capital,

poor cultural quality and lack of professional skills are the root causes of the difficult reemployment for land-lost farmers. Under the pace of new urbanization, the government provides employment skills training to enhance land-lost farmers' competitiveness in the job market, and help them to transfer to industrial skills learning and increase their income, which are conducive to achieving effective allocation of human resources and sustainable development of livelihoods and helping them integrate into the city life as soon as possible.

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Marx and Engels' Liquidation and Critique towards Hegel's Philosophical Thinking Mode

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Abstract: In the process of revolutionary practice, Marx and Engels found the drawbacks of Hegel's philosophical thinking mode, reflected in *Die heilige Familie*. which liquidated the Hegel's idealistic speculative philosophy from abstract to abstract; with the development of the times and Marx & Engels' thought, they launched a comprehensive critique to the entire German classical philosophy represented by Hegel and the Feuerbach's old philosophy of materialism which had a significant impact at that time, summarized the whole philosophy, and put forward the criterion classifying materialism and idealism. Based on the affirmation of the historical achievements of materialism and idealism in the history of thought and human history they pointed out the limitations of the two, which lied in the separation of subjective and objective in the field of thinking, the one-sided understanding towards people. The understanding of human history finally fell into idealism due to the defects of the understanding of people, especially the underestimate on people's strength. Marx and Engels established the thinking mode of dialectical materialism which is from concrete to abstract. This glorious history was witnessed by the *Outline of Feuerbach and Ludwig Feuerbach and the end of German classical philosophy*. In *Das Kapital*, Marx and Engels used this thinking mode to analyze the capitalist society, and provided a methodological guide for the scientific development of the human society.

Key words: thinking mode, dialectical materialism, liquidation, establish, apply

The development of Marx's philosophical thinking mode is closely related to the thinking mode and research method of Hegel's philosophy. Although Hegel was a master of the European classical philosophy, there were contradictions between revolutionary method and conservative system in the interior of his theory, and intense conflicts between the theory and reality in the exterior. Marx and Engels who actively engaged in the practice, in the process of discovering and solving these contradictions and conflicts of Hegel's theory from the reality, finally gradually formed the epoch-making scientific world outlook and methodology all the way from faith, doubt, liquidation, and critique. Marx and Engels' thought reform is mainly embodied in *the outline of Feuerbach, die heilige familie, the German ideology* and other representative texts.

1. Marx and Engels's liquidation of Hegel's speculative philosophy

In *die heilige familie*, Marx and Engels, based on the fair evaluation of Hegelian dialectic with the materialist attitude, criticized the school of young Hegel's philosophy of self awareness and its thinking method, and pointed out that this kind of philosophy was a parody and theological comics of Hegel's speculative philosophy system of phenomenology, which was an extreme individualistic subjective idealist philosophy formed by metaphysical, one-sided and absolute exaggeration of Hegel's self consciousness category with abstract and speculative thinking method.

Their critiques of young Hegelians were summed up as the

critiques of the thinking method of Hegelian speculative idealism which was its source. Marx and Engels thought that, from the general consciousness category of abstract thinking or the abstract of thinking, it is impossible to achieve the concreteness and individual of neither the cognition nor the objective things or practice. Because these two only grasp things in common, universal, abstract and general concept category. If you insist on, from "abstract" to "concrete" way of thinking, abstracting some concreteness different from it, you can only get the supernatural and mysterious unreal abstract thinking, but reach the real concreteness. This idealistic way of thinking can only lead to mysticism. For the abstract thinking way which is from abstract to concrete, Marx and Engels exposed the secret of the mysterious speculative Hegel structure by taking the fruits as an example, and pointed out that the fruits have a higher mysterious sense and they are not from the ground, but from the aether in our minds, they are the incarnation of the "general fruit", and of the absolute subject. As a result, speculative thinking draw (draws) an "abstract fruit"—"general fruit", so in order to achieve the illusion of a sort of realistic content, it has to use this or that way to return to the pear, apple, and so on, from the "fruits" which are returned to the reality from the entity. It is very easy to get the abstract idea of "fruit" from the realistic fruit, however it is difficult to get all kinds of real fruits from the abstract idea of "fruit". As Marx and Engels said, abstract must be abandoned, but not with a speculative, mysterious way to abandon, because it just exceeded the abstract circle professedly, and in fact did not abandon it completely [1].

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In this book, Marx and Engels refuted the speculative philosophy of subjective idealism of the young Hegel's school, unconsciously using the thinking method that is from practice to understanding and from concrete to abstract. For example, Marx and Engels pointed out that, not as what they taught, the workers will not be workers any more as long as they eliminate the idea of employment in their minds, and do not think themselves as workers, and no longer imagine themselves as individuals to receive compensation according to the overly rich imagination. For the capital, workers should think in the same way, but in fact, workers are painfully aware of the difference between being and thinking, consciousness and life. They know that property, capital, money, employment, and all such things are far from the illusion of imagination, but a very practical and very specific product of the self-alienation of the workers. So it is necessary to destroy them in a practical and concrete way in order to make the workers be real human beings not only in the mind, but also in the presence of the masses, and in the life^[2]. Hegel and his followers also thought that human beings exist for history, and the history exists in order to prove the truth. Human beings and history exist in order to make the truth achieve self awareness. Therefore, history and truth have become a special character, that is the subject of metaphysics^[3]. However, the real human beings have become the understanding of the subject of this metaphysical. Marx and Engels pointed out that history is not a particular personality which takes man as a tool to achieve its own purpose, but the activity of the men who pursuit their own purposes. And this kind of activity is driven and determined by that the masses care this or that kind of purpose to what extent, and these purposes arouse how much enthusiasm of the masses, that is to say, they are related to how much and what kind of material interest to the masses, however, the interest is not produced in the mind but in reality^[4]. These arguments show that Marx and Engels realized the revolutionary transformation of the thinking method of philosophy in *Die heilige Familie*.

However, Marx and Engels in this period deeply were influenced by Feuerbach. These two modes of thinking are from a one-sided view of understanding, and ultimately lead to separation from reality, and abstract discussion of the world and the material, thus inevitably fall into a speculative philosophy which is from abstract to abstract. Marx and Engels realized that they should study together their insights and systematically liquidate Feuerbach and the German classical philosophy represented by Hegel.

Outline of Feuerbach marks the Marx's liquidation of Feuerbach's philosophy and criticism of the German classical philosophy represented by Hegel, that means the revolutionary change, developing the useful part and discarding the useless part of all thinking modes of materialism and idealism philosophy, has been done.

From the *Outline of Feuerbach*, especially in the first article, we can see that based on the criticism of the thinking mode of speculative idealism from abstract to abstract, Marx established the thinking mode of practical epistemology to solve the problem of long-term separation between materialism and dialectics, materialist view of nature and history, theory and practice in the history of philosophy, and put forward a new philosophical world outlook and

methodology.

Aimed at the situation that German classical philosophy has brought harm to theoretical circles and practical fields such as movements of workers in various countries, Marx and Engels launched a critique on the modern philosophy of Germany represented by Feuerbach, Powell and Stirner, and German socialism represented by the various prophets on the basis of studying our views jointly. And the *German ideology* is the theoretical result. The advent of this book marks the official birth of Marxist philosophy, and it comprehensively and systematically describes the philosophical thinking mode of historical materialism of Marx based on the criticism of German classical philosophy from the thinking method of speculative idealism from concept to concept, abstract to abstract, and words against the words.

Marx and Engels, in the preface of the *German Ideology*, summed up the core of young Hegelian philosophy, and criticized this speculative idealistic mode of thinking. Marx and Engels pointed out that the core of young Hegelian philosophy is composed of naive and childish fantasy, because they built their own ideas according to the ideas about God and the model men. Their minds ruled them. these creators succumbed to their own creation. Of course, so far, people always make it false that the ideas about themselves, and about what they are or what they should be, and naturally propose the only way to liberation is that Marx and Engels from the real meaning and revolutionary nature of Hegel's philosophy criticized Hegel's speculative idealism and pointed out that Hegel's system was a kind of idealistically inverted materialism in terms of methods and content^[5]. To get rid of this dilemma, it is necessary to remove its idealistic decoration, and adopt the method of sublation of Hegel's philosophical mode of thinking that is from abstract to abstract to recover its revolutionary aspects, and return to the materialist point of view. So Hegel's revolutionary aspect, dialectical method, must be reversed. Different from Hegel's "head site", we are at "foot site"; we materialistically take the concept in our minds as a reflection of reality, rather than taking the real things as the reflection of a certain stage of the absolute concept. Thus, dialectics can be attributed to the science with general rule about the movement of the external world and the human mind. The rules of this two series are the same, but different in performance, because the human mind can consciously use these rules, and in nature, these rules are unconscious, opening up a path for themselves in the form of external necessity and in the endless and exterior contingency, and so far, it was mostly the same in human history. In this way, the dialectical concept itself became just a conscious reflection of the dialectical movement of the real world, thus Hegel's dialectics has been turned upside down^[6]. Teaching them how to replace these fantasies with the thoughts conformed to the nature of human, or critically treat these fantasies, or abandon these fantasies from their minds, that is to say, abandoning these ideas from the mind is important.

In their work, Marx and Engels launched a comprehensive critique on the speculative idealistic mode of thinking which is from abstract to abstract. They pointed out that the starting point of this way of thinking is from the abstract concept; Germany's criticism, till its struggle, never left the base of philosophy. All the problems

mentioned were produced on the basis of Hegel system. Each person captured a certain aspect of Hegel's system against his whole system, or against the aspects seized by others... They used religious ideas to replace everything in every area, or announced that everything is theological, but they forgot that they just used words against words; since they just against the words in the existing world, they would never against the reality, the existing world. The only result from this kind of philosophical critique is to achieve some instructions for Christianity from the religious history, but even these instructions were one-sided. In short, none of these philosophers thought of proposing the link questions between German philosophy and German reality, and between their criticism and their own physical environment^[7].

In the process of analyzing and answering the above questions, Marx and Engels sublated this philosophical thinking mode, and at the same time put forward their own ideological understanding method, and established the historical materialistic philosophy. Marx and Engels said in their work: "German philosophy fell from the heaven down to the earth; and it was totally the opposite that we raised from the ground up to the sky. That is to say, we are not starting from what people say, think, imagine, and from the people being said, thought, imagined, conceived, to understand the real people. Our starting point is the people who engaged in practical activities, and from their real life process we can also reveal the development of the reflection and echo of this life process in ideology. Even the vague things in people's mind are necessary sublimations relating to the physical premise in the process of material life, which can be determined by experience. Therefore, morality, religion, metaphysics and other ideology, and the forms of consciousness that are adapted to them will lose the appearance of independence. They have no history, no development; those who develop their own material production and material exchanges, are changing their own reality, at the same time also their thinking and its product. It is not consciousness that determines life, but life determines consciousness. The former research method starts from the consciousness, taking the consciousness as a zoetic man. The second method of observation in line with the real life is from the real and zoetic man, taking the consciousness as their Marx himself added bold figure consciousness solely. The method of observation is with preconditions. It starts from the realistic preconditions without separating from it even one second. The precondition is people who are ongoing, practical and developing in certain conditions, but who are cut off from the outside world and in some kind of fantasy. As soon as this active life process can be described, history was no longer like what those abstract empiricists thought that was the collection of dead facts, and also was no longer like what idealists thought that was the imagining activities of imaginary subjects. The place where speculation terminated, is in front of the real life that is the starting place of the empirical science where people's practical activities and the actual development process were described. Empty words about consciousness would disappear, and must be replaced by real knowledge^[8].

2. The establishment of the thinking mode of Marxist philosophy

By the above statement, we can see that the thinking mode of Marxist philosophy is established in the process of gradual criticism on the thinking mode of Hegel's speculative idealism in to Hegel's idealism way of thinking - that is in the critical process from Hegel's logical system to German classical philosophy, and from Hegel himself to his followers. Despite the *Outline of Feuerbach* was the notes written in a hurry for further research, but these notes as the first file which contained the new world view, are very valuable. The advent of the *Outline of Feuerbach* and the *Ludwig Feuerbach and the end of German classical philosophy* marked that Marx and Engels got rid of the influence of Feuerbach's philosophy, and began a journey of discovery of the new world view.

Focusing on the relationship between the object and subject of the philosophy research, Marx pointed out in Article 1 of *Outline of Feuerbach* that the disadvantages of the old materialism were abstracting the objective world and people's reflection to the objective world into some kind of perceptual intuition, and taking this abstract perceptual intuitional world as the theoretical starting point; but idealism took the feeling and experience of people, some kind of logos, or some kind of objective spirit (Hegel holds the idea) as the theoretical starting point. In Marx's view, they had a common defect on ideological understanding method: they dissevered the objective connection and process between the practice and cognition, subjectivity and objectivity, sensibility and rationality, and abstraction and specification in practical understanding activities; that is to say, only a certain segment of the cognition process was intercepted, then they broke away from the foundation of practice and the total process of cognition, and exaggerated them as a universally valid cognitive law and ideological understanding method. Of course, the significance of the revolutionary, practical and critical activities cannot be understood. Based on the disadvantages of the two, Marx put forward his own views in the Article 2. First, the objective truth, reality and motility of thinking themselves are a practical problem. Second, the truth of man's thinking that comes from the practice, must be tested by practice. In the process of studying cognition, the defects of old philosophy must be overcome and the split cognition process should be reunified to the practical level. And then this kind of thinking mode is formed: based on the practice, and then raised to the theoretical level, the theory is expressed by a logical narrative and accepts the test by practice while proving the truth of the thinking. Third, leaving the practice to discuss the realistic problem of thinking, is a pure scholastic question.

From the previous two ideas, Marx focused on the thinking and being this basic problem of philosophy, in the process of further criticism of the materialistic philosophy represented by Feuerbach with idealism as reference, and led to his philosophy of "new materialism" and its purpose. Marx, from this way of thinking and research method, mainly criticized the wrong point of view of Feuerbach while affirming the contribution of Hegel's successor, Feuerbach's philosophy from the following aspects, and pointed out that they only focused on some aspects of a thing and the implementation of reform from theoretical level, but ignored that they should fully understand and grasp the law of development of things.

In Article 4 of *Outline of Feuerbach*, Marx pointed out that Feuerbach's merit was that he was dissatisfied with the abstract thinking and resorted to the perceptual intuition, but his defect was that he did not take the perception as human practical perceptual activities, so he did not understand things, reality and perception from the subjective aspect of things, but from the object or intuitive form. Because starting from the wrong way of thinking, all the former theories of materialism and idealism could not explain the realistic and practical human activities. They set off from the subject, or from perceptual intuition for examining the world, and studying things; so the subject and object, abstract and concrete, theory and practice of philosophy are separated naturally, and in this way, the function of philosophy to change the world was greatly weakened.

Such as, Feuerbach equated the essence of man with the existence and nature of human beings. In fact, he killed the differences between existence and nature, individual and general, concrete and abstract. With the general abstract and universal nature murdered the concrete individual and real existence, that is to say, he murdered the basis of existence of the existence and nature of human beings—the existence of an individual. Marx proposed his own opinion while criticizing Feuerbach theory. He thought that it is necessary to focus on the existence of the realistic man and his various realistic relations with the world, people can conduct theoretical research on the understanding of man and human history established on the practical experience of people which is appreciable. And the purpose of philosophy is not only to explain the world in different ways, but to change the world.

German ideology further deepened the way of thinking of historical materialism. In this work, Marx and Engels, beginning with the process of disintegration which criticized the absolute spirit, described the way of thinking of the historical materialism mainly from three aspects which were general ideology, German ideology and its realistic basis and communism.

In the section of general ideology, in *German ideology*, aimed at the situation in which theory and reality were separated caused by the abstract to abstract way of thinking of past philosophers, Marx and Engels put forward that the first premise of all human's survival, that was also the first premise of all history must be determined in the process of philosophical research. This premise was that people, for being able to create history, must be able to live. Starting from the realistic premise, after the study of the four factors and four aspects of the original historical relationship, we found that man also have consciousness, which is a social product at the beginning, and as long as man still exist, it is still the product^[9]. And the production of consciousness and the production of life were dual relationship: on the one hand it is the consciousness of nature, on the other hand it is the understanding of human's development process, or that of history; in other words, we realized that people need to contact with the people around them, which means we begin to realize that people generally live in the society^[10]. Marx and Engels thought that, not as the previous philosophers and thinkers described that human history was the development process of absolute ideas, and the product of thinking, but discussed the development process of consciousness, taking the realistic people and their production and life as the starting point. These ideas thought the consciousness, from the

beginning was social product which was gradually formed in the process of people understanding the nature and their own history and entangled by human material.

Then, Marx and Engels distinguished the system of ownership at different stages taking division of labor and production tools as classification standard, and pointed out that in the different systems of ownership, the differences of the relationship between individual and the materials, and the tools, and the products of labor determined the different relationship between them in the system of ownership. Marx and Engels put forward the relationships between class and class, between class and ideology, and divided human beings into two classes, that one is the ruled class, the other is the ruling class; and a class is the dominant material force, and also the dominant spiritual strength in the society. The class that dominates the data of the material life, dominates the data that govern the spiritual production as well. Therefore, the thoughts of people, without the data of spiritual production, are generally dominated by the ruling class. The dominant ideas are nothing but the performance of dominant material relations in concept, and an idealistic dominant material relations. Thus, this is the performance of various relations which make a certain class as a ruling class. Hence, this is also the ruling thought of the class^[11]. Hegel and his followers proved that all the supreme tricks of spirit according to the historical materials can be summed up into the following three means. First, it must make the ruling man himself, who rules with the individual that as a material under the condition of experience on the basis of all kinds of experience, separate with his thoughts, and acknowledge the domination of thought and fantasy in the history. Second, it must make this ideological ruling some kind of order, and must be proven that there is a mysterious connection between the ruling thoughts which inherit the former one. The way to achieve this is to take these ideas as "self-regulation of the concept".....; third, in order to eliminate the mysterious appearance of self regulated concepts, then it is turned into some sort of character—self-consciousness; or, in order to show that one oneself is a true materialist, it is turned into many characters who represent the concepts in the history—thinkers, philosophers and ideologists, and these people are defined as the creators, the guardians, the governors of history. In this way, all the materialistic factors are eliminated from history, so, the halter can be unlocked, the horse of his own speculation can run freely^[12].

This book's foothold is as follows: Marx and Engels observe and study the nature, human history and spirit from the realistic man and their production, and unveil the mysterious veil of history created by consciousness like absolute concept. History is not the production of consciousness of great people like philosophers or governors, but because the class these great people belonging to and representing occupies a dominant position in the material production, so it also occupies a dominant position in the spiritual realm. The book exposes the true colors that why the consciousness of the ruling class creates history; their purpose is to maintain their long lasting ruling, and these thoughts and consciousness for the ruled class are deceptive and hypocritical spiritual opium.

In *the realistic basis of ideology and the communism* this two chapters, Marx and Engels, on the basis of further criticism on the abstract to abstract thinking method, following the

concrete-abstract-concrete thinking method and research method, use the three aspects of theory of historical materialism to the reality which are the communication and productivity, the relationship between the state and law and the system of ownership, the naturally produced and made by civilization tools of production and the forms of ownership, to carry out the analysis of human history, and put forward the ways of human liberation which is making the people change generally. And this change can be realized only in practice and in the revolution. Because the reason why the revolution is necessary is there is no other way to overthrow the ruling class, and the class that overthrew the ruling class can throw away all the old and dirty things on their own to build a new foundation for society^[13]. It is self-evident that the changes here also include the change of ideology; and it builds the communism which is the production of a bright future social communication mode itself, realizes the identity of the logic and history, achieves the combination of cognition and practice, and opens up a new world of philosophy changing the world.

3. *Das Kapital*: the application of Marx's philosophical thinking mode

To sum up, on the basis of thorough liquidation of Hegel's abstract speculative philosophical thinking mode, Marx and Engels established this new materialistic world outlook and methodology of "practice-cognition-practice", "concrete-abstract-concrete", that was based on practice, and formed a series of new ideas and new theories of Marxism. *Das Kapital* embodied the use of this way of thinking mode.

Early in the *German ideology*, Marx and Engels have seen the decisive effect of material production and the economic base to the whole society, the state and the superstructure, also the interaction between the nature and the human society and every level of human society. In the preface of *Criticism of political economics*. Marx respectively took the production, consumption, distribution, exchange, circulation as the interactive subsystems of the total process of production to do research. In *Das Kapital*, Marx, using the individual-general-individual thinking mode, carried out an objective comprehensive study and a concrete analysis of the labor, capital and other categories for goods production from the point of view of historical materialism, then made scientific definitions for them. And then he studied the production of capitalist commodity and surplus value, the formation and realization of value, the formation of profit, the capitalist reproduction and the division of surplus value, and so on, which were placed in the entire capitalist economic operation system and market operation system, including industrial capital movement and the movement between them and the general social capital composed of commercial capital, financial capital, and the capitalist land management mode, and proposed the complete and scientific labor theory of value and theory of surplus value.

In *Das Kapital*, the general form of commodity is the logical

starting point of Marx's work, because the commodity is the most general form of element in the capitalist social wealth, but it is the logical starting point of logical representation or theory development in the *Das Kapital*, not the starting point of the study, and it is not discoursed by leaving its production, exchange, distribution and consumption, these people's realistic movements, and it's not pure abstract category which is produced by the subjective thinking from abstract to abstract thinking, but the abstract category which includes all kinds of practical and concrete rules through the research oriented social practice, from the reality, through the abstract generalization and analysis of abstract thinking, which it's all real specific provisions of abstract categories. So Marx, in *Das Kapital*, analyzed and studied its quality and quantity, the use value and value, the duality of productive labor, the historical evolution of the value form, the contradiction between private labor and social labor of the production and its specific, historical realistic movements. This logical narrative approach is also the method that developing the concrete, abstract by facing the practical logic according to the logic of thinking in scientific research; it is the opposite to the way of ideological understanding that is from the concrete to abstract; it is a process from abstract to concrete, a reversely reproduced process of research process and the thinking process of understanding. But it must take the first research process that is from concrete to abstract as the basis and premise to ensure the objectivity and scientificity of the materialism, in fact, it is consistent with the way of thinking and research method. But after this process, the specific is already a clear specific with all kinds of realistic rich provisions, not the specific which is still ambiguous on the understanding and as the starting point for research understanding.

In conclusion, Marx and Engels only knew the general nature and law of the history of the world from the fact of the real world that is the historical facts and the historical process itself, following the way and method of understanding from concrete to abstract to study the problem of cognition, and at the same time, it's Marx's historic attitude and method. If there is no full study from concrete to abstract, there will be no high rise of logic from abstract to concrete; If there is no full study on special realistic materials of commodity production and capitalistic production, there will be no convincing logical representation from abstract to concrete in *Das Kapital*^[14].

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Telangana Armed Struggle and Identity Formations of Bahujans: A Historical Perspective

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Abstract: The formation of a Bahujan identity is basically seen in the form of caste consciousness among lower caste groups, who are also the integral part of the Bahujans (*productive caste groups*). The caste consciousness among the Bahujans in Telangana region is low because of their continuous oppression in their socio-cultural, economic and political dimensions, since historical times. Most of the Bahujan leaders emerged in the region during the period of Telangana Armed Struggle as their identity consciousness was rooted in that movement. But the history has not recognized the Bahujans and their identity movements as that was recorded by the so-called upper castes elite-intellectuals. In the process of this struggle, Bahujans have played a key role and made numerous sacrifices. Their heroic resistance and sufferings in that movement have not properly recorded in the history. However, the Bahujans themselves have tried to produce their literature on diversified aspects of their communities with an aim of articulating their own interests and identities. This paper is an attempt to analyze the role of Bahujans in Telangana Armed Struggle that reflected their identity in historical context. It examines such identity formations in the former Nizam state, which is broadly the present Telangana. It also covers the process of Bahujan identity movements and their formations in the Telangana armed struggle.

Key words: Telangana, identity, bahujans, telangana armed struggle

Introduction

The Telangana armed struggle against dora, landlords and Nizam's was an important historical event in Hyderabad state with British imperialism till September 17, 1948. It was against the land lordship, exploitation and dominance. It was a struggle for the establishment of the peoples state (*prajarajyam*) in place of the existing feudal landlords in this telangana region. The Indian freedom struggle had many streams. The main battle was fought against British. There were 519 small and big Samsthans, princely states (kingdoms) which were ruled by native kings under the British umbrella. They were free only to exploit, torture the people in their kingdoms, but had to pay huge amounts to the British Crown for being allowed to exist. But for the British, they would have been thrown out by the people long back.

The Hyderabad state was the biggest and the largest state (Samsthan) in the Indian sub-continent in the colonial period. Half the districts were Telugu speaking, five Marathi speaking and three were Kannada districts. It consisted of the nine districts of Telangana (Adilabad, Hyderabad, Karimnagar, Khammam, Nalgonda, Warangal, Mahabubnagar, Medak and Nizamabad), five districts of Marathwada (Bhir, Aurangabad, Parbhani, Nanded and Osmanabad) and three districts of Karnataka (Gulbarga, Bidar and Bijapur). Only Urdu was the official language and medium of instruction. Telangana (Hyderabad State) region was ruled by numerous dynasties like the Sathavahanas, Chalukyas, Kakatiyas, Mughals, Qutubshahis, Asafjahis, and Nizams upto September 1948. The land was concentrated in the hands of big Deshmukhs and landlords. Some of

them used to own one lakh to one-and-a-half lakh acres of land as well. There was the *vetti* system, that is, officially all the people had to work for the landlords without wage. It was almost half-slavery. There were no civil and human rights. It was naturally hated by the people. But they were helpless.

Historically, Telangana has become in popular perception, a symbol of people's rebellion in the recent past. A wide-ranging study of the region, its people and its struggles is long overdue. The Telangana movement of the 1940s, the *doras* (the dominant local landlords in villages), the *razakars* (a paramilitary force), the police action (the Central government's military action in 1948) and the local heroes are still entrenched in the memories of the people.

In this period, the *Arya Samaj* started spreading its influence in the Congress. Communists gained dominance over the strongest linguistic-cultural organization, the Andhra Maha Sabha (AMS). They found a base in the rural areas of Telangana where commercial agriculture was beginning to provide scope for a newly assertive peasantry. It demanded a fully responsible government as well as the abolition of *vetbegar* (*vetti*), eviction of tenants, *jagirdari*. It also demanded the abolition of tax on toddy tapping and reduction of taxes and rent. The AMS organized a campaign against '*vetbegar*' in the villages of Nalgonda district. By and large, though, it seems that Dalits remained at the periphery of much of AMS organizing activities; however, as one study shows for a village in Bhongir taluk (a central area of Nalgonda), there was relatively more participation by Dalits in cases where activists deliberately appealed to them. Upper castes were helped to develop socially through popular plays and a library movement that included translations of Lenin, Stalin and Gorky as well as Mallepalle'. Bahujans were influenced by art

forms such as the *burrakatha* and *bathukamma*.

At this point of time, several important conferences on the Mahar Watan issue were organized in border villages of Hyderabad State attended by Marathwada Dalits. In December 1938, an Aurangabad district Dalit conference was held at Markanpur near Chalisgan. Speaking on the occasion, Ambedkar unleashed a critique of the Hyderabad State and its policies. The resolutions asked for distribution of *inam* (watan) lands to Dalits, implementation of laws, abolishing *Vetbegar* and facilities for education'. Gradually, Hyderabad State Mahars were drawn into the trajectory of Ambedkar's organization. Dalit activities in Telangana (Hyderabad State) began to gain momentum and some leaders worked enthusiastically for the cause of Dalits. This included B.S.Venkat Rao, who emerged as a powerful leader with the support of Venkataswamy. There were also as the Depressed Classes Association (DCA) and Scheduled Caste Federation (SCF), Harijan Sevak Sangh (HSS.) whose leaders included J.Subbaiah, Bathula Asaiah, Shyam Sunder, Sukam Achalu, Thakkar Babu, Peesari Veeramani, Butti Raja Ram, Prem Kumar and others.

From the late forties the Andhra Communist leadership began putting forward a Maoist line of a United Front – a two stage revolution and national liberation struggle. In Telangana, the Communist Central Committee had decided to call off the Telangana Armed Struggle. In a situation of political instability in Hyderabad state in 1948, the Razakars gained one lakh members and the Nizam's regime was left without the will or capacity to control them. However, this signaled the final crisis of the regime and the near-anarchy gave the Communists opportunity to seize power in Telugu speaking rural areas. There was a semi spontaneous party led uprising in most parts of Nalgonda, Warangal and Khammam districts. Parallel administration (described as a gram raj in the vernacular and as village soviets by the Communists), was set up in nearly 4,000 villages. This was backed up by a thin line of armed forces; by April 1948, the party could organize six area squads of twenty fighters each, and fifty to sixty village squads; by the end of August it was claimed that about 10,000 peasants, students and party workers were actively participating in village squads and some 2,000 in mobile guerilla units formed. But acquiring arms remained a major problem.

According to a recent dissertation of K. Srinivasulu, the Telangana revolt mainly focused on Gadi, Vetti, which led to the unity of peasant cultivators, artisans, Dalits and other village servants. Another important issue was that of agricultural wages. As a result, all Bahujans were against the Gadi and Jajmani system. Communists dominated village committees fixed higher wages, and following Indian army repression apparently when the landlords attempted to re-impose the older lower wages, there was a wave of agricultural labourers' strikes in 1949; in some cases, women of Bahujan communities led the strikes. It was also true that the Congress and Communists parties were not educating people on caste lines. However, all these enthusiastic activities did not go very

far in building a mass following in the countryside and in mobilizing the peasantry into a revolutionary organization.

The actual role of Dalitbahujans in the struggles appears to have been a subordinate one. There were claims that most recruits in the dalams came from the untouchable castes (Malas and Madigas) and from among the tribals. In all villages, Dalits and women were on the side of the Communists, and importantly, women took active part. However, there was also notably, no depiction of Dalit women in the accounts of women in the Telangana revolt. But in the more backward areas of Telangana, dominated by an unrelieved feudal aristocracy, there was little evidence of even such a resistance.

In this struggle, numerous Bahujans sacrificed their lives. According to Sundarayya, 'In 2,000 villages of Nalgonda, Warangal, Karimnagar, Khammam and Hyderabad, 3,00,000 people were tortured and 50,000 were arrested and kept in detention camps. Some 10,000 were said to be in camps even till July 1950; about 2,000 were killed and 5,000 imprisoned for years'. The Telangana Armed Struggle that started with the sacrifice of martyr Doddi Komuraiah in Kadavendi of Warangal claimed the lives of approximately 4000 martyrs. During the struggle, Chakali Ilamma, Bandagi, Bathini Mogilaiah was sacrifices in the Telangana armed struggles. Chakali ilamma fought against the Visnoor Dora of Jangaon division, Warangal district. While the Telangana armed struggle fought for the solution of land issues, eradication of poverty, vetti, this major movement did not create caste consciousness and failed to unite people on caste lines. Thirumali opines, "However, on the whole, the Communists were not successful in formulating definite theoretical perspectives to be followed by the rank and file of the party to fight for new cultural values based on gender and caste equality". He further argued that "the main achievement of the communists in this period was that they were able to transform the moderate AMS into a peoples' organization'. Many people learnt reading and writing in the night schools opened by them. They made possible the emergence of poets, story writers, actors and dancers from otherwise illiterate people. Under their influence there emerged poets like Rajaram, Yadagiri and Suddala Hanumanthu and many others". At that point of time the Communists coined the two slogans of 'land to the tiller' and 'Vishalandra', the first one to bring all anti-landlord classes under their leadership, while the second was not clear to people.

In all these struggles, Bahujans played a key role and made numerous sacrifices but their heroism and suffering was not mentioned in a history, because history writers are basically from upper caste groups and ignore Dalit-Bahujans' history. Bahujans which led to the formation of a Bahujan identity in the Telangana armed struggle are analyses. The roles of Bahujans and their identity in such historical movement are also being discussed.

Telangana Armed Struggle Bahujans as their identity

In the process of this struggle, Bahujans have played a key role and made numerous sacrifices. Their heroic resistance and sufferings

in that movement have not properly recorded in the history. However, the Bahujans themselves have tried to produce their literature on diversified aspects of their communities with an aim of articulating their own interests and identities. But the history has not recognized the Bahujans and their identity movements as that was recorded by the so-called upper castes elite-intellectuals. The caste consciousness among the Bahujans in Telangana region is low because of their continuous oppression in their socio-cultural, economic and political dimensions, since historical times. Most of the Bahujan leaders emerged in the region during the period of Telangana Armed Struggle as their identity consciousness was rooted in that movement.

The studies viewed the history in binaries of secular/communal, feudal/capitalist, and colonial/nationalist paradigms. The major problem with such historiography is, as pointed out recently in the context in European historiography, that it was a 'vicious circle have us believe that nothing exists outside it. However, meaning'.

Historical studies about the Bahujans

In reaction to such histories, a new historiography of "subaltern studies" developed on South Asian history. Though new concerns were introduced in place of 'unhistorical monism' it lacked a clear concept of history and thus did not study the history in totality. (Guha 1982:7). This history did not bring out the underlying class/caste/community interdependencies –materials, social or cultural and cultures were the products of such interdependencies and relationships. It did not attempt to identify the underlying laws/reasons that guided the transformation of societies/ history. In their history, the role of the elite(intellectual) in understand the social environment and intellectual interventions in the process of change has nothing to do with the subaltern mass activities. It was influenced more by sociology and literature and history was submerged into them losing its identity. Interestingly, it relied more on writings of intellectuals, i.e. elites to write subaltern history. However in attempting to 'deconstruct' the same History, the historians depended upon the same elite literature. These studies did not present the 'subalterns' vis-à-vis the others establishing the unequal/exploitative relationship specific to different periods in history.

Therefore the few published works that have examined this study of telangana armed struggle have seen it as an anomaly. On the basis of memoirs (Dasharathi 1999), experiences of officials (Ahmed 1965), ideologies of political activists (Nalla 1989), folklore (Kumari 1974, 1977), interviews and the experience of the people and the author's personal knowledge of Telangana, a panoramic view of rural life in Telangana has been depicted. As tirumali explained this point of situation in his recent study, "the historical transformation of various castes into three main social groups, with mutually exclusive lifestyles, and sometime mutually aggressive perspectives vis-à-vis others are constructed. It is not our interests to invoke or propose a theory, but to highlight the issues relating to the caste/class

relationship in the rise of protest consciousness among the various social groups and how the communist party channelized it. The participants are presented more in terms of a broader community of caste for example, chillarollu or laborers, kapus/motubararies or peasants. The chillarollu was an existing social and cultural community of people with low caste status, who depended on others for land, work and even for nyayamu (justice)".

Communist perspectives

At the moment a brief look at the existing literature on the Telangana armed struggle. A major drawback is the conflation of the people with the leaders, neglecting often, how the convergence between the two came about. The earlier writers saw everywhere the party rather than the people. The communist participants in their writings attempted to see the movement as a reaction to the oppression of the landlords and the state, the 'class structure' political strategy and tactics ignoring the growing class/sectional sentiment among the people. For instance Putchalapalli Sundarayya's Telangana People's Struggle and Its Lessons, Raja Bahadur Gour, Glorious Telangana Armed struggle, C.Rajeshwar Rao, The historic Telangana Struggle, Ravi Narayana Reddy, Heroic Telangana Reminiscences and Experiences. Therefore, they could see the struggle only as 'anti-feudal' that erupted out of increasing 'exploitation'. They could not fathom the changes taking place in the lives of the various sections of the people and the consequent rise of awareness among them. What is most repetitive in their workers is the 'autocratic rule' of the successive Nizams, 'feudal economy and polity, linguistic division in the state, Urdu domination, and so on, which amounted to nothing but to the political dislike of the Nizam's rule.

However, among the Communist Party writers Devulapalli Venkatwara, (Rao, D.V)1988, part 1) Arutla Narasimhulu (1989) have emphasized the nature of people's participation at the village level. They have examined the process by which the people and the party came together organizationally. Devulapalli Venkateswara Rao has given a vivid picture of the people's pressures from below and the building up of the party with the 'villages militants' Arutla Ramachandra Reddy had given in details the growth of the movement as a result of the mass pressures that the taluq. Nalla Narasimhulu's narrative of this activities along with others around Kadivendi was a reflection of the people's activity and initiatives, which made the emergence of the Andhra Maha Sabha and the Communist Party possible in the area. His study differs from the others in that he writes as part of the movement, i.e., from the standpoint of a cultural insider whereas the account of the others look like that of outsiders. He has given details about the social/caste background of the participants and the spread of the movement from village to village horizontally culminating in the formation of sangams. By and large, the communist party narratives tend to highlight the party activity at every stage, undermining the people's initiatives (particularly) after the Bhongir session of the AMS in

1944). There were a large number of parallel people's resistances outside the purview of the communist party up to 1948, which it tried to incorporate into it at every stage of the struggle. The caste with the academics was no different. They depended mainly upon the writings and interviews of the leaders, they were equally guilty in this regard.

Razakars arrogance

The Nizams' volunteers, known as Razakers, unleashed terror on the people in the name of defending a Muslim kingdom. In fact large numbers of Muslims were living in utter poverty. An overwhelming number of landlords who supported the Nizam were Hindus. Unfortunately a section of the Muslim population did believe in the slogan of "Anal Malik" (I am the King) and extended support to the Nizam. But there were patriotic, democratic and progressive minded Muslims who extended support to the anti-Nizam struggle. In the Telangana area where the Communists were leading the struggle, it never took a communal colour. It was a struggle against outdated and outlived feudalism. The situation was ripe and the CPIs clarion call for armed struggle was responded to excellently by lakhs of people who participated in it. As a matter of fact the Party's organisational infrastructure was weak in the Telangana part but the popularity of its leadership, the correct strategy and tactics of the Party helped immensely.

The Andhra Party (it was a part of the composite Madras State) was organisationally better equipped. The infrastructure of party organisation was quite good. The leadership was ideologically and politically matured. The Andhra Party had given all help to the struggle of Telangana. Armed training camps were held. Fund and weapons were collected. Volunteers joined the struggle in Telangana; many Andhra comrades were killed in Telangana.

Comrade C. Rajeswara Rao was in Hyderabad from 1946 itself and other prominent leaders like Comrades P. Sundarayya, Tammareddy Satyanarayana, S.V.K. Prasad and many others directly joined to guide and participate in the struggle. Comrade CR created the first nucleus of the Party in Hyderabad.

There were two stages of the struggle. Stage 1 was from September 11, 1947 (the day the armed struggle started) to September 17, 1948 (the day the Indian Army marched on Hyderabad). Stage 2 was from that day till the withdrawal of the armed struggle in 1951.

In the first stage, there was wonderful support and sympathy of the people. Landlords ran away from villages. Their huge bungalows, which were known as Devidis, were burnt down as they were the shelters and centres of Razakars and the Nizam Police.

K.M. Munshi, a confidant of Sardar Patel, was the Agent General of the Government of India in the Hyderabad state. There was a standstill agreement between the Nizam and the Government of India. Though the Government of India wanted the Nizam to join the Indian Union, they did not want to use force. But as the Communists were becoming strong, there was fear of a communist

takeover of Hyderabad. The Congress leaders pressurised the Central leadership for some action. The Indian Army marched on Hyderabad state from four sides on September 13, 1948, and the Nizam surrendered on September 17. The Nizam's army could not withstand the pressure of the strong military force of the Indian Union. The resistance was nominal. The Nizam declared his surrender and the merger of the Hyderabad state was announced.

The CPI, which was fighting the main battle sacrificing a large number of its comrades, was not consulted. No discussions were held. The Nizam, who was to be overthrown, was given a respectable place and later declared as Raj Pramukh (equivalent to the Governor) with two crore rupees as annual compensation. The Indian Army marched on the villages. The CPI decided to carry on the struggle. The landlords came back to the villages and tried to take back the distributed lands.

There was confusion. The middle class, business people, intellectuals were happy that the Nizam's rule came to an end. The merger with the Indian Union was achieved. They wanted the armed struggle to be withdrawn. The poor people were confused. The Party decided to continue the armed struggle. Though there was betrayal by the Congress and Union Government by compromising with the Nizam and landlords, the changed situation probably needed a different strategy. The continuation of the armed struggle proved to be costly. The Party did not get the massive support of the people which was available in abundance earlier. Some had become neutral. Congress supporters were openly hostile. The landlords came back and mobilised all those sections. The withdrawal of the armed struggle, its timing, the strategy became a hot topic of discussion inside the Party. Many valuable comrades lost their lives. Ultimately the Party decided to withdraw the armed struggle and participate in the general elections.

Telangana armed struggle and its lessons some reviews

The Telangana armed struggle and its lessons are very much relevant even today. The controversy about the withdrawal of the armed struggle is still a debating point. Some sections of Naxalites and Maoists say that the withdrawal was wrong and their present armed struggle is the continuation of Telangana. Some comrades believe that the withdrawal was late, and should have been done earlier. Proper lessons can be drawn for the Indian revolution by honest indepth discussions on this subject.

Carolyn M. Elliot, study of peasant rebellions, he analyses "the peasant rebellion which swept through the telangana portion of southern India in 1946 focusses attention sharply on this problem. Questions regarding the revolutionary potential of peasants in this especially backward area tell little about how communists cadres were able to build up a vigorous Maoist type of guerilla was across an area of 4000 villages". He looked this movement as communist angel, he stated that communist workers were already enacting in the village they had won. Barrington Moore attributes it to a collapse of state authority at the time of independence, when the state's Muslim

prince lost British support for his rule over predominantly Hindu population. He specifically rejects socio-economic causes, arguing that peasants in many regions that did not witness rebellion. Hamza Alavi and Donald Zagoria on the other hand emphasize the rise of nationalism imported from British India. Barry Pavier, reviewed The Telangana armed struggle, he pointed out P.Sundarayya's book, even Sundarayya shows, although he does not explain how or why, that the party was being continuously driven to the left by the poor peasants and agricultures. Dhanagare states that "the Tebhaga and Telangana insurrections were the product of a consciously adopted revolutionary ideology and strategy by the CPI', leaving no room for the people's initiatives. For him, the purpose of the movement was noting beyond "the redress of the specific grievances" (Dhanagare 1983). In his view the 'peasant insurrection' was virtually the party insurrection or movement.

