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The Teacher Development in Physical Education:

A Review of the Literature

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Abstract

The purpose of this article was to provide a review of the research on the professional development of physical education (PE) teachers. The structured approach (Erich, Hansford and Tennent, 2004) was used for the search and analysis of literature. First, searching through computerized education databases, a total of 56 research-based articles were included in this review. Second, demographic data were summarized and analyzed according to the geographic distribution, study periods, research method, research design, and participants. Third, a review and analysis of the findings from these studies were presented according to three themes: impact of PE teacher development, types of PE teacher development, and influencing factors. The article concluded with a discussion of key issues in three themes and the recommendation for the future research.

Keywords: Professional development, Physical education, Teachers, Impact

1. Introduction

The professional lives of teachers have significantly changed during the past decade. Education reforms and information technology have brought fresh knowledge which has challenged the nature of schools. One of the key elements in most of these reforms is the professional development of teachers (Kirk, 1998). Many researchers have pointed out that the improvements in the quality of teachers' instruction and pupils' learning are, to some extent reliant upon improvements in the quality of teachers' professional learning (Borko, 2004; Fishman, Marx, Best, and Tal, 2003; Reynolds and Teddlie, 2000). Meanwhile, societies are acknowledging that teachers are not only one of the 'variables' that need to be changed in order to improve their education systems, but are also the most significant change agents in these reforms. This double role of teachers in educational reforms being both subjects and objects of change makes the field of teacher professional development a growing and challenging area, and thus has received significant attention over the past few years (Villegas-Reimers, 2003).

In order to contribute to the knowledge base of educators, policy makers, teacher educators, and administrators who are engaged in the process of teacher education and development, numerous studies have been done on the professional development of teachers. These studies indicated not only the positive relationship between professional development program and teachers knowledge, belief, and teaching behavior but also the effect of teacher development on the learning performance of students (Hart and Lee, 2003; Huffman and Thomas 2003; Supovitz and Turner, 2000).Meanwhile, the professional development of teachers is influenced by some social and cultural issues including district policy, leadership, school culture, and computer technique. Some research evidence was presented to illustrate teacher development in cultural and social settings (Moore, 2000; Cohen and Hill, 2000). More recently, the professional community has gained popularity as a promising strategy to improve the quality of teacher education (Darling-Hommond and Bransford, 2005). A growing number of studies prompting the values of collaborative

professional learning communities emerged to show that collaborative learning contributed to the improvement of teachers learning and instruction (Wray, 2007; Glazer and Hannafin, 2006; Burbank and Kauchak, 2003; Louis and Marks, 1998). A large number of research studies have been reviewed. Villegas- Reimers (2003) presented an informative and detailed review of the recent international literature published on models, factors and case studies of teacher professional development. Guskey (2003) analyzed 13 of the characteristic of "effective professional development" to determine if they were derived through similar procedures, based on similar frames of reference, and included the same elements of characteristics. These reviews provided a general picture of the research on professional development of teachers.

Compared with the research on professional development of teachers in other educational fields, research development on PE teachers has been slower. Before 1990, few studies were conducted that focus on the teacher development in the PE area. However, after 1990, several investigations emerged (e.g., Armour and Yelling, 2004; Bechtel and O'Sullivan, 2006; Dowling, 2006; Cothran, 2001; Curtner-Smith, 1997; Donnelly, Helion and Fry, 1999). These studies have addressed teacher change on beliefs, teaching behavior, and experience, continuous professional development, and professional community, by which abundant evidence was offered to demonstrate the nature, characteristics, and impact of the professional development of PE teachers. Several researchers tried to figure out the current status and developmental trend in PE teacher development reports. Bechtel and O'Sullivan (2006) reviewed some of the theoretical frameworks for research on professional development conducted in education and PE settings and also identified key findings that have affected physical educators as they participated in professional development programs. Armour and Yelling (2004) summarized the continuing professional development theory and research to develop a more effective model for the PE professional development provision. However, these reviews covered only one or two perspectives of PE teacher development rather than the overall PE teacher development research area. Furthermore, there is no paper reviewing the current reports on PE teacher development in a systematic way. Thus, the purpose of this study is to review the theories and research findings of studies on PE teacher development from 1990 to 2008 systematically. It is anticipated that this review will help in understanding the contribution of PE teacher development and offer guidance for future research on professional development programs for PE teachers.

2. Method

2.1 Search Method

A structured approach was used to search literature and synthesize findings in this review. It follows standard principles and procedures as in the "*Formal Mentoring Programs in Education and Other Professions: A Review of the Literature*" by Ehrich, Hansford and Tennent (2004). Computer searches of CSI Illumina (ERIC, Education), EBSCO (Professional Development Collection, Vocational and Career Collection), ISI Web Knowledge (Social Citation Index Expanded; Social Sciences Citation Index; Arts and Humanities Citation Index) and SPORT Discus from 1990 to 2008 were conducted. The search keyword string was 'physical education AND (professional development OR teacher development OR teacher education OR teacher learning OR teacher change)' which appeared in the title, abstract or keyword fields. After all electronic searches were completed, the total number of identified articles from these databases was at 917 .The bibliographic details and abstracts of all the initial 'hits' were exported from each database and imported into EndNote, and duplicate references were removed. After removing duplicates, the count was reduced to 358 articles.

Inclusion criteria were as follows: a) the title and abstract of each entry were read. Articles which are related to professional development of PE teachers were identified, and other unrelated literatures were excluded; b) articles written in English were included, therefore excluding non-English studies; c) Published articles were included, thus unpublished dissertations and conference proceedings were excluded; d) Studies which report the original research findings were included, thus literature review and comments were excluded. e) Studies employing quantitative or qualitative methods were include. After trimming, the final number of articles included in the analysis was down to 56. Online and library searches for the full text of these 56 studies were conducted. Articles not available in the library of the Chinese University of Hong Kong were requested from other libraries in local universities.

2.2 Data Presentation and Analysis

Demographic data of these studies were summarized, which included the geographical location, period of the study, participants, research themes and research methods. The geographical location was summarized into the countries and continents where the study was conducted. The period of study was categorized as 1990-1994, 1995-1999, 2000-2004, 2005-2008. The number of studies and research themes in each session were identified to explore the research focus in different periods. The research participants were split into the three groups including pre-service teachers and in-service teachers and other participants including cooperative teachers and teacher educators. Additionally, research methods were categorized into qualitative methods and quantitative methods. Furthermore, according to the research methods, the summary of different research design was also presented.

Based on the Villegas-Reimers's (2003) international review on professional development, the research findings of these reviewed articles was classified as three parts: a) impact of PE teacher development; b) types of effective PE teacher development; c) influencing factors of PE teacher development. Each part was summarized as studies on pre-service teachers, in-service teachers and or cooperative teachers. Some detailed information including literature sources, participants and findings was presented in each part for the necessity of following the discussion.

Lastly, as an effective synthesis method of qualitative and quantitative evidence, content analysis was employed to identify underlying themes or categories in this review (Dixon-woods, Agarwal, Jones, Young and Sutton, 2005).

3. Results

3.1 Demographic Data

The distribution of geographic location, period of study, research method, research design, and participants were summarized in Table 1. A total of 56 studies were included in this review. These studies came from four continents. Most studies were conducted in North America (64.3%) and Europe (28.6%). On the other hand, few studies were from Australasia (1.8%), and Asia (5.3%). The results showed that most of the studies were conducted in USA (62.5%), followed by the UK (17.9%), Ireland (3.6%), Hong Kong (3.6%), Australia (1.8%), and Canada (1.8%) .

Qualitative method was a major research method which was employed in 48 studies (85.7%), in which, data were collected by interview, observation or from documents in 27 studies (48.2%), followed by mixed method (12 studies, 21.4%), case study (8 studies, 14.3%) and life history (1 study, 1.8%). Quantitative method was applied in 8 studies (14.3%), in which, a cross-sectional design was used by five studies (8.9%), followed by experimental design (3 studies, 5.3%).

The majority of the studies were published in two periods: from 1995 to 1999 (22 studies, 39.3%), and from 2005-2008(19 studies, 33.9 %). While a small group of studies appeared in the other two periods: from 1990-1994 (8 studies, 14.3%), and from 2000-2004 (7 studies, 12.5%). During the period from 1990 to 1994, 40% of the studies focused on the impact of PE teacher development, while one study (10%) identified PE teacher development models. From 1995 to 1999, the number of studies increased to a total of 22 studies. Influencing factor was identified in half of the studies (12 studies), followed by the topic of impact of PE teacher development (eight studies, 33.4%), PE teacher development models (two studies, 8.3%).. Notably, there was a temporary drop on the number of studies during the period from 2000 to 2004, in which the impact of teacher development was shown in five studies (71.4%), and PE teacher development models in two studies (28.6%). It is important to note that there was no study on influencing factors. After 2004, the number of studies increased drastically with a total of 19 studies published in less than four years. PE teacher development models were identified in nine studies (47.4%), followed by impact of teacher development (five studies, 26.3%), and influencing factors (five studies, 26.3%).

Furthermore, 35 studies (62.5%) focused on in-service teachers, 18 studies (32.1%) on pre-service teachers, while three studies (5.4%) on cooperating teachers, or covered two or three different groups of teachers.

3.2 Impact of PE Teacher Development

A total of 22 studies aimed to examine the impact of PE teacher development. The majority of studies (13 studies, 59%) examined the effects on pre-service teachers. Other six studies (27.3%) illustrated the impact on in-service teachers. The remaining three studies (13.7%) included cooperative teachers or covered the pre-service teachers and in-service teachers. Some issues of these studies including research resources, intervention, participants in these reviewed studies were presented in Table 2.

3.2.1 Pre-service teachers

Thirteen studies examined the effects of professional development on pre-service PE teachers. Seven studies (53.8%) focused on the program contributing to teacher classroom practice, in which, different courses have been proposed for different purpose. For example, a critically oriented physical education course improved teachers' understanding of the goals, curricula and pedagogy of subjects (Curtner-Smith, 2007), whereas a school-based practice teaching course refined pre-service teachers' instruction and skill practice (Lounsbery and Sharpe, 1999). Three studies (23.1%) provided evidence for the link between teacher development and PE teachers' reflection. In this group of studies, a variety of strategies were proposed to prepare teachers to become more reflective. These include: a) a field-based elementary physical education methods course (Sebren, 1995), and; b) teaching portfolio (Senne and Rikard, 2002; Senne and Rikard, 2004). The other two studies (15.4%) reported that professional development program enable PE teachers to hold more positive attitude for teaching (Light and Georgakis, 2005; Xiang, Lowy and McBride, 2002). Lastly, the remaining one study (9.7%) conducted by Bolt (1998) reported that a teaching method on case discussion promotes teachers' cognitive growth.

3.2.2 In-service teachers

Six studies examined the effects of professional development on in-service PE teachers. Results of three studies (50%)

reported that in-service teacher training program has a positive impact on teachers' beliefs and attitude for teaching and curriculum change (Deglau and O'Sullivan, 2006; Ha, Lee, Chan and Sum, 2004; Keay 2006b). Other two interventions (33.3%) including a workshop focused on critical thinking teaching methodology and a training program with follow-up consultation were used to influence the teachers' classroom practice (Donnelly, Helion and Fry, 1999; McKenzie, Sallis, Faucete, Roby and Kolody, 1993), wherein one program enabled teachers to modify their instruction to promote critical thinking in PE class, while the other program helped teachers to offer more effective classes. The remaining study (16.7%) conducted by Ince, Goodway, Ward and Lee (2006) focused on the teachers' technological competence. The results indicated that a technology-focused professional development program help teachers in enhancing their technological competence.

3.2.3 Pre-service teachers and in-service teachers

Two studies included two or three groups of participants (Fejgin and Hanegby, 1999; Martin, McCaughtry, Kulinna, Cothran and Faust, 2008). For example, a mentoring-based professional development program which involved fifteen experienced teachers and fifteen inexperienced protégé teachers was observed to improve the two groups' pedometer and computer efficacy (Martin et al, 2008).

3.2.4 Cooperative teachers

One study conducted by Tannehill and Zarajsek (1990) examined the effects of self-directed training program on cooperating teacher behavior. Their research results suggested that trained cooperative teachers gave more substantive feedback and provided student teachers more frequent supervisory intervention than untrained cooperative teachers

3.3 Types of PE Teacher Development

Fourteen studies aimed to identify the nature and characteristics of effective PE teacher development models. Eleven studies described the professional development types of in-service teachers, while three studies focused on pre-service teachers. Based on Villegas-Reimers' (2003) study, the PE teacher development program was categorized into three models: organizational partnership models, small group models and individual models. The former two types of professional development belong to collaborative learning. Table 3 summarized the description of the different professional development models.

3.3.1 Pre-service teachers

Three studies identified the pre-service teacher development models. A district-wide collaboration model was reported to be beneficial for teachers' teaching practice, receptivity and recommitment to the teacher education process (sharpe et al, 1999). Two small group models including peer teaching and post-lesson conference were also illustrated in two studies (Bertone, Chaliès, Clarke and Meard, 2006; Jenkins, Garn and Jenkins, 2005). These two studies indicated that watching peers teaching and post-lesson conference were effective approaches for teachers' learning despite the limitation of time in peer coaching and the communication difficulties between student teachers and cooperative teachers' intentions and actions in the conference.

3.3.2 In-service teachers

Eleven studies described the professional development models of in-service teachers. Two of these studies focused on a university-school partnership (Morin, 2004; O'Sullivan, Tannehill, Knop, Pope and Henninger, 1999). Findings showed that the university-school partnership enhanced the teachers' pedagogical learning. In other eight studies, different small group models were identified as effective approaches in improving teachers' learning. These include PEP talk (Deglau, Ward, O'Sullivan and Bush, 2006), mentoring (Dodds, 2005; McCaughtry, Cothran, Kulinna, Martin and Faust, 2005; Patton, Pangnano, Griffin, Dodds, Sheehy, Qrnold, Henninger, Gallo and James, 2005), and professional community (Armour and Yelling, 2007; Duncombe and Armour, 2004; Keay, 2005, 2006a). Each of these models has different purposes and processes in this review. PEP talk was designed to bring teachers together in an after-school social setting to talk about issues confronting them in their roles as teachers, while knowledge and experience gained by the mentor are passed along to the inexperienced, novice protégé by mentoring.

3.4 Influencing Factors of PE Teacher Development

Twenty studies tried to identify the factors which influence PE teacher development. These studies were categorized with the participants of pre-service teachers (three studies, 15%) and in-service teaches (17 studies, 85%). The influencing factors and literature resources were presented in Table 4.

3.4.1 Pre-service teachers

Three studies identified the factors that influenced pre-service PE teacher development. Culture, assistance of clinical teachers and strategies are associated with pre-service teacher development. The study conducted by Light and Tan (2006) showed that different culture influence teachers' interpretation and understanding of Teaching Games for Understanding (TGFU). The other two studies revealed that the teacher educator played an important role in the professional development of pre-service teachers (Graber, 1995; Rikard and Knight, 1997).

3.4.2 In-service teachers

Researches on the influencing factors of in-service PE teacher development have addressed two different strands of the process. The first strand has been the influence of teachers' personal factors including perception, beliefs and psychological disposition, etc. The second strand for research has focused on contextual factors, including culture, support from principal, collegial and students, and working place conditions, the application of technology.

Ten studies reported the influence of teachers' personal factors. The most frequently mentioned issue, reported in five studies, was teacher beliefs and visions (Bechtel and O'Sullivan ,2007; Cothran ,2001; Ennis ,1994; Henninger ,2007; Ward and Doutis ,1999). Other issues from three studies included teacher psychological dispositions, perception of teacher role, and reflection. The influence of psychological disposition held by a teacher was explored in the study conducted by Rovegno and Bandhauer (1997). In this study, five dispositions emerged which helped the participant during the change process: a) possessing appropriate content knowledge to implement a change adequately, b) accepting that change was difficult and often required asking for clarification, c) implementing change practices aligned with sound philosophy and theory, d) creating a willingness to explore change and new ideas, and e) suspending judgment on new ideas. In the other two studies conducted by Solmon, Worthy and Carter (1993), Tsangaridou and O'Sullivan (1997), the experience from three initial teachers and four experienced teachers respectively showed that teachers' role identity and teachers' reflection have a positive relationship on the PE teacher development. More recently, two other issues, such as, teachers' teaching experience and teachers' emotion dimension, were identified to impact the professional development according to the two studies conducted by Ha, Wong, Sum and Chan (2008) and (McCaughtry, Martin, Kulinna and Cothran (2006) respectively.

Fifteen studies included contextual issues that should be considered for PE teacher development. The support from principals, colleagues and students was derived from four studies (Bechtel and O'Sullivan, 2007; Henninger, 2007; Pissanos and Allison, 1996; Stroot, Collier, O'Sulliva and England, 1994). The other two issues including school culture and students' needs were reported in the two studies. The influence of school culture on a teacher's change process was the focus of the two studies conducted by Rovegno and Bandhauer (1997b) as well as Pope and O'Sullivan (1998), wherein five school norms were identified as having a positive impact on a teacher's change process in this study: a) the school philosophy; b) teacher learning; c)teacher participator power and responsibility; d) continual school improvement; and; e) the tendency "to feel that we can do anything" (p.407). Meanwhile, students' needs and new technology motivated teachers to seek professional development experience (Henninger, 2007; Pierre,1998; Sariscsany and Pettigrew, 1997 ; Pissanos and Allison, 1996;), especially new technology such as video and computer were shown to be more effective for teacher development than traditional instruments. Thus they all are enhancing factors for teacher change. However, the remaining two issues that appeared in one or two studies have a negative effect on PE teacher change process in these reviewed studies. These include status of physical education (2 studies) and district policy (1 study) .The low status of physical education was assumed to be a barrier in teacher development in two studies (Bechtel and O'Sullivan, 2007; Pissanos and Allison 1996). In addition, district policy is an inhibitor of teacher change if the district or schools could not provide enough continuous learning opportunities (Bechtel and O'Sullivan, 2007).

4. Discussion

4.1 Demographic Data

This is a review which involved 56 studies from eleven different countries. The review considered articles published from 1990 to 2008. Most studies in this review were from English speaking countries in North America and Europe while fewer studies came from Asia and Australasia. Literature search showed that studies had been published in Asia or Australasia countries in their own language. Consequently, these were not included in this review because of the language barrier. It was observed that due to higher education level, scientific research activities were more active in developed countries in North America and Europe. Therefore, most of the included studies were contributed by these developed countries and thus results are more representative of the nature of PE teacher development in these countries rather than worldwide. This limitation is as a result of the language barrier and level of scientific research activities.

Qualitative and quantitative methodologies were employed in these studies. Qualitative data were collected mainly by interview, observation and from documents in this review which allowed researchers to obtain in-depth information about thoughts and feelings of teachers. On the other hand, quantitative data mainly come from cross-sectional design which generalized the research findings to the whole group of teachers. The participants covered pre-service teachers, in-service teachers, and cooperative teachers. Therefore, we basically believe that the summarized findings are representative and should have significant value in helping identify the nature of the research on PE teacher development. However, the results showed that most studies (85.7%) used qualitative methodology whereas 14.3% studies employed quantitative method. The lack of quantitative analysis which owns a large group of samples limited the generalization of most findings in this domain. Additionally, 62.5% of these studies focused on in-service teachers whereas 32.1% studies included pre-service teachers, indicating the need for future research to address the professional development of pre-service teachers.

From 1990 to 2008, there are two periods (from 1995 to 1999 and from 2005 to 2008) in which the number of studies increased and one period (from 2000 to 2004) in which the number of studies decreased. It may reflect the rise and decline of research interest on the professional development of PE teachers. Other factors such as the education standards movement, professional organization, and a call for research on teacher learning in different countries also attracted or distracted researchers' attention on professional development (Bechtel and O'Sullivan, 2007).In the first period, there were few studies reporting PE teacher development. Most studies focused on impact of PE teacher development, indicating that researchers have realized the positive impact of PE teacher development. However, three studies which reported the influencing factors of professional development suggested that researchers understand that teachers change from the perspectives of teachers' perception and working place condition. The influence of other factors, for example, district policy and school leadership, has not been realized. Additionally, theories of learning models tended to focus on how individuals functioned during this period. From 1995 to 1999, the number of these studies increased. Twelve studies identified the factors that influence PE teacher development including teachers' experience, district policy, technology, etc. This indicates that researchers have considered the teacher change from broader perspectives. At the same time, the university-school partnership model and district collaboration model were illustrated in two studies. This suggests that the focus of studies on the types of PE teacher development began to shift such that the group has become a unit of analysis. However, from 2000 to 2004, the number of studies decreased. Notably, no researchers conduct study on the influencing factors. This may reflect the research interest in influencing factors declined after the temporary rise from 1995 to 1999. After 2004, the number of studies increased significantly. Researchers paid particular attention on the collaborative learning (47.4%). This suggested that it has become an inevitable part of PE teacher development studies at present.

4.2 Impact of PE Teacher Development

The reviewed studies provided evidence for the impact of professional development on pre-service teachers and in-service teachers. Benefits of professional development for teachers included improvement of skills, attitude and teachers' reflection, in which, the improvement of teachers' attitude as well as teachers' classroom practice was presented in numerous researches on both pre-service teachers and in-service teachers. Therefore, it is apparent that the enhancement of teachers' attitude for teaching and classroom practice is the main target of professional development for these two groups of teachers. However, the findings also revealed that the focus of professional development were different between pre-service teachers and in-service teachers. For pre-service teachers, 53.8% studies focused on teachers' classroom practice, followed by teachers' reflection (23.1%), teachers' beliefs and perception for teaching (15.4%) and teachers' cognitive growth (9.7%). On the other hand, for in-service teachers, 50% of the studies reported the effect of professional development program on teachers' attitude, followed by practice (33.3%), then by computer competency (16.7%). These results suggest that the focus on teacher development program varied for different stages of teachers, which are parallel with the findings of Villegas-Reimers (2003). Through a large-scale review of teacher development, Villegas-Reimers (2003) found that if "professional development opportunities and systems are to be effective, different stages of teacher careers must be taken into consideration since the teachers' needs and dispositions may vary between one stage and the next" (p.129). For example, novice teachers (student teachers and first-year teacher) feel that practical personal experience is more valuable than information transmitted verbally. Teachers in this novice stage are taught the meaning of certain common terms and concepts, the rules of the school culture, and objective facts and features of situations (Dreyfus and Dreyfus, 1986). This viewpoint was also supported in this review as most of studies on pre-service teacher reported the impact of PE teacher development on teachers' classroom practice.

Although our findings suggested that these PE teacher development programs appeared to offer far-reaching benefits for teacher learning, there is a dearth of outcome measure from student learning. In fact, teachers attending professional development program enabled students to engage in physical education more deeply, and students' learning outcome is an important measure index for the effectiveness of professional development program. (Deglau and O'Sullivan, 2006) . A great number of studies in the general education field have reported that there is a strong relationship between teacher development and student learning (Falk, 2001; Grosso de Leon, 2001; Hamilton, McCaffrey, Stecher, Klein, Robyn and Bugliari, 2003; Huffman and Thomas 2003; Ross and Bruce, 2006). These studies showed that students' learning outcome data is necessary for professional development if it is to be validated as an effective instructional strategy. Thus there is a need for research to link effective PE teacher development and student achievement and growth.

4.3 Types of PE Teacher Development

Considering that most literature (13 studies, 92.9%) in this section supported collaborative learning (including organization partnership and small group models) , consensus has been reached that it is thus, an effective method for both pre-service and in-service teachers. These studies indicated that collaborative learning provided both pre-service and in-service teachers support including improved skills, access to new ideas and personal growth. These findings were entirely consistent with the findings reported on general education. In recent research on teacher development in the general education area, traditional professional development has been criticized as being fragmented, unrelated to

classroom practice and lacking in the focus and the follow-up program that teachers require. In contrast, the collaborative model was supported as it emphasizes the importance of nurturing learning communities with new ideas, reflects on the outcomes, and co-construct knowledge about teaching and learning in the context of authentic activity (e.g., Perry, Walton, and Calder, 1999).Although a growing body of studies that focused on collaborative learning emerged, a couple of questions have been left unanswered. Our findings suggested that collaborative learning required, at the very least, time, interest, and commitment of teachers and teacher educators as well as strong support from the school, university or district. However, some practical barriers constrained the widespread deployment of collaborative learning, such as, lack of time and space, the shortage of the support from the school management specifically the head teacher, and teachers' prevention from collaborative practice, which were identified in these studies. Therefore, more studies are needed to examine how to efficiently put collaborative learning into practice. Additionally, for various professional development models, one of the key questions researchers must answer is: what are the criteria for the selection of particular collaborative learning strategies? Some other questions include: a) What is the distinction between collaborative learning as a formal strategy and as an informal activity initiated by teachers? b) What size group is suitable for collaborative learning? c) How are teachers to be grouped in collaborative learning?

4.4 Influencing Factors of PE Teacher Development

There are multiple factors influencing PE teacher development – personal factors and contextual factors. It is clear that teachers, students, principals, schools and districts would be involved in the process if the PE teacher development program was to be effective. Professional development should be considered through multiple lenses and be aligned with elements such as district policy and curriculum requirements.

Although the results from this study revealed that the factors that affect PE teacher development were various and complex, it is important to note that two issues were significantly prominent which are teachers' vision and beliefs and the support from colleagues and principals in the past decades. Teachers' vision and beliefs were the issues most frequently cited in these studies. It is unsurprising since whether these issues would influence PE teacher development positively or negatively is determined by teachers' attitude and perception toward PE teacher development (Henninger, 2007). The support from colleagues and principles was the second most frequently cited issue in these studies. This was also not unexpected because the same conclusion has appeared in another monograph literature review on PE teacher development conducted by Bechtel and O'Sullivan (2006), wherein the conclusion was reached that the collegial support should be an important component of effective professional development since it is instrumental in influencing the teaching environment. The influence of principal's support on professional development has been realized in the education area for the past decades. Rossmiller (1984) suggested that school principals played an important role in encouraging and supporting the professional development of teachers. Thus, teachers' belief and vision as well as the support from principals and colleagues are identified as two significant factors because of their apparent influence on professional development.

In this part, most of the studies concentrated on in-service teachers (85%) indicated that few studies which placed the development of pre-service teacher in a social and cutural context. In fact, pre-service teachers' learning and development are situated in a complex environment, which are influenced by many issues such as teacher educators, colleagues, school cultures, personal beliefes et al. Therefore, there is a need to examine the influnce of personal and contexual factors on pre-service teacher development.

5. Conclusion and Recommendation

This review provided a summary and discussion on the research of professional development of PE teachers. The geographic distribution, research method, research design, study period and participants were summarized and analyzed. The results showed that most studies (92.9%) came from North America and Europe. The majority of researchers used the qualitative method (85.7%) and focused on in-service teachers (62.5%). By summarizing the number and themes of research in every period, the findings revealed the change in these factors suggesting that the research interest and focus transformed from one period to another.

By focusing on the three themes to explain the research results, a couple of important findings emerged from the analysis of the reviewed articles. The different impact of professional development programs on pre-service teachers and in-service teachers provided support for the viewpoint that teachers should receive different professional development programs at different career stages. Among all the studies focused on the types of PE teacher development, collaborative learning was supported by most studies (92.9%). This showed that it has become a major and effective professional development model. In this review, various issues which influenced professional development were identified from the reviewed studies. Two major issues, namely, teachers' vision and beliefs and the support from colleagues and principals, were considered as significantly prominent.

This review revealed that there is a clear knowledge gap in the current research on PE teacher development. Compared with research on the impact of PE teacher development (22) and influencing factors (20), a small group of the reviewed

papers (14) included information on the type of PE teacher development. In terms of the research method, the lack of quantitative studies (14.3%) limited the generation of most findings. Furthermore, the majority of studies (62.5%) focused on in-service teachers while 32.1% studies on pre-service teachers, which indicated that more studies are needed to address the professional development of pre-service teachers.

Based on the research gaps listed in this review, it is recommended that future research should address the following questions:

What makes professional development of PE teachers effective? What is the relationship between the principles of effective professional development and teacher change?

What roles do district policy plays in efforts to improve teaching and learning? How do they affect the professional development of local schools?

What is the impact of PE teacher development on the learning outcome of students?

How should the problems associated with the practice of collaborative learning between organizations or teachers be resolved? For example, how can the collaborative learning efficiently practiced? What are the criteria for the selection of particular collaborative learning strategies?

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Table 1. Descriptive Statistics for Studies used in the literature review

Variable	Summary statistics	
Geographic distribution	Continents	Countries
	North America (36)	USA (35), Canada (1)
	Europe (16)	UK (10), Ireland (2), Turkey (1), Spain (1), France (1), Norway (1)
	Australasia (1)	Australia (1)
	Asia (3)	Hong Kong (2), Singapore (1)
Research method and research design	Research method	Research design
	Qualitative method (48)	Interview, observation, document (27), Mixed study (12), Case study (8), Life history (1)
	Quantitative method (8)	Cross-sectional study (5), Experimental study (3)
Period of studies	Numbers of studies	research themes
	1990-1994 (8)	Impact of PE teacher development (4) Models of PE teacher development (1) Influencing factors (3)
	1995-1999 (22)	Impact of PE teacher development (8) Models of PE teacher development (2) Influencing factors of PE teacher development (12)
	2000-2004 (7)	Impact of PE teacher development (5) Models of PE teacher development (2)
	2005-2008 (19)	Impact of PE teacher development (5) Models of PE teacher development (9) Influencing factors of PE teacher development (5)
Participants	Pre-service teachers (18)	
	In-service teachers (35)	
	Cooperative teachers (1) Participants including two or three different groups of teachers (2)	

Table 2. The intervention, focused subjects, literature resources and effects of professional development

Literature Source	Intervetion	Subjects	Effects
Nielsen and Beauchamp (1991)	The program focused on the development of teachers' analysis and feedback skill	48pre-service teachers	Enhance feedback-provision patterns during professional preparation
Curtner-Smith (1997)	The methods course	2 pre-service teachers	Have positive impact on teachers' perspectives and practice on teaching physical education
Sharpe, Lounsbery and Bahls (1997)	Physical education methods class	4 pre-service teachers	Teachers are more effective in assessing daily occurrences in their gymnasiums and in implementing practice which benefit students.
Sebren (1995)	The methods course	7 pre-service teachers	Improve teachers' reflection and teaching knowledge
Bolt (1998)	Games class in which case discussion was used	12 pre-service teachers	Promote teachers' cognitive growth
Lounsbery and Sharpe (1999)	Physical education methods plus field-based practice teaching course	4 pre-service teachers	Increase the incidence of refinement and explicit instruction, instructional interaction, skill practice
Hardy (1999)	A school-based teacher education program	62 pre-service teachers	Help teachers to carry out the routines of teaching
Woods et al (2000)	Methods course	26 pre-service teachers	Teacher came to know more about student interest and characteristics
Xiang et al (2002)	Field-based elementary physical education methods course	97pre-service teachers	Have positive impact on the participants' beliefs and motivation toward teaching
Senne and Rikard (2002)	Teacher education portfolio models	18 pre-service teachers	Improve teachers' reflection
Senne and Rikard (2004)	Three-semester sequence of course that emphasized portfolio development	18 pre-service teachers	Improve teachers' reflection
Light and Georgakis (2005)	The program focused on games teaching	90 pre-service teachers	Developed far more positive attitude for teaching
Curtner-Smith (2007)	A critically oriented methods course	24 pre-service teachers	Improved their understanding of the goals, curricula and based experience pedagogy
Literature Source	Intervention	Subjects	Effects
McKenzie et al (1993)	In-service training program and follow-up consultation	28 in-service teachers	The trained teachers provided more effective class than controlled group
Donnelly et al (1999)	Workshop focused on critical thinking teaching methodology	4 in-service teachers	Help teachers to modify their instruction to promote critical thinking in physical education
Ha et al (2004)	In-service training	183 in-service teachers	Improve teacher attitude for curriculum

	program		change
Deglau and O'Sullivan (2006)	Professional development program	24 in-service teachers	Positive impact on teachers' thinking and beliefs about teaching, themselves and students
Keay (2006b)	Nonintervention	8 in-service teachers	The learning opportunities reinforce teachers' perception of the role they should play as a PE teacher
Ince et al (2006)	A technology-focused professional development program	41in-service teachers	Increase teachers' technology competency
Tannehill and Zakrajsek (1990)	A self-directed training program	12 cooperating teachers	Trained cooperative teachers are less controlling, and more on task than untrained cooperative teachers
Fejgin and Hanegby (1999)	Nonintervention	5888 teachers including PE teachers and other general classroom teachers	The impact on PE teachers is different on other groups
Martin et al (2008)	Mentoring-based professional development workshops	15 experienced mentors and 15 inexperienced protégé teachers	Have positive effect on pedometer and computer efficacy

Table 3. Description of professional development types

Models	Interaction	Literature Source	Subjects	The mode of delivery	Purpose
Organization partnership models	District-wide collaboration	Sharpe et al (1999)	Pre-service teachers	Collaboration among teacher educators and practicing teachers in school districts	Improve teachers teaching practice, receptivity and recommitment to the teacher education process
Small group models	Peer coaching	Jenkins et al (2005)		Two or more teaching colleagues work together to provide in-class assistance, reflect and build skills and knowledge	Preparing pre-service teachers professionally in a support and safe environment
	Post-lesson conference	Bertone et al (2006)		A series of conferences following the lesson between pre-service teachers and co-operative teachers	To give an affective support to student teachers
Organization partnership models	School-university collaboration	O'Sullivan et al (1999); Morin (2004)	In-service teachers	Collaboration of school and university colleagues	Enhance teachers pedagogical learning about PE
Small group models	PEP talk	Deglau et al (2006)		Professional dialogue between teachers	Create an opportunity for teachers to share their teaching ideas and practice
	Professional community	Keay (2006a); Keay (2005); Duncombe andAmour (2004); Armour and Yelling (2007)		PE teachers work and learn with colleagues	Provide an environment for teachers and colleagues to exchange teaching ideas
	Mentoring	Patton et al (2005); McCaughtry et al (2005)		Mentors pass knowledge and experience to protégé	To promote the growth of beginning teachers
Individual models	Self-contained program	Faucete et al (1992)		A traditional self-contain teaching approach	Teachers using this model more consistently implement the curriculum and express more positive responses

Table 4. Influencing factors and literature resources

Influencing factors	Sub-issues	Subjects	Supportive literatures
Personal factors	Teachers' vision and beliefs	In-service teachers	Bechtel and O'Sullivan (2007); Cothran (2001); Henninger (2007); Ennis (1994), Ward and Doutis (1999);;
	Teachers Psychological dispositions		Rovegno and Bandhauer (1997a)
	Perception of teacher role		Solmon, Worthy and Carter (1993)
	Teachers' working experience		Ha, Wong, Sum and Chan (2008)
	Teacher reflection		Tsangaridou and O'Sullivan (1997)
	Teachers' emotional dimensions related to their students, colleagues and statues		McCaughtry, Martin, Kulinna and Cothran (2006)
Contextual factors	Support from principals, colleagues	In-service teachers	Henninger (2007); Pissanos and Allison (1996); Bechtel and O'Sullivan (2007); Stroot, Collier, O'Sulliva and England (1994)
	Students behavior, beliefs and background, students' needs		Henninger (2007); Pissanos and Allison (1996)
	District policy (negative)		Bechtel and O'Sullivan (2007)
	School culture		Rovegno and Bandhauer (1997b); Pope and O'Sullivan (1998)
	Statues of physical education (negative)		Pissanos and Allison (1996); Bechtel and O'Sullivan (2007)
	Working place condition		Doutis andWard (1999); Stroot et al (1994)
	Technology (computer science and video)		Pierre (1998); Sariscsany and Pettigrew (1997)
	The assistance of clinical teachers	Pre-service teachers	Rikard and Knight (1997); Graber (1995)
	Culture and social difference		Light and Tan (2006)

A City of Sadness: Historical Narrative and

Modern Understanding of History

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Abstract

The paper deals with Hou Hsiao-Hsien's film, *A City of Sadness*, the milestone of bringing the 228 Incident to public discussion. Based on the point that the inspiration of audience's emotion is the narrative strategy of Hou to re-present a political taboo, the discussion includes how this film is defined as a hitoriographical one; how the film devoted to screen the forgotten history; what the modern sense of history is embodied by the discussion of the film and the incident; and how public and private domains intertwine and interact. The incident, the telling about the incident and the discussing about the film all contributes to the renewal of our knowledge of modernity and Taiwanese identity. Three major roles of the film, Wen-ching, Hiromi and Wen-heung as well as some sequences of scenes are also discussed in the paper. Through these analyses, the paper intended to deepen the understanding of Hou's narrative characters; advance the understanding of history; and exemplify the formation of historical discourse. A brief comment on the memorial museum and the monument in Taipei also appears at the end of the paper, so that the retelling of the incident can be observed in a wider manner.

Keywords: The 228 Incident, *A City of sadness*, Historical narrative, Private and public domains

1. Introduction

Historical events, however chronologically close to our age or clearly revealed to the public, will never get rid of controversy and re-interpretation. The way to re-present the history and figure out from which the incidents derive is not only related to the details of the past but also to the ideology and methodology of the present. Because of the rise of narrative theory, contemporary research focuses on historical discourses and unwrapping the hybridity of past reality and contemporary understanding other than conventional notions of offering fixed eternal image of the past. June Yip's definition of Benjaminian historiography as based on "a constructive, interactive principle that recognizes a dialectical relationship between past and present" (Yip 2004: 85-86) is a good example of characters of current history theory (Note 1). Since the contemporary viewpoints toward past realty have dramatically changed, we are supposed to pay much more attention to the gradual advancements in re-creating and re-presenting forgotten incidents to the public. Under such circumstances, Hou Hsiao-Hsien's film, *A City of Sadness*, one of his Taiwan Trilogy, deserves great attention because the 228 Incident was first being brought into public media through this film and gave birth to the endless disputes around it.

Actually, the 228 Incident – not only the incident itself but also the representation of it through all kinds of media – reflects and witnesses the progression of Taiwan democracy, pursuit of national identity and complexity of cultural hybridity. The erection of the monument in Taipei, the debate of the inscription and the interpretation of the history are all significant examples of drastic Taiwan political change since the 1940s. Therefore, it will be of great value and interest to take a close look at the incident with the help of *A City*, especially how it contributes to the Taiwanese identity and history and it is interpreted from all angles, from a mainlander's standpoint.

2. Basic factors of historical background

Regardless of abundant documentaries, memoirs, essays and archives dealing with this topic, the 228 Incident is not yet revealed to the public as it actually took place in 1947. However, we have reached an agreement to a sketchy description of the incident. (Note 2)

Taiwan "suffered" (Note 3) a long history of occupation of Japanese colonists since the cession to Japan after the Qing Dynasty's defeat of Sino-Japanese War of 1894-95 to the end of World War II. For the Nationalist government in China

who took charge of Taiwan after the painstaking war, they are still facing a challenge which they did not overcome eventually from Chinese Communists. The Nationalist government also messed up the economy and legislation since they replaced most of the Taiwanese in government by mainlanders, most of them relatives or acquaintances of senior officers, and the smuggling and the inflation initiated by it. Tensions between Kuomintang government and the Taiwanese populace reached a fever pitch and finally "exploded on February 28, 1947, in the violent confrontation that has come to be known as the Two-two-eight Incident." (Yip 2004: 105) Lin Jiang Mai, a Taiwanese widow with two young children to support happened to be the blasting fuse of the incident. She usually set up a stand in a park selling legal cigarettes. In order to supplement her income, she also carried contraband tobacco, most of it smuggled by businessmen closely related to KMT officers. All in a sudden, the agents of the Tobacco and Alcohol Monopoly Bureau appeared with a dozen policemen and proceeded directly to confiscate the vendor's goods, both legal and illegal, along with her small amount of cash. The agents' brutality and refusal to Lin Jiang Mai's begging for keeping her legal income has lit the anger of a crowd of bystanders. Followed by the indignant crowed, the sneaking agents and police fired wildly and aimlessly into the crowd to clear a path for their escape. Tragically, "the confrontation left a bystander named Ch'en Wen-hsi dead and the vendor gravely injured." (Yip 2004:106) On the very next day, February 28th, two thousand or more protesting people with bared hand marched from the park where yesterday's incident took place to the Monopoly Bureau headquarters appealing for just punishment to the agents and democratic reform of the KMT government. Out of their expectation, Chen Yi welcomed them with fired machine guns and the accurate number of death and injury was left to ambiguity ever since. The violent suppression of KMT did not stop then. Chen Yi declared the martial law in the name of protecting legal residents and cooperated with the troops clandestinely sent from mainland to put down the so-called rebellion and uprising by wanton slaughter, arresting and penalty and finally ushered in the White Terror (Note 4).

In the following years, discussion of the 228 Incident is forbidden in the public media and daily conversation until the breakthrough, *A City of Sadness* was first screened in 1989. After that, the discussion about it erupted, however, people, government and intellectuals never reached an agreement of recounting the incident. Though the peace park in Taipei is renamed, the monument is erected and the memorial museum is built up, these sites themselves became symbols of the endless controversy (Note 5).

3. How to remember what one did not know

Hou Hsiao-Hsien, a Hakka, was born in Mei County, Guangdong province of mainland China in 1947, exactly the same year as the 228 Incident took place across the strait in Taiwan. Therefore, there is no possibility that he had witnessed the tragedy. If we are trying to talk about *A City*, obviously we are telling about the telling about the incident given by Hou and his screenwriters, Chu Tien-Wen and Wu Nien-jen who wove threads of complexity, either provided by the KMT government or existing research (Note 6). Controversy has started. Explanation has been given. Documents have been revealed. It is the voices from the government and the civil society have enrich Hou's understanding of the concealed past.

Hou's contradictory remarks about the major topic of the film (Note 7) have laid some shadow on defining how important a role re-presenting the 228 Incident in the film has played. People argue about whether it is a political film or not. As I see it, Hou has been influenced by or coincidentally agree to the explanations made by the KMT government.

On one hand, Hou intended to make the recounting of the 228 Incident an opportunity of encouraging the public united to move forward just as the KMT initially seeks when they finally have to face the atrocity created by them. As June Yip cited from Hayden White, "every narrative, however seemingly 'full', is constructed on the basis of a set of events which *might have been included but were left out*." Forgetting, in their point of view, is regarded as the key element of founding a nation. Generally speaking, people will be scared as the history study advances because the atrocity of early age will be revealed and the national identity will be challenged. Only by forgetting the past errors will people reach forgiveness and agreement and help to establish the foundation of a nation. Lee Teng-hui agreed with this as he claimed that "Society must have tranquility, and that incident should be treated with sincere understanding."(Liao 1993,5: 287) So with Hou who said: "I hope that a renewed understanding of 'Two-two-eight' will help everyone to finally cast away its dark shadow and to go on living with energy and vitality … toward the future."(Yip 2004:111) Some critics cast many queries on *A City* because of the film's failure to properly represent history. If we examine the film according to Hou's motto above, we will understand why he chose to re-create the images of the hard history in a less intense way. He conceded that he did not think the realistic representation of what happened is crucial here and the film was his "imitation of that time". (Note 8) (Reynaud 2004: 24)

On the other hand, Hou's film has shown some coherence to the ideas of Lai Tse-Han and his collaborators. In the book, *A Tragic Beginning*, the authors attribute the occurrence of the uprising to the chronological priority of Japanese colonist government to the KMT. Liao Ping-hui wrote with passion in his essay that "the resentment toward the Nationalists had, according to the three authors, much to do with the internalization of the Japanese value by the Taiwanese elite."(Liao 1993,5: 288) Without the Japanese implantation of the conceptions of democracy and propriety

of economy, the public repugnance might not have been ignited (Note 9). It is not a satisfying explanation but might have some influence on Hou Hsiao-Hsien as the eulogy to Japanese culture and civilization seems to be too excessive. "Poetry, flowers, the lure of death, the hope of a magnificent, heroic, radiant Asian modernity: Hou shows the fascination exerted by Japanese culture over young Chinese intellectuals." (Note 10) (Reynaud 2004: 17) The two most impressive shots are Shizuko parting with her friend, Hinomi by leaving her a suit of Kimono and her brother's sword and poem and the folklore of the young Japanese girl committed suicide to preserve the youth and beauty as the Sakura (Cherry Blossom). Even Japanese will be diffident because the film over-praised the charm of the Japanese culture.

As well as the attitude toward Japanese culture, Hou also showed some similarity with Lai Tse-Han and his co-authors in terms of how significantly the national economy and employment problems have affected in this incident. Lai et al. thought that "understaffing and the loss of governmental positions for Taiwanese generated anger in the Taiwanese elite and eventually led to the uprising"(Liao 1993,5: 289) which is also expressed in Hou's film in the shot of the private discussion among several intellectuals when they are gathering together at Wen-ching's home. These intellectuals are talking about the accident that took place on February 27. They mentioned several malpractices and social problems such as inflation, smuggling and unemployment. The discussion was cut by the director when they reached the warm debate about the unemployment and began to show Hiromi and Wen-ching's exchanging notes.

In order to remember what he did not know at all, Hou had to adopt and adapt the existing material which finally trapped him in the mesh of politics, economy and ideology and incurred massive criticism, though he has paid great attention to techniques and narrative strategies to avoid them.

4. History as a web of accidents

In my point of view, the idea suggested in *A Tragic Beginning* is a typical embodiment of such a sense of history that history is pushed forward by unconscious individual activities irresistibly converging together and the random and aimless sequence of the accidents finally determines the historical certainty (Note 11). "History is no longer conceived as a univocal, seamless narrative. Instead, it emerges from a complex and intricately textured web of multiple, heterogeneous and fragmentary stories that by chance touch, intersect, overlap, and sometimes contradict each other."(Yip 2004: 92) The intrinsic logic of historical advancement is no longer a linear deduction which the passage of time guarantees the progression as the sequence of causes and results are monogenetic, but a complicated field interweaving those seemingly independent incidents together.

Consider the character of Wen-ching, for example. By no means should he be implicated in the historical alteration as he is deaf-mute, even though it is implied at the beginning that he is quite interested in the Marxist theories and he went to Taipei on February 28 with Teacher Lin. He is set as a recorder of the history, impotent. His capture is mostly attributed to his close relation to Teacher Lin whose friendship with him is not based on political consensus at all. Wen-ching acted as a friend while the KMT treats him as an accomplice.

In order to meet his understanding of history, Hou utilized flashbacks and swift changes of scenes without and direct sequential correlation to embody the chaos of history events and fluidity of narratives. June Yip made a good summary of it in her book: "significantly, these personal stories are told in neither a chronological nor a carefully emplotted manner bur are gradually revealed in wisps: snippets of conversation, fragments of diaries and letters, and seemingly unrelated images and sequences of action that a viewer must attempt to piece together." (Yip 2004: 95) There is a very complicated setting of characters in the film (Note 12). The director had to switch from the anecdotes and stories of one person to another and flashbacks within flashbacks in order to make the plot consistent and reasonable (Note 13). The scenery of Wen-ching telling Hiromi all the stories of his brother and Teacher Lin hiding in the mountainous region is displayed in such a rush that in a quick glance the fate of the characters are made clear. Meanwhile Hou also added value judgments and political ideals such as the poem written by Wen-ching's cellmate expressing his deep belonging to the motherland. Though it might have lowered the value of art, it gave a proper simulation of the modern situation.

5. Bring dead history to revival in front of the audience

Whether Hou intended to portrait the family in the wind of history or re-create the 228 Incident, the film will not be able to stand as a result of pure art (Note 14), not only resulted from the theme he was dealing with but also resorted to the unique political circumstances of 1989, a time of transformation and conflicts (Note 15). With no doubt, the film *A City of Sadness* is a version of narrative about the 228 Incident. Furthermore, the film also contributed to as well as was influenced by the formation of narrating and representing the atrocity taking place since the discussion of the 228 Incident was no longer confidential.

Except for the lack of reliable and authentic evidence of the past event, the contemporary political situations also made the telling of 228 Incident a big puzzlement. "The KMT is involved in enabling and disabling writings of the Incident – for example, making available some but not all documents, producing official versions, or commissioning some other unofficial ones."(Liao 1993, 5:287) There is more serious a problem here that the discussing 228 Incident turned into a ceremonial action in politics to flaunt the liberty of politics and sympathy towards victims so that the government will

receive the plotted understanding of the public and consolidate their domination (Note 16). The authoritative mask of the memorial activities of the incident made people apathetic to it. These factors inhibit the efficiency of these traditional methods of categorizing documents, clarifying facts and giving explanations. Based on this notion and the belief that Hou Hsiao-Hsien was trying to get the attention and the sense of sympathy of the audience, it is natural that he chose another way to carry out the re-creating the history which laid emphasis on arousing people's feeling and sentiment. At the same time, Hou attempted to display the history to us as history actually is felt by most of the ordinary masses.

Research experienced an obvious progression of the understanding of the way how atrocity is present on screen by Hou as generations of scholars are talking about this problem. I would like to choose Liao Ping-hui, June Yip and Sylvia Li-Chun Lin as examples to observe the process and try to push it forward a little bit (Note 17).

Liao Ping-hui has complained that "whenever issues of politics are about to appear, the camera quickly turns away from real political oppression and violent event to mountains, oceans and fishing boats, which is an attempt to *displace* and *misplace* the actual problems with the beauty of mountains and rivers and static scenery."(Liao 1994: 330-331) He was discontented with Hou's treatment of such occasions since he hoped that a more realistic view is presented instead of a subtle and vague symbolic picture. A conversion is expressed in June Yip's work when she defined Hou's film as a historiographical film (Note 18) instead of a historical one and this definition eliminated the unfair requirement over the film to give an accurate recounting of the concealed history. Though she did not praise this treatment, Yip did begin to make it acceptable to researchers that the film should not be degraded because of shortage of the exquisite and credible descriptions. Lin examined the roles of two storytellers – the deaf-mute photographer, Wen-ching and the weak wife of his, Hiromi – as well as the intertitles, diary and letters. She believed that these intentional arrangements promised privileges of the director to tell about the atrocity as he understood. She highly praised Hou's use of silence to imply the omnipresent danger by illustrating two scenes. (Note 19) If we take a closer look at Yip and Lin's analysis, we will agree that the transformation of attitudes toward Hou's avoidance of "dramatizing violence without flinching from confronting the government's suppression"(Lin 2007: 140) such as the shots of natural scenery relies on a notion that it is a better and more moving way of telling it under specific circumstances and telling a forgotten taboo by conveying the strong sentiment is an appropriate way.

As far as I am concerned, the key word of the film is *sadness* so that we should concentrate on the efficiency of the emotional conveying and expression, since we already began to see the whole film as a narrative subject having its own characters. As Hou's "cinematic constructions of the personal and collective past illuminate the dialectic of past and present, attempting to find a sense of the past that might be usable in comprehending and coping with the crises of the present moment in Taiwanese history," (Yip 2004: 86) Hou has to find a conjoint element which is able to communicate the past with the present or survives disregarding the passage of time. It could be nothing else but emotion which is shared with people born anywhere and lived anytime. By contrast, the description of history will be restricted with the limitation of archives as well as witnesses and the explanation of the causes will be re-interpreted according to fluid ideology. Only emotions, fear, happiness, sadness, anxiety, etc. serve as the ideal intermediary to connect the past with the present based on the universal humanity. (Note 20) Take a quick look at a tiny example. Hiromi paid a visit to Wen-ching's family and was told by Axue the reason why they shut down the restaurant business and that her father's friend, a Mr. Xu was also arrested. At the very moment, her aunt stopped her by simply saying, "Axue!" The dreadful atmosphere and meticulous attitude are sufficiently portrayed. The simple work says much more than a sequence of shots showing the scene of arresting and killing.

There are several major points critics cast upon the film: *A City* failed to properly re-present history; the film did not manage to give explanations of the 228 Incident. As to the first point, I would like to make a defense against it since I was satisfied with the effect of the truth. Irony is used in the film to bring the audience into the experience expected by Hou Hsiao-Hsien that the Nationalist government deceived the civilians. In the film, the radio announcing that the government would be lenient to those involved in the incident and Chen Yi was trying to protect the citizens was shown consecutively, which indicated the severity of the current political situation. Shortly after that, with the intertitle, the reality that a large number of people had been killed in Taipei was exposed to the audience, shocked and saddened. However, it is possible that the effect will be affected since the audience might have known the tragic fact of the incident. There is another series of shots composing a shorter scene and therefore it is more intense and powerful. In the jail, soldiers came to bring the prisoners to trial. Even before the shout of the prisoner's name was ceased into tranquility, the sound of the wild gunshot has been heard. It is a lie ironically displayed straight in front of us. It definitely increased the strength of critics and symbolized the brutality of the government. Through such rhetoric methods, the emotions of audience are uplifted and the purposes of the screenwriters are fulfilled.

Meanwhile, it is of great necessity to point out that emotion can be divided into two dimensions, general and specific. In the general dimension, we will observe the consistency and similarity throughout the human race when they are facing similar crucial events. In the specific dimension, however, diversity to some extent is inevitable as people hold different convictions and bare distinct education. Therefore, the next step of penetrating the film will be analyzing how the director counted on several ordinary people to display the picture of history.

6. Individual lyric other than grand narrative

The general impression of *A City of Sadness* laid on me after my first watching is that the film is really a tricky one. The director and the screenwriters mix all the impulses, paradoxes and conflicts in ambiguity. The director is trying to expose some things and at the same time attempting to conceal them. When efforts are made to renew people's knowledge, even to bring forward band new understandings, people will be too cautious to provide their thinking elaborately if the issue used to be a taboo.

Therefore, it will be safer for Hou to represent the 228 Incident as a lyric other than a documentary film. The film is also far from objective and authentic. Two major characters, Wen-ching and Hirome the storytellers and the romance of them are carefully maintained in the process of narrative and are used as a neutralizer to reduce the anxiety of audience to a comparatively mitigated level so that people will keep a calm heart and sharp feeling of the sadness conveyed and emphasized to them. In the film, Wen-ching and Hiromi are of greatest importance because they not only tell the story according to their personal experience but also serve as the representative of Hou's lyrical standpoint. (Note 21)

As observed in the masterpieces, western and eastern, such as *War and Peace*, *Gone with the Wind* and *The Dream of the Red Chamber*, the focus on the private moments of everyday life in certain historical moments is not revolutionary since such tradition of intertwining family saga and historical epic are well-established throughout the world. But "what is most striking, is that the events of public history that impinge on the lives of the Lim Family do not even briefly take center stage." (Note 22) (Yip 2004:98)

The scene that Wen-ching went to pick up Hiromi and lead her to the hospital is first shown just after the appearance of the title. It was a bright autumn day they first met and, on the way up the hill, Wen-ching collected some beautiful blossom to give her and both of them were delighted. Since then, whenever the scenery of ocean and mountain is shown, either to form a contradiction or to set off the atmosphere, it substitutes descriptions of history with sentimental ones. The deep emotion is poured into and stored in the romance of them.

It is a little bit weird to see Tony Leung Chiu-wei, a movie star in Hong Kong, to play the part of the deaf-mute photographer. (Note 23) However, the importance of the role matches the fame of the actor. With the rapid development of images preserving techniques, from painting to photographing and to shooting, the motto "seeing is believing" is now accepted by most people. Visual sense has now become the dominant one of all the means to know out of all the other faculties, audition, gestation, olfaction and tactition. Especially in cinema and TV, the preference of seeing forms the ideology of visibility. Since Wen-ching totally depended on vision to discover the outer world, there are a lot of difficulties in describing what he saw and a lot of obstacles to obtaining information thoroughly. The director successfully took advantage of that and made it a filter to leave those he disliked omitted. Through this method, Hou managed to purify the emotion conveyed.

The weak female, Hiromi, has the same function, first of all. Women are more sensitive and the picture of their emotional expression is always moving. Meanwhile, the diary together with the intertitle presenting her talk with Wen-ching is a metaphor in the film. Any time the audience got to know about the truth and story of the 228 Incident, it is written on a piece of paper or a diary book. *History is written.* I would like to interpret the metaphor as a symbol of narrative of any history events. Hou went even farther than defining history as outcomes of narrative such as archives, official announcements and private documents to reveal the uncertainty and deceit of historical description however fair it claimed to be. For instance, in Chen Yi's radio speech, he cheated all the Taiwanese listeners by claiming that the vendor was only slightly injured and the criminals are under punishment and the martial law was aimed at protecting them. Even though individual lyrics are in short of justice and comprehensiveness, they avoid being hypocritical and self-conceited as the grand narrative may boost itself of authenticity and equity.

To some extent, all of Hou's efforts are bringing audience to focus on the private level. As Lyotard sees the problem, he stresses that "the people do not exist as a subject but as a mass themselves be collected together to constitute big stories and sometimes disperse into digressive elements."(Excerpted from Yip 2004: 92) His remarks are effective if we see the problem from the entire historical narrative. If we see the problem based on personal experience, however, it will be exactly the reverse. People are unconscious of their real role in the formation of history and they therefore are self-conceited and treat themselves as the key point from which the whole grand narrative derives. Though a knot is woven with several threads, it seems that it is the knot links all the threads together. So, in my point of view, *A City of Sadness* is a modern film as the way it imagines space is just like the latter manner. Albeit the 228 Incident swept across the whole Taiwan Island which destroyed tens and thousands of families, the space in the film is almost thoroughly restricted in the range of Kim-Kuei-Chiu, a mountainous village. Taipei, Kaohsiung and Keelung were brought into view only when the Lin family and other citizens living in the village referred to them. The cities were never placed with the village in a parallel way as we generally observed on a map. They were never really shown and existed only in the narratives. The little village enjoyed the isolation and segregation as a traditional self-sufficient countryside.

7. Private domain versus public domain

In general, the film is trying to bring several pairs of contradicting factors to harmony (Note 24) perhaps because the theme is so controversial. The dynamic display between these opposite strengths deciphers the actual cause of most incidents as we Chinese believe. The most important of the pairs of domains Hou dealt with in the film has to be the private domain and public domain because it also implies the way history background gets to influence the private lives.

There is an obvious distinction in the film between history backgrounds and individual lives as Hou transmit all the messages of the current political situation through such audio material as radio speech, music, and Hiromi's voice-over narration of her diary entries (Note 25) while most part of the private space is directly screened. Actually, in real life, historical events are introduced to most of the citizens through public media, though they are deceitful, such as radio announcements, TV news and newspapers instead of direct experience, involving witness. In most cases, the two domains are comparatively separated subtly connected by transmitting media. They both act in their own manner according to what they learned from each other through media, fragmentary and incorrect. They will not seek the thorough awareness of what is exactly taking place in the other domain. They depend on the imaginary narration of the opposite domain to adjust their own frequency of conducting. The tension between them is crucial therefore, otherwise, the balance will be upset and chaos will start until all these can be categorized into half again. Meanwhile, each domain has the intrinsic tension as well which decided what to believe and what to omit while facing the information conveyed through media. The intrinsic tension helps to resist the frequent and aimless change when the other domain is piling stress on it.

In Hou's film, Big Brother Wen-Heung is a symbol of resistance to the public domain permeating into the private domain. He is the oldest son of the Lin family and the manager of the family business as well as the leader of the family. The actor, Chen Sown-yung was a known professional actor. "Chen is the living representative of the popular, traditional aspects of Taiwan that stubbornly refuse to die. Usually cast 'in character' for his stout, powerful physique, his loud, throaty voice and his impressive body language," (Reynaud 2002:36) Chen is perfect for the role of Big Brother. (Note 26) He drinks directly from the tea pot; he is always speaking some swearing in conversation; and he treats his brothers in a gangster-like behavior.

At the very beginning, he is controlling everything. Since Wen-ching was to be absent of the opening ceremony of Little Shanghai, the Grandpa was curious about the choice of photographer. Wen-heung was kind of impatient to answer him that he was taking charge of all the details. The brutality and the confidence are pictured accurately and amply. Here the private and public domains are all running in their own orbits.

Then Wen-heung found out that his younger brother was involved in the smuggling business with Shanghai gangsters and he had to escape from the tracking down and arresting of KMT government for the sake of his brother's being accused as a spy. Since the tension between two domains are destroyed and politics began to intervene the private lives, the private domain's mechanics of intrinsic intension is activated to prevent it from being re-arranged by the extrinsic power, for example, in Wen-heung's blaming and fleeing.

However, the flood of history is irresistible. There was a shot in the film of Wen-heung was sitting alone in the living room, silent and powerless. His sudden shooting by the Shanghai gangster and his transient convulsion on the ground is shocking as the disordered public domain finally razed the private domain and required re-construction with accordance to the new obligations.

8. The memorial museum and the peace park

"The narrative strategy of *A City of Sadness* is not out of date." As I was visiting the Taipei 228 Memorial Museum, I could not help thinking of that. The museum and the monument on the square of the peace park are another narrative of ambiguity about the 228 Incident.

The initial purpose of the museum is supposed to be memorializing the tragic moment of history. But the museum appears more like an established official version of it though the reason of the tragedy and the detailed archives are not available at all. Through all these buildings, the government is trying to persuade the people that they have confessed their mistake and now it is the right time to move forward.

Yet as an exhibiting device, both the museum and the monument are supposed to be more accessible to the meaning of them for visitors from all over the world and of any culture. The unfriendly Chinese version alone will fail to be accepted by visitors from USA or to other non-Chinese readers. Seemingly, the government is trying to confine the discussion of it within the range of native residents. As to the monument, the meaning of it is even more subtle. Even with the help of the pamphlet explaining the design, it is still difficult to reach total understanding.

9. Epilogue

As a milestone in the progression of discussing the 228 Incident, *A City of Sadness* is worth scrutiny for its unique way of re-presenting history, assembling contradicting domains, and meticulously setting of roles and casting in spite of the

director's ambiguous attitude and ignorance of explaining reasons of the incident. Just as Hou Hsiao-Hsien suggests, the film as a telling of telling of atrocity has an crucial function in forming the narrative about the past history and will re-vitalize the public to find out better ways of explaining and re-presenting it.

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Notes

Note 1. June Yip features the contemporary reconsideration of historical writing as studying the linkage between present motivations and recovering past history and employs Benjaminian and Bakhtin's theories to interpret the intrinsic complexity of A City of Sadness as a historiographical film.

Note 2. Sylvia Li-Chun Lin wrote the following in her book, *Representing Atrocity in Taiwan*: "Because the government suppressed information about the incident, our knowledge of it will probably always remain incomplete. For instance, the number of deaths will never be determined; the exact causes of the conflict are difficult to pinpoint; and its impact on Taiwan over the subsequent four decades remains disputable." Her remarks strongly illustrated the difficulty of taking all aspects of the incident into account.

Note 3. It will be kind of controversial to use the word *suffer* here as it might be seen as a one-sided opinion from mainlanders. Though recent research is discussing the colonial modernity, the colonists did draft the local Taiwanese to war and levy the agriculture products to support the domestic Japanese.

Note 4. The basic historical fact is based on the following three sources: June Yip's *Envisioning Taiwan* from pp.105-107; Sylvia Li-Chun Lin's *Representing Atrocity in Taiwan* in the prologue; and the collected records displayed in the Taipei 228 Memorial Museum.

Note 5. Sylvia Li-Chun Lin suggested a good example to illustrate the struggle around the inscription of the monument. "Four hours after its installation, the cenotaph commemorating the 1947 228 Incident in Taiwan was destroyed, and the copper plaque bearing the inscription describing the incident was pried off its base and thrown into a nearby fountain in the Memorial Peace Park in Taipei." (Lin 2007:1)

Note 6. According to Ping-hui Liao's essay "Rewriting Taiwanese National History: the February 28 Incident as Spectacle" published on *Public Culture*, he mentioned some books published before the screening of *A City*. "On February 28, 1988…President Lee gave reporters his view of the February 28 uprising. …Even earlier, however, especially after 1986, many articles and books about the uprising had begun to appear."(Liao 1993,5:287) The most important publication in English before the film is *A Tragic Beginning*, written by Lai Tse-han, Ramon Myers and Wei Wou.

Note 7. Many people believe that Hou was able to win the prestigious prize from the Venice Film Festival because of the political event he dealt with in the film and he also acknowledged that the incident was his major consideration in the film as Liao suggested. However, after the festival he denied the significance of the historical event in the film.

Note 8. Hou's attitude toward history reminded us of the important problem that we are supposed to deal with the film as knowledge about the past whose objectivity remains disputing and suggested that the analysis of the literature will be of value in order to realize his thoughts.

Note 9. To be honest, I anticipated this position even before I have read it and I believe that it still will be quite attractive and persuasive to some left wingers and Nationalists. However, the opinion neglectes the content of a historical event itself and overlooks the relation between several events.

Note 10. It is not weird at all that Hou took some time to feature the Japanese colonists, but it is kind of surprising to Chinese that he presented them in such a perfect way, admiration of beauty, pursuit of eternity, courtesy of behavior, especially when they are colonists.

Note 11. The definition of history is so offered by French critic Jean-François Lyotard. He thinkst that history is made up of wisps of narratives, stories that one tells, that one hears, that one acts out. This idea of history is reasonable and

applicable specifically in modern societies.

Note 12. There are too many characters in the film and their relations with Lin family are also puzzling. Berenice Reynaud even made a diagrammatic sketch which is helpful to audience confused or those not familiar with Chinese family system.

Note 13. In a Chinese essay written by Liao Ping-hui, "Historical Sublation?—On *A City of Sadness*", he pointed out that "in the beginning of the film, the people found difficulty to identify the real roles and their functions because of the redundancy of the roles. It was usual that when one story was about to extend, another began right away."(Liao 1994: 331)

Note 14. Also in Liao's "Historical Sublation?—On *A City of Sadness*", he mentioned that he had been invited to symposiums on the film for three times and made him convinced that this film was an outcome of specific society and culture.

Note 15. The year 1989, or more accurately the period of time around 1989, is a time of drastic political movements for Chinese people. In Taiwan, Lee Teng-hui, the first local Taiwanese president assumed power in 1987.

Note 16. The point is inspired by Liao's remarks: "all these activities pull the public farther away from the 228 Incident. Just like ordinary high school students or even university students have a dimmer and dimmer vision of the incident, sometimes even indifferent about the issue." (Liao 1994: 304) It is an excerption from another Chinese version of "Rewriting Taiwanese National History: the February 28 Incident as Spectacle" and it has an extra beginning part which is included in a collection of papers entitled as *Reviewing Modernity: Post-modern and Post-colonial Papers*.

Note 17. Liao, in most cases, criticized the narrative strategies of Hou and he can represent a wide range of critics in Taiwan; Yip's work is essential in the research of *A City* and she began to treat it with a positive attitude; Lin's work is the latest treatise on this topic and she herself thought that she had taken Yip's idea further on concentrating on "how *Sadness* comments on writing (albeit in filmic language) about atrocity."

Note 18. Historiography studies the processes by which historical knowledge is obtained and transmitted. Broadly speaking, historiography examines the writing of history and the use of historical methods, drawing upon such elements such as authorship, sourcing, interpretation, style, bias, and audience.

Note 19. The two exemplified scenes are: "a night scene in which the news of Hiroe's arrest is relayed to Hiromi and Wenqing" (Lin 2007: 140) without any conversation between the messenger and Wen-ching; a sequence of scenes to show that Wen-ching, Hiromi and their infant son were still in plain view after the train left.

Note 20 This conclusion also relies on the view that pursuit of freedom, liberty and human rights is accepted and welcomed throughout the globe, regardless of the race, nation or culture so that people will react similarly to governmental violence and malpractices.

Note 21. Chu Tien-Wen confessed in a book that the film is only trying to portray the human activities under natural rules. Liao Ping-hui thinks that it manifests that the film is "only an emotional reaction other than a tragedy and personal lyric other than telling and recounting history." (Liao 1994: 335)

Note 22. This has shown the significance of the director's understanding of history and the function of film. He did not follow the traditional way which indicates that he has some experience different about history and daily life to express.

Note 23. Hou had avoided using professional actors, dissatisfied by the kind of acting that was available in the Taiwanese film industry. In *A City*, most of the casts are non-professional and some of them are even local residents of Jiu Fen, the shooting place. But the production company, Era International, insisted on casting Tony Leung. Maybe because he cannot speak the dialect, he took the part of a deaf-mute as Liao presumes.

Note 24. Maybe Hou's attitude towards contradictories is inherited from the classical Chinese culture, the harmony of Yin (lunar power) and Yang (solar power). "The essence of being is the movement that connects one to the other. "In Hou's aesthetics, light is born out of darkness and silence out of noise – and also, because of the limpid, sensuous space – time continuum he creates, *light out of silence as well as darkness out of noise*." (Reynaud 2002: 44-45)

Note 25. June Yip also discussed this problem in her book. But she simply pointed out the feature and left the significant meaning of this treatment untouched.

Note 26. Hou enjoys the recurrence of the same performers throughout Hou's cinema, as well as the overlapping between their roles and their off-screen life.

Low-Cost Housing in Sabah, Malaysia:

A Regression Analysis

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Abstract

Low-cost housing plays a vital role in the development process especially in providing accommodation to those who are less fortunate and the lower income group. This effort is also a step in overcoming the squatter problem which could cripple the competitive drive of the local community especially in the state of Sabah, Malaysia. This article attempts to look into the influencing factors to low-cost housing in Sabah namely the government's budget (allocation) for low cost housing projects and Sabah's total population. At the same time, this study will attempt to show the implication from the development and economic crises which occurred during period 1971 to 2000 towards the provision of low cost houses in Sabah. Empirical analyses were conducted using the multiple linear regression method, stepwise and also the dummy variable approach in demonstrating the link. The empirical result shows that the government's budget for low-cost housing is the main contributor to the provision of low-cost housing in Sabah. The empirical decision also suggests that economic growth namely Gross Domestic Product (GDP) did not provide a significant effect to the low-cost housing in Sabah. However, almost all major crises that have beset upon Malaysia's economy caused a significant and consistent effect to the low-cost housing in Sabah especially the financial crisis which occurred in mid 1997.

Keywords: Low-cost housing, Regression analysis, Stepwise, Sabah

1. Introduction

The Asian economic growth indicator in the 1980s and early 1990s depicted Malaysia as a country capable of recording an average economic growth of over 8 percent. In addition to this, Malaysia's economy will continue to be influenced by the behavior of the world economy due to its open economic standard which was high and it is this open nature that has been the character of Malaysia's economy since the initial stage of its development until today.

Even so, uncontrolled economic growth and erratic economic crisis can lead to the fragility and instability of the economic system especially during crisis that could cripple the nation's economic competitive edge at the global stage. Sabah's state development in this context is not exempted from the impact of such an economic phenomenon. Amongst this, is the low-cost housing development project which increasingly plays a vital role especially in the development process to tackle social issues. These issues include the ever rising squatter problems which dwindle and could possibly cripple the competitive drive of the local community especially in the state of Sabah. Currently, the buying and selling of ready-built houses especially in the urban area is a norm. Purchasing houses in this area is cheaper and more profitable compared to buying a site and then building one's own home on the said site. According to Mohd. Ali (1991), it is customary for a house to be classified into one of three types according to its cost which include: low-cost house, medium-cost house and high-cost house. Generally, the construction of low-cost housing is more welfare-motivated than medium and high-cost housing and which are more motivated by profit. In Sabah for example, the Urban Housing

Development Board (LPPB) has been entrusted to develop and monitor low-cost housing projects. The board is also responsible to enforce the law or rules relating to low-cost housing projects which are developed by housing contractors.

Undoubtedly, housing is an important wealth component to most people (Grimes et al. 2003, Case et al. 2005). Housing trends affect the welfare of the people whether directly or indirectly and housing construction is an important component in economic activity (Grimes et al., 2003). Usually the state of one's residence reflects the wealth status and their current economic situation. Apart from that, the income and composition of their local community is linked to their local economic situation. One may have the intention to migrate from the economical stresses of a lesser developed area to another area which is more developed.

In his study, Malpezzi (1999) explains that the stock market and bond is reputed to be more effective than the housing market. According to him, in a very well-functioning market, the increase in demand also depicts an increase in supply to which housing prices remain unchanged. However, in the market that is not functioning very well, the increase in demand is not balanced by an increase in adequate supply. Therefore, the price will tend to be raised for a certain period of time and will eventually close the imbalance. This situation would definitely cause a huge negative impact especially on the less fortunate and lower income groups.

From a demographical perspective, Sabah ranks number three in population density after Selangor and Johor (Department of Statistics Malaysia, 2007) where there are as many as 3.06 million people recorded in the year 2006 and this number has shot up to 3.13 million in the year 2008 based on the estimated by Malaysia's Department of Statistic. The population density in Sabah is also due to migration especially from neighboring countries such as Indonesia and Philippines, and the mass entry of illegal immigrants. Based on the statistics in 1970, Sabah's population was 697 900 compared to Sarawak's 1 million. However, in the year 2004, the total of population in the state of Sabah hit almost 3 million people while Sarawak had only 2.3 million people at the time. The issue of illegal immigrants in Sabah has been present for a long time. Various efforts have been made to tackle the issue but this problem continues to exist to this day. It is estimated that a third of Sabah's population in the year 2006 is made up of illegal immigrants. This flooding of illegal immigrants has resulted in Sabah having to put up with high expenses on a daily basis that can be seen from three aspects namely through health care cost, prevention cost and eviction and logistics costs in the detention camps located all over this state. It is estimated that the Sabah state government spends over one million ringgit each day on food alone for illegal immigrants staying in temporary detention camps all over Sabah (Kasim & Mori, 2008).

This situation has also resulted in the existence of several squatter areas such as in the vicinity of Kota Kinabalu, Tawau, Sandakan and several other areas especially in the urban districts. Apart from that, the cleanliness of the city and several towns in this state is also dilapidated while the defiance to present law is on the rise. The occurrence of rapid urbanization in Sabah is also a factor influencing the migration of people into the state.

Generally, there are several factors that can influence housing supply such as price of land, production cost, firm's objective, possible alternative product, total population, government's allocation to housing projects, and government's policy and so on. Nonetheless, the main objective of this study is to see whether there is a significant link in the government's allocation and the total population in Sabah to the low-cost housing in the state. Apart from this, another objective is to analyze other factors which may affect the provision of low-cost housing in Sabah such as the influence of development and economic crisis.

This study is divided into various parts. Part 2 shall discuss the relationship between the economy and low-cost housing. Part 3 explains in detail through data set, theory and models specification. The analysis and empirical decision will be discussed in part 4, and part 5 is the deduction and conclusion.

2. Economic and Low-Cost Housing

Malaysia has gone through five major crises since attaining its independence. These crises include the oil crisis in the year 1971 – 1973, the second oil or commodity crisis in the year 1980 – 1981, the electronic crisis in the year 1985 – 1986, the financial crisis in the year 1997 – 1998, the world electronic demand crisis in the year 2000 – 2001, and 11th September 2001 incident in United States. The causes or the reasons to the crises mentioned are not the same and are distinguishable. The financial crisis in the year 1997 is different with past crises not only because by the significant impact of the financial crisis 1997 on the Malaysian economy compared to past crises but also due to the cause and management for such crises are different (Cheng & Hossain, 2001; EPU, 2008). Hence, economic instability often instigates challenges to permanent economic growth. Most of the property market has recovered with the end of the 1997 financial crisis. This development not only spells opportunity but also a challenge for policy makers and law enforcers from the perspectives of various financial sectors and the low income household group (Chiquier, 2006). When the crisis occured in 1997, the financial funding system for housing was affected with the rise in interest rates, the rise in house prices, increase in unemployment rate and drop in revenue. Meanwhile, the quality of property in relation

to loan collateral (housing developers' debt) received a larger negative impact compared to individuals having loan through mortgage.

There are reports explaining the way that imperfect real asset financing system (property) has caused the crisis to worsen including myopia amongst lenders (lenders myopia), loan guaranteed with collaterals, inaccurate assessment method, incomplete property market and price information, fragile financial law, absence of supervision indicators such as unsold stock inventories, job vacancies and price of land.

According to Chiquier (2006), in order to improve the ability and capacity for financing housing funds, other funds and credit products need to be created with improvements and adequate support to meet the demands of the informal sectors' needs and that of the lower income group.

The mid-term review of the 2nd Malaysia Plan (1971 – 1975) for example show that low-cost housing construction is aimed at upgrading the standard of living for the poor who are staying in the urban area. The target groups are those who are staying in squatter areas, where the squatters are relocated and provided with various modern facilities in an integrated manner (Mohd. Razali, 1984).

Population growth has increased the demand for low cost housing. For example, in the year 1999 alone, there were as many as 114 994 squatter houses all over Malaysia with an estimated total number of squatter residents at 557 679. From this number, as many as 31 394 squatter houses were in Sabah and the numbers of squatter residents were 150 290. Based on another study in the same year, Sabah was ranked second place after Selangor, while Kuala Lumpur ranked third place, in having the most number of squatter houses and number of squatters in Malaysia.

Ghani and Lee (1997) define a low-cost housing as a house which has a sales price of RM25 000 or less. However, this definition is not precise and is not suitable in today's current period due to the increase in the cost of raw material also the changes in the standard of living. Sulong (1984) on the other hand defines low-cost housing as public housing, government housing, cheap housing and flash housing.