However, the modern historian, scholar, Adapa Satyanarayana, analysed, the writings of Telangana armed struggle. Most studies on Telangana have inadequately discussed the complex nature of feudal society and domination exercised by the landlords over the peasantry at the grass roots level. Barry Pavier (1981:30) remarked: The villages of Telangana were dominated by particular type of landlords called *deshmukhs*. Having been made a presence of the dominant position in the rural economy, they resolutely strengthened themselves during the succeeding decades.

How the *deshmukhs* were able to sustain and strengthen their domination was left unexplained. Similarly another scholar (Reddy 1989, 275) wrote: the *Jagirdars* were so powerful that they could grab lands by fraud, which reduced the actual cultivator to the status of a tenant at will or laborers through such pernicious practices as *vetti* or forced labour.

Thus, the accounts of the political activists of the Telangana armed struggle are full of instances of feudal landlord repression and brutalities.

Thus most of the existing studies is an explanation as to how feudal domination was sustained and reinforced in Telangana villages? How *bahujans* were formed their identity? It attempts to discuss.

The Communist organizations were formed among the educated elite of the rural rich in Telangana and the urban middle class of Hyderabad city. They transformed the landlords Andhra Mahasabha into a people's organization with pragmatism, ideological commitment and a sense of sacrifice. Though the people of Telangana had risen in revolt with their self-perceptions and aspirations, a well-articulated political perspective developed only through their association with the communists. The communists formulated the demands of the people, transformed the class issues into political issues in an attempt to bring about unity among the anti-feudal classes to overthrow the landlord/Nizam regime. Through the establishment of village *sangams* conducting political meetings and cultural shows, a larger number of village militants from service caste, artisans and peasants were recruited into the party and were

prepared for longer battles.

But there is class formation adopted by the communists, as Javed Alam described "it has been the belief of the communists parties, right from their inception, that the exploited masses have a natural propensity to unite to end exploitation and oppression. It is not that this had not happened".

Bahujan leadership and their heroism

Even though, Thirumali, recent work on *Against Dora And Nizam: People's Movement In Telangana 1939-1948*, This work illuminates the 1940s people movement of Telangana. Telangan movement was a result of conscious effort of the mass (*Bahujans*) of labourers and peasants with self-generated awareness of unjust subjection. It was initially an expression of their individual miserly, caste dissent and community protest against the unjust practices of the *doras*. He rightly analysed that the people's economic struggles, transformed into political struggles to free the villages from the *deshmukhs* and to establish their rights over the land and to appropriate the surplus produced. By 1945-46, the state's desperate actions against the growing peasant independence and assertion of their social and traditional rights had initiated all affected classes of rural society".

For instance, *Peesari veeranna*, a dalit leader from Warangal district, objected to the use of the word *harijan* and in 1940s criticized Gandhi on a public platform. He formed an armed squad to support and liberate dalits. He founded a place of worship to Allah in Warangal, in the name of Allah Prabhhu.

Even during the Peasant Armed Struggle in Telangana, the people held guns and fought the oppressors disregarding their lives. *Chakali Iamma*, *Doddi Komuriah*, *Komuram Bheem*, *Bathini Mogilaiah Goud* and *Bandagi* were some of the martyrs who lost their precious lives in the struggle and they were great martyrs. They are the heroes who defied the exploiting classes and sacrificed their lives in the struggle for the rights of the people. Because of this struggle, thousands of innocent SC, ST, BC and minority people sacrificed their lives.

Chakali Iamma, one of the leaders of the Telangana armed struggle. *Iamma*, belonging to a low caste (*chakali*) had not only revolted against 'zamindar' Ramachandra Reddy, during the struggle, but also saved her crop and inspired the fight against the Nizam [The Hindu, Nov., 1, 2010]. She was known also *chityala aillamma*. There is nothing of my husband nothing of my son it is my name that has stood wherever the *gothe sangham* folk come and say 'one should be like *aillamma*'

Hailing from the *chakali* caste in *palakurti* village *aillamma's* struggle for land and her Resistance to the Nizam's forces make her a legend of the Telangana peasant struggle. As the repression on her grew, she became totally involved in the struggle, travelling from village to village to escape the police. Undeterred by arrest and torture the determination and courage *aillamma* showed was exemplary.

Komaram Bheem was born in family of Gonda Tribals in the

forests of Adilabad. he was not exposed to the outside world and didn't have any formal education. Bheem realising that the time was near to revolt against the Nizam Government's wild official injustice, Komaram Bheem became a veritable deity, raging with the fire of revolt. Talukdar Abdul Sattar failed to bring Bheem to kow-tow his line. Abdul Sattar, well equipped with ninety policemen armed with guns, attacked Bheem, who did not have any armour to protect himself. On that fateful full moon night, hundreds of followers of Bheem armed themselves with bows, arrows, swords and spears. The fearless Gonds launched a frontal assault, from just a dozen feet away from the Nizam's police force, braved their guns, only to be riddled with bullets.

That night, the moon burnt like a flaming sun. That night, the wild moonlight became a veritable stream of tears. That night, the martyr Komaram Bheem became a deity and eternal hero to the Hindu community. Komaram Bheem is a tribal leader who fought against the erstwhile Asaf Jahi Dynasty for the liberation of Hyderabad State at the beginning of the 20th century. In Telugu, he is known as Komaram Puli. The birth of the liberation movement originally took place when Hindus, be it villagers (Gramvasis), forest-dwelling tribals (Vanavasis) or city-dwellers (Nagaravasis), were fed up of the atrocities of the Nizam of Hyderabad.

Under the Nizam's theocratic rule (as under the previous rule by the Sultans), Hindus were killed or forcibly converted in lakhs. Countless Hindu women and children were raped and carried away as sex slaves. Ancient Hindu temples were desecrated and destroyed and built over by mosques. Hindu names of cities were banned and Islamic Slave Names were imposed on cities, viz. Hyderabad, Nizamabad, Sikandarabad, Adilabad, Karimnagar, Zaheerabad, Musheerabad, Quthbullapur and so on. As neither Vanavasis, Gramvasis or Nagaravasis were spared the Islamic oppression, it was obvious that all of them would rise up in revolt. A group of Hindu bravehearts together to protest these acts, and finally, took up violent means to counter the Nizam and safeguard the Hindu masses. Komaram Bheem is a bright flame that lit the fire of liberation amongst the people.

Even before in this region of Telangana one of the prominent hero names called Sardar Sarvayi Papanna Goud born in Goud Community at Khilashapur Village near Jangaon in Warangal District. He fought against the Muslim rule in Telangana. He constituted some mansions and protected the interest of the poor. He lived during the period of Aurangzeb. Shivaji conquered Maharashtra from Muslim rule and at the same time Papanna occupied Telangana area from Mughal rule between 1687 to 1724. More.....Members..... For Our Telangana.

Able leaders like Sri M. S. Rajalingam, M. N. Rangachary (Parkal), Bathini Mogilaiah, Ranganaikulu, Cheruku Kanthaiiah fought for the freedom of Hyderabad and its merger into the Indian Union.

Bathini Mogilaiah was from backward class leader from Khila Warangal. Here is one example of his fearlessness in tackling the

highest in his pursuit of defending social justice. During the autocratic regime in the Nizam State, one Battina Mogilaiah, a non-freedom fighter, was stabbed in broad daylight by the Razakars in the streets. And Kaloji reacted fiercely to this and wrote strangely a Telugu lyric addressed to Sri Mirza Ismail, the Chief Minister of the state. "Did you find out the 'badmash' that stabbed Mogilaiah in the street? Did you at least console Mogilaiah's mother and wife for their loss".

The following leaders also participated in this historical movement but the availability of literature I have not analysed their heroism. Bandagi, Doddi Komarayya, Maqsum Moinuddin, Turrebaaz Khan, Shoebulla Khan, M B Goutham

Kancha ilaiah pointed out that, 'even the entire Telangana armed struggle could not produce a single SC leader or ideologue. Of course, from the OBCs, it produced Nassar, a burrakatha singer and actor, and Suddala Hanumanthu, a poet and singer whose poems on vetty, exploitation'. He further argued that,

Conclusion

The Telangana armed struggle has to be analysed from different angles. Besides the poor, agricultural labour, small peasants led by the Party, a broad section of middle peasantry, small, petty business people, intelligentsia supported the armed struggle and saved our underground leaders during the most difficult times. Poets, writers, journalists, government employees, Hindus, Muslims stood by the armed struggle. Women played an important role.

There is a necessity to study deeply the reasons that prompted different sections of society to support the Telangana armed struggle. Only that will help one to get a comprehensive understanding of the Telangana armed struggle.

Most of the writings on Telangana till now are from a limited angle of the struggle. Some have given only a partial account of this heroic battle. The split of the communist movement has created a situation in which some writers tried to undermine the role of some important leaders and ignore them. History cannot be written based on the whims and fancies of the writers. I hope an impartial, comprehensive account of the Telangana armed struggle will be written by future historians without distortion.

September 17, 1948 was the day when the Indian Army marched on the Hyderabad state, liberated it from the Nizam and the merger of the Hyderabad state into the Indian Union was announced.

The recent debates and arguments about Nizam state/ regime autocratic or liberation state, September 17 as Telangana Liberation Day? or Telangana Muslim JAC conducted a meeting opposing celebratory Sept- 17 as Liberation Day. Integration Day is very relevant as argued. The Nizam's rule as propagated by the communists is as if carved in stone, but Telangana under Nizam's direct rule was different. On the other hand, that part of Telangana under the rule of Deshmukh and Jagirdars was different. In the region that was under the Nizam's direct rule the SC, ST, BCs and the minorities had an importance unmatched anywhere else in the

country. The Nizam, who had honoured the great founders of the AdiHindu movement, Bhagya Reddy Varma and Arige Ramaswamy, had spent crores of rupees on the development of SC, ST, and BC education. The Nizam who had made B.S.Venkat Rao his education minister is bound to be a great man for the SC,ST,and BCs. The Nizam had passed a law elimination bonded labor in 1910.

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Construction of Practical Teaching Mode of Ideological and Political Education in Colleges and Universities under Work-Integrated Learning Mode

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Abstract: As an effective supplement to the practical teaching of ideological and political education in colleges and universities, the work-integrated learning mode focuses on the practical training of students' solid professional skills and technology. Taking the work-integrated learning as the breakthrough point, in the process of the cultivation of innovative talents in Colleges and universities, with the adjustment and reform of the professional setting, the curriculum setting, teaching contents and teaching methods and so on must be kept consistent with the form of work-integrated learning.

Key words: Work-integrated learning, ideological and political education in Colleges and universities, practical teaching mode

The general purpose of setting up the political lesson in colleges and universities is not only to improve the students' ideological and moral level, but also to include the general requirements of the graduates' employment competitiveness. The practical teaching mode of ideological and political education in colleges and universities and the work-integrated learning mode have the coherence in principle on the goal of improving the employability of graduates. The outstanding characteristic of the work-integrated learning mode is the combination of learning and work. Taking account of the resource advantages from both school and enterprise, classroom teaching which is the main learning content of indirect experience and enterprise practice which is the main learning content of direct experience should be brought into the training program of students. In 2005, *Suggestions on Further Strengthening and Improving the Ideological and Political Theory Courses of Higher Education by the Central Propaganda Department and the Ministry of Education of the Communist Party of China* pointed out: "the practice links should be strengthened in all ideological and political theory courses in Colleges and universities. The safeguard mechanism of practical teaching should be established and improved, and the long-term mechanism of education through practice should be explored". As an effective supplement to the practical teaching of ideological and political education in colleges and universities, the work-integrated learning mode focuses on the practical training of students' solid professional skills and technology^[1]. Taking the work-integrated learning as the breakthrough point, in the process of

the cultivation of innovative talents in Colleges and universities, with the adjustment and reform of the professional setting, the curriculum setting, teaching contents and teaching methods, and so on must be kept consistent with the form of work-integrated learning.

The concept of ideological and political education in Colleges and Universities

To understand the essence of the practical teaching of ideological and political education in colleges and universities has very important influence on its reform and development. Whether the practice teaching is independent from the theoretical teaching of ideological and political courses, involves two different understandings of the practice teaching mode. First, practice teaching should be carried out in surrounding which is different from classroom environment, for example, volunteer service, aid education in the countryside, self-employment, etc. to emphasize the complementary role of practice to theory. Second, based on the classroom environment, practice is regarded as the deepening of theoretical teaching, for example, playing slides, organizing classroom debate, teaching with cases, to emphasize the expansion function of practice to theory. Practical teaching should be investigated in its relationship with theory teaching, and the dialectical relationship between the two emphasizes that the mutuality between the two must be treated in the coordination and unity^[2]. In the ratio pattern of teaching, ways of educating both

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theoretical and practical as the objective, promised the possibility of all-round development of the individual comprehensive ability. Through sharp sensibility and healthy intellectuality, the theory teaching must be organically combined with the practical teaching, and the latter is the full extension of the theoretical teaching content. Therefore, To clarify the essence of practice teaching of ideological and political education in colleges and universities is not only closely related to the purpose of the establishment of ideological and political education in colleges and universities, but also related to the existing ways of ideological and political education in colleges and universities.

The current situation of ideological and political education in colleges and universities

The improvement of the practical teaching mode of ideological and political education in colleges and universities must be based on a thorough understanding of the current situation of ideological and political education in colleges and universities. The ideological and political courses in colleges and universities is the basic course of general education in the course setting of the university. The theoretical teaching is composed of different core curriculums, which intend to internalize the abstract or boring or stay theory into a deep understanding of students. And on this basis, through some researches of relevant disciplines, let the knowledge first play a real role in their own morality. Around the special nature of every discipline, the universities need to explore all possible ways and means among possibilities to enrich the practical service on the aspect of teaching objective for the theoretical teaching. From the ideology and morality to the politics and economy, from the history of the Communist Party of China to the reform and opening up, pure theoretical inculcation was changed, and practice teaching, a useful supplement to theoretical teaching, keeps pace with the times in the way of integrating theory with practice, and shows that special reaction towards theory needs to be abstracted from the reality with the help of various forms of practice. At the same time, this kind of reaction will react upon self-practice and self-confirmation in the reality. Colleges and universities need to combine their own actual situations, to enrich and improve the theoretical teaching through introducing the practice teaching mode in different ways. Students as the direct beneficiaries of the reform of curriculum, the recognition and sensitivity to the introduction of practice teaching mode directly reflect the students' learning situation and effect. The requirements on students from the practical teaching of ideological and political education in colleges and universities can be transformed into the learning interest and potential of the students in the study of the fit theory. This not only fits with the students' age- behavioral characteristics, but also perfectly fuses with the students' personalities^[3]. The orderly development of practical teaching

activities can not be separated from the relevant multiple security mechanism, and from the organization to the system, synthesizing all parties' power to consolidate the basis of practical teaching, and promote practical teaching in colleges and universities.

However, there are some practical problems in the concrete implementation process of practical teaching mode, which should be paid special attention to. First of all, although the students widely accepted the teaching form of practical teaching, only a few students can really get the self pleasure from this practice. This pleasure is based on the full contact and interaction between students and practice. The emergence of this situation was related to the implementation of ideological and political course in colleges and universities. confined to the constraints of the capital storage, and organizational incoordination, etc. practice teaching has not yet been able to completely cover all the students at schools. Secondly, the arrangement of practice lacks of long-term planning, and often shows randomness or occasionality. The determination of subject matter also generally lacks of rational and deep thinking, thus disorder phenomena like simplifying the implementation procedures, neglecting standardized management inevitably occur^[4]. As a result, the evaluation of the corresponding teaching objectives will appear false status. In view of problems like unclear management items and evaluation index, and insufficient feedback information, reforming the practical teaching mode and improving the targeted and effective problems about teaching is undoubtedly very important.

Practical teaching of ideological and political education of work-integrated learning

The practical teaching of ideological and political education of work-integrated learning is to emphasize that the design of work-integrated learning mode and the teaching purpose of the ideological and political education in colleges and universities are consistent. The key of work-integrated learning is to serve the students' career planning, and stimulate the direction of reform of the curriculum based on the demand orientation in the talent market. Around the general talent training mode, the schools are combined with the society through the form of practice. "work-integrated learning", as such a practice, is the unifications of world view and values, market demand and individual needs, and learning and life, for students. As a compulsory course for college students, ideological and political education must deal with the connection problem between schools and society, and overcome the gap between the traditional education mode and the students' future employment. First of all, the "work-integrated learning" and ideological and political education in the development of people's development goals are consistent. According to Marxism theory on practice, the ultimate goal is to foster comprehensive developed individual^[5]. Such an individual's self development process, in the

cultural sense, is the result of the combination of theory and practice. Practice not only helps to understand the theory, but also helps to deepen the theory.

As the pure subject of knowledge, the law which is co-effected by both practice and theory, is a kind of historical phenomenon. In the fields which are dominated by the selection, accumulation and application, the diversity is constructed to distinguish the self particularity. The theoretical teaching goal of ideological and political education is to directly or indirectly internalize the quintessence of Marx, such as the world view, methodology, etc. from the text of the book into the students' beliefs and upbringing, achieving and improving self shaping in the knowledge and behavior. First of all, student as a socialized individual, his or her instructed process is a necessary part of the process of individual socialization. The approach of mastering knowledge is not limited to the traditional memorization and rote learning. The learning and application of knowledge should be improved to the ability level in which the individual analyzes and solves problems himself or herself in many ways. The connotation of practice towards the setting goal of ideological and political courses possesses the identical character with the connotation of practice towards "work-integrated learning" in this sense. The relationship between students and society, on the basis of basic social relations, which is professionalism means that the implementation model of value of labor is a kind of conditional change. "Work-integrated learning" as such a way, in the process of reifying the practical steps, is pattern but not rigid, formation but not fixed, and ask for principle from existence, and guarantee from principle in all the circumstances where one's measures can suit to local conditions. "Work-integrated learning" provides a solid foundation for the existing way of education and theoretical education which taking the knowledge as the goal.

suggestion on the construction of "work-integrated learning" practical teaching mode of ideological and political education in colleges and universities

The "work-integrated learning" practical teaching mode of ideological and political education in colleges and universities is closely related to the practice which is the core tache. In the reform of related course of ideological and political education, the unifications between the teaching purpose and means, the teaching contents and forms, and the teaching methods and resources must be dealt with. It should be made clear that whether it is theoretical or practical teaching in ideological and political education, this two always exist as a unified whole. In this uniformity, the exploration of the educational mechanism is not only based on the integration of various teaching resources, but also the effective utilization of resources.

First of all, from the curriculum setting, according to the

adjustment of the credit hour setting and its distribution, the importance of practical teaching should be emphasized in the relationship with the theoretical teaching. The realization of the teaching quality needs the guarantee of completing the sufficient credit hours. In the Ministry of education, the specific implementation scheme is provided. When the curriculum reform on the credit system is carried out in colleges and universities, the new problems arose with the "work-integrated learning" need to be faced and solved positively according to the policy. With the requirements like unified regulations on the credit hours and class hour set by the Ministry of education as a basic line, under the precondition of ensuring the teaching quality, the distribution relation of credit system between theoretical teaching and practical teaching should be handled well. The traditional situation, for example, ideological and political course laid particular stress on the theoretical teaching, and practice teaching was idle, or the class hours were less than the proper hours so it was less effective, should be completely changed. Schools should pay attention to the importance of practical teaching. Through actively holding summer camps, social practice or social investigation, etc., the teaching objectives of practical teaching will be transferred from the books to the excitation and training of students' individual practical ability. The proportion of theoretical courses in total hours, intercoordinates with the practical course. On the basis of requiring to spare certain class hours to the practical course, the theoretical course needs to take the practice into account.

Secondly, schools should adjust the classroom teaching model, and give the students sufficient time for self study and digestion. In the classroom teaching, on the one hand, teachers should be given full play to the guiding role; on the other hand, the teaching by teachers should be avoided becoming unilateral infusion or cramming teaching. The effective use of time in the classroom of teachers and students, except the foundation of teaching at the front of the classroom, includes guidance and inspiration from teachers in students' autonomous learning process. This kind of dispersive teaching can effectively alleviate the problem that the theoretical course is compelled to discontinue because of practice, such as the specialty practice off campus, etc. and there is difficulty of connection to a certain degree between practice and theoretical learning. How to avoid neglecting the teacher's professional guidance in the reform process of curriculum provision, especially in the emphasis on the practical teaching, is important. Thus the continuity and the gradualness of theoretical teaching will be maintained in the process of professional practice. The practical teaching plan should be flexible and diverse, which not only need to reasonably plan the students' course learning, club activities and relative extensional social practice, but also starting from the teaching design to achieve the real integration of the various aspects of human growth purposes by arranging teaching tasks, allotting

teaching resources and mutually cooperating with other departments in the perspective of unity. In this kind of exploration mode from the theory to the practice gradually, relational network in which the practice and theory are mutually interactive and influential should be promoted. In every stage, the ability is the standard to inspect the function of truthfulness of knowledge, and promote students to study effectively and digest fully.

Thirdly, in the teaching content, the teaching outline and the material as chief source, the fresh elements in daily life can be attracted into the fixed pattern of courses. The atmosphere of courses should be close to the ordinary people. And using the ways which are close to the public's cultural life, the thinking to the problem will be brought into the grand background of life where there is condition obtaining corresponding feedback. Life is not an abyss of theory, on the contrary, life is the fertile soil in which theory is reproduced and multiplied.

Establishing relevance with society as student identity, the effective channels include that not only to concern about the state affairs, but also to abstract the social citizenship and deepen the understanding of the corresponding responsibilities and obligations; through the local customs to observe the circumstance in the daily use and internalize the relevant social consciousness into self consciousness, and on this basis, to enhance the ability to adapt the society; in the microstructure of the family, to pay attention to individual psychological and personalistic cultivation and depict the contour and the effect of knowledge personally. Students need to experience mentally from the changes of the living image from the state to society to family, and in the process of this change, ask for the essence from the surface of life, the truth from a lie of live, and reform from the powerlessness of life. This is not only related to the students' understanding ability and exploration ability, but also the

students' social practice ability.

The construction of the practical teaching mode of ideological and political education in colleges and universities under work-integrated learning mode is related to the political aspect, and also to each link in the practice process. The conceptual practical goal needs to achieve the fusion and integration of theoretical and practical teaching modes, which is a very complicated problem, and needs feasible solution that is suitable to actual circumstances.

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A Study on Attitudes towards Learner Autonomy and Out-of-Class Autonomous Learning Practices of Chinese University Language Students

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Abstract: This paper reports on a study of learner autonomy conducted with a group of Chinese university language learners. The study investigates their motivational level, attitudes towards learner autonomy and out-of-class autonomous learning practices, with a view to assess their readiness for autonomy. The paper presents the research findings and concludes with the pedagogical implications for the promotion of learner autonomy among Chinese university language learners.

Key words: learner autonomy, motivation, attitudes towards learner autonomy, autonomous language learning practices

Introduction

In foreign language education, learner autonomy at university level is essential for learners to survive in this technological world, especially in relation to lifelong learning skill. But before the promotion of learner autonomy among university language learners, we need to assess their motivational level for language learning, attitudes towards learner autonomy and autonomous learning practices to determine if they are ready for learner autonomy. Thus university language teachers can make informed decisions regarding the promotion of learner autonomy both inside and outside the classroom.

Literature Review

Learner autonomy has been a buzz word in foreign language education in the past decades, especially in relation to lifelong learning skills. It has transformed old practices in the language classroom and many self-access language learning centers have been established. More flexible way of organizing the classroom activities is demanded. Language teaching is now seen as language learning with learner at the center of our attention.

The term “learner autonomy” was first proposed in 1981 by Henri Holec. He defines learner autonomy as “the ability to take charge of one’s own learning”. Then he further explained it as follows:

“To take charge of one’s own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning, i.e.:

- (1) determining the objectives;
- (2) defining the contents and progressions;
- (3) selecting the methods and techniques to be used;
- (4) monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc.);

(5) evaluating what has been acquired’(1981: 3)

David Little defines autonomy as ‘essentially a matter of the learner’s psychological relation to the process and content of learning’ (1991: 4)

Leslie Dickinson views that ‘Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his or her learning and the implementation of those decisions’. (1993: 330)

Phil Benson (2001) views autonomy as a political measure, ‘Autonomy is a recognition of the rights of learners within educational systems’.

Wenden argues that ‘autonomous learners have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher’ (1991: 15)

Cotterall holds the view that ‘Learner autonomy is the extent to which learners demonstrate the ability to use a set of tactics for taking control of their learning’ (1995: 195)

Pintrich defines autonomous learning as ‘an active, constructive process whereby learners set goals for their learning and attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment’. (2000:453)

In recent years, scholars abroad and at home have carried out researches to explore the factors which influences learner autonomy. Studies have revealed that learner autonomy is affected by a great variety of factors. Researches have shown that learner’s motivation for language learning and learner’s attitudes toward language learning are two important factors, which exert influences on learner autonomy (Deci & Ryan 1985; Dickinson 1995; Dornyei & Csizer 1998; Spratt & Chan 2003; Cotterall 1999; Littlewood 1996; Ushioda 1996). In Oxford and Nyikos’s (1989) views, factors affecting learner autonomy include gender, age, cultural background, motivation, language proficiency, among which motivation is the

most significant factor that have effect on language learning. Studies have revealed that learner's motivation, attitudes and beliefs exert considerable influence on their autonomous learning. Gardner (1985) views that motivation is the crucial factor that decides students' involvement in learning, and if students are highly motivated, they will fully participate in learning. Littlewood (1996) holds that motivation is a kind of willingness that plays the key role in learner autonomy. Gardner (1996) views that motivation is the efforts (made for reaching the goal) + desire (to reach the goal) + positive attitudes. Ellis (2000: 715) points out that 'generally speaking, motivation refers to the efforts made by the learners due to their learning needs and desires. Researchers generally believe that as the driving force and psychological reason for making efforts and making academic achievements, motivation propels the learner's behavior and action. Ushioda (1996) holds the view that motivation determines the learner autonomy, which views that needs determine the motivation, while motivation stimulate and sustain the behavior and action, aiming these behavior and actions towards the goal. Only when learners are motivated, can they take initiatives in making study plans, determine the learning content, employ strategies to complete the tasks, monitor the learning process and evaluate learning outcome. The motivational intensity directly exerts influences on learner autonomy.

Recently, there are considerable studies exploring the learner's beliefs in classroom setting. More and more researches have indicated that research on learner beliefs will help learners and teachers to have a better understanding of language learning process, and how learners' beliefs affect the language learning process. This deeper understanding will help language teachers to cultivate learners' positive beliefs and attitudes so as to promote the learner autonomy (Cotterall 1995). Researches abroad and at home have demonstrated that learning beliefs exert crucial influence on learning process and learner's behavior. The beliefs and attitudes the learner hold will promote or impede the development of learner autonomy and learner's attitudes towards the learner autonomy will influence or decide whether they will undertake autonomous learning behaviors. How learner view the language learning, teacher's role and student's role will exert influence on the behavior of learners, thus we need to understand these beliefs and attitudes. Wenden (1998:52) defines attitudes as: 'learned motivations, valued beliefs and evaluations, what one believes is acceptable or responses oriented towards approaching or avoiding'. In a way, attitudes are "part of one's perception of self, others, and of the culture in which one is living or the culture of the target language" (Brown, 1987:126), For her, two kinds of attitudes are crucial: attitudes learners hold about their role in learning process and their capacity as learners (1998:53). In a sense, attitudes are a form of metacognitive knowledge. Wenden (1991) summarize the characteristics of attitudes as: attitudes always have an object; attitudes are evaluative, attitudes predispose to certain action. Attitudes refer to enduring positive and negative feelings about somebody or something which are driven by their

beliefs and influence one's behavior. Attitudes towards autonomous learning have often been seen as those psychological characteristics that predispose individual to take responsibility for their own learning behavior (Long, 1994, Little, 1999)

Wenden (1991) thinks that attitudes consists of three major components, cognitive, affective and behavioral component. The cognitive component refers to the thoughts and beliefs about the object; in language learning it refers to what learners believe about their role in the learning process, or about their capacity as language learners. Affective component concerns with feelings, moods and emotions about the object; behavior component predispose people to act in certain ways. Learners who hold positive attitudes towards autonomy are more likely to take responsibility in learning than those who hold negative attitudes towards learner autonomy. Autonomous language learning behavior might be supported by a particular set of beliefs and attitudes, and the beliefs learner hold may contribute or impede the development of their potential for autonomy (Cotterall, 1995). Without positive attitudes and beliefs, learner autonomy can't proceed.

Wenden (1991) identifies two beliefs which are central to language learners' attitudes towards learner autonomy, beliefs about their role in learning process and beliefs about their capacity as learners, which are important as they determine their degree of willingness to take responsibility. For years language educators generally believe that language learners will bring their attitudes, beliefs, their language learning experiences and expectations to the language classroom (Benson 2001; Nyikos & Oxford 1993; Oxford 1992). MacIntyre (1994) proposes three fundamental factors that have impact on learners' achievement, namely motivation, attitude and learning situation. Positive attitudes are conducive to the increased motivation, while negative attitudes have opposing effect. In short, attitudes the learners hold have a profound influence on their learning behavior. Language learners should develop positive attitudes towards autonomy if they are to take the responsibility for their learning. Studies have shown that (Gardner, 1985) there is a direct correlation between motivation and attitudes, that is motivation constitute a positive attitude combined with effort and desire. Learners who hold positive attitudes towards learner autonomy, compared with those who hold negatives attitudes toward learner autonomy, are more likely to take responsibilities in language learning. In view of this, it is important to find out how learners feel about moves towards greater autonomy (Wenden, 1991:146), therefor before any efforts aiming at promoting learner autonomy are made, we need first understand their attitudes towards learner autonomy and encourage them to reflect on their beliefs about learning. Many empirical researches have been done to probe the influence of learner's attitudes on language learning. Bacon and Finnerman (1990) employs a questionnaire to investigate attitudes, motives and strategies of university foreign language students, Broady (1996) carried out a research on learner attitudes towards self-direction among university foreign language learners and

tentatively concluded that different types of individuals might have distinct set of attitudes towards autonomy. Chan, Spratt and Humphreys (2002) have conducted a large-scale study on learner autonomy with a group of tertiary students at the Hong Kong Polytechnic University. The study investigates students' views of their responsibilities and decision-making abilities in learning English, their motivation level and the actual language learning activities they undertook inside and outside the classroom. She finds that motivation exerts significant influences on learner's autonomous learning behaviors. Chan (2003) has also carried out a study on 20 students from Hong Kong Polytechnic University, regarding their language learning attitudes, learning methods and their perceptions and expectations on autonomous language learning, which reveals that students demonstrate great enthusiasm towards learner autonomy, but the majority of students lack confidence in their autonomous language learning ability.

Most researches are concerned with learner's attitudes toward language learning in general, few researches are conducted to probe learners' attitudes towards learner autonomy. Most Chinese researchers and scholars are concerned with the exploration of the concept of learner autonomy and theoretical discussion on autonomy, few researches have probed the learners' attitudes toward autonomy and their autonomous learning behaviours, particularly among Chinese university language students.

Compared with studies abroad, Chinese studies on learner autonomy mainly focus on theoretical discussion on autonomy (Zhen 2000; Hua 2001; Peng 2002; Wei 2002; Xu & Zhan 2004), assessment of autonomous learning; learner's autonomous learning ability, self-efficacy, learning strategy and learner's autonomous learning ability and learning beliefs and learner autonomy; but few research study the factors influencing learner autonomy and few researches explore the learner's motivation, attitudes and their autonomous learning behaviour.

Researches have shown that learner's attitudes and beliefs might have profound influences on their learning behavior (Bandura & Schunk 1981; Cotterall 1995), Attitudes the learners hold have a profound influence on their learning behavior. New technologies have transformed in-class and out-of-class learning environment and improve the learning outcomes. With the necessity of lifelong learning and technological development, language learning environment is changed dramatically--- it is not restricted in the classroom as it can happen anytime, anywhere outside the classroom, thus both in and out-of-class autonomous learning will be the focus of future research. With technology, learners can learn the language autonomously via web-based learning and mobile learning, which will greatly enhance the learner autonomy. Warschauer, Turbee & Roberts (1996) stated web-based language learning can enhance students' learner autonomy.

Learner autonomy can be improved with the assistance of web tools. In more recent research, online language learning has a direct impact and considerable influence on students' language learning. In

fact, one of the most significant functions of web-based language learning is that they provide students with authentic learning materials. There is no doubt that, web-based language learning facilitates students' autonomous learning.

The present study

This study investigates the motivational level, the attitudes towards learner autonomy and out-of-class autonomous learning practices of Chinese university English language learners. In the study, the following questions are addressed.

- (1) What is the status of motivation level of Chinese university English language learners?
- (2) What are the attitudes of Chinese university English language learners towards learner autonomy?
- (3) What are the out-of-class autonomous language learning practices of Chinese university English language learners?
- (4) What is the relationship between students' motivation level, their attitudes towards learner autonomy and their out-of-class autonomous language learning practices?
- (5) Are there any significant differences in their attitudes towards learner autonomy and their out-of-class autonomous language learning practices between different motivation groups?
- (6) For learners who hold positive attitudes towards learner autonomy and learners who hold negative attitudes towards learner autonomy, are there any significant differences in their out-of-class autonomous learning practices

66 senior English language students from Beijing International Studies University participated in the current study. The study uses both qualitative and quantitative research method. The quantitative study is in the form of a questionnaire, which aims to investigate the motivational level, attitudes towards learner autonomy and out-of-class autonomous learning practices of participants. In addition, the qualitative study is in the form of structured interview with 30 participants randomly selected from students who take part in the questionnaire survey to probe the research questions in depth. The questionnaire used in the current study consists of three sections.

Section one: students' motivation for language learning;

Section two: students' attitudes towards learner autonomy;

Section three: students' out-of-class autonomous language learning practices.

In addition, the questionnaire is written in Chinese in order to make participants fully understand the items. The design of the questionnaire is based on literature on learner autonomy (Benson & Voller, 1997; Benson, 2001; Holec, 1981; Boud, 1981; Littlewood, 1999; Wenden, 1991; Dam, 2001; Pemberton et al, 1996; Chan, 2001 & 2003). The items for the questionnaire are rated on a five-point Likert scale.

In the first section of the questionnaire, the participants are required to self-report their motivational level for language learning. The four choices for this part (highly motivated, moderately

motivated, slightly motivated and not motivated) reflect different motivational level. The second section of the questionnaire is composed of 20 items which measures

students' attitudes towards learner autonomy. The third section of the questionnaire measures students' out-of-class autonomous language learning practices. Besides, all items are rated on a five-point Likert scale.

Statistical software for social science is employed to check the internal consistency of the questionnaire. In this study, the Cronbach's alphas for the scale for measuring attitudes of participants is 0.721, while the Cronbach's alpha for the scale for measuring out-of-class autonomous language learning practices is 0.886, which shows that both scales are of high reliability.

The survey is administered to 66 university English language students at Beijing International Studies University. After the participants have completed the survey, 66 questionnaires are collected, among which, 65 are valid. After the survey, 30 participants who take part in the questionnaire survey are randomly selected for structured interviews in order to get more additional information, which can supplement the findings from the questionnaire survey. The interview is conducted in a relaxing and comfortable atmosphere. In order to relieve participants' anxiety, the interview is conducted in Chinese. The interview is recorded and transcription is made for the data analysis.

After the data collection, statistic software for social science is employed to analyze the data in order to address the research questions. To fulfill the purpose of the study, descriptive analysis, Pearson-correlation analysis, ANOVA and Independent samples T test are performed. Interview data is analyzed.

Results and Discussion

Student responses will be presented and discussed according to the three main sections of the questionnaire, which were: (a) students' motivation for language learning; (b) students' attitudes towards learner autonomy; (c) students' out-of-class autonomous language learning practices. Results of the students' interviews will also be presented in the discussion.

Motivation

The first section of the questionnaire asked students to self-report their motivational level for language learning. Table 1 summarizes the results regarding their motivational level for language learning.

Table 1 Students' Motivation for language learning

Group	N	Valid Percent	Cumulative Percent
Low-motivation	9	13.8	13.8
Medium-motivation	44	67.7	81.5
High-motivation	12	18.5	100

As shown in table 1, 18.5% of participants regard themselves as highly-motivated in English language learning, 67.7 % regard themselves as moderately motivated, while 13.8% regard themselves

as slightly motivated.

In the follow-up interviews, students were asked to evaluate their motivation for language learning. The interviews revealed fairly consistent responses. Only 12% of interviewed students view themselves as highly motivated; 76% view themselves as moderately motivated, 12% view themselves as slightly motivated.

In short, evidence from the results for both questionnaire survey and interviews all suggested, students' motivation for language learning are not very high.

Attitudes towards learner autonomy

The second section of the questionnaire asked students about their attitudes towards learner autonomy. Table 2 summarizes the results regarding their attitudes towards learner autonomy.

Table 2 Students' Attitudes towards Learner Autonomy

Attitude Total	N	Percent	Cumulative Percent
36-40	1	1.5	1.5
41-50	3	4.6	6.1
51-60	18	27.7	33.8
61-70	34	52.3	86.1
71-80	9	13.9	100
81--90	0	0	100
91-100	0	0	100

As shown in table 2, among 65 participants in the survey, 13.9% of the participants possess positive attitudes towards learner autonomy, while for the majority of the participants (52.3%), the students' attitudes towards learner autonomy is not very positive. 33.8% of participants are not enthusiastic about learning the language autonomously.

Statistics analysis for students' attitudes towards learner autonomy revealed that participants hold certain positive attitudes towards learner autonomy. Table 3 summarizes the results as follows.

Table 3 Students' Positive Attitudes towards Learner Autonomy

Positive Attitudes towards Learner Autonomy	Percent
prefer reading books of my own choices	84.6%
Prefer to use all kinds of resources to search for information in order to understand learning material better	83.1%
Prefer to work out my own strategies to improve my English	76.9%
Often discuss with my classmates or ask teacher for help when meet problems in study	73.8%
Prefer to set my learning goals	72.3%
Prefer collaborative mode of learning, with teacher's lecture and students discussion each accounting for half of time in class	72.3%
Prefer to identify my own weakness in learning English and try to work out my own way to improve English	70.8%
Prefer to choose learning tasks and activities in class	56.9%

As indicated in table 3, 84.6% of participants prefer reading books of their own choices, 83.1% of participants prefer to use all kinds of resources to search for information in order to understand

learning material better. 76.9% of participants prefer to work out their own strategies to improve their English, when meeting problems in study, 73.8% of participants often discuss with their classmates or ask teacher for help. 72.3% of participants prefer to set their own learning goals. 72.3% of participants prefer collaborative mode of learning with teacher's lecture and student discussion each accounting for half of time in class. 70.8% of participants prefer to identify their own weakness in learning English and try to work out their own way to improve English. 56.9% of participants prefer to choose learning tasks and activities in class.

In the follow-up interviews, students were asked their views regarding the responsibility for language learning process in language classroom. The interviews revealed fairly consistent responses. 70% of interviewed students view that, in classroom teaching, the learning methods and techniques should be determined by learners themselves as they hold the view 'every student has his/her own learning style, only themselves know which learning methods and techniques suit them better'. 50% of interviewed students think that in the classroom teaching, students themselves should be responsible for monitoring the learning process; 63% of interviewed students think that in the classroom teaching, students themselves should be responsible for evaluating learning outcome. Results reveal that participants hold positive attitudes towards learner autonomy to some extent.

In the follow-up interviews, when students are asked if they are willing to take up more responsibilities both inside and outside the classroom, 60% of students express their willingness to take up more responsibilities both inside and outside the classroom. They think 'whether it is in the classroom, or out-of-class, only when students take greater control of the learning, take up more responsibilities and participate actively in each phase of the learning process, can they learn better'. They think students should 'take initiatives to find answers to questions and the teachers only play the role of facilitator' When students are asked about their views regarding their autonomous learning ability, 50% of the students think that they have already possessed autonomous learning ability and are confident about their ability in learning autonomously.

Statistics analysis for students' attitudes towards learner autonomy revealed that participants hold certain negative attitudes towards learner autonomy. Table 3 summarizes the results as follows.

Table 4 Students' Negative Attitudes towards Learner Autonomy

Negative Attitudes towards Learner Autonomy	Percent
Prefer teacher to tell the learning strategies to use to improve English	76.9%
Prefer teacher to evaluate the learning	72.3%
Prefer teacher organize and manage the classroom activities, with students being actively involved in	70.7%
Prefer teacher to choose what learning material to use in English class	67.7%

Prefer to learn with the guidance of teacher in class	66.1%
Prefer teacher to decide learning objective of English course	60.0%

As indicated in table 4, 76.9% of participants prefer teacher to tell them the learning strategies to use to improve English 72.3%of participants prefer teacher to evaluate the learning. 70.7% of participants prefer teacher organize and manage the classroom activities, with students being actively involved in. 67.7% of participants prefer teacher to choose what learning material to use in English class. 66.1% of participants prefer to learn with the guidance of teacher in class. 60.0% of participants prefer teacher to decide learning objective of English course.

In the follow-up interviews, students were asked their views regarding students and teachers' responsibility in language classroom. The interviews revealed fairly consistent responses. 53% of interviewed students view that in the classroom teaching the teacher should be responsible for setting learning goals, as they hold the view 'the teacher had the expertise to set the learning goals for classroom teaching'. Generally speaking the students are not confident about their ability in setting learning goals. 60% of interviewed students hold the view that the learning content and progress in the classroom should be determined by teachers.

In short, evidence from the results for both questionnaire survey and interviews all suggested, though students hold certain positive attitudes towards learner autonomy, generally speaking, the attitudes they hold towards learner autonomy are less than positive. Students' positive attitudes towards learner autonomy need to be developed.