The Ministry of Housing and Local Government has set the guidelines on various categories of low-cost housing namely (i) target groups with a household income of more than RM750 one month, (ii) type of house which include flat, terrace house and longhouse, and (iii) surrounding space of 550 to 600 square feet, two bedrooms, one guest room and one wash room or toilet. According to Ghani and Lee (1997), the main problem faced by private developers in the implementation to the construction of low-cost housing projects is their increasing debts as a result of the rising cost of raw material, employees' wages and also land price. The cost to build a low-cost housing is higher than the ceiling price which has been prescribed by the government. As a result, the private developer has to shoulder the burden of high costs which is higher than their acquired profit.

Table 1 shows the number of low-cost housing built in Sabah during five terms of the Malaysia Plan which starts with the 2nd Malaysia Plan (1971 – 1975) to the 7th Malaysia Plan (1996 – 2000). The low-cost housing supply trend is increasing each year, from 1 079 units in the 2nd Malaysia Plan (2MP) to 6 681 units in the 7th Malaysia Plan (7MP). However, there was a drop in the number of low-cost housing supplied from 4 512 units in the 5MP to 2 938 units in the 6MP. This situation may have been caused by several factors.

First, the implication of the economic situation at the time where the government was taking precautionary steps while observing the sluggish economy encountered by neighboring countries especially Thailand and South Korea as a result of currency speculation. Second, the government's action in reducing low-cost housing may be caused by lower demand for such housing and lesser squatter problems.

The third factor may be caused by inefficiency in the management system for the supply of low-cost housing. This can be clearly seen in the statistics from Table 1 and Table 2 where the low-cost housing number is reduced to 2 938 units but the budget allocated for the low-cost housing is increased from RM116.9 million in 5th Malaysia Plan to RM142.9 million in the 6MP, even though the economic situation at that time was still stable.

The statistics in Table 2 shows that the government's budget allocation for low-cost housing projects in the five terms of the Malaysia Plan in the state of Sabah beginning from the 2MP to the 7MP. The budget for low-cost housing shows an upward trend throughout the five terms period of the Malaysia Plan which is from RM8.02 million in 2MP to RM322.64 million in 7MP. Even so, the positive increase in this budget is not parallel with the increase in the supply of low-cost housing.

3. Data and Model Specification

All data which includes the low-cost housing supply (*SH*), government allocation to low-cost housing (*G*) and total population (*P*) are acquired from the Sabah's Urban Housing Development Board (LPPB), and the Sabah State Department of Statistics. Meanwhile, the Malaysia *GDP* was acquired from Malaysia's National Bank Annual Report and the International Financial Statistic (IFS), various issues. The data for the government's allocation for low-cost housing are classified within developmental expenditure.

The difficulty in obtaining the most up-to-date data especially for *SH* and *G* has resulted in the use of annual data series from only the years 1971 to 2000 for this study. Empirical analyses were conducted by using the multiple linear regression method, stepwise (McClave & Sincich, 2003) and also dummy variable approach. A dummy approach was used in this study to see the impact of the economic crises which only occurred during the years 1971 to 2000. Therefore, the impact of the world electronic demand crisis which occurred in the year 2000 – 2001 and 11th September 2001 incident in the United States were not taken into account in this study. The variables description used in this study can be described as follows:

Dependent Variable:

    SH = Low-cost housing supply

Independent Variables:

    G = Government allocation   (+)

    P = Total population (population)   (+)

    GDP = Gross Domestic Product   (+)

    D_1 = 1 (If the crisis was in 1980 – 1981); 0 (Others)   (-)

    D_2 = 1 (If the crisis was in 1985 – 1986); 0 (Others)   (-)

    D_3 = 1 (If the crisis was in 1997 – 1998); 0 (Others)   (-)

The equation to reflect the relationship among variables involved namely *SH*, *G* and *P* is shown in following basic equation:

$$SH_t = f(G_t, P_t) \tag{1}$$

where *SH*, *G*, *P* are low-cost housing supply, government allocation to low-cost housing and population respectively, t represents the time period. The equation above can also be written as:

$$SH_t = \alpha_0 + \beta_1 G_t + \beta_2 P_t + \varepsilon_t \tag{2}$$

where α_0, β_1, β_2 are unknown parameters and ε is random error amounting to zero (white disturbance). If growth and economic crisis are taken into account, equation (1) can be expanded as follows:

$$SH_t = f(G_t, P_t, GDP_t, D_1, D_2, D_3) \tag{3}$$

where *GDP* = Gross Domestic Product, D_1 = commodity crisis, 1980-1981, D_2 = electronic crisis, 1985-1986 and D_3 = financial crisis, 1997-1998. In short, the equations above may be written as:

$$SH_t = \alpha_0 + \beta_1 G_t + \beta_2 P_t + \beta_3 GDP_t + \beta_4 D_1 + \beta_5 D_2 + \beta_6 D_3 + \varepsilon_t \tag{4}$$

Meanwhile, the selection of a more appropriate model to reflect the key determinant factors to the supply of low-cost housing is shown in the following equations:

$$SH = \alpha_0 + \beta_1 x_i \tag{5}$$

where x = *G*, *P*, *GDP*, D_1, D_2, D_3; i = 1, 2, 3, ..., k. Equation (5) can be expanded such as follows:

$$SH = \alpha_0 + \beta_1 G + \beta_2 x_i \tag{6}$$

where x = *P*, *GDP*,..., D_3; i = 2, 3, ..., k. Then, equation (7) is derived based on equation (5) and equation (6).

$$SH = \alpha_0 + \beta_1 G + \beta_2 P + \beta_3 x_i \tag{7}$$

where x = *GDP*, D_1, ..., D_3; i = 3, 4, ..., k. The equations above can be expanded until equation (8) is obtained.

$$SH = \alpha_0 + \beta_1 G + \beta_2 P + \beta_3 GDP + \beta_4 D_1 + \beta_5 D_2 + \beta_6 D_3 \tag{8}$$

4. Empirical Decision Analysis

The correlation analysis in Table 3 shows that almost all independent variables have significant positive correlations with the low-cost housing supply (*SH*) except D_1 and D_2. However, the correlation degree between *P*, *GDP* and D_3 with low-cost housing supply is relatively modest. Meanwhile, the correlation degree between the government's budgetary (*G*) and low-cost housing supply (*SH*) is fairly strong where it almost reached 84%.

The result of the multiple linear regression estimation and *stepwise* is shown in Table 3. Based on the multiple linear regression analysis, the F-statistic value = 17.481 shows that all independent variables have a significant link with low-cost housing supply.

However, individual test conducted based on *t*-statistics shows that not all coefficients for independent variable were significant. These results also show that the economic growth measure based on GDP did not give a significant impact on low-cost housing supply in Sabah. Apart from that, almost all major crises took a significant and consistent toll on

low-cost housing supply in Sabah especially the financial crisis in the year 1997. The coefficient of determination value (R^2) which shows a variation of 82 percent in *SH* can be explained as the variation in all independent variable. The value is also indicative that the established model is quite befitting in describing *SH*.

But what is more interesting in this study is that although the second oil or commodity crisis which happened in the year 1980 – 1981 gave significant effect to low-cost housing supply, its coefficient's value is positive and its contrary to what was anticipated in the earlier part of this study (the value expected was a negative). Theoretically, this indicates that an increasing in crisis of a given period will increase the low-cost housing supply. If we look at the Table 1 and Table 2 and their relation with Figure 1, we can see that the impact of the existence of a crisis during the period is not so obvious. This might be because the critical stage of the crisis is not that high (refer to Figure 1) and is not suitable with the concept and definition of a real crisis in the case of Malaysia as founded in the study by Cheng et al. (2001) because during that period, the economic situation of Malaysia was fairly stable. Even so, the impact of the crisis for that period may be more obvious and significant in the case of developed countries (Figure 1).

The result of the analyses using multiple linear regressions was also supported by the result of multiple linear regressions using the *stepwise* method. This indicates that the government's allocation or expenditure for low-cost housing is a core factor in influencing the provision of low-cost housing in Sabah.

5. Conclusion

Governmental allocation for low-cost housing projects which is part of the government's development expenditure category is very important in ensuring that the development projects for the welfare and well-being of the people is continued and be continuous in the future. In fact, projects involving the government such as this are paramount in the provision of low-cost housing especially in the eradication of squatter problems which normally occurs in the urban areas. In addition, the government should also encourage and provide incentives to the firms or companies who are investing in housing market especially low-cost housing such as in giving subsidies and also tax exemption for a certain period of time. This is to ascertain that housing developers or contractors are not burdened with high costs due to the rise in expenses for raw material, labor and others costs involved in the housing projects. This is because, based on the market theory, and the supply and demand in the economic system, it is known that the private sector is more concerned towards profit while the government sector is more inclined towards providing for the welfare of the people.

Currently, low-cost housing has become a basic need and the changes in population number will definitely influence the pattern for low-cost housing supply. Apart from that, the government should be prepared to face the population policy challenge which is targeted at 70 million people in the year 2020 by providing more low-cost housing in the future and consequently, achieve the zero squatter status. Economic stability, the involvement and cooperation from all parties including the private sector, government, or individual are vital to avoid another crisis from striking again and rid of the existence of squatter problems in the future.

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Table 1. Low-cost housing based on five years Malaysia Plan in Sabah

	Total Units
2MP (1971 – 1975)	1,079
3MP (1976 – 1980)	2,826
4MP (1981 – 1985)	3,885
5MP (1986 – 1990)	4,512
6MP (1991 – 1995)	2,938
7MP (1996 – 2000)	6,681

Source: LPPB, Sabah

Table 2. Low-cost housing budget based on five years Malaysia Plan in Sabah

	Total RM
2MP (1971 – 1975)	8,029,000
3MP (1976 – 1980)	26,778,000
4MP (1981 – 1985)	89,886,000
5MP (1986 – 1990)	116,944,200
6MP (1991 – 1995)	142,902,300
7MP (1996 – 2000)	322,640,299

Source: LPPB, Sabah

Table 3. Correlation analysis

	SH	G	P	GDP	D1	D2	D3
SH	1.000	0.839**	0.517**	0.549**	0.030	-0.023	0.491**
G	.	1.000	0.756**	0.771**	-0.195	-0.084	0.710**
P	.	.	1.000	0.978**	-0.174	-0.086	0.449*
GDP	.	.	.	1.000	-0.167	-0.123	0.469**
D1	.	.	.	.	1.000	-0.071	-0.071
D2	.	.	.	.	.	1.000	-0.071
D3	.	.	.	.	.	.	1.000

Notes: **(*) are significant at 1%(5%) levels.

Table 4. Multiple regression & stepwise analyses

Parameter	Dependent Variable: *SH*	
	Multiple	Stepwise
α_0	614.791 (2.571*)	322.063 (4.326**)
β_1	0.027 (5.486**)	0.017 (8.149**)
β_2	-0.486 (-1.772)	
β_3	0.002 (0.876)	
β_4	463.852 (5.432**)	
β_5	145.977 (1.853)	
β_6	-636.843 (-2.300*)	
F-statistic	17.481**	66.401**
R^2	0.820	0.703
DW	2.169	2.085

Notes: **(*) are significant at 1%(5%) levels. Numbers in parentheses are t-statistics. DW = Durbin-Watson statistic.
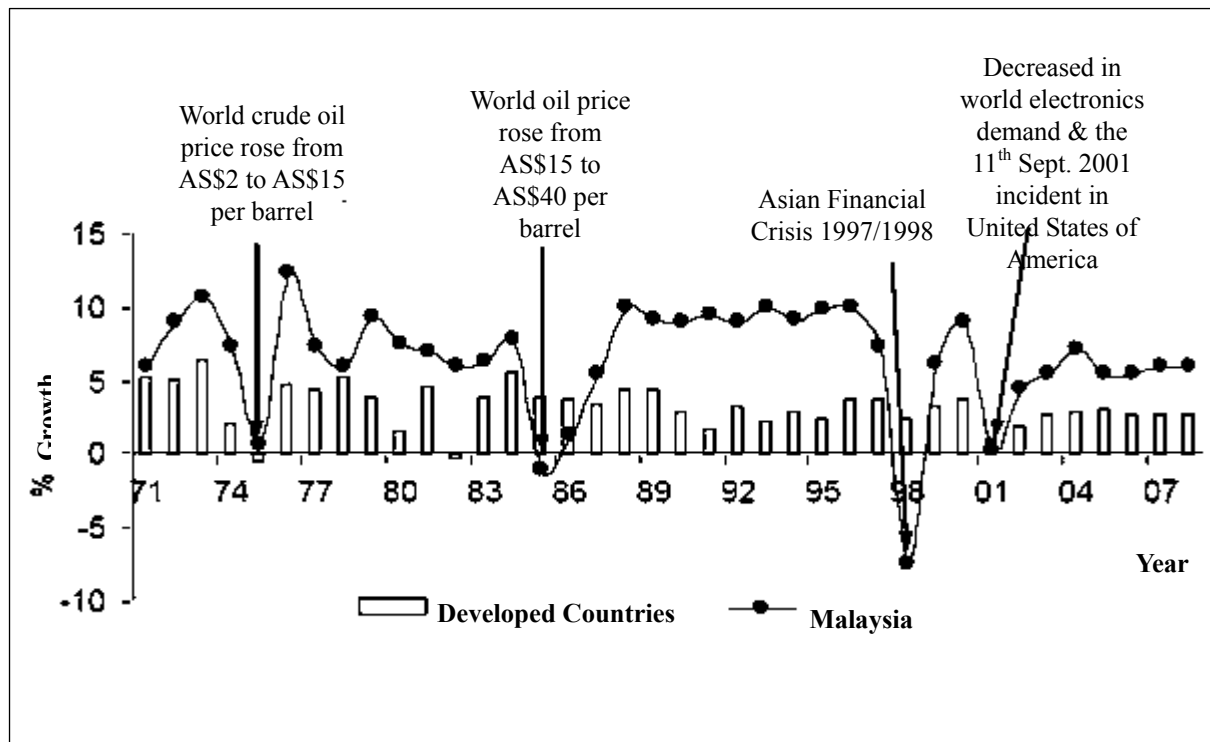

Figure 1. Economic growth and economic crises

Source: Economic Planning Unit, 2008.

Thinking about Pushing Forward the Publicity and

Education of the Theory of Chinese People's

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Abstract

The Central Committee of the Communist Party of China has repeatedly and definitely demanded that the Party Committees at all levels should actively organize and vigorously promote the theoretical research, publicity and educational work about Chinese People's Political Consultative Conference (CPPCC). Propaganda Departments and Education Departments are supposed to highly value the publicity and educational work about it, and propagandists and educators should grasp such two features of the theory as "novelty" and "greatness". Some typical confused ideas on CPPCC in society should be cleared up accordingly in publicity and education. The whole society should enhance their awareness and consensus about it so as to make the work of CPPCC form a situation of one voice in China to promote the development of the cause of Chinese People's Political Consultative Conference.

Keywords: CPPCC theory, Two characteristics, Ambiguous understanding, Enhance the consensus

1. Great importance should be attached to the publicity and educational work of CPPCC theory

On February 8, 2006, the CPC Central Committee issued No. 5 Document of 2006, "Suggestions on Strengthening the Work of the CPPCC", specifically demanding that "the Party committees at all levels should actively and vigorously promote the theoretical research, publicity and education on CPPCC and list the theory of the CPPCC into the teaching plans of the Party schools, the schools of Administration, the Institutes of cadres, the Institutes of Socialism at all levels. News media should be organized designedly and emphatically to publicize the multi-party cooperation system led by the CPC and the political consultation system, make people know the nature, status and role of CPPCC and the specific situations that CPPCC at all levels have functioned in order to create a good atmosphere conducive to the development of the CPPCC". (Suggestion on Strengthening the Work of CPPCC, 2006, p.11) As a matter of fact, while the Party organizations at all levels implement the spirit of "Suggestions on Strengthening the Work of the CPPCC", they have enhanced the theoretical study, publicity and educational work and listed the theory of CPPCC into the teaching plans of the Party schools, schools of administration, the institutes of cadres, the institutes of socialism at all levels. From the Suggestion, we can see there is a very firm tone and clear attitude to promote the research, publicity and educational tasks of the CPPCC theory and the growth of the CPPCC cause.'

No. 5 Document of 2006 is programmatic to guide the development of the CPPCC cause and another milestone of its development. So far, there are three programmatic documents the Central Committee have issued to guide the development of CPPCC. The first is, on December 30, No. 14 document of 1989 with the title of "Suggestions of the CPC Central Committee on Adhering to and Improving the CPC-led Multi-party Cooperation and Political Consultation System", whose major highlight lies in that it is the first time in form of the Party's document to make clear that the CPC-led multi-Party Cooperation and Political Consultation System is a basic political system. The second is, on February 18, 2005, the No.5 document of 2005 with the title of "Suggestions on Further Strengthening the Construction of the CPC-led Multi-party Cooperation and Political Consultation System", which gives a clear requirement of the construction of the system. The third is the No.5 document of 2006 of "Suggestions on Strengthening the Work of the CPPCC", which makes a relatively complete narration of the theoretical source, nature, tasks, status, role and the construction of the CPPCC, indicating a clear direction for the development of the CPPCC. (Zhang, 2008, p.75)

The two No. 5 documents have the most notable features of further promoting the institutionalization, standardization and routinization of the CPC-led Multi-party Cooperation and Political Consultation system. They also have made the

most powerful norms of the principle, contents, forms and procedures of political consultation, particularly, made it clear that the political consultation should be put into the decision-making process and consultation conferences should be held on major issues before and in the decision-making process. They have put forward that the political consultation includes two basic forms that can not replace each other, and raised specific demands of the three phases of preparation, process, and feedback. The 17th National Congress of CPC in the report, absorbing the spirit of the two No.5 documents, reiterates "promoting the institutionalization of political consultation, democratic supervision, participation in politics, and bringing the political consultation into the decision-making process", which are the core content of the two No.5 documents. Therefore, in the work of publicity and education of the CPPCC theory we should combine the spirit of the 17th National Congress of CPC and the two No.5 documents closely, particularly the connotations of comprehensively promoting the CPPCC institutionalization, standardization and routinization.

2. Two features should be emphasized to promote the publicity and educational work of the CPPCC theory

The CPPCC theory has features of "novelty" and "greatness". Greatness means that it will become the vital content in publicity and education while novelty means fewer reference books.

2.1 The CPPCC theory has features of novelty.

2.1.1 It is a short time after the CPPCC theory was put forward as a political concept.

As a fixed political term, the CPPCC theory was first raised at the 100th anniversary of Comrade Deng Xiaoping's Birth and the Seminar of Deng Xiaoping's CPPCC Theory held by the CPPCC National Committee in August 2004. Comrade Jia Qinglin at the conference said, "practice of more than half a century has proved that the creation and development of the CPPCC cause has always progressed under the guidance of the CPPCC theory made by the Chinese Communist Party", which indicates that the Central Committee of CPC for the first time officially presented the political concept. In the following September, Hu Jintao delivered an important speech at the 55th anniversary of the establishment of CPPCC, saying that "we should vigorously strengthen the theoretical research of the CPPCC, and provide theoretical guidance for the better development of the people's CPPCC". This shows that the people's CPPCC theory, as a political concept, has been formally established. After the issue of "Suggestion on strengthening the work of the CPPCC", the research association of the CPPCC theory was set up in December of 2006, becoming the base of the theoretical research of CPPCC, followed by that local research societies established everywhere in China, marking that the theoretical research organization system is getting sound and the mechanism and platform to promote the theoretical research exchange are gradually being established. However, the theoretical study of the CPPCC starts late, and experts and scholars are relatively in small number, thus the research teams needs integrating and there are relatively few major theoretical research results.

2.1.2 There are few research achievements on CPPCC theory.

For theory of the CPPCC is not a complete discipline system so there are relatively few materials for reference in publicity and educational work. In the cause of publicity and education, documents of the Central Committee of CPC about CPPCC and the CPPCC Charter are vital for research. Secondly, as far as the present situation is concerned, there are mainly three categories of materials for reference and books worth reading. The first is the collated and compiled materials of history of the CPPCC, such as Book of the CPPCC(1999), Documents of the CPPCC(1949), Formation and Development of Deng Xiaoping's Theory of the CPPCC(Zhu, 2004), and Zhou Enlai and the CPPCC(Ma, 2004). These materials are valuable for they have recorded the work situations of the leaders of the CPC and democratic parties since the foundation of the CPPCC and their understandings of the CPPCC. The second is of the materials concerning the work and education of the CPPCC, such as, Workbook of the CPPCC(1986), Guide to Basic Knowledge of the CPPCC (Wang, 1994), and An Introduction to the CPPCC (Zhang, 2008). The third is of the research works, such as The CPPCC in Contemporary China (Peng, 1993), On the CPPCC of China (Hu, 1999), and CPPCC and the Construction of a Harmonious Society (Yu and Song, 2005). (Yuan, 2006, p11).

Of the above achievements, what is worth mentioning is the book, Introduction to the CPPCC, which in close connection with the spirits of the 17th National Congress of CPC and the two No.5 documents expounds the history of establishment, existence and development of the CPPCC and its inevitability, and demonstrates the nature, status, mandate, role and main functions of the CPPCC, its theoretical foundation, principles and regular work, the organizational system, the meeting system and its own construction, the strengthening and improvement of the Party's leadership over the CPPCC, and so on, forming a set of scientific structures and systems of the basic knowledge and theory of the CPPCC. The book is of some value for reference in studying, publicizing the CPPCC theory. Secondly, the book of The CPPCC and the Construction of a Harmonious Society is of higher value for reference by summarizing and developing the recent research achievements of the people's political consultative theory in democracy, the rule of law, civil society and other comprehensive perspectives.

2. 2 The CPPCC theory has the features of greatness

2.2.1 The CPPCC theory involves a wide range of knowledge

Suggestions on Strengthening the Work of the CPPCC clearly points out that "the CPPCC is the great creation by the Communist Party of China who has integrated Marxist and Leninist theory of united front, theory of political parties, theory of the democratic parties with China's specific practice. It is the great achievement that the Communist Party of China with all democratic parties, the people's associations and people of all ethnic groups stands together to fight to win." (Suggestion on Strengthening the Work of CPPCC, 2006, pp1-2). We can know that the CPPCC has three major sources of theory, that is, Marxist-Leninist united front theory, theory of political parties, and democratic political theory. Furthermore, several generations of leaders of the CPC Central Committee have contributions to the creation, development and innovation of the CPPCC theory, as needs carding and studying in the process of publicity and education of the CPPCC. In this sense, the CPPCC theory has wider range of research than the united front theory.

2.2.2 There is a wide range of the CPPCC work

Comrade Li Ruihuan said that the CPPCC has many things to deal with and care about. As to those involving the lives of the people from such a big thing as launching a satellite into space to the daily trivial things, it is necessary for the CPPCC to take care of.

Theory guides practice and in turn practice serves the theory. The purpose of studying the theory of the CPPCC is to better guide the work of the CPPCC. In the course of the publicity and education of the CPPCC theory, we should combine theory and practice to make a research.

3. In the course of publicity and education, we should clarify designedly several typical vague understandings of the CPPCC

The promotion of the publicity and education of the CPPCC aims at doing a better job in the construction of the CPPCC, making the whole society understand more of the CPPCC correctly, expanding its audience awareness, and enlarging the consensus. So it is necessary to clarify the vague understandings of the CPPCC designedly.

Some people including some leading cadres from the Party or governments, intellectuals, and even some CPPCC members have ambiguous understandings or even biases against the CPPCC. I have classified them into four categories. First is the no-ground parlance. They said that there is no theory to guide the work of the CPPCC. Second is the parlance like a vase and decoration. They said there was a piece of doggerel before the Cultural Revolution, saying "the Party committees wave the hands to make decisions, the governments move the hands to make implementation, the National People's Congress raises the hands to show agreement and the CPPCC claps the hands to show the affirmation. But now there are still some people using the doggerel to compare to what the CPPCC functions. Later, there spreads in society some other doggerels, for example, functioned only for a few days while deserted for a whole year; The Party committees have rights, the governments have money, what the NPC can do is to raise their hands, and what CPPCC can do is to deliver speech; What the CPPCC speaks and does is for nothing. The CPPCC is just an empty framework. It can not play any role and functions nothing. Third is the parlance of idleness and tiredness. For example, it is said that veteran cadres have nothing to scare in both CPPCC and the National People's Congress. The CPPCC has no right so they have no trouble. It is another bureau of tired cadres and what the entire staffs do is to enjoy themselves. The fourth is the parlance of creating troubles. The CPPCC was described to be "an empty framework with a great brand where a group of old men have nothing to do except pick holes". It seems what the CPPCC can do is to find other's defects and give endless suggestions. (Liu, 2007)

These above views are wrong and of prejudice, with vague understandings of the CPPCC's nature, mission, role and status, so it is necessary to give a clarification in the process of publicity and education.

4. The whole China should have one voice about the work of the CPPCC.

At present there exists a phenomenon in some places about the work of the CPPCC. The Central Committee of CPC attaches greatest importance to it, and the provincial Party committees stress it comparatively while the grass-roots Party organizations do not give enough emphasis on it. One of the purposes that the Central Committee has repeatedly stressed the importance to the work of the CPPCC and the promotion of the theory of the CPPCC's research, publicity and education is to expand the consensus, and form a voice about the work of the CPPCC in China.

The phenomenon actually reflects that some people only regard the united front as a revolutionary tool. They think it is out of date that the CPPCC, a form of the united front, is considered to be a magic weapon for it was a matter of thing in the revolutionary period. During the revolutionary period, because the CPC was relatively weak, when facing with the powerful enemies, only by relying on the revolutionary united front to strengthen the ranks, could she isolate and defeat the enemy. But it is not the same today. The CPC today has become the first big and powerful Party with more than 70 million members. In China, no other political parties can contend with her. Therefore, in some places, although the united front is considered to be that important, in actual work it is marginalized or even ignored. (Li, 2007, p.7)

This does not link the CPC's historical position with the role that the united front should play closely. So we should recognize that, in the past, the united front was a magic weapon in defeating Japan and Jiang Jieshi regime, while at present, it is still magic in the scientific development. For instance, the scientific development needs the support of talent and intelligence and the CPPCC has a galaxy of talents, who can give a deep research on some major, macroscopical, and deep-seated problems. Of course, the CPPCC has more roles than those.

In short, it will certainly play a great part in the development of China to conscientiously carry out the CPPCC's construction and give full play to the role of the CPPCC. The CPC Central Committee demands to strengthen the theoretical study, publicity and education work, therefore, the educators must continue to improve the guiding theory of the CPPCC work, clarify the vague understandings and prejudices against the CPPCC, so as to make the work of CPPCC a situation with one voice in China, which is the primary responsibility of propagators and educators.

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On Perspectives of Audience Studies

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Abstract

Technology, as a base, drives the expansion of communication in time and space, forming a new media environment, in which the environment-dominant changes happen to the audience. The study perspective is converted from powerful media to people, enlarging communication to a bilateral initiative studies. Under the impacts of media convergence, the audience is inclined to an initiative communication. Centering on individuals, it expands individual communications in the network environment.

Keywords: Media convergence, Audience, Initiative, Individual

Media runs everywhere (Roger Dickinson, Ramaswami Harindranath & Olga Linne Roger Dickinson, 2006), forming the primary way for bilateral information communication. A diversity of media carriers appear under the influences of new communication technologies. The audience can take advantages over the media in more flexible and various ways, and integrate new and old media into daily lives (Virginia Nightingale & Karen Hoss, 2006). Influential media communication is usually regarded as the core of attentions, and the audience is merely to take information passively. The open context has realized revolutionary liberations due to advanced communication technologies. The audience has turning into "searchers, consultants, viewers, reflectors, dialogists, and chatters" from "passive receivers, consumers, accepters, or target objects" (Denis McQuail, 2006).

In history evolution, researchers begin to pay attention to "people" and the subjective effects of audience, instead of the focus on former lateral disseminators. That is an expansion in initiative space generated by new communication technologies to the audience, and also a bilateral perspective in studying communication, instead of just researching the lateral meanings of communication.

Audience is the one who receives information passively in certain special scope. As the receiver in communication, the audience may be individuals, groups, or "mass".

A communication expert, McQuail, said in his work that: the "mass" concept was firstly advanced by Bloomer, a sociologist of Chicago school of sociology, in order to differentiate it from former "group" or "public". The mass is incapable of discrimination or rejection. Only if receive information from media, the mass takes them completely just as a target being shot down (Denis McQuail, 1997).

Generally speaking, the audience would accept all information from influential media. The powerful influences of media even impact the form of people's values. In 1938, a broadcasting play edited from Wells' fantastic story *Star Wars*, produced by Columbia Broadcasting System, caused a common panic for "Martian Invasion". This event effectively illustrates the theory.

The foundation of superstructure is determined by economic factors of social development. Along with progresses of science and technology, abundant media can enrich people's life. As urbanization keeps in advancing, people demands for more modern life and richer information gradually. The audience concept is close to the mass step by step. Mass communication becomes the mainstream of society. However, the mass communication at that time was criticized for lacking of personalities and spirits. It was an entertainment time.

Audience is regarded as "lifeless individuals" who receive information passively. Audience can get information by many ways, not only the mainstream media. To get media information is an expansion of mutual communication between people in social environment. Simply ways, such as oral communication, and interpersonal communication, are the foundation of media information. A survey of America president election organized by Lzarsfeld, a well-known communication expert, shows that: the mass communication media has little impacts on the public vote. No more than 5% of voters are influenced by media. The media could not exert its powerful influences. It proves that the audience is

not a target hit by influential media. From the perspective of taking the audience as colorful human being, they are the communication objects with subjective judgment and initiative.

As disseminators transfer information to the public, the information in nature contains certain thoughts and value systems. The supporter of certain thoughts and value systems expresses abstract ideas in form of stories or other visualized things. In narrating stories, the thoughts and value systems will penetrate into the minds of the public. As the public receives the information, they accept a set of thoughts and value systems as well. It seems to be a willing process. But in nature the influential media has the initiatives in the process, using exterior information to convey thoughts and value systems. Even after several accumulations, it may form groups or even culture circles. In *Reading Television*, take the wandering poets in traditional Ket society for example, and advance that media has seven functions in modern society. Thereof, it puts forward that media conveys the culture and consciousness of clan members by many ways. Every member in a culture circle, under the impacts of implicit power, accepts or even supports the influential value system, forming a consensus to practical environment. However, these implicit and penetrative contents are hard to be noticed in general. Just as what was said by Neil Postman, "why the media is unique is that although it directs us to know and understand things, its interference is usually unnoticeable".

Many theories concerns the impacts suffered by the audience from influential media, including the audience as targets, agenda setting theory, culture normalization theory, and significance constitution theory. Researchers focus on influential media communication and define the audience as being passive and flatten.

The study perspective is fixed on the powerful effects of media. Television is a classical representative of influential media in mass communication. A special communication form in mass culture comes into being.

The public is accustomed to television. The word custom usually comes along with television in a sense. Activities derived from customs have absolute influences on the public. Television's multiple attributes make the audience accept a kind of psychological closeness and penetration naturally. "Family watching mode" constitutes the communication way in group environment. "Accompanied watching" facilitates the acceptance of custom-dominant information.

Under the dominating effect, television contributes to the formation of mainstream values. But other media threats the sound foundation constructed by television. "A probability is that no matter what the new media is, it will locate aside the old media. But the old does not disappear. New communication technology will drive old communication technology to bear new role (Werner J. Severin & James W. Tankard, Jr., 2006)."

Television is to close and shape the initiative of mass communication media in the nearest way. The audience can not reject the psychological familiarity generated by closeness. By arousing an emersion of real life by charming images, television guides the audience enter the most familiar life. The communication effect class mode constructed by Ravich and Steiner rightly explains the classes of television communication. It includes cognition, feeling, and desire. Cognition refers to knowledge, information, and facts in thinking field. Cognition is a necessary approach for entering the feeling aspect, such as like or favorite. Feeling is the attitude and sense to things. Television offers rich information in cognition field, creating widely-accepted feelings by externalizing information, and realizing the maximum effect of information communication. Desire is a kind of trust and purchase in a psychological sense for news stimulus or guiding appetite in motive field.

To consume media products has become a custom in modern people's mind. In the *Consumer Society*, Baudrillard advances that people are surrounded by numerous things, what causes forcing purchases for unnecessary goods. Surrounding by various media products, people do not satisfied with pure life needs but desire for spiritual and psychological consensus. In the rich and visualized social cognition, people learn to select information by interests but not receive information passively. People are more like "initiatively takers". This law restrains changes of the way, by which disseminators penetrating into the mainstream values.

Fiske thinks: "the contents conveyed by the disseminator are organized according to specific cultural background and have nothing to do with the disseminator or his or her works. What the disseminator does is nothing but a communication media". Due to changes of modern media and diversity of communication means, it is necessary to understand the media development based on social existence. In the trend of commercialization, media products are also originated from market. To satisfy the public needs becomes a must in production. What it transfers must be in accord with the cultural needs of audience. The audience pursues freedom in selection instead of receiving anything passively, which causes a strong demand for initiative selection.

The political economics is to take the audience as commodity. In Smythe's opinion, as the audience spends time in watching advertising, they serve these commercial ads and become targeted commodity. The audience does not satisfy with the passive position as commodity. Limited communication ways can not help the audience express their feedback completely. The audience rating survey can not reflect individual or group inclination.

At the information times, the various, abundant or even inundant information impacts the sense of audience. The audience is surrounded by information. To possess information is not a need any more but become a custom. The

audience will be studied not as a group but as different individuals. In front of rich and colorful information, the audience will not feel at lost but hold the right of free selection. The audience will be inclined to pleasure information, what especially happens in an entertainment society but should not be defined as the selection of all audience.

Lymond Bauer in his *The Obstinate Audience* published in 1964 said that: "Information is not gun and bullets. It does not shoot at the audience but stays in a place where the audience deals with it as they like. The audience can reject disseminations, or explain information by other ways, or make best use of it as they like. The audience is obstinate."

As we emphasize on information disseminators, the audience is taken as passive receivers. Under the effects of multiple communication ways, the audience can make choice freely and even become the subjects of communication. The enrichment of communication ways gives the audience more chances to express individual or group desire. New technologies facilitate communication's revolutionary progresses. The participation of network also changes the formal balance between media producers and consumers from different aspect (Steve Bailey, 2005).

The initiative of audience is displayed completely. In the network, the audience can not only obtain information based on self needs but also express their opinions freely, which enhances the interactivity. The prosperity of BBS in network can also facilitate the interactivity. In the network, the audience can issue information as well, what makes them become disseminators. It profoundly overthrows the relationship between disseminators and receivers.

The network communication reflects information exchange and feedback, and the characteristics of bilateral communication. Not only the effects of network but also the coming of new science and technology revolution, and the emergence of mobile phones, televisions, and other communication ways have driven the changes of communication form and defined a new concept of audience. The appearance of new audience concept drives researches on the paradigm of audience. In *Audience*, Abercrombie and Longhurst cite Kuhn's paradigm concept, classify studies on audience into three paradigms, and advance the spectacle/performance paradigm that consists of spectacle, performance, imagination, and image, forming a new study perspective under the convergence of new media. As media image impacts the daily life, the convergence of media makes everyone directly or indirectly become an audience, as well as a performer. By this way, the contents producer in communication and the receiver integrate together. As the audience employs the media initiatively, the media will help the audience realize the search or construction of self image.

Studies on bilateral communication show that the audience can give feedback to disseminator's information instead of suffering passively from impacts of influential media. Considering individual personality, the audience is the subject with subjective inclination in selection. Special cultural environment, personal growth background, and unique belief cause the individual inclination to information in selection. The audience is individual or group in social relationships and cultural environment.

Perspectives of studying audience tend to follow certain rule in continuous evolvement, from taking the audience as passive receivers to paying attention to the initiative expression of audience as subjective individual, from focusing on individuals to impacts of placing the audience in certain social and cultural environment. But we have to admit that the audience is impacted by influential media indeed. The influential media constructs a cultural system under the mainstream influences, and form fixed value judgment standards. Meanwhile, audience's selection can also affect the media communication and even become the main force that influences the media.

People's subjective and objective integration is the base for bilateral communication studies. Just as what was concluded in McQuail's *Audience Analysis*: "Reviewing the history of audience studies, we notice that the studies are continuously developing from being controlled audience to self-governance. The evolvement of audience theories vividly shows us the changing route from the media disseminator perspective to the receiver perspective. The audience study tends to emphasize on the "re-discovery" of people (Denis McQuail, 2006).

From the ethnography perspective in media studies, no matter what it is ideology machine or communication media, it is not based on communication technologies or disseminators but originated from a group's daily life. There is a continuously creating relationship between "creators" and "creations".

Under the impacts of media convergence, the audience gradually forms the subjectivity. Due to the continuous changes of the relationship between the audience, and media text, individuals construct self media centers. The audience is not the passive receiver controlled by media texts but the initiative expresser for multiple media contents. In today's media convergence, the audience constitutes the personalized media center and becomes the performer who shows himself or herself by texts, which breaks the border between producers and passive receivers, forming a multi-dimensional space for information exchange.

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Market Innovativeness of Malaysian SMEs:

Preliminary Results from a First Wave Data Collection

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Abstract

In today's dynamic business environment, having good strategies alone is not enough. Businesses must be able to evolve in consonance with the environment and focused on achieving sustained competitive advantages. One potential mechanism through which sustained competitive advantages can be obtained is innovativeness. Drawing upon data from 39 small and medium enterprises in Malaysia, this study examined the relationship of market innovativeness to performance. The findings of this study were somehow consistent with those of the earlier innovativeness study. The result of regression analyses reveals that market innovativeness is significantly related to the performance. Apart from providing some new evidence in the important area of innovativeness of Malaysian SMEs, this study has also important implication for managers and policy makers while revealing considerable scope for future research.

Keywords: Market innovativeness, Performance, Small and medium enterprise, Malaysia

1. Introduction

In today's dynamic business environment, having good strategies alone is not enough. Businesses must be able to evolve in synchronize with the environment. One important way to continuously evolve is through applying innovativeness ability. One of the most comprehensive concepts of innovation is to be found in the definition formulated by Schumpeter (1942). Joseph Schumpeter defined economic innovation in 1942 as:

1. The introduction of a new good —that is one with which consumers are not yet familiar—or of a new quality of a good.

2. The introduction of a new method of production, which need by no means be founded upon a discovery scientifically new, and can also exist in a new way of handling a commodity commercially.

3. The opening of a new market that is a market into which the particular branch of the country in question has not previously entered, whether or not this market has existed before.

4. The conquest of a new source of supply of raw materials or half-manufactured goods, again irrespective of whether this source already exists or whether it has first to be created.