Out-of-class Autonomous Language Learning behaviour.

The third section of the questionnaire asked students about their out-of-class autonomous language learning practices. Table 2 summarizes the results as follows.

Table 5 Students' Out-of-class Autonomous Language Learning Practices.

Practices Total	N	Percent	Cumulative Percent
43-60	5	7.7	7.7
61--70	10	15.4	23.1
71-80	13	20	43.1
81-90	20	30.8	73.9
91-100	13	20	93.9
101-110	3	4.6	98.5
111-120	1	1.5	100
121-125	0	0	100

As indicated in table 4, 26.1% of participants (between 91 and 125) are actively engaged in out-of-class autonomous language learning practices. 50.8% of participants (between 71 and 90) are moderately engaged in out-of-class autonomous language learning practices. 23.1% of participants (between 43 and 70) are sometimes engaged in out-of-class autonomous language learning practices.

Statistics analysis also revealed the most popular out-of-class autonomous language learning practices of students as shown in table 6.

Table 6 Most Popular Out-of-class Autonomous Language Learning Practices among students

Out-of-class autonomous learning practices	often	sometimes	Often & sometimes
Listen to pop music of the western countries to learn English	56.9%	24.6%	81.5%
I watch English TV programs and movies to improve my English	60.0%	21.5%	81.5%
Pay attention to English signs, advertisement, notices, products description and instructions in English	43.1%	35.4%	78.5%
I often use dictionary (including e-dictionary) to learn vocabulary	32.3%	40.0%	72.3%
I use Internet to get information to help me to improve English.	53.8%	16.9%	70.7%
I often learn English through APP, such as BBC, CNN, VOA, Coursera, TED talk, Zite, Economist, NPR, etc.)	26.2%	29.2%	55.4%
I read English books not required by teachers to improve my language proficiency	20.0%	32.3%	52.3%
I often listen to some English materials (e.g. TOEFL practice test, talks, lectures, movies, etc.) and write them down word by word	21.5%	29.2%	50.7%

As shown in table 6, the most popular out-of-class autonomous language learning practices among the participants are the following:

1. Listen to pop music of the western countries to learn English (81.5%);
2. watch English TV programs and movies to improve English (81.5%);
3. Pay attention to English signs, advertisement, notices, products description and instructions in English (78.5%);
4. Use dictionary (including e-dictionary) to learn vocabulary (72.3%);
5. Use Internet to get information to help to improve English (70.7%);
6. Learn English through APP, such as BBC, CNN, VOA, Coursera, TED talk, Zite, Economist, NPR, etc.) (55.4%)
7. Read English books not required by teachers to improve the language proficiency (52.3%)
8. Listen to some English materials (e.g. TOEFL practice test, talks, lectures, movies, etc.) and write them down word by word (50.7%)

In the follow-up interviews, students were asked to talk about their out-of-class autonomous language learning practices. The interviews revealed fairly consistent responses. The interviews revealed that, with the technological development, the autonomous learning practices of university language students have changed dramatically. The technology has provided language learners with rich learning resources and convenient learning tools. More and more students are engaged in the newly emerging autonomous language learning practices (web-based learning and mobile learning). The following summarizes the autonomous language learning practices of interviewed students.

1. Access the websites to learn English language skills and knowledge.

(<http://www.economist.com/>,<https://www.washingtonpost.com/>,
<http://www.usatoday.com>,<http://www.scmp.com/>,<http://www.wallstreetjournal.com/>,<http://www.huffingtonpost.com/news/new-york-times/>,
<http://www.chinadaily.com.cn/>,<http://edition.cnn.com/>,<http://www.bbc.co.uk/>,<https://www.quora.com/>,<https://www.coursera.org/>,[\[www.ted.com/\]\(http://www.ted.com/\),\(<http://www.aldaily.com/>,<http://m.sparknotes.com/>,<http://www.npr.org/>, etc.\)](http://w</p>
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2. Watch American & British movies, TV programs (TV series, talk shows, entertainment shows, etc.) to learn the language (practice listening comprehension, imitate the English pronunciation, learn the oral expressions, memorize the classic lines and learn the slangs, colloquial expressions).
3. Read English Books (literature classics, novels, dramas, etc.).
4. After reading English books, watching English movies, TV series, do research on them and read related reviews and articles to get more background information.
5. After the class, search and read the related books, articles, journal papers to expand the knowledge learnt in the class.
6. Use mobile application software (e.g. BBC app, CNN app, economist app, etc.) on smart phones and pad to learn English.
7. Communicate with native speakers or communicate online with native speakers via social networks such as Facebook, Twitter, etc.
8. Listen to English radio programs.
9. Access the university library resources to read articles in English electronic journals.
10. Learn the usage of English vocabulary via the use of corpus.
11. Listen and learn to sing the English songs to learn English.
12. Learn the model English essay and memorize the useful sentences.
13. Write English diaries.
14. Pay attention to English menus, English signs, English advertisements to learn practical English.
15. Read English blogs.
16. Translate some classic English essays, speeches into Chinese.
17. Attend English lectures.
18. Take part in extracurricular field practices and volunteer work to practice English.

The interviews revealed that all interviewed students engage in out-of-class autonomous language learning activities, but the students all tend to learn receptive skills more (listening & reading

skills), few students engage in learning productive skills (speaking & writing). The possible reason is that it is relatively easy to find resources (English newspapers, magazines and journals, etc.) to learn receptive skills by themselves, while the learning of productive skills is more complex as it involves more factors, for example, to practice speaking skills, you need to find a partner; this social demands limit the learner's choice of learning time, place and learning mode. Improvement of writing skills requires the feedback from teachers, otherwise learners lack the motivation for learning. This research finding is consistent with Yap's (1998) work, who conducted a study on out-of-class English learning practices of 18 Hong Kong middle school students. Her study revealed that the participants in her study search autonomously for resources and opportunities to learn English, but they all tend to engage in receptive language skills learning activities instead of productive language skill learning activities. She discovered that out-of-class all participants in her study tend to listen and read in English much more than they speak and write in English (more input and less output). This is consistent with my research findings in this study. In the interview, one student revealed that she often listened and read English essays, while often ignored practicing oral and writing skills. 'For speaking skill, I often think about what I should say, instead of practicing speaking, while for the writing, I only think about the content and structure of the essay instead of actually writing the essay'. Another participant revealed that 'There are abundant Internet resources, particularly the learning content for listening and reading (news, audio book, American and British TV series), there are a great variety of English learning content you can select from'.

In short, evidence from the results for both questionnaire survey and interviews all suggested, though students do engage in some out-of-class autonomous language learning practices, generally speaking, the students are not actively engaged in out-of-class autonomous language learning practices. Students' out of classroom behavior demonstrated little autonomy.

Relation between motivation, attitudes towards learner autonomy and out-of-class autonomous language learning behavior

Pearson-correlation analysis is performed to determine the

correlation between student's motivation, their attitudes towards learner autonomy and their out-of-class autonomous language learning practices.

Table 7 Correlation between motivation, attitudes towards learner autonomy and out-of-class autonomous language learning practices

		Attitude total	Practice total	Motivation
Attitude total	Pearson Correlation	1	.341**	.305*
	Sig. (2-tailed)		.005	.014
	N	65	65	65
Practice total	Pearson Correlation	.341**	1	.305*
	Sig. (2-tailed)	.005		.013
	N	65	65	65
Motivation	Pearson Correlation	.305*	.305*	1
	Sig. (2-tailed)	.014	.013	
	N	65	65	65

As shown in table 7, participants' motivation is positively correlated with their attitudes towards learner autonomy (0.305), participants' motivation is positively correlated with their out-of-class autonomous language learning practices (0.305). Participants' attitudes towards learner autonomy is significantly correlated with their out-of-class autonomous language learning practices (0.341, $P=0.005$).

In order to find out whether there are significant differences between different motivation groups in their attitudes towards learner autonomy and out-of-class autonomous language learning practices, the participants are divided into three groups according to their motivational level (participants who self-report themselves as slightly motivated and not motivated are viewed as low-motivation group, those who self-report themselves as moderately motivated are viewed as medium-motivation group, while those who self-report themselves as highly-motivated are viewed as high-motivation group). Table 8 present the descriptive statistics for attitudes and practices for different motivation group.

Table 8 Descriptive Statistics for Attitudes and Practices for Different Motivation Group

Motivation	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
Attitudes	Low	9	58.56	7.876	2.625	52.50	64.61	45	69
	Medium	44	62.57	6.322	.953	60.65	64.49	48	78
	High	12	66.83	10.870	3.138	59.93	73.74	36	77
	Total	65	62.80	7.781	.965	60.87	64.73	36	78
Practices	Low	9	71.56	15.597	5.199	59.57	83.54	44	91
	Medium	44	80.82	12.772	1.925	76.94	84.70	51	102
	High	12	88.17	20.696	5.974	75.02	101.32	43	123

As indicated in table 8, the mean score for attitudes towards learner autonomy for low-motivation group is 58.56, the mean score for medium-motivation group is 62.57, the mean score for

high-motivation group is 66.83; the mean score for participants' out-of-class autonomous language learning practices for low, medium and high motivation group is 71.56, 80.82, 88.17

respectively.

ANOVA is performed to ascertain whether there are significant differences between different motivation groups in their

attitudes towards learner autonomy and their out-of-class autonomous language learning practices. Result is presented in Table 9.

Table 9 ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Attitudes	Between Groups	359.716	2	179.858	3.173	.049
	Within Groups	3514.684	62	56.688		
	Total	3874.400	64			
Autonomous practices	Between Groups	1419.812	2	709.906	3.219	.047
	Within Groups	13672.434	62	220.523		
	Total	15092.246	64			

As indicated by ANOVA result, F statistic 0.049, 0.047 indicate that there are significant differences between students' motivation and their attitudes towards learner autonomy, and there are significant differences between students' motivation and their out-of-class autonomous language learning practices.

As significant differences exist between students' motivation and their attitudes, significant differences exist between students'

motivation and their out-of-class autonomous language learning practices, Post Hoc test (Multiple comparison) is performed to assess whether there are significant differences in students' attitudes towards learner autonomy and their out-of-class autonomous language learning practices between low, medium and high motivation group. The result is presented as follows.

Table 10 Multiple Comparisons

Dependent Variable	(I) Motivation	(J) Motivation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Attitude	Low	Medium	-4.013	2.754	.352	-10.92	2.90
		High	-8.278	3.320	.052	-16.60	.05
	Medium	Low	4.013	2.754	.352	-2.90	10.92
		High	-4.265	2.452	.228	-10.42	1.88
	High	Low	8.278	3.320	.052	-.05	16.60
		Medium	4.265	2.452	.228	-1.88	10.42
Practice	Low	Medium	-9.263	5.433	.242	-22.89	4.36
		High	-16.611*	6.548	.047	-33.03	-.19
	Medium	Low	9.263	5.433	.242	-4.36	22.89
		High	-7.348	4.836	.322	-19.48	4.78
	High	Low	16.611*	6.548	.047	.19	33.03
		Medium	7.348	4.836	.322	-4.78	19.48

As shown in table 10, the significance of participants' attitudes towards learner autonomy of high-motivation group and low-motivation group is 0.052 while the significance of attitudes towards learner autonomy of high-motivation group and medium-motivation group, medium-motivation group and low-motivation group are 0.242,0.352 respectively, which indicates that there are more significant differences in participants' attitudes towards learner autonomy between the high-motivation group and low-motivation group than differences between high-motivation group and medium -motivation group, medium-motivation group and low-motivation group.

The significance of participants' out-of-class autonomous language learning practices of high-motivation group and low-motivation group is 0.047, while the significance of participants' out-of-class autonomous language learning practices of

high-motivation group and medium -motivation group, medium -motivation group and low-motivation group are 0.228,0.352, which indicates that there are more significant differences in participants' out-of-class autonomous language learning practices between the high-motivation group and low-motivation group than differences between high-motivation group and medium -motivation group, medium-motivation group and low-motivation group.

In order to find out whether the students who hold positive attitudes towards learner autonomy and students who hold negative attitudes towards learner autonomy differ in their out-of-class autonomous language learning practices, Independent samples T test is performed. The participants are ranked on the basis of their attitudes towards the learner autonomy. The top 27% participants of the ranking are rated as the positive-attitude group, and the participants who score at the bottom 27% are rated as the

negative-attitude group. Table 11 presents the descriptive statistics of positive-attitude group and negative-attitude group in their

out-of-class autonomous language learning practices. Table 12 presents the Independent Samples Test results.

Table 11 Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Autonomous learning practices	Negative-attitude group	15	73.93	15.064	3.890
	Positive-attitude group	34	79.32	12.350	2.118

As shown in table 11, the mean of participants' out-of-class autonomous language learning practices for negative- attitude group

is 73.93, while the mean for positive- attitude group is 79.32.

Table 12 Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. 2-tailed	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Practice total	Equal variances assumed	1.575	.216	-1.316	47	.195	-5.390	4.097	-13.632	2.852
	Equal variances not assumed			-1.217	22.688	.236	-5.390	4.429	-14.559	3.778

As shown in the table 12, the significance (2-tailed) of out-of-class autonomous language learning practices is 0.195, which reveals that significant differences in their out-of-class autonomous language learning practices between positive-attitude group and negative attitude group exist.

In short, evidence from Pearson correlation analysis, ANOVA, post hoc test and independent samples test all suggested that participants' motivation is positively correlated with their attitudes towards learner autonomy, participants' motivation is positively correlated with their out-of-class autonomous language learning practices. Participants' attitudes towards learner autonomy is significantly correlated with their out-of-class autonomous language learning practices.

Implications for the implementation of learner autonomy at university

As was noted above, results from the present study showed that Chinese university language learners' motivational level for language learning is of medium level, they don't hold positive attitudes towards leaner autonomy and they demonstrate little autonomy in out-of-class learning. To sum up, they are not quite ready to learn autonomously both inside and outside the classroom.

As the study results show that students' motivational level is positively correlated with their attitudes towards learner autonomy, which means that the higher motivation a student has, the more positive attitudes towards leaner autonomy he/she holds. Besides, the

study indicates that students' attitudes towards learner autonomy is significantly correlated with their out-of-class autonomous language learning practices, which means that the more positive attitudes towards learner autonomy the student has, the more likely he/she will engage in out-of-class autonomous language learning practices. Thus language teachers need to help students develop positive attitudes towards leaner autonomy by transferring more responsibilities to students so that students can take greater control of learning instead of depending on the teacher. With positive attitudes towards learner autonomy, students will more likely engage in more autonomous learning practices outside the classroom.

The study also shows that students' motivation is positively correlated with their out-of-class autonomous learning practices, which means that the higher motivation a student has, he/she will more likely engage in out-of-class autonomous language learning practices, and the lower motivation a student has, he/she will less likely engage in out-of-class autonomous language learning practices. Thus it is important for university language teachers to raise the motivational level of students by making the language classes more engaging or by giving students more opportunities to learn autonomously.

As the study shows, though the majority of university language learners don't hold positive attitudes toward leaner autonomy, still the students show a certain degree of leaner autonomy, thus language teachers should provide more opportunities for students to be

actively involved in all aspects of autonomous learning, for example, the study revealed that the majority of students prefer to set their learning goals and choose learning tasks and activities in class. Language teachers should provide opportunities in class for students to set the learning goal and choose learning tasks and activities, at the same time teachers should encourage students and provide more opportunities in class for students to choose the learning methods, monitor the learning process and evaluate the learning outcome as students are lack of experiences in taking up more responsibilities in learning process. Language teachers should help to cultivate students' positive attitudes towards learner autonomy.

Besides, for the out-of-class autonomous learning practices, the study revealed that university language students often access the English websites, watch American and British movies and TV series, use mobile apps to learn English. The language teachers should provide more guidance for them to take full advantage of those out-of-class autonomous learning practices. The language teachers can also incorporate those popular out-of-class autonomous learning practices into classroom teaching to promote their learner autonomy.

Conclusion

The present study has provided information on Chinese university students' attitudes and behaviors regarding learner autonomy. It has helped to understand the kinds of beliefs and expectations that students bring to the classroom and how these might influence their actual autonomous learning practices.

Though the participants of this study only consists of 65 Chinese university language learners, both the questionnaire survey and interview have helped to explore Chinese university students' beliefs and behaviours regarding the learner autonomy. The study results to some extent can reflect the autonomous learning situation among Chinese university language learners. The study will inform curriculum design and classroom practices regarding the promotion of learner autonomy at university.

We believe that research in Chinese university students' attitudes and practices regarding learner autonomy will shed light on the implementation of learner autonomy at tertiary level in China. It will help university language teachers in their attempt to promote learner autonomy. For example, teachers need to find out which responsibilities can be transferred to students and how students can be more involved in the language learning process both inside and outside the classroom.

The study reveals that it is important that teachers help students develop positive and favorable attitudes towards learner autonomy and to increase their motivation to learn, thus promoting learner autonomy.

It would also be helpful to carry out similar research on Chinese students' perceptions towards learner autonomy and their autonomous learning behavior to give further insight into the

autonomous language learning of Chinese language learners.

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The Effect of Prediction on Listening Comprehension

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Abstract: Based on Schema Theory, this research tries to explore the relationship between prediction and schema in the pre-listening period, as well as to study the influence of pre-listening prediction on English as a Foreign Language (EFL) learners' listening comprehension. By using the experiment and the questionnaire survey, the findings prove the prediction practice in the pre-listening period is of some help to the improvement of students' listening comprehension, which suggests that teachers pay full attention to the impact of prediction activities on listening teaching.

Key words: prediction, listening comprehension, schema

Introduction

Listening, as one of the four basic language skills, has always been a major concern in EFL teaching and learning. According to the latest *College English Curriculum Requirements* (2007), the goal of present college English teaching is to develop students' comprehensive competence to use English, with the focus on listening and speaking. However, their performance in listening comprehension is still far from being satisfactory. For example, in my college, the average score of listening part in College English Test 4 held in mid-December, 2014 was only 135 out of a full mark 249, occupying 54.2% of the total. In order to change such a situation, many researchers have devoted themselves to developing useful English listening skills. And one of the current fashions is to predict in listening comprehension, especially in pre-listening period (e.g. Sheerin, 1987; Vandergrift, 1999; Hasan, 2000; Zhao, 2001; Fan, 2007). However, the role prediction plays in listening process, particularly in pre-listening period, has not been well explored. Thus, the study aims to examine the effects of pre-listening prediction on Chinese college students' English listening comprehension from the perspective of schema theory, so as to provide some implications for English listening teaching.

Theoretical Background

Listening Comprehension and Schema Theory

Listening is an essential component of communication, which is defined by Morley (1991:88) as "everything that impinges on the human processing which mediates between sound and construction of meaning." Traditionally, listening is regarded as a passive or receptive skill (Lynch and Mendelsohn, 2002). It is assumed that all a listener could do is just register messages passively with ears as receivers where information is poured. The process of comprehension is supposed to begin with the bottom level, from

sounds, words, sentences to texts (Brown, 1997). Accordingly, many teachers urge students to be more exposed to spoken materials and practices of pronunciation, vocabulary and grammar. However, other scholars (Sheerin, 1987 and Brown, 1990) argue this is not teaching but testing, and students receive little help with how to process aural information and extract intended meaning. Meanwhile, scholars like Anderson and Lynch (1988:11) assert listeners are actually "active model builder", extremely engaged in searching for meaning by utilizing all related background knowledge. Therefore, a successful listener needs to decode the word level efficiently as well as to apply background knowledge to interpret texts.

Schema was firstly proposed in modern psychology and education by Bartlett in *Remembering* (1932: 201) as "an active organization of past reactions, or past experience." Later, Rumelhart (1980) added schema is a data structure for representing all one's prior knowledge of a conception. According to Nunan (1999:201), "schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experiences." In all, a schema is a knowledge structure in memory, storing a certain generic concept of one's acquired information and functioning when one interprets new information. It is composed of interrelated elements of a concept like a network.

Based on schema theory, "the process of interpretation is guided by the principle that every input is mapped against some existing schema and that all aspects of that schema must be compatible with the input information. This principle results in two basic modes of information processing, called bottom-up and top-down processing" (Carrell and Eisterhold, 1998: 76). In this sense, schemata are closely involved in the processing of one's comprehension. Therefore, listening comprehension is reached when related schemata are activated in interpreting the new information by the interaction of the two models. And rich store of schemata is essential to listening comprehension. However, the existence of schema does not mean it works in listening comprehension. Only if relevant

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schemata are being activated, can they facilitate the listening comprehension. So it is important to find ways to activate relevant schemata.

Prediction in Pre-listening

Prediction is explained by Smith (1994: 19-20) as “the prior elimination of unlikely alternatives.” In pre-listening, the definition is narrowed to the mental process by which a listener guesses what will be said next according to his own knowledge (Ur, 2000). More exactly, Lei (2000) states, in pre-listening prediction, a listener uses printed information in listening books or papers (such as a title, choices to questions, etc.), his linguistic knowledge, background knowledge, common sense and logical ability to predict the general content of the listening materials, the questions to be raised or even the correct answers to the exercises. From the definitions, it is notable that setting up prediction is based on listeners’ prior knowledge—schemata. And what a listening predictor does is retrieve the possibly related schemata from his memory in advance and get them ready for interacting with the coming information to arrive at faster comprehension. It seems pre-listening prediction can be regarded as a kind of schema activation in listening. Therefore, what kind of effects the pre-listening prediction really has on students’ English listening comprehension deserves our particular exploration.

Method

Research Questions

The purpose of the research is mainly to examine the relationship between prediction and schema in the pre-listening period, as well as to study the influence of pre-listening prediction on EFL learners’ listening comprehension. Thus, two research questions are addressed.

1. Does pre-listening prediction activate the students’ related schemata?
2. Does pre-listening prediction exert a positive effect on the students’ listening comprehension?

Participants

73 sophomores from 2 classes of my college (Ningbo Institute of Technology, Zhejiang University) take part in the experiment as participants. As from two parallel classes, they are using the same text book *New College English*, taught by the same English teacher and having 3 intensive English reading classes and 1 English listening class per week. In the experiment, Class One (Number=35) serves as the control group and Class Two (Number=38) as the experimental group, which is randomly chosen.

Procedure

The research was put into practice at NIT in the second semester of the academic year 2014-2015. Carefully designed and aiming to reflect the real level of test takers, final examination

belongs to a kind of proficiency examination. Therefore, in the preparatory period, the author collected the scores of the listening part in the students’ last final examination as the pre-test data (totally 30 points). The scores of the two groups were compared before the experiment to check whether there was a significant difference between the listening levels of the two groups or not, so as to decide whether to start the experiment. The experiment was held in the listening classes during the whole semester. In every listening class, the students from both classes were asked to finish 3-passage listening. The students in the control group did the listening task as usual. They listened to the tape, answered all the multiple-choice questions and then checked the answers with the teacher. However, the students in the experimental group had more tasks to fulfill. First, the class was divided into 10 groups and each group consists of 3-4 students. Before listening to a passage, each group was given only 5 minutes for discussion, predicting what the passage would talk about and what the questions would be. Meanwhile, they were required to write down their prediction in the discussion sheet as notes. In order to minimize the influence of the language barriers, the students were allowed to write either in English or in Chinese while predicting. Next, the teacher played the recording for the students to finish the passage listening practice, gave the correct answers and analyzed the questions. Later, all the data were gathered. At the end of the semester, the students from the two classes attended another final college English examination, and the marks of listening part in this examination were collected as the post-test data.

Also, in the last listening class, all the participants were asked to fill a simple questionnaire which is composed of 10 questions to investigate the students’ attitudes towards the effects of pre-listening prediction.

Data Collection and Analysis

In the experimental group, the exercise papers and the group discussion sheets were all handed in for reference. After the final examination, the teacher collected the listening scores of the two classes. And all the scores were put into the computer for analysis. With the help of the software Statistical Package for the Social Science (SPSS) 13.0, the test scores of the two pairs had an Independent-Samples T Test to examine whether the scores of the two groups before and after the experiment are obviously different or not. In addition, the answers to the questions on the questionnaire were put into statistics system for processing by Excel 2007 and carefully analyzed by the author in person.

Results and Discussion

By the Independent-Samples T Test, the analysis results of the pre-test scores and post-test scores are presented in the following two tables: Table 4.1 and Table 4.2.

Table 4.1 Independent-Samples T Test of the Pre-test

Mean	Std. Deviation	t	df	Sig. (2-tailed)
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Experimental Group (N=35)	17.07	3.1719			
Control Group (N=38)	17.13	3.8215	-0.73	71	.942

Table 4.1 reveals the mean value of the Control Group is 17.13 and the average score of the Experimental Group is 17.07. In addition, the Standard Deviation value of the two groups is close, 3.1719 and 3.8215 respectively. The table also shows the Sig.(2-tailed) is $P=0.942$. On the analysis of the pre-test scores, it is clear that the mean values of the two groups are extremely close with

similar standard deviation. From the t-test for Equality of Means, $P=0.942>0.05$ proves the two groups of the pre-test scores have no significant difference. Conclusively, the English listening comprehension proficiency of the students in the two groups is almost at the same level before the experiment. So the designed experiment can be put into practice.

Table 4.2 Independent-Samples T Test of the Post-test

	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Experimental Group (N=35)	17.71	3.494			
Control Group (N=38)	16.03	3.665	2.010	71	.048

The figures in the table 4.2 reflect the average score of the experimental group in post-test reaches 17.71, while the mean value of the control group is 16.03. The mean value of the experimental group is 1.68 higher than that of the control group. More important, it can be found in the table that Sig. (2-tailed) is $P=0.048<0.05$, which proves there is statistically significant difference between the scores of the two groups. So the result shows that the English listening comprehension performance of the experimental group by using the pre-listening prediction is obviously higher than that of the control group in this experiment. Therefore, pre-listening prediction does good to the students' listening comprehension.

According to the questionnaire data, 85% of the participants claim they had no idea about schema and knew little about the effects of pre-listening prediction before, which reflects they are unfamiliar with this teaching method. However, all the participants believe the pre-listening prediction benefits their listening comprehension and they are accustomed to it gradually. Moreover, though 68% of them still hold the view that the active effect of this practice is not so great, 33 out of all the 35 participants show their likeness to it. They mention several advantages of this teaching method, such as fresh learning style, increasing listening motivation, active participation, good cooperation, heated discussion atmosphere, better concentration, etc. When it comes to the questions of how to activate the students' related schemata, 72% of the participants especially point out the pre-listening prediction practice improves their understanding of the passages' theme as well as the questions to be raised, however, some of them also complain that the wrong predictions sometimes influence their judgments, which also accords with the prediction notes they write in their group discussion sheets. Therefore, it reveals pre-listening prediction can activate the students' related schemata, increase their familiarity with the listening topics and help them make mental preparations for the incoming listening tasks. Nevertheless, some inappropriate schemata are activated, too. Although taking up a small part, they may mislead the students' judgment, which should deserve teachers' particular

attention.

On the whole, the research is a worthwhile study, it analyses the different kinds of data and provides some meaningful findings. It proves pre-listening prediction is a good way to activate students' related schemata before listening and this is a beneficial way to improve students' listening comprehension. Meanwhile, the findings also reveal some enlightments. For example, most of students are not familiar with such a practice, so they may need more instructions on predictive skills. In addition, evidences from questionnaire answers and discussion sheets imply that the students need more help to activate effective schema in prediction.

Conclusion

Undoubtedly, schema theory plays an important role in listening comprehension (Long, 1989; Edwards and McDonald, 1993). From the above, we recognize prediction is one of its applications. In this case, teachers should try their best to assist students in prediction as well as to adopt more schema-based procedures to improve listening teaching. Firstly, teachers can introduce the schema theory and its applications in listening to students, especially those of low English proficiency, and help them to build prediction consciousness. With the theoretical support, students will understand and realize the value of making prediction and be active predictors. Secondly, prediction relies on the schemata one stores in memory, so teachers should help students to accumulate schemata, such as providing related background knowledge before listening or using different styles of materials to enrich their schemata. Since not all the schemata in one's memory are in accordance with the content of listening materials, teachers also should assist students to modify the existing schemata to suit the listening demand and reduce the activation of wrong schemata. Thirdly, teachers should bring in effective listening predictive skills to students and offer them plenty of training. For example, brainstorming is a good way to do such training in which teachers present several key words and topic sentences and students brainstorm the possible information about the topic. With such

practice, students will focus more on the key words to the topics as the base of their prediction. Last but not least, prediction is also an understanding process. It should not be restrained only in the pre-listening stage, but be revised during and after listening. Then teachers can design exercises like “repeat phrases” and “summarize the content” for students to reject or confirm their previous prediction, which will better students’ prediction ability. Given such training, it is promising that students will develop a habit of comprehending the aural input with not only bottom-up model, but also top-down model.

Summarily, the present study tries to explore the effect of prediction on listening comprehension. The two research questions are answered by the findings of the study. The research shows using pre-listening prediction can activate the college students’ related schemata, and using such activation practice does improve the students’ listening comprehension ability. In terms of the limitations in this study, further researches focusing on the effects of schemata activation on listening comprehension are strongly recommended to be based on a larger sample. Also, pre-listening prediction is only one way to activate listeners’ appropriate schemata, so it is significant to investigate whether students will listen more effectively when more ways are used to apply schema theory to listening teaching.

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How Far Can the Demands of Pronunciation and Oral Skills Be Satisfied through Synchronous and Asynchronous Systems

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Abstract: With regard to the increasing impact of Information and Communication Technologies (ICT) on foreign language education, this article discusses the effectiveness of learning pronunciation and communicative oral skills in a foreign language assisted by computer through synchronous systems and asynchronous systems, and using the goals set in speaking from the communicative approach as illumination. By reviewing a range of related studies, this article suggests that ICT can facilitate interaction at a distance, and provide plenty of stimulus for discussion and other speaking activities, which can hardly be achieved by other alternative means.

Key words: ICT, foreign language education, pronunciation, synchronous systems, asynchronous systems

Introduction

Communication-oriented perspective on language acquisition, which advocates student engagement in authentic, meaningful interaction, has gained popularity since the 1980s (Kern and Warschauer, 2000). Speaking has been given prominence in communicative approach to foreign language learning in respect that many students consider the primary goal of learning a foreign language is to be able to speak it (Grauberg, 1997). In this period, Computer-Assisted Language Learning (CALL) has developed gradually from communicative CALL to integrative CALL. In the phase of communicative CALL (1970s — 1980s), the computer played roles as tutor, stimulus and tool/workhorse in language learning, but it failed to meet educators' demands of teaching connected language skills (Warschauer, 1996). Integrative CALL is based on the technological development of multimedia computers and the Internet, which provide students a more authentic learning environment. Students can have greater control over their learning of integrated language skills. The main advantage of hypermedia is that it facilitates students' principal focus on the content, without sacrificing the secondary focus on language forms or learning strategies (Warschauer, 1996). Using the Internet, language learners can communicate directly, inexpensively and conveniently with other learners or speakers of the target language from school and home (Warschauer, 1996). Regarding the fact that foreign language learners are rarely surrounded by the target language culture outside of classroom, CALL is especially significant in foreign language learning, because it expands opportunities for students to interact with authentic target language and culture (Low and Beverton, 2004; Warschauer and Meskill, 2000).

However, it is arguable that Information and Communication

Technologies (ICT) can assist relatively little in learning speaking in a foreign language. To date, computer programmes are not yet intelligent enough to truly interact with users' spoken input, and evaluate it for both correctness and appropriateness; the Internet is still predominantly a text-based medium (Warschauer, 1996; Wilbur, 1996). This article discusses the effectiveness of learning pronunciation and communicative oral skills in a foreign language assisted by computer through synchronous systems and asynchronous systems, using the goals set in speaking from the communicative approach as illumination.

Synchronous Systems and Asynchronous Systems

For Warschauer and Healey (1998), synchronous systems consist of special software programs for local networks, such as CommonSpace by Sixth Floor Media; and a variety of chat media via the Internet, such as Multi-user domains Object Oriented (MOOs), Internet Relay Chat (IRC) or Web chat programmes. Asynchronous systems comprise e-mail, bulletin board, newsgroups, web-based conferencing systems. The distinction, however, between synchronous systems and asynchronous systems is not absolute. For instance, computer conferencing can be used both synchronously, which allows many participants to take part in online real-time, interactive chats or open sessions simultaneously, and asynchronously, which provides participants with time for reflection between interactions (Murphy and Collins, 1997). Furthermore, it is possible to save the text of a real-time conference so that it can be replayed later to another group. The latter group will comment upon the conference and give feedback to the former group for further discussion (Crystal, 2001). Similarly, chatgroups can also be set in synchronous and asynchronous situations. In a synchronous setting, a user enters a chat 'room' and joins an ongoing conversation in real

time, sends named contributions to a central computer address and inserts them into a permanently refreshing screen. The online members of this group can see their contributions appear on screen soon after they make them, and hope for prompt responses. In an asynchronous setting, the interactions still go to a central address, but they are then stored in some format. The members of the group can see the contributions only upon their demands, so that they can catch up and contribute to the discussions of the group at any time. In this case, prompt reactions are welcomed but not assumed (Crystal, 2001). In addition, many computer programmes allow synchronous and asynchronous interactions according to individual users' needs.

Computer-Assisted Pronunciation Learning

A reasonable pronunciation is essential for oral communication. Students are expected to achieve accurate and fluent speech, and at best in native sounds, through persistent imitation and practice (Grauberg, 1997). A great deal of pronunciation software is designed to offer real-time input and feedback. Most pronunciation computer programmes now incorporate voice recording and playback to let students compare their recording with a model, and many pronunciation programmes, such as Ellis Master Pronunciation from CALI and American Accent Program from Ford Language Institute, have video clips and animations of the mouth showing how to produce specific sounds (Warschauer and Healey, 1998). Some vocabulary programmes, such as See it, Hear it, Say it! from Courseware Publishing International, use speech recognition technology to help students see how close they have come to the target language pronunciation. A few programmes, such as SpeechViewer from IBM, let students make the graphic representations of their speech overlap a teacher-recorded template (Warschauer and Healey, 1998). In this way, feedback is given with visual cues and aural cues to guide learners to achieve correct pronunciation. Multimedia is praised for providing learners with authentic rich exposure on target language, and learners are supposed to hear accurately and adjust their speech habits to produce the sounds of a foreign language correctly through their autonomous discovery (see, Decloque, 2001; Jager, 2001). In a normal foreign language learning situation, the pronunciation habits of the mother tongue are well established and are automatically transferred to the foreign language unless countermeasures are taken (Hall, 1992). Computer programmes are now capable of telling the learners which phonemes are incorrect, and which phonemes are used instead of the correct one (Jager, 2001). Nevertheless, these programmes are still not intelligent enough to give suggestions on how to fill in the gap between a learner's and a model's pronunciation on either the general level or individual level. Without giving clear and specific indication as to how the sounds can be produced, what are the minor

differences between the phonemes of the mother tongue and the foreign language, and how to exclude the influence from mother tongue, it may not be sufficient to ensure accurate pronunciation by the students. The reliance on phonological properties makes the pronunciation programmes less suited to beginning learners. Computers insist on correcting learners' pronunciation mistakes as untimely, and forcing them to make strange noises with undue haste; rather than promote learners' confidence, and encouraging them to speak. Consequently, students turn to be self-conscious, de-motivated, and reluctant to imitate and practise more.

Stenson et al. (1992) carried out an empirical study to examine the value of computer-based displays of speech in the teaching of pronunciation. They used IBM SpeechViewer in tutorial sessions within a programme of training for international teaching assistants (EFL group) at the University of Minnesota. During the quarter-long course, five of the thirteen instructors in the programme used SpeechViewer on a regular basis during weekly tutorials with individual international teaching assistants. The remaining eight instructors continued to use only traditional methods of pronunciation practice in tutorials. Initial SPEAK Test and Mimic Test scores for each assistants in the study were collected, and on completion of the course, each assistant took these two tests again. Differences of SPEAK Test and Mimic Test scores between the experimental and control groups were found not to be statistically significant. These results may mean that SpeechView does not have a significant greater effect than traditional methods on learning pronunciation. Regarding limitations of time, participants' unfamiliarity with the equipment, unreliability of the assistants' initial scores, and the flaw of SPEAK Test and Mimic Test, Stenson et al. (1992) concluded positively that SpeechView provides a valuable supplement to traditional methods of pronunciation practice, at least as a motivating tool.

Computer-Assisted Communicative Oral Skills Learning

In order to achieve communicative competence in speaking in a foreign language, students need to transfer from speaking to learn a target language to communicating as people do in real life (Grauberg, 1997). Since the precondition for communication is learning, students' identity and creativity are ad hoc required in planning and executing the communication process: deciding on the constituents, the right grammar and words needed in a situation, and producing them autonomously, appropriately and flexibly with the right pronunciation (Taylor, 1985; Grauberg, 1997). These objectives are hard to fully realize in respect that conditions in the classroom are quite different from those in real life. The common marks of speaking in real life are: situations necessitating speech, a purpose to achieve through speaking, the involvement generally of two or slightly more people, quick interaction between the interlocutors,

unpredictability in response, and knowledge of the language (Grauberg, 1997). In the classroom, students traditionally speak in answer to questions from the teacher, and practise group conversation following certain predicted or semi-predicted models (Brown and Yule, 1983). Students are learning a foreign language slowly, and often run the risk of displaying any inadequacies before their peers (Grauberg, 1997). Normally, students have been given less space to increase the variety of their expression, less stimulation to initiate and respond quickly in conversation, fewer opportunities to bring out all their talent knowledge, and a looser relationship between the target language and social context.

Integrative CALL is a way helping to dissolve the dichotomy between classroom situation and real life situation by providing a more authentic communication environment for language learning than the traditional classroom. The World Wide Web is becoming an essential ingredient of intercultural communication, the gateway to foreign cultures (Vogel, 2001). Abundant authentic materials can be accessed from the Web, and used to stimulate students' discussion in classroom.

A more meaningful, communicative, oral practice can be taken up with the support of multimedia simulation software. These kinds of programmes allow learners to enter into computerized microworlds with exposure to language and culture in a meaningful audio-visual context. They also offer learners a great deal of control and interactivity to manipulate speech input (Warschauer and Meskill, 2000). One good example of these programmes is *A la rencontre de Philippe* developed by the Athena Language Learning Project at the M.I.T. Laboratory. *Philippe* is a game for intermediate and advanced French learners that incorporates full motion video, sound, graphics, and text, allowing learners to "walk around" and explore simulated environments by following street signs or floor plans. Learners can use optional comprehension tools, such as a glossary and transcriptions of audio segments, as well as a video album that includes samples of language functions, to get instant assistance for understanding actual use of French words in specific contexts (Warschauer and Meskill, 2000). The advantages of applying these kinds of computer programmes in learning communicative oral skills in a foreign language are obvious: these programmes provide a lifelike situation to help learners develop a purpose-oriented speech, a chance to talk individually with 'native speakers', and a stage for learners to engage in conversations as different social roles.

Videoconferencing potentially has an important role to play in learning speaking in a foreign language, especially in any situation involving distance learning. Videoconferencing can offer not only access to lecturers and tutors based abroad, but also student-to-student contact (Buckett and Stringer, 2001). As regards the pressure of finding sufficient teachers to teach the requisite

number of contact hours, it is more practical for a group of English students spending half a session practising French with their French student counterparts and then reversing roles for the second half of the lesson (Buckett and Stringer, 2001).

The LEVERAGE, part of the European Advanced Communications Technologies and Services program, examined both advantages and limitations of learning oral skills through videoconferencing. A number of partners from six European countries were involved in the project with three end-user sites in Cambridge, Madrid and Paris (Zähner, *et al.*, 2000). Students had to accomplish their language learning tasks relying on direct communications between the members of the group. Reciprocal peer tutoring emerged quite naturally out of context of the task without any explicit form of tutoring (Zähner, *et al.*, 2000). By having opportunities to exchange information with others, and to investigate and solve problems together, students are challenged beyond grammatical or syntactic competence to demonstrate discourse competence and pragmatic competence. For example, two students at Cambridge had encountered a technical problem with a piece of software, and they had to explain this to the adviser in Paris, and to make him conceptualise the problem. In the process of exchanging information through mediated talk in French, a shared understanding of the problem space slowly emerged. The typical features of these kinds of discourses — hesitation, confirmation, backtracking, and asking for confirmation — arise naturally in the conversation (Zähner, *et al.*, 2000). Compared with face-to-face communication, there are still some criteria that videoconferencing cannot achieve. Over the network, most of communication clues, such as eye contact, facial expressions, and body language, are not available because of the restriction of the nature of desktop videoconferencing. Thus, all the interactions can only be directed verbally. Limited visual feedback offered through videoconferencing will cause some students to feel ambiguous, insecure and unconfident. Obvious transmission delays interfere with the natural turn-taking rhythm, and lead to a number of false starts and start-up collisions (Zähner, *et al.*, 2000).



























A Hypothesis on Learning Communicative Oral Skills through Internet Relay Chat

As mentioned in the introduction, many educationists regard the current text-based character of the Internet as a barrier to learning speaking through the Internet (see, for instance, Warschauer, 1996; Carrier, 1997). By seeing this issue from a different angle, the conclusion will be totally different. IRC is the most common form of text-conferencing software, and this allows two or more people to have a text 'chat' (Windeatt, *et al.*, 2000). In respect of the linguistic similarities between language used in IRC and speech, it may be supposed that users can acquire communicative oral skills by

chatting with native speakers in a target foreign language through IRC, particularly when users have an intention to learn.

The Internet language used in IRC is called 'written speech', which partially displays most characteristics of speech: time-bound, spontaneous, socially interactive, loosely structured, and immediately revisable (Crystal, 2001). The situation of IRC also possesses several core properties of the communication situation in real life. Participants expect or demand immediate response, and their utterances display much of the urgency and energetic force. The situation is transient, in the sense that messages may be quickly lost from attention as they scroll off the screen (Crystal, 2001). When a user sends a message to someone through ICQ (a kind of IRC software), which is based on two-way protocols, he or she types a keystroke, and the other can see the message appearing on the screen letter by letter simultaneously; and the recipient can react to and interrupt the message while it is being typed. In this way, messages can overlap. Users can also use a range of facial expression codes to convey their personal opinions and attitudes. Table 1. illustrates the most commonly used facial expression codes provided by OICQ (a kind of IRC software) from Tencent Inc.

Table 1 Examples of facial expression codes from OICQ

	Surprise		Bemused
	Cool		Sad
	Furious, Rageful		Lovely
	Arrogant		Hungry
	Sleepy		Shut up
	Shocked, amazed		Sweating
	Struggling		Complacent
	Crying		Shy
	Embarrassed		Angry
	Piquant		Sarcastic
	Pleasure		Swearing
	Confused		Faint
	Excruciating		Exhausted, frustrated

However, this hypothesis does not deny the discrepancy between Netspeak and face-to-face conversation. In addition to the limitations showing from videoconferencing of the LEVERAGE project, a chief property, the domain of prosody and paralanguage, is lacking in the Internet language in IRC. Participants cannot express themselves through vocal variations in intonation, stress, speed, rhythm, pause, and tone of voice (Crystal, 2001). This hypothesis aims to provide learners one more opportunity to improve their speaking skills in foreign languages, draw learners' awareness to acquiring communicative oral skills through IRC, and encouraging them to change a view of foreign language learning — foreign language acquisition can happen in daily life, and an authentic learning environment can be created through the Internet. Regarding

the popularity and powerful influence of the Internet, it might be valuable to investigate what kind of pedagogical paradigm can be applied in this specific process of learning speaking in a foreign language through IRC.

Conclusion

Guided by the requirements of learning speaking in a foreign language from a communicative approach, this article has examined what Integrative CALL has offered and may offer in speaking learning. Research in this area can be described as being at a very early stage of development in terms of the limited number and invalidity and unreliability of existing studies. Most research studies were carried out on a small scale for a short period of time, and were interfered by several uncontrolled variables, such as technology limitation, participants' unfamiliarity with instruments, and flaws of methods. Naturally, these research studies seldom came out with any practical outcome. The only one clear answer for what kind of role ICT can play in learning speaking in a foreign language could be as a motivational driver. Nevertheless, there has been no longitudinal study showing how long the motivation lasts (Andrews, 2004; Davies, 2001).

Language learning is teacher-orchestrated and student-centred, with ICT tools stimulating and supporting, and ICT is generally not reliable to replace teacher's role in the classroom (Bax, 2000; Meskill and Ranglova, 2000; Andrews, 2004). It is still a little early to make a conclusion on the impact of ICT on learning speaking in a foreign language in the respect that CALL is still in its infancy stage. Computers cannot do most things in this area to date; one need not, therefore, feel disappointed about carrying out further research studies. ICT can facilitate interaction at a distance, and provide plenty of stimulus for discussion and other speaking activities, which can hardly be achieved by other alternative means. There is an urgent need for a range of high quality research studies in the field of learning speaking in a foreign language assisted by computer to develop a practical pedagogical paradigm combining technology feasibility with educational desirability.

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The Process Teaching of Cultivating Students' Critical Thinking in the English & American Literature Class

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Abstract: Critical thinking is of great value to improve students' creative ability and their cultural qualities. In the teaching practice of English & American literature, the "Process Teaching" method can be applied to develop college students' critical thinking. To be more specific, three techniques are involved: 1. restoring the historical context to improve students' independent thinking abilities; 2. breaking the boundaries of time sequence and literary genres to train their abilities to observe and make appropriate comparisons between/among different works; 3. stimulating students to think critically by brainstorming and discussions.

Key words: English and American literature class, critical thinking, education

Introduction

Nowadays, aimed at improving college students' humanistic quality and their moral value, the English and American literature course is set up in most of universities and colleges at home. However, the feedback from the course is far from satisfaction, partly because teacher-oriented practice, together with the widely accepted course model—"literature history plus selective reading", weakens students' ability of doing autonomous research and oppresses their learning motivation and initiative to the lowest level. The learners are accustomed to recording and repeating what have been taught in class. The process of independent thinking is replaced by the mechanical and monotonous recitation. Therefore, it is not conducive to the development of learners' creative thinking through traditional teaching patterns.

What is critical thinking after all? The concept of "critical thinking" derives from the famous American educator Dewey's "reflective thinking". It refers to psychological activity during which the individual estimates the authenticity, accuracy, essence and value of the knowledge he has learned, so as to make reasonable and appropriate decisions about what he should do and believe. (Liu Rude, 2001) Critical thinking is the fundamental impetus to promote the advancement of intellectual society, and intellects are the key to the competitive future world where the thought of "survival of the fittest" dominates. (Zou Congqing, 2003). Therefore, the cultivation of critical thinking is of great significance to college students' development as well as the innovation of educational patterns. Nonetheless, how to enhance students' critical thinking effectively and efficiently with regard to English and American literature course has not yet attracted enough attention from Chinese scholars and researchers. This article attempts to propose three methods based on teaching practice. The first one is to recreate the historical context so as to improve their capacity for independent thinking. The second one is to break the boundary of time sequence, comparing works and characters from different periods and genres. The last one is to organize class discussions in order to encourage students' sparks of

critical thinking.

Restoring the historical context to improve students' independent thinking

"Critical thinking refers to the individuals' personal quality of judging the process, theory, methodological background, evidence and evaluation of the knowledge to which he has access. It involves two important aspects, the personal preference and the personal psychological characteristic." (Luo Qingxu, 2001) Generally speaking, the logical thinking pattern falls into three stages: Raise a question, analyze the question, and finally figure out a way to solve the question. However, in China, the traditional teaching modes lay their emphasis merely on its efficient yielding by monotonous teaching. A large number of teachers choose to skip the second stage—data collection and analysis—and bring out impatiently the so-called "standard answers" and require students to recite them in order to get high scores in various kinds of tests and examinations. Needless to say, this traditional mode holds back students' critical thinking process and turns a blind eye to their personalities and potentials. Students have no choice but to follow the old-fashioned ideas. It is not difficult to explain why the Chinese students get the reputation of "high score but low qualities". As a matter of fact, the appropriate teaching method should build a bridge between the two stages of raising questions and solving questions, and enable the students to analyze the arguments and judge the validity of the conclusions by themselves.

For example, when discussing about the novel *Uncle Tom's Cabin*, we often mention its historical significance of establishing a new image of the black, reconstructing black people's national self-confidence, and accelerating the outbreak of the American Civil War. How is the conclusion drawn? Is it true and authentic? Students have no opportunities or willingness to do deep and thorough research about it. Writing down what is inculcated on their notebooks is the only thing they are trained to do. Teachers need to be aware that the English and American literature is a course that combines the knowledge of literature with historical backgrounds.

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On the one hand, educators are supposed to take the system and framework of literature into full consideration. On the other hand, teachers can never afford to jettison the indispensable significance of history discipline. Therefore, certain information about the historical background should be suggested while the course is proceeding, in the sense that restoring the social context in which the historical accident took place avails the students in experiencing and feeling the social atmosphere, and then creative sparks of critical thinking might come along.

In order to cultivate and improve the students' critical thinking, some questions can be put forward for students to collect data, analyze and come up with their own opinions. And the questions might be: "why does the novel *Uncle Tom's Cabin* play an important role in helping black people to rebuild their new healthy image? What was the stereotypical image of black people?" As I mentioned, some information about the historical background could be recommended, such as the divergent attitudes of the northern states and southern states toward the slavery system on the eve of American Civil War. Having gathered valid and authentic data from libraries and internet, my students learned that the abolitionist writers in the southern United States were more than pleased to portray the black as ignorant, lazy, ridiculous "Sambo" who could not survive without the white's help. This hypocritical excuse became an untenable alibi to justify the cannibalistic slavery system. After the stage of data collection, the students were encouraged to present the descriptions of the unfavorable "Sambo" image that they found in the literature or historical materials, and discuss about the credibility of the argument with other students. Afterwards, the teacher might require students to identify the positive descriptions of the black people image in *Uncle Tom's Cabin* and summarize them with concise sentences. Several of my students found some positive descriptions about Uncle Tom's appearance. He "was a large, broad-chested, powerfully-made man, of a fully glossy black, and a face whose truly African features were characterized by an expression of grave and steady good sense, united with much kindness and benevolence" (Harriet Beecher Stowe, 2009). Some students offered their interpretations to me from their own perspectives. They thought George had both handsome appearance and great wisdom, for he tactfully disguised himself as Spanish to get rid of the slavers' chase, and eventually arrived at the shore of freedom with his beloved wife. After the two stages of raising problems and data analysis, a conclusion can be safely drawn that the two black heroes Harriet Beecher Stowe portrayed in *Uncle Tom's Cabin*, steadfast Uncle Tom and resourceful George, successfully transform the distorted stereotype of black people into a new healthy image.

Encouraging students to do independent thinking and in-depth explorations is of great importance to the cultivation and development of students' critical thinking, not only because it helps to establish a more profound understanding of the historical significance of a literary work, but also because it emancipates students from the shackles of mechanical memorization and the blind belief in "authority" and "standard answer".

Breaking the boundaries of time sequence and literary genres

Nowadays, with the accelerating pace of globalization the cultural exchanges among different nations and races have been becoming more frequent than any period in human history, which means that globalization goes beyond the narrow field of economic

globalization as it seems but covers the ideological and cultural globalization as well. This irreversible trend of our time drives us toward the ultimate destination: the amalgamation of global culture. The teaching practice of English & American literature proceeds in a chronological sequence. It usually starts from the very beginning of the first literary work and categorizes literary texts into several genres with regard to their writing styles and periods, such as roman and realistic writings. Although it seems to be conducive to sorting out the time sequence of literature system and alleviating the task of recitation, it actually blocks student's academic insights and suppresses their abilities of critical thinking in the long run. Educators should place the course under the historical background of globalization and inspire our students to scrutinize the literary texts from multi perspectives, switching the "Duck- Stuffing" teaching type into "Self-Initiated" learning type.

For instance, when discussing about the famous American writer Ralph Waldo Emerson, teachers might offer the information to the students that Emerson was obsessed with Chinese culture and his ecological aesthetic thoughts illustrated in his masterpiece *Nature* were quite consistent with Chinese theory of "Tao follows nature", so that students are enlightened to make comparisons between Emerson's literary thoughts and Chinese traditional culture. Some of my students assumed that the nature-oriented thoughts Emerson conveyed in his works were similar to the conception of "Peach Garden" depicted by the ancient Chinese poet Tao Yuanming, now that both of these two thoughts have always been considered as the symbols of spiritual comfort with which the authors escaped from the real world and found their inner peace and calm. Although they were rooted in different cultural environments, Emerson's and Tao Yuanming's psychological thoughts—one is American individualism and the other is traditional Chinese Confucianism—echoed with each other in terms of loving nature and longing for the return to innocence. And some other students dared to break the limit of linear time sequence and pointed out that the harmony embodied in Emerson's *Nature* was exactly the same as the one in Chinese modern novel *Border Town*, in that they both paid their attention to the harmony between people, between man and nature, between human and society.

As a masterpiece of American Transcendentalism, the language style and implications of *Nature* are relatively obscure and intricate to most of college students. A perspective from Chinese traditional culture offers them a new way to comprehend it. The comparison between/among different works from different cultural backgrounds under the guidance of the teachers contributes to deepening the students' understanding of literary works. Moreover, it might urge students to observe and think from broader views and jump out of a small circle of specific culture, and helps to cultivate students' universal value and increase humanistic concerns about the world. It is safe to say that the "Comparison and Analysis" method plays an essential role in developing students' ability of critical thinking.

Stimulating students to think critically by brainstorming and discussions

In the English and American literature class, some open questions worth exploring and debating should be raised for students to brainstorm, instead of only some superficial statements of facts. Students' involvement in the thinking and discussing after close reading would not only deepen their understanding about literature works but also do good to their cultural accomplishment, which is far more beneficial than merely reciting general literature knowledge.

During the discussion, teachers should properly invoke students' critical thinking and motivate them to take an active part in the deep exploration. Take Washington Irving's *Rip Van Winkle* as an example, the following questions can be put forward to discuss.

a. What does the character of Mrs. Winkle contribute to the plot? Why is she characterized as an irritable and nagging shrewd?

b. What is your opinion of taking Rip Van Winkle as a model of hermit literature since some domestic scholars have made a comparison between Rip Van Winkle and Tao Yuanming, a famous pastoral poet of ancient China, as they are both escapists longing for free and unworldly life? Why?

My students had a lively discussion in groups and argued for their own opinions. Some students argued that Mrs. Winkle was not a shrew as fierce and ruthless as described but a female who could only use her own way to eliminate her resentment and discontent under the oppression of a patriarchal society. As a matter of fact, it is the self-reliant and hard-working Mrs. Winkle who takes the responsibility of supporting the family when her husband keeps escaping from domestic responsibilities. Thus some students concluded that Mrs. Winkle held an active and optimistic attitude towards life under her seemingly overbearing image.

One of the important methods to train students' dialectical thinking is to encourage them to question surface phenomena so as to acquire the essence through meticulous observation and thorough analysis. There were also other different views from the students who held that Washington Irving did not deliberately belittle Mrs. Winkle and that her negative image was constructed as a requisite to develop the plot of the whole story. An excerpt is used to verify the argument. "Rip had but one way of replying all lectures of the kind, and that, by frequent use, had grown into a habit. He shrugged his shoulders, shook his head, cast up his eyes, but said nothing. This, however, always provoked a fresh volley from his wife; so that he was fain to draw off his forces, and take to the outside of the house—the only side which, in truth, belongs to a hen-pecked husband." (Washington Irving, 2007) It is because of Rip's nagging wife that he would rather wander outside than stay at home and that he met the strange-looking strangers, drank their wine and slept for 20 years. The following parts of story wouldn't have happened if it weren't for Mrs. Winkle's bad temper. And twenty years later when Rip Van Winkle got back home, Mrs. Winkle already died because she had already finished the mission the author accorded to her and her existence was no longer necessary. So they drew the conclusion that the author did not simply demonize and belittle the female figures, and he designed different characters only for the development of the story. Despite the fact that most opinions the students put forward still need more verifying materials to be nailed down, the discussion permits students to give full play to their critical thinking skills and challenge the authority of textbooks.

The second question was the most disputable of all, which led to a heated discussion in our class. Some students supported the idea that Rip was a symbol of hermit seeking for seclusion for he was not restricted by worldly fame and fortune. But more students in the class upheld that Rip's so-called simple life was based on his ducking out of his family responsibilities. Being lazy and ignorant was far different from being a hermit with the hope to live a secluded and peaceful life. Tao Yuanming and Thoreau, two of the most famous hermits in human history, were both well prepared and glad

to engage themselves in labors so as to live self-sufficiently and independently. Rip Van Winkle, however, was nothing but a disgusting slob who "would rather starve on a penny than work for a pound." (Washington Irving, 2007) In this sense, Rip Van Winkle could be considered as a text of escape literature indeed, in an unfavorable way, though. During that class, students' enthusiasm about the text was greatly stirred by lively atmosphere. Strike while the iron is hot. At the end of the class, teachers are suggested to require the students to write papers about the questions they have discussed in class. The seminar-like class provides them fresh writing materials and new different angles to analyze the classical literary texts, so writing papers would no longer be a difficult conundrum to students. It could be seen from their assignments that students' thesis-writing has been greatly improved as the original and unique ideas and convincing arguments replaced the old sameness and vapidly.

It is worth mentioning that teachers should leave enough space for students' unrestrained imagination through the teaching practice in this "seminar-like class" way. A negative response to all of their presumptions and interpretations will impair their passion about class discussions and brainstorming in the long run. If teachers find students' arguments not convincing enough, teachers should encourage them to dig more relative materials to do further researches instead of denying their ideas completely. Classroom discussions and brainstorming stir students' critical thinking sparks and allow them to look at the problem from a new perspective, while writing practice enables the students to train their logical thinking and writing skills, thus to improve their comprehensive quality.

Conclusion

Apart from the three methods I mentioned above, many other available and practical techniques still exist in the teaching process. Teachers' every inspiring question, every knowledgeable answer, and every supportive smile could be an efficient method to prompt a new way of thinking. The training process of critical thinking not only requires students' initiatives and active participation, but also requires teachers to break away from the imprisonment of the traditional teaching patterns and explore unceasingly the appropriate approaches to develop students' potentials. Only in this way can we walk out of the predicament that Chinese students generally lack the critical thinking ability and make the future of Chinese education much brighter.

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The Relationship between Reading and Metacognitive Development: An Intervention Study on Chinese Native Learners of English

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Abstract: Traditional English teaching in China is content-based and it has paid much attention to teaching language knowledge but neglecting learning strategies or metacognitive strategies, which lead to students' lack of autonomous learning abilities. The present study attempted to seek answers to how the relationship between reading performance and metacognition was influenced by metacognitive intervention. An intervention study was conducted on Chinese native learners of English as a foreign language (EFL). English reading comprehension test and Metacognition Awareness Reading Strategies Inventory (MARSIS) were administered. Results showed that compared with the results in pretest, the correlations between EFL reading and metacognition were increasing after intervention, meaning metacognitive strategy intervention enhanced reading performance. ANOVA analysis revealed that poor readers had a better gain in the intervention. Additionally, different aspects of metacognition were differentially influenced in the intervention. The findings indicate the effect of metacognitive intervention is directly related to individuals' reading level.

Key words: Metacognition, EFL reading, intervention

Introduction

Reading is always regarded as the most important academic language skills for foreign language students, for it provides the most efficient and important channel of language input. Flavell (1976) defined metacognition as the cognitive ability to monitor and self-regulate one's mental activity. A large number studies on the topic indicate learners with abundant metacognitive knowledge and strategies are more likely to oversee the choice and application of learning strategies, to plan how to proceed with a learning task, to monitor their own performance on an ongoing basis, to find solutions to problems encountered, and to evaluate themselves upon task completion (Coutinho, Wiemer-Hastings, Skowronski, & Britt, 2005; Cubukcu, 2009; Flavell, 1979; Prins, Veenman, & Elshout, 2006; Zhang & Goh 2006). Reading related metacognition involves thinking about the reading process, planning before reading, monitoring while reading, knowing the time that reading breaks down, knowing the method to solve the problem, and evaluating the reading process after the activity is completed. The present study was to explore how intervention on reading metacognition contributed to reading development for Chinese EFL (English as a foreign language) learners of different reading levels.

Studies have shown that there was a positive relationship between metacognition strategy and reading performance (e.g.,

Anderson 1991; Barnett 1988; Carrell 1998; Garner 1987; Javadi et al. 2010; Mokhtari and Reichard 2002; Pressley & Afflerbach 1995). According to Wenden (1987), good readers were flexible strategies users, while for the poor readers, they cannot differentiate effective strategies well from those that might be obstacles of their comprehension. Moreover, they had deficiency in the application of metacognitive strategies to plan, to monitor, and to evaluate their understanding of reading materials. Base on the study of Pressley & Afflerbach (1995), skilled readers applied monitoring in reading comprehension. The process involved the following strategies: evaluate the difficulty of the text, distinguish between familiar and new information in the text, check whether predictions about the text content are fulfilled, and examine the relevance of the text to reading goals. Different from skilled readers, the unskilled readers seldom used these metacognitive strategies. Javadi et al. (2010) investigated the relationship between metacognitive awareness of reading strategies and students' academic status. Metacognition Awareness Reading Strategies Inventory (MARSIS) which was developed and validated by Mokhtari and Reichard (2002) was administered among participants. Results revealed that advanced students used more complex cognitive and metacognitive strategies than lower level students. Moreover, a relationship between metacognitive awareness and academic achievement was found. Aghaie & Zhang (2012) conducted a study on effects of explicit instruction in

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cognitive and metacognitive reading strategies on Iranian EFL students' reading performance and strategy transfer. A control group and a treatment group were involved in this study. It showed that the treatment group achieved significantly better results than the contrast group after four months of strategy-based instruction in reading comprehension and strategy transfer. Furthermore, strategy instruction contributed to autonomous reading behaviors.

As is well established, the traditional English teaching in China has paid much attention to language knowledge but neglecting learning skills, such as metacognitive strategies in reading. Generally, EFL reading metacognition follows a free-development mode in the context of China. During the free-development, students learn naturally metacognitive knowledge through exercises on their own without direct instruction or intervention from teachers. In the free-development, students are seldom taught to pay attention to metacognition knowledge, experience or strategies. Therefore, even though they have learned to read English for many years, they do not know explicitly what strategies they should employ during the reading and when and how to use them (Hu & Zhang 2006). Despite, a limited number of studies acknowledged the contribution of individuals' metacognition in reading performance for EFL learners in China (Chen & Dai 2007). The metacognitive instruction or intervention was thought to be efficient in improving students' reading metacognition because of its clear purpose, and the large amount of information delivered to the students. This line of research has addressed to the classification of reading metacognition in the context of English as a foreign language (e.g., Yang & Zhang 2002; Li & Ni 2007; Liu 2009; Xue 2011). However, those empirical studies concerning the role of metacognition in EFL reading for Chinese natives showed controversial results. For instance, Liu (2004) revealed that Chinese students majoring in English used metacognitive strategies more or less in English reading. There was a positive relationship between the frequency of overall metacognitive strategy use and the results of English reading. Other studies in China affirmed the positive relation between metacognitive strategies use and English performance (e.g., Yuan & Xiao, 2006). There were adequate feasibility and validity to have metacognitive training on different levels of EFL learners (e.g., Chen & Dai, 2007; Li & Ni, 2007; Pan, 2006; Xue, 2011; Yang & Zhang, 2002). In contrast, Hu & Zhang (2006)'s survey on non-English majors' use of metacognitive strategies found that they did not often use those strategies. Zhang (2005) showed that those English majors in China lacked awareness of the importance of metacognitive strategy use, although she found that metacognitive strategies including self-management strategy, selective attention strategy and planning strategy were closely related to the students' English achievement and that difference existed in the use of strategies of goal and plan, self-management and attention.

Generally, metacognitive strategies play an important role in EFL reading. Those Chinese EFL learners desperately need instructions so as to become more efficient readers. However, the

empirical research on EFL learners in China has not been satisfactory. The present intervention study addressed to the following two research questions: What were the relationships between metacognition and reading comprehension before and after intervention on EFL readers in China? How can different dimensions of metacognitive strategies improve EFL reading comprehension for EFL learners of different reading levels?

It was predicted, first, the correlation between metacognition and reading comprehension should be different before and after intervention. Specifically, the correlations between them should be higher after intervention. Second, different dimensions of metacognition should have a differential contribution to the improvement of EFL reading levels. Concerning the effect of reading cognitive intervention, EFL learners of different reading levels should gain in a different degree.

Research Methods

Subjects

A total of 100 students, who were English majors in a university in Beijing, China, were recruited as subjects in the present study. They were 48 freshmen and 52 sophomores with the ages ranging from 19 to 21 years. According to the demographic questionnaire, the participants had learned English as a second language for about 8 years. The effective subjects turned out to be different in calculations (specified in the following tables) due to the attrition in the pre- and post-tests design, since some students only took either one pretest or posttest.

Measures

The demographic survey. It was designed to identify the subjects' sex, age, attitudes toward metacognitive intervention.

English reading comprehension. For testing English reading comprehension, the Gates Macginitie Reading Comprehension (Form 4, Level F) were adopted with fourteen passages in total. Each passage had several questions with five -answer multiple choices and there were 48 questions in total with a full score of 48. The students were asked to finish this part within 30 minutes and the total scores they got were regarded as the index of their reading performance (Cronbach alpha = 0.87).

Metacognitive questionnaire. The Metacognitive Awareness of Reading Strategies Inventory (MARS) by Sheorey & Mokhtari (2001) was adapted to investigate the students' metacognition in reading. The questionnaire contained 28 items which were divided into three categories: metacognitive strategies (10 items), cognitive strategies (12 items) and support strategies (6 items). Metacognitive strategies are those intentional, carefully planned techniques by which learners monitor or manage their reading. Such strategies include: having a purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures. Cognitive strategies are the actions and procedures readers use while working directly with the text. These are localized, focused techniques used when problems develop in understanding

textual information. Examples of cognitive strategies include: adjusting one's speed of reading when the material becomes difficult or easy, guessing the meaning of unknown words, and re-reading the text for improved comprehension. Supportive strategies are basically support mechanisms intended to aid the reader in comprehending the text such as using a dictionary, taking notes, or underlining or highlighting the text. All the items were on a 5-point Likert Scale ranging from 1 "never", 2 "seldom", 3 "sometimes", 4 "often", to 5 "always". The higher the score was, the more frequently they used the strategy.

The reliability tests by the Cronbach Alpha coefficients for the three dimensions of MARS were 0.76, 0.79, and 0.6 in the pretest and 0.79, 0.76, and 0.65 in the posttest for metacognitive, cognitive and supportive strategies specifically. The Cronbach Alpha coefficients for the three levels of metacognition calculated in this study was more than 0.65, indicating that the internal consistency of the questionnaire was reliable.

Procedures

To give a more accurate picture of the changes in metacognition and reading comprehension over time, the current study utilized a pretest, post-test design. There was a 9-month period between the two testing times. Before and after the time metacognitive intervention, the subjects took part in Metacognitive Awareness of Reading Strategies Inventory and reading comprehension tests. Both measures were group administered in the class of the Intensive Course. The group tests took approximately 45 minutes to complete the two measures.

All the subjects received metacognitive intervention in the intensive English course. Although there were 6 hours in a week for the course, metacognitive intervention were given once for about 30 minutes in a week. The intervention lasted for 2 months. The teachers gave direct instructions about metacognitive knowledge and explained the definition, function, application of specific strategies during reading, which could give students a general and specific understanding about metacognitive strategy knowledge. The difference between the present study and previous studies was that the application of metacognitive knowledge and strategies were not sufficiently practiced in class. Only simple demonstration was given in class. Students were urged to rely on their own initiatives to practice these metacognitive knowledge and strategies in EFL reading. To be specific, there were basically three stages in the intervention, as shown in the following:

At first stage (in the first month) focused on "Definition and Explanation". The students were explicitly told the importance of the use of metacognitive strategies. They got a general understanding about the following two points: (1) the different performance between the good readers and low readers before reading, while reading and after reading. For example, the good readers would forecast the content of the article and had some metacognitive reading strategies in mind before reading while the low readers had not any plans and purpose for reading before the task begins. During

reading, the good readers could concentrate on what they read and did not allow themselves to be distracted. They also analyzed the structure of the article, monitored their reading process and controlled their reading speed. On the contrary, the low readers read the passage directly without analyzing the structure of the passage and did not know what to do when meeting difficulties. After reading, the good readers summarized the main idea of the passage and verified the message of the article while the poor readers just stopped the reading activity and never evaluated their reading effects. (2) This stage provided students with basic knowledge of metacognition. Teachers explained frequently used metacognitive knowledge and strategies, including setting purpose for reading, using text features, context clues and typographical aid, adjusting reading rate, rereading for better understanding and underling information in text and so on.

At the second stage (in the second month) was "Demonstration". There were examples about metacognition in reading, such as: how to get the main idea of the passage, how to guess the meaning of new words, how to abstract the specific information from the passage, how to infer the meaning of the sentence according to the context, when to modulate time and attention during reading. Typical examples were given, correct answers and detailed explanations as well.

At the third stage (in the rest 7 months) was "Free Practice". The students were given handouts of the metacognition strategies and reinforced exercises. The subjects were encouraged to refer to the handouts and apply these strategies in reading exercise after class. Teachers did not give further instruction in reading metacognition.

Results

ANOVA analysis showed that freshmen ($M = 21.85$, $SD = 6.43$) and sophomores ($M = 23.58$, $SD = 6.95$) did not differ in the pretest, $F(1, 97) = 1.55$, $p = 0.20$. Thus, the data of freshmen and sophomores were combined in the following analysis. The descriptive data for the total sample were shown in Table 1.

Table 1 Descriptive statistics of the total sample

	Mean	SD	N
Reading in pretest	22.75	6.73	100
Reading in posttest	26.84	8.66	98
Metacognitive strategy in pretest	3.24	0.62	99
Cognitive strategy in pretest	3.59	0.57	99
Supportive strategy in pretest	3.30	0.68	99
Metacognitive strategy in posttest	3.44	0.61	89
Cognitive strategy in posttest	3.55	0.50	89
Supportive strategy in posttest	3.30	0.67	89

In order to address to the first research question concerning the relationship between metacognition and reading comprehension before and after intervention, the correlation analysis was performed. The results in Table 2 showed that in the pretest, there was only a marginal correlation between reading and cognitive strategies, $r = 0.18$, $p = 0.07$. In comparison, the three dimensions of reading

metacognition (metacognitive strategy, cognitive strategy, and supportive strategy) were significantly correlated with reading, with the correlation coefficients being 0.24, 0.27 and 0.31, $p_s < 0.05$, respectively. Additionally, metacognitive strategies in the pretest

were significantly correlated with those in the post test (for metacognitive strategy, $r = 0.44$, $p < 0.001$; for cognitive strategy, $r = 0.47$, $p < 0.001$; for supportive strategy, $r = 0.39$, $p < 0.001$).

Table 2 The correlations between reading and metacognition in the pre- and post-tests

			1	2	3	4	5	6	7	8
1	Reading in pretest	Pearson Correlation	1.00	0.56	0.08	0.18	-0.09	0.22	0.26	0.15
		Sig. (2-tailed)		0.00	0.44	0.07	0.41	0.05	0.02	0.18
		N	100	91	96	96	96	84	84	84
2	Reading in posttest	Pearson Correlation		1.00	0.22	0.19	-0.07	0.24	0.27	0.21
		Sig. (2-tailed)			0.04	0.08	0.52	0.03	0.02	0.05
		N			90	90	90	82	82	82
3	Metacognitive strategy in pretest	Pearson Correlation			1.00	0.70	0.57	0.44	0.29	0.35
		Sig. (2-tailed)				0.00	0.00	0.00	0.01	0.00
		N				99	99	82	82	82
4	Cognitive strategy in pretest	Pearson Correlation				1.00	0.58	0.38	0.47	0.46
		Sig. (2-tailed)					0.00	0.00	0.00	0.00
		N					99	82	82	82
5	Supportive strategy in pretest	Pearson Correlation					1.00	0.18	0.15	0.39
		Sig. (2-tailed)						0.10	0.17	0.00
		N						82	82	82
6	Metacognitive strategy in posttest	Pearson Correlation						1.00	0.67	0.58
		Sig. (2-tailed)							0.00	0.00
		N							89	89
7	Cognitive strategy in posttest	Pearson Correlation							1.00	0.62
		Sig. (2-tailed)								0.00
		N								89
8	Supportive strategy in posttest	Pearson Correlation								1.00

The second research question addressed how different dimensions of metacognitive strategies improved EFL reading comprehension for EFL readers of different proficiency levels. The subjects were allocated to two group levels (poor vs. good readers) based on the the Z-order scores in the pretest of reading comprehension. The subjects who received a score above the average were identified as poor reader (Z score < 0) and those who were above the average (Z score > 0) were defined as good readers. AVOVA analysis showed that good readers performed better than poor readers in both pretest reading [For good readers, $N= 50$, $M = 28.04$, $SD = 4.78$; For poor readers, $N= 50$, $M = 17.46$, $SD = 3.40$, $F(1, 98) = 162.82$, $p < 0.001$], and posttest reading [For good readers, $N= 45$, $M = 30.96$, $SD = 8.40$; For poor readers, $N= 46$, $M = 23.54$, $SD = 6.60$, $F(1, 89) = 21.98$, $p < 0.001$].

For good readers ($N = 45$), repeated measures ANOVA analysis with test times as a within-subject factor showed a significant improvement in reading comprehension [For pretest, $M = 28.24$, $SD = 4.94$; For poor readers, $M = 30.96$, $SD = 8.40$, $F(1, 44) = 6.82$, $p =$

0.01]. Similar results were found for the poor readers [For pretest, $M = 17.78$, $SD = 2.84$; For poor readers, $M = 23.54$, $SD = 6.60$, $F(1, 45) = 30.29$, $p < 0.001$]. The results indicate poor readers have a better gain in reading comprehension (also see Fig. 1).

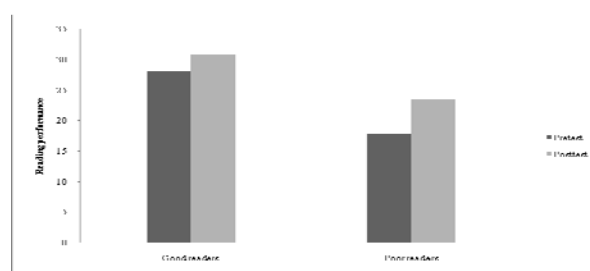


Fig 1 Reading performance for good and poor readers in the pre- and post-tests

In order to examine whether EFL learners' metacognition can be enhanced by minimal metacognitive training, repeated measures

ANOVA were performed on the metacognitive measures with test times (2 levels: pre- vs. post-tests) and metacognitive dimensions (3 levels: metacognitive strategy, cognitive strategy, supportive strategy) as within-subject factors. The results showed a main effect of metacognitive dimensions, $F(2,156) = 14.91$, $p < 0.001$, Partial Eta Squared = 0.16, and an interaction effect of test time and cognitive dimensions, $F(2,156) = 7.09$, $p = 0.001$, Partial Eta Squared = 0.08. There were no other effects.

Simple effect analysis revealed that for good readers, there was a main effect of metacognitive dimensions, $F(2,86) = 7.70$, $p = 0.001$, Partial Eta Squared = 0.15, and an interaction effect of test

times and cognitive dimensions, $F(2,86) = 5.38$, $p = 0.006$, Partial Eta Squared = 0.11. In contrast, for poor readers, there was a main effect of metacognitive dimensions, $F(2,70) = 8.09$, $p = 0.001$, Partial Eta Squared = 0.19. There was no other effect. The developmental patterns for the two reading groups (Fig.2) showed good readers seemed to improve their awareness on metacognitive strategy after intervention, but awareness on the cognitive strategy decreased. For the poor readers, a significant improvement was found on metacognition.

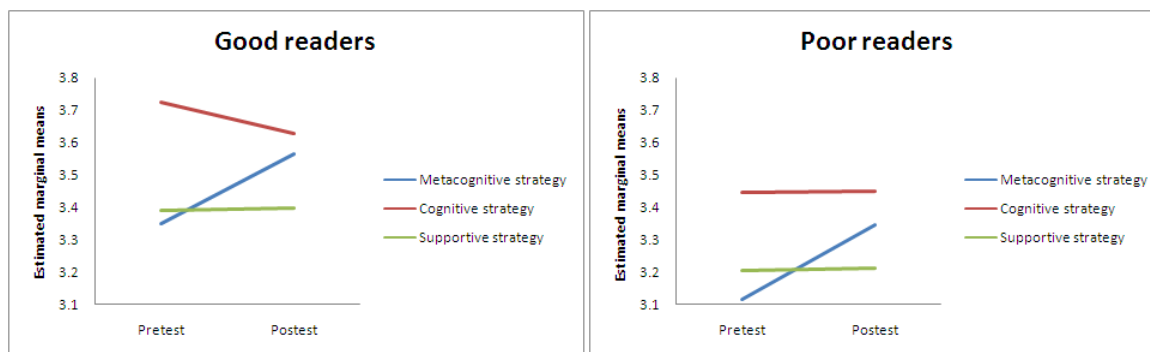


Fig 2 Metacognitive strategy use pre- and post the intervention

Discussion

The purpose of the present study was to explore how metacognitive strategies can advance EFL reading comprehension for EFL learners of different reading levels. The results found an increasing higher correlation between different dimensions of metacognition and reading (Table 2). Results of the study demonstrated that metacognitive knowledge and strategies awareness affected students' reading development. From this perspective, the present study verified that the minimal intervention program did enhance their reading performance. The findings reinforce and enrich the existing theories that metacognitive strategies have positive effects on EFL reading (Aghaie & Zhang 2012; Anderson 1991; Brown 1989; Chamot 2005; Greenfell and Macaro 2007; O' Malley et al 1985; Palinscar & Gourgey 1999; Zhang 2008).

The present results also showed statistically significant differences between poor and good readers in reading comprehension for both pre- and post-tests. Moreover, the poor readers seemed to benefit more from the metacognitive intervention (Fig. 1). The distinct patterns of reading improvement pre- and post-intervention between the two intervention groups indicate that reading level has an effect on metacognitive strategy intervention, resulting in a differential effects of intervention on enhancing reading performance.

To further examine how different dimension of metacognition were effective on students' reading performance for EFL learners of different reading levels, the present study performed a within-subject

ANOVA analysis. The results showed a main effect of metacognitive dimensions for both poor readers and good readers, demonstrating that improvement on the three dimensions of metacognition is different. However, there was a different developmental pattern for the two reading groups (Fig. 2). Specifically, there was an interaction between test times and metacognitive dimensions for good readers. This became a contrast with the results for poor readers. The results indicate metacognitive intervention effect is different for EFL learners of different reading levels.

One surprising result is that the main effect of test times is not significant for both poor and good readers. This is attributed to the minimal metacognitive intervention in the present study. It was mentioned that as English majors, they have to spend a lot of time on practicing the basic skills such as speaking, writing, reading, and listening and attending many lessons. Limited time and efforts are left for strategy training in class, leaving students to practice by themselves after class. In the present study, although teachers gave detailed explanations on reading-related metacognition, guided practice in class is far from enough. However, the internalization of metacognitive strategies use needs a period of time (Chen & Dai 2007). The efficiency of EFL learning was largely determined by students' learning attitude and method (Zhang, 2004). In Zhang's study, two models "Metacognitive Strategy Training in Class" and "Signing Learner Contract with the Learner after Class" were used. The results showed that the method of signing learner contract with the learners not only developed learners' autonomous learning habit, but also improve learners' listening, reading and writing abilities.

The study indicates development of learners' autonomy is helpful in improving learners' learning achievement. "Signing Learner Contract with the Learner after Class" was not used in this study, which, at some extent, explained the reason why there was no statistically significance between pre- and post-tests on the three dimensions of metacognition.

The minimal metacognitive strategy intervention provides the participants clear and detailed knowledge of metacognition. On the one hand, follow-up materials should be vital in directly offering participants' metacognitive experience in EFL reading. On the other hand, taking the teachers feedback into consideration, the intervention results should be closely related to the time and quality of intervention. It was reported that when the teachers urged the students more, their consciousness of using meta-cognitive strategies would be strengthened during reading and their self-regulation could also be improved. Thus, the participants should be trained in metacognitive strategies such as self-monitoring and regulation so that they can take initiative to do more practice. Teachers should highlight students' independent and autonomous learning, which is supposed to be the ultimate goal of metacognitive intervention.

Conclusions and implications

The present study conducted a minimal metacognitive intervention on Chinese native learners of English as a foreign language (EFL). Several conclusions would be arrived at. First, metacognitive strategy intervention enhanced reading performance. Second, poor readers had a better gain in reading comprehension in the intervention. Third, the relationship between reading and metacognition was dependent on reading level. Additionally, different aspects of metacognition were differentially influenced in the intervention. The findings indicate the effect of metacognitive strategy intervention is directly related to individual's language level and the degree of involvement.

The present study inspires in some way for the future study on the relationship between metacognitive strategy and English reading. For one thing, metacognitive intervention could be implemented in English learning courses. The minimal-intervention in the present study could be a potential training model that fits into English teaching curriculum. Thus, it is suggested that teachers should be equipped with metacognitive strategy. For another, it is suggestible that intervention strategies should cater to readers of different reading levels. Meanwhile, students' autonomous learning as the most important factor should be developed in applying metacognitive strategies and knowledge in reading. One related note is that a number of factors including interests, motivation, English proficiency and teachers' knowledge about metacognitive should influence the results of the experiment. Future study should tease apart these confounding factors in explaining the intervention effect.

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A TBLT-Based Empirical Study on the Teaching Modes for the Geography and History Sections in the Course: *A Survey of English-Speaking Countries*

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Abstract: Over the past decades, research on Task-Based Language Teaching (TBLT) has been accumulating, including its implementation in classrooms and the evaluation of its effects. Through a comparative empirical study with LBLT, this study adds to this line of research by enhancing our understanding of its effects and students' attitudes in knowledge-oriented, college-level FLT classrooms in China. The research focused on the geography and history sections in a compulsory course for Chinese English majors: *A Survey of English-Speaking Countries*. The results revealed that both classes reacted positively to TBLT, but TBLT has comparatively more significant effects on students' learning of geography knowledge; LBLT has more significant effects upon students' learning of history knowledge. The research also revealed that two classes also displayed divergent interests towards TBLT and LBLT in their learning attitudes.

Key words: TBLT, geography, history, attitude

Introduction

As one of the compulsory courses for English majors in Chinese universities, *A Survey of English-Speaking Countries* is a key knowledge-oriented course required by the Chinese education authorities. It aims at providing knowledge preparations for cultural and literary courses for English majors in higher grades (The English Division, the Teaching Directory Commission for Foreign Language Majors in Higher Education, 2000). It is customarily taught for one semester, with demanding teaching objectives due to its heavy workloads, high level of difficulty, and very limited class hours. Therefore, it is a great challenge to optimize class hours to achieve satisfactory learning effects.

In this course, geography and history are two major sections accounting for a large portion of the total class hours. Comparatively, knowledge on the geography section is not as systematic, complex, and demanding as the history section. The teaching of geography can be supported by introductions to cities, scenic spots, and other aspects that students are interested in. In contrast, the history section is highly systematic, complex, and further away from students' personal life experiences. Therefore, the history section is considered to be more difficult for the students to master.

Task-Based Language Teaching, TBLT, first advocated in the 1980s by N.S. Prabhu, gained rapid development in the following decades. Compared with other teaching methodologies, TBLT is characterized by the following distinctive features: triggering the students' learning motifs with very clearly defined tasks; mobilizing students' activeness and initiatives in language learning. The

foundation of its theory is the belief in being "student-centred" and "learning by doing." TBLT has been further developing based on language acquisition theories and social construction theories.