5. The carrying out of the new organization of any industry, like the creation of a monopoly position (for example through trustification) or the breaking up of a monopoly position

This particular research is very much interested to study the how firms achieved superior performance. Since looking at both external and internal factors in a single study seems to be very interesting, it is beyond the capacity of the author. Due to that this study will narrow down its scope by focusing on the internal resources that if properly utilized can lead to firm's performance. Specifically, this study will focus on how resources can increase innovativeness of the firms and with high innovativeness, firms will gain superior performance. Since studying all the firms is just not feasible, this

study will only focus on Small and Medium Enterprises (SMEs) located in Malaysia. The main reason for the focus on Malaysian SMEs is based on the importance of SMEs to Malaysia economy. SMEs have been acknowledged as the strategic thrust in Malaysia economy based on various reports of government agencies (SME Annual Report 2005, 2006: 9th Malaysia Plan, 2006; *Third Industrial Master Plan (IMP3) 2006 – 2020*, 2006).

Innovations and Small and Medium Enterprises (SMEs) have been very much at the center of attraction lately. Everybody talks about it, the newspapers, magazines, and even politicians.   These situations arise from the fact that SMEs are considered as the engine of growth for Malaysia especially in our effort of achieving the developed nation status. SMEs has been looked at as a technology provider and technology enabler to the industries and constitutes of 96.1% of total establishment in Malaysia as stressed by Hafsah Hashim (2006), CEO of Small and Medium Industries Development Corporation in an article published by The Star dated 11 February 2006.

Currently, SMEs are very vulnerable towards the changes taking place in the world economy and there is an urgent need for SMEs to enhance their competitive advantages (Shen-Li, 2005). Furthermore it is vital to build a strong SME's base if Malaysia is serious in creating home bred Multinational Corporation (MNC). A strong local business environment will also help to attract more joint ventures between Malaysian and foreign companies. It has becomes mandatory for SMEs to exploit their distinctive competencies, to gain sustainable competitive advantages and to seek different ways to improve performance. One way to develop and enhance competitive advantages is through proper utilization of resources and enhancing the innovativeness of the SMEs. Even though every business entity understood the need to properly utilize their resource in achieving their business objective and superior performance, not many of them are successful at actually doing it. In addition to that not much information is known about the driver of innovation or how innovativeness influence performance (Hult, Hurley and Knight, 2004). This research aims to fulfill the following objectives; 1) To assess the current level of market innovativeness of Malaysian SMEs, and 2) to investigate Malaysian SMEs performance as the outcome of market innovativeness.

2. Literature Review

2.1 Innovativeness

Innovativeness is the ability to create something new or bring about sound renewals and changes, acting in a way that utilizes this ability. Innovativeness is also defined as "an organization's overall innovative capability of introducing new product to the market, or opening up new markets, through combining strategic orientation with innovative behavior and process" (Wang and Ahmed, 2004). Another definition of innovativeness as postulate by Hult, Hurley and Knight (2004) is the firm's capacity to engage in innovation. Hult, Hurley and Knight (2004) went further to confirm that not much is known about the drivers of innovativeness. In small firm, innovativeness implies a willingness of the owner to learn about and to adopt innovations (Verhees and Meulenberg, 2004). Quite a number of researches have been done looking at innovation (Hashim, Mahajar and Ahmad, 2003; Mohamed and Rickards, 1996). Research in innovation has been focusing on variety of aspects on innovation. Some of those focuses are (Hashim, Mahajar and Ahmad, 2003):

1. Definitions of innovation.

2. Measurement of innovation.

3. Determining the dimensions of innovation.

4. Innovation sources and types

5. Perspectives and approaches in innovation adoption

6. Factors influencing innovations in organization

7. Competitive advantageous of innovation

Market innovativeness is highly connected to product innovativeness, and often studied as product-market innovativeness (Schumpeter, 1942). This study refer to market innovativeness as the newness of approaches that companies adopt to enter and exploit the targeted market with emphasises the novelty of market oriented approaches. In fact, Ali et al. (1995) consider innovativeness as a market based construct and define innovativeness as the uniqueness or novelty of the product to the market. At a broader level, market innovativeness refers to innovation related to market research, advertising and promotion (Andrews and Smith, 1996), as well as identification of new market opportunities and entry into new markets (Ali et al., 1995). As a component factor separate from product innovativeness, we refer to market innovativeness as the newness of approaches that companies adopt to enter and exploit the targeted market. For some companies, this means that they can enter a market or identify a new market niche and launch products with cutting-edge technological content. An alternative approach would be based on existing products, but with adoption of new marketing programmes to promote the products and services. Under both circumstances, the company is very likely to take up against new competitors either in a new market, or an existing market segment. While product innovativeness maintains a central focus of product newness, market innovativeness emphasises the novelty of market

oriented approaches. Although they are treated as salient factors, product and market innovativeness are inevitably inter-twined.

Before exploring further into the SMEs in Malaysia, it is necessary to realize that there is more than one definition on SMEs available in Malaysia. Furthermore, there are different definitions being used in different countries beyond Malaysia. In Malaysia various agencies provides their own definitions of SMEs. Definitions differ in terms of several factors such as number of full time employees or sales turnover figures and generally defined into two broad categories which are manufacturing, manufacturing related services and agro-based industries as on categories and services, primary agriculture and information and communication technology in another category.

3. Methodology

Innovativeness is difficult to operationalize due to inconsistencies in the definition of innovativeness by various scholars (Li, Chen and Huang, 2006). Subramaniam and Nilakanta (1996) defined innovativeness as enduring organizational traits while Ettlie et. al. (1984) defined innovativeness as the propensity for a firm to innovate or develop new products. Based on existing literature, this study operationalized market innovativeness based on Wang and Ahmed (2004).

3.1 Framework elements and hypotheses

Firms having higher innovativeness might have higher organizational performance (Subramaniam and Nilakanta, 1996). Previous studies investigating the relationship between innovation and organization performance indicated

mixed result, some positive, some negative and some showed no relationship at all (Lin and Chen, 2007). Therefore this study proposed the following:

H1: Market innovativeness is positively related to firm performance

3.2 Sample and procedure

The focus of this study will be at the firm or enterprise level therefore the unit of analysis is the organization. The population of this study was all SMEs in Malaysia. Obviously it is difficult to obtain the list of all the SMEs in Malaysia. Thus this study depended on The Official Business Directory of SMI Association of Malaysia 2007 as the population frame. There are 1621 companies listed in that directory. In order to get the sampling of SMEs for this study, convenience sampling will be used to select the element in the population frame. For this purpose, every listing that provides email address in the directory was selected. An email was sent to those 1400 companies that provide email addresses in their profiles in the directory. Only one respondent will answer the questionnaire as a representative of the organization. SMEs tend to have a relatively limited number of core product and technologies. Therefore the respondents (hopefully the manager or owner) are likely to have a good understanding of their organization, thus enhances the accuracy of the responses (Isobe, Makino and Montgomery, 2004).

3.3 Questionnaire design

There are two main approaches to measure innovation (Tidd, 2001). One of them is to utilize indicators available in the public domain such as number of patents and new product announcement. Another approach is to use survey instruments to capture a broader range of indicators. This study proposed the use of the second approach in measuring innovation. The measurement consist of four questions using seven-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). The questions was adopted from Wang and Ahmed (2004) and listed in Table 4. Firm performance has been operationalized in various ways in previous research. For the purpose of this research performance is operationalized in terms of financial and non financial based items. It will be measure based on self reporting assessment by the respondent from each SMEs. According to Dess and Robinson (1984), self report measure is appropriate and reliable when the objective data is not available.

4. Result

A total of 43 responses were collected out of the total 1400 questionnaires distributed through email. Four responses were discarded because a large portion of the survey was not answered. Hence, only 39 questionnaires were used for the data analysis, thereby giving a response rate of 2.7%.   The profile of the respondents is as presented in Table 5.

4.1 Descriptive statistics and reliability

The results indicated that the mean of the Market Innovativeness are the higher, with the mean value of 5.27 whereas for performance it was 3.53. The summary of the descriptive statistics are presented in table 6. The reliability test was carried out for both Market Innovativeness and Performance variables. The tests resulted in retaining all items for Market Innovativeness ($\alpha = 0.66$) and all items for Performance ($\alpha = 0.75$). Considering the resulting alpha values, the internal consistency reliability of the measures used in this study were all acceptable.

4.2 Hypothesis testing

To test the hypothesis generated a regression was run with Performance as the dependent variable and Market Innovativeness as the independent variable. As can be seen from Table 7 the R^2 value of 0.13 indicates that 13% of the variation in Performance can be explained by Market Innovativeness. A closer look at the beta values show that the $\beta = 0.361$, $p < 0.05$, indicating a positive relation between market innovativeness and firm performance. Thus, the hypothesis that market innovativeness affects performance is supported.

5. Discussion and conclusion

This research addresses the impact of market innovativeness on performance in an empirically verified model, thereby filling a significant gap in understanding market innovativeness, the nature of relationships between market innovativeness and the effect of innovativeness on organizational performance especially of Malaysian SMEs. Several contributions to various research streams are noteworthy. First, findings of this research highlight the importance of the effect of market innovativeness on business performance. Next, empirical findings confirm market innovativeness as an important determinant of business performance. This finding is consistent with earlier studies which confirm innovativeness as an important determinant of business performance (Hult, Hurley and Knight, 2004).

5.1 Implication

The findings of this study should simulate owners or managers of Malaysian SMEs to the fact that Market Innovativeness has a significant positive relation to performance. If market innovativeness is important for organizational performance, the task for the management is to design and implement an organizational culture that embodies market innovativeness. To enhance business performance, it is imperative that an organizational structure be devised within a coordinated framework to ensure that activities reap the benefits that market innovativeness.

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Appendix

Table 1. Definition of SMEs by Sales Turnover as published in SME Performance Report 2005

Size	Manufacturing (including Agro-Based) and Manufacturing-Related Services	Services Sector including ICT and Primary Agriculture
Micro	Less than RM 250,000	Less than RM 200,000
Small	Between RM 250,000 and less than RM 10 million	Between RM 200,000 and less than RM 1 million
Medium	Between RM 10 million and RM 25 million	Between RM 1 million and RM 5 million

Table 2. Definition of SMEs by Full-Time Employment as published in SME Performance Report 2005

Size	Manufacturing (including Agro-Based) and Manufacturing-Related Services	Services Sector including ICT and Primary Agriculture
Micro	Less than 5 employees	Less than 5 employees
Small	Between 5 and 50 employees	Between 5 and 19 employees
Medium	Between 51 and 150 employees	Between 20 and 50 employees

Table 3. Distributions of SMEs based on The Census of Establishments and Enterprises 2005 by The Department of Statistics

Sector	Establishments	SMEs	Percentage of SMEs	Percentage of Structure
Total Manufacturing	39,219	37,866	96.6	7.3
Services	119,980	118,662	98.9	23.0
Retail, Wholesale and Restaurants	312,245	311,234	99.7	60.2
Finance	19,291	19,108	99.1	3.7
Total Services	451,516	449,004	99.4	86.9
Total Agriculture	32,397	29,985	92.6	5.8
Overall Total	523,132	516,855	98.8	100

Table 4. Questionnaire Items

Variable	Questionnaire Item	Scale
Performance	1. Number of complaints. *	5-point Likert scale
	2. Return on investment.	1 = greatly decreased
	3. Financial performance.	2 = decreased
	4. Sales growth.	3 = no change
	5. Productivity.	4 = increased
	6. Customer satisfaction.	5 = greatly increased
	7. Employee satisfaction.	
Market Innovativeness (Cronbach's α = 0.6848) (Wang and Ahmed, 2004)	1. In comparison with our competitors, our products' most recent marketing programme is revolutionary in the market	7-point Likert scale
		1 = strongly disagree
	2. Our recent new products and services are only minor changes from our previous products and services	2 = moderately disagree
		3 = disagree
	3. In new product and service introductions, our company is often at the cutting edge of technology	4 = neutral
	4. New products and services in our company often take us up against new competitors	5 = agree
		6 = moderately agree
		7 = strongly agree

* Reverse coded for analysis

Table 5. Demographic Breakdown of the Sample (n = 39)

	Frequency	(%)
Number of Employees		
1 to 10	11	28.2
11 to 50	12	30.8
51 to 100	6	15.4
100 to 200	4	10.3
> 200	6	15.4
Years in Business		
1 to 10	18	46.2
11 to 20	12	30.8
21 to 30	7	17.9
31 to 40	1	2.6
41 to 50	1	2.6
Education Level		
Phd/Doctorate	1	2.6
Master's/MBA	7	17.9
Bachelors Degree	16	41.0
Diplomas	8	20.5
Technical Certifcate	3	7.7
SPM/High School	3	7.7
Others	1	2.6
Position		
Director/Senior Manager	20	51.3
Manager/Assistant Manager	3	7.7
Section head/Senior Engineer/ Senior Executive	4	10.3
Others	12	30.8
Industry		
Electronics/electrical	3	7.7
Machinery and equipment	3	7.7
Textiles & wearing apparel	1	2.6
Food products and beverage	3	7.7
Chemical and chemical products	1	2.6
Computer products	1	2.6
Furniture	1	2.6
Rubber and plastic products	1	2.6
Publishing and printing	1	2.6
Fabricated metal products (except machinery and equipment)	2	5.1
Radio, television and communication equipment and apparatus	1	2.6
Others	21	53.8
Business Category		
Fully Malaysian-owned company	30	76.9
Local and foreign joint venture company	1	2.6
Fully owned by foreign company	8	20.5

Table 6. Descriptive Statistics for Market Innovativeness and Performance Variables

Variable	No of Items	Mean	Standard Deviation	Cronbach Alpha
Market innovativeness	4	5.27	0.72	0.66
Performance	7	3.53	0.47	0.75

Note: Market Innovativeness = (1-7), Performance (1-5)

Table 7. Regression Analysis for Hypothesis One: Impacts of Marketing Innovativeness

Variable	Dependent Variables Performance
Market innovativeness	0.361*
R^2	0.130
Adjusted R^2	0.106
F Value	5.384

** $\rho \leq 0.01$, * $\rho \leq 0.05$

Figure 1. Schematic Diagram of Research Framework

On the Problems of Bilingual Teaching

------ In Perspective of a Teacher

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Abstract

As lots of colleges and universities are engaged in discussing whether a subject should perform bilingual teaching or not, the bilingual class encounters unexpected confusions. For example, why should we have bilingual classes? Why is this class bilingual? What textbooks should bilingual classes use? And how does the bilingual teaching perform? Aiming at these questions, author puts advance several suggestions in this paper for further discussion based on her experiences in bilingual teaching.

Keywords: Bilingual teaching, Problem

Since the issue of document No.4 *Suggestions on Strengthening Higher Education and Improving Teaching Quality* constituted by the Ministry of Education, PRC, in Sep. 2001, all colleges and universities rush into the theoretical studies and teaching practices of bilingual teaching. Take the academic papers and education theses in publish for example. At the moment of completing this paper (on Oct. 8th, 2008), 4669 items appear as the author inputs "bilingual teaching" as the "subject" or "key word" and retrieve in VIP Chinese Periodical Database. Apparently, bilingual teaching has already aroused a wide attention from academic and educational fields. However, in practice, bilingual teaching faces unpredictable problems.

1. Students: "Why do we take bilingual classes?"

The first bilingual class given by the author is *Information Management* for the specialty of statistics, selecting *Management Information Systems for the Information Age (Second Edition)*, the English gravure, as the textbook. Its hundreds of pages trouble most of students. Several classes later, some complains rush out: "Why do we take the bilingual class? We already have English classes every week. We just want to learn specialty techniques and knowledge. Why do we have to learn the specialty by English? ……" At the very beginning, the author is confident in this bilingual class. Firstly, the author prepares the class carefully and tries hard to motivate students in class. As a matter of fact, the author feels better after each class. Secondly, bilingual class is new learning experience for students. They are supposed to like the bilingual class. Therefore, students' question is completely out of the author's prediction. Therefore, the author has to think about this issue following students' thoughts. Do we have to learn specialty knowledge in bilingual classes? Do all students have to take bilingual classes? In a bilingual class, which one is the most important, specialty knowledge or English capability? …… As for a series of questions, the author can not offer convincible answers at once. In the author's opinion, to open a bilingual class is necessary. But it is also important to take two key factors into consideration. Firstly, in an objective aspect, whether the bilingual class is good for updating specialty knowledge in time. Secondly, in a subjective aspect, whether students are interested in the bilingual class and good at English. A survey shows that: students' English level directly determines their attitudes toward the bilingual teaching.

2. Students: "why do we learn this course in a bilingual class?"

The second bilingual class given by the author is *Organizational Behavior*, selecting the *Essentials of Organizational Behavior (Severn Edition)* as the textbook. It is a special bilingual textbook published by the China Renmin University Press. This course is elective. Only twenty students take it. Most students at the same grade prefer to take Security Investment and Financial Science. Neither is a bilingual class. Here, some students may ask: Why is this course

bilingual class? Is the examination in English or Chinese? What this course emphasizes on, English or Specialty? Thanks for valuable experiences, the author has already prepared for these questions. Therefore, at the first twenty minutes in the class, the author delivers a speech to motivate students' enthusiasm for the bilingual class, making them understand some fundamental principles of a bilingual class. First of all, in the author's opinion, any bilingual class should give priority to specialty knowledge, then English, as an extremely important tool in learning specialty knowledge. Secondly, the final examination is in English. It means the text questions are presented in English but students can give answers in English or Chinese. It depends. Finally, whether a subject will be offered in a bilingual class is not determined as will. Before opening a bilingual class, it has to pass a series of strict demonstration and discussion. The core is to analyze the feasibility and necessity of applying a bilingual teaching to certain subject. The feasibility focuses on the teaching effect. In other words, whether students can learn relevant specialty knowledge better in a bilingual class instead of a traditional class, and whether the bilingual teaching can drive students to study the specialty knowledge well. The necessity emphasizes on the characteristics of a subject. In other words, whether the subject has an international background, and whether its development is more advanced and latest outside. Generally speaking, the bilingual teaching is right for economics and business management courses. However, in some colleges, teachers may prefer to apply a bilingual teaching to *Maozedong Thoughts*. Therefore, as for what courses the bilingual teaching is right for, colleges and universities do not reach an agreement at present.

3. Teachers: "What is the textbook in a bilingual class?

It is a great challenge for the author in preparing for a bilingual class. At present, the textbooks and teaching references for bilingual classes include three kinds: the first kind is the photocopies of foreign textbooks published in China; the second kind is special "bilingual textbook" edited by Chinese and published in China, based on foreign textbook; the third kind is self-prepared textbook of teachers who have rich experiences in bilingual teaching field. In teaching practice, the author has already tried the first two kinds of textbooks. Unfortunately, the author does not feel better. As for the first kind, although students can learn specialty knowledge directly from original English, they feel unfamiliar with the contents and structures of these textbooks, since they have been edited for English students. Most students think this kind of textbook is too difficult for them and agree that it will frustrate them in a sense. As for the special "bilingual textbook" edited and published in China, its structure and contents are more close to students' traditional textbooks. In general, both teachers and students welcome this kind of textbooks. However, due to small quantity of this kind textbook, alternatives are few for teachers. No matter what it is for 32 study periods or 48 study periods or 64 study periods, the relatively appropriate textbook is sometimes only one. Therefore, the author prefers to the third kind of textbook for a bilingual class. This kind of textbooks are compiled or edited or written directly by experienced teachers who usually possess rich specialty knowledge and speak English well after years of teaching practices. In forming this kind of textbooks, bilingual teachers take the complete teaching process into consideration, as well as students' difficulties in learning specialty languages in a bilingual class. So, it may satisfy the needs of bilingual teaching better.

4. Students and teachers: "How is a bilingual class going on?"

As long as it is the first time for a bilingual class, no matter what they are teachers or students, they will ask this question. Although since the implementation of bilingual class it has already covered a wide field, most teachers and students are merely trying it. As for "how is a bilingual class going on", there is not a universal agreement at present. In the state core course project, few of them are listed as "bilingual teaching". Concerning this problem, the author offers an answer in three aspects. Firstly, provide a bilingual teaching for a small class (with less students, no more than 30, for example) and enhance intercommunication between the teacher and students in class. It is determined by the characteristics of English teaching. In a bilingual class, the teacher should guide students to join in discussions and encourages them to share their thoughts in form of presentations or lectures. By this way, it can stimulate students' interests in the subject and achieve better teaching effects. Secondly, the teacher should manipulate both English and Chinese in class, adjusting the proportion flexibly. In a bilingual class, whether the teacher should speak more Chinese or English, the teacher can make choice according to students' responses. Therefore, in the teaching process, the bilingual teacher should pay more attention to the class response, adjusting the teaching rhythm timely, and guaranteeing the optimal teaching effect. Thirdly, make best use of multi-media. By means of English or English-Chinese PPT that can effectively make the subject easier, students can understand and master the specialty knowledge better. As a result, it will improve the teaching quality and effect.

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Why Internal Feuding and Tormenting Each Other So Vehement?

On the Dialectic Relations between Post-modernity and Modernity

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Abstract

In the article, by means of close analyzing and summarizing the two different kinds of cultural structures and forms, it is demonstrated that there are not only much differences, but also inner continuity and the logic of development and change between post-modernity and modernity. So it is also demonstrated that post-modernity is a kind of modernity, too, and it is not the end of modernity, but is the modernity of a coming times and a new phase that modernity develops. Therefore, post-modernity is the ego-pondering and self-trancending of modernity.

Keywords: Modernism, Modernity, Post-modernism, Avant-garde, Post-modernity, Self-transcendence

What is the relationship between modernity and post-modernity? It is not only a hot theory spot, but a difficult one. To sum up, academics have two points on this issue: the fracture theory and the continuous theory. The former refers to radicals and neo-conservatives who like singing paeans for post-modernism, advocating the theory that there is an internal logic fault between modernity and post-modernity and insisting they are two distinct social characteristics, while the latter refers to the moderate post-modernists or anti-post-modernists, who think though there are great differences between post-modernity and modernity, but there is a certain internal continuity and development Logic between them. Gilles, an English, pointed out, from Jameson on, the relations between modernism and post-modernism defined by post-modernists can be divided into four: (1) Since post-modernists are keen on aesthetic prevalence, there is a fracture between post-modernism and high modernism, and post-modernists rejected high modernism. (2) Post-modernism is the end of modernism, and modernism is dead. (3) Post-modernism developed from some more radical factions (such as Dadaism) of modernism movement, but it is different from modernism. (4) Post-modernism strengthens the tendency of modernism and are still developing within the orbit of modernism. The former two are the fracture theory, the latter two are the continuous theory. However, I believe that the relationship between the modernism and post-modernism is not a pure entire opposition, or post-modernism has replaced the modernism simply. We should be dialectical from two latitudes to see that there are not only fractures and differences, but also complicated historical ties between them.

Post-modernism and modernism, after all, are two different cultural structures and forms, so there are fractures and differences between them indeed. In the West, there are many scholars who have put forward their own unique views on the different characteristics of post-modernism and modernism. Calinescu, an American, believes that post-modernists revolt to the nature of monism (or dualism) of modern theory, which shows a rejuvenation of pluralism, and the pluralism is an initiation. The post-modernists have admitted the following facts: There are many principles that can not be reverted, so there are a lot of the worlds. Lyotard, a German, believes that post- modernists abandon metanarrative (the narrative of liberation and the narrative of Enlightenment), change their pursuit of the unity of common view to that of differences, pluralism, incommensurability and local determinism. Baudrillard, a French, points out from the perspective of symbol production that post-modern society is the end of modern society, namely the production society changes to the consumption society. The technical logic of imitation rules all, and the reality is replaced by hyperreality. Lash, a British post-modern theorist, also takes an in-depth research on the distinction between modernism and post-modernism. He believes that the modernist culture is not only a differentiation culture, but also a speech culture, because theory, ethics and art gradually get their legalization, language also accounts for the fundamental status in it, and reason (the reality principle) is the basic principle. However, post-modernist culture is a differentiation culture. The various borders and characteristics brought out in the modern era are blurred, and even integrated. Post-modernist culture takes images as its core, and images replace the role of language. The desire (the principle of happiness) has

become its basic principles. Jameson also pays attention to the differences between modernism and post-modernism. In his view, modernism is the model of the time depth, while post-modernism is the model of the space plane; Modernism is the anxiety of subject centralization, while post-modernism is the subject fragmentation of de-centralization; Modernism advocates aesthetic ideas of self-discipline, while post-modernism tends to the consumer logic of commercial society; Modernism has personalized style, while post-modernism has no style, and so on. then it is not the modern style, and so on. He also divided the history into such stages as state capitalism——realism, monopoly capitalism——modernism, advanced capitalism ——post-modernism, and the post-modernism is taken as a new stage of capitalism. All these post-modern theory not only shows the difference and fracture between post-modernism and modernism, but also reflects the diversity and complexity of the post-modernism itself.

There are fractures between post-modernism and modern, but to a certain extent, there are also the complex links between them indeed. In fact, modernity that came into being and developed with the emergence and development of capitalism has internal tension of opposing itself from the date of its birth. In the prophase of modernity, modernity has brought lots of uncivilized, or even very brutal consequences, but in general modernity mainly opposes tradition, but not evidently opposes itself. Only in its medium-term when it came out as a more typical, systemic ideal, extremes meeting, does modernity evidently change into its opposition, reflect and criticize itself strongly, and sink into a dilemma of love-hate. In other words, the modernity family contains two different forces from the very beginning indeed, which we here called "conservative forces" and "opposition forces". The former is a loyal supporter of the modernity, which protects the family's modernity system wholeheartedly and loyally, while the latter is the modernity family's a black sheep, which has an internal structure of the impulse against its family's modernity system. Only because they were very young and their personalities were not yet clear in the prophase of modernity, did they put their family interests to fight against "foreign invasion", tradition in the first place. So the contradiction between their family and their enemy was given top priority, and the conflicts within the family were alleviated, and they could unite to fight against their enemies unanimously. However, with their growing maturity, their personalities became clearer and clearer. To the medium-term of modernity, the traditional forces that they jointly oppose were insignificant to them, and the contradiction between the family and their enemies retreated to second-line, and the shortcomings of conservative forces exposed gradually, the contradictions within the family growing protruding, the arrogance of the opposition forces growing obvious, so the opposition and the conservative forces fought against each other and "revolution" openly with sword in hand, with the spearhead in both directions and with parted ways. Thus, conservatives and their opposition forces erected their banners, and each of them bacame a king on its own hill. Two hostile armies were composed. The family was divided into two opposing camps, namely conservative camp and the opposition camp, which is what we call broad modernism and narrow modernism.

In the inspection of broad modernism history, some careful western scholars noted that the modernity family was not a "monolithic" without gap, but has had many internal contradictions since its family came into being. Rousseau was not only the first people who began to use the concept modernity in the world, but also the first thinker to reflect on and challenge it. When he criticized capitalism modernity, Marx pointed out that the development of capitalism productivity was the great progress of humankind history, but it also caused an unprecedented class oppression, which made the socialist possible. Weber also exposed the inherent contradictions of capitalism modernity from another point of view. He said that modernity not only caused the rationalization of social life and bureaucracy of management, but also inevitably led to the repression and obedience, and made the rationalization become the dead "iron cage." In the big modernity family, with the development of modernity, the reactionary nature of conservative forces exposed gradually, while the opposition forces became stronger and stronger, its wings fuller and fuller, the contradictions within the family intensifying increasingly. As a result, the whole modernity family split into two antagonistic camps. Furthermore, the struggle between the two camps has been intensified. Conservative camp did its best to safeguard the institution of the family, while the opposition camp tried its best to rebel against the system of the family. Enlightenment modernity that western scholars put forth is a banner of the conservative camp, pursuing precision, clarity and unity in mathematical sense and metaphysics and absoluteness. Rationalization and tool reason are its basic representation, which specifically shows modernization of social life. Calinescu believes that the modernity is the inevitable product of capitalism development, scientific and technological progress, industrial revolution and the rapid changes of economy and society. Wellmer believes that the modernity is the process in which the continuously developing rationalization, bureaucratization and tool reason erode social life and modernism of Utopianism, scientism and foundationalism. However, the banner of cultural modernity (or aesthetic modernity), Calinescu called, was erected up in the opposition camp. The modernity was born in the modernity family, sucking the milk of modernity and growing up, but it was ungrateful, even biting the hand that feeds one, and embarked on a road opposed to modernity. Its inherent requirement is to comprehensively reject the former bourgeois modernity, and it is a drastic negative sentiment. Wellmer called it "romantic modernity" on a history perspective. Wellmer and Calinescu surveyed modernity on different perspectives, but they got the same point from different way. That is to say, they respectively took modern art as the basic representation of "aesthetic modernity" and "romantic modernity".

Since they were separated from the modernity family and became an independent king, the opposition forces were further divided into two different forces, that is to say, modernism formed two opposing camps, modernism and post-modernism. Lyotard said that post-modernism is the refusal of the Enlightenment Movement and the metanarrative that has developed since the French Revolution happened, and the declaration of war to totality, so as to safeguard the dignity of difference. Post-modernism is not a concept for history periodization or the end of modernity, but the self-transcendence and self-reflection of modernity. He said: "Only a work is post-modern, can it become modern. According to this, post-modernism is not the modernism to be the downfall, but the modernism at an early state, this state is the perseverance . " That is to say, post-modernity is always contained in modernity, because modernity (time) has an impulse beyond their own in itself, and has already continuously breeded its post-modernity. Post-modernity is not a new era, but the rewriting of the characteristics of modernity, and above all it is the rewriting of requirement that modernity based the foundation of its legitimacy on the plan of humanity liberation achieved through science and technology, which has began in modernity itself in very early time. Biirger, a German scholar, who is known as the contributor making the greatest contribution to the research on modernism, pointed out that there are some dissonant voices in the theme of modernism, which are reflected in Dadaism and superrealism eminently. Traditionally, people tended to take modernism and avant-garde (mainly the Dadaism and superrealism) as the same phenomenon, in fact ignored a number of important differences between them. In his view, the classic forms of modernism are symbolism and aestheticism, and their basic characteristics are the pursuit of aesthetic self-discipline. The aesthetic self-discipline shows separation of art and life practice in bourgeois society, which is the fundamental reason why the modernist art is institutionalized. On the contrary, avant-garde opposes self-discipline in nature, which is a negative of the art institutionalization in bourgeois society, and the art of avant-garde pursues the correlation between art and life practice. Clearly, the basic standard distinguishing modernism and avant-garde apart is art self-discipline, that is, whether the art is institutionalized, and whether the art is separated from life practice. The difference between Avant-garde and modernism is the difference between post-modernism and modernism that Lyotard told.

Thus, modernity contains post-modernity, or there are two types of modernity. Furthermore, there are two types of modernism. One is the modernism whose representative is aestheticism and symbolism, and they continue to be institutionalized, gradually losing the modernity's self-criticism and reflection functions, while the other is the avant-garde, which rejected the art self-discipline and advocated the contact between art and life practice and rewrited modernity itself. It is post-modernism. Bauman, a British sociologist, summed up brilliantly: "Post-modernity does not necessarily mean the end of modernity, or the shame that modernity has been rejected. Post-modernity is that the modern spirit watches itself carefully, soberly for a long time and its own situation and the past labor, but it does not completely like the things that was seen and feel the urgent need for a change. Post-modernity is the modernity of the era that is coming: This kind of modernity watches itself from a distance but not from its inside, compiles a list of its own gains and losses, takes a psychological analysis of itself, looks for the intents that has never before expressed clearly, and finds that these intentions are inconsistent with each other and inconsistent. Post-modernity is the modernity which reaches a compromise with the impossibility. It is a self-monitoring modernity and abandon the things purposely that has been done unconsciously." The various characterization of post-modernity Bauman described, in fact, is the "rewriting" of modernity that Lyotard told out. However, it is not that this "rewriting" had not begun until modernity was dead. It has begun since the early stage of modernity. We know that the modernity started its family with the opposition of tradition and the opposition forces of the family are recalcitrant. So the forces have opposed the conservatives since the family started. But after the tradition was opposed, the opposition forces went on to oppose its family and modernity itself. Post-modernism precisely inherited such a rebellious "glorious" tradition, so it not only came from modernity, but also objected to modernity. Therefore, in this sense, post-modernity is the initial stage of modernism, and it is the rewriting and rebellion of modernity.

To sum up, post-modernity is also a kind of modernity. It does not mean the end of modernity, but is the modernity in the approaching era. It is the new stage of self-reflection, self-rewriting, self-transcendence and self-development of modernity. Post-modernity and modernity have the relations of continuation and development. There are differences and contact between them. They are a dialectical unity.

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PR: More than a Goodwill

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Abstract

One highly effective type of advertising costs virtually nothing: public relations. With public relations, the newsworthiness of some aspect of your business or business activities can earn you free publicity in newspapers or magazines, or even on radio or television. This paper provides an overview of what research teaches us about public relations and opens a dialog among practitioners and academics.

Keywords: Public Relations, Goodwill, Organization

1. Introduction

Public relation is about creating favourable images of the company or organisation in the mind of consumers. It often involves creating a news story or event that brings the product or company to the public attention. A news story is more likely to be read than an advertisement, and is also more likely to be believed.

PR differs from advertising in that the message is not paid for directly; the newspaper or magazine prints the story as news, and of course is able to slant the story any way it wishes to. PR people are usually ex-journalists who have kept some of their old contact, and who know how to create a story that will be printed in the way the company wants it to be done. Newspaper editors are wary of thinly disguised advertisements and will only print items that are really newsworthy.

2. What is public relation

Public relations is defined as "the planned and sustained effort to establish and maintain goodwill and mutual understanding between an organisation and its publics: customers, employees, shareholders, trade bodies, suppliers, Government officials, and society in general" (Institute of Public relations, 1984). The PR managers have the task of co-ordinating all the activities that make up the public face of the organisation, and will have some or all of the following activities to handle:

- Organizing press conferences;
- Staff training workshops;
- Events such as annual dinners;
- Handling incoming criticisms or complaints;
- Grooming senior management for the press or for TV appearances;
- Internal marketing, setting the organisation's culture towards a customer orientation.

The basic routes by which PR operates are word of mouth, press and TV news stories, and personal recommendation. The aim is to put the firm and its products into people's minds and conversations in a positive way. Because the information appears as news, it tends to carry more weight. PR is not advertising, because it is not paid for directly (even though there is usually some cost attached in terms of paying somebody to write the press release and also in creating a news story). Advertising can be both informative and persuasive, but PR is used for conveying information only.

Here are some examples of good PR activities:

- A press release saving that a company has developed a way of recycling garbage from landfills to produce plastics.
- The company sponsors a major charitable or sporting event (e.g. the London Marathon or a famine-relief project).
- An announcement that one of the firm's senior executives has been seconded to a major government job-creation programme.

- The Body Shop requires all its franchise operations to run projects to benefit their local communities. This gives a positive image of the company to the community, and also gives the staff pride in working for a caring firm.

- McDonald's counters the negative publicity from environmental pressure groups by running litter patrols outside its restaurants.

These examples have in common that they are newsworthy and interesting, that they put the companies concerned in a good light, and that they encourage people to talk about the companies in a positive way.

Good PR can be much more effective than advertising, for the following reasons:

- The press coverage is free, so there is better use of the promotional budget.

- The message carries greater credibility because it is in the editorial part of the paper.

- The message is more likely to be read, because while readers tend to skip past the advertisements, their purpose in buying the paper is to read the news stories.

Like people, organisations have needs; a structure for these (based on Maslow's hierarchy) was developed by Pearson (1980). PR is helpful in meeting all the organisation's needs, but particularly those nearer the top of the hierarchy. Table 1 shows Pearson's hierarchy of organisational needs, with the lowest, most basic needs at the beginning of the table, and higher needs at the end.

Like Maslow's hierarchy, Pearson's hierarchy is useful as a concept but less useful as a practical guide, because so many firms deviate from the order in which the needs are met. For example, when Sony Corporation was founded by Akio Morita (and others) just after the Second World War, the directors decided that corporate unity and staff involvement would begin almost from day one, at a time when (due to post-war shortages) the company was having difficulty getting materials to work with and a factory to operate from. Morita arranged for the employees to have a company uniform so that the distinction between management and staff would be less obvious, and also to give the outside world a good impression of the firm (Morita, 1980). Incidentally, this also had a practical aspect – many of the employees had only ragged clothes or the remnants of their army uniforms, so Morita was able to ensure loyalty because so many of his staff literally had nothing else to wear except the company uniform.

Public relations activities cover a whole range of issues and should not be considered solely as a publicity device. PR has a strategic role to play in maintaining the organisation's reputation; Figure 1 shows the relationship between publicity, PR and press relations. PR occupies the overall strategic role, with publicity (creating news) and press relations (ensuring that news is printed) occupying the tactical positions.

PR has a key role to play in relationship marketing since it is concerned with building a long-term favourable image rather than gaining a quick sale. Relationship marketing is often compared to courtship and marriage: public relations is concerned with making a good impression before the first 'date' and with maintaining a good relationship during the 'courtship' and 'marriage'. To extend the analogy, PR ensures that the company is wearing its best clothes and is on its best behaviour, and remembers anniversaries and birthdays.

3. Public relations and staff

PR is largely about sending information and creating the right image for organisations and products, but it is also concerned with creating favourable impressions in people's minds. It is rarely, if ever, connected with directly bringing in business, and in this respect it differs from the other tools in the promotional mix. Although most of the time and for most activities PR will be the responsibility of a press agent or PR officer, PR is the responsibility of everybody who comes into contact with people outside the organisation. This will include the 'front-liners', the people whose day-to-day work brings them into contact with outsiders. For example:

- receptionists;

- telephonists;

- truck drivers;

- warehouse staff;

- serving staff in the canteen.

This is apart from the marketing staff, such as salespeople, who come into contact with outsiders as part of the overt marketing effort. In a sense, everybody in the organisation must take some responsibility for PR, since everybody in the organisation goes home after work (and discusses their company with their friends and families).

In this context, a bad approach to PR (but one that is all too common) is to hire somebody with a nice smile and a friendly voice to sit by the telephone to handle complaints and smooth over any problems that arise. This is a fire-fighting or reactive approach.

A better approach to PR is to encourage all the staff to feel positive about the company. This is done by ensuring that everybody knows that in simple language what the organisation is doing, what the policies are and what the company's overall aims are. Most people would like to think they are working or a good, responsible successful organisation; it is part of the job of public relations to ensure that this is communicated to staff. This is sometimes done by using a slogan or company motto to sum up its main aim. Table 2 contains some examples.