Lecture-Based Language Teaching, LBLT, has traditionally been the dominant teaching mode in foreign language teaching. LBLT is characterized by the following features: the teacher doing the overwhelming majority of lecturing in class, summarizing and explaining what the students need to know; the teacher playing the dominant role in the contents, materials used in class, and the teaching pace. LBLT has remained an important approach in FLT in China.

Literature Review

As a hot spot of theological study in the field of SLA and FLT, TBLT aims at achieving balanced development of language, thus enhancing the effects of foreign language teaching. It can be traced back to 1980s, with its first major attempt made by Prabhu (1987), who worked on the procedural syllabus, laying foundation for this theory. A task is defined by many researchers (Brown & Yule 1983; Candlin 1989; Nunan 1989; Skehan 1998; Robinson 2001; Kumaravadivelu 2006; Bonilla 2013) as an activity in which meaning is primary; there is some communication problem to solve; there is some sort of relationship to comparable real-world activities; task completion has some priority; the assessment of the task is in terms of outcome.

Nunan (1989) classified task types, and others developed the theory and made it more specifically applicable to various areas of research on FLT, and provided a framework for analysing tasks based on features such as goals, activities, input data, roles, and

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settings.

By the end of 1990s, scholars like Ellis, Long, and Skehan had concluded that “meaning” and “form”, which had formerly been considered two opposite extremes, were complementary aspects in FLT, and that the effect of language doesn't have to be achieved by the balance between a focus on meaning and a focus on form (Ellis 1994; Long 1991; Nunan 1989; Robinson 2001; Skehan 1998; Spada 1987). However, the tension between forms and meaning remained in existence. Despite this, more scholars began to hold optimistic views towards TBLT. Platt and Brooks (2002) believed that task engagement is a turning point in foreign language development, basing their idea on the ground that learners are “developing, cognizing humans”, who can achieve greater control of the target language ZPD ZONE by task.

Long made the first major contribution on the application of TBLT. He argued that tasks should be chosen according to learner needs, and initiated debate to explore why not all tasks are equally effective, and to devise research techniques for exploring which tasks are more useful (Long & Robinson 1998). Another scholar to make important contributions to TBLT was Robinson (2001a), who described a framework for examining the effects of the cognitive complexity of tasks on language production and learner perceptions of task difficulty, and for motivating sequencing decisions in task-based syllabuses (Robinson 2001b). Robinson maintained that tasks should be made at the appropriate level of “difficulty”, which is a precondition for any task work” (Skehan 1998: 134). Tasks should not be so “difficult” that excessive mental processing is required simply to communicate any sort of meaning. Skehan also proposed that “Giving learners communication problems to solve at the right level of processing ‘difficulty’, i.e., avoiding excessive processing demands which would disrupt performance, while also avoiding non-challenging tasks do not extend ability for use (1996: 48).

Now, empirical researches on TBLT have been conducted in such areas of FLT as syllabus setting, self and peer assessment, classroom problem solving, and the basic aspects of English skill training, including listening, speaking, reading and writing, with findings supporting or contradicting the theoretical assumptions on TBLT (Sheen 1994; Markee 1997; Bonilla 2013).

In 2001, China's Ministry of Education clearly stated in the *Criteria for English Classes* that Foreign Language Teaching should be based on students' interest and life experience, advocating TBLT and other communicative and cooperative teaching methods. Chinese schools at various levels have applied TBLT in English teaching as well, ranging from kindergartens to colleges. Most TBLT researches in China are concerned with its theoretical discussion and (Han 2003; Ma 2003), but the empirical researches on its application in the classroom are limited (Chen & Wu 1998; He & Wang 2003; Xu 2001).

Till now, no research has aimed at researching the effects TBLT exerts upon students' learning of knowledge-oriented courses in FLT,

or upon their learning attitudes. Nor has any comparative study probed into whether TBLT functions differently when tasks are at different levels of difficulty. As Robinson pointed out, “More studies of the effects of each of these dimensions (of task complexity) on measures of learner production need to be proposed, and motivated, which would contribute much to establishing an empirical basis for decisions about grading and sequencing tasks, as well as to our understanding of the effects of task-based instruction on L2 development.” (2001b)

Research Objectives

Based on the aforementioned literature, many assume that setting tasks at the right level of difficulty can be essential for the success of the TBLT. Considering the different levels of task difficulty for the geography and history sections in the course, the research aims at making a comparative study to find out whether TBLT exerts an influence upon the students' achievements and attitudes for learning the geography and history sections of *A Survey of English-Speaking Countries*. If so, how? Specifically, the following two questions will be addressed:

A. Does teaching modes exert a significant influence upon students' scores for the geography and history parts of *A Survey of English-Speaking Countries*?

B. Is there a significant difference on the students' learning attitudes towards the two teaching modes after the experiment?

The results of the research tasks will render teachers a deeper understanding of the application of TBLT, as well as its operationalization and teaching implications, and will provide empirical support for TBLT. In addition, the research can serve as a related reference for other knowledge-oriented courses for English majors in China.

Methodology

Participants

This research took two parallel classes of English majors as participants. Altogether 54 students were recruited and their demographic information is as follows:

Table I Demographic Information of Participants

	Beginning of Term (Valid number/Total number)	End of Term (Valid number/Total number)
TBLT Class	24/26	24/27
LBLT Class	19/28	19/20

This research employed a Pre and Post Test system. To ensure the correspondence of the data, students involved left their names on questionnaires. The tests were done in class at the beginning and end of the semester. Because of students' class attendance, there was some attrition of participants. Therefore, there were a total of 43 valid pieces of data for the total statistics.

Instruments

Two self-developed instruments were applied in the research. One is a questionnaire testing students' attitudes towards the two teaching modes, consisting of 15 items in Likert 5-point scale (1 representing strongly disagree, and 5 representing strongly agree). These items fall into two dimensions: 9 about students' attitudes towards TBLT, and 6 about their attitudes for LBLT. All the items were designed according to the related literature. Reliability test indicated a good index for the scale in both the pre-test and the post-test.

Table II Reliability of the Questionnaire (Cronbach α)

Dimensions	Items	Beginning of Term	End of Term
Attitudes towards TBLT	1,2,3,5,6,8,9,10,15	0.932	0.918
Attitudes towards LBLT	4,7,11,12,13,14	0.909	0.884

The other tool is a test for students' knowledge on geography and history of English-speaking countries, which consists of 40 multiple-choice questions. Among them, 16 questions target on students' geography knowledge (8 on British Geography; 8 on American Geography), while the other 24 aim at their history knowledge (12 on British History; 12 on American History).

The two instruments were implemented at beginning and end of the semester, but the sequence of items questions were arranged randomly to avoid memory effects.

Procedure

Throughout the whole semester, the author was the teacher of this course for both classes. At the beginning of the semester, the author tested both classes involved and gained the results in students' attitude questionnaire and their scores for the question papers on the geography and history knowledge in English-speaking countries before the experiment. Then, TBLT was employed in Class A for the whole semester, and LBLT in Class B. At the end of the semester (after 18 weeks), the same tests were given to both classes again using the same tools, and the results in students' attitude questionnaire and their scores for the question papers on the geography and history knowledge in English-speaking countries were collected. Now, the author exemplifies the differences in the procedures and operation of TBLT and LBLT in the two classes, using the lesson of "Religious Reformation by Henry VIII." (Table III)

Table III A Teaching Example for TBLT and LBLT

		One Class Hour (50 min)	
		TBLT	LBLT
Teaching Objectives		Understanding the Historical Background, Root Causes, and Immediate Causes of the Religious Reformation	
		Summarizing the Procedures and Process of the Religious Reformation	
Class Hours		One Class Hour (50 min)	
	Procedures		
1	Task Assignment:	<ul style="list-style-type: none"> ●The teacher randomly divides the class into teams, with two students in each team. ●The task for each team is randomly assigned, and is given to students two weeks before. The teacher provides a list of questions as the summary of the chapter to be discussed. (Take this chapter as an example, whose key points are as follows: <i>Who conducted the Religious Reformation in England? Why did he need to reform the Church of England? What obstacles did he meet? How was the Church of England eventually changed? etc.</i>) 	Prevision Assignment: The teacher assigns prevision homework a week before the class, asking the students to read the text, to note down the difficult parts, and to make preparations for class participation.
	Before-Class Inspection:	<ul style="list-style-type: none"> ●The teacher requires that the presentation team provide the materials and presentation outline one week in advance, so that the teacher can make suggestions on revision concerning the quality and comprehensiveness of the materials. ●In the second week, the team refines their presentation contents. ●The teacher assigns prevision homework to the whole class one week in advance. 	Prevision Check: <ul style="list-style-type: none"> ●The teacher spends 5-8 min checking students' prevision by asking questions. ●In this chapter, the questions are: <i>Who conducted the Religious Reformation in England? Why did he need to reform the Church of England? What obstacles did he meet? How was the Church of England eventually changed?</i>
2			

	<p>In-Class Presentation:</p> <ul style="list-style-type: none"> ● The team spends 3 min checking the prevision of the whole class by asking their fellow students questions, and then make comments on their answers. ● The team spends 30 min presenting their findings to the whole class. ● In this chapter, in addition to the basic key points, the team added some other related aspects they were interested in: <ul style="list-style-type: none"> ■ The History of Christianity and Its Evolution ■ The Differences Among the Various Sects of Christianity ■ Reasons for Henry VIII's Divorce ■ British Succession Law and Regulations on Throne Inheritance ■ Henry VIII and His Six Wives and Their Offspring; How They Were Related to the Rest of the Tudor Dynasty ■ Different Attitudes Towards the Religious Reformation on the Part of Henry VIII's Offspring. ■ The State Religions of Other Western European Nations and Their Reactions to Henry's Reformation ● Besides the traditional PPT presentation, the team showed to the class some video clips, pictures, and texts they had located from TV series, internet links, and other sources, providing websites and other necessary index information for further research. 	<p>In-Class Instruction:</p> <ul style="list-style-type: none"> ● The teacher spends 30 min lecturing the following key knowledge points in this chapter: <ul style="list-style-type: none"> ■ Time of the Religious Reformation and Its Historical Background ■ The British Political Situation Before the Religious Reformation ■ The Heir Crisis for Henry VIII ■ The Immediate Cause of the Religious Reformation ■ The Process of the Religious Reformation ■ The Obstacles Faced with the Religious Reformation and Henry VIII's Reactions to Them ■ The Outcome of the Religious Reformation and Its Influence in History
3		
4	<p>In-Class Discussion:</p> <p>The team provide the discussion topic they've prepared to the class: <i>To what extent was Henry VIII's Religious Reformation conducted to meet his own personal interest?</i> This lasted for 7 min.</p>	<p>Q&A:</p> <ul style="list-style-type: none"> ● The teacher answers questions from the students: <i>Why couldn't Henry VIII think of some other way to divorce his wife? Why did he have to break up with the Pope to have a new wife? What exactly was the Roman Catholic Church like?</i> ● The teacher leads the students to deeper thinking about the chapter, and answers further questions from students. ● This step lasts 8-10 min.
5	<p>Teacher's Comments:</p> <ul style="list-style-type: none"> ● The teacher spends 10 min commenting on the team's presentation contents, logic, effects, etc., making necessary revisions and corrections if any, and summarizing the key points of the chapter again. ● Finally, the teacher assigns prevision homework for the next class. 	<p>Homework Assignment:</p> <p>The teacher summarizes the key points in this chapter and assigns prevision homework for the next class.</p>

Method of Statistics

There are 4 Dependent Variables in this research, namely, Students' Scores on History Knowledge on English-speaking countries (Dependent Variable 1), Students' Scores on Geography

Knowledge (Dependent Variable 2), Students' Attitudes towards TBLT (Dependent Variable 3), and Students' Attitudes towards LBLT (Dependent Variable 4), all of them being Fixed Distance Variables. There are 2 Independent Variables in this research, namely,

Teaching Modes (Inter Group Variable) and Time of Tests (Group Variable). There are 2 variable levels for Teaching Mode Variable: TBLT and LBLT. There are also 2 variable levels for the Time of Tests Variable: Beginning of Semester and End of Semester. Given the nature of these variables, the author uses 2×2 Two-way mixed ANOVA to process the statistics when approaching Research Objective 1, and uses T-Test to process the statistics when approaching Research Objective 2.

Results and Discussion

Situation before the Experiment

To ensure the same initial state in both experimented classes, the author tested students' learning attitudes and their Geography and History knowledge before the experiment. As is shown by T-Test results (Table 4), the two classes showed no significant difference in their knowledge on geography and history or in their learning attitudes before the test ($p > 0.05$).

Table 4 Initial State of Both Classes Before the Experiment

		TBLT Class			LBLT Class			<i>t</i> (<i>df</i>)	<i>p</i>	
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>			
Between-group Comparison	History	24	6.17	1.61	19	6.21	1.84	-0.083(41)	0.934	
	Geography	24	5.21	1.84	19	5.84	1.42	-1.235(41)	0.224	
	Attitudes to TBLT	24	2.95	0.87	18	2.50	1.11	1.490(40)	0.144	
	Attitudes to LBLT	24	2.90	0.97	17	2.78	0.90	0.405(39)	0.688	
Within-group Comparison			History Knowledge			Geography Knowledge			<i>t</i> (<i>df</i>)	<i>p</i>
			<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>		
	TBLT Class	History Knowledge	24	6.17	1.61	24	5.21	1.84	1.833(23)	0.080
		Geography Knowledge	19	6.21	1.84	19	5.84	1.42	0.801(18)	0.434
Within-group Comparison			Attitudes Towards TBLT			Attitudes Towards LBLT			<i>t</i> (<i>df</i>)	<i>p</i>
			<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>		
	TBLT Class	Attitudes Towards TBLT	24	2.95	0.87	24	2.90	0.97	-0.214(23)	0.832
		Attitudes Towards LBLT	17	2.35	0.94	17	2.78	0.90	1.899(16)	0.076

Results on Geography and History Knowledge Tests

The Two-way mixed ANOVA showed that "Teaching Modes" has significant main effects on students' achievement in history knowledge tests ($F[1, 41]=11.642, p < 0.05$); that "Time of Tests" has significant main effects on students' achievement in history knowledge tests ($F[1, 41]=757.328, p < 0.05$); that "Teaching Modes" and "Time of Tests" have significant interactive effects on students' achievement in history knowledge tests ($F[1, 41]=36.325, p < 0.05$)(Table 5, Figure 1).

Table 5 History Knowledge Scores

	Beginning of Term			End of Term		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
TBLT Class	24	6.17	1.61	24	12.71	2.56
LBLT Class	19	6.21	1.84	19	16.42	2.01

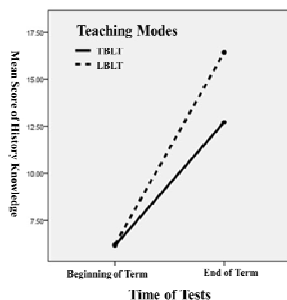


Figure 1 History Knowledge Scores

As is shown in Picture 1, at the beginning of term, the two classes showed no significant differences in their history knowledge of the course. At the end of the semester, both classes improved significantly in their history knowledge tests, but the LBLT class exhibited a significantly higher improvement in history than their TBLT class counterparts ($MD=3.71, p < 0.05$). The result shows that compared with TBLT, LBLT is more advantageous in promoting students' mastery of history knowledge. This is probably because the history knowledge system is more complicated. Compared with students' presentations, the teacher's lecturing can be more logical and systematic, and focused on the key points, and therefore easier for students to understand. Due to the teacher's higher English proficiency, he is able to explain profound knowledge with more clarity. In contrast, in the TBLT class, because students' minds tend to be actively directed to extensively diversified interests, their presentations are often less focused on the key knowledge points and less logical. Therefore, their efficiency in the time management is lower, resulting in a lower level of understanding for the other students.

As for the geography part, the Two-way mixed ANOVA showed that "Teaching Modes" doesn't have significant main effects on students' geography scores ($F[1, 41]=1.339, p > 0.05$); that "Time of Tests" has significant main effects on students' geography scores ($F[1, 41]=315.898, p < 0.05$); and that "Teaching Modes" and

“Time of Tests” have significant interactive effects on students’ geography scores ($F[1, 41]=9.016, p < 0.05$) (Table 6, Figure 2) .

Table 6 Geography Knowledge Scores

	Beginning of Term			End of Term		
	N	M	SD	N	M	SD
TBLT Class	24	5.21	1.84	24	12.83	1.99
LBLT Class	19	5.84	1.42	19	11.26	1.73

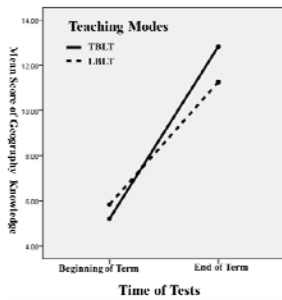


Figure 2 Geography Knowledge Scores

As is shown in Picture 2, at the beginning of term, students in both classes showed no significant difference in their geography knowledge. At the end of the semester, both classes improved significantly in geography knowledge, but the TBLT class exhibited a significantly higher improvement in geography than their LBLT class counterparts ($MD=1.57, p < 0.05$) . This result shows that compared with LBLT, TBLT is more advantageous in promoting

students’ geography learning. This is probably because compared with history, the geography knowledge is less complicated, and requires a lower level of systematism and logic. Considering that our research subjects are youngsters with keen interests in more vivid and exiting learning methods, The TBLT Teaching Mode, which is presentation-oriented, enables the team members to bring their creativeness and activeness into full play, and utilize various demonstrative methods to discuss multiple natural, cultural, and geographical issues in which their peers might share common interests. These characteristics make TBLT a suitable teaching method to render students more freedom in geography-related knowledge.

Results on Students’ Attitudes towards Different Teaching Modes

T-Test Results show a marked difference in the students’ attitudes towards different teaching modes (Table 7). The TBLT Class are significantly higher in their attitudes towards TBLT than the LBLT Class ($MD=0.46, p < 0.05$) . LBLT Class are significantly higher in their attitudes towards LBLT than the TBLT Class ($MD=1.801, p < 0.05$). Students in the TBLT Class have more positive attitudes for the TBLT Teaching Mode; however, students in the LBLT Class have more positive attitudes for the LBLT Teaching Mode.

Table 7 Students’ Attitudes Towards Teaching Modes After the Experiment

		TBLT Class			LBLT Class			MD	t (df)
		N	M	SD	N	M	SD		
Between-group Comparison	Attitudes to TBLT	21	3.95	0.60	17	3.49	0.80	0.46	2.016*(36)
	Attitudes to LBLT	21	2.41	0.53	17	4.20	0.17	-1.80	-14.691*(25.14)
Within-group Comparison	TBLT Class	21	3.95	0.60	21	2.41	0.53	1.54	7.120*(20)
	LBLT Class	17	3.49	0.80	17	4.20	0.17	-0.71	-3.536*(16)

* $p < 0.05$

It should be noticed that compared with LBLT Class ($SD=0.17$), TBLT Class displayed a bigger variance in their attitudes towards LBLT ($SD=0.53$), whereas, LBLT Class displayed a much greater variance in their attitudes towards TBLT ($SD=0.80$) than in their attitudes towards LBLT ($SD=0.17$) . This shows that there is more divergence among students in the TBLT Class in their attitudes towards the LBLT Teaching Mode, but the LBLT Class has more divergence in their attitudes towards the TBLT Teaching Mode. This divergence can be underpinned and explained by the teacher’s observation during the semester that in the LBLT Class, when given a task to fulfil, some students showed great interest, while others didn’t show any obvious interest. Their attitudes towards given learning tasks, from the teachers’ observation, were quite divergent. In the TBLT Class, near the end of each class, the teacher would comment on the performance of the presentation team, summarizing the key knowledge points and further elaborating on some aspects where necessary. About this measure, some students in the TBLT Class expressed their fondness, and at the same time, repulsion

against their fellow students’ presentations, saying that such peer presentations might not be as efficient as the teacher’s lecturing. However, some others in the same TBLT Class thought that the teacher’s comments, which should be considered an LBLT activity, were redundant and an unnecessary repetition of what had already been discussed in the presentations.

Whatever the reason, the aforementioned phenomena have one thing in common: once students have tried Task-Solving activities, their attitudes towards tasks would change. However, as for teachers’ lecturing, students’ attitudes remained stable. Therefore, we can conclude that students are quite sensitive to TBLT.

Conclusion and Revelations

To sum up, in *A Survey of English-Speaking Countries*, TBLT had comparatively more significant effects on students’ learning of geography knowledge; LBLT had more significant effects upon students’ learning of history knowledge. Students in the TBLT Class

responded more positively to the TBLT Teaching Mode, but more divergently to the TBLT Teaching Mode, while students from the LBLT Class responded more positively to the LBLT Teaching Mode, but were more divergent in their attitudes towards the TBLT Teaching Mode. As an empirical proof, the results supported Long's and Robinson's views on the effects of the level of task complexity and difficulty upon the performance of task completion

Based on the above findings, the author suggests that the TBLT Teaching Mode be adopted for the teaching of the Geography section in this course, with the LBLT as a assisting approach; and for the History section, the LBLT should be adopted, with TBLT as an assisting approach. These findings can also be applied to other knowledge-oriented courses in FLT, with TBLT applied to knowledge sections with a less complicated system, and LBLT or a combination of LBLT and TBLT applied to sections in which the knowledge system is more complicated and difficult for students to handle.

This paper didn't conduct deeper research on the role TBLT plays in the teaching of Politics and Cultural sections in *A Survey of English-Speaking Countries*. Nor did it probe into the effects of a combination of TBLT and LBLT. These limitations are left to be discussed in future studies.

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Playing a Strong Tone of the Times--a Brief Comment of Zou Dezhong's Calligraphy Art

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Abstract: Calligrapher Zou Dezhong is famous for his vigorous, firm, elegant and unique calligraphy style. He can write all four styles of calligraphy that is regular script, rapid cursive style of writing, official script, and seal character, among which he is much better at rapid cursive style of writing, official script. Ouyang Zhongshi, Rao Zongyi and other celebrated calligrapher speak highly of Zou Dezhong's achievement on calligraphy. This paper considers Zou Dezhong's calligraphy creations have strong tone of times, distinctive character. The main features are bold momentum, beautiful image and exquisite technique. Zou Dezhong plays a strong tone of the times with enthusiasm.

Key words: Zou Dezhong's calligraphy art, vigorousness and firmness, peculiarity and beauty

Calligrapher Zou Dezhong nearly eighty years old is famous for his vigorous, firm, elegant and unique calligraphy style. The horizontal hanging scroll "Mao•Zedong Qinyuanchun•Snow" in the conference hall of the Eighteenth National Congress of the CPC is Zou Dezhong's representative of official script. Every word is flying with great momentum, exaggerating an atmosphere of patriotism and spirit of forging ahead. In Yantai, Fushan, Shandong Province, three Zou Dezhong Calligraphy art collections are built which is undoubtedly great affirmation of his artistic achievements in the society. As to Zou's calligraphy art, great master Ouyang Zhongshi said: "Look at the general appearance, the words look like him, haughty and manly.....but, a closer look at the words, there is also wonderful, beautiful and pleasant place. Master of Sinology Rao Zongyi said: "Zou Dezhong unites the inner beauty and external beauty of calligraphy perfectly, giving the Chinese character writing with infinite vitality by his strong creativity. Let a person to meditate in the vibrant words, to wander and fly between the lines." Indeed, Zou casts spirit totem with his enthusiasm and talent, played a strong tone of the times.

Bold momentum

Zou Dezhong is an outstanding calligrapher with profound skills and innovative spirit. He can write all four calligraphies that is regular script, cursive script, official script and seal character, among which he is much better at cursive script, official script. Whether cursive script or official script, the most important aesthetic feature is the magnificent momentum, rich poetic. The beauty of imposing manner is the embodiment of the beauty of artistic conception, and the expression of the spirit of life. Prevenient wisdom persons' opinion on calligraphy put emphasis on aesthetic value of "momentum". Suo Jing focuses on momentum of cursive script;

Lady Wei emphasizes pen array; aesthetic features of momentum are highly stressed. The lines of calligraphy is moving lines, dominated by the rhythm of the calligraphers' emotional movement, thus it has the most vivid, the most abundant rhythm, and the strongest, the most profound infection strength. The whole momentum of calligraphy is the potential energy generated by joint effort of individual to do directional movement. The factors for the momentum beauty of Zou Dezhong's calligraphy are multivariate. The first is the refraction of the spirit of the times. The art with deeply brand of the times can be recognized as high level art. Zou loves his times, his country and nation, turns forging ahead spirit of the times internalizing into the beauty of momentum. The second is the close relationship with Zou's personality cultivation. Zou deZhong is honest, forthright, and unyielding, deeply influenced by Qilu culture and Yanzhao culture He deliberately pursues the authentic art, awe-inspiring righteousness, manly beauty of art. The third is inheritance of excellent art tradition. He loves ancient seal character, powerful epigraph script, magnificent and powerful Yan Zhenqin and Liu Gongquan's calligraphy, Wang Duo's intense, formed his own strong and handsome art style.

Zou Dezhong's official script contains both strong and handsome art style, and coquettish style, like beautiful stone inscription and melt-casted inscriptions on ancient bronze objects. Block surface mapping to each other, points and lines in proper proportion, with highly visual impact force and tension. The official



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script is static style. The spirit of life makes motion in quiescence, and quiescence in motion, the strong sense of life give people the shock of the soul. Zou has a sense of island incident, created a huge scroll with indignation: “长剑倚天外，弯弓挂扶桑” Every word is very weight, flourishing spirit, strong and handsome, with a heroic spirit that conquers mountains and rivers, expressed Chinese people’s spirit filled with a common hatred and determination to defend the sacred territory, which make us think of Su Shi’s “西北望，射天狼 (Alert watching North West, bravely shooting arrow at the invading enemy.)” in 《江城子·密州出猎》 (Jiangchengzi·Mizhou Hunting). In Zou’s old years, his official script creation develops into a higher realm, such as the most spectacular one 《青岛赋》 (Qingdao Fu), including 14 scrolls, 1510 words. Looking carefully, it is smooth and coherent, with flourishing spirit, great image and high spirit, just like watching the mountain of north China, seeing lofty mountains, undulating hills, ancient woods, wreathing clouds; it is also like watching sea standing on the Jieshi cliff, seeing undulating waves, towering mountains, and blowing autumn wind, whose great image and bold momentum brought people into the artistic conception of “magnificent island, blue sea, green mountain, extraordinary splendor, and thousands of images”. Zou Dezhong’s cursive script emphasize on momentum. The overall image of his recent works 《沈钦圻·梅》 (Shen Qinqi·Mei) and 《程樊·咏怀》 (Cheng Fan·Yonghuai) originated from Zhang Xu, and mixed with the calligraphic style of Yan Zhenqin’s 《祭侄文稿》 (Jizhi Work) and 《争座位帖》 (On Discuss Seat Tie), full of poetry, smooth and coherent, striking one snag after another; its round and upright center forward calligraphic skills, fluent and full ink, and beautiful image brought people into an image of swift movement of calligraphy, ancient vine winding, the wind and rain flying, changeful of calligraphy. Without doubt, Zou Dezhong’s creation is the harmonious connection of thick and sparse, strong and soft, momentum of iron horse and autumn wind, and tenderness of early spring scenery.

Beautiful and mystical image

The highest level of art is wonderful creation of nature. The natural beauty of calligraphy should be the magnificent, rare and beautiful image. Image, as a concept in classical aesthetics, originated from poetry, chiefly refers to recombined image through spirit externalization and emotion penetration of poet. Poetry is a silent painting, book is a tangible poem. It is similar in calligraphy, poem, and painting to use image to express emotion and meaning.



Esthetician Zong Baihua said: “The word is not only a symbol to express a concept, but an unit of manifestation of life, calligraphers use structure of words to express the structure of images and the lively action.” The image of calligraphy mainly refers to penmanship structure. If the penmanship structure is not beautiful, it is not enough to discuss calligraphy. The topic discussed most for ancient calligraphers and reviewers is penmanship structure problem. Zhang Huaiguan said: “Painting likes a stone; if the word flying, it is the origination of regular script and official script; it is an uneasy way.” Jiang Kui’s view on the beauty of penmanship structure is “Natural long structure likes scholar, short structure likes lean man, thin structure likes Hermit in the mountains, fat structure likes visiting scholar, strong structure likes warrior, soft structure likes beauty.”

Among the contemporary calligraphers, Zou Dezhong is an outstanding representative. worked hard on penmanship structure Ouyang Zhongshi once said to pre Central Television deputy editor Zhao Lifan about Zou Dezhong’s calligraphy: “There are many creative ideas in Zou Dezhong’s calligraphy, mainly manifested in various writing styles of penmanship structure, referred to seal character or bamboo script. His official script is strong, peculiar and intricate. Seal character and bamboo slips blend, with new appearance, made people surprised at it.” Zou Dezhong’s official script can be chewed, digested and absorbed, such as it has the characters of peculiarities, simpleness, massiness and beauty of seal character 《散氏盘》 (San Shi Pan), manliness, rigidity, roundness and elegance of 《毛公鼎》 (Maogong Tripod), regularity, extension, antiquity, handsomeness of 《石鼓文》 (The Stone Drums). As for official script of Han dynasty, he deliberately pursuited boldness and unrestrainedness of 《孔宙》 (Kong Zhou), solemnity of 《礼器》 (Ritual Vessels), neatness of 《乙瑛》 (Yi Ying), and gets excellence and vigorousness of 《石门》 (Shi Men) mostly; absorbs profound nutrition from bamboo slips; pursuited harmony and unity of poetry and innocence. In penmanship structure, peaks stand upright, density is reasonable, manliness and softy coexist, vigorousness and grace coexist. Zou’s recent works, 《老舍茶馆赋》 (Lao She Teahouse Fu) and 《李白·梦游天姥吟留别》 (Li Bai·A Dream Visit to the Tianmu Mountain) are magical and unrestrained, manly and simple, mixed seal character of Qin dynasty, official script of Han dynasty, and bamboo slips, like beautiful flowers on trees, birds sing in spring, blooming poetry feeling and philosophy. Savoring penmanship structure, some strokes have unique features, such as little left-falling stroke of “白” “自” “化”, whose shape is unique and force is strong. Some radicals like “竹”, “禾”, “心” and the head of “草” mostly use seal character or bamboo slips, unique and smart, simple and free. Many word structure use inverted trapezoidal structure, strong and heavy, extremely outstanding and elegant. Nine “之” in 《老舍茶馆赋》 (Lao She Teahouse Fu) are written differently, each one with unique charm, showing Zou’s profound language and exquisite skills. The penmanship structure of Zou’s cursive script is also fantastic and beautiful. His cursive script is organized quite well, fresh and natural, mixed with calligraphers

Wang Xizi and Wang Xianzi's organization style, calligraphic characteristics of Zhang Xu and Huai Su of Tang dynasty, Mi Fu and Huang Tingjian of Song dynasty, so it is free, strong, elegant and soft. For comprehensive view of 《苏轼·题上林寺壁》(Su Shi·Ti Shanglin Temple Wall) and 《郑板桥·题画诗》(Zheng Banqiao·Painting Poems), they are with flying and dancing posture, precipice peak tendency, and shape of in dangerous time to rely on grass; with high spirit, smooth and cohesion, good proportion, strongly changed rhythm, density and rarefaction, which are natural and vivid.

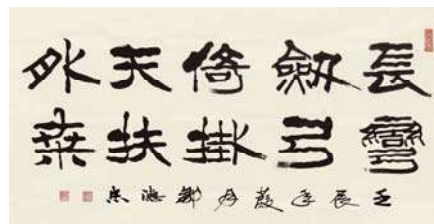
Consummate skills

Calligraphy is an art that pays great attention to skills. The comprehensive quality of the calligrapher has very far reaching influence on the artistic conception and style. The content and form of art can't be separated, so the techniques and culture can't be separated too. In contemporary art, there exist two kinds of bad phenomena. Some calligraphers' skill is not good, but to exaggerate the theory to please people. The basis of calligraphy is skill. As the saying goes: a thing can't exist without its basis. If the skill of calligrapher is not good, even if he knows much, he can only be a scholar, but not a calligrapher; other calligraphers only pay attention to the skills, and neglect the artistic conception of calligraphy. They blindly chase new adventures, but artistic conception of calligraphy is empty and pale. Knowledge to calligrapher is very important, but skill is still in the first place. No matter how profound of the creators' knowledge, how wonderful the artistic conception of the work, if there is no exquisite skill, there is no aesthetic feeling of art.



Zou Dezhong's learning is profound and immense. He has deep accomplishments in philosophy, literature, history, music, and sports. But for decades' research on skills and techniques, his skills is exquisite, get a level of doing a job with skill and ease. Zou pays special attention to scientific pen using method, considering that pen using method is a key point. He points out to make wrist vertical and

use five fingers to hold a Chinese writing brush when to write small character; but use horizontal wrist and pinch of brushwork when writing big character, the benefit of pinch of brushwork is it can make shoulder, elbow, wrist, and finger harmonious, use various strokes flexibly. Zou puts special attention to pen use method. As to basic pen use method, he researched and mastered character “永” with eight strokes, “ lift,



press, pause and reverse”, square and round, concealment and revelation etc. He also studied and used higher law of calligraphy that is the law of the Tao: house leakage mark stroke, folding hairpin stroke, inkpad method, cone painting sand skill, cloud in a thousand miles skill, long live vine stroke, serpent extension skill of calligraphy. On the connection place of points, strokes and lines, classical hardwood furniture components structure and the features of connection of tenon and rivet are integrated in it. So, pen use method is rich, colorful and full of strength; honest, handsome and free. Zou's skill in ink use is extraordinary. Bao Shicheng said: “calligraphy's basis is pen, and success lies in ink, so ink use method is a key point of calligraphy.” From this, it can be seen ink use is more difficult than pen use. Zou Dezhong has made a systematic study on the use of ink. Through decades of art creation, he has mastered the essence of the use of ink. Zou prefers to use the long front goat pen to create the calligraphy work. This is because that the long front goat pen can make him oneness of body and mind, and the creation of calligraphy is also unique. His calligraphy works can make the readers unconsciously into his artistic realm. In his works 《海为云是联》(Hai Wei Yun Shi Lian) and 《王建·野气》(Wang Jian·Ye Qi), the high quality lines originated from deep skills of seal character and official script, and unique ink method. The use of Zhangmo, Kemo and Sumo (ink expansion method, thick ink with little moisture method, stale of ink method) make lines thick, thin, moist and thirsty, rich of level. Just like full of spring rain, fat but not stagnation; or dry autumn wind, thirsty but not dry, brought readers into an art conception of wind flying and rain spread, free and leisure.

Zou Dezhong attaches to poetry, calligraphy and painting for decades, devoted himself to art. His works inherited the fine tradition of Chinese calligraphy. He carefully cultivated a wonderful art master by dedication as an ascetic and his persistent spirit, presenting temple hall like grand atmosphere, brilliant national beauty and heavenly fragrance, full of freedom and high spirit of the times. Undoubtedly, it is talent and knowledge of the creative subjects and the materialization and externalization of life play a strong tone of the times.

Study on Protoplast Transformation of *Aureobasidium Pullulans*

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Abstract: This review article provides an updated critical literature review on the preparation, regeneration and transformation of *Aureobasidium Pullulans* protoplast. Protoplast transformation and homologous chromosomal integration of Pullulan was an important path in changing gene involved in *Aureobasidium Pullulans* and presented a new approach to genetic breeding.

Key words: Protoplast transformation, preparation, regeneration, *Aureobasidium Pullulans*

Introduction

Recently, polymers synthesized by microorganism have received increasing interest for the polymers are useful physicochemical features and uncomplicated biodegradability in the natural environment. Pullulan as one such polymer is characterized by its two distinctive properties structural flexibility and enhanced solubility which have received considerable attention because of their practical value on food and pharmaceutical industries^[1,2] which is produced by the fungi belonging to the *Aureobasidium Pullulans* species^[3,4]. *Aureobasidium Pullulans* is a known as the “black yeast” which was first described as a fungal species under the name of *Dematium pullulans* by de Bary^[4] in 1866. In 1910, Arnaud^[5] covered that *Dematium pullulans* and *Aureobasidium vitis* were conspecific, then proposed a new taxonomic combination, *Aureobasidium Pullulans*, to denote this fact. A new taxonomic combination under *A. Pullulans* was proposed^[5]. *A. Pullulans* belonging to adelomycete lacks of sexual stage which has the certain difficulty in its breeding. Protoplast breeding technology is expected to improve the production rate of Pullulan and change the weak properties such as melanin produced during the fermentation. Therefore, the protoplast preparation, regeneration and transformation are well worth studying and necessary.

The protoplast research started from the late 19th century, protoplast was prepared on a large scale by enzymolysis technology until the fifties and sixties of the 20th century. Weibull^[6], employed lysozyme disposing *Bacillus megaterium* cell to obtain protoplast for the first time and the concept of protoplast was presented firstly in 1953. The protoplast possesses some new features compared with normal cells, First is that protoplast becomes more sensitive to environment and more intense to the mutagenic effect of mutagen because the cell wall has been removed by enzymic digestion; second is that the protoplasts lose sensitivity to phage because the receptor of cell surface and the binding site of phage were no longer exist ; third is the most important, gene techniques about protoplast transformation and protoplast fusion can be performed owing to

unaffected by the weather and relieving the biggest barriers of genetic communication.

The disadvantages of traditional microbial screening and breeding methods include heavy workload, blindness, trouble in improving after saturation. Anything else, the effect of the conventional methods is not obvious on some strains. In contrast, protoplast transformation technology in microbial breeding research has the following advantages except the above mentioned, for example, much more genetic information and more complete genetic material are helpful to increase the breeding speed. The main steps of protoplast transformation are as follows, first is protoplast preparation, then is protoplast transformation, third is protoplast regeneration, last is colonies verification.

Protoplast Preparation and Protoplast Regeneration

Generally, protoplast preparation is the premise and foundation of protoplast transformation technology. But protoplast regeneration rate is very low, sometimes even to zero, that is protoplast regeneration becomes the most critical step for protoplast transformation. The main factors are listed below.

1. The method of remove cell wall

Protoplast preparation is the certain premise and foundation of protoplast transformation technology, the optimal conditions of protoplast preparation are great differences due to the composition of cell walls which are different on microorganism. The effect of mechanical methods such as grinding and physical methods such as ultrasonic on the protoplast preparation was not ideal. At present, the preparation of protoplast is mostly using enzymatic to remove cell walls. By this method, the obtained protoplasts deserves to have the ability to regenerate because they are capable of rebuilding the cell walls and returning to integrity, then continue to growing and dividing, this is essential for protoplast transformation. Malcolm A. J. Finkelman^[7] used the lytic agent Driselase as *A. Pullulans* cell protoplasting agent which originally developed for plant cell protoplasting^[8]. He thinks the laminarinase activity (β 1-3 glucanase) of Driselase is probably the major cause of wall disruption leading to

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lysis. Wang Mingzi^[9] also supported this view. The mixed enzyme of snail and cellulose were used by Ding Huasun^[10] and Zhang Hanbo^[11], Wang Hui^[12] and Jin Ting^[13]. Ma Zaichao^[14] did protoplast preparation experiment used driselase and zymolase enzyme (Sigma USA).

2. Cell age

Microbial physiology status is one of the important factors influence the protoplast preparation. The physiological state of the bacteria is affected by cell age, which affects the protoplast regeneration in return. At early period of growth, its cell nutrients and organelles are not complete and the formed protoplasts are so fragile that are easy to burst resulting in releasing little protoplasts^[15]. At the late period of growth, the cell walls of bacteria are too thickened to release the protoplast, let alone protoplast regeneration. Takashi^[16] reported that the more appropriate of cell age, the higher of protoplast regeneration rate and the shorter time on regeneration. It is necessary to provide the best conditions for protoplast regeneration at the appropriate speed under constant suitable temperature after the transformation.

As for *A. Pullulans*, some research showed that cell grew and metabolism thrivly at the logarithmic phase and the cell walls are sensitive to enzymolysis, so protoplast formation rate and regeneration rate are much higher than other growth phase. The highest yield of protoplasts was obtained from young freshly harvested hyphae in the strain *A. Pullulans*^[14], the resistance to enzyme increased rapidly due to the metabolic level and the metabolic activity of the aging cells declined at the turning interval from the exponential phase to stationary phase, they showed a slow response to enzyme leading to hard in protoplast preparation and regeneration. Malcolm A.J. proposed^[17] that incubation under anaerobic conditions was required to prevent lysis of the protoplasts during and after wall hydrolysis.

3. Enzyme concentration, the time and temperature of enzymolysis

In view of different kinds of microorganism, enzymes, the concentration of enzyme, the optical time temperature of enzymolysis are also required different when protoplast prepared and regenerated. As is well-known, enzyme often contains peroxidase and ribonuclease which are harmful to the protoplast. The concentration of miscellaneous enzyme will increase with the increment of enzyme, when it reaches a certain concentration, it will cause bacteria aggregation accompanied by difficulty in protoplastization. In addition, if the concentration of enzyme and the temperature of enzymolysis both too high, the time of enzymolysis become too long to maintain the activity and yield of protoplast because of the cell wall was removed off so thoroughly and the stability of cell membrane was affected. These above resulted in protoplast preparation rate and protoplast regeneration rate lowered sharply.

Aiming at *Aureobasidium Pullulans*, some researchers have explored the factors mentioned above, for instance, when mixed enzyme of snail and cellulose were used, the concentration was 5mg/mL by the multi-factor orthogonal experiment method got^[10-13].

4. Osmotic stabilizers

Osmotic stabilizers is vital for the preparation of protoplast as it provides a favorable environment for enzyme and protoplast, The nature, concentration and pH of the osmotic stabilizer are the main factors in maintaining and controlling the number of protoplast.

Appropriate osmotic stabilizers, on the one hand can maintain the pressure of protoplast inside and outside balance which plays a part in stabilizing and protecting the formed protoplast, on the other hand also have certain role in promoting the activity of enzyme which affect the yield of protoplast.