Internal PR uses staff newsletters, training programmes and social events to convey a positive image. Because most of the front-liners are working away from the company's diktat, it would be impossible for PR staff to be everywhere at once, following people around to ensure that they say and do the 'right' things.

4. Public relations and the press

Usually, external PR communicates through the news media. Newspapers and magazines earn their money mainly through paid advertising, but they attract readers by carrying stimulating articles about topics of interest to the readership. Typically, a PR manager or agent will be an ex-journalist who understands what is newsworthy and what is not, and will be able to issue press releases about the company that are actually published. Table 3 shows the criteria according to which press releases must be produced if they are to stand a chance of being published.

There has been a substantial growth in the use of press releases and publicity in recent years. This is due to increasing consumer scepticism about advertisements. Press stories carry much greater credibility and, although they do not usually generate business directly, they do have a positive long-term effect in building brand awareness and loyalty.

The news media will, of course, reserve the right to alter stories, add to them, comment on them or otherwise change them around to suit their own purposes. For example, a press agent's great little story on the launch of Britain's most powerful sports car may become part of an article on dangerous driving. There is really very little the firm can do about this.

For this reason, a large part of the PR manager's job lies in cultivating good relationships with the media. Sometimes this will involve business entertaining, but more often it will involve making the journalists' lives as easy as possible. A well-written press release will often be inserted in the paper exactly as it stands, because the editorial staffs are too busy to waste time rewriting something that is already perfectly acceptable.

The journals and newspapers gain as well. Normally editors have to pay for editorial, either paying freelance writers to produce articles or paying the salaries of journalists to come up with interesting stories. A good press release can be published with little or no editing and no 'legwork' on the part of journalists, so it fills space with minimal cost to the paper.

Often companies will lay on a media event, a launch ceremony for a new product or to announce some change in company policy. Usually this will involve inviting journalists from the appropriate media, providing lunch with plenty of free drinks, and inviting questions about the new development in a formal press conference. This kind of event will only have a limited success, however, unless the groundwork for it has been very thoroughly laid.

Journalists tend to be suspicious of media events, sometimes feeling that the organisers are trying to buy them off with a buffet and a glass of wine. This means they may not respond positively to the message that the PR people are trying to convey, and may write a critical article rather than the positive one that was hoped for.

To minimize the chances of this happening, media events should follow these basic rules:

- Avoid calling a media event or press conference unless you are announcing something that the press will find interesting.
- Check that there are no negative connotations to what you are announcing.
- Ensure that you have some of the company's senior executives there to talk to the press, not just the PR people.
- Only invite journalists with whom you feel you have a good working relationship.
- Avoid being too lavish with the refreshments.
- Ensure that your senior executives, in fact anybody who is going to speak to the press, has had some training in doing this. This is particularly important for television.
- Be prepared to answer all questions truthfully. Journalists are trained to spot lies and evasions.

Journalists much prefer to be able to talk directly to genuine corporate executives rather than only being allowed to talk to the PR department; however, care should be exercised in ensuring that the executives spoken to be able to handle this type from journalists promptly, honestly and enthusiastically and can arrange interviews with senior personnel if necessary.

5. PR and other publics

PR involves dealing with the company's other publics, apart from consumers. These are typically the following groups:

- Shareholders, for whom the company will produce end-of-year reports, special privileges and so forth;

- Government departments, with whom the company will liaise about planned legislation or other activities;

- The workforce;

- External pressure groups such as environmentalists or lobbyists.

Pressure groups can cause problems for companies by producing adverse publicity, by picketing company plants or by encouraging boycotting of company products. This can usually be dealt with most effectively by counter-publicity.

Sometimes adverse publicity from pressure groups is dealt with by advertising. For example, McDonald's was attacked by environmental groups for indirectly encouraging the destruction of rainforests for the purpose of producing cheap beef. McDonald's responded with a series of full-page press adverts asserting that beef for its hamburgers comes only from sources in the countries where it is eaten, and is not imported from developing countries.

A journalist who is offered a story by a pressure group will usually respond by trying to get the other side of the story from the firm. This is partly for legal reasons, since newspapers can be sued for libel if they print stories that turn out to be untrue, but it is also because most journalists are professionals and want to ensure the accuracy and fairness of their stories. This means that f firm's press office, a PR manager or even a senior executive may be asked for comment with little or no prior warning. It is therefore advisable to be as prepared as possible beforehand, and to answer as fully as possible any questions that you are asked. However, it is better to delay comment than to say something that will make matters worse!

In these circumstances, it is better to use a phrase such as 'I'm sorry, I'll have to look into that and get back to you later' than the standard 'No comment'. The former phrase at least gives the impression that you are trying to help, whereas 'No comment' gives the impression that you are trying to hide something.

Defensive PR is about responding to attacks from outside the firm and counteracting them as they arise. The attacks might come from pressure groups, from investigative reporters or from Members of Parliament. The safest way to handle this type of attack is to begin by trying to understand the enemy, and to this end the following questions should be asked:

- Are they justified in their criticism?

- What facts do they have at their disposal?

- Who are they trying to influence?

- How are they trying to do it?

If the pressure groups are justified in its criticisms, it may be necessary to bring about changes in the organisation in order to quell the criticism; otherwise the problem will simply continue. Good PR people will always respond in some way; as anyone who watches investigative reporters on television will know, the company managers and directors who flee with a hasty 'No comment' always look guilty, whereas the ones who are prepared to be interviewed always appear honest (until the reporter produces the irrefutable evidence, of course).

Proactive PR means setting out deliberately to influence opinion, without waiting for an attack from outside. Here the manager will decide on the following:

- Who do we need to influence?

- What do we need to influence them about?

- How can we influence them?

- How can we marshal the arguments carefully to maximise their impact?

Overall, it is probably better to be proactive rather than defensive (or reactive) because then the PR office is in control of the process and is better prepared. If the firm is planning on dumping toxic waste at a beauty spot, it is better to contact Greenpeace beforehand and get their opinion rather than suffer the inevitable protests afterwards and take a chance on being able to patch up any problems!

6. What PR will do?

The following is a list of what good PR will do for the firm:

- It helps build a positive image.

- It can counter bad publicity.

- It can improve employee motivation.
- It can greatly improve the effectiveness of both the advertising and the sales force.
- On the other hand, here are some of the things that PR will NOT do for the firm;
- It will not directly increase sales.
- It will not cover up something that is adverse for the company.
- It will not replace other promotional activities.

Ultimately, PR works best as part of a planned and integrated programme of promotional activities that includes advertising, sales promotion and personal selling. It works least well when used only occasionally and in isolation.

7. Internal PR

The purpose of internal PR activities is to encourage employees to take a greater interest in their own work and in the organisation's goals. This has spin-offs for the staff themselves: most people would prefer to work for an organisation with a good record and most actually like to feel involved in their work. After all, work forms the dominant part of an employee's day; it is a large part of one's life and gives one the opportunity to do something useful.

Creating pride in the organisation and in work can be done by carrying out the tasks shown in Table 4. These factors were identified during a research study involving 82 companies over a five-year period (Kanter, 1985).

From the employee's perspective, the firm needs to supply answers to these questions (D'Aprix, 1987):

- What's my job?
- How am I doing?
- Does anybody give a damn?

Once the organization has answered these questions, the employee will want answers to others:

- How are we doing?
- How do we fit in to the whole?
- How can I help?

The final question is, of course, the one that the management of the firm is most ready to answer. The task of answering all these questions is part of the firm's internal PR systems. The tools used for this are sometimes generated by the public relations people, more often by the personnel departments of the firms concerned. Typical internal Pr tools are as follows:

- Internal newsletters.
- Staff magazines.
- Staff meetings.

For example, UK chocolate manufacturer Rowntree-Mackintosh established a comprehensive employee communications system during the mid-1970s and early finding solutions for problems at a local level. The company newspaper publishes five local editions every month; the employees get an annual company report of their own, in addition to twice-yearly briefings on the state of the business; there is a profit-sharing scheme in place as well as quality circles to maintain standards. Senior management report that involvement, trust and a greater level of understanding among employees has resulted in lower absenteeism and greater productivity. Also, it is difficult to find Rowntree-Mackintosh employees who complain about the firm they work for – an unusual situation (Arnott, 1987).

Most importantly, the person responsible for internal public relations must take the job further than merely maintaining the company notice board and writing a newsletter. There must be real commitment from management to the concept of good employee communications and relationships.

8. International public relations

As with any other form of marketing communications, PR is subject to cultural differences that alter the nature of the activities. In some cases, firms are able to transfer their PR activities without alteration, in some cases local modifications are carried out to an overall policy (as with Body Shop's community work initiatives, which are chosen by the staff in each shop); and in other case the PR activity is, by its nature, multinational (as with Formula One racing).

There are two main ways of handling business internationally: either through a company-owned local branch, which can deal with PR on the instructions of head office in the home country; or through agents and distributors, who are rather harder to control. Part of the problem with the latter arrangement is that the local distributors has its own reputation to uphold and will usually bend its PR efforts in enhancing its own standing. This means that local representation will be

chosen on the basis of what will enhance the distributor's reputation rather than that of the parent company.

The media through which PR operates exist in all countries to a greater or lesser extent (although TV is not always available everywhere in developing countries). What is less obvious is that the media may occupy different levels of importance in different countries. For example, in much of Africa radio is far more important as a medium than newspapers, partly due to higher levels of illiteracy and partly due to large distances and poor infrastructure outside the cities.

Since TV shows and movies are often syndicated internationally, product placement will almost always be international-even when this is not the intention of the manufacturing firm. Co-ordinating the international effort will depend on having a suitable PR agency with branches in the countries in which the firm trades; in the absence of this, the co-ordinating role would have to be undertaken from head office, with consequent problems of cross-cultural misunderstanding.

In many developing countries (and indeed elsewhere), international companies are met with suspicion due to the colonial past of some of their home countries. Cultural imperialism is often suspected, and therefore the incoming firm already has difficulties establishing a good reputation. In one country is not necessarily going to translate into the same in another country, and even if the reputation remains good it may be for other attributes.

For example, when the Disney Corporation established Euro Disney (which later became Disneyland Paris), it made the error of assuming that European children would know what Disneyland is. Because the firm had an established reputation in the USA and 'everybody knows Disney', it assumed that this would be the case in Europe. In fact, European adults had grown up with Tin Tin, Topo Gigio and Doctor Who, rather than with Donald Duck and Mickey Mouse. Although Disney was hardly an unknown firm, the company found to its cost that it had to go through a lengthy period of educating Europeans about Disney before customers began to come to the theme park in any great numbers. In any case, the European perception of Disneyland was (and still largely is) that the park is for children only, whereas this is not the case in the USA.

Corporate image advertising is often an important part of the process. When the Australian telecommunications system was opened up to competition in the early 1990s, Optus ran a long series of TV adverts emphasising the company's commitment to Australia; this was necessary, because 50 per cent of the company was foreign owned and many Australians objected to the concept of their telephone network being taken over by foreigners. The company's advertising emphasised that it was employing Australians and that it was 50 per cent Australian owned and managed. Telecom Australia (now Telstra) countered with a series of adverts emphasising its own Australian roots. At the time, Australian industry was in recession and the issue of foreign ownership of Australian assets was very much at the forefront of people's minds.

9. Conclusion

In Essence, PR is more than just goodwill, reputation and perception management, it also about building relationships between organisations. Good communications between organisations and their various target audiences is a key factor in building relationships with customers and opinion leaders. In the 21st century public relations will become the key business tool, especially as the number of channels of communication increases daily, and as the media fragment.

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Table 1. The hierarchy of organisational needs

Organizational	Requirements	Typical PR activity
Output	Money, machines, manpower, Materials	Staff programs to attract the right people
Survival	Cash flow, profits, share performance, customers	Publicity aimed at customers; events publicizing the firm and is products
Morale	Employee job satisfaction.	Staff newsletters, morale-boosting activites, etc.
Acceptability	Approval by the external stakeholders (shareholders, government, customers, suppliers society in general)	External PR, shareholder reports, lobbying of government departments and MPs, events for suppliers and customers, favorable press releases
Leadership	Having a respected position in the company's chosen field; this could be customer satisfaction, employee involvement, industry leadership in technology, or several of these	Corporate image-building exercises, customer-care activities, publicity about new products and technological advances, sponsorship of research in universities, sponsorship of the arts

Table 2. Corporate slogans

Example	Explanation
We're number two, so we try harder' (Avis)	This communicates to staff that the company is among the biggest, but that their efforts to 'try harder' are recognized and appreciated. It Also conveys a valuable image to customers.
Everything we do is driven by you (Ford)	This emphasizes the customer orientation of the company, that Ford is not merely aiming to make as much money as possible but is also looking out for customers' interests.
Your natural resource (Great Southern Energy of Australia)	The company emphasises is rural New South Wales roots and is honesty and integrity.

Table 3. Criteria for successful press releases

Criterion	Example
Stories must be newsworthy, i.e. of interest to the reader	Articles about your new lower prices are not newsworthy; articles about opening a new factory creating 200 jobs are
Stories must not be merely thinly disguised advertisements	A story saying your new car is the best on the market at only £7999 will not be published; a story saying your new car won the East African Safari Rally probably would
Stories must fit the editorial style of the magazine or paper to which they are being sent	An article sent to the Financial Times about your sponsored Fishing competition will not be printed; an article about your company's takeover of a competitor may be published

Table 4. Tasks for improving staff perception of the organisation

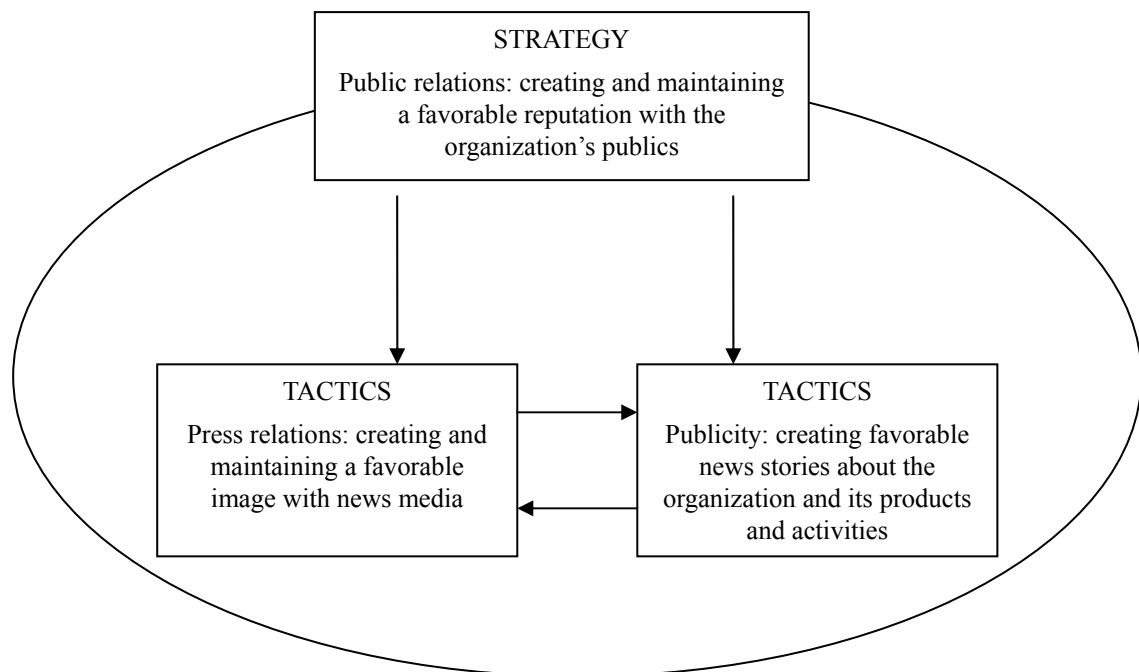| Task	Rational and methods for achievement
Encourage an atmosphere of pride	Highlight the achievements of individuals, publicising these to others; use innovative staff as agents of change
Provide suitable vehicles for innovation	Have communication channels that allow innovative ideas to be disseminated and acted on across organizational boundaries
Improve lateral communication	This will improve the flow of innovative ideas; it can be done by encouraging joint project teams, by encouraging interdepartmental social events and by exchanging people between departments where possible
Cutting down layers of hierarchy	By devolving decision making down the hierarchy and by cutting out layers of management, employees can feel more in control of what is happening within the firm
Increasing the available information regarding company plans and projects	Reducing secrecy will ensure closer involvement of the those who have to implement the plans, and may also lead to a reduction in mistakes caused through unrealistic planning; the ground-floor staff are usually much closer to the problem than are senior management
Ensure that the leadership is aware of is limited perspective	Running the organisation from the top is unlikely to be as effective as giving employees more control over events, provided of course that the employees are attuned to the organization's objectives.

Figure 1. Publicity, PR and Public Relations

A Quantitative Analysis on Network Communication

Research Papers in China from 1995 to 2006

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Abstract

In recent years, the research on network communication becomes popular gradually along with the upsurge of new media, and turns into a new focus in new communication field. By studying network communication papers from 1995 to 2006, this paper makes a relatively objective quantitative analysis of network communication's present researches and latest explorations in China.

Keywords: Internet communication research, Quantitative analysis, Research subject

Network communication is the information communication activity of human being by computer net. It takes the network communication five years to catch up with the audience scale of broadcasting and television, which have spent 38 years and 13 years respectively on reaching the same audience scale. As a brand-new modern communication method, network communication has already become an irreplaceable media. Along with the fast development of network communication, relevant research has gradually become a hot in domestic academic field.

1. The background of research and selection of samples

Accompanied with the upsurge of new media, researches on network communication tend to be prosperous and colorful recently. Some researchers think that: "The year 2006 is right for further development after Internet entering a new stage in China. The year 2006 is the first year of implementing the "eleventh five-year plan". China network media and network communication display an unprecedented vitality and develop very well. Meanwhile, the Internet develops forward in a rational and normative way. (Dahong Min, 2006)" Compared with the practice of network communication, present researches lag behind and most focus on the application. Corresponding summarized qualitative and quantitative researches will undoubtedly drive the development of network researches, and put forward new requirement for constructing the network communication theory system as well.

Among all knowledge carriers for research fruits of social sciences, journals are extremely important information sources. Papers in journals serve as mirrors imaging trends and development of scientific research. Therefore, studies of papers on network communication in journals can reflect the present researches on network communication. In this paper, the author targets on the authoritative retrieve journal Chinese Journal Full-text Database and collect all theses with the subject "network communication" from 1995 to 2006 by an exact retrieve. Then the author gets 3044 qualified theses. Deleting the consultant and service information, the author finally establishes 2695 sample theses.

2. Statistic of network communication research papers' time and space span and researchers and relevant analyses

2.1 Statistic and analysis of time span

Since Internet enters China in 1994, it has developed 13 years. Network communication research has begun from 1995 and gradually become an important part of news information communication. This paper selects the time period from 1995 to 2006 to make statistic analysis. In 12 years, there are 2695 effective research papers, annually 224.8 papers being published.

The figure 1 and table 1 shows the trends of numbers: from 1995 to 1999, researches on network communication just began. Most papers during this period are discussions and examples of institutional management. From 1999 to 2000, researches were rising sharply. In 2000, 232 papers were published, increasing 2.7 times than last year. The year 2000 became an important signal for annual network communication research. After 2002, researches slowed down and started adjustments, but began a slow rise in later three years. From 2005 to 2006, papers increased fast. In 2006,

network communication research became a most active field in China news communication studies. In this year, 536 network communication papers were published, being 2.39 times of the annual average, which was the top during these years. Based on the time periods of researches, some scholars divide the network communication from 1996 to 2006 in China into three stages: the starting stage (1996-1999), the upsurge stage (2000-2002), and the deep development stage (2004-2005) (Li Zhao, 2006). The division of the three stages is basically in accord with the numbers of papers on network communication research.

Based on the three stages, in 2006 network communication research papers flourish again and enter an active stage after the deep development. In the research method aspect, the network communication research in 2006 is still mainly qualitative studies. And more quantitative studies appear comparing with former periods. Because of the global nature of network communication, researchers mostly adopt a "comparison" perspective to study network communication (Lidan Chen & Yuhui Fu, 2007).

The publication trends of network communication research papers prove that the development of network, as a new thing, follows Rogers' S shape innovative spreading of new thing (the new thing develops slowly at the spreading stage, then grows faster and faster, and finally enters the stable development stage), and the development law of new science from slowness to rapidness, from bottom to top, from face to depth (Xi Yao & Mingliang Li, 2005).

The publication of China network communication research papers is in accord with   the background of times. China Internet Network Information Centre (CNNIC) issued the Statistic Report for China Internet Network Development in 1997 for the first time. At that time, China Internet had 620 ,000 users. In late 2000, the number reached 22.5 million (Wenbo Kuang, 2001). According to the statistic data of Internet users, the rise of users directly drives the development of network communication research, which proves too much attention on practices in the research. Scholars unconsciously follow the exterior needs of Internet development. However, due to lacking of independent theoretical studies, there is a gap between practices and rationalities in network communication research. Rationality comes from long-term practices. It results from accumulation and inspiration of experiences and facts (Jianming Liu, 2006). The development speed and scale of Internet frustrate the network communication researchers. And catching-up researches can not serve as accumulations for rationality. Therefore, in a scientific sense, present network communication research is far from maturity.

2.2 Statistic and analysis of Journals that publish relevant research parpers

After getting necessary data resources, the author summarizes the spatial distribution of network communication research papers published in Chinese Journal Full-text Database from 1995 to 2006 according to types of journals, hoping to analyze the journal resources of network communication research, understanding the features of these journals, and identifying the statistic problems in network communication research.

Data in table 2 shows that journals of colleges and universities serve as the main stage for network communication research papers. 429 journals of colleges and universities account for 43.95% of total journals that publish network communication research papers. Although journals of colleges and universities and relevant papers distribute separately, only 1.69 papers per journal in average, the number of total papers reaches 727, accounting for 26.98% of total relevant papers, holding a leading position. In contrast to other specialty journals, journals of colleges and universities are mostly about integrated social sciences. They offer an academic platform for different specialties, which benefits the network communication research as well. Journals of colleges and universities publish the largest number of relevant papers, which indicates that the network communication research is chiefly performed by colleges and universities. And the researchers in colleges and universities are mainly teachers and members in communication departments, libraries, and journals. The dispersion of network communication researchers is quite evident.

News communication journals are also an important stage for publishing network communication research papers. Although only 32 journals are involved, accounting for 3.28% of total relevant journals, they publish 613 relevant papers, accounting for 22.75% of total relevant papers (see figure 2 and 3). Especially, the average reaches 19.16 papers per journal.

Along with the electric development of books and archives management, journals of library, archive, and information becomes a place for publishing network communication papers. In this field, 45 journals publish 339 cross-subject papers totally. It means the network communication research has been implemented widely in different fields.

Because network communication has close connection with broadcasting, television, and publication, this kind of journals also serve as an important stage for publishing network communication papers. Relevant papers published by these journals account for 9.09% of the total relevant papers.

As network communication research develops prosperously today, many network information technology journals come into being, serving as an irreplaceable power in network communication research. Data shows that there are totally 231 network communication papers published in 68 network information technology journals.

Because network communication is a new comprehensive frontier science, lots of research papers are separately published in other specialty journals, such as sociology, economics, politics, education, science & technology, and culture. Science & technology education is an important place for practice of network communication research. Journals in this field totally publish 179 relevant papers, accounting for 6.64% of the total. Sociology and economics have begun to notice the development of network communication in recent years. 2.24% of relevant papers are published in this kind of journals. Besides, 203 journals of law, medicine, and other social sciences publish 220 relevant papers, merely accounting for 8.16% of the total. And the average is only 1.08 papers per journal. It proves that there is certain dispersion for the publication of network communication research papers in journals of social sciences.

By analyzing research samples generally, the author also finds that 976 journals related with network communication research totally publish 2695 relevant papers and the average is 2.79 papers per journal. It indicates that the spatial distribution of China network communication research papers has higher dispersion in recent twelve years. That is derived from the comprehensive and frontier nature of network communication research. Data shows that among those new network communication journals, no core journal can shoulder the responsibility of supporting the academic status of network communication.

2.3 Structure of researchers

The structure of researchers concerns statuses and places where they work (Li Zhao, 2006). Here based on requirements of research, the author collects data of researchers' statuses. By a random selection from 2695 papers, the author takes 500 papers as samples for analyzing the structure of researchers. Data shows that authors of 409 papers are teachers, students, and researchers from colleges and universities, accounting for 81.8% of total authors of 500 samples. It indicates that network communication researchers are mostly from the institution school. 54 authors are from news media field, accounting for 20.8% of the total. Although most authors are from the institution school, it is obvious that under the background of media convergence, to probe into the convergence and interaction of media is a trend. In addition, 37 researchers are from medicine, finance, and other social agencies, accounting for 7.4% of the total. It enhances the dispersion of network communication research and means that the integrated application of network communication comes into being.

The development of any specialty connects closely with excellent experts in the field, and amounts of core authors as well. The so-called "core authors" write more papers and are more influential. Based on statistical data, the author gets the table 3, showing the situation of authors issuing network communication research papers.

According to data of network communication research papers, 2695 papers have 2174 first-authors. The average is 1.24 papers per first-author. 6 first-authors issue more than 10 papers. Dahong Min, the director of the Network and Digital Medial Lab, News and Communication Research Center, China Academic of Social Sciences, issued 21 network communication research papers in journals of news and communication in these years. His papers serve as important references for network communication research. Besides, Lidan Chen, Yu Hu, Wenbo Kuang, Ke Qin, and Xinxin Deng also issue more than 10 network communication research papers. All of them are active scholars in network communication field from colleges and universities. In a sense they are the "core authors" for network communication research.

1883 authors issue only one relevant paper, accounting for 86.61% of the total. The proportion is higher than the classical reference value 60.79% in Lotka's Law (Xi Yao & Mingliang Li, 2005). It indicates that the network communication research has already gained wide attentions from academic field due to the popularity of network communication today.

3. Analyze the research method and research subject

3.1 Statistical analysis of research method

Network communication changes traditional mass communication mode. It brings about many new subjects for the research method of communication (Yan Chen & Jinghong Wang, 2003). Most network communication research papers adopt the qualitative research method. The qualitative mode usually proves a theory or fact by citing classical theories, others' opinions, and history materials. In contrast, the new arisen quantitative research method is to measure the objective fact quantitatively and draw practical conclusions by mathematical induction and analysis (Chunwei Liu, 1997). The network communication emphasizes on practicality. It has mutual connections with education, science & technology management, library and information. Comparing with other social sciences, it should focus more on quantitative researches. Although numerous papers are about network communication research, most papers are general descriptions or introductions of network communication according to experiences. In these sample papers, only 64 papers are quantitative or semi-quantitative researches based on data analysis, merely accounting for 2.37% of the total samples. It means that the research method of network communication is too simple. Researchers are not good at illustrating their points by data analyses. Surely, it is the nature of social sciences that determines the condition. But it does prove a fact that most researchers are incapable of making best use of data models due to their academic

background and poor mathematical abilities. The research method is too abstract and lack of preciseness (Xi Yao & Mingliang Li, 2005).

In recent years, the development of network communication research, especially the emergence of interdisciplinary researches in semiotics, information, and information management greatly enriches the scope of network communication research and also makes qualitative and semi-quantitative research possible in network communication, which significantly changes the single research method of network communication research. Since 2003, quantitative and semi-quantitative research papers rises to a great degree. From 2003 to 2006, quantitative research papers account for 42.5% of the total papers published during this period.

In 2006, the concept of Internet micro content arouses attentions of academic field. Some researchers think: any data generated by Internet users can be taken as micro content. These separate and messy data collect together and form the source of network magic power. As a tool appears (such as Google, a representative of its first-generation product), micro content steps in the stage of social development and becomes a leading actor in creating history (Guoming Yu, 2006). The micro content concept offers theoretical support for the data collection of network communication's quantitative research. In a practical aspect, data collection of network communication becomes normal gradually: CNNIC and relevant research institutions issue network data periodically; the Network Data Analysis and relevant works appear in the network informetrics research field. That offers data analysis and support for researchers' quantitative research (Tingxiao Wen, 2005).

3.2 Statistical analysis of research subject

To analyze the research subjects of papers, the author adopts the method used in Li Zhao's Progresses and Shortcomings of China Network Communication Studies in Ten Years (Li Zhao, 2006), classifying the research subjects into nine types: network media, network news workers, network ethics and regulations, network communication education, macro and micro effects, website construction and operation, network audience, network content analysis and others.

The table 4 displays the distribution of research subjects. Network media papers occupy the largest percentage, reaching 23.67%. A specific network media subject includes not only effects of network media on mass communication but also the convergence and competition of media. In 2006, the convergence of traditional media and new media becomes a trend of researching the media development. 36 papers are about this subject. Besides, 20.82% of papers concern network ethics and regulations, which connect closely with some network cases appeared recently. Papers of network news workers, network construction and operation also occupy certain percentages. The occupation ratios exceed 10%.

4. Conclusion

After more than ten years' development, more and more network communication research papers have been published. Lots of scholars with different scientific background and in different industries devote themselves to the research and achieve noticeable progresses. However, many problems appear at the same time. This paper tends to put forward these problems by quantitative research.

(1) The distribution of papers shows a high dispersion and there is not a core orderly academic stage for network communication research. Although lots of authors focus on this field, the widely-accepted "core authors" are not popular yet. And most research papers are based on experiences. Similar to the theoretical research of journalism, few researches are about fundamental theories of network communication. A basic research construction from perspectives of psychology and sociology does not come into being. If take references from the interdisciplinary research fruits and methods of information science, semiotics, hermeneutics, ecology, psychology, and communication, the network communication research will realize an more effective development.

(2) Researchers are short of academic freedom. They emphasize on qualitative research instead of quantitative one. In contrast to the fast development of network communication, researchers show an extremely passiveness. They just explain the network communication, as a new thing, and relevant concepts mechanically. Purposeful researches are very few. Present researches are chiefly about application, neglecting the construction of basic theories. Especially in recent two years, along with the development of case studies, some researchers rush into this field. It is a kind of passive response to news and cases. The research method tends to be simple and micro.

(3) Team research and specialty operation wait for further improvement. Among those network communication research papers, seldom are completed by project teams. Surely, it is caused by the contradiction between network development speed and project application procedures in a sense. Besides, interdisciplinary cooperative researches are few. Although there is interdisciplinary research, it limits to one discipline. Interdisciplinary borders are still there. Independent researches can not form an integrated power in a short period, which affects the quantitative research either.

(4) Researchers think a lot of timeliness but neglect data and accumulation of practical researches. According to the distribution of research subjects, amounts of research papers have been published during the first year when network new thing appears. In 2006, researchers pay attentions to "blogs", "exchangers", and "sharers". Once a hot subject is not

popular any longer, relevant research papers decrease sharply. Researchers turn into next interesting research subject immediately. That is caused by not only subjects of journals but also the irrational academic atmosphere. Driven by the network development, researchers just rush into the new subject but no time to research one specific subject deeply. As a result, network communication research tends to be separate and incoherent.

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Table 1. Network communication research papers published from 1995 to 2006.

Year	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Total
Number	4	6	6	24	86	232	323	393	329	367	389	536	2695
Percentage (%)	0.15	0.22	0.22	0.89	3.19	8.61	11.99	14.58	12.21	13.62	14.43	19.89	100

Table 2. The distribution of network communication research papers in different kinds of journals.

Subject of journals	Number of relevant journals	Proportion of relevant journals to the total (%)	Relevant papers	Proportion of relevant papers to the total (%)	Average of relevant papers
News communication	32	3.28	613	22.75	19.16
Journals of colleges and universities	429	43.95	727	26.98	1.69
Library, archive, and information	45	4.61	339	12.58	7.53
Broadcasting, television, and publication	41	4.20	245	9.09	5.98
Network information technology	68	6.97	231	8.57	3.40
Science & technology, education, and management	95	9.73	179	6.64	1.88
Social economics	63	6.45	141	5.23	2.24
Other social sciences	203	20.81	220	8.16	1.08
Total	976	100	2695	100	2.76

Table 3. The situation of authors issuing network communication research papers.

Number of papers	1	2	3	4	5	6	7	9	10 above	Total
Number of authors	1883	198	52	17	7	8	2	1	6	2174
Proportion of certain kind of authors to the total (%)	86.61	9.11	2.39	0.78	0.32	0.37	0.09	0.05	0.28	100

Table 4. Subjects of network communication research papers.

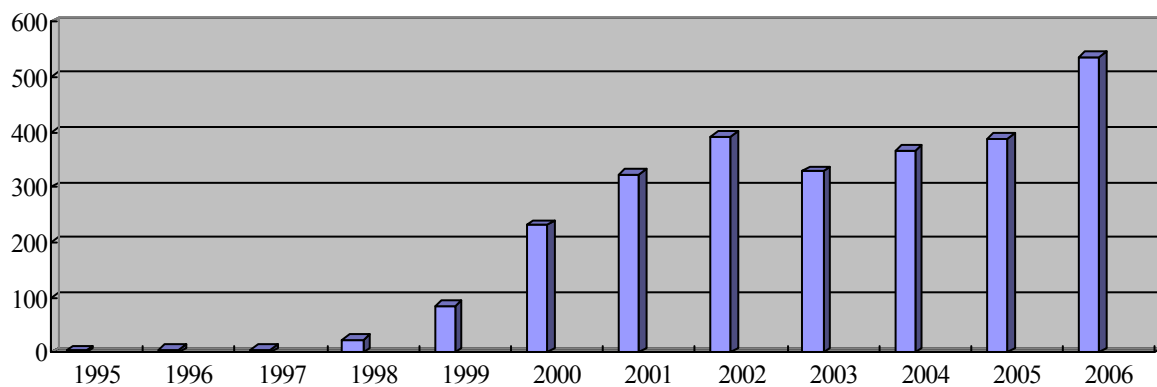| Subject	Number of papers	Proportion papers in one field to the total
Network media	638	23.67%
Network news workers	429	15.92%
Network ethics and regulations	561	20.82%
Network communication education	245	9.09%
Macro and micro effects	136	5.14%
Website construction and operation	327	12.13%
Network audience	116	4.30%
Network content analysis	67	2.49%
Others	176	6.53%
Total	2695	100%

Figure 1. Papers of Network Communication Research being Published from 1995 to 2006
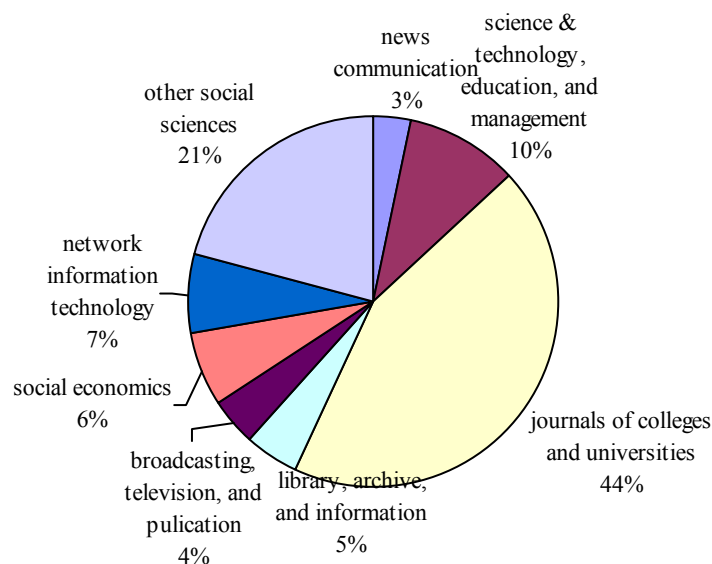

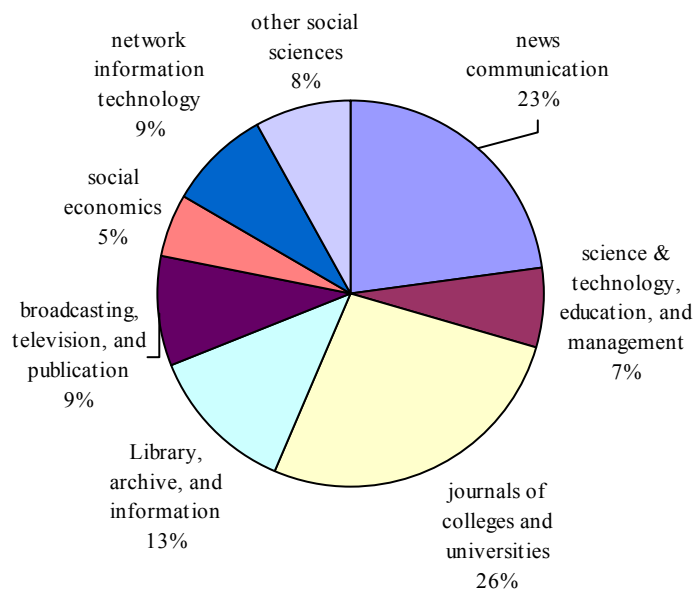Figure 2.The Distribution of Network Communication Research Papers in Different kinds of Journals

Figure 3. Numbers of Relevant Papers in Journals

The Acceptability of Private Finance Initiative (PFI) Scheme in Malaysia

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Abstract

Today's competitive global environment has led governments around the world to seek new ways to finance projects, build infrastructure and deliver services. Private Finance Initiative (PFI) is increasingly being used as a tool to bring together the strengths of both sectors, public and private to facilitate the delivery of projects and services. However, the new PFI Scheme introduced by the Government of Malaysia through the Ninth Malaysia-Plan in the delivery of public infrastructure is subject to criticisms, in particular when the Employees Provident Fund (EPF) was used as a main source of project financing. The study presented in this paper investigates the acceptability of PFI in Malaysia, taking into consideration factors contributing to success, negative factors, and key differences between PFI and the traditional forms of procurement. Empirical research was undertaken based on a questionnaire survey to public and private sectors in Malaysia. In total 60, valid responses were received, constituting a response rate of 45 per cent. The results were analysed by means of various statistical methods. The study disclosed that 97 percent (public) strongly disagree that EPF was the main source of project financing in implementing PFI projects in Malaysia.

Keywords: Malaysia, Mega Projects, Private Finance Initiative (PFI)

1. Background

Since the beginning of the 1980s, there has been growing pressure to increase the quality of development projects by the construction industry in Malaysia. The fundamental objectives are to reduce the length of time, the use of excessive budgets, the problems of cost overruns, shoddy work and substandard construction products. In response to this issue, the Malaysian Government is now seeking new ways to finance projects, build infrastructure and deliver services. A

Private Finance Initiative or PFI procurement strategy is increasingly being used as a tool to bring together the strengths of both public and private sectors to facilitate the delivery of Mega projects and services (Norwawi, 2006).

PFI is a type of Public-Private Partnerships (PPP) where project financing rests mainly with the private sector (Akintoye, et al. 2001).   The rationale of PFI is to combine the resources of the public and private sectors to provide more efficient public services. Many countries around the world have successfully implemented PFI projects and have benefited from the results. Serco (2007) reckons that United Kingdom, Japan, Italy, France, Germany, Australia and USA are the world leaders in PFI. In effect, the UK government has been a pioneer of this procurement through concession contracts ranging from 10 to 40 years, embracing services, IT and facilities management (Smyth and Edkins (2007).

Furthermore, it was reported by Li et al. (2005), that PPPs in the UK have developed mainly through the Private Finance Initiative (PFI) since the first announced in 1992 by the UK Conservative Government. Since 1997 the Labour Government has continued with PFI under its own PPP policy. Based on the successes of PFI, and in order to be in line with worldwide trend, the Government of Malaysia introduced PFI in the development of Mega projects during the Ninth Malaysia-Plan (2006-2010)

2. The Malaysian Economy and PFI Projects

The Malaysian Economy has performed remarkably well over the years due to the country's political stability, the sound financial and economic policies and the efficient management of its natural resources, which include oil and gas. The economy maintained its momentum, growing 7.1% (real GDP) in 2004, after expanding to 5.3% in 2003 (Ghani, et al.   2005). In the construction sector, the Malaysian Government continues to reform project delivery systems and PFI is top on the agenda.

PFI involves the "transfer" to the private sector the responsibility to finance and manage capital investment and services including the construction, management, and maintenance of public sector assets such as buildings and infrastructure (Norwawi, et al.   (2006). PFI process begins with setting up of a legal entity, called the 'special purpose vehicle' (SPV), which provides the 'seed equity capital' for the project.   Almost all PFI projects demand the formation of new SPV to deliver the project.   Apart from financing and building a particular facility, the private sector will also be responsible for maintaining and operating the facility throughout the duration of the concession periods.   In return, the public sector will pay the private sector in the form of lease rental payment which is commensurate with the quality of the services provided. The structure of the lease rental payment will ensure sufficient returns on investment to the private sector. Upon the expiry of the concessions, the facilities will be transferred to the Government at no cost (Bernama, et al. 2006; Norwawi, et al. 2006).

PFI in Malaysia was officially implemented by the Malaysian Government through the Ninth Malaysia- Plan (2006-2010) under the National Privatisation Plan (EPU, 2006).   It is among the effort of the Malaysian Government to encourage private participation in the local construction development and to reduce government's expenditure in providing public infrastructure and services. The Government sectors that are responsible for establishing the PFI Central Unit include the Ministry of Finance (MoF), Economic Planning Unit (EPU), and National Implementation Directorate (NID). In order to facilitate the implementation of PFIs, the Ministry of Finance Malaysia has acquired a substantial amount of funds to facilitate the first wave of PFI implementation in Malaysia (Jayaselan and Tan, 2006). The Employee Provident Fund (EPF) Department has agreed to invest RM 20billion in terms of loan to facilitate PFI projects under the Ninth Malaysia-Plan.

Figure 1.0 shows the structure of PFI in Malaysia.   The PFI project agreement is entered into between the Public sector (represented by various government ministries) and the SPV Company (private consortium). The PFI Sdn Bhd, a specific government body is setup up to administer the Malaysia PFI procurement process. PFI Sdn Bhd borrows money from EPF to finance selected projects under the Ninth Malaysia-Plan. The commitment of PFI Sdn Bhd is to design, construct, operate, manage and maintain the facility throughout the concession periods (Tan, et al. 2006). Therefore, the risk associated with the project includes the risks of construction, management, and maintenance of the assets.   In return, the Government will be contracted to pay for the services based on performance and standard provided. Future tariff revision will also be subjected to a Reward-and-Penalty system (Tan, et al. 2006; Express, et al. 2006 and Kok, et al. 2006).

The evaluation of project proposal will be done trough a bidding process and all proposals will be evaluated on the basis of "Value for Money" which evaluates its costs and benefits.   The bidding proposal will be compared against the Public Sector Comparator (PSC) of each project, which acts as a checker to the items and costs stipulated in the tender document. The capital expenditure and the maintenance costs of the project must be less than the PSC benchmark before a PFI project is awarded to a private partner.

Based on literature reviews by Edge (2006), Hardy (2006), Jayaseelan & Tan (2006), Netto (2006), EPU (2006), and Zolkepli (2007), the nature of PFI in Malaysia can be divided into two forms. These are government and private sector

initiated. The Government sector initiated PFIs is further sub-divided into two categories; PFI projects which falls within the RM 20 billion scope (funded by EPF) and PFI projects which fall outside the RM 20 billion scope.

Jayaseelan and Tan (2006) point out that the Malaysian PFI deviates from the basic definitions of international PFI framework. Instead, the Malaysian version of PFI will be financed by the EPF loans. Edge (2006) also notes that although financing is provided by the EPF, in return EPF will receive 5 to 6 per cents of the total profits gained out of it. Nevertheless, there is a view that the government could still bear the risk to a certain extent, in particular if any of the PFI project becomes unsuccessful. The second important factor with regards to PFI in Malaysia is the absence of any guideline or framework for the implementation of PFI procurement system (Edge, 2006). Since PFI procurement scheme is still at an infant stage in Malaysia, the establishment of a framework is paramount in order to provide a better understanding of the execution of the complex scheme of financing, as well as the establishment of Key Performance Indicators (KPI) for measuring overall project performance.

Table 1.0 summaries the list of development projects under the Ninth-Malaysia Plan. Almost RM 20 billion was allocated for project development. Out of 880 projects, 425 will be implemented using the by PFI procurement system. The Ministry of Education has the largest number of projects that will be implemented by means of PFI procurement.

Table 2.0 also summarises the potential beneficiaries of projects under the Ninth Malaysia Plan. Eleven (11) reputable developers are identified to implement infrastructure projects by means of PFI procurement system. These are UEM Builders, WCT Engineering, PECD Berhad, Ahmad Zaki Resources Berhad, Malaysian Resources Corporation Berhad, Malaysian Mining Corporation, Ekovest Berhad, Equine Capital Berhad, TH Properties Berhad, YTL Corporation and Gamuda Berhad (AmResearch, 2006)

3. PFI Project Finance

As mentioned earlier, the concept of PFI is to provide alternative financing in the provision of public infrastructure projects. At the core of the PFI arrangement, Special Purpose Vehicle is responsible for the financing the project. Figure 2 shows a typical PFI project financing structure. According to Jahanguiri and Laloum (2007), two forms of financing arrangements are recognised in the form of equity and sub-debt finance, and debt finance. Equity and sub-debt finance are injected by the construction investors, Facilities Management investors and the third party equity investors, whereas debt finance is from the debt investors. SPV raises debt finance in the form of bank debt or bonds in order to pay for the construction and operation of the project.

Upon the completion of the construction phase, the SPV will begin to receive payments by the government, known as unitary charge (Barry, 2001). In the UK, unitary charge is paid to the SPV Company on an agreed time given that all the required services are met by the consortia. In addition, it was reported by Barry (2001) that investors find PFI as an attractive form of investment and many banking institutions in London are keen to provide the necessary project financing for PFI projects. Hence, financial sources of PFI projects in the UK could be said to be enormous and bank form of financing is the most common type. However, given the current world economic climate (credit crunch), the sourcing of funds is likely to be more difficult than is previously the case.

In Germany, typical sources of finance used are equity, bank debt, mezzanine bank debt and finance leases (Schmachtenberg and Schenk, et al. 2007). In France, however, the typical sources of finance for PFI projects are from equity capital and bank debt, whereas in Australia the sources of finance are from loans and bonds as well as equity (Skliros and Perrins, et al. 2007).

However, the situation is Malaysia is rather different. Local financing bodies are still relatively inexperienced and sceptical in providing project financing for PFI projects for various reasons. One of these might be the involvement of huge amount of capital invested for a long concession period. Therefore, the Employees Provident Fund (EPF), the opaquely-managed, state-run pension scheme is one of the best sources of funding to implement PFI projects in Malaysia (Netto, 2006). The EPF is tipped to provide the funding for the initial 20 billion Ringgit worth of projects through PFI Sdn. Bhd. In short, the financing will come from EPF's public coffers, rather than from private financing and later channelled via PFI Sdn. Bhd to the builders and construction contractors. The EPF, however, is covered from lending exposure as it will deal directly with the Government-owned firm, PFI Sdn. Bhd.

4. Case study: PFI Projects in Malaysia

The next section presents two case studies of Malaysia, with the intention of only showing how PFI projects are structured, and showing the structure of project financing. Two projects are selected as examples of project implemented by PFI procurement system in Malaysia. The fist project is Medical City @ Enstek by the Ministry of Higher Education Malaysia and the second one is by the Ministry of Health Malaysia. Each of the two case studies is, in turn, described below.

4.1 Medical City @ Enstek

The RM 1.7 billion Medical City @Enstek covering a total area of 660 acres is now being developed in Nilai Malaysia, within the new township of Enstek. It is a joint venture project between TH Properties Sdn Bhd and Negeri Sembilan State Development Corporation. The development of this project started in 2007 and expected to complete in 2012. The first phase of UiTM Medical Centre is made up of a Medical Complex, hospital blocks and Health Research Centre. TSR Capital Bhd together and TH Properties Sdn Bhd have joined up to form a Special Purpose Vehicle to undertake the Medical City Development. The project is financed by 80 percent debt capital whereas; the remaining 20 per cent will be taken from SPV equity. Figure 3 shows a project structure of Enstek Medical City by means of PFI procurement system.

4.2 9Bio Sdn Bhd

Given the recent concerns on bird flu, Nipah and Melaka virus outbreak, the necessity for a local vaccine research centre is crucial as a vital strategy to avert health crises in Malaysia. The 9Bio project was developed in 2003 and plans to be fully completed in 2008. The project is located within the Enstek Technology Park occupying an area of 25 hectares. The project is made-up of Biocontainment Research Centre with laboratories, a vivarium space and other bio-manufacturing facilities.

The Ministry of Health Malaysia is the main client and 9Bio Sdn Bhd is the project implementer to facilitate the project on behalf of the Ministry. Ekovest Bhd together and Faber Sdn Bhd have joined up to form a Special Purpose Vehicle to undertake the project and responsibility for the design, construction, completion, and for maintaining the entire complex with a concessionaire period of 30 years. Figure 4 shows the project structure of 9Bio (The National Institute for National Products, Vaccines and Biotechnology) by means of PFI procurement system.

Both structures from the two case studies show the importance of the government, special purpose vehicle and the members of the supply chain in PFI projects. Success or failure depends on how these key players effectively integrate in delivering the PFI project. Section 6 below discusses in detail the factors that are likely to impact positively and negatively to the adoption and implementation of PFI projects in Malaysia.

5. Research Methodology and Methods

In the study reported in this paper, a questionnaire was adopted to elicit information from selected senior functionaries/personnel involved in PFI projects in Malaysia, from the public and private sectors, on issues to do with (i) critical susses factors to PFI adoption and implementation (ii) negative factors to the adoption of PFI projects (iii) Perceptions of experienced functionaries involved in PFI projects on the criticality of need of a PFI framework/guidelines (iv) key differences between PFI and traditional procurements. As Tables 1 and 2 shows, the respondents included those from different Ministries in Malaysia and from different industrial sectors. They also include large construction contractors and construction materials suppliers.

As a research method, the questionnaire survey is one of the most cost effective ways to elicit the views of a large number of people in order to achieve better results, as recommended by McQueen and Knussen (2002) and Andi and Minato (2003). One hundred and thirty-four (134) questionnaires were distributed to two groups of respondents, public (56) and private sectors (78). The selection of these respondents is based on their direct involvement in the management of PFI projects in Malaysia. A five-page structured questionnaire was distributed to the two targeted groups, representing a mixture of professionals, including those dealing with policy-formulation, design, construction, and clients of construction projects.

The aim of the survey was to: identify the factors contributing to the success of PFI projects; to examine the negative factors for adopting PFI; analyse the criticality of need for a PFI Framework guideline in Malaysia; and to investigate the key differences between PFI and the traditional form of procurement. Respondents were required to rate each question on a six-point Likert scale that required a ranking (1-6), where, for example, 1 represented 'not applicable' and 6 represented 'extremely positive strength of agreement'. The choice of even number was used is to forced respondents to decide the direction of their attitude and to prevent respondents from taking a middle ground. The results were analysed using the Statistical Package for the Social Sciences (SPSS).

5.1 Response Rate

A total of one hundred and thirty four (134) questionnaires were sent to two major groups, public and private sectors that were directly involved in PFI Projects (as identified in Tables 1 and 2). Sixty (60) questionnaires were returned within two months of being sent out, making a total response rate 45%. This response rate was finally achieved after several efforts were made in terms of personal contacts and follow-up calls. All the questions were satisfactorily completed and usable. The respondents (Table 3) for both public and private sectors had an average construction experience of approximately 11 and 12 years respectively. The majority of the respondents were in senior positions in their organisations. Fifty percent (50%) of the respondents were from the private sector, followed by (41%) from private clients.

6. Data Analysis, Results and Discussion

The reliability of the 6-point Likert scale measure was determined by using Cronbach's alpha coefficient on the samples. According to Pallant (2001), the value for alpha should be greater than 0.7 for the scale to be reliable, whereas Nunnally (1978) suggests that the modest reliability scale is in the range of 0.50-0.60. However, the result of Cronbach's alpha of the Likert used for the study was 0.717, indicating that the data collected from the survey was interrelated and that the scale was consistent with the sample.

The nineteen variables considered for the critical success factors of PFI project in Malaysia are shown in Table 4. The overall mean scores were ranked based on their level of importance. Out of these 19 factors, 2 factors were rated as 'very critical' by the groups. These were: Long contract periods (overall mean value=4.33) and value for money (overall mean value=4.07). The remaining 17 factors were also significant and rated as 'critical' with the mean scores in the range of 3.00 (output specifications) to 3.98 (specific bodies that govern PFI projects).

When comparisons were made between the two sectors (public and private), the public sectors rated five (5) factors as critical, including risk sharing, long contract periods, value for money, specific bodies that govern PFI projects and a standard framework for PFI projects. Meanwhile, the private sector rated nine (9) factors to be critical, including whole life assessment, risk transfer, competition and innovation, finance arrangement, long contract period, SPV arrangement, output specification, payment for performance and value for money.

Based on the data, public and private respondents seem to have differences of opinion on the critical success factors of PFI. Obviously, the private sector emphasises on the whole life asset management, financing strategy, SPV arrangement and payment for performance, whereas the public sector emphasises on risk sharing, value for money and the appointment of specific bodies to undertake PFI projects and long contract periods. Factors such as long contract period, SPV arrangements are critical to both parties, given the fact that these factors could lead to a greater risk exposure in future.

Table 5 shows a summary of sources of funding suitable for PFI projects in Malaysia. Basically, the PFI structures typically involve the use of private finance to fund initial capital expenditure on the new facility which is being procured. However, some PFI projects are publicly financed (Vernon and Sanders, 2007). The results show that the public sector seems to accept bank debt and equity bonds as sources of project funding and strongly disagrees with EPF as the source of funding in delivering PFI projects in Malaysia. The argument is that although government intervention is essential to fund PFI projects, the majority of the public respondents strongly disagree to using the EPF as the source of finance in delivering Malaysian public infrastructure. They seem to believe that the government does not have to invest through its government linked companies and be exposed to a certain degree of risk. However, the private sector responses indicate otherwise. The majority response from the private sector is that EPF has the best source of funding for a PFI project. They believe that the investment would not bring losses to the EPF, instead EPF and its contributors will gain benefits and higher dividends.

Table 6 presents the respondents' perceptions on the criticality of need of a PFI project framework. Both groups (public and private) strongly agree on the importance of PFI framework or guidelines for PFI projects in Malaysia and match the opinion of Edge (2006) who notes that PFI projects in Malaysia still lacks of appropriate and standard guideline for implementation. Without a standard guideline, it could be argued that PFI projects initiated may face serious problems in terms of implementation procedure, process, procurement and legal issues.

Table 7 presents the respondents' perceptions on the negative factors that impact upon the adoption of PFI schemes. The majority of the respondents consider six (6) factors as significantly negative in adopting PFI schemes. These are (1) payment based on the services performance, (2) confusion over project objectives and evaluation criteria, (3) time spent in contract transaction, (4) financing scheme, (5) output-based specification and (6) competitive tendering. The result implies that majority of the respondents are concerned with the payment mechanism in PFI. This is likely related to the lack of proper understanding and experiences of the PFI procurement system. Moreover, the issues of confusion over project objectives and evaluation criteria are fundamental factors to the public since government departments need to clarify project viability and feasibility of any PFI project.

Table 8 presents the differences between PFI and traditional procurement. Twelve (12) differences (factors) are highlighted. A Wilcoxon signed rank test of 2 related samples is used to determine the demarcation point between the 12 variables. The analysis suggests that the most attractive factor of PFI over traditional procurement, as agreed by both groups (Public and Private) is in improvement in asset maintainability which PFI affords. The possible reason is that the SPV usually operates under one consortium and the process of implementation could be more easily achieved under the same roof. Furthermore, the consortium will be paid a yearly 'unitary charge' which is based on the performance of the companies while deductions will be made for poor performance. Hence this mechanism can only be achieved through high maintainability of the desired asset by the SPV Company.

7. Conclusions and Recommendations

This paper has presented empirical research on the acceptability of PFI in Malaysia. It considers a host of factors such as factors that both negatively and positively impact on the adoption of PFI in Malaysia. In addition, it documents some of the main differences between PFI and the traditional procurement system.

Analysis of the data presented shows that long contract period and value for money are the two most critical success factors for PFI. High project risk occurs when a company has to face a long contract period in PFI. The main negative factors to the adoption of PFI are payment mechanisms and confusion of project objectives. These two factors could be addressed by having a good private consortium which is supported by Government of the host country.   The key difference between PFI and the traditional procurement system is on asset maintainability. Based on the world-wide trend, asset maintainability is better addressed under PFI than in traditional procurement.   Finally, the study disclosed that 97 percent (public) strongly disagree that EPF is the main source of project financing in implementing PFI projects in Malaysia. The results of the study also add weight to the increasing need to develop an appropriate set of guidelines for implementing PFI projects in Malaysia.

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Table 1. The Malaysian PFI projects based on the Government Ministries

Ministries	Total number of Projects in the Ninth Malaysia-Plan	PFI Projects	Other form of Procurements
1. Prime Minister's Department.	71	**3**	68
2. Treasury Department	13	**1**	12
3. Plantation Industry and Commodities Ministry	3	**1**	2
4. Agriculture and Agro-based Industries Ministry	4	**2**	2
5. Rural and Urban Development Ministry	7	**0**	7
6. Natural Resources and Environment Ministry	12	**4**	8
7. International Trade and Industry Ministry	2	**0**	2
8. Ministry of works	66	**1**	65
9. Ministry of Transport	26	**2**	24
10. Energy, Water and Communication Ministry	12	**0**	12
11. Science, Technology and Innovation Ministry	10	**0**	10
12. Ministry of Education	497	**357**	140
13. Ministry of Health	27	**0**	27
14. Ministry of Culture, Arts and Heritage	6	**1**	5
15. Youth and Sport Ministry	3	**0**	3
16. Human Resources Ministry	1	**1**	0
17. Ministry of Information	10	**8**	2
18. Ministry of Higher Education	25	**0**	25
19. Ministry of Defence	38	**17**	21
20. Ministry of Home Affairs	5	**3**	2
21. Ministry of Internal Security	42	**24**	18
Total	880	425	455

Source: Badawi (2006)

Table 2. Potential Beneficiaries of the Infrastructure projects under the Ninth Malaysia-Plan

SECTORS	POTENTIAL BENEFICIARIES OF 9th MALAYSIA PLAN SPENDING ON INFRASTRUCTURE AND UTILITIES
Construction Stocks	Gamuda, IJM Corporation , Road Builder , WCT Engineering
Bumi / GLC Contractors	AZRB, MRCB, MTD Capital, PECD, TRC Synergy, TSR Capital, UEM Builders
Sarawak-Based Stocks	Cahya Mata Sarawak, Hock Seng Lee, Naim Cendera, Sarawak Concrete Industries, Weida, Zecon
Johor Plays	MMC Corporation, Ranhill, Tronoh , UEM Builders, UEM World
Water / Sewerage Stocks	Engtex Group, George Kent , Hiap Teck Venture, Jaks Resources, Puncak Niaga Holdings, Weida, YLI
Building Materials Stocks	ACPI, Aluminium Company, CIMA, ICP, Lafarge MCement, Southern Steel, Tasek, Tong Herr, YTL Cement
Railways & Flood Mitigation	Gamuda, MMC Corporation, Kumpulan Europlus , IJM Corporation
BioDiesel Plays	Golden Hope, IOI Corporation, Kulim
Agro-based / Aquaculture	Bernas , Xian Leng

Source: AmResearch (2006).

Table 3. Response Data

Type of organisations	Number of questionnaires		Percentage return
	Sent	*Return*	*(%)*
Private Sectors (Beneficiaries)	56	28	50%
Public Sectors (Government Ministries)	78	32	41%
Total	134	60	45%

Table 4. The mean score of ranking -PFI critical factors

The critical factors of PFI	Overall mean score	Rank	Public (N=32)	Rank	Private (N=28)	Rank
1. Long contract period	*4.33*	*1*	*4.41*	*2*	*4.25*	*5*
2. Value for money (VFM)	*4.07*	*2*	*4.13*	*5*	*4.00*	*9*
3. Specific bodies that govern PFI procurement	3.98	3	*4.28*	3	3.64	13
4. Risk management	3.90	4	3.97	6	3.82	11
5. Risks sharing	3.85	5	*4.50*	1	3.11	16
6. Competition and innovation	3.53	6	2.81	11	**4.36**	**3**
7. SPV arrangement	3.50	7	2.91	8	**4.18**	**6**
8. Payment for performance	3.43	8	2.88	10	*4.07*	*8*
9. Standard form of PFI contract	3.40	9	3.50	7	3.29	14
10. Finance arrangement	3.23	10	2.28	14	**4.32**	**4**
11. Risks transfer	3.20	11	2.19	16	**4.36**	**2**
12. PFI delivery model arrangement	3.15	12	2.44	13	3.96	10
13. Legal requirement for PFI procurement	3.08	13	2.91	9	3.29	15
14. Output specification	3.00	14	1.94	17	*4.18*	*7*
15. whole life asset management	2.95	15	1.47	19	**4.64**	**1**
16. Asset ownership	2.82	16	2.75	12	2.89	17
17. Specific statutory framework for PFI scheme	2.77	17	*4.28*	4	3.64	12
18. Involve relevant procuring authorities	2.45	18	2.25	15	2.68	18
19. Involve various public infrastructure sector	2.28	19	*1.94*	18	2.68	19

Table 5. Source of Finances for PFI Project in Malaysia

Sources of finances	Yes / No	Total (N=60)	Public (N=32)	Private (N=28)
		Percent %	Percent %	Percent %
Bank debt	Yes	66.7	**84.4**	46.4
	No	33.3	15.6	**53.6**
Equity & Bond	Yes	40.0	**53.1**	25.0
	No	60.0	46.9	**75.0**
EPF	Yes	46.2	3.10	**89.3**
	No	53.8	**96.9**	10.7

Table 6. Respondents perception on the critically of a PFI framework or guideline

	Scales	*Overall % Score*	*Type of Organisations*	
			Public Private *(N=32) (N=28)* *(%) (%)*	
PFI Framework/guidelines	Very Strongly Agreed	71.7	**61.5** **79.4**	
	Strongly Agreed	21.7	**34.6** 11.8	
	Agree	3.30	0.00 5.90	
	Disagree	1.70	3.80 0.00	
	Strongly Disagree	1.70	0.00 2.90	
	Very Strongly Disagree	0.00	0.00 0.00	
	Total	100%	100% 100%	

Table 7. The mean score of ranking - Negative factors for adopting PFI

The negative factors of PFI	Overall mean score	Rank	Public (N=32)	Rank	Private (N=28)	rank
1. Payment based on the service performance	4.19	1	**3.92**	**4**	4.25	6
2. Confusion over project objectives and evaluation criteria	4.14	2	**4.04**	**1**	4.22	9
3. Time spent in contract transaction	4.10	3	3.89	5	4.28	7
4. Financing Scheme	4.10	4	**3.93**	**3**	**4.41**	**1**
5. Output based specification	4.08	5	3.86	6	4.29	5
6. Competitive tender	4.08	6	3.74	8	**4.38**	**3**
7. Higher charge to direct users	4.07	7	3.71	11	**4.38**	**2**
8. Long term nature of contract	4.07	8	**4.00**	**2**	4.13	10
9. Lack of experience and appropriate skills	4.07	9	3.79	7	**4.31**	**4**
10. High project values	3.97	10	3.63	12	4.25	8
11. High participants costs	3.92	11	3.71	10	4.09	11
12. High risk relying on private sector	3.90	12	3.75	9	4.03	12

Table 8. The key differences between PFI and traditional procurement

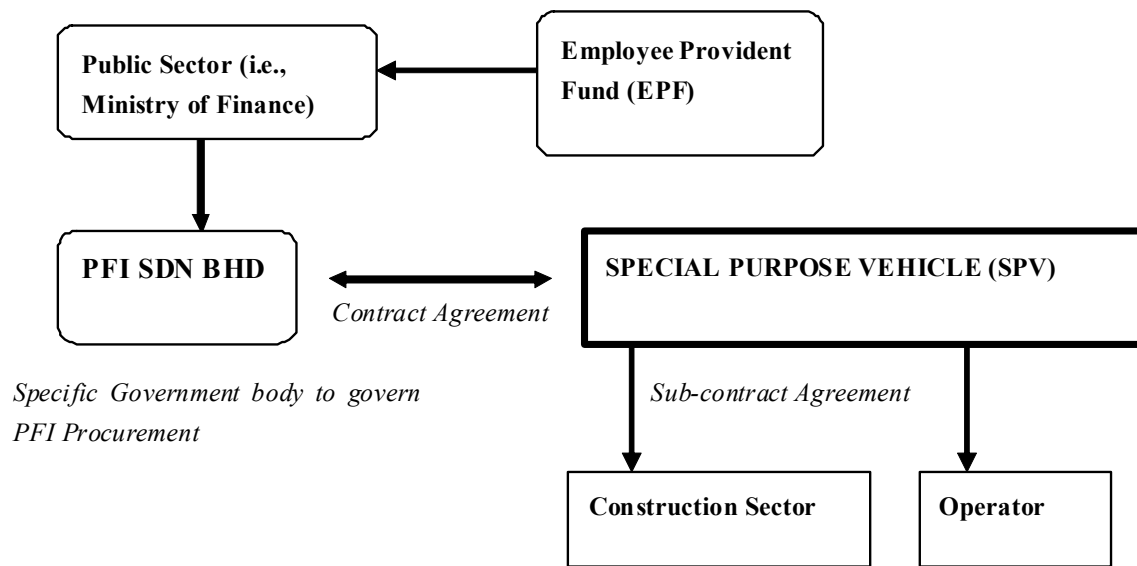| Key differences factors	Overall mean score	Rank	Public (N=32)	Rank	Private (N=28)	rank
1. Improve assets maintainability	4.12	1	**3.75**	**1**	**4.44**	**1**
2. Benefit to local economic development	3.92	2	3.57	5	**4.22**	**2**
3. Facilitate creative and innovative approaches	3.92	3	**3.68**	**2**	**4.13**	**4**
4. Improve buidability	3.86	4	3.52	6	**4.16**	**3**
5. Save time in delivering the project	3.84	5	**3.64**	**3**	4.00	7
6. Transfer risk to the private sector	3.80	6	3.48	7	4.06	5
7. Reduce public sector administration cost	3.76	7	3.38	10	4.06	6
8. Limitation on final service costs	3.75	8	**3.61**	**4**	3.88	10
9. Enhancing government capacity	3.73	9	3.46	8	3.97	9
10. reduce public money tied up in capital investment	3.73	10	3.36	11	4.06	8
11. reduce total project cost	3.63	11	3.39	9	3.84	12
12. Solve the problem of public sector budget restraint	3.52	12	3.11	12	3.88	11

Figure 1. The Structure of PFI Project in Malaysia**.**
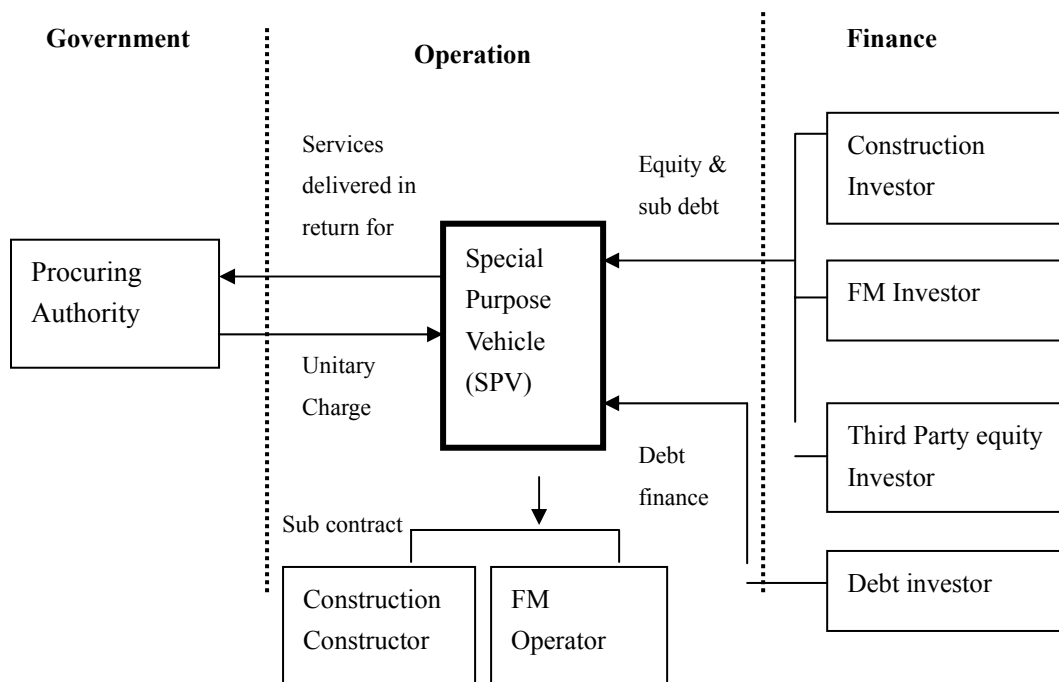Source: Netto (2006).

Figure 2. Typical Structure of Project Financing for PFI
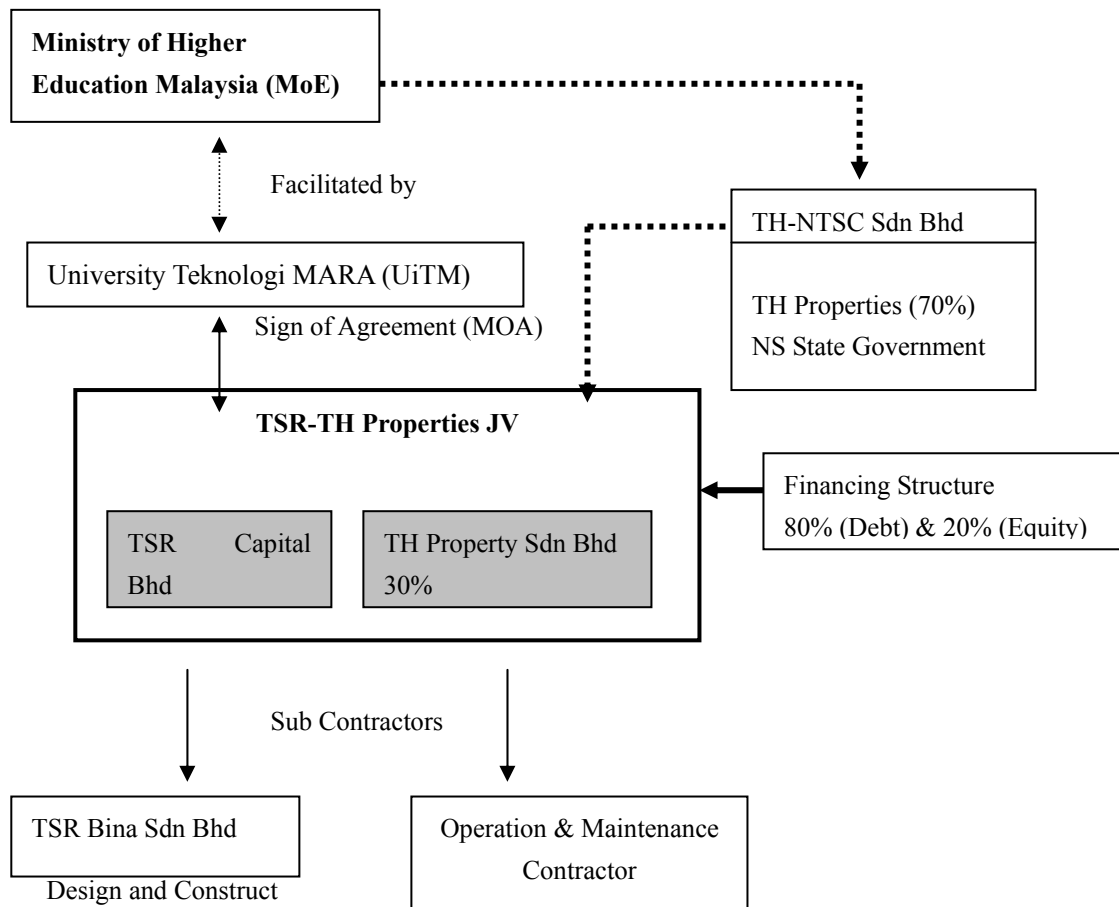
Figure 3. Enstek Medical City Project Structure; *Source: Jayaseelan and Tan (2006)*
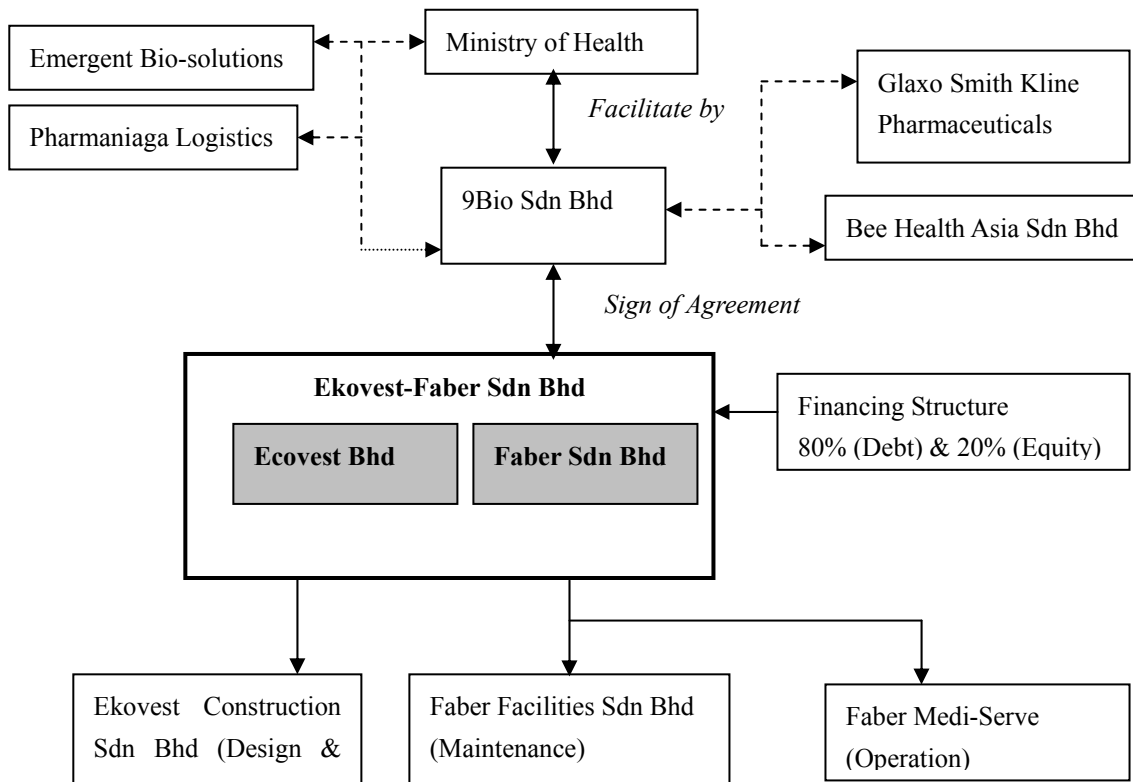

Figure 4. 9bio (The National Institute for National Products, Vaccines & Biotechnology) Project Structure

Source: Jayaseelan and Tan (2006)

Coping with Cultural Obstacles to Speaking

English in the Chinese Context

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Abstract

This paper aims to elaborate on socio-cultural aspects within our college context, together with political and historical ones that impede the development of students' spoken English and come up with workable solutions to the problems.

Keywords: Cultural obstacles, Individualism, Collectivism

1. Introduction

As communicative competence becomes pervasive in English class, the challenge facing spoken English will go beyond language. More diverse, perplexing and complicated features of cultural conflicts between collectivism and individualism will come to the surface. Experts single out the collectivistic culture as one of major factors which impede the improvement of students' spoken English in the Chinese context. Various negative features of Confucianism and collectivism, and other English environmentally negative factors in the school context discourage students from speaking English.

2. Various types of cultural barriers behind poor spoken English

Despite the fact that all the students have attended the national entrance examination and the majority of them have even passed college English test – Band 4, many of them continue to have communication difficulties, particularly in speaking and writing. If we consider cultural factors peculiar to China, we realize that the Chinese collectivism and Western individualism constantly come into perplexing conflict with each other. Awkward discourse often occurs when students translate from their native language, use a form of inter-language or try out what they assume is a legitimate structure but are hindered by insufficient knowledge of correct usage, register, colloquial expressions and communication style. (Duszark, 1997; Kutz, 1998; Raimers, 1987; Swales, 1990). It's believed that language and lack of cultural knowledge may play significant roles in determining why college graduates could not have fluent communications.

2.1 Negative features of collectivism at school

Like individuals and groups, schools have cultures, too. These usually reveal the culture of the dominant society. China's strong collectivism-oriented culture has a profound influence on the school system. It serves as one of the most detrimental factors which discourage speaking English in the school context. The following shows some salient features of collectivism and individualism.

2.1.1 Main features of individualism

Individualism is the representative of prevailing U.S. culture, it fosters independence and individual achievement. It also promotes self-expression, individual thinking and personal choice. Individual students will speak up in class in response to a general invitation by the teacher. Face-consciousness is weak in terms of individualism.