Junichi^[18] reported that, as for formation rate, inorganic salts as osmotic stabilizers were much more favorable for the protoplast formation than sugar and sugar alcohols; as for protoplast regeneration, the case is just opposite to the previous one. In terms of *Aureobasidium Pullulans*, inorganic salts (KCl) and sugar alcohols (D-sorbitol) both been used as the osmotic stabilizers for protoplast preparation and regeneration.

The isotonic solutions applied in the process of protoplast preparation and regeneration mainly consisted of buffers. Some different types of buffers used as follow:

—0.6M KNO₃ containing 0.25% snail enzyme and 0.25% cellulose enzyme^[10].

—0.6M KNO₃ and 50mM CaCl₂^[11].

—0.5M containing 5mg/mL snail enzyme and 5mg/mL cellulose enzyme^[12].

—0.6M Citric Acid -0.2M phosphoric acid and 0.6M potassium chloride, pH6.0^[13]

—Citric acid buffer (5.3g/L) and NaHPO₄ (7.1g/L), pH 5[10, 19].

—Buffer I : 1M sorbital, 50mM sodium citrate, pH 5.8^[14]

—STC buffer: 1M sorbital, 25mM CaCl₂, 25mM Tris/HCl, pH 7.5^[14].

—PTC buffer: 1M sorbital, 25mM CaCl₂, 25mM Tris/HCl, 50%w/v PEG3350, 2μL β-mercaptoethanol^[14].

Protoplast Transformation

The ultimate goal of protoplast preparation and regeneration is protoplast transformation. The process of protoplast transformation is extremely complicated because a lot of unknown factors affect the transformation. Under the condition of guarantee the quality of protoplast, whether DNA and protoplast contact fully is of greatest importance^[20]. In addition, other factors such as the concentration of protoplast and plasmid, the treatment of forming plasmid and culture are relevant. Treating protoplast-plasmid mixtures with PEG is the normal approach exploited to induce DNA uptake into protoplasts.

In the whole transformation system, the number of protoplast must be maintained within a certain range, too low or too high both affect the transformation significantly. At the same time, the differences on the rate of protoplast formation, regeneration and transformation are brought by the differences of bacteria concentration. Under the premise of the number of protoplast transformation is constant, the more amount of DNA added, the more colonies will be received.

The molecular weight, its mass concentration and processing time of PEG: adding PEG to a mixture of protoplast and plasmid DNA can improve the rate of protoplast transformation. As for *Aureobasidium Pullulans*, PEG3350 was often used. In view of Schaeffer, the processing time of PEG deserves too short as much as possible for PEG has cytotoxicity to the protoplast. But Corinne considered that with polymerization reaction of protoplast-DNA occurs immediately, the enough time was required for the efficient gene recombination. This result has also been a confirmed by Gabor^[21]. Ca²⁺ and Mg²⁺ are the contact person for the protoplast and

DNA, which can promote the protoplast - DNA bond steadily to promote the transformation better and they also possess the effect of maintaining the stability of protoplast and preventing them from cracking to improve transformation efficiency. K^+ and Na^+ can reduce the transformation efficiency significantly. Atte[22] found that in process of transformation, as for *Streptococcus lactis* Ca^{2+} over 10 times higher than Mg^{2+} . Darrell get the opposite result on *Bacillus polymyxa*. As for *Aureobasidium Pullulans*, Ca^{2+} and K^+ often were used.

Conclusion

The performance of *Aureobasidium Pullulans* original type strain cannot meet the production requirement generally, therefore, genetic modification is needed. The pullulan synthetase gene (*pull*) in mutant strain NP1221 and the siderophore-producing *A. Pullulans* was disrupted, then create engineering bacteria with the desired properties by method of protoplast transformation. In the paper of Byung-Kwan Kang^[4], the objective was receiving pure β -glucan, but for Ma Zaichao^[14], the goal was obtaining less polysaccharide but more siderophore. The process of protoplast transformation include chemofusion and indirect electrofusion which were often used in fungi but less in *Aureobasidium Pullulans*. Above two researchers both used chemofusion. So far, still almost no one involved in this research field of electrofusion applied in *Aureobasidium Pullulans*.

Future Prospects

On the one hand, about protoplast research has achieved satisfactory results and protocols which often are used in breeding directly. On the other hand, fundamental knowledge of the protoplast has also enhanced during the past period, although slowly. Protoplast transformation can be used to generate high yielding stable strain of *Aureobasidium Pullulans* which can produce pure pullulan without melanin so that the cost of the process is reduced greatly and the process of downstream is simplified extremely. Knowledge on both fundamental and applied aspects of protoplast research is of crucial importance to guarantee future progress. It is clear that future research using protoplasts will be understanding, to some degree, on developments in fungus cell culture. Protoplast will offer an under pinning technology for molecular developments which will be fully realized.

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Influence of Intervention from Resistive Exercise and Aerobic Exercise on Perimenopausal Women's Bone Mineral Density

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Abstract: The purpose of this study is to explore the influence of intervention from resistive exercise plus aerobic exercise prescription on perimenopausal women's Bone Mineral Density (BMD). 22 cases of perimenopausal women with Osteoporosis (OP) from Humen community are selected as an experiment group for the study, and 26 women with no OP are selected as a controlling group. The resistive exercise plus aerobic exercise prescription intervention are tried for the study, before the object's motion, after exercise 3, 6, 9, 12 months to observe their BMD changes. It is found that there are no significant changes in BMD of cases with OP and the controls before exercise and after the intervention, but there are significant other differences between the two groups. The study concludes that anti-resistance exercise and aerobic exercise prescription intervention can slow bone loss in perimenopausal women.

Key words: exercise therapy, Bone Mineral Density (BMD), perimenopausal women

Osteoporosis (OP) is a common chronic disease of women in perimenopausal period. Many studies have indicated that the occurrence of OP is closely related to the lifestyle, especially the mode of exercise. It is of great significance that effective exercise can prevent and delay the occurrence and development of OP complications. Although many studies have mentioned the importance of exercise on osteoporosis prevention, but there were few studies on the way, the intensity and the frequency of exercise that can effectively improve the bone mineral density. And resistive exercise is a newly proposed way of exercise aimed at improving the bone mineral density (BMD). Therefore, through carrying out the resistive exercise plus aerobic exercise prescription intervention on perimenopausal women which lasts for one year and monitoring the changes of bone mineral density, this study investigates the impact of the resistive exercise plus aerobic exercise prescription intervention on the BMD of perimenopausal women in order to provide a convenient, safe, effective and economical exercise prescription for osteoporosis prevention.

1 Objects and methods

1.1 Object of study

Using convenient sampling, these authors selected 52 40-55 years old perimenopausal women who lived in Humen, Dongguan city from November 2013 to December 2014, as the objects of this study. 4 women quit before it ends, so finally the remaining 48 women completed the intervention.

1.1.1 Case group selection

According to the diagnostic criteria recommended by the OP Committee of China's association of gerontology, there are 26 objects who are diagnosed with OP and are willing to participate in the research. Inclusive criteria: 40-55 years old women; no tumor was found or receiving relevant treatment; no drugs that affect bone density was taken. Exclusive criteria: hyperthyroidism and malignant tumor. Among them, 1 object quit midway through the research due to knee joint pain, 1 object quit because of Meniere's syndrome attack, and 2 failed to complete half intervention time and then exit, so the remaining 22 OP objects completed the intervention.

1.1.2 Control group selection

According to the aforementioned OP diagnostic criteria, there are 26 objects whose diagnoses are normal and they are willing to participate in the research. The age difference between this group and the intervention group is not more than 5 years.

1.2 Method

1.2.1 Intervention methods

Exercise intervention includes:

(1) Issuing health education manuals of exercise intervention whose main contents include the benefits of exercise on the OP, the principle of exercise, the matters needing attention (fall prevention, etc.), and the combination of the exercise program, and so on; issuing notebooks for recording their movement situation, to help them select the combination of exercise, to guide the exercise and the record, and irregularly inspect and modify the movement situation.

(2) Giving a concentration lecture of theory at the beginning of the intervention whose content is consistent with the instruction

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manual.

(3) Formulating exercise project. Combining with the daily life of the objects, according to their physical fitness and exercise habits, the researchers help to choose a combination of exercise (resistance exercise, aerobic exercise) program. Aerobic exercise includes: brisk walking, jogging, square dance, mountain climbing; and resistance exercise includes: full squat, jumping, rope skipping.

Exercise time: continuous intervention for 12 months, 3-5 times per week; and the interval of every two times should less than 2 days, and each time lasts for about 30-45 minutes; exercise intensity is medium; the objects should be taught to test their own heart rate, and heart rate should reach 60%~70% of your maximum heart rate (MHR =220- age) while exercising.

1.2.2 Evaluation of the effects of exercise intervention

Before and after the intervention, the BMD is assessed through calcaneal quantitative ultrasound. And the changes of the BMD are evaluated.

1.2.3 Statistical methods

Statistical software SPSS 16.0 was used to analyze the data, and compare the difference of the BMD before and after the intervention.

2 Result

2.1 The baseline data of the two groups before intervention as shown in Table 1

groups	number of objects	age	height (cm)	Weight(cm)	BMD before intervention (g/cm ²)
Control group	26	45.46±4.59	156.73±5.06	52.08±8.33	1506.96±58.33
Case group	22	50.00±3.95	156.28±3.70	53.09±10.26	1341.68±43.61
t value		-4.436	0.422	-0.378	10.945
P value		0.001	0.675	0.707	0.001

Table 1 Comparison of consistency of the objects' baseline data before intervention

2.2 Comparison of bone mineral density of the two groups after intervention

3 months, 6 months, 9 months, 12 months after intervention, the changes of the BMD of the two groups compared with the BMD before intervention are not obvious, so the difference has no

statistical significance; but comparing with the BMD between the two groups, the reduced amplitude of the BMD in the case group was lower than that in the control group, so the difference has statistical significance ($P < 0.001$), as shown in Table 2.

	number of objects	after intervention			
		3 months	6 months	9 months	12 months
Control group	26	1499.08±51.27	1501.62±54.31	1511.58±54.73	1511.08±55.26
Case group	22	1336.32±54.72	1340.50±47.05	1338.59±37.39	1336.18±41.70
t value		10.626	10.879	12.939	12.608
P value		0.001	0.001	0.001	0.001

Table 2 Comparison of the BMD of two groups after intervention ($\bar{x} \pm s$, g/cm²)

3 Discussion

Women who are in the perimenopausal period, will lose bone mass due to the growth of age, and the trend in post-menopause period will be significantly accelerated. Some people have studied the BMD of transverse section of lumbar of 286 women at the age of 44 - 55, and found that healthy women in premenopausal period

lose about 2.9 - 9.8% of bone mineral, and 6.4 - 13.8% of bone mineral is lost at the second years and the third years of post-menopause. The first four or five years of menopause is the time of accelerated bone loss, and exercise is the main positive factor influencing the bone mass. The way, the type and the time of exercise, and so on all have different effects on the bone mass.^[1] Some studies suggested that the effect of the combination of aerobic

exercise, jumping and resistance exercise is better than that of a single exercise mode for the prevention and cure of osteoporosis of postmenopausal women.^[2, 3]

The result of this study showed that the resistance exercise plus aerobic exercise intervention can effectively reduce the loss of bone mass of the perimenopausal women, and it is similar to the studies of others.^[4] Some of the objects selected in this study of intervention have Osteoporosis, and their average age is 50.00 ± 3.95 , which is the age of accelerated bone loss. Although exercise intervention can slow down the bone loss, it doesn't mean that it can make the reduced bone mass restore to the previous level. Modern research have shown that mechanical loading has greater potential effect to bone mass at growth stage than that in mature bone. For adults, exercise can prevent age-related loss of bone mass, which can improve the mechanical properties, but cannot significantly increase bone mass.^[5] Exercise intervention causing a significant increase of bone mass in physiology needs at least more than 1 years^[4]. If the individual differences are fully considered, the time of exercise intervention can be even longer. But it is certain that proper exercise has important implications for the maintenance of bone density. In addition, for the perimenopausal women, exercise can also slow down the amount of bone loss caused by reduced activity, and is good for the neuromuscular function, like coordination and balance,

which can reduce the risk of falling^[5].

In the future studies, the shortcomings should be made up. For example, the current sample capacity is small, and the form of self report is adopted in the collection of exercise condition, but not the more accurate measurements. And the long-term effect of the intervention model should be tested and verified.

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Understanding Celestial Connection

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Abstract: This ongoing research is about translating and deciphering ancient texts (Tianjing) about a connection between humans, earth and space, then using this information in practice. This knowledge was hidden for the majority of 2000 years due to the specific medical language of that time which used meanings of characters that were different to popular meanings. This is an introduction into a unique research programme that will show an effective medical treatment which harnesses the energy resulting from the rotation of the planet.

Key words: Celestial connection, Tianjing, medical treatment

Nan Jing Classic of difficult issues-Deciphering the text

This paper is about translating and deciphering ancient Chinese texts (Tianjing) about a connection between humans, earth and space, then using this information in practice. The first difficulty explains that the internal zong qi 榮 and external wei qi 衛 move through vascular connections through the vessel on the wrist known as cunkou 寸口 an exact amount of times.

The first difficulty states that pulsations move through all 12 vascular connections and are observable on the radial artery of the wrist, an area called cunkou 寸口.

It is used for the diagnosis of the five full and six empty organs, rules of death and life, faith and luck.

How can this be explained?

Cunkou 寸口 is a precise location on the radial artery on the wrist where all of the vessels meet with the radial artery. It is a place where we can observe pulsation.

In a human during one “pulse inhalation,” the observable pulsation moves a distance of three cun 寸 (Chinese inch) along the artery, during one “pulse exhalation,” the observable pulsation travels a distance of three cun 寸 along the artery.

An exhalation and an inhalation of the pulse make one “pulse breath” and in that breath the pulsation travels a total of six cun 寸. During one night and one day (24 hours), humans perform 13500 “pulse breaths” and the pulsation travels around the body 50 times, exactly the same amount of time it takes a water clock to pass 100 cuts 刻. During this time internal Zhong qi 榮 and external wei qi 衛 travel through both the yin and yang vascular connections 25 times. One cycle is when the pulsation circulates 50 times through cunkou 寸口, the place where this travel starts and finishes. Cunkou 寸口 indicates the condition of the five full and 6 empty organs.

一難論 first difficulty explains
寸口脈 cunkou vessel
與 gives
經脈 vascular connection
榮衛 zhong and wei qi
度數 exact amount of times
一難曰: first difficulty states
十二經皆 each of 12 meridians
有動脈, have /power/to move pulses

獨 and they as one

取 achieve

寸口, cunkou.

以 Using it

決 to determine rules of

五藏 five organs

六府 six viscera,

死生 /rules/ of death and life

吉凶之法, of fate and luck

何謂也? how does it happen?

然: explanation

寸口者, precisely cunkou

脈之大會, is great meeting of all vessels

手太陰 with pulse movement of hand Tae yin /Lung

Meridian/

之脈動也。/pulse movement of/

人一呼 in a man for one exhale

脈行三寸, pulsation travels 3 cun

一吸 for one inhalation

脈行三寸, pulsation travels 3 cun

呼吸 exhale and inhale

定息, make a breath

脈行六寸。and pulsation travels 6 cun

人一日一夜, man makes during one day and one night

凡 /every/

一萬 one ten thousand

三千 three thousand

五百息, five hundred /13500/ breaths

脈行 pulsation travels

五十度, fifty times /28,8 min each/

周於身。 circulating in the body

漏水 /when/ water clock passes

下百刻, under one hundred cuts ke /14,4 min/

榮衛 Zhong and wei /chi/

行陽二十五度, travel through yang 25 times 行陰

亦二十五度, travels through yin 25 times

為一周也。 it makes one cycle

故五十度 this is why /they circulate/50 times

復會 and meet again

於手太陰 in Shou Tae yin /Lung meridian/

寸口者， at cun kou, place of finish and start
 五藏 qi of five organs
 六府 and six fu
 之所終始， place of final and start
 故法 this is why by rule
 取於 they get into
 寸口也。 cunkou

Connections found in early writing

The earliest Chinese writings from around 1500 BC depict a complex system of characters that evolved from a non-linguistic symbolic system present during the Late-Neolithic era (3000 BC). Here are some of them (fig. 1):



Figure 1

- 一 One stroke, one, represents unity, the source of all beings or heaven above man, the highest of things.
- 二 Two strokes, two, is the number of the earth, making a pair with heaven. The vertical line 亅 connecting heaven and earth produces an ancient square representing work, skill and labour which give shape to all things.
- 三 Three strokes, three, is the number of Heaven, earth and humanity, the three powers. A vertical line 王 means king, the one, the person who connects heaven, earth and humanity together.

How it began

In 1968 two tombs were found in what is now known as Mancheng County in the Hebei province of China. They were the first undisturbed royal Western Han tombs ever discovered and belonged to the king/prince Liu Sheng (died 113 BC). Liu Sheng's tomb contained over 2,700 burial objects, bronze and iron items being predominant along with objects of gold, silver, and jade. The picture on the left depicts gold and silver acupuncture needles found in the tomb, indicating that acupuncture was known more than 2200 years ago (fig. 2). However, this medical technique was very different from one we know now.

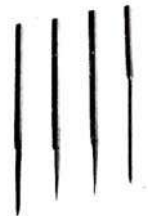


Figure 2

Ancient acupuncture needles 113 BC

For some reason the ancient Chinese king/prince decided to

take with him into the afterlife a few acupuncture needles made with best conducting metals. We use these conductive metals to provide the best connections in the most sophisticated electronic devices today. The ancient needles found are different to those that we use now. First of all they are made from silver and gold. Secondly, these needles had very long, heavy handles and short puncturing shafts, making it impossible to leave them in the skin, so the retention of needles in the skin during treatment during that period of time was much shorter than now. The only way to use these needles is to puncture the skin with one needle on an acupuncture point, removing it and moving on to puncture the next point. (This method is different to most current acupuncture practices that use multiple needles that are retained in the skin for a longer duration). Some of these ancient needles had a blunt point to only administer contact to the skin without puncturing it. So how did acupuncture start and why did the ancient Chinese decide to choose this strange treatment?

**Chinese findings which led to the invention of acupuncture
The Pulse**

Shows an ancient doctor measuring their own pulse on their right and left wrists. (fig. 3) More than 2600 years ago Chinese people discovered through palpation that the pulse was stronger on right wrist than on the left. A few minutes after the start of palpation, they noticed that pulse on left wrist became stronger than on the right. These changes were happening non-stop with exact regularity of 28.8 minutes. What was most remarkable was that these changes were happening simultaneously on all people living in the same latitude. The ancient Chinese realized that this happens due to some astronomical interactions which affect human circulation. They named it “Qi flow,” 氣, or breath due to its regularity and have written extensively about this phenomena in their classic Chinese acupuncture writings; Ling Shu, Nan Jing, Mai Jing. At the start of this article a chapter of NanJing was shown describing this mysterious effect.

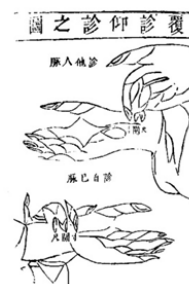


Figure 3

Self-pulse taking

So what did the ancient Chinese find in the pulse? They discovered a few periods of time during the day that affect human blood circulation:

- 1. The first of them has a length of 12 hours; they named it the “victory of yin” 陰乘 or “victory of yang” 陽乘. A more correct term for this is to say that it represents one period of the earth’s

rotation with two half periods, 12 hours in length.

2.The Chinese named another two cycles the “25 yin” 陰亦二十五度 and “25 yang” 陽二十五度 cycles. It is more correct to say that they are 25 periods of 57.6 minutes long, each having 28.8 minute yin and 28.8 minute yang half periods. In ancient China there were 25 hours in a day.

3.The third type of cycle was 14.4 minutes long and was called “one cut” or “one ke” 刻. Each 57.8 minute cycle has two 28.8 yin and yang half periods; and each of those half periods have two quarter periods known as ke 刻, they are quarters of ancient Chinese hour.

4.The last period is 6.4 seconds long and is known as the “breath” 息 of the pulse. There are 13500 breaths of the pulse in 24 hours.

The change in blood circulation was so significant and visible under simple palpation that the Chinese were able to adjust their water clocks (fig. 4) according to their pulse. Chinese water clocks or “clepsydra” were a timepiece in which time was measured by the regulated flow of liquid out from a vessel. Time was measured through reading the cuts (ke) marked on the wall of the vessel where the level of the water indicated the time. From about 200 BC onwards, the outflow clepsydra was replaced almost everywhere in China by the inflow type with an indicator-rod borne on a float. This means that the Chinese text mentioned earlier (Nan Jing Classic of difficult issues) was written before 200BC. around 2200 years ago.



Figure 4

Ancient Chinese water clock

The oldest references date the use of the water-clock in China to the 6th century BC. Water clocks were important to the study of astronomy as they were indicative of astronomical changes and had 25 hours for one day and night. All changes in the pulse at 12 hours, 28.8 min, 14.4 min, 6 sec, happen simultaneously for all people in the same latitude, these changes are dependent on the moment of the solar noon, making people the most exact astronomical clock. The ancient Chinese reproduced these astronomical changes that were reflected in the pulse into a mechanical device, the water clocks.

So why does our blood circulation change so regularly?

Astronomical connection

The pulse changes due to the rotation of the Earth around its axis and its rotation around the Sun. We live inside a gigantic dynamo machine. The rotation of the Earth about its axis around

the sun is caused by the sun’s magnetic field interacting with the Earth (fig. 5). Electrons move from one pole to another in a curve along the sun’s magnetic field lines. According to the right hand rule, the magnetic field appears around these curving lines: an electric current can pass through a straight wire or a magnetic field line. The thumb points in the direction of the conventional current (from positive to negative), and the fingers curve in the direction of the magnetic field lines of the electric current, showing a directional vector for the rotating force. This rotation force may explain rotation of the earth around its axis.

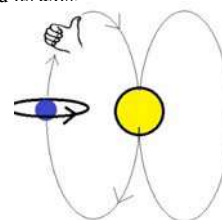


Figure 5

Sun’s field rotating the earth

Also, the Earth is a magnet with positive and negative poles (fig. 6). These poles are moved away from the axis of rotation by thousands of kilometres. This makes the Earth become a rotating magnet similar to one of a dynamo machine. Beams of electrons are permanently flowing from the Sun and pass this rotating magnet transforming direct current into alternating current. This alternating current has become a “source of life” on Earth; the ancient Chinese named it the flow of Qi. For example, during the first moments of its life, an embryo passes a stage of cell cycles when cells multiply synchronically every 28.8 minutes as mentioned earlier. As the speed of the earth’s rotation is different every day and astronomical time doesn’t take into account social time shown on our watches, scientific studies say that the first periods of a cell’s multiplication is close to 30 minutes. Cells respond to astronomical time and their division is dependent on Earth’s rotation sometimes being a little bit faster or slower.

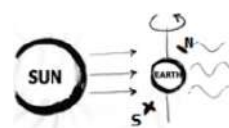


Figure 6

Transformation of direct current into alternating current

Due to different chromosomes lengths, the pulses of males with XY chromosomes and of females with XX chromosomes react differently. Males have a stronger pulse on their right wrist whereas females have a stronger on the left. The ancient Chinese also were aware of this phenomenon that differentiated masculine and feminine pulses.

Meridians

So how can the human body receive these long astronomical waves caused by the rotation of the earth? The longest astronomical antenna for reception of radio waves from space is in

New Mexico, and its length is about 8000 km. To receive long waves the human body uses its own neurovascular antenna (fig, 7,8). If we put all the vessels of one human in a line, its length will be 120000 km, enough to wrap around the earth three times. These vessels are partially filled with red blood cells; each cell has iron, a perfect conductor for a receiving antenna. The vessels react to the electromagnetic changes resulting from the rotation of the Earth and the ancient Chinese were able to perceive it by palpating the pulse. The system of these vessels was named Jing Mai, 經脈 or “vascular connection,” known in the West as acupuncture meridians. How the ancient Chinese discovered these acupuncture meridians or vascular connections was unknown till today. No one could understand or reproduce the method which the Chinese used to draw charts of meridians until now.

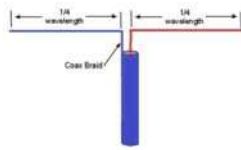


Figure 7
Simple dipole antenna



Figure 8

Here is how they discovered the meridians. Each human being has an electrical voltage which can be measured on the surface of the skin. Previously it was believed that this voltage appears as result of rubbing tissues during movement. (fig. 9) Now we know that we have antennas receiving energy from space in form of waves. We can measure the voltage of any human being in micro volts using a voltmeter. More vascular antennas like capillaries fill during physical exercises, receiving more energy and increasing the voltage of a person. Some people such as pregnant women may have a higher voltage in the millivolts range (fig. 10). This is because their vascular antenna together with the vascular antenna of the foetus and the vascular body of the placenta receive much more energy as the antenna becomes many times longer. The ancient Chinese were harnessing this voltage for acupuncture. From the Zhou Dynasty 1046 – 256 BC the ancient Chinese people started to use bronze. Most of their kitchenware was made of bronze; bronze jars for cooking, bronze jars for food storage, bronze vessels for sacrifices (fig. 11). To make production of this bronze ware easier, the Chinese added lead, making copper softer. The more lead added, the softer the metal, the easier it is to work. Because of its prevalence in day to day objects, lead became stored in the body in many organs,

tissues, especially in the blood, producing chronic intoxication.



Figure 10.
Mother +foetal vascular antennas



Figure 11
Bronze vessels

The ancient Chinese used a scraping technique known as “guasha” for treatment, hygiene, and detox. Rubbing the skin with a silver, gold, copper or stone scraper rich with the aforementioned minerals produced long black lines on the surface of skin. This is due to an electrolysis effect between two metals occurring, a chemical reaction was happening with the help of an electric current. As we already know, the human body has an electric voltage and contact between two bodies with different voltages will produce an electric current which will start a chemical reaction between silver and lead; the lead being previously absorbed by the body of the patient and stored in their tissues.

Arteries and veins run up and down the length of our bodies into each extremity. These two vascular systems are linked together by capillaries. Capillaries carry oxygenated blood from the arteries into tissues and then into veins. These spaces in between the arteries and veins where the capillaries lie are called the meridians. Meridians run in parallel with the arteries and veins and are a place of toxin build up.

Most of the lead settles in the exchanging points of capillaries, where it arrives in arterioles and passes into venules, a place where the blood current is the slowest, vascular resistance is great and metal can be absorbed by the surrounding tissue, remaining there (fig. 12). On the surface of the skin, the accumulation of metal formed long lines indicating where the meridians Jing Mai 經脈 are found (fig. 13).

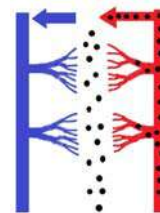


Figure 12
Lead stops in tissues



Meridians

Figure 13

These vascular connections were identified as yin, running from the bottom of the body to the top like veins, and yang running from the top to the bottom of the body like arteries. Veins contain the greatest part of the blood in human body; this blood has little oxygen and it makes it react easier to electromagnetic changes, unlike arterial blood. This works in a similar way to dipole antenna (fig. 7,8).

The human body through the vascular connection of Jing Mai 經脈 works synchronically with the electromagnetic waves that occur due to the rotation of the earth and the interaction between the Earth and Sun. The rotation of the Earth is not constant; it does not rotate with same pace around its axis making it almost impossible to keep the vascular connection Jing Mai 經脈 perfectly synchronised with the waves produced by this rotation.

Incrementally, different parts of the meridian system become unsynchronised with the “life creating force” or Qi flow leading to sickness, ageing and death.

Invention of acupuncture

The ancient Chinese invented a remarkable method of treatment separating Chinese medicine from any other medicine of the world. They decided to connect the external “life creating force” and the human body. Early Chinese doctors knew that the external electromagnetic forces influence the pulse, so they wanted to connect this external force which creates life on the Earth and rotates all the planets in our solar system with the pulse. The early Chinese observed that the pulse is the flow of blood through vessels. Electric conductors were not available to the ancient Chinese at that time so they could not craft metal needles, consequently early acupuncture treatments were a variation of bloodletting.

Around 4000 years ago sharp stones (fig. 14) were used to make a small cut in the skin of the patient, slicing a superficial vessel, inducing bleeding, which was then stopped almost immediately. Iron

rich blood clotted in the wound, producing a semi-permanent iron conductor, a “needle,” connecting the vessel and the external electromagnetic field. These “semi-permanent needles” or blood clots slowly dissipated giving a long lasting effect.

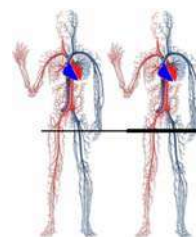


Ancient cutting stones and wooden needles

Figure 14

Later small needles were used for treatment. These primitive acupuncture needles that were made of wood, stone or fish bones weren't electric conductors either. However puncturing produced a round wound with much less blood loss during the procedure.

The use of metal needles (fig. 14) has produced a dramatic change in the effectiveness of acupuncture. Gold and silver needles which were originally used were excellent electric conductors. These metal needles became thinner and their electrical conductivity could connect a vascular system of a patient 120000km in length with that of a practitioner giving much stronger reception and more effective therapeutic outcome. (figure. 15)



Two antennas connected

Figure 15

Ancient practitioners only used one metal needle for an entire treatment, puncturing all points, step by step, with the same needle.

This kind of procedure would keep two vascular antennas in constant connection as shown in figure 15. Many acupuncture needles were blunt and thick and weren't used for skin penetration. Skin contact alone was sufficient for a strong therapeutic effect.

These needle insertions or skin contact in the active area of a vascular connection produced immediate changes in the pulse. This pulse change indicated that the system of vascular connection became synchronised with external electromagnetic waves.

2400 years ago, early acupuncturists treating patients this way were treating all diseases; they weren't limited to only treating one disease in particular.

Human beings use energy in order to live and it is the sun's energy which is absorbed by, and stored in the earth. Humans then take this energy up as food, nutrients and so on. The ancient Chinese developed an original method that allowed them to directly receive energy from space in order to treat any condition, improve health, and prolong active years of life without having to go through the middle man Earth. This method was referred to as “Internal

Alchemy". Thanks to this research we now know how to connect humans with forces that exist between the Earth, Sun and Space. By synchronising any human with these forces, we can improve their health and prolong an active life. (fig. 1) Take for example the patient in figure 16 suffering from the incurable disease Vasculitis. The patient who is now in remission is freed from symptoms; they were treated only by acupuncture and the results were achieved in one acupuncture session.

The original ancient Chinese medical language that described these methods used wordings and metaphors written with the purpose to be understood only by a closed circle of medical professionals. The meaning of this language was lost for millennia; this is shown in the commentaries of different authors who attempted to decipher these books over the last two thousand years.



Figure 16

Now after two thousand years of completely ignoring this research, we have been provided with priceless information about how with only manual pulse palpation we can determine in which stage of the rotational cycle we are in and from that we can determine how to treat a patient. It shows us which part of our neurovascular antenna is more sensitive for reception and for treatment at that certain point in time. It shows which part of the vascular antenna is suffering from changes, making it less receptive. It shows which part of the vascular antenna we need to use for a treatment to restore the synchrony of the entire vascular system with global electromagnetic changes. It shows how to detect early changes in affected areas to quickly return them to their normal functions.

This research, for the first time demonstrates empirical, reproducible results of measurable changes in the human circulation due to astronomical interactions between the Earth and Sun. These circulatory changes may be used in conventional medicine, not only

in acupuncture.

This research in summary shows that

- Our bodies have a physical vascular connection that allow us to receive energy from the electromagnetic changes occur from interaction between the Sun and Earth.

- Mechanisms for how our body increases its voltage due to the increase of function in our vascular connections, in other words; the expansion of capillaries.

- Our body works as an exact astronomical clock that was used by the ancient Chinese to measure time.

- It shows that the ancient Chinese were using relative, not absolute time, which was changed depending on the acceleration or deceleration of the rotation of the Earth.

- How the ancient Chinese were able to use the energy of astronomical electromagnetic changes to treat any disease.

- How the ancient Chinese could prolong life inducing a patient's body into synchrony with astronomical electromagnetic changes.

- Important human-planetary relationships which are important in space medicine which must be taken in account during space travel.

- Organisms receive energy necessary for their life not only from reserves stored on the planet, but also directly from space.

- The ancient Chinese documented incredible discoveries they made due to particular developments in human thought and observation that contemporary people rarely use.

- Ancient civilizations valued more highly the development of the human being instead of the development of tools.

- We still have a huge amount of useful knowledge stored in ancient archives unknown to contemporary people and which requires intensive exploration.

- Due to the development of human thought we lost the ability to comprehend these ancient texts, and so simple translations or interpretations are not often useful even for native Chinese speakers. The decoding technique used in this research helped unveil a huge amount of information that was concealed from us for more than 2000 years in texts that are open for public reading.

- We are still on the verge of amazing discoveries of simple methods that will dramatically improve the quality and length of human life.

Decoration of Plum Vases and Aesthetic Orientation of Ming Dynasty

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Abstract: Collections of Plum Vases in Guilin Museum are extremely rare in terms of quantity and artistic value both in China and abroad. Plenteous themes and exquisite technique of their decorations have allowed us to see the superb skill and wisdom of craftsmen in Ming Dynasty. Through these decorations, we can learn continuity and uniqueness of aesthetic taste in Ming Dynasty.

Keywords: Guilin museum, plum vases, Ming Dynasty, aesthetic orientation

Collections of Ming Dynasty Plum Vases in Guilin Museum have various and charming vessel shapes, strong and splendid glaze colors, complicated and multiple decorations, as well as consummate craftsmanship, which present a period of fantastic history and bring out the delicacy and grace of Ming Dynasty's art. Moreover, the excavation of such a large number and scale of Ming Dynasty plum vases offers unprecedented convenience for the Chinese ceramics researchers to research ceramics especially Ming Dynasty blue and white plum vases, and further promote the taste of Guilin as a famous historic and cultural city.

According to the research, plum vases were used for holding liquid at the beginning. Then in Ming Dynasty, while extravagance prevailed in the court and the commonality many utilitarian objects converted their essential functions and their vessel shapes became objects of fascination. The gradual change of aesthetic taste was also reflected in utilization of plum vases, therefore, the practical function of plum vases gradually declined and its function for appreciation became a popular, this prompted people laid emphasis on vessel shapes, glazing colors and decorations of plum vases. On the other hand, we can learn the aesthetic taste of aristocrats and common people in Ming Dynasty from peculiarities of plum vases.

Continuity and Uniqueness of Aesthetic Taste in Ming Dynasty

The formation of aesthetic taste of one society has its own development laws and is related with political pattern, ideology and interests of rulers in a specific time. It is obvious that the formation of aesthetic taste is decided by these factors, especially by groups which hold the predominant power in politics and economy. Therefore, when we try to learn the characteristics of Ming Dynasty aesthetic taste, naturally we have to comprehend political and economic background of Ming Dynasty.

The first emperor of Ming Dynasty Zhu Yuanzhang was the only emperor came from a peasant family throughout the long history of China. He began with a humble origin in a peasant

rebellion and became an imperial emperor by personal struggle and heaven's blessing. We cannot say that his life completely influenced the entire Ming Dynasty, but at least he established the keynote of politics, economy and culture.

The first emperor of Ming Dynasty Zhu Yuanzhang created scary atmospheres for literati. At the beginning, the Ming government focused on creating greatest administrative and military achievements, so they forced literati served in government as civil officials and killed those who rejected, what is more, their whole clans were implicated and numerous people died for this reason. Zhu Yuanzhang's measures made many literati feel hesitating about official career and more and more literati did not take official positions as their main objectives.

This unusual relationship between literati and court caused a unique worldview and philosophy to form. Literati did not discard the country but they also did not obey and depend on the court simply. When the highest ideal "show concern first and enjoy oneself last" departed, Literati of Ming Dynasty formed a particular life goal and spiritual enjoyment.

Chinese ancient literati were divorced from the people of masses and ashamed to surround themselves with working people even they buzzed back to hometown. Take Liu Yuxi, a poet of Tang Dynasty as example, in one of his most famous articles *On My Modest Room*, he wrote down this sentence: "all of the men chatting and laughing here are of wide erudition, none of the men contacting with me are of little learning" which expressed contempt for the people living at the bottom of society. By Ming Dynasty, literati began to find some new sources and resonance in the long contact with common citizens. Especially, in the middle and late periods of Ming Dynasty, with the flourish of industry and commerce, new economic classes constantly sprang up and the rich material living deeply excited literati who had consistently advertised themselves as pure and lofty men. On the other side, merchants needed culture to show their elegant tastes. As thus, collaboration and interaction between scholars and merchants began to take shape in the wide

economic, political and cultural activities.

Secularization did not mean vulgarization for Ming Dynasty literati's life. We can summarize Ming Dynasty literati's pursuit of aesthetic taste like this: being elegant and exquisite in real life, as well as free, self-confident and independent on spiritual aspect. As mainstream of Ming Dynasty society, their aesthetic taste naturally affected people's aesthetic interest in this period. *"Almost every Chinese, especially those important persons, believed in this life, therefore, they took this life as paradise and were intoxicated with feast, opera, dance and all corrupt customs in the world."*(Mateo, 2006). Fashion in such society reflected in manufacture of utensils, free and flexible style in porcelain making with complicated decorations began to take shape, which showed literati's continuity of loftiness and uniqueness of mundane pursuit.

Aesthetic Experience of Plum Vases in Guilin Museum

Guilin Museum collected multitudinous plum vases, which were made in eight periods: early time, Xuande, Hongzhi, Zhengde, Jiajing, Wanli, Tianqi, Chongzhen. All of these plum vases embodied literati's pursuit for refined and artistic aesthetic taste. They had twelve shapes such as transmuted sloping shoulder, thickened rim, high waist thick shin with lid, oblique belly, folding waist and thin waist; eleven glazing color including white glaze, crackled glaze, blue and white crackled glaze, crackle and ochre glaze, blue glaze background with white glaze ornaments, brown glaze background with white glaze ornaments, etc. Most of the decorations presented as over four plat band layout with plentiful patterns which could be classified into five categories or thirty one kinds including dragon pattern, phoenix pattern, figures pattern and plants birds and fishes. Among these, exquisite could obviously bring people aesthetic pleasure in an artsy way. What we are going to discuss is how to explore the inner world of Ming people instead of external form of beauty.

"To turn scenery into emotions is the correct definition for combination of virtuality and reality in art context. To depositing emotions in things that don't exist will only deliver untruthful emotions; to describe things with any imaginations will cause the lack of vitality and appeal, so people would not be touched such things; while to express feelings through real things, it will create boundless implications and lofty state"(Bai, 1981). "Expressing emotions through describing concrete objects" is a aesthetic peculiarity of Chinese art. Elegancy of Decorations on Ming Dynasty plum vases was a kind of technique, while through materializing these exquisite patterns, viewers took existence of patterns as their own existence and took life of patterns as their own life.

Massive Utilization of the Eight Immortals Patterns was the major characteristic of Secularizing Aesthetics

Among plum vases collected in Guilin Museum, there are many vases decorated with immortal patterns, such as "big blue and white lidded plum vases with pine, bamboo and plum and immortals produced in Jiajing's Reign", "blue and white plum vase with design of immortals celebrating longevity", "blue and white plum

vase with Fairy Chang'e design produced in Wanli's reign", which embodied the unique aesthetics of Ming Dynasty literati and officialdom to immortals.

As a special group, immortals frequently appear in the artistic works in various countries in the world. Although they have different names and supernatural skills, as well as different images in civilizations, however, immortals' substance are similar, which is supernatural powers. "Chinese immortals had always been the group with highest value in ancient people's opinion. Throughout the ages, people had been working desperately and seeking doggedly, but their final goal was to become refined, graceful and free immortals. Their highest mental state of living were immortal state"(Chen, 1993). However, threshold of Chinese immortals was much too high, it was impossible for people to ascend to heaven, countless people ended up with tragedy. Therefore, although literati yearned for immortality, they felt conflicting about the abstinent and difficult cultivating life. As a result, those deathless and unconstrained immortals were widely popular. The eight immortals became the main characters in Ming Dynasty plum vases immortal collection perfectly explained these literati subjective choice making according to their self-interest in aesthetic activities.

Different from other immortals, the eight immortals especially literati were deeply moved by their stories: they used to be mortals, and there were both aristocrat and pauper among them. Just because of some lucky chances, they became immortals in the end. Also, not like the otherworldly and pure images of general immortals, every one of the eight immortals had some laic habits, for example, Zhong Hanli exposed his breasts, Lv Dongbing acted frivolous, Tie Guaili drunk excessively and so on. Immortals' departure from otherworldly images and blending in with crowd conformed to the peculiarity of literati's secular aesthetics in Ming Dynasty, which was also a psychological need for the popularity of the eight immortals. Amongst blue and white plum vases collected in Guilin Museum, patterns of the eight immortals are more than other immortals patterns, which shows the importance of the eight immortals in Ming Dynasty immortal aesthetics.



Picture 1 Blue and White Plum Vases in Chicken-leg's Shape with Design of Immortals Celebrating Longevity produced in Wanli's Reign

Apart from the tempt of sensory stimuli that had to give up after becoming immortals, the difficulties in cultivating process was also an insurmountable psychological hurdle for those bourgeois literati and officialdom, which made them stay at a respectful distance from those immortals and hardly to obtain aesthetic resonates in art works,

even with some affection, it was merely unreachable admiration. In blue and white plum vases in chicken-leg's shape with design of immortals celebrating longevity produced in Wanli's Reign" (picture1), main character of this pattern was the Great Emperor of Longevity of the South Pole who represented for long and health life, but other characters were Tie Guaili and Lv Dongbing, members of the eight immortals. In the main pattern on the belly of this plum vase, long bearded immortal the Great Emperor of Longevity of the South Pole sat under a flat peach tree wearing a halo and carrying a Ruyi, with otherworldly appearance which was the standard expression of mainstream immortals. Among the immortals who came to celebrate birthday, Tie Guaili did not carry his iron stick but held an elixir high with both of his hands. Although this was different from his usual unruly image, his walking posture was still arbitrary and relaxed and his jubilation was so effusive. The last one Lv Dongbing was also holding wine with both of his hands, whose easy steps and flapping clothes showed elegant demeanor of transcendent beings. Facing the Great Emperor of Longevity of the South Pole, Lv Dongbing certainly hid his frivolous attitude, but his natural and unrestrained temperament was expressed incisively and vividly through consummate painting. This pattern revealed the uniqueness of aesthetics about immortals in Ming Dynasty, which could be concluded as being free from death and easy-going like common people.