2.1.2 Main features of collectivism

Collectivism is the representative of Asian cultures, it fosters interdependence and group success. Besides, it promotes adherence to norms, respect for authority/elders, group consensus. Collectivism is associated with stable hierarchical roles (dependent on gender, family background, age). Individual students will only speak up in class when called upon personally by the teacher, neither the teacher nor any student should ever be made to lose face.

These fundamental values help form notions of people's right and responsibilities, what roles they may take within societies, norms of communication, and ideas of how to rear and educate children.

2.2 Collectivistic culture that stifles individual initiatives and uniqueness

Many foreign English teachers remember many cases where students seemed to hesitate to answer the questions posed to them, even when they knew the answer. Sometimes it might have caused misunderstandings. As a result, some teachers must have been upset, presuming that the student was ignoring him, leading to cross cultural communication failure. What is blocking communication here are differences in cultures-tacit yet deep-seated beliefs about what matters in life and how people should behave. In the collectivism-oriented Chinese society, a student's uniqueness and initiatives are not a virtue but a vice to be suppressed. In this vein, skillful self-expression, critical thinking, and the ability to engage in discussion and argument which individualistic societies uphold are not always good behavioral norms they have grown up with. In their view, a quiet student learns more and is more respectful than one who speaks up, singling himself out from the group and taking time away from the teacher's lesson.

In fact, speaking ability becomes perfect through the endless trial and error process. Even though teachers encourage students not to be afraid of making mistakes while speaking English, Chinese students hesitate to express their opinions freely because they are concerned about how others will see them.

2.3 "Eloquence May be Silver, Silence is Gold" mentality

In order to sharpen their communicative skills, students should aggressively participate in class and group activities. In this vein, "Eloquence may be silver, silence is gold" is another major cultural barrier to the improvement of spoken English. For this reason, discussions, debates, group activities, and the interactions between students and teachers are difficult to be fully utilized. From their childhood, Chinese students have been taught never to "show off" and stand out from the group. A talkative person is characterized by a "weightless" person, especially if you are a male.

2.4 Confucianism and hierarchical society: respect for authority

In the collectivistic societies, people are hierarchically related and social interaction is strongly defined by age and gender. Children raised in collectivistic communities form a sense of self from recognizing their place in the community hierarchy and from affiliation with the group. Children in such societies are less likely to be asked to formulate and share their opinions or to talk about what they are learning in school. The role of sharing opinions and knowledge is reserved for people with higher status (Delgado-Gaitan 1994). This mentality permeates the whole Chinese society combined with Confucianism. The school system is not an exception. Just listening to teachers respectfully in class without expressing their opinions is a norm in the Chinese education system.

2.5 English-unfriendly school culture: from historical and socio-political perspectives

It is recommended that students should transfer what they have learned in class to outside the classroom, so that the knowledge and skills the students acquire in their classrooms can be reinforced and retained. Schools have been working on how to create the environment in which students talk with each other in English in class and outside the classrooms. But it must be noted that those methodologies were mostly developed in the English as a Second Language (ESL) context and that situation is quite different from that of China, which is an English as a Foreign Language (EFL) context.

Therefore it is not feasible and, in a sense, too idealistic to ask students to speak English outside the classrooms. From what I have closely observed, students never speak English among themselves outside the classrooms. What is worse, Chinese English teachers do not tend to be willing to speak English to their students and co-workers outside the classrooms.

3. How to bridge cultural barriers

Cultural change takes a considerable time because change in the value system must be accompanied. China is a hybrid society where collectivism and individualism are intermingled, but still relatively skewed more toward collectivism. English teachers can't just sit back and wait until the ideal English–friendly environment is created for us. English teachers should seek to find ways to utilize various teaching strategies within the limited environment.

3.1 Use group work

In a collectivistic and Confucian society, it is too much to expect students to take initiatives. Thus teacher-centered teaching methods or rote learning styles should give their way to the group-oriented activities. Since group work generates interactive language, it should be manipulated strategically in class. Instead of conforming to the traditional teaching styles based on Confucianism, English teachers should be well-informed about various teaching interaction-based methodologies, manipulate them and develop their own teaching methods compatible with the Chinese education context to promote interaction among students.

3.2 Hire more foreign teachers

As mentioned above, within the EFL environment like the Chinese college context it's too idealistic to recommend and expect English teachers and students to speak English outside the classrooms. Given this constraint, it will be of great service in many ways if foreign teachers stay with English teachers at their workplaces. It will appear quite natural for English teachers to speak English with native English speakers. Hence, depending on how we use foreign teachers, it

can be catching more than two birds with one stone. Before we argue that hiring foreign teachers is cost-ineffective and not right for our education environment, we should ask ourselves first how well we have used them in and outside the classrooms.

3.3 Facilitation of only English areas

Now that it is difficult to speak English because of various English speaking unfriendly factors mentioned, Only English Areas such as English corner, English salon, English Learning Club etc. should be provided and facilitated in each school. These places should be staffed with native English teachers or Chinese English teachers, English music is played all the time and students must speak English there. They will serve as a "limited ESL" environment and students can get feedback on what's been covered in class.

3.4 English teachers as cultural mediators

Chinese English teachers are accustomed to Confucian teaching methods and may have negative attitudes toward students who take individual initiatives, participate in class aggressively and "challenge" their ideas. Therefore, changes in the minds of our English teachers are of great importance. They should possess role flexibility. They should keep in mind that one of English teachers' role is to help students as cultural mediators. In order to be cultural mediators, our English teachers should learn more about the cultures of English speaking countries and be given more overseas training opportunities to get exposed to the cultures of English speaking countries.

4. Conclusion

This paper comes up with some tentative solutions to coping with cultural obstacles, hopefully they will help to improve the cross-cultural awareness of college engineering students. Of course, intercultural communication studies should not be occupied only with investigating and analysing communicative problems, difficulties or breakdowns resulted from cultural differences. It is as important to study how people tackle problems, overcome difficulties and repair breakdowns.

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Teaching Philosophy and Its Embodiment

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Abstract

In order to encourage students to think actively and practice hand-on activities in class, this article reviews some common sense and needed technique in teaching and proposes some teaching philosophy. It also demonstrates observed differences between Chinese students and western students. Its goal is to encourage all of the teachers to revisit the reasons why and the purposes behind daily actions in teaching, so as to improve the effect of classroom teaching and to impel teaching reform in China.

Keywords: Teaching philosophy, Embodiment, Interaction, Independent thinking

1. Philosophy of teaching: original and its adjustments

Some teachers, especially when they begin their teaching career, generally plan to apply the most of systematic teaching philosophy they have learned and practiced before to their teaching work. They personally supposed that only the person who certainly has the virtue of high awareness of knowledge and is a good role model of students can be a qualified teacher. Consequently, in their mind, teacher then should have the capability to behave the responsibility of a good teacher who can adhere to the high teaching standards, deliver lectures with constant enthusiasm, can be the mentor in academic activities and in everyday life of the students, etc. However, when they become a real teacher, they gradually recognize that if they want to be a successful one, they need to do such following things which are much different from what they have supposed.

1)   Keen to learn and think. A qualified teacher should have enough information, knowledge and techniques to inform and educate the student. He also should think of abstracting the rules of teaching activities and can learn from experience to improve and enhance subsequent teaching practice. Objectively, the changing environment and students demand teachers who are full of creative, imaginative and flexible ideas.

2)   Kindness and easy-going, full of empathy and communication skills. Facing students and to be a good communicator, the teacher should have both common courtesy and peculiar skills of communication facilitating effective conduction of on-class and off-class activities.

3)   Be Enthusiastic and professional. Teaching job needs long-term investment of energy and passion. Whenever any lose of focus on lesson or even a little distraction, this could lead to a failed lecture.

4)   Adhere to professional ethics. The Code of ethics often rises from consensus of opinion in teaching field which is also regarded as the best way to put heavy responsibility on the teacher to behave themselves ethically. A good teacher is expected to have the sensitive consciousness on ethical issues and absorb the value of the Code.

To summarize from the above assumptions, a good class or seminar should be organized well and the organizer, ordinarily the teacher manages the whole process in which they plan, prepare, deliver, assess and reflect the session. That also means the teacher should be all-around in the field of teaching. Thus, they need to behave both professionally and comprehensively I believe.

Based on the above thoughts, a supposed scenario of teaching activity according to the best practice as the teaching plan is described:

1)   Learning to improve. To learn from the excellence of teaching practice and from one's own experience so teachers can develop the ability on self-correction to make improvement from time to time;

2)   Making information transparent. That means teachers understand very well the knowledge which they are going to deliver to students and they can choose the best way to do so taking account of the expectation and special needs from students;

3)   Conveying feelings of empathy to create positive environment for student and to inspire students to learn. This is the point emphasized in teaching philosophy;

4)   Two-way teaching: Responsive and responsible and making students and teacher can learn from both sides. Interaction in teaching activity is substantial to involve students to think and the students are willing to do so if the teacher is responsive who can help them to foster good habits and be useful for their future career. At the same time, objective and responsible assessment is another aim for teachers to reach because it should be an important part of the teaching circle;

5)   Successful in other roles of a teacher, such as a researcher, a personal tutor. Teachers are often required to make efforts to be diligent in research work and to actively assume responsibility for being a personal tutor.

6)   Encourage students to show their personality, characteristics, independent attributes, and freedom spirits.

2. Comparison of teaching: from the point of students in Western Schools and in China

I have observed a large amount of differences between students from the western countries and from China. The differences include the teaching philosophy, the organization of a class, the resources lecturer use to deliver lectures. Among the differences, the student-centered teaching philosophy impressed me most.

First of all, the curriculum in the western countries is designed for the benefit of students. The time span only lasts 3 years for an undergraduate student. Most of the courses are designed very close to practice. The content of a course can be rearranged by the lecturer to different levels suitable for students with different aims. For those who would like to take part in practice and develop their career, the content could be easier and more practical while for those who have potential to go further academically, the content could be more attractive and could provoke their interests and creative thinking. In contrast, a lot of curriculums, even some majors in China, are not popular due to their lack of relevance to the real world and are not constructive for the students' profession. Some students choose a career which has nothing to do with their subjects they have learnt before.

Furthermore, the lecturers concentrate the main ideas of a course. This practice makes the lectures clear and condensed and the students can get more time to understand the materials and to get hands on practice of what they have learnt. On the other hand, Chinese students were expected to pay more attention to memorizing and repetition of the things they were delivered. Obviously, to some extent, this will make a lack of independent study and problem-solving ability.

In presenting a lecture, the lecturer usually involve the students thinking about the things they are focusing on and encourage them to question at anytime or at the exclusive question time. Under that scenario and atmosphere, the interests and anxiety to learn can be fully awakened and encouraged. Obviously, both the delivering and organization of the class need a student-centered guideline of teaching.

Guest lecturers in some special fields are always available to give a short talk or a full lecture throughout the course session if necessary which I think is quite good for students to get a better understanding of what they are studying. Courses having their own guest lecturer(s) to give at least one lecture relating to or being a part of the course may be another reflection of linking theory with practice.

Computerized teaching system is widely used where lecturers can put all their software versions of course outlines, course outcome and other requirements, through which they can also announce the information the students need and the students, in return, can hand in their work and propose any questions which can be replied in real time on line. The application of these advanced systems has not reduced the contact between lecturers and students because they are used as an efficient subsidiary tool to normal lectures and face to face tutorials which is quite convenient and effective.

Tutorial time for any questions for all the students was usually set aside in lecturers' office hour regularly. That remind me my experience that seldom tutorial have been done and surely it was quite bad for the courses and for the students. We should learn from this arrangement and put this plan to practice.

With regard to workshops, China and western countries are alike as a rule in that they both give the students a good chance to question, to practice, to do research and to exchange ideas with others.

Independent thinking is another aspect to be cultivated in education system I have noticed. Nevertheless, in China, this is on paper only. Rote learning is still the main approach to receive knowledge though independent thinking has been advocated for a long time. On one hand, the highlighted plagiarism code, lectures focusing on the main ideas of a course, projects connecting to specific topic, individual tutorial support are the main source for students here to be encouraged mentally to a large extent. On the other hand, I find the big difference is that a great number of students never work hard during the semester and they expect to pass the final examinations by fluke or by cheating.

Plagiarism is always thought to be a serious and fatal topic. The intellectual property has gained deserved respect and protected in western countries as we know. Also in the normal exercises, teachers should always emphasize the quotation and plagiarism issue and several lectures mainly about this topic should be set. All these items could make sense to students that they should be very strict to use quotation correctly and note that avoiding plagiarism should become second nature in their life.

Continuous assessment, not broken assessment, should be available for evaluating the performance of a student which can give the students more objective reflection and long-term encouragement. Examination usually is stressful to the students and it is then not suitable to be the only gauge to assess the subjects. The examination is intended to test the efficiency not the proficiency of the candidates and the 'pass' result means they basically know some special issue and can be able to solve relevant problems in this area. In contrast, the assessment system in China is enormously different in that it usually only focuses on the last phase or final scores of a student. It is an actual fact that all the possible types of assessment, report/thesis, presentation in teams, personal journal, short test which often takes place in the half way through a semester, field works, final test of open book, project, etc., have been employed effectively.

3. Conclusion

Most of the teaching philosophy involved in this paper are restated or summarized below:

1)   Curriculum structure for a special subject. What kinds of courses should contained in a scheme. Emphasis on the close relationship between theory and practice is realized.

2)   Planning a lecture. What type and how many materials should be used in lecture to make the content transparent and easy to understand.

3)   Lecture delivering. What resources the lecturer should use to serve the content.

4)   Workshop and Tutorial. The tasks set for workshop and the organization of a workshop in accounting subject. How many hours on tutorial a course should have and the conduct of the tutorial session.

5)   Assessment and reflection. Possible methods including thesis/report, presentation, test, etc have been used to assess a student continuously throughout their attendance. Impartial reflection on students' performance is needed.

6)   Encouragement and support. Support students to be confident and competent in academic study and practical fields.

7)   Student-centered teaching and students' team-working, which are to develop skills such as analysis and critical evaluation which is fundamental to the team-working process. Those situations described in teamwork theory are often met in student learning process, problem solving and any other circumstances need more than one person to fulfill. Thus the induction course of teamwork is closely connected to all of us in the teaching activities, the reflective processes and personal development;

Indeed, much further discovery and research are needed to understand the relationships between teacher and students, teaching philosophy and teaching activities. In the facially procedural teaching activities, we embody the philosophy to better deliver the curriculum and get a satisfactory result of teaching.

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Absence of Audience's Consciousness in Ethnography

On the Writing of Ethnography from an Audience Angle

Based on Communication

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Abstract

Contemporary studies on ethnography chiefly focus on the formation of ethnography, the relationship between researchers and research objects, the role orientation of researchers and research objects. Especially, the post- modern reflections on ethnography urge anthropologists to recognize ethnography again. Seldom do studies on ethnography focus on the audience. However, the audience of ethnography has important effects on the communication of ethnography. An in-depth study on audience of ethnography can provide with better guidance for researchers in writing ethnography and it will impact the studies on the communication of ethnography to a great degree.

Keywords: Ethnography audience, Communication mode of ethnography, Role switch

The basic meaning of "ethnography" is the narration of other nations' social and cultural phenomena (James Clifford, 2006). Today, ethnography mainly has two meanings: one means the texts written by anthropologists, narrating other nations' social and cultural phenomena; the other means the study methods used by anthropologists in writing ethnography. The formation of ethnography is an interactive process between researchers, mainly anthropologists, and research objects. The primitive mode for ethnography's formation is as follow. Researchers study the research objects and write the original texts of ethnography. Primitive studies on ethnography are restrained to this aspect. In 80s in 20th century, anthropology faces a noticeable controversy about "writing culture". Two representative works are *Writing Culture: The Poetics and Politics of Ethnography* and *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences*. The two works center on the rhetoric, narration politics and tactics in writing ethnography, advancing reflections and challenges to traditional ethnography (Jianbo Huang, 2004).

However, all former studies are restrained to the formation of ethnography in general. Seldom do studies on the relationship between anthropologists and research objects mention the audience of ethnography. Few studies focus on the readers of ethnography (Yanrong Chang & Qi Cai, 2005). Here the audience of ethnography includes readers of ethnography and people who know contents of ethnography by other communication means.

The audience of ethnography has important effects on ethnography's communication and influences. Studies on audience of ethnography can help ethnography writers understand the influences of ethnography and the present and supposed effects of ethnography on social communication.

1. The ethnography's audience communication process

In studying ethnography, researchers usually regard the communication process of ethnography as a simple linear mode. In their opinions, once contents of ethnography have experienced a communication process, the audience would accept all the contents completely. The audience is only a negative receiver in the whole communication process. They just accept all viewpoints advanced by anthropologists in ethnography. Then, a linear ethnography communication mode includes these parts: researchers, research objects, texts of ethnography, and audience of ethnography. In this linear communication mode, the communication process stops at the audience of ethnography.

This linear ethnography communication process has clear defects: (1) it has the roles, relations, and effects of researchers, research objects, texts of ethnography, and audience of ethnography fixed. One part is either a positive disseminator or a negative receiver. No role transfer happens. However, in practical daily life, the audience of ethnography is usually not a negative receiver who may affect the researchers and research objects, and even the

formation of ethnography texts. (2) This linear communication mode does not include the feedback factors or rings and can not reflect the interactive nature of human communication that is common in ethnography's audience communication.

Realizing the limitations of linear communication mode, we know that the audience communication process of ethnography is a recycle process that includes not only researchers, research objects, texts of ethnography, and audience of ethnography, but also two processes in which the audience understands the ethnography and give information feedback respectively. The two processes are very important in the ethnography's audience communication. First of all, the process of audience understanding ethnography is not a negative receiving process, but a process in which the audience re-understands the ethnography based on their acquired knowledge and culture. During the process, the audience of ethnography is active and positive, who re-understands and re-creates the texts of ethnography. Secondly, the information feedback process can greatly help anthropologists understand their studies, master the relationship with research objects, and perfect their ethnography writing.

2. The characteristics of ethnography audience

2.1 The roles of ethnography researchers and that of ethnography audience are interchangeable

There is a well-known example, namely the studies of Redfield and Lewis, in anthropology studies. Many anthropologists usually use it to illustrate that the cultural explanation for wild materials can not realize the transcendent objectivity. Redfield and Lewis have respectively studied a same village in Mexico in 1926 and 1941 and drawn completely different conclusions. At the very beginning, Lewis merely intended to look at changes of the village, holding the sincere faith in for Redfield's studies. However, the materials collected by Lewis are different from that of Redfield in nature. Therefore, we have to suppose that the culture has been changed thoroughly or one of them has been wrong. What Redfield has described is a village with religious values. Coordination and cooperation are the norms of the village. In contrast, according to Lewis' description, the village is disintegrated because of hostile emotions, jealousy, and competition. Self-interests even overwhelm connections of relatives. The completely different observations and explanations can not be attributed to social changes simply. Many anthropologists start studies on this example and conclude that: because Redfield is a Protestant coming from the Midwest, and Lewis from New York, their writings reflect their background. Redfield's anthropology emphasizes on Webber's theories, thinking that kindred, village, and saint values are the core of the traditional society. He has found out all these elements in this village. Lewis is from the Graduate School of Columbia University, where people are interested in studying personalities, giving prominence to social conflicts and economic struggle. Lewis has found out that either. Apparently, Redfield and Lewis' ethnographies have been respectively influenced deeply by their personalities, sub-cultures, political views, and theoretical schools. It does not mean one of them is absolutely wrong. Their reports are both exact, but concern different fields. Materials collected by Redfield are about self-consciousness. His descriptions are always general, simple, and ideal. In contrast, Lewis has probed into the nature of phenomena, releasing every "truth" in social life. Redfield has studied the culture by taking it as a signal and meaning system, while Lewis by real social relationships (Bingxiang Zhu, 2004).

In this example, we notice that at the very beginning Lewis is the audience of Redfield's ethnography. He red Redfield's ethnography and believed in it faithfully. With this attitude, he intended to find out changes of the village, what made him begin his studies and draw different conclusions. Before he went to that village in Mexico, he was still an audience in ethnography communication. In this process, Redfield is the researcher, and the village in Mexico the research object. As Lewis started his studies on the village, his role has been changed from an audience of ethnography to a researcher.

From the example above, we can draw a conclusion: the roles of ethnography researchers and that of ethnography audience are interchangeable. The audience of ethnography is not only a receiver but may become a researcher. The interchange of roles has important impacts on studies of ethnography. In studies, people should not only investigate researchers but also try to understand the audience who may become researchers later.

2.2 The motive of ethnography audience in the re-decoding process

Ethnography's communication process includes two important procedures: coding and decoding. The coding means a process that changes information into message according to certain rules of signs and signals. To compile meanings of information by rules is the coding process. That is the first part of coding. The second part is the communication channel in which the compiled codes are transformed into sequence of signals, such as sound signals, electric signals, and light signals, for the sake of communication. For example, an article, namely the original message, is derived from information source. If the article is sent by telegraph, it must be coded into signals of telegraph codes firstly and then pass the communication channel (Qingguang Guo, 1999). In ethnography's communication process, the coding process mainly refers to the writing process of ethnography by anthropologists, namely researchers.

The decoding is to turn signals into messages, such as letters and languages. It is an information-transforming process reverse to the coding process. That is the first step. The second step, decoding is a process making messages revert to information (Qingguang Guo, 1999). In ethnography's communication, the decoding process means the audience's

self-understanding to the ethnography and the re-construction of image described in it.

The information coded by researchers is supposed to be received by the audience of ethnography. However, the information is not the same with that received by the audience of ethnography by decoding. Sometimes they are similar, and sometimes sharp different. Ethnography audience's decoding process is under the influences of many factors, among which the most important is the self knowledge structure of ethnography audience. For example, one with anthropology knowledge background and the one without may have completely different understandings to the same ethnography text. The influencing factors cover many aspects. Thereof, the important factor is chiefly: the richness degree of relevant information resources grasped by audience of ethnography. For example, an audience of ethnography may obtain more information resources related with certain ethnography from other aspects, such as films, pictures, or other ethnographies written by other anthropologists about the same place. The richer the ethnography audience obtains information resources, the more exact the audience's decoding process, the more positive and active the audience's understanding to ethnography.

3. Meanings of studies on ethnography audience to ethnography writing

Studies on ethnography audience can provide with guidance for researchers in writing ethnography in a sense. Post-modern anthropologists have already realized that it is impossible for ethnography writing to be pure objective and fair. The writing of ethnography will inevitably be affected by a series of factors, such as politics. During the Iraq War, America sends a group of anthropologists to Iraq and asks them to make on-the-spot investigations and researches on conditions in Iraq. In this circumstance, the ethnography will absolutely be endowed with political factors. Post-modern anthropologists have already dealt with this problem. In the reflection on the "politics" factor in anthropology, anthropologists not only realize their "political" statuses and stations as researchers, but also acknowledge that the so-called "objective" descriptions to foreign culture are influenced by the times, personal viewpoints and inclinations. They recognize the falsehood of scientism's "objectivity and neutrality" in anthropology studies.

Therefore, to impose the "complete neutrality" standpoint of ethnography audience to ethnography researchers is unfair and impractical. It is impossible for the cultural explanation of wild materials to be transcendent objectivity. As researchers describe foreign cultures, the times and personal viewpoints and inclinations, and even the "politics" factor, will inevitably affect the description.

Since these factors are inevitable, researchers should not try to conceal them but deal with them with right attitudes. In writing ethnography, researchers should tell the audience about the influencing "political factors" and "cultural factors" according to the facts. The audience will make judgment by themselves. Researchers should never regard the audience as a group of "bookworms" who merely receive knowledge positively.

4. Conclusion

To study the writing of ethnography from an audience angle is to study the ethnography from another angle by integrating the "audience"-related concepts in communication with relevant knowledge of anthropology. This paper analyzes the communication mode of ethnography, the main characteristics of ethnography audience, and the effects on ethnography writing. To study ethnography writing from an audience angle can help researchers form an overall consciousness, escape from worries about the objectivity of ethnography texts, and understand the ethnography's communication process clearly.

However, this paper merely concerns some concepts about this problem. The author does not make deep analysis on specific problems. Besides, in this paper the author just studies ethnography from the audience angle but not study the audience from the researcher angle. For this point, somebody suggests to apply the "The Third-Person Effect" theory to analysis and explanation. For ethnography researchers, the audience is "the third person". This "third-person" thinking mode is also meaningful for studies on ethnography writing.

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Wage Productivity and Wage Income Differential in Labor Market: Evidence from RMG Sector in Bangladesh

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Abstract

Labor Market outcomes in Bangladesh at different stages of industrialization need not be similar as behavioral rationality of economic agents depends on the market context. This paper examines the issues related to wage income differentials in RMG sector. In fact wage determination behavior during the last two decades did not follow one of the basic premises in the theory of labor market in economics. In general, employment and wage determined by the marginal productivity of labor in value term. Labor Market outcomes in Bangladesh at different stages of industrialization need not be similar as behavioral rationality of economic agents depends on the market context. Women are increasingly becoming visible in the productive labor force in Bangladesh. The surplus labor is expected to take in the family farms in the rural areas and in other informal enterprise. During the last two decades, rapid changes had taken place in this scenario. Women's employment in garment factories is one of these changes. The garment sector is rapidly rising in the country since the 1980's. The paper is based survey findings conducted among the woman's workers of RMG industries located at Dhaka and Narayangong – the second largest hub of RMG factories in Bangladesh. The study was conducted on 200 female garment workers of 20 garment industries. This paper investigates the existing labor market and status of women workers in the context of wage discrimination based on gender, obstacles of work place environment in and outside of the industries. The study also analyzes the socio economic status of the women workers in the export-oriented industries like Ready Made Garments. In terms of social and economic context, that women's working condition is not favorable for the work place.

The study shows that distribution of labor force by two main sector agriculture and non-agriculture shows that during the period of 1990-91 to 1999-2000 there has been a small decline in the share of agriculture in total employment. It should be pointed out that the decline in the share of agriculture is more or less continuous for male labor force. Women contributed to 37.9 percent and 39.3 percent of employment in the manufacturing sector in 2000 and 2003 respectively. The garment sector is dependent on female labor largely because underemployment is high among women. In the urban area, the shares of women and man skilled are 12 percent and 35 percent respectively. Empirical result also shows that both the male and female labor force participation is higher in Bangladesh compare to the South Asian Countries.

Keywords: Labor market, Ready-made garments, Least developing countries

1. Introduction

The paper is to examine the issues related to wage-income differential in Bangladesh Labor Market. Wage determination behavior during the last two decades did not follow one pf these basic premises in the theory of labor market in economics. Employment and wage is determined by marginal productivity of labor in value term. Women are increasingly becoming visible in the productive labor force in Bangladesh. Unemployment is considered as major problem in Least Developing Countries (LDCs) like Bangladesh. The surplus labor is expected to take in the family farms in the rural areas and in other informal enterprise. During the last two decades, rapid changes had taken place in this scenario. Women's employment in garment factories is one of these changes. The garment sector is rapidly rising in the country since the 1980's. The garment sector has ensured huge employment opportunity for women, which stands an estimated rate of 70.8 percent of the total employed population in this sector (Sobhan and Khundker, 2001).

Labor market discrimination not only lowers the wages of the disadvantaged group but also results in higher pay for other groups (Oaxaca and Ransom 1994). In a Least Developing country like Bangladesh, discrimination against vulnerable groups may deeper inhuman misery and therefore policy action is vital to reduce it. The literature is extensive in the developed country, but attention to the area in the developing country perspective is scant but increasing. Many developing countries lack of information on the magnitude and dimension of discrimination, Bangladesh is one of them.

Export oriented industrialization has emerged as a significant factor in the industrialization programmes of several Asian countries during the 1970s and the 1980s (Lee, 1984). It has been found that there are certain universal regularities in the composition of export manufacturers and related pattern of labor use by gender (UN, 1995). The garment sector is the single highest contributor in the earnings of foreign currency. Since, the sectors are labor intensive, the availability of cheap labor especially female labor, in Bangladesh has lured the national and international entrepreneurs to establish Ready Made Garments industries (RMG) here. However, some gender specific dimensions of labor exploitation have also encouraged the employers to employ a huge number of female workers in RMG sector.

Studies concerning least developing countries have found considerable sex discrimination (Ashenfelter and Oaxaca, 1991) .Earning differences between males and females result from both occupational segregation and pay differences within the same occupation. Alam et al (2004) suggested regulatory measures and its strict implementation and monitoring by the government agency that could overcome work place in security problem of female garment workers in Bangladesh. Halim and Kabir (2005) revealed that the oppressive nature of the employment generation in the RMG sector basically women are exploited due to lack of technical knowledge and training.

Two factors, which played important roles in the growth of the RMG industry in Bangladesh, were; low wages of Bangladesh and a favorable exporting environment created by the MFA Quota system. The experiences of the early exporting countries indicating that the increasing cost competition in the export markets lead entrepreneurs to search for newer source of cheap labor. In this country, women are vulnerable group of people, are likely to be affected more adversely. Therefore, women's are ready to work for low wages and for longer hours under exceedingly inhospitable conditions of work. Their 'oriental docility' normally does not let them join unions and agitate against the management (Standing, 1989; Barbezat, 1993; Lim, 1984). Women are ignored socially, neglected politically, deprived legally, exploited economically and oppressed religiously (Halim, 2001). The early decades of the twentieth century, most of the female workforce in the garment industry was made up of young single women from the rural areas for which the only alternative employment was domestic service (Kabeer, 2000). Women working in the garment sector have migrated from rural areas. The growth of the RMG sector has provided an unprecedented employment opportunity for women (Paul Muzumder, 2000). Cohen and House (1993) found that occupational segregation rather than pay discrimination was primarily to blame for gender differentials in wages in the urban labor market. The situation may be worst in the informal rural labor market, which are characterizing by unskilled labor.

2. Objective and methodology

The paper is to explore whether there any wage discrimination between male and female workers in the RMG sector of Bangladesh. This paper also investigates the existing labor market and status of women workers in the context of wage discrimination based on gender, obstacles of work place environment in and outside of the industries. Considering the amount of contribution in the export volume major sectors such as Ready Made Garments (RMG) would be chosen for the evidence. The paper investigates the gender differentials in wages in RMG labor market. The questions addressed in this paper are:

1. Are wages lower for females?

2. Are wage discrimination due to discrimination or productivity?

Research questions that are addressed in this study have been answered through systematic process of identification of data requirement, sources of data and method of analysis and possible outcome of the analysis. The study made use of both the information available from secondary sources. Secondary information included published reports monographs, books, websites, articles databases, newspaper reports etc. Tables from national labor force survey reports will be used. The study will also carry out intensive statistical analysis of household level data of the last two rounds of the labor force survey (LFS) of Bangladesh Bureau of Statistics (BBS) (Conducted in 1999-2000 and 2002-2003).

The study was also conducted on 200 garment workers of 20 garment industries located in Dhaka and Narayangonj – the second largest hub of RMG factories in Bangladesh. In this study, female respondents were chosen positively as they are harassed more than male workers in their workplace. The respondents have been asked to give their opinion on the social environment in and outside of their workplace with the help of the structured interview schedule. Due to the difficulties of accessing, those in their workplace the interviews have been collected from door to door conduction and appointment with the workers. In this paper the discussion has been covered with the brief description of the factory profile to workplace security, work environment, labor market. The subsequent discussion shed light on the respondent's profile and their workplace security (Alam et al 2004). The objectives of the paper is to explores whether women's workers have secure environment in the garment sector and is there any wage discrimination between male and female workers in the RMG sector of Bangladesh. This paper also investigates the existing labor market and status of women workers in the context of wage discrimination based on gender, obstacles of work place environment in and outside of the industries

Considering the amount of contribution in the export volume major sectors such as Ready Made Garments (RMG) would be chosen for the evidence. Using the stratified sampling technique the data would be collected through the structured

questionnaire from the RMG sector run by the women worker's in major two divisions like Dhaka and Narayangonj. Around 200 samples of women worker's from the major RMG sector in two divisions (Dhaka and Narayangonj) would be surveyed through the direct interview method. Looking into the population of women worker's in the above sector the size of sample for each sector (Stratum) would be determined. Hence, PPS (Probability to Proportion Sample) method for sampling would be used in taking sample from each stratum.

2.1 Respondent's profile

The demographic profile of the respondents shows that the majority of the workers are of the age between 22 to 25 years. The maximum age of the workers was interviewed is 47 years where as the minimum wage is 18 years. It is found that majority of the workers   are unmarried and majority have secondary education The respondent's profile indicates that this is the age when a female is emotionally sensitive, sexually vulnerable and need security and protection. This is the age when they are less reactive and easily manageable.

3. RMG in Bangladesh

A Significant dimension in the labor integration of economics like Bangladesh has occurred in the domin of what are known as the Export Processing Zones (EPZs). Bangladesh's competitive advantages (Unskilled labor) in RMG sectors lies in the availability of cheap labor as compared to western economics and developed economics like South Korea and Japan and Germany. The imposition of quotas on clothing exports from some of the early industrializing countries in East Asia led them to search for quota-free locations to set up garment assembly plants. A significant example of this in the case of Bangladesh was Daewoo from South Korea. Daewoo met the 'quota hopping' requirement of having a product, which was not a fully Korean operation by entering into an agreement with a local firm, Desh Garments. The effectiveness of the technology transfer involved was demonstrated when, after the agreement with Daewoo was abandoned because of internal problems in Korea, production within Desh continued to grow.

From the early 1980s, Bangladesh undertook a series of economic reforms to open up its economy under the aegis of the IMF and the World Bank. A new import policy in 1982 announced an export-led growth strategy to be spearheaded by the private sector (Rashid, 2000). A number of direct export incentive schemes were put in place1 while foreign direct investment was encouraged through the establishment of export processing zones outside Dhaka and Chittagong. Further incentives for stimulating investment in RMG were instituted in the early 1990s (Bhattacharya and Rahman, 2000). RMG sector from around 50 factories employing a few thousand workers in the early 1980s to over 3,000 factories employing around 1.8 million workers by 2000. In addition about 0.2 million people are employed in other industries linked to garment manufacturing (Khundker, 2002). The share of manufacturing in GDP growth increased from 9.8 per cent at the beginning of the 1990s to 11.4 per cent in 2000. That this growth was largely driven by the RMG sector – which grew at a compound rate of 15 per cent per year during the 1990s (Bhattacharya and Rahman, 2000) – is evident from the fact that value added for total large-scale manufacturing grew at 7 per cent annually during the 1990s, but at 4 per cent when RMG was excluded (Mahmud, 2003).

In addition, a host of ancillary industries producing accessories have also emerged and grown alongside the garment industry. One estimate suggests that 80 per cent of garment accessories were locally produced, valued at $0.5 billion a year (Bhattacharya and Rahman, 2000). As Quddus and Rashid (2000) point out, the concept of value addition takes on an additional significance in the case of exports, particularly in an industry which has to import many of its inputs, since this has a bearing on the country's foreign exchange earnings. Raw materials have to be imported both for garments and the country's small textile industry, and accounted for around three-quarters of the import of total industrial raw materials in the 1990s (Bhattacharya and Rahman, 2000). A much higher proportion of workers in these factories are male. Only 35 per cent of workers in the knitwear industry, which is more technology intensive than woven garments, are women (Chaudhuri-Zohir, 2000). This reflects the situation in other parts of the world where women lose out as manufacturing processes become more capital and/or skill intensive (Barrientos, Kabeer and Hossain, 2003) and is a point we will return to later.

4. Labor force participation in the RMG sector

Women's labor force participation rate increased during the 1990s while male force participate rate declined slightly. A small proportion of the female workers have been categorized as skilled. Percentage of the female workers is much smaller than male workers. Poorer women have less access to education and skill endowment. However, women from this group are more likely to take up paid employment. This implies slow improvement of educational endowment of female labor force. The number and share of women in entrepreneurial status declined during the early 1990s. Female labor force experienced a significant extent of causation during 1996-2003 periods.

4.1 Sect oral distribution of employment

Distribution of labor force by two main sector agriculture and non-agriculture shows that during the period of 1990-91 to 1999-2000 there has been a small decline in the share of   agriculture in total employment. It should be pointed out that the decline in the share of agriculture is more or less continuous for male labor force (Table 1). The large in the number of female labor force in agriculture contributed to the reversal of the trend of agriculture's share of total labor force. There has been no significant structural change in the labor market during the periods of acceleration of economic growth.

4.2 Status of employment

The sector distribution of female employment does not adequately reveal women's roles in the supply of labor in the major sectors especially manufacturing. To obtain the complete picture the women's share in total employment in manufacturing and agriculture and especially paid employment in this sector should be focused. Table-2 shows that women contributed to 37.9 percent and 39.3 percent of employment in the manufacturing sector in 2000 and 2003 respectively. The major sector is dependent on female labor largely because underemployment is high among women. Therefore, the contribution of women in terms of labor hours will be much les than the number of person involved. Women's contribution to hired employed in these sectors, particularly in manufacturing, is an important indicator of women's contribution of Bangladesh Labor market. Women's share of paid employment in manufacturing has increased, which is a positive feature of the female labor market.

4.3 Quality of labor force

The large companies in the garment industry workers in the lower unskilled and semi skilled categories and paid just about the statutory minimum wage, while workers in the skilled categories are paid more. The information on skill composition of the labor force have been shown in Table 3.In the rural area, 9 percent of the labor force and 37 percent of the male labor force are skilled. In the urban area, the shares of skilled are 12 percent and 35 percent respectively. Skill composition should be interpreted cautiously because skill is defined to include on the job skill attainment.

4.4 Gender differential in wage rates

The large majority of women regardless of whether they are employed as unskilled helpers or as skilled tailors barely receive the legally stipulated minimum wage. They are frequently to require working overtime, but since this is set against production targets, workers are not paid for overtime work. Wage difference between male and female workers prevails in most developing countries. Wage difference between male and female workers prevails in most developing countries. The ratio of female to male wage rates is expected to rise with economic growth and the expansion of employment opportunities for women. The information on wage rates in the manufacturing sector are shown in Table 4. Female wage is much lower than lower wage. This is true for all sectors. Female wage like male wage is the highest in education services.

4.5 Social and economic factors influence the gender differential of wage

Male and Female wage differential can be attributed to the following factors:

- The differences in human capital endowment of male and female labor force

- A differential purely due to gender

- Job segmentation with women's employment being concentrated in the low productive and low wage segments.

In the traditional economy, it is very difficult to relate wage difference with the productivity difference because most workers are unskilled and the productivity differences may not be captured by human capital variables. Society's perceptions of women's bargaining power play dominant roles in this context. An important socio-cultural factor behind the lower wage of women is the perception that women are secondary earners. The perception of women are secondary earners also influences the institutional wage setting process. Male and female wage differentiation, which is apparently link with pure gender bias, reflects the lower bargaining power in the society. Women without male earner in the household are required to earn to ensure survival and many women have to earn to save for dowry that they will pay to their husband.

4.6 Growth of labor force

Table-5 presents data on the growth of labor force and employment during the period of 1991-2003 for which comparable data are available. The increase in the pace of growth of labor force are at population in the labor force age, which in turn has been associated with higher population growth rates during the 1970s nd early 1980s. A positive employment growth is shown by data presented in table-, there is a sharp difference in the picture of male and female labor force. Growth of female labor force and employment is much higher during both sub-periods. This conjecture implies that the decline of male labor force growth in 1996-2000 is likely to be reflections of the demographic feature that population age is growing and the labor market is dominated by family employment.

5. Environment in the RMG sector

In the workplace, RMG workers, especially women workers face different type of difficulty and problems in terms of securing the job and work environment. To discuss work environment includes environment in the workplace such as accident and injuries, harassment at workplace, arbitrary appointment, and promotion and dismissal rules. And the environment outside the workplace such as labor market in the cluster areas, access to job, and access to information, social safety net, and negotiation with the factories for their rights.

5.1 Accident and injury

The nature of the accident and injury is mainly twofold: external fire and internal (personal injury). Fire from short-circuits or sabotage is external in nature. Among others, internal accidents in the garment factories include finger-pricking, cuts, collapses included by headache, etc. most of the respondents 60 percent admit that finger cutting and finger pricking happen together at their own workplace while few workers 6 percent mention that due to high pressure of work, sometime they collapse severe headache (Table 6). All these happened due to unhealthy working environment as well as high work pressure since they have to attain production target   with in stipulated time, which, even gets worsted because of frequent disruption of work by electricity failure, strike, etc.

5.2 Working hour, wage payment and incentives and facilities

According to the CPD-RMG Survey (2006) in most of the sample enterprises, normal working hour (excluding the overtime working hours) was 8.28 hours which was more than working hours set by the law. Normal working hour is high in all categories. From workers point of view, reduction of normal working hour was less important compared to effective working hour, which included overtime working hour along with normal working hour. Regarding the condition of the use by the workers, 18 percent found them excellent, 55 percent mentioned are good condition and 17 percent found them simply acceptable (Table-7). However, the majority 73 percent of the respondent found that the space for working as adequate.

5.3 Harassment at workplace

The nature of harassment includes teasing, rough behavior, and using slang (sex related words), while working, proposing sexual relationship, personal abuse, allowing minimum personal space, coercion, etc. fifty percent of the respondents opine that harassments are directly work related. These include scolding 50 percent, transferring from one section to another section 9 percent, reduction of wage 4 percent. The women workers also got sexually harassed and abused 13 percent (Table-8). The respondent s was highly conservative about sexual issues while they were responding.

5.4 Wage- productivity relation

According to the CPD-Survey (2006), the gap between worker's productivity and wage level was as high as US$900 when the early production was taken into account. The gap was higher in Knit Units (US$1300), followed by woven (US$750) and sweater (US$650) units. The gap was much higher in the case of enterprise with relatively a higher productivity such as large (US$1047). The gap between productivity and wage was relatively less in less productive enterprises, such as small enterprises (US$740).The workers do not have adequate measures to protect injury in the factory. 68 percent of the respondents report that there is no first aid in their companies. Regarding insurance protection, 98 percent   said that there was no such provision in their establishment. The flexibility in maternity and other leaves is also not extended by the RMG companies. In particular, the study shows that 58% of the workers do not get their sick leave and 65 percent are depriving of maternity leave.

5.5 Distribution of workers according to their level of skill

According to the CPD-RMG Survey (2006), level of skill workers 20 percent workers in the sample enterprises belonged to unskilled category; these whole mostly helpers in various section of the factory. The proportion of the semi-skilled workers is about 30 percent, who mainly work as junior operators. Skilled workers are senior operators who comprised of 44 percent of total workers. Professional and management level staff comprised of 5.7 percent of the total labor force. Proportion of the unskilled labor force was relatively low in large enterprises (16-18 percent) while their proportion was higher in medium and small enterprises (18-26 percent); proportion of the skilled worker was to be higher in large enterprises.

In professional positions such as supervisors, floor managers, quality control managers, cutting master, male workers tend to be more preferred; only a few female workers were found to be working as line man and supervisor etc. Female workers thus only cross one to three steps in the job ladder, from helper to senior operator, in the course of their employment. A total of 70 percent of the workers belong to the low skill category even through these women are working for 10 to 20 years, because they are not given any training to enhance their skill (Table 9). The FDG findings reveal that since the owner of the factory is usually a male, they prefer to give promotion to male workers then women workers. Moreover, these garment industries do not follow any labor policies, which would ensure some sort of security of women workers. A total of 50 percent of the respondents belong the secondary education category and 12 percent of the respondents they don't know even how to read and write (Table 10).

5.6 Labor force participation in South Asia

The annual data Labor force participation rate, female (% of female population ages 15-64) were drawn from the World Bank, *World Development Indicator* (WDI-2007, CD-ROM). The data that are used in this analysis are annual, covering the period 1980-2005. The data covers the member of the south asian countries such as Bangladesh, India, Srilanka, Maldives, Bhutan, Nepal and Pakistan. According to the Table-11, demonstrates the female labor force participation rate

is higher in Bangladesh (61.59 percent) and lower in Pakistan (29.599 percent) compare with the South Asian countries. Pakistan is almost at the lowest in the world ranking in the labor force participation of women and opportunity for women. In the Global Gender Gap Report of the World Economic Forum, Pakistan occupied the 126th position among 128 countries.Table-12 presents the male labor force participation rate is also higher in Bangladesh (89.351 percent) and lower in Maldives (76.548 percent) compare with the South Asian countries.

6. Conclusion

Women's workers are active agents of production and the experiences they gain in the process of production do likely to change their market behavior. Women loose opportunities in the labor market, even when they are preferred, because of lack of education and access to information because of socio economic discrimination in the other spheres of life.   From this study, we see that women's working condition is not favorable in terms of their social security and economic security. To minimize these risk, the institutional reforms such as regulation and formulation of labor laws is important factors and in order to implement this laws and regulations state and non-state providers should play a catalyst role. Ensuring women workers payment and job security the application of service rule is vital and the accountability of the RMG entrepreneurs should be taken part in to account. Foreign buyers, donors, local, and international stakeholders should also play an active role to ensure labor rigs in their working places.

The provision of general education will also facilitate solving the skill problems of the women's workers largely. Nevertheless, the garment workers are so overworked that they find no time to educate themselves. Hence, intervention is requiring the RMG entrepreneurs to make provision for the workers education and technical training for at least two or three hours a day on alternative days. In addition, it could be initiate health insurance programme for the workers. An early implementation of all these recommendations will surely ease the wage differential problems of the RMG women workers. As result, women workers will improve their life with the help of wage employment.

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Table 1			
Distribution of Female Labor force:1991-2003 (Percent)			
Year	Agriculture	Non-agriculture	Total
1990-1991	33.5	66.5	100.0
1995-1996	27.5	72.2	100.0
1999-2000	46.9	53.1	100.0
2002-2003	58.7	42.3	100.0
Source: LFS various years			

Table 2			
Share of Female Labor Force in Manufacturing Sector:1996-2003			
Year	Sector	Women's Share in paid employment (%)	Women's Share in total employment (%)
2002-2003	Manufacturing	34.9	39.3
1999-2000	Manufacturing	27.5	37.9
1995-1996	Manufacturing	-	35.5
Source: Calculated from LFS data			

Table 3				
Distribution of Labor force by Skill (Percent)				
Area	Workers Sex	Skilled	Unskilled	Total
Rural	Female	8.9	91.1	100.0
	Male	37.2	62.8	100.0
Urban	Female	11.9	88.1	100.0
	Male	34.6	65.4	100.0
Source: LFS 2000				

Table 4			
Wage By Sex and Industry: 1999-2000			
Industry	All	Male	Female
Manufacturing	73.54	82.99	38.69
Source: LFS 2000			

Table 5			
Growth Rates of Labor Force and Employment:1991-2003 (Percent)			
Year	Workers Sex	Labor force	Employment
1991-1996	All	3.4	2.7
	Male	2.7	2.3
	Female	4.5	5.0
1996-2000	All	3.2	3.0
	Male	1.2	1.1
	Female	14.4	14.5
2000-2003	All	4.6	4.4
	Male	3.9	3.4
	Female	7.1	7.7
Source: LFS			

Table 6		
Nature of Accidents at Workplace		
Nature of Accidents	Frequency	Percentage
Finger Pricking	20	10
Cuts	44	22
Any combination above	120	60
Collapse injured by headache	12	6
No response	4	2
Total	200	100

Table 7		
Condition of the Equipments		
Condition of the Machines	Frequency	Percentage
Excellent	36	18
Good	110	55
Acceptable	34	17
Bad	12	6
No response	8	4
Total	200	100

Table 8

Nature of Harassment at Workplace

Nature of Harassment	Frequency	Percentage
Work related harassment	100	50
Sexual Intercourse	18	9
Personal Abuse	8	4
Combination of above	26	13
No response	48	24
Total	200	100

Table 9

Level of skilled women worker

Level of skilled	Frequency	Percentage
Highly skilled	16	8
Skilled	44	22
Semi Skilled	118	59
Unskilled	22	11
Total	200	100

Table 10

Level of education of the respondents

Level of education	Frequency	Percentage
Illiterate	24	12
Can signature	4	2
Primary level	56	23
Secondary level (VI-X)	102	51
Higher Secondary	24	12
Total	200	100

Table 11

Series Name: Labor force participation rate, female (% of female population ages 15-64)

Descriptive statistics for 1980 (1) to 2005 (1)

Country Name	Mean	Std. Devn	Skewness	Excess Kurtosis	Maximum	Minimum
Bangladesh	61.595	4.6451	0.048386	-1.7315	67.859	55.194
Bhutan	37.893	3.1835	2.0911	4.1721	34.411	48.751
Pakistan	29.599	1.6837	1.0736	0.11611	33.721	27.880
Sri Lanka	40.845	2.4754	1.3531	1.2447	48.193	38.074
Nepal	50.084	2.1779	-0.56410	-0.85144	53.296	45.920
Maldives	29.653	8.1873	0.92468	-0.34890	49.056	20.511
India	39.988	3.8193	0.59994	-1.1105	47.115	35.988

Source: World Development Indicator, 2007

Table 12

Series Name: Labor force participation rate, male (% of male population ages 15-64)

Descriptive statistics for 1980 (1) to 2005 (1)

Country Name	Mean	Std. Devn	Skewness	Excess Kurtosis	Maximum	Minimum
Bangladesh	89.351	0.85864	-0.40866	-1.1366	90.787	87.838
Bhutan	85.837	1.5510	-1.5719	1.3786	86.926	81.345
Pakistan	87.330	1.5593	0.28175	-1.5147	90.182	85.453
Sri Lanka	82.192	1.4047	-0.19173	-1.1064	84.143	79.125
Nepal	83.040	2.5483	0.76354	-0.85725	88.021	80.033
Maldives	76.548	2.6899	-0.25256	-1.3091	80.123	71.615
India	86.256	1.0517	-0.36121	-0.88597	87.904	84.303

Source: World Development Indicator, 2007

Globalization Makes the World Unequal

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Abstract

Does globalization make the world more unequal? If it does, how it affects on income gap between countries? In this paper, I will illustrate the cause of only limited the inequality in between- countries rather than within-countries. This paper is organized as follows:

Firstly, I will introduce two main different issues about whether the globalization makes the world unequal or not. Secondly, I will cite ample data to illustrate the change (increment or decrement) of across-countries after globalization. Thirdly, I will use China as an example to analyze my own idea. Finally, I will summarize my points and give my suggestions for this issue.

Keywords: Globalization, Unequal

1. Introduction

Is globalization the main cause of the inequality of the world--leading to the rich getting richer and the poor getting poorer? Some economists support that globalization is a potential benefit to the world economy and every country can benefit from it. In free international trade, the capital and the technology can flow across political borders. Redistribution of these resources will improve the efficiency of the output and increase the income worldwide. On the contrary, another point is liberal economic globalization widens the income gap not only between countries but also within countries. As the old saying: 'facts speak louder than eloquence.' We cannot easily pick up one of the two opposite opinions and take it for granted. A reasonable answer could only be found from powerful data and facts!

2. The analysis of inequality between countries

As Robert Wade said: " the equal world's income distribution would be powerful evidence that globalization works to the benefit of all countries, it *would give developing countries good reason to integrate their economies closely into the world economy .it would answer some of the fears of the anti-globalization protesters.*" Let us accept the assumption that every country (participating in globalization) gains from the trade integration, but does each one gains equally? Which countries could gain more than others? To analyze the inequality between-countries, we need to understand how globalization works from the theoretical aspect.

Convergence theory, which is if trade is free, then capital can move to countries offering the highest returns, meanwhile, if knowledge itself mores across political borders so that countries always have access to cutting –edge production technologies, then there is no reason for international income differences to persist for long(PAUL R,Krugman,Maurice Obstfeld)

As the convergence theory would predict, some countries do decrease the income difference with the integration of the economy. For example, Canada, it was 27 percent poorer than USA in 1960, but by 1992, it was only 9 percent behind. Canada's catching-up process makes a general phenomenon clearer, the *tendency foe gaps between industrial countries' living standards to disappear over the postwar era.* Moreover, not only happened to industrial countries, *some countries such as hongkong (belongs to china by law), Singapore, South Korean, and Taiwan, per-capita real income increase fivefold every generation!* (*PAUL R,Krugman,Maurice Obstfeld*)Every country is gaining from globalization no matter how different it is.

However, when we look at another side of coin, we know that theory does not always conform to reality. For instance, comparing with USA in 1960, the finger of GDP for ARGENTINA is 4481, only 5000 less than USA's 9908. In contrast, in 1992, Argentina has only 4708 comparing to 17986 in USA. The same increasing gap as Africa and Latin America, that means globalization probably expanded The steep rise in income gaps between nations. This result also matches up the world report illustration: *average per-capita GNP in the richest economics is 63 times that of the average in the poorest developing countries.(PAUL R,Krugman,Maurice Obstfeld)In* 1960, the GDP in the 20 richest countries was 15

times greater than that in the 20 poorest countries, but now, the gap has risen as much as 30 times, meanwhile, the percentage of the poor countries in the world in 1960 was 10%, by now, this has increased to 20%. (data from Chinese newspaper)Furthermore, when MR Milanovic and YURI DIKHANOV and Michael Ward use the same data to calculate the Gini coefficient for the world income distribution, they find that between –country inequality is increasing.

Why this sharp divergence happened? The answer will be combination of (1) the structural feature of developing countries. Generally, the direction of economy development in developing countries are centralized/directed by government rather than by market itself (2) There is a long history of high inflation, high unemployment rate and financial instability in developing countries, *it will lead to government pursues key macroeconomic goals other than rapid growth*.(*PAUL R,Krugman,Maurice Obstfeld*)Furthermore, another main point that's worth mentioning is that based on abundant capital resources and high-tech skills, developed countries are easier to grow faster than developing countries.

3. The analysis of the author's point to globalization

In the data I quoted above, it is very hard to tell whether globalization makes the world unequal or equal. Personally, I support that globalization make the world unequal, even though, it has the positive effect on the world economy. At the same time, I also believe that it will become to equal eventually. I will use China as an example to support my point in the next paragraph.

Growing inequality in the world is analogous to inequality in China. China, with GDP growth average 7 percent, being regarded as the most potential developing country, has undergone the unprecedented change during last 20 years. Nevertheless, GDP per-capita in rich urban cities such as Beijing and Shanghai is four to ten times that in poor rural cities such as Guiyang and Qinhai.(data from Chinese website) We can consider the developed countries in the world as the rich urban cities in china and developing countries as the poor rural cities. Because of the different foundations, such as capital, technology, population, culture and regional policy, these factors make some cities grow faster than others do, so does the world. Facing to the globalization, some countries such as USA, Canada, has comparative advantage. Actually, the problem of increasing the income gap will became the problem of the relative growth rate. As Jeffrey sachs and Andrew Warner said: there is should have general tendency for the poorer countries to grow faster in order to reduce the income gap gradually, otherwise, it will formed that: the poorer are getting poorer, the richer are getting richer."

In 1978, when Chinese government decided to reform and open China economy, Xiaopin Den said: the fundamental approach to escaping from poverty is making some developed cities to get richer first, and then spur and pull the less-developed cities get progress to take the road to common prosperity. It is unavoidable to China to keep away from widening income gap at the certain particular stage, the same as the world economy. At the beginning process of globalization, some countries with comparative advantage will benefit more from international trade, some will get less. However, the developed countries can be the best engines to promote the development of the poorer ones.

Of course, the situation is different somewhat; because in China, the government could eliminate the inequality by ways of redistribution, tax system and transfers payment system, etc. Unfortunately, because there is not a "world government", those approaches are not effective. Sometimes the efforts of trying to reduce the income gap between countries can be only made by ways of such as the developed countries aids and endowments. But it is not as efficient as in one country.

4. Conclusion

Does globalization make the world unequal? It is always a controversial issue that whether globalization leads to the world becoming a more unequal place. My answer is yes. However, from my point of view, it is not a bad thing. Because it has more on positive effects on worldwide economy than on the negative side .we have to admit that globalization has made the world economy into a newly open era, which provides opportunities and benefits to everyone.

Globalization is an irreversible trends, every country will integrate the world economy sooner or later. Meanwhile, it is also a "big time "for at least 400 years, (LANT). During this period, many unexpected problems could happen. To the government, the important thing is how to take a positive, cautious macroeconomic policy to exploit it. More important, it is high time to take actions to tackle problems such as how to reduce the income gap gradually.

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The Contrast of Chinese and English in the

Translation of Chinese Poetry

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Abstract

Chinese poetry is the soul of Chinese literature and Chinese culture. A good translation of a Chinese verse can promote the prevalence of Chinese culture. In the translation of Chinese poetry, translators should not only keep the characteristics of Chinese poems, but also embody the English characteristics. This article analyzed some versions of translation and proposed factors affecting the translation of Chinese poetry.

Keywords: Chinese Poetry, Translation, Contrast

1. Introduction

Chinese poetry is one of the most important parts in Chinese literature. Since The Book of Odes, the first poetry collection written by Confucius in the spring-autumn period was known by people, Chinese poetry has developed quickly. In the Tang Dynasty, Chinese poetry was at its peak. In this period, many immortal poems were written and had great influence on the later Dynasties. In the later Dynasties, Chinese poetry went on its development. But because of the development of other literary styles—Yuan Songs (drama created mainly in Yuan Dynasty), novels, and essays, poetry is no longer the major literary style. In this article, I'd like to talk about the contrast of Chinese and English in the translation of Tang-poems. Tang-poems has very strict phonological format. In each stanza, there are five (in quatrains) or seven (in regulated verses) words. Using limited words to express unlimited sense is the major characteristic of Chinese poetry. Now, seldom people have the interest and capability to write Chinese poetry. But man still likes it very much. Even those young children are proud of reciting Chinese poetry. At the same time, as the soul of Chinese literature, Chinese poetry is also loved by foreign Chinese learners and those who are interested in Chinese culture. It has been translated into English by both Chinese and foreigners since long before. However, Chinese is very different from English in many aspects. Chinese is an implicit language, which takes the parataxis and the rhythm as the most important thing while English is quite explicit. Parataxis means instead of using morphological connections, people use functional words or logical relationship of each component to compose a sentence (Pan, 1997: pp. 334). Conforming to syntactic rules is what English concern. In the form of language, Chinese is more flexible while English is very rigid. (Pan, 1997). These differences determine that a good translation should keep the implicit of Chinese poetry on the basis of not ruining the English rules. Some translators have succeeded in connecting the different peculiarities of the two languages but in most cases, it is a real task. In this article, I'd like to state how to harmonize the contrast of Chinese and English in the translation of Chinese poetry.

2. To keep the Chinese poetry's characteristics

I have mentioned the characteristics of Chinese poetry in the previous paragraph. The rhythm and parataxis is what Chinese concern. English is a language with syntax. The English version should keep these syntactical rules. How to keep rhythm and parataxis on the basis of sticking to the syntax of English?

2.1 The corresponding rhythm

Chinese poetry has a very strict rhythm. In each stanza, the number of words is fixed, and the rhyme should be homologous in the even stanzas. When we translate it into English, whether we should try to keep the Chinese rhythm or conform to English syntax is a major concern of translators. Some of them managed to keep the Chinese rhythm. For example:

Ji Sheng Mao Dian Yue, Ren Ji Ban Qiao Shuang

In this poem, no verb is used. But we Chinese haven't any difficulty in understanding it as "At a frosted night, the cock

is crowing outside the thatch inn and there are seldom people on the wood bridge." However, someone has ever translated it as,

Cock crow thatch inn moon.

Man trace wood bridge frost. (Zhang, 1993, pp. 19)

Readers could possibly find this translation is of fun, but will English native speakers understand it?

Other translators give priority to English syntax in their translations. For example,

Deng Guan Que Lou   (Wang Zhi Huan)

Bai Ri Yi Shan Jin, Huang He Ru Hai Liu.

Yu Qiong Qian Li Mu, Geng Shang Yi Ceng Lou.

Xu (1990, pp. 31-32) translated it as

An Ascent to Stork Hall

The setting sun behind the mountains glows

The muddy Yellow River seawards flows.

If more distant views are what you desires.

You simply climb up a storey higher.

It's a typical English poem with a rhyme of aabb. Though it's not completely identical to the original format, both the form and the expression are all very successful. It can be called a work of art. In another example, Zhu (1995) translated "Quan Fei Shui Sheng Zhong, Tao Hua Dai Yu Nong" as,

A dog,

     A dog barking,

And the sound of the rushing water.

How dark and rick the peach flowers after the rain.

The author used some present participle instead of verbs making the English version very vivid with the barking of the dog and the rushing of the water

But sometimes it's really very difficult to make a compromise between rhythm of Chinese poem and English syntax rules. In such occasions, the obedience to the implicit sense of the original poem is very important.   For example,

Xun Yin Zhe Bu Yu (Jia Dao)

Song Xia Wen Tong Zi, Yan Shi Cai Yao Qu.

Zhi Zai Ci Shan Zhong, Yun Shen Bu Zhi Chu.

W. Bynner (1995) translated it as

     When I question your pupil, under a pine tree.

     "My teacher," he answered, "went for herbs"

     "But toward which corner of the mountain,

     How can I tell through all these clouds"? (*cf.* Zhang, 1994)

In this translation, we can't find a slightest trace of the original poem. Bynner translated "Yan Shi Cai Yao Qu, Zhi Zai Ci Shan Zhong, Yun Shen Bu Zhi Chu" as a direct answer of the little boy. However, it's still a good version for the readers can both understand the implicit meaning of the poem and enjoy the mood of the poet.

Rhythm is very important in Chinese and Chinese poetry. But when Chinese poetry is translated into English, it doesn't matter whether we keep the rhythm or not. The grasping of the implicit sense is more important than just keeping the form.

2.2 The realization of parataxis

In Chinese poetry, the realization of parataxis is very important. Poets prefer using logic relationship to grammar rules in composing stanzas. In order to be as compact as possible, poets may use some incomplete sentences. The readers could complement these incomplete parts according to their imagination. However, English is an explicit language, the supplement of the omitted part in the original poem seems necessary. Then is there a standard for good translations? In my opinion, a good translation should be coincide on logical relationship with the original poems. In other words, translators should attach importance to some key meaning clusters of the Chinese poems in narrow sense; while in broad sense, they should give superiority to the implicit sense and the mood of the poets.

2.2.1 Focusing on key meaning clusters of a Chinese poem

Let's make an comparison of the following translations.

Yue Luo Wu Ti Shuang Man Tian,

Jiang Feng Yu Huo Dui Chou Mian.   (Zhang Ji)

In Bynner's Translation,

    While I watch the moon go down, a

Crow caws through the forest,

    Under the shadows of maple trees, a

Fisherman moves with his torch.

                    ----Translated by Bynner (*cf.* Zhang, 1994, PP. 22)

Zhang Ting-Chen and Wilson translated as,

The setting moon, a cawing crow, the

Frost filled sky

River-maples, fisherman flares, and troubled sleep

                    ---- Zhang Ting-Chen and Wilson (*cf.* Zhang and Wilson, 1991: 10-11)

In Xu Yuan-Zhong's translation,

The moon goes down the cows caw in

The frosty sky

Dimly-lit fishing boats' neath maples sadly lie

                    ----Xu Yuan-Zhong (*cf.* Zhang, 1994: 22)

The key meaning cluster in this poem, is "Dui Chou Mian", for it can reflect the mood of the poet the best. In Bynners' version, "Dui Chou Mian"has been omitted, so the two stanzas have become a description of the scenery. Zhang and Wilson's (1991) version adopted the rhythm of the original poem, using six nouns in their version. We Chinese native speakers may understand it, but whether native English speakers can understand it is a big problem. This version is not coincident with English syntax. The ellipsis of the subject may embarrass the readers. Besides, "Dui"hasn't been translated. While the third version seems the best one in all the translations. Xu used "personification" to endow nature with the quality of human beings, which pull the traveler in the boat and the scenery out the boat together. The third version can really help readers taste the poet's loneliness when he lay sadly at night. So the translation of the key meaning clusters can help readers make a better understanding of the whole poem.

2.2.2 Focusing on implicit sense and poets' mood

In the translation of Chinese poetry, grasping of implicit sense is the most important thing. The logical relationship of each component of the poem is the soul of a good translation. Though grammar rules have often been considered in English, the coincidence in implicit sense cannot be ignored. Differences in understanding the implicit sense may emerge different effect.

Xun Yin Zhe Bu Yu (Jia Dao)

Song Xia Wen Tong Zi, Yan Shi Cai Yao Qu.

Zhi Zai Ci Shan Zhong, Yun Shen Bu Zhi Chu.

Bynner translated it as,

A Note Left for an Ascent Recluse

    When I question your pupil, under a pine tree.

    "My teacher," he answered, "went for herbs"

     "But toward which corner of the mountain,

    How can I tell through all these clouds"?

                         ---- Bynner (*cf.* Zhang 1994, pp. 25)

    I met your boy' neath a pine tree.

    "My master's gone for herbs," says he

"Amid the hills I know not where,

For clouds have veiled them here and there."

----Xv Yuan-Zhong (*cf.* Zhang 1994, pp. 25)

I questioned a boy underneath a pine tree,

Thus answered he "The master is gone to gather herbs,

Must be right here in the mountain.

The clouds are thick; I can't tell where."

----Lu Zhi-Wei (*cf.* Zhang 1994, pp. 25)

Poets use limited words to express unlimited sense. The translators should try to supplement those words which are unsaid by the poets through their imagination. This poem is a very famous poem in Chinese literature. It expresses the change of visitor's state of mind and the quality and style of the visited. All the three versions can describe these two aspects well. But the third version is the best. After reading the version, we seem to see a little child is answering a visitor frolicly. In the third sentence " must be right here in this mountain" gives the visitor a gleam of light, but in the last sentence "the clouds are thick; I can't tell where" the gleam of light become desperation. The change of visitor's state of mind seems experienced by our readers.

So, in the translation of Chinese poetry, a completely corresponding rhythm is not necessary, but parataxis is very important. The English version should attach importance to the key meaning clusters and grasp the implicit meaning of the original poem. The logical relationship in Chinese should be full reflected in the English version.

3. To embody the English characteristics

English is a kind of syntax language, which determines that the English version of Chinese poetry should and must have the characteristics of morphological language. At the same time, English is a kind of Subject—Predicate language (Pan, 1997), so an English sentence should have both the subject and the predicate. The subject and the predicate should be identified. Subjects have singular form and plural form. The predicate parts may change according to the tense. Chinese haven't morphology, so it doesn't need tenses, singular or plural form, and the identification of the subject and the predicate. Chinese is a kind of Topic—Comment language (Pan, 1997). Each part of speech can be the topic, so both the subject and the object can be omitted. On the other hand, English is very rigid, so the morphological rules must be submitted, while Chinese is flexible, and logical relationship is most important. Because of the fixed format of Chinese poetry, many components have been omitted, but it won't have an influence on the understanding of the Chinese poetry. But when we translated it into English, only by complementing the omitted grammar components, the English version can be well expressed, so we should try to make a complementary of these grammar components.

3.1 The supplement of subject

The ellipsis of subject is often found in Chinese. In Chinese poetry, we make an effort to use fewer words to express deep meaning. So the ellipsis of subject is very familiar to Chinese speakers. However, subject is a very important component in English for English is a kind of Subject—Predicate language. So choosing a good subject is very important in translating Chinese poetry. Look at this example,

Xin Jia Niang (Wang Jian)

San Ri Ru Chu Xia, Xi Shou Zuo Geng Tang.

Wei Yin Gu Shi Xing, Xian Qian Xiao Gu Chang.

In Chinese, we will never take the executor of the action seriously. What we know is a newly married woman tries to serve for her mother-in-law. But if we must give it a subject, who is it? W.J Fletcher (1926) translated it as,

Now married three days, to the kitchen <u>I</u> go,

And washing <u>my</u> hands, a fine broth <u>I</u> prepare.

But what kind of taste auntie likes, <u>I</u> don't know,

So deed to <u>my</u> sister-in-law, the first share.

In this version, Fletcher used "I" as the subject. In his version, a traditional Chinese woman is telling us her daily life after marriage. Xu Zhong-Jie translated it as,

Three days after the wedding,

<u>Her</u> duties as bride, <u>she</u> saw.

Off <u>she</u> went to the kitchen,

Made soup for mother-in-law.

Not knowing what's to <u>her</u> taste,

What's the best to do, <u>she</u> saw.

<u>She</u> must offer some of it,

For trial to sister-in-law. (Xu 1990, pp. 31-32)

In this version, the author tells us a story of a traditional Chinese woman's marriage life in the third-person. The different personal pronoun brings us different feelings. We may say the first translation is more vivid, but we can't say the second is a bad one.

But in another case, translator made mistakes in deciding subjects. For example,

Xiao Yue Guo Can Lei, Fan Xing Su Gu Guan.

Bynner translated it as,

The moon goes down behind a ruined fort,

Leaving star-clusters above a gate. (*cf* Zhu, 1995, pp. 41)

In this version, we can see that the author didn't know what should be the real subject in this poem. In his opinion, "the moon" and "the star" are the subjects. In fact, the real subject should be the person who is passing by the ruined fort. The sense of it is a man passed by a ruined fort in the early evening. In Zhang Ruogu's version,

By waning moon, you'll cross the desolate battle-ground,

Underneath myriad stars, you'll sleep at the old gate,

And sleep at the old gate underneath the clustered star. (Zhu, 1995, pp. 41)

The translator has really understood the original poem.

3.2 The supplement of predicate.

Predicate is the quintessence of English sentences. It can't be absent almost in any condition. But in Chinese, predict is not always needed. Some nouns in Chinese can express a dynamic sense. So choosing an accurate verb to be the predicate will make the translation more vivid.

Chang'an Yi Pian Yue, Wan Hu Dao Yi Sheng. (Du Fu)

In this poem, we can see "Chang'an "is a noun, "Yi Pian" is a number-plus-classifier expression. "Yue" is another noun. In the second sentence, "Wan Hu" is a number-plus-classifier expression. "Dao Yi Sheng" is a noun too. In these two stanzas, no verb was used. Let's look at the English versions,

In Bynner's version,

A slip of the moon <u>hangs over</u> the capital,

Ten thousand washing-mallets <u>are pounding</u>. (*cf* Zhu, 1995, pp. 40)

Yang Yixian and Dai Naidie's version is,

The moon <u>shires upon</u> Chang'an city

From all houses <u>holds</u> the sound of pounding clothes. (*cf.* Zhu. 1995, pp. 40)

Xu Zhong-Jie's version is,

Over Chang'an <u>hangs</u> the moon

Callous and cold

For each house <u>hold</u> thumping sounds <u>issue forth</u>. (*cf.* Zhu, 1995, pp. 40)

Now let's make a compare of the three versions. In the first sentence, both Bynner and Xu Zhong-jie use "hangs over", while Yang & Dai deal it with "shires upon". The verbs used in the three versions share the same meaning. We don't discuss it in detail, here. We shall pay more attention to the verbs in the second sentence. The Yang & Dai used "holds", while Xu used "hold…issue forth". "issue forth" has the meaning of "Fa Chu". It's a dynamic verb, so it's better than the other one. However, I prefer Bynner's version. He adopted a present progressive " are pounding" as the predicate. Readers seem to have heard the pounding of the washing-mallets after reading his version. They may draw a beautiful picture on their minds that in a peaceful night, the moon hangs over. The pounding of the washing mallets can be heard. Many families are enjoying their pacific and beautiful life. "hangs over" is a static verb phrase, while " are pounding" is dynamic. The connection of static state and the dynamic one makes the translation very colorful.

3.3 The identification of the subjects and predicates

In English, we should distinguish the singular form from the plural form in subjects. The form of predicates should be identified with the subjects. But Chinese is a Topic-Comment language. There is only logic relationship between the topic and the comment. In our translation, we must try to keep the identification of the subjects and predicates. See the example,

Bai Tou Gong Nu Zai, Xian Zuo Shuo Xian Zong.

H.A Giles translated it as,

> One white-haired dame
>
> An emperor's flam

Sits down and tells of bygone hours. (*cf.* Zhu, 1995)

In this version, we may consider it as a deserted woman who has been the emperor's dame is telling the poet the story about the emperor.

W.J.B Fletcher's translation,

> Only some withered dames with whitened hair remain,
>
> Who sit there talking of mystic monarch dead. (*cf,* Zhu, 1995, pp. 39)

It tells us many old ladies who have been the emperor's dames sit together idly and talk about the mystic monarchy dead. We Chinese won't think too much about how many dames there are, but in English version, the number of the dame cannot be ignored. One dame, or several dames can bring different feelings, but it's very hard for us to tell which version is better.

3.4 The tense of the predicate

Chinese verse won't be limited by a specific time or space. It will leave the readers more space to associate with. Tense is indispensable in English. English speakers would like to use tense to express accurate time. Something happened in the past should be expressed in past tense, while things happens now should be expressed in present tense. Except tense, mood, aspect and voice is often be used too. In our translation, we must consider when does the event in the poem happen.

Yue Zhong Lan Gu

Yue Wang Gou Jian Po Wu Gui, Yi Shi Huan Jia Jin Jin Yi.

Gong Nu Ru Hua Man Chun Dian, Zhi Jin Wei You Zhe Hu Fei.

The first three stanzas happened in ancient time. The last one returns to the present scenery.

Yuan-Chong's version,

> The king of Yue <u>returned, having destroyed</u> the foe.
>
> His loyal men <u>came</u> home, with silken dress aglow.
>
> His palace <u>thronged</u> with flower-like ladies fair.

<u>Now</u>, we <u>see</u> but a frock of partridges <u>flying</u> there. (*cf*, Zhu, 1995, pp. 41)

In the first three stanzas, the translator adopts the past tense "returned, having destroyed, came thronged" to recall the things happened long before. In the last stanza, a "now" and "see…doing" brings us to present.

Sometimes, the translators used different tense to describe the same scene.

Chun Xiao (Meng Hao Ran)

Chun Mian Bu Jue Xiao, Chu Chu Wen Ti Niao,

Ye Lai Feng Yu Sheng, Hua Luo Zhi Duo Shao.

Zhang Ting-Chen and Bruce M Wilson translated it as,

> Oversleeping in spring I <u>missed</u> the dawn.
>
> Now everywhere the cries of birds <u>are heard</u>.
>
> Tumult of wind and rain <u>had filled</u> the night.
>
> How many blossoms <u>fell</u> during the storm? (Zhang and Wilson, 1991, pp. 22-23)

Xu Zhong-jie translated it as,

> One <u>slumbered</u> late in the morning in spring.

Everywhere, one <u>hears</u> birds' warble or sing.

As the night advance, rain <u>spatters</u>, winds <u>moan</u>.

How many flowers <u>have dropped</u>? Can that <u>be</u> known? (XU, 1990. pp. 28)

In the first stanza, both Zhang&Wilson and Xu used past tense. Present tense was used by both of them in the second stanza, indicating that the bird is singing now. However, In the third stanza, Zhang & Wilson used past perfect tense to show there was a strong storm last night, and the last stanza, a present tense used to tell what the author thinks now. Xu's the third and the fourth stanza can be taken as an adverbial clause. Present tense in the subordinate clause describes a fact and the present perfect used in the main clause indicates that the rain spattered, winds moaned in the past. The tenses the translators selected are quite different, but their understanding about the original poem is quite the same.

3.5 The use of functional words

Both Chinese speakers and English speakers like using functional words in their sentences. But functional words in the two languages have differences in essence. The functional words in English are the complement of morphology, while in Chinese, it's the product of semantic vacancy and the complementary of rhythm. (Pan, 1997, pp. 304) The functional words in English are rigid, and can't be omitted or replaced. But functional words in Chinese are very flexible. It can be filled or omitted randomly. The characteristic of Chinese verse is to use few words expressing deep meaning. So functional words are often omitted. When we translate them into English, we should supplement the functional words. Look at this poem,

Ji Sheng Mao Dian Yue, Ren Ji Ban Qiao Shuang (Wen Ting Jun)

Six nouns are used here, someone translated it as,

Cock crow thatch inn moon.

Man trace wood bridge frost.

It's not typical English sentences. It's an interesting attempt, but in most cases, we won't translate them like this. In our translation, we will supplement the omitted components to show the logic relationship of original poem. Functional words here are very necessary.

<u>Behind</u> the thatched inn, crewing cock and setting moon.

<u>Upon</u> the planked bridge, footprints <u>in</u> the frost. (Zhu, 1995, pp. 41)

The three functional words can help readers to understand the relationship of things. <u>Behind</u> the thatch inn, the cock is crowing. The moon has been setting, and the footprints step <u>upon</u> the planked bridge <u>in</u> the frost weather. Let me give you another example,

Jue Ju (Du Fu)

Liang Ge Huang Li Ming Cui Liu, Yi Hang Bai Lu Shang Qing Tian.

Chuang Han Xi Ling Qian Qiu Xue, Men Bo Dong Wu Wan Li Chuan.

Dou Hua-Zhan's version is,

Two gold orioles chirp <u>on</u> the emerald willow, <u>outside</u> <u>the</u> sill.

<u>And a</u> covey <u>of</u> white egrets fly <u>towards</u> <u>the</u> azure sky.

<u>From</u> <u>the</u> windows