Picture 2 Expanded view of blue and white plum vase with Fairy Chang'e design produced in Wanli's reign

Blue and white plum vase with Fairy Chang'e design produced in Wanli's reign (picture2) is another kind of immortal patterns of Guilin plum vases. Fairy Chang'e had a slim figure and small-featured face which was totally different from full figures in Tang Dynasty and weak figures in Song Dynasty. She looked relaxed and stood gracefully with her hands hiding in sleeves. This enjoyable pattern included green pine trees, verdant bamboos and calyx canthus surrounding, colorful butterflies flying up and down, and the jade hare glanced around niftily. Three immortals stood sedately and wore a halo on their heads. Immortals greeted at Guanghan Palace, harmonious and peaceful. In ancient Chinese legend, Fairy Chang'e stole her husband's elixir and then became an immortal. This story undoubtedly allowed literati and officialdom obtaining hopes for a shortcut of becoming immortals. Freely transforming and grafting different aesthetic objects to satisfy spiritual needs was the concentrated expression of Ming Dynasty literati's secularization in aesthetics: loftiness was not the only purpose, while self-demands and self spiritual satisfaction became fundamental source. In the aspect of aesthetical psychology, these literati and officialdom in Ming Dynasty cared more about the way how Fairy Chang'e became an immortal which could help them avoiding the hardship in roads to pursue immortality.

Patterns of the Four Gentlemen and the Three

Cold-weather Friends Were Presentation for Traditional Aesthetics

Literati and officialdom of Ming Dynasty did not conceal their pursuit for creature comforts, but after all, lofty notion was deep seated in their minds, and so total abandonment of pursuit for lofty spirit was not dominating in social ideology, on the other hand, common people also needed elegance to adorn them after being rich. Hence, these two kinds of powers influenced and interpenetrated with each other and finally led to diversification of aesthetic taste. "Citizens and bureaucrats of that time were used to remain the same and a world view focusing on inner thoughts formed in constant environment." (Huang Renyu, 2007). Plum vases with the Four Gentlemen and the Three Friends of cold-weather collected in Guilin Museum just reflected the lofty interests inside literati and officialdom.

When ancient people appreciated and described landscapes, most of them reinvested natural landscapes with profound spirituality and generous emotions. Ancient people advocated self-cultivation, in their minds, natural features and appearances of plum blossoms, orchids, bamboos and chrysanthemums accorded with characteristics of self-cultivations. In constant admirations, these four plants were praised as "the Four Gentlemen", and were used in self-metaphor and mutual encouragement frequently by ancient people. Besides, literati continually sought for every object that could deposit their feelings, for example, they called pine trees bamboos and plum blossoms as the Three Cold-weather Friends.

Amongst Ming Dynasty plum vases collected in Guilin Museum, there are many vases designed with meaningful patterns like the Four Gentlemen and the Three Cold-weather Friends. Some were designed with a independent theme, such as "blue and white plum vase with design of pine, bamboo and plum, flowers and birds, produced in Wanli's reign", "big blue and white lidded plum vases with pine, bamboo and plum and immortals produced in Jiajing's Reign", "blue and white plum vase in honest and upright style with children at play produced in Chongzhen's reign", and more others were interlaced with different patterns and ancillary embellishments. These plants were prized by ancient people and had been placed at a holy status.

There are too many praised plants to mention here, let take plum blossoms and bamboos as their representatives to research the aesthetic taste contained in Ming Dynasty Plum Vases. These two plants obviously occupied high positions because they are members of both the Four Gentlemen and the Three Cold-weather Friends.

Chinese literati especially those frustrated ones often felt sentimental about their unsuccessful personal circumstances. They had ambitions of "worry first and enjoy last", but when they were frustrated, their typical arrogance prevented them from correct self-examination, so they had to exculpate themselves with some highfalutin reasons. When seeing plum blossoms bloomed in a frozen and snow-covered land, they sighed with emotion suddenly and aloofness arose spontaneously in their hearts for disdaining to compete with ordinary beings in a bright beautiful spring. While bamboos came into the sight of literati, their upright, hollow and

simple shapes perfectly combined with literati's consistent ideals.



Picture 3 Expanded view of Blue and White Plum Vase with Design of Pine, Bamboo and Plum, Flowers and Birds, Produced in Wanli's Reign

There are two sets of the Three Cold-weather Friends on the belly of blue and white plum vase with design of pine, bamboo and plum, flowers and birds, produced in Wanli's reign. Stems of pine trees look strong and vigorous with zigzag and beautiful shapes. Although the trees are not luxuriant, they have some sharp pine needles growing in clumps. Green and straight bamboos were painted with powerful lines to express their righteous quality. Bamboos have clear joints which stand for chastity and their straight shapes are the best expressions for tenacity. Although being damaged by frost, plum branches were still stretching out indomitably with some flowers blooming on them. Insistence and faith to life stands vividly on the picture and delivers an inspiring force to people when they are appreciating the pride of plums.



Picture 4 Blue and White Vase with Crackled Glaze, Plum and Bamboo Design Produced in Jiajing's Reign

"Blue and white vase with crackled glaze, plum and bamboo design produced in Jiajing's reign" (picture4) is a top-grade work in vases with plum and bamboo patterns. Its pattern was divided into three parts and the main part was drawn with plums and bamboos. The zigzag branches of plum trees painted with ochre glaze stretches into the sky; white glazed plum flowers blowing densely on the branches looks true to life; blue and white bamboos are full of three-dimensional sense and presenting a vigorous and forceful appearance in front of people. Being different from other plum vases with miscellaneous patterns, this plum vase brings new fresh feelings to people with delicate and exquisite painting and concise and natural composition. As for quiet, purity and loftiness of plums and bamboos that were praised highly by literati, this kind of plum vases can truly reflect spirits of plums and bamboos.

Culture of appreciation and aesthetics gradually developed with the prosperity of commodity economy. Spirit carriers that symbolized lofty sentiments like plums and bamboos naturally took a position from dragons and phoenixes that stood for imperial power and peonies that symbolized wealth and fortune in literati and officialdom's life. When appreciating these plum and bamboo

patterns on plum vases, we can find the natural and unrestrained brushwork as well as elaborate and realistic description on them. Purity and loftiness of plums and uprightness and chastity of bamboos were described incisively and vividly. All of these revealed the longings of literati and officialdom for inner-examinations: demands of constructing self spirit and demands of enhancing lifestyle and life sentiments. When facing the endless pursuits for material life, they will not forget to show the constant process of obtaining loftiness.

Conclusion

Actually, every theme of patterns on Ming Dynasty plum vases, while emphasized on elegant and excellent external forms, contained spiritual ballast and aesthetic taste which hid behind the manifestation. During Ming Dynasty, flourish of industry and commerce as well as prosperity of society brought popularity of fine glossing and auspicious blessings. Some plum vases collected in Guilin Museum also reflected these social fashions, such as "blue and white plum vase with auspicious dragon and phoenix design produced in Tianqi's reign", "blue and white big-mouth plum vase with design of interlocking branches and peony produced in Wanli's reign". Besides, there are also many auspicious patterns implied peace, wealth and fortune.

To sum up, we can see, since Ming Dynasty, an unprecedented trend towards commercialization appeared in Chinese economy and society. New social factors developed rapidly and aesthetic culture of Ming Dynasty literati and officialdom presented a new aspect in different fields: literati and officialdom began to review their ideals and life goals. Lofty and pure spirit was not the only pursuit for them anymore, and pursuit for creature comforts was revealed in their art works, and all of these created the complexity of aesthetic fashion and appreciating taste in Ming Dynasty.

Beauty is not objective reality but subjective feeling. Different people will have different impression on a same object. This is closely related to economic development, personal cultivation and social custom. One may have his/her own unique understanding about patterns on Ming Dynasty plum vases, however, if we placed ourselves in Ming Dynasty and tried to understand characteristics of Ming Dynasty's economy and society, or imaged that we were owners or producers of plum vases, we will learn and understand these plum vases better, as well as discover and accept the special charm of these Ming Dynasty plum vases.

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Some Considerations on the Development of the Specialty of Arts Management in China in a Pluralistic Era Characterized by Interdisciplinary Fusion

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Abstract: Over the past decade, arts management has played an increasingly important role in art organizations and institutions. However, considering the current situations of China's art market and the demands for the construction of a power country in culture industry, the construction of arts management as a specialty in colleges and universities still has huge space for growth and many questions yet to be addressed. In this article, the existing problems in the education of arts management in China have been examined and concluded by means of analysis and comparison. According to the results, the development of China's art market is still in an early stage. The construction of a powerful country in culture industry urgently requires the supports and promotions by the discipline of arts management, which is an inevitable demand of the times, a mission of arts management as a discipline and also the direction of practices. Finally, a preliminary conception of the establishment of a management system for higher education of arts management which is consistent with China's national conditions and the development rules of art was advanced, with the aim of providing more highly-competent talents for fulfilling the dream of building China into a cultural powerful country.

Key words: Arts management, art education, specialty development, China

The rise and development of arts management as a specialty and a discipline were closely related to the vigorous growth of culture industry in the mid- to late-20th century. Especially, the substantial raise in people's living standards and the rapidly increasing demands for intellectual products have produced the brisk demands for the arts management talents in culture industry. World Economic Development Institution has asserted that the culture industry would become the major industry even the core industry in middle- and high-income countries. Arts management aims to not only promote the economic prosperity, but also accelerate the achievement of the strategy of making China a cultural powerful country. Only the culture industry is prosperous, can the cultural power be realized in a real sense. However, China's culture industry is still at the primary stage of development, and the culture industry system is yet to be developed and improved, which needs the supports of arts management theory and the related discipline construction.

Introductions of concepts

Based on modern management theory and management philosophy, arts management is a new crossover discipline designed for meeting the requirements of culture and art market. This discipline is characterized by the strong combination of theory and applications. It is a second-grade discipline in the list of arts or management (both of them are the first-grade disciplines), and includes the following third-grade disciplines, namely, art

administration management, art industry management, art cause management, art agency management, art economy management, art service management, art market management, public art management and *etc.* In some European and American countries, arts management has a very clear concept, which can be further classified into several specialties, such as fashion management, sports management and entertainment management. However, this concept is still not unified in China. For example, in some comprehensive colleges and universities in China, there are several related specialties called cultural creative industry management, cultural transmission, artistic dissemination, culture & arts management, and *etc.*

Arts management is a discipline which focuses on studying the human society and social behaviors in the realm of art, and primarily investigates the group values and group behaviors in the realm of art. Accordingly, arts management belongs to social sciences. On the other hand, arts management is a natural combination of arts and management, and presents more humanistic characteristics than the other management-related disciplines, i.e., arts management is a social science discipline with strong humanistic properties. As is well-known, the research objects of humanities include the people's emotions, ideas, spirits and values as well as the cultural relics accumulated in spiritual world. It means that arts management needs more spiritual contents such as the aesthetic connotations on artworks, the artist's ideas and the art collectors' mental activities. The ultimate goal of arts management is

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to reveal the fundamental principles and rules of human management activities in the field of art. The discipline of arts management is generally set up in two fields—economy & management and arts & humanities, which covers a fairly wide range and has links with many fields such as arts, commerce, law, society, psychology, politics, interactive media and new technology. To sum up, the current discipline tendency of art crossover has entered into the realm of art education, and the development tendency of the discipline of arts management presents the characteristics of crossover.

The specialty of arts management adopts the cultivation of comprehensive ability and the development of overall potential as the teaching idea, and aims at gaining comprehensive understanding of the laws and characteristics of various kinds of arts through the studies on many related courses such as art creativity production, art marketing and planning, art economics, intellectual property, cultural laws and regulations, public relations and advertisement. This discipline can lay solid theoretical and practical foundations for the development of cultural market and the construction of cultural powerful country. Arts management is based on arts and management, in which various disciplines are involved, such as art appreciations, economics, marketing, pedagogy, psychology, advertising, communication, statistics and accountancy. Moreover, the students in arts management are recruited through art examinations, i.e., these students should have profound cultural backgrounds and favorable artistic accomplishments.

Current situations and the existing problems of the discipline of arts management in the colleges and universities at home and abroad

The discipline of arts managements has witnessed a development history over 50 years in European and American countries. The references to their development experiences and examples are undoubtedly important for the discipline construction of arts management in China. The top universities in this field include University of Toronto, London Metropolitan University, Columbia University, California Institute of the Arts, Christie's Art Institute, Roya College of Arts, Free University of Berlin, University of Bologna and etc. The successful experiences of development of arts management in America are most worth learning.

In 1966, the specialty of arts managements was first set up in Yale University. In the same year, Thomas Raymond and Stephen Gresse from Harvard Business School and Douglas Schwalbe, arts managers, cofounded the Institute of Arts Management. Four years later, these three scholars established Harvard Summer School of Arts Management. In the meanwhile, the International Association of Arts Management Educators was established at the right moment. From that time on, arts management, as a new discipline, was booming in western countries. After a rapid development for over 50 years, 56 universities in America have set up the specialty of arts managements, such as Berklee College of Music, Columbia University and the University of Miami. Since the faculty conditions varied at the early stage of establishment, and each university has its own competence and orientation, the settings of the specialty of arts management are different among these universities. Generally, this specialty is affiliated with the school of arts, the school of business and the school of public management in education or arts colleges, or the department of art history or the department of arts in colleges

of letters and sciences. For example, the specialty of arts management now is in the Department of Arts and Humanities, the School of Education, Columbia University, which was first established in the School of Arts, and switched over to the School of Education on account of the faculty adjustment in 1990. Since then, the students in this specialty have been granted the M.A. degrees. The running of this specialty needs the cooperation of the College of Education with the School of Arts, the School of Business, the School of Law and the School of News. The students can select their course crossing different schools and departments. All of these lead to the formation of its own discipline-running characteristics.

Since 1980s, China's high educational circles have cultivated the talents for art market in the name of arts management, culture industry and art market. The specialty of arts management has been set up in successively in the National Academy of Chinese Theater Arts, the Central Academy of Drama, the Central Academy of Fine Arts, the Communication University of China, China Conservatory of Music, Beijing Dance Academy, Beijing Film Academy and so on. Up to now, over 300 colleges and university in China have established this specialty, mainly including Luxun Academy of Fine Arts, Nanjing University of the Arts, Shandong College of Arts, Shanghai University (the School of Fine Arts), Renmin University of China (the School of Arts), Tsinghua University (the School of Fine Arts), Capital Normal University (the School of Fine Arts), Xi'an Academy of Fine Arts, Jilin Academy of Arts, Guangxi Academy of Arts, Guangzhou Academy of Fine Arts, Sichuan Academy of Fine Arts, the Hongkong Institute of Education and etc. Over the past decade, the colleges and universities primarily made some responses to and led the development of art market. Simultaneously, they attached much attention on academic research, and tightly integrated teaching, scientific research and service, with the aims of serving for China and giving certain considerations to foreign countries. By introducing the advanced foreign culture and art as well as the managerial experiences into China through practices and investigations, the development of China's culture and art and the maturity of China's art market can be effectively promoted. We have made some achievements in innovating China's traditional culture and art with certain characteristics and bringing them to the world.

However, the combination of high education and art market just started for a short time, and a lot of problems exist. Firstly, from a macroscopic viewpoint, the development of art market in the mainland of China is still in the early stage. Overall, China's art market is currently characterized by small industry scale and not-high quality, whose development is severely restricted by the traditional cultural and artistic system. Secondly, as demonstrated by the related literatures, most of the studies are still relatively superficial, which are just the summaries of the experiences during the art marketization process. In these studies, the in-depth investigations from the perspective of economics and management are absent, not to mention the conclusion of some artistic rules. Finally, with regard to the current situation of this discipline, the specialty orientation is still ambiguous in China. The relevant teachers are insufficient and the faculty structure is unreasonable. The scientificity and standardability of the teaching need to be improved. The curriculum arrangement is not systematic; specifically, the core courses often change, the opening of the courses is comparatively arbitrary and the connection of these courses is not very scientific. The teaching assessment system lacks

of objective standards and needs to be perfected. Additionally, the practical teachings are often poorly-targeted.

In all, the development of art market in the mainland of China currently is still in an early stage. We should conduct in-depth studies and practices on many issues such as the expansion of art boundary under the background of industrialization, how to cultivate the talents needed in the art market through the education of arts management, the key of arts management and so on. In some European and American countries, the specialty of arts management has undergone the development of nearly 50 years, and the art market tends to be mature. The education system of arts management is relative perfect, including various levels and all types of specialties from undergraduate education, master education to doctor education. It also embraces continuous education and discontinuous education as well as in-service courses and full-time courses. Consequently, aiming at constructing a management system for higher artistic education which conforms to China's national conditions and the development rules of art, we still need to learn and draw lessons from the practical experiences in European and American countries, and then analyze the actual conditions in China in depth.

Future development of the discipline of arts management in China

Nowadays, the competition in the world is essentially the competition of culture. Over the past ten years, our government has significantly increased the investments on the culture undertakings and industry. Therefore, due to the tight correlations, the development of the education of arts management appears to be particularly urgent. On January 29th, 2015, under the witnesses of Li Keqiang, the Premier of the State Council of China, and Valls, the Prime Minister of France, the Central Academy of Fine Arts and the KEDGE College of Business signed the framework agreement of cooperation titled *China-France Arts and Design Management College*. On June 12th, 2015, the School of Arts Management and Education in the Central Academy of Fine Arts held the unveiling ceremony, which marked that the development of art education in China has entered into a new era. It is also a mark that the discipline of arts management develops towards internationalization. In this excellent context for development, all the colleagues in artistic educational circles should contribute ideas and exert efforts for planning the future development of the discipline of arts management. In this article, I want to advance the following some problems which need deep considerations.

Firstly, the ecological environment for the cultivation of top-level talents in arts management should be created. The ecological theory emphasizes the whole interaction and balanced developments between the organisms and environment in an ecological system, among various ecological systems and ecological factors. Therefore, the ecology of arts management should be placed in the ecological background of social culture. For the education of arts management, the education of arts management should be discussed using the ideas in system theory and holism, and a holistic view should be constructed, which are the prerequisites to its healthy development. Additionally, the government policies impose significant effects on the whole social environment. During the period from 2007 in which the related policies were made by the Government on the Third Plenary Session to 2013 in which the

specific industrialization was implemented, the local culture supported by the local policies has been changed to offer the support of talented professionals by the school education for the industry. In this sense, the social cultural ecology not only determines the educational contents in schools, but also constitutes the ecological environment of arts management education.

Secondly, the core idea of arts management education should be established. The core questions include: what is art? how to adopt the management as a technique and a skill of art? how to adopt the method from humanities & social sciences as a method for scholarly research? All these questions indicate that the education of arts management should be based on strong humanities & social sciences; however, these are most lacking in China's art institutions and need to be improved in future.

Thirdly, the orientation of the discipline should be clearly defined. The students in arts management should have strong professional knowledge and skills in art as well as the cultivation in art theory. Besides, the discipline of arts management has the characteristics of both arts and management, i.e., in addition to the knowledge of arts, it also needs the knowledge of management, such as the knowledge of marketing and statistics. Consequently, the construction of the specialty of arts management needs personnel sharing and the fusion of multiple disciplines.

Fourthly, the specialty system of arts management should be more innovative. The arts management can be divided into three levels—macroscopic management, microscopic management and the art creative planning in the middle. The chief executive officers and the general managers, who are in charge of leading, planning as a whole, raising money and human resources, were cultivated through macroscopic management education. The regional managers and the departments' managers were cultivated through microscopic management education, who are in charge of implementing, operating and marketing, i.e., they are managers on marketing and operating. At the intermediate level named creative planning education, the art directors and the designers were cultivated, who are mainly responsible for creativity, planning and designing. The intermediate level is the core of the education of arts management. Therefore, the soul of arts management education is to cultivate cultural and artistic accomplishments. The profound cultural and artistic accomplishments are the precondition and basis of a successful art creative plan, which also determine the creative plan's height, depth, width and strength. The cultivation of cultural and artistic accomplishments is the primary content in arts management, and also serves as a crucial factor for a success culture industry.

As a consequence, the colleges and universities should construct the system of disciplines at all levels with their own characteristics in accordance with their actual conditions. In terms of specialty planning, the colleges and universities should fully utilize their own advantages in specialty and utilize the teacher resources in the local regions, highlight their own characteristics and adjust the setting of specialty so as to meet the requirements in regional development and the surrounding markets. Based on their own regional conditions and the service-oriented characteristics, the colleges and universities should follow the universal rules of the disciplinary development, take the road of differentiation and form their own characteristics through reference, absorption and digestion.

Firstly, the objective of talents cultivation in this specialty should be identified, i.e., we should focus on the cultivation of

comprehensive abilities and the development of full potentials. The cultivation of students should be transitioned from the emphases on the social demands in the past to the students' overall quality, which is an inexorable trend of the development of arts management. The qualified students in this specialty should possess solid theory accomplishments in culture and art, favorable appreciation ability for art and professional skills and broad international vision. Additionally, they should master the management characteristics, the related laws and regulations as well as operational rules in art industry and understand the international development trends in culture. The students should also be equipped with the practical experiences in arts management and enterprise management, the leadership skills, the organizing ability, the ability to communicate, the logical thinking ability, the ability to make decisions after overall evaluation, the related knowledge on modern management, modern economy, laws, modern science and technology and modern communication. We should cultivate the inter-disciplinary special talents who can be engaged in culture and arts management, cultural and artistic market operation, cultural economy, cultural management, cultural project planning and consulting, trading, international culture communication and promulgation in art industry, media, government administrative departments, enterprises and public institutions.

Secondly, the outdated specialty style should be smashed in curriculum settings. The curriculum for arts management should be set based on the courses in arts, management, economics, humanities and public relation, which also includes management, finance, marketing, banking, policies and regulation. The important roles of social sciences, humanities & social sciences and new science and technology in the artistic discipline construction and the integration with the arts should be paid more attention. We should adapt ourselves to the development of new arts and explore new specialties, such as new media, artistic writing and artistic treatment.

Thirdly, the traditions should be broken through in terms of talent training mode. Specifically, the one-to-one teaching mode for postgraduates and the group education mode for undergraduates in ordinary art colleges should be abandoned, and some new teaching modes such as dual-tutor system inside and outside the school, group instruction system and travels for study should be tried. Accordingly, the students can not only receive the one-to-one instructions from the teachers, but also acquire more opportunities to participate in group cooperation, collisions of ideas and communications. The students can be adequately involved in the practices, and the horizontal connections among various specialties and different universities can be enhanced through exchanges and cooperation.

Fourthly, in terms of teaching contents, the education of arts management should be jointed with the cultural industry chain, i.e., the perfect connection between the specialty and the industry is achieved. We should also actively promote the industry-university-research cooperation, and enhance the social adaptability of the trained talents.

Fifthly, we should make some innovations on teaching management. Teaching management is also a science, which requires that the manager should have the ideology with foresight and guidelines, and perfectly combine the demands of specialty and administrative needs^[4]. For example, we can take example by some European and American universities and adopt the combination of decentralized management and centralized management, i.e., some resources were placed in the departments while the others were under the unified management of the colleges.

Finally, the substantial results should be attached great importance in the aspect of teacher allocation. We should pay attention on practical management experiences, select some teachers to conduct practical investigations in enterprises or continue to study in the related art institutions and hire some professional workers in culture and art institutions as the part-time teachers, visiting professors and consultants, such as the employees in exhibition centers, museums, auction companies and art market, so that the demands for the construction of compound teacher teams can be realized.

Conclusions

Arts management is a new-rising interdisciplinary subject. The development of this discipline is still in an early stage of construction and exploration, and therefore, the explanations and guidance from the related theories on the practices are undoubtedly inadequate. This requires that the workers in arts management should pay close attention on the emerging problems in the practices when engaging in teaching and studies. Firstly, the development of this discipline should be based on the fundamental theory and adequate understandings of the artistic and economic attributes of culture and art industry and the relevant products. Subsequently, we should strive to expand way of thinking and make some innovations on thought, so as to better analyze, discuss and solve the practical problems in arts management. In addition to enriching and deepening theoretical knowledge, we should make this discipline better serve the practices. A management system for higher education of arts management which accords with China's national conditions and the development rules of art should be established, with the purpose of providing more highly-competent talents in arts management for fulfilling the dream of culture power.

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Freedom and Necessity in W. H. Auden's Poetics

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Abstract: The relationship between freedom and necessity is not only a perennial theme in W. H. Auden's poetry, but the core of his ideology and poetics. By synthesizing modern philosophies, especially existentialism, Auden worked out principles, centering on the dialectical relationship between freedom and necessity, that he applied to both the world and the arts (poetry included). Auden believed that a clear understanding of the relationship between freedom and necessity is the basis of both a good life and good poetry. In the latter, that dialectical relation is achieved by the interaction between form and content. Auden paid particular attention to how the formal elements play a part, often an important one, in generating the overall meaning of a poem. The interaction between form and content in Auden's poetry contributes significantly to conveying to the reader his understanding of the complex relation between freedom and necessity.

Key words: Auden, freedom, necessity, poetics

I

Follow, poet, follow right

To the bottom of the night,

.....

In the prison of his days

Teach the free man how to praise.

– “In Memory of W. B. Yeats” (February 1939)

At the end of the first poem that Auden wrote after moving to “absolutely free America,” leaving behind the barking dogs of Europe, an unnamed poet is exhorted in an elevated tone to do something extremely difficult, if not quite impossible (Mendelson, 1996, p. 685). The adjective “free” is highly ironic in that “the free man” is actually “[in] the prison of his days.” This does not mean, of course, that a person in any form of confinement cannot feel that he is out of it; rather, he may well echo Hamlet's famous lines: “I could be bounded in a nut-shell, and count myself a king of infinite space.” However, even Hamlet cannot help having “bad dreams” (2.2).

When the poem was being composed, a new world war was imminent, threatening to impose a hideous and torturing prison of hatred, violence, and despair. Beyond the immediate war, “in the importance and noise of to-morrow,” the prison, however, remains, though perhaps less felt and understood, where each inmate “is almost convinced of his freedom.” In other words, even when all the sufferings inflicted by war are over, when peace returns and life seems to resume its usual course, man is not free. The prison is not confined to particular periods in history, nor is it located only in certain places in the world. America, for instance, either before, during, or after the Second World War, is not absolutely free, as Auden had always known. On the other hand, existentially speaking, man is free. Unlike animals, human beings are able to make moral choices; one's destiny is the joint result of chance and choice.

Freedom, so to speak, is at once one of the essential conditions of human existence and one of the ultimate goals for which the human race strives.

As a member of the human race, the poet is also necessarily at once free and imprisoned. How will he, then, in the prison of his days, teach the free man how to praise? The adverb “how” seems to indicate that there are proper and improper ways of praising. Although the tone in these last lines is assertive and triumphant, it is doubtful, especially when the reader recalls the first part of the poem, whether Auden really believes that people will listen to what poetry has to say to them.

In the poetry and prose Auden wrote in the late 1930s, the relation between freedom and necessity appeared as an important theme that he would continue to explore for the rest of his life.

A year after he wrote “In Memory of W. B. Yeats,” Auden delivered a commencement address entitled “Romantic or Free?” at Smith College, Massachusetts, in which he explained the dialectic nature of freedom:

The concept of freedom presupposes the existence of a composite group and is concerned with the relations of the different parts to each other and to the whole which they collectively form. Freedom, therefore, has two aspects. From the point of view of the whole, of internal relations, freedom is synonymous with unity, through harmonious agreement of the parts. From the point of view of each of the parts, of external relations, freedom means the right of that part to reach its entelechy unhindered, to realize its potential nature to the full. (Mendelson, 2002, p. 64)

The address as a whole might be “daunting” for the audience, but, considered in isolation, this paragraph poses no grave difficulty (Mendelson, 2002, p. xx). Freedom is a concept dealing with all the relations within an existent system. The meaning of freedom has two aspects as there are two perspectives: seen from the whole system and from any part of the system. Ideally, freedom would be the

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establishment of harmonious relations between each part and between the parts and the whole. Here Auden expressed in philosophical terms what he later reiterated and developed in psychological, historical, ethical, and religious terms. The germ of this idea, of viewing the world in a systematic and relational way, appeared in Auden's writing eight years earlier. In "Writing", an essay which Edward Mendelson first brought to the notice of Auden students, written when Auden was 25 years old, he adopted a much less daunting style to describe what life is like to children and their parents:

Life is one whole thing made up of smaller whole things which themselves are made up of smaller whole things and so on. The largest thing we can talk about is the universe, the smallest the negative electrons of the atom which run round its central positive nucleus, already a group. So too for us, nucleus and cell, cell and tissue or organ, organs or tissues and the human individual, individual and family, family and neighbours, neighbours and nation, nation and world, always groups linked up into larger groups, each group unique, an individual thing, different from every other thing, but without meaning except in its connection with other things. The whole cannot exist without the part, nor the part without the whole... (Mendelson, 1996, p. 13)

In this orderly world picture, the uniqueness of each part and its connection with other parts are equally important; besides, the whole system and its parts are interdependent.

These two paragraphs, in their respective context, serve as presuppositions on which analyses of the real world with all its problems and possible solutions are based:

But suppose the part begins to work not only as if it were a whole (which it is) but as if there were no larger wholes; there is a breakdown (e.g. a cancer growth in the body). And this is what has happened to us. (Mendelson, 1996, p. 13)

This is the error typical of Romanticism and Modernism, which treat "all relations as external, and to be free means to be the only existence in the universe, i.e. to have abolished all external relations." The Hitlers and Stalins, on the contrary, treat "all relations as internal," so that "to be free vanishes into to be homogeneous, i.e. to have abolished all internal relations" (Mendelson, 2002, p. 64). In either case, that is, no real freedom exists.

In an essay based on his 1957 Oxford lecture on Robert Frost, Auden called attention to two questions "about which all men, whether they read poetry or not, seek clarification":

(1) *Who am I?* What is the difference between man and all other creatures? What relations are possible between them? What is man's status in the universe? What are the conditions of his existence which he must accept as his fate which no wishing can alter?

(2) *Whom ought I to become?* What are the characteristics of the hero, the authentic man whom everybody should admire and try to become? Vice versa, what are the characteristics of the churl, the unauthentic man whom everybody should try to avoid becoming? (Mendelson, 2010, p. 689)

The first question, which is about necessity, is the prerequisite for the second, which is about free choice. As Auden wrote a few

years earlier, a person cannot, through his choices, become what he is not yet "unless he first chooses himself as he is now with all his finite limitations" (Mendelson, 2002, p. 447). For Auden, the hero of our age is not the nomad wanderer or explorer, but the less exciting and less romantic figure of the colonizer or builder. As a poet living in an advanced technological world, Auden devoted his work to "the life of the unique individual person in relation to his neighbors, and the special tasks and problems of the present moment of his own life and of the world around him – problems that took erotic or political form in his early poems, ethical or religious form in his later ones" (Auden, 2007, p. xv)

II

Auden recalled in his later years that, "between the age of six and twelve," he was preoccupied with "a private sacred world, the basic elements of which were a landscape northern and limestone, and an industry, lead mining" (Auden, 1990, p. 502). Unlike his other interests at that time, such as music and archeology, this private world was "unsharable with anybody"; yet Auden said that he "never thought that my minority concerns were superior to the concerns of the majority." At school, he was never jealous of those who excelled in activities he was not good at: "I have always admired anybody who does something well, but I did not envy them, because I knew that their skill could never be mine" (Auden, 1990, p. 508). Perhaps this can only be attributed to Auden's personal temperament. Auden later never thought of writing poetry as a sacred human activity, nor of poet as a superior specimen of the human race.

Auden's early poems are permeated with the landscape and the sacred objects of his private world. In his introduction to *The Oxford Book of Light Verse*, written in 1937, Auden commented on the premature termination of some romantic poets' career, but he evidently was having his own early poems in mind when he wrote:

For the private world is fascinating, but it is exhaustible. Without a secure place in society, without an intimate relation between himself and his audience, without, in fact, those conditions which make for *Light Verse*, the poet finds it difficult to grow beyond a certain point. (Mendelson, 1996, p. 435)

This hope for a release from isolation appeared in Auden's poetry in 1933 and in his prose a year earlier. In the essay "Writing," Auden put his finger on the social nature of language, which originated in group violence. Mendelson points out that "Auden's argument...implies that language is not merely unlike the things it names, or separated by a gulf from the hearers it addresses, but violently antagonistic to both object and hearer" (Mendelson, 1981, p. 17). Nevertheless, taken as a whole, this essay seems to be more constructive than deconstructive, that is, more optimistic than pessimistic. Auden regards the deeply rooted division in the self as a condition that cannot be changed and tries to make the best of it. The "recurring theme", says Bucknell in the introduction to her edition of this important essay, is "that language tries to bridge an emotional gap between isolated individuals" (Bucknell & Jenkins, 1990, p. 20). She is right in saying that "Writing" "marks the birth in Auden of a self-conscious desire to communicate with his audience" (Bucknell

& Jenkins, 1990, p. 17). This “manifesto of his private ideology” points more to the poetry Auden later would write than to the poetry he had been writing (Mendelson, 1981, p. 15).

It is also in this essay that Auden’s emphasis on the importance of language education is made manifest for the first time. Auden wrote:

When communities are small and their interests common to all their members, mere acquaintance with each other is enough to make people use their language well, but as communities increase and interests become specialised, as the past history of the language gets bigger and heavier, education in the use of language becomes more and more necessary. At present nobody gets such an education. (Mendelson, 1996, p. 18)

Auden thought of education in the use of one’s own language as the basis of general education, which in turn is the basis of school life in a democratic society (Mendelson, 1996, p. 475). “The aim of education,” said Auden in his commencement address in 1940, “is to assist the child who is born a closed system of reflex responses, into an adult person who is open to the degree in which he knows who he is and what he really wants” (Mendelson, 2002, p. 67).

Another reason why Auden was gravely concerned about education in the use of language is that language is not only the medium of ordinary social intercourse but that of literature. Auden later contended that “writers cannot invent their own language and are dependent upon the language they inherit so that, if it be corrupt, they must be corrupted” and that the source of this corruption is “in the misuse of language by the man-in-the-street, journalists, politicians, etc” (Mendelson, 2010, p. 463)

In the manuscript of “Writing,” there was a “Summary” of the whole essay, deleted before publication (Mendelson, 1996, pp. 742-747; Bucknell & Jenkins, 1990, pp. 23-24), in which Auden offered a possible solution to all these personal and social problems: “One thing is quite certain. We shall do absolutely nothing without some sort of faith either religious like Catholicism or political like Communism” (Mendelson, 1996, p. 746). Mendelson points out that “In his essays and reviews after 1932...Auden continued to give as much weight to religious solutions as he did to political ones” (Mendelson, 1996, p. xvii), and that “[by] the beginning of 1935 Auden had already dropped his revolutionary rhetoric, and he had begun to write an extraordinary series of panoramic and assured essays that drew ambitious connections among psychology, literature, politics, and religion” (Mendelson, 1996, p. xxii).

In the same year that he delivered the graduation address, Auden wrote an essay entitled “A Note on Order”, in which he again emphasized the interrelation of every field of intellectual and social activity within a society. “Aesthetics, ethics, economics, science, though each a peculiar field,” wrote Auden, “are not unrelated, and unless this relation is recognized, errors appear in their own peculiar results” (Mendelson, 2002, p. 102). From these two pieces of prose – indeed, from Auden’s writing in the 1940s – one can see the great influence of the philosophers and theologians he was reading at that time. By the end of that decade, Auden had formed his mature Christian faith, which combined Protestantism, in which every man has “a unique ‘existential’ relation to God,” and Catholicism, which “stress[es] the physical reality of the flesh into which the Word was

made” (Mendelson, 2008, p. 579).

From then on, “Auden developed an elaborate vocabulary for different kinds of social order and for the analogous kinds of formal order that give shape to poems” (Mendelson, 2008, p. xviii). Spears’s comment on *The Dyer’s Hand* (1962) applies to Auden’s mature prose in general:

It is remarkable that in *The Dyer’s Hand* Auden is constantly able to do two things at once: to develop an argument about a literary subject which casts light on it and on literature in general, and simultaneously to develop a general moral or religious argument, with a particular relevance to the contemporary world. (Spears, 1963, p. 308)

III

In a lecture delivered at Columbia University in 1940, Auden pointed to the importance of metaphysics to art:

Art is not metaphysics any more than it is conduct...but without an adequate and conscious metaphysics in the background, art’s imitation of life inevitably becomes, either a photostatic copy of the accidental details of life without pattern or significance, or a personal allegory of the artist’s individual dementia, of interest primarily to the psychologist and the historian. (Mendelson, 2002, p. 87)

This metaphysics Auden spelt out in Collingwood’s “absolute presuppositions” shortly after the lecture. “Civilization...as we know it,” wrote Auden in “A Note on Order,” “makes two presuppositions:”

(a) that throughout this universe there is one set of laws according to which all movements and events in spite of all differences agree in happening;

(b) that, nevertheless, there are in this universe many different realms or societies, each composed of a class of things peculiar to itself to which events of a peculiar kind happen (one important peculiarity is position in time), and that the peculiar laws of these several realms are modifications of the universal law mentioned in (a). (Mendelson, 2002, p. 100)

For Auden, the arts are secondary worlds, or smaller whole things, governed by laws analogous, rather than identical, to the natural and moral laws of the primary world, or the largest whole thing.

“Every poem,” wrote Auden in 1957, “be it big or small, simple or complex, is recognizably a world” (Mendelson, 2010, p. 113). This world, as well as the real world, is comprised of the “pluralities” of crowds, societies, and communities (Mendelson, 2008, pp. 162, 227; Mendelson, 2010, p. 449).

The subject matter of a poem is comprised of a crowd of recollected occasions of feeling, among which the most important are recollections of encounters with sacred beings or events. This crowd the poet attempts to transform into a community by embodying it in a verbal society. Such a society, like any society in nature, has its own laws; its laws of prosody and syntax are analogous to the laws of physics and chemistry. (Mendelson, 2010, p. 502)

Auden always stressed that the relation of art to life is an analogy, not an imitation, and warned against the “danger of

confusing the principles governing political action and those that govern artistic fabrication" (Auden, 1990, p. 435). A society governed by the principles of a good poem, that is, "beauty, order, economy, subordination of detail to the whole effect, would be a nightmare of horror, based on selective breeding, extermination of the physically or mentally unfit, absolute obedience to its Director, and a large slave class kept out of sight in cellars" (Mendelson, 2002, p. 348). On the other hand, a poem that approximates to a modern "free" society would be anarchic, dictated by the impulse of every passing moment.

Auden commented on the disadvantage of the "all too 'personal' style" in modern poetry in paradoxical terms (Mendelson, 2010, p. 468). In the introduction to the fifth volume of *Poets of the English Language* (1950), Auden argued that "a personal form and manner sometimes become more of a prison than would a traditional style shared in common precisely because they are the poet's own" (Mendelson, 2008, p. 148). Again, in 1955 he wrote: "An over-personal style, no matter how authentic so far as it goes, becomes a prison from which the poet cannot escape" (Mendelson, 2008, p. 562). In an essay on Stravinsky published in 1971, Auden pointed to the danger in modern art of conforming "to the tyranny of the passing moment which is far more enslaving, far more destructive of integrity and originality, than any thoughtless copying of the past" (Auden, 1990, p. 435). Poets who submit to their own personal impulses are rather like the slave "deluding himself into thinking that he is choosing to obey his master's commands when, in fact, he is obliged to" (Mendelson, 2010, p. 468).

Although the laws of art and those of life are not identical, goodness in art and life alike consists in a balance of freedom and law. And it is in this sense that art can be seen "as one technique out of many for approaching a common field of truth," and "has a responsible and not unimportant place" (Mendelson, 2002, pp. 67, 35). In a review entitled "Authority in America" written in 1955, Auden wrote: "A good poem exhibits the kind of marriage between freedom and authority, far from tyranny as it is from anarchy, which one would like to see exhibited in personal and political life" (Mendelson, 2008, p. 526). An ideal relation of the poet to the metrical form of a poem is like that of the master to the servant – incidentally, the master-servant relationship is the theme of Auden's long essay "Balaam and His Ass" – as he wrote in *The Dyer's Hand*:

Rhymes, meters, stanza forms, etc., are like servants. If the master is fair enough to win their affection and firm enough to command their respect, the result is an orderly happy household. If he is too tyrannical, they give notice; if he lacks authority, they become slovenly, impertinent, drunk and dishonest. (Mendelson, 2010, p. 470)

Further, in a poem in which formal beauty and musicality dominate, the relationship between the formal elements is analogous to "family kinship":

Starting with the notion that masculine rhymes represent brothers, feminine rhymes sisters, refrains identical twins, one could

ask what verbal relationship would be equivalent to a second cousin once removed. From there one could go on to consider what discords correspond to marriage within the prohibited degrees, e.g. to marrying one's deceased wife's sister. (Mendelson, 2010, p. 115)

Beautiful as this kind of poetry – Ariel-dominated, as Auden called it – is, it is inadequate in that it fails to offer readers some truth about their life and the world around them. We also need Prospero-dominated poems "to provide us with some kind of revelation about our life which will show us what life is really like and free us from self-enchantment and deception, and a poet cannot bring us any truth without introducing into his poetry the problematic, the painful, the disorderly, the ugly" (Mendelson, 2010, p. 689)

Conclusion

Auden is a Prospero-dominated poet who tried to combine beauty and truth in his poems. Success in accomplishing this task demands a masterful handling of the relation between form and content in a poem. Probably the most versatile and resourceful among modern poets, Auden had tried his hand at almost all the available metrical forms, both ancient and modern, conventional and newly-invented, regular and irregular, and it is perhaps not too exaggerated to say that a history of English prosody can be written with examples drawn solely from the oeuvre of Auden. To the degree that it is a combination of concord and discord, the metrical form of Auden's poems has aesthetic values; to the degree that this combination can be used to suggest analogously the relation between, say, order and disorder, or nature and history, it has moral meanings, which teach important lessons about the relationship between freedom and necessity.

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Full-time Equivalent (fte) Students' Statistics: Computational Challenges and the Way Forward

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Abstract: Full-time Equivalent (FTE) students' statistics have been a major determining factor in the allocation of budget revenue to teaching departments at the Public Universities of Ghana. In the University of Education, Winneba (UEW), Ghana, the Planning Unit has been providing the Budget Unit of the Finance Section with the FTE statistics annually to facilitate the budget revenue allocation processes. In addition, staff vacancies are computed based on FTE statistics. The methods used to obtain the FTE statistics therefore need to be very accurate in order to ensure fairness. The paper offers explanation to the processes involved in FTE statistics computations and outlines some computational challenges. It further suggests directives on how the challenges could be minimised in order to obtain accurate statistics.

Key words: FTE statistics, budget revenue, accurate statistics

Abbreviations

AFUF	-	Academic Facility User Fees
CETDAR	-	Centre for Teacher Development and Action Research
FTE	-	Full-time Equivalent
NCTE	-	National Council for Tertiary Education
OSIS	-	Online Students' Information System
OECD	-	Organisation for Economic Co-operation and Development
STR	-	Student-Teacher Ratio
UEW	-	University of Education, Winneba

Introduction

Resource allocations to departments in tertiary educational institutions are often confronted with challenges with regards to the departmental workload and other factors considered in the allocations. The National Council for Tertiary Education (NCTE) has stipulated norms for budget revenue allocations to teaching and non-teaching departments in the public tertiary institutions of Ghana. In addition, allocations are made for acquisition of centralised goods and services (UEW Budget, 2014). FTE students' statistics as a measure of actual workload for teaching departments has been adopted as a determinant for the allocation of some components of budgetary revenue to teaching departments. In the case of University of Education, Winneba two main sources of budget revenues are allocated to teaching departments using FTE students' statistics - ten percent of Academic Facility User Fees (AFUF) and ninety percent of fifteen percent of government subvention for goods and services (UEW Budget, 2014). FTE students' statistics are also used in the computation of staff vacancies.

In the public universities of Ghana, students could register and take courses outside their main departments as part of their core subjects or elective subjects. Consequently, some departments could have a lot of students outside their mother department registering for their courses, especially if they run institutional required courses.

Other departments could also have a large number of student head counts, but if the students do not find the courses run by their mother departments to sufficiently prepare them for the job market, they tend to take other courses outside the departments. For that matter, student head counts in the various departments in most cases do not reflect the actual workloads of the departments. FTE students' statistics therefore provide a fair platform for determining actual workloads of the teaching departments.

In institutions where full-time and part-time programmes are run concurrently, departmental workloads are determined, using both the full-time students and part-time students' registration data. A conversion factor is used to determine the additional workload emanating from the part-time students. By NCTE convention, a part-time student contributes one-third of a full-time student's workload in a particular programme. According to Neumann (2013), the NCTE norms are quantified objectives for the higher education section delineated to facilitate efficiency in the operations of higher educational institutions in Ghana and the determination of funding requirement for higher education.

In the University of Education, Winneba, the Planning Unit has been tasked with the responsibility, among other functions to collect primary data from all teaching departments and compute the departmental workloads. The workloads could be calculated for the entire academic year, however due to the urgency to make the data ready to facilitate the budgeting processes which is normally done during the early part of the first semester, the first semester course registration data is used in the computations. The Planning Unit has been successfully delivering on this mandate over the past years. However, numerous challenges are often encountered in the data collection and computations. The paper therefore seeks to address the computational challenges and also provide a guide for subsequent FTE students' statistics computation exercises.

Definition of Full-Time Equivalent (FTE) student

The Organisation for Economic Co-operation and Development (OECD) defines a full-time equivalent (FTE) student statistics as a

measure that attempts to standardise a student’s actual course load against the normal course load. When actual course load information is not available, a full-time student is considered equal to one FTE student (OECD, 2012). Educational institutions often times compute the FTE students’ statistics for a whole department to determine the actual course load or workload on the department. The outcome of the calculation informs the staffing requirements of the department. It also serves as one of the determining factors for apportioning budget revenues to carry out activities by the various departments.

Objectives of the paper

The objectives of the paper are to:

1. Offer explanation to the FTE students’ statistics computations;
2. Identify and address the challenges in the collection of primary data for the FTE students’ statistics computations; and
3. Make recommendations for effective data collection for FTE students’ statistics computations.

Significance of the paper

It is expected that as departments understand how the FTE students’ statistics are computed and used, they would be well informed to provide accurate data to support the processes. The paper would also serve as an updated reference material for FTE students’ statistics computation

Full-time Equivalent FTE) students’ statistics computations

FTE students’ statistics are computed for a department, taking into account all the programmes run by the department. For each programme, the following data items are required:

- a)course code;
- b)course title;
- c)level of study of the course;
- d)credit hours assigned to the course; and the
- e)number of registered students for the course.

A format for data collection is shown in Table 1:

Table 1 Format for FTE data collection

Faculty:.....					
Department:.....					
Precise title of programme: (Eg. B.Ed. Basic Education).....					
S/N	Course Code	Course Title	Level	Credit Hours (C)	No. of Registered Students (Full-time) (R)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

The FTE students’ figure for a programme represented by ‘p’, run by a department represented by ‘D’, is calculated, using the formulas below:

$$1.FTE (Pi) = \frac{C_i R_i}{S_n}$$

$$2.FTE (D) = \sum P_i$$

where FTE (Pi) is the full-time equivalent students’ value for programme i,

FTE (D) is the Full-time Equivalent Students value for department ‘D’,

‘Ci’ is the number of credit hours assigned to the particular course,

‘Ri’ is the number of registered students for the particular course, and

‘Sn’ is the maximum class size allowed by the National Council for Tertiary Education (NCTE) norm to take the courses run by the department with respect to the discipline of the programme.

Thus, the summation of FTEs for all the programmes run by a department gives the departmental FTE students’ figure. The NCTE Student-Teacher Ratio (STR) norms (Sn) used is as follows:

- Social Science and Humanities - 27:1
- Business - 27:1
- Science - 18:1

- Applied Science, Technology and Health Science - 18:1
- Engineering - 18:1
- Pharmacy - 15:1
- Medicine - 12:1

Source: NCTE, 2012

These STR norms apply only to undergraduate programmes. By NCTE convention, the maximum class size permitted for a post-graduate programme is equivalent to two-third of the maximum class size permitted for an undergraduate programme run by the particular department. In that case, the post-graduate STR norms are given below:

- Social Science and Humanities - 18:1
- Business - 18:1
- Science - 12:1
- Applied Science, Technology and Health Science - 12:1
- Engineering - 12:1
- Pharmacy - 10:1
- Medicine - 8:1

Source: NCTE, 2012

FTE data collection challenges

The Planning Unit of the University of Education, Winneba over the years has been confronted with a number of data deficiencies which affect the FTE students’ statistics computations.

Some of these deficiencies are:

- i.failure by some departments to provide registered student numbers for some courses run by the department;
- ii.exclusion of level 400 students data by some departments because of the internship during the 1st semester of the final year of study;
- iii.unclear classification of the afternoon and evening programmes at the Kumasi Campus of UEW as full-time or part-time;
- iv.cases of non-scoring courses, for example Computer Technology and Social Media in Education (TEC 600) which could not be factored into FTE students' statistics computation due to the zero credit hours assigned;
- v.double capturing of some registered students by two different departments;
- vi.staff from some departments teaching courses in other departments;
- vii.low FTE figures for departments that run only post-graduate programmes because enrolment figures for post-graduate students are normally very low compared with undergraduate students' enrolment; and
- viii.departments which run sandwich programmes for a rather high number of students, for example, Departments of Early Childhood Education, Basic Education and Educational Administration and Management. FTE students' statistics is currently computed for only full-time programmes.

The FTE figures for the 2014/2015 academic year (Appendix A) shows some of the challenges indicated above. The challenges are discussed further in the subsequent sections.

Missing registered students numbers

Concerning the failure of some department in providing registered student numbers for some courses, the complaints have been that the departmental Examination Officers sometimes encounter difficulties in accessing the number of registered students from the Online Students Information System (OSIS). Ideally, Planning Unit would have obtained the course registration data directly from the OSIS system. Unfortunately, data obtained directly from OSIS in a previous attempt was not very helpful for the computation of the FTE students' statistics. The Planning Unit therefore decided to rely on the departments to assist to obtain accurate data, since the departments have the means to cross-check the data for any errors. An improved collaboration between Faculty and Departmental Examination Officers would help to resolve the challenge.

Exclusion of level 400 students

In the case of level 400 students, some students fail to register before embarking on the internship programme. Therefore, the departments concerned have difficulty to accurately obtain the total number of level 400 students in the departments. Sometimes the departments are compelled to use the student numbers as they were in level 300 as approximation with the assumption that all of the students proceeded to level 400. If all level 400 students are compelled to register before embarking on the internship programmes, this challenge would be addressed.

Classification of afternoon, evening and weekend

programmes

Some programmes run by the Faculty of Business Education, Kumasi Campus are run in the afternoons, evenings and weekends. However, it has not been made clear whether these programmes are classified as part-time or full-time. The classification would make it possible to use the appropriate methodology in arriving at the FTE students' statistics for the departments involved. As stated earlier, the workload of one part-time student is equivalent to one-third of the workload of a full-time student by the NCTE convention. The Academic Board needs to clearly specify whether the programmes concerned are considered as part-time or full-time programmes.

Non-scoring (zero credit) hour courses

Cases of non-scoring (zero credit hour) courses present a challenge in the computation of departmental FTE students' statistics. One such example is the Computer Applications course at the Winneba Campus of UEW. All postgraduate students are required to take TEC 600 course which obviously adds to the workload of the ICT Department. However, the zero (0) credit hour assigned to the course does not make it possible to be factored into the departmental workload computation, using the formula which uses credit hours as a multiplier. There is the need therefore to assign credit hours to even non-scoring courses so that workloads could be computed for the departments affected.

Double capturing of some registered students

It has been noted that some departments capture registration data of courses that are not run by them. With respect to FTE students' statistics computations, departments are supposed to capture only courses that are taught by lecturers of the departments. Any courses taken by the students outside the departments would be captured by those departments concerned since it adds to the workload of such departments.

Staff from one department teaching in other department(s)

Some departments, for example in the Faculty of Languages Education, UEW, have some of the lecturers teaching in other departments because of the introduction of subject combinations in the faculty. In that case, the faculty and departmental examination officers need to collaborate and apportion the course registration data to the department that the lecturers belong. Likewise, general education courses run at the Department of Psychology and Education, UEW are taught by lecturers from various departments and should be treated in a similar manner.

Low FTE figures for departments that run only postgraduate programmes

Over the years, departments that run only postgraduate programmes tend to have very low FTE figures which affect the budget revenue allocations to such departments. By the nature of the programmes, postgraduate programmes normally have low students' enrolment. Separation of budget allocation for postgraduate programmes from that of undergraduate programmes would go a long way to ensure that there is enough budget allocation for postgraduate programmes.

Conclusion

Full-time Equivalent (FTE) students' statistics gives the actual workload on the various departments in the University. Faculties,

departments, sections and units need to collaborate in the collation of course registration data submitted for computation of the statistics. It is also necessary that prompt responses are given to FTE data requests to enable the Planning Unit to complete the computations and submit to the Finance Section at the appropriate time to facilitate the budget processes.

Recommendations

The following recommendations have been made for consideration:

1. Students should be well educated and guided on the use of the OSIS for registration of courses to considerably minimise or better still eliminate course registration errors. Faculty and Departmental Examination Officers should cross-check course registration data entered by students to help clean up the data.

2. The faculty and departmental examination officers should collaborate in the collation of course registration data with regards to FTE requests. This would help to eliminate double capturing of courses and to assign courses to the appropriate department where the course lecturers belong.

3. Centre for Teacher Development and Action Research (CETDAR) should be strict on internship registration by level 400 students. A punitive measure will go a long way to persuade students to register. No registration means deferral of programme.

4. The Academic Board needs to clearly specify whether the afternoons, evenings and weekends programmes run by some faculties, specifically the Faculty of Business Education, Kumasi Campus are classified as full-time or part-time.

5. Departments need to assign credit hours to even non-scoring courses for the purpose of allowing for computation of workload to the departments concerned.

6. There is the need for separation of the budget revenue

Supposing the programme is science/technology based, the STR norm would be 18:1 for undergraduate programmes and 12:1 for postgraduate programmes. Thus the FTE for the undergraduate programmes would be given by the formula

$$\begin{aligned} \text{FTE}(u) &= \frac{\text{Sum}(C^*R)}{S_n} \\ &= \frac{5657}{18} \\ &= 315 \text{ (rounded up)} \end{aligned}$$

The FTE for the postgraduate programmes is given by the formula

$$\begin{aligned} \text{FTE}(p) &= \frac{\text{Sum}(C^*R)}{S_n} \\ &= \frac{106}{12} \\ &= 9 \text{ (rounded up)} \end{aligned}$$

Therefore the FTE for the department is given by

computation formula for undergraduate programmes from that of postgraduate programmes to pave way for adequate budget allocations for postgraduate programmes.

Example of FTE statistics computation

Table 2 shows a sample of course registration data obtained for the computation of FTE students' statistics for a department.

Table 2 Course registration data

Course Code	Course Title	Level	Credit Hours, C	Registered Students, R	C*R
ABC111		100	3	142	426
ACD111		100	3	76	228
ADA111		100	3	134	402
ADE111		100	3	121	363
ABC231		200	3	121	363
ACD231		200	3	121	363
ADA231		200	2	121	242
ANA231		200	3	30	90
ABA351		300	3	118	354
AFV352		300	3	118	354
DFV351		300	3	116	348
DFE352		300	3	118	354
NFH351		300	3	116	348
SSD352		300	3	118	354
DDF 401		400	6	89	534
SSF 403		400	6	89	534
SUM(C*R)					5657
RDS503		500	3	6	18
DFS503		500	2	5	10
DDF503		500	3	1	3
DDG501		500	3	1	3
EDS502		500	3	5	15
ESG501		500	3	7	21
HSC502		500	3	2	6
GHS503		500	3	5	15
HDS504		500	3	2	6
SHS801		600	3	1	3
EDF804		600	3	1	3
GSG805		600	3	1	3
SUM(C*R)					106

$$\begin{aligned} \text{FTE}(D) &= \text{FTE}(u) + \text{FTE}(p) \\ &= 315 + 9 \\ &= 324 \end{aligned}$$

A similar process is used to compute FTEs for all other programmes but the appropriate STR norms should be applied.

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The Influence of a Peripheral Cue on the Spatial-Numerical Association of Response Codes Effect: An Event-Related Potentials Study

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Abstract: Previous research has shown that numerical and spatial representations are inextricably linked. The spatial-numerical association of response codes (SNARC) effect reveals an association between numerical magnitude and lateralized motor responses with faster responses to digits when the reaction side is congruent with the digit position on a mental number line (e.g., a left-hand side response to a small magnitude) and slower responses in the case of incongruity (e.g., a left-hand side response to a larger magnitude). However, few studies have examined the influence of attention on numerical processing. We examined the electrophysiological correlates of conflict, which are linked to the facilitation and inhibition of the SNARC effect, to elucidate the relationship between the SNARC effect and visual orienting of attention elicited by a peripheral cue. Participants responded more quickly on congruent than on incongruent trials. The validly cued stimuli elicited enhanced N1, and P3 components compared to invalidly cued stimuli with a peripheral cue, indicating a support of attention when the target is presented in the cued location. Moreover, the congruency of the SNARC effect emerged in the early sensory (N1) component only in valid trials whereas, in the later P3, it occurred only in invalid trials. These results suggest that the SNARC effect is influenced by the orienting of attention, particularly in the early stages, and the orienting of attention contributes to the spatial representation of a task-related path.

Key words: SNARC effect; event-related potential; peripheral cue; visuo-spatial attention

Introduction

There is mounting evidence that number representation involves a spatial component (see Hubbard et al., 2005; Zorzi et al., 2002). The spatial-numerical association of response codes (SNARC) effect (Dehaene et al., 1993) is an example of the relationship between number magnitude and the spatial organization of mental representations. For instance, this effect arises in the parity judgment task, where the participant's responses to smaller magnitude digits, such as "1" and "2," are faster with the left hand (SNARC-congruence) than the right hand (SNARC-incongruence), whereas larger magnitude digits, such as "8" and "9," are responded faster with the right hand than the left hand. This effect occurs even when the processed numbers are totally irrelevant to the task (e.g., Fias et al., 2001, 1996; Lammertyn et al., 2002), and is independent of the stimuli modality (Fischer et al., 2009; Nuerk et al., 2005) and of the notation of the numbers (Ganor-Stern and Tzelgov, 2008; Jiang et al., 2010; Nuerk et al., 2005; Reynvoet and Brysbaert, 2004). Based on these studies and several other findings, the SNARC effect is widely interpreted as being represented along a left-to-right oriented mental number line (MNL), automatically elicited by

numerical stimuli (Dehaene et al., 1993). Despite extensive research in this field, the nature of the SNARC effect is still debated. One possible reason is that most studies explore the effect only using reaction time from behavioral aspect, and very few studies combine the external behavior result with event-related potential (ERPs) indices which have a high time resolution to see the internal processing stages. We will expect more interesting results in our study to better understand (by) the method of ERPs.

The MNL, as a spatial explanation of the SNARC effect, is considered to originate from semantic memory of number magnitude, depending on culturally determined reading habits (Dehaene et al., 1993; Roettger and Domahs, 2015; Shaki and Fischer, 2008; Shaki et al., 2009; Zebian, 2005). However, a number of reports show that the associations between numbers and space are more flexible than one would expect from a long-term semantic memory representation. It has been shown that the SNARC effect is range-dependent (Dehaene et al., 1993; Fias et al., 1996). For instance, the numbers 4 and 5 elicit left faster than right responses when the numbers range from 4 to 9, and elicit right faster than left responses when the numbers range from 1 to 5 (van Dijck et al., 2011). In addition, the dual-route model (Gevers et al., 2006) assumes that there are two routes in the

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SNARC effect: the automatic route (magnitude information is automatically activated through the magnitude field up to the level of response activation) and the task-related path (the activation that specifically codes for the task instruction is sent through the parity field). This hypothesis indicates that the spatial coding is not inherently associated with numbers but (that it) is constructed during task execution (Fischer, 2006; Fischer and Shaki, 2010; Treccani and Umiltà, 2011), and suggests a crucial role of working memory (WM; van Dijck et al., 2011). Based on the dual-route model, we believe that the SNARC effect would only emerge when the two routes are incongruent at the same time in spatial representation, and orienting of attention would influence the task-related path related to WM rather than the automatic route related to magnitude information.

Regarding to aspects of the stage and source of the SNARC effect, several electrophysiological studies have examined the lateralized readiness potential in a parity judgment task of the SNARC effect. The SNARC effect began to emerge, at least partly, in a response-related processing stage prior to response preparation and execution; more specifically, in a response selection stage instead of the early perceptual or representational stages of numerical magnitude (Gevers et al., 2006; Keus et al., 2005). However, it remains unclear whether the response-selection stage is best characterized as a unitary or multiple construct (Jennings and van der Molen, 2005). In summary, previous studies, such as Keus et al. (2005) and Gevers et al. (2006), suggest that an association between numbers and space can be detected at the response stage, but additional research is required to determine whether such an association is also reflected in the earlier stages when participants are initially attracted to the target stimuli after the presentation of an attentional cue.

The orienting of visuo-spatial attention is often studied using the Posner paradigm (or spatial cueing paradigm), (Posner et al., 1984, 1980), which includes central cueing and peripheral cueing, and involves two different mechanisms of attention shifts. Specifically, central cueing is associated with voluntary (or endogenous) attention shifts, and peripheral cueing is linked with involuntary (or exogenous) attention shifts (Briand and Klein, 1987; Jonides, 1981; Müller and Rabbitt, 1989). Fisher et al. (2003) have focused on the relationship between the SNARC effect and orienting of attention, adopting the Posner paradigm to explore whether the representation of numbers could induce shifts of attention to the location of the subsequent target. They found that small/large Arabic numbers presented centrally as a cue speeded up the detection of left/right lateralized targets, even though the cues were non-predictive of the target side and task-irrelevant. Compared with central cueing, peripheral cueing triggers a faster automatic shift of attention. However, very few studies have focused on the relationship between the SNARC effect and involuntary attention, and the influence on the SNARC effect induced by peripheral cueing.

Event-related potentials (ERPs), which permit the observation

of the time course of cognitive processes (Luck et al., 2000), are an important method for investigating visuo-spatial attention and numeral processing. Several experimental studies have explored different ERP components (N1, and P3) of spatial attention. The first of the most important components that we focus on, which is related to spatial attention, is the N1. The N1 is a negative ERP component peaking approximately 150 ms with an occipital scalp distribution, reflecting an attentional effect of enhanced processing of stimuli at the attended location (Luck et al., 1995, 1994). Doallo et al. (2005) also suggest that peripheral cueing elicited stronger effects of cue validity on N1 at 300 ms SOA (stimuli onset asynchrony). Furthermore, the P3 component is a later stage of processing, which is modulated by visual attention (Hopfinger et al., 2006, 2001, 1998). Different temporal windows have been reported for this component depending on task demands and experimental paradigms. The modulation of the amplitude of this component is also dependent on the process being measured. However, the functional significance of these ERP components evoked by the SNARC effect is not yet well established. In order to shed light on the relationship between the SNARC effect and executive attention, Gut et al. (2012) focused on the executive attention evoked by the parity judgment task to examine the congruency effect in various ERP components of the SNARC effect. They found that the congruency effect of the SNARC was reflected in early sensory (N1, N2) components above the parieto-occipital and frontal regions, as well as in the later P3 component above the centro-parietal areas.

Based on the review of the literature that examines ERPs of the SNARC effect, most of the studies that focused on the stage of SNARC processing indicated that the SNARC effect is associated with the response-selection stage. In contrast, others studies that have investigated the orienting of attentional engagement by measuring ERPs using the central cueing of Posner paradigm, but induced by digit cues, have demonstrated SNARC effect in the larger amplitude of both the sensory P1 and cognitive P3 (Ranzini et al., 2009; Salillas et al., 2008). Very few studies have focused on the relationship between the SNARC effect and orienting of attention induced by peripheral cueing. As such, our goal was to focus on the relationship between the orienting of attention and the SNARC effect. To accomplish this, we used the peripheral cueing of the Posner paradigm (Posner, 1980) to elicit involuntary attention, in order to investigate the influence on the SNARC effect. We expected that N1 and more ERP components of the SNARC effect would be found in our study indicating a support from attention. We were also interested in the orienting attention effect elicited by the peripheral cueing and the parity judgment task, and in comparing our results with those of previous reports.

Method

Participants

16 college students (19–28 years; mean = 23.75 years; 9 males) participated in the experiment. All of the participants were healthy,

right-handed, and had normal or corrected-to-normal vision. No participants reported a history of neurological problems. All experimental work was conducted in accordance with the ethical standards set forth by the APA and the World Medical Association and was approved by the local ethics committee. Participants were compensated monetarily.

Stimuli and apparatus

Participants were comfortably seated approximately 50 cm from the computer screen and were instructed to fixate on the center of the screen. The stimuli consisted of four white Arabic numbers (1, 2, 8, and 9; 5 mm in diameter) presented in a black disk (6 mm in diameter), which was in a black circular ring (12 mm inside diameter, 15 mm external diameter). From an average viewing distance of 47 cm, the digit resulted in a visual angle of 0.7° . Each digit was presented on a 17 in. (43 cm) LED screen with 1024×768 pixels resolution and a 60 Hz refresh rate. Participants responded using the “F” and “J” keys (with the left and right hand, respectively) of a standard computer keyboard.

Procedure and experimental design

Each trial started with a central fixation point (a black cross sign, 3×3 mm, extending 0.4° vertically and horizontally) that was presented for 300 ms. Following an interval of 400 ms, an black circular ring (12 mm inside diameter, 15 mm external diameter) was flashed red either on the left or right for 100 ms (each with a probability of 0.50) as a peripheral cue. The cue correctly indicated target location in 75% of trials (i.e., cue validity 75%; valid trials). The interval from cue onset to target onset (stimulus onset asynchrony) was 300 ms. Then, one of four digits was presented and remained in the left or right visual field until participants pressed a key (maximum 1000 ms). Afterwards, the screen remained blank for 1000 ms before the next trial started. The participant’s task was to judge the parity of the target digit as quickly and accurately as possible by pressing the “F” key with the left hand when the target digit was odd, and the “J” key with the right hand in the case of an even target digit. The trial was defined as congruent when the response side (left or right) was in accordance with the location of the target digit on the MNL, and as incongruent in the opposite case. The numbers “1” and “2” are low-magnitude digits (and are thought to be located on the left side of the MNL) and the numbers “8” and “9” are high-magnitude digits (and are thought to be located on the right side of the MNL). Thus, there were four types of trial: congruent with the low-magnitude digit (in the case of “1” as the target digit), incongruent with the low-magnitude digit (with “2” used as the target), congruent with the high-magnitude digit (with “8”) and incongruent with the high-magnitude digit (with “9”). The experimental procedure is illustrated in Fig. 1. The set of 1024 trials was divided in eight blocks of 128 each. Half of the trials were congruent and the other half were incongruent. There was the same number of 7 trials (256) for each of the four digits. Of the 128 trials per block, there was 75% cue validity. Each block lasted approximately 7 min and a short rest period was provided between

blocks. The order of the trials was randomized and the participants familiarized themselves with the task and stimuli by performing a short training block of 20 trials.

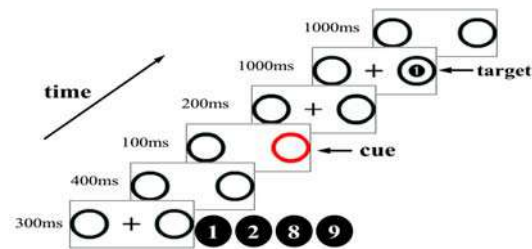


Fig 1 Schematic illustration of the behavioral procedure in a trial

ERP recording and analysis

The electroencephalography (EEG) was recorded from 64 scalp sites by active electrodes attached to an electrode cap (NeuroScan Inc.), with the reference electrode on the CZ. For artifact control, the horizontal electro-oculogram (HEOG) was recorded as the left versus right orbital rim. The vertical electro-oculogram (VEOG) was recorded supra- and infra-orbitally at left eye, to detect blinks and vertical eye movements. The EEG and EOG activities were amplified with a DC 100 Hz bandpass filter and continuously sampled at 500 Hz/channel. All electrode impedances were maintained below 5 k Ω . The ERP averages were computed off-line, and trials with EOG artifacts (mean EOG voltage exceeding ± 80 μ V), amplifiers clipping artifacts, or peak-to-peak deflection exceeding ± 80 μ V were excluded from averaging. The baseline was set from -200 to 0 ms before the cue onset. Error trials were excluded from the ERP averages.

ERP waveforms were time-locked to the onset of cue and the average epoch was 1300 ms, including a 200 ms pre-cue baseline, 300 ms cue-to-target as a SOA and 800ms average epoch elicited by targets. The following four electrode sites were selected for statistical analysis: PO5, PO6, CP5, and CP6, including the parieto-occipital, and centro-parietal regions. The early N1 components were defined as the most negative (N1) deflections in the range of 180–210 ms. The P3 component was defined as the most positive deflection in the range of 380–420 ms. Repeated measures analysis of variance (ANOVA) were conducted on the amplitudes with electrode as the within-subject factor. The degrees of freedom for the F-ratio were corrected according to the Greenhouse-Geisser method in necessary analyses.

Results

Behavioral results

Misses (less than 1% of trials) and reaction times (RTs) faster than 300 ms and slower than 1000 ms were excluded from the analyses. The average correct rate was 95.92% ($SD = 0.04$). Repeated measures ANOVAs were computed on the RTs with cue validity (validly cued targets/invalidly cued targets), magnitude (small/large), and response hand (left hand/right hand) as factors.

There was a significant main effect of cue validity ($F(1,15) = 86.725, p < 0.001, \eta^2 = 0.85$), showing that RTs were significantly faster for validly cued targets than for invalidly cued targets for

peripheral cues. Separate analysis of each cue-validity condition revealed that the interaction between magnitude and response side on RTs persisted for validly cued targets ($F(1,15) = 39.36, p < 0.001, \eta^2 = 0.72$) and invalidly cued targets ($F = 9.19, p < 0.01, \eta^2 = 0.38$). For validly cued targets, the small magnitude (“1” or “2”) left-hand responses were 49 ms faster (25 ms for invalidly cued targets) than for the right-hand responses, whereas for the other magnitude (“8” or “9”), right-hand responses were 52 ms faster (18 ms for invalidly cued targets) than for the left-hand responses. These data indicate that there is a clear SNARC effect on RTs for the different cue-validity conditions, but more significant effects seem in the cue-validity condition.

In order to consistent with the ERP data in our study, the SNARC effect could also be seen in the difference between congruent and incongruent trials. To examine the effect of congruency (congruent/incongruent) and cue validity (validly cued targets/invalidly cued targets), the RTs were submitted to a two-factor repeated measures ANOVA with congruency and cue validity as the within-subject factors. The ANOVA showed a significant main effect of congruency, with slower RTs for incongruent than congruent trials ($F(1,15) = 26.15, p < 0.001, \eta^2 = 0.636$). There was also a main effect of validity condition with slower RTs for invalidly cued targets compared with validly cued targets ($F(1,15) = 87.45, p < 0.001, \eta^2 = 0.85$). More detailed results were illustrated in Fig. 2.

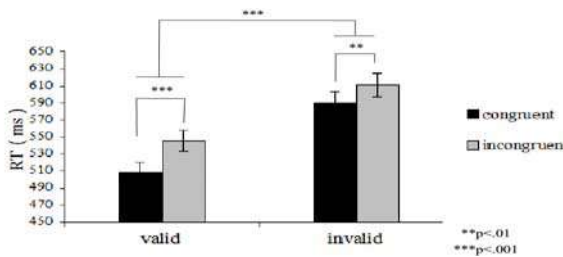


Fig 2 The interaction of cue validity and congruency for

----- congruent of valid cue
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 ----- congruent of invalid cue
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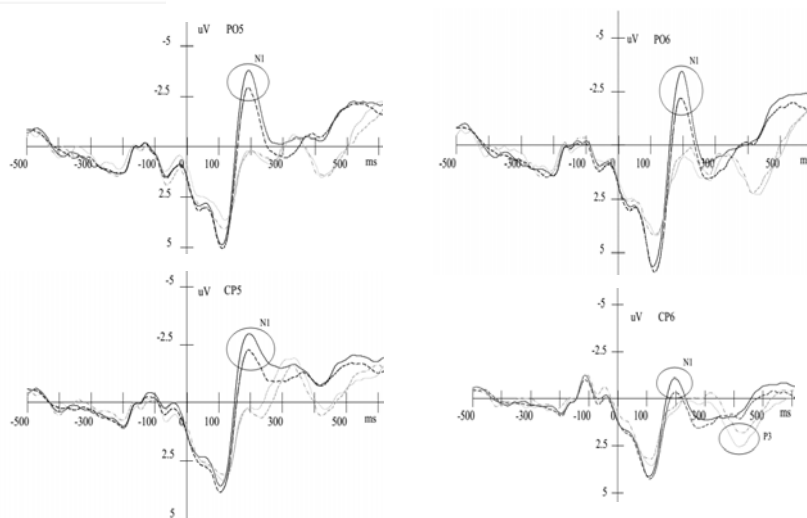


Fig 3 Averaged event-related potentials of the N1 and P3 components for the effect of congruency in the valid cue trials (black lines) and invalid cue trials (gray lines) at the CP5, CP6, PO5, and PO6, electrode sites. Ellipses point out the components, when the

the mean reaction times (RTs). The graph presents the mean RTs obtained for congruent trials (darker bars) vs. incongruent trials (lighter bars), illustrated separately for valid cue trials (left) and invalid cue trials (right). Error bars represent the standard error of the mean.

ERP analysis

The effect of attention

We investigated the N1, and P3 components to examine the effect of attention. There was a significant difference in the N1 amplitude of the recording signal at CP5 ($F(1,15) = 10.59; p < 0.01, \eta^2 = 0.41$), CP6 ($F(1,15) = 13.37; p < 0.01, \eta^2 = 0.47$), PO5 ($F(1,15) = 17.34; p < 0.01, \eta^2 = 0.54$), and PO6 ($F(1,15) = 18.26; p < 0.01, \eta^2 = 0.55$), because of the greater amplitude in the valid cue compared to the invalid cue condition. Moreover, significant differences in the P3 amplitudes were observed from the CP6 ($F(1,15) = 8.56; p < 0.01, \eta^2 = 0.36$), PO5 ($F(1,15) = 6.92; p < 0.05, \eta^2 = 0.32$), and PO6 ($F(1,15) = 9.85; p < 0.01, \eta^2 = 0.40$), with both amplitudes being greater for the valid cue than the invalid cue.

The effect of congruency

Separate analysis of each cueing condition for the effect of congruency at CP5, CP6, PO5, and PO6, revealed that the N1 amplitude was greater in incongruent than congruent trials in the validly cued trials ($F(1,15) = 39.83; p < 0.001, \eta^2 = 0.73$) but not in the invalidly cued trials ($F(1,15) = 0.97; p > 0.05, \eta^2 = 0.00$). Both of the N1 components congruency \times electrode sites interaction was not significant.

The effect of congruency was also visible in the P3 amplitude in the invalid cue condition at CP6 ($F(1,15) = 4.82; p < 0.05, \eta^2 = 0.24$), with greater amplitudes seen in the incongruent trials compared to the congruent trials, but not in the valid cue condition (see Fig.3 for the effect of congruency).

effect of congruency was revealed in particular electrodes.

Discussion

In this study, we explored the SNARC effect from the perspective of attentional orienting with an emphasis on a peripheral cue's influence on the conflict of the SNARC effect rather than employing a number as a cue that influences attentional allocation (Dodd et al., 2008; Fischer et al., 2003; Ranzini et al., 2009; Salillas et al., 2008). For this experiment, we examined the effects of the number magnitude and spatial response congruency on behavioural and psychophysiological indices, and found as expected, a early N1 component in the SNARC effect under a support of the attention.

As in previous RT studies, our behavioural data showed that participants were significantly faster at responding to targets in validly cued locations than in invalidly cued locations. This result indicates that a peripheral cue is more effective in orienting attention to the cued location when it provides information about the probable location of the target (Doallo, 2004). Although, there were significant effects of congruency for both the valid and invalid cues, we still obtained a more obvious effect in valid cue condition than invalid, indicating a support induced by peripheral cue to the SNARC effect. In short, the behavioural data indicate that a peripheral cue speeds up the response time to targets in validly cued locations, and has some influence on the SNARC effect. However, what are these influences on SNARC effect? Relevant electrophysiological indicators were used to further explore the internal mechanism of the SNARC effect and may tell us more.

Based on previous ERP studies of attention (Doallo, 2004, 2005; Eimer, 1997; Hillyard, 1998; Hopf, 2000; Luck, 1994; Mangun, 1993, 1991), we investigated the N1, and P3 components in different cue-validity conditions and showed the effects of validity with peripheral cueing. All of the amplitudes (N1, and P3) were enhanced in valid trials compared to invalid trials. These ERP results are consistent with the facilitation of RT in valid trials. In order to reveal the relationship between the orienting of attention and the SNARC effect, we further investigated the effect of congruency in different cue-validity conditions. The first manifestation of conflict of the congruency was observed in the enhanced N1 amplitude in only the valid cue condition rather than invalid cue condition. In addition, markers of conflict processing were detected in the P3 component in only the invalid cue trials, and not in the valid cue trials.

The effect of cue validity on N1 amplitude, which has been previously observed in several peripheral cueing ERP studies (Mangun et al., 1986; Mangun and Hillyard, 1991), has been interpreted in terms of a sensory gain control mechanism in the extrastriate cortical structures, resulting in enhanced perceptual processing of validly cued targets (Luck and Hillyard, 1994; Mangun and Hillyard, 1990). Within this model, it can be suggested that these ERP data provide evidence that peripheral cueing leads to the facilitation of the perceptual processing of stimuli presented in cued locations. This sensory gain may be responsible for the RT benefits in behavioral execution (Doallo, 2004, 2005).

Providing an interpretation of our ERP data of congruency in

different attention conditions is a challenge because there is little knowledge about the role of these stages in the processing of conflict tasks in the SNARC effect. Still, our results are basically consistent with the ERP data of Gut et al. (2012), which was obtained in a study of the relationship between the SNARC effect and executive attention, and show that the congruency effect is reflected in the early sensory (N1) component. However, the discovery of the early N1 effect differs from the result of Keus (2005), which suggests that the SNARC effect begins to emerge in a response-related stage, and not in an early sensory-related stage. One possible reason is that the orienting attention paradigm is used in our study, providing support for the cognitive resources. Additionally, the gain effect of attention might have an influence on the SNARC effect in two ways: on the one hand, directly speeding up the digital representation of the space (e.g., MNL), and on the other hand indirectly influencing the SNARC effect by working memory. Other previous studies have shown that the SNARC effect disappeared when the working memory load was higher (e.g., Herrera et al., 2008; van Dijck et al., 2011, 2009), which indicated that working memory has a key role in the SNARC effect. In addition, visual selective attention can promote the information transformation from perceptual representation into working memory representation (Cowan, 2001, 2008; McElree, 2001, 1998; Oberauer, 2002) to improve the storage performance. Therefore, we reason that attention not only provides the support for the sensory processes but also reduces the load of working memory, promoting the SNARC effect that is produced much earlier.

The effect of cue validity on P3 amplitude in our results is consistent with that of studies where the degree of attention to the location of the target gradually increases the amplitude of the P3 (Mangun and Hillyard, 1990). A number of factors are known to influence P3 amplitude, such as the amount of attention resources necessary to perform a task, working memory updating, and decision-making (Bashore and van der Molen, 1991; Donchin and Coles, 1988; Kok, 2001). These findings suggest that involuntary attraction of attention by a peripheral cue results not only in improved sensory processing but also contributes to the use of endogenous resources, such as working memory, at the cued location after presentation of the cue.

The effect of congruency on the P3 component was found in only invalid cue trials at CP6, which possibly signals a delayed effect because of lack of the relevant support of attention in the SNARC effect. We now consider what is influenced by the lack of attention in the internal mechanisms of the SNARC effect. According to the dual-route model of the SNARC effect (Gevers et al., 2006), we can reason that two kinds of conflict of spatial position representation exist at the same time, which result in the appearance of the SNARC effect. One is the digital representation in the MNL (smaller magnitude on the left, larger magnitude on the left), which is automatically activated and related to the automatic route, taking up few cognitive resources. The other is the task-related path, which is activated by the relevant task instruction (e.g., odd-left hand,

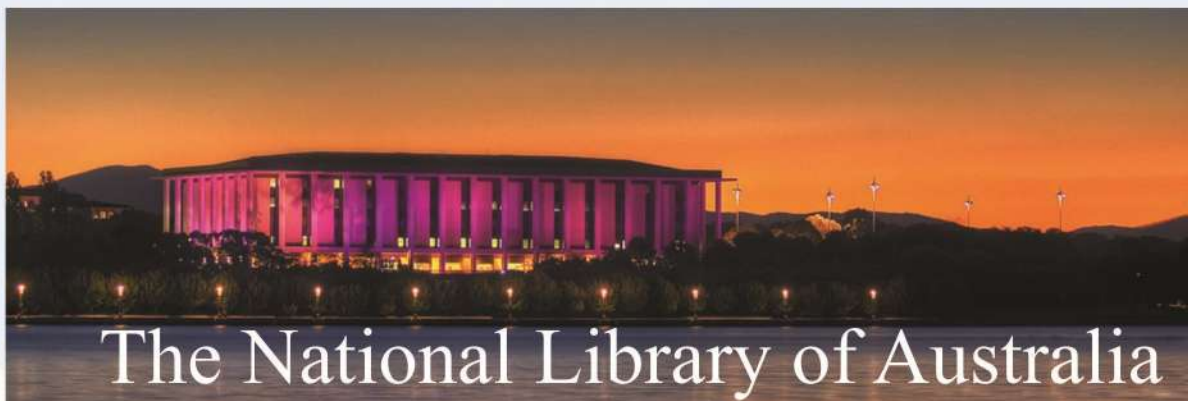
even-right hand) and related to more endogenous factors, such as the task instruction, parity knowledge, and position of spatial representation in working memory inevitably demanding more cognitive resources. As a result of lacking of attention in the invalid cue, leading to the delay in the SNARC effect, we believe that the task-related path is mainly subject to the cognitive resources of attention, rather than the automatic route. With the recovery of cognitive resources, the congruency effect of the SNARC effect emerges on the P3 component.

In conclusion, using an electrophysiological method, we found that a peripheral cue indeed has a visible influence on the SNARC effect in the N1 and P3 components. In the valid cue trials, the congruency of the SNARC effect emerged in an early sensory (N1) component, reflecting a facilitation by attention of the target location, whereas in the invalid cue trials, the congruency effect was postponed to the later P3 component. These results suggest that the SNARC effect is influenced by the orienting of attention, particularly in the early stages, and we believe that the orienting of attention contributes to the spatial representation of the task-related path.

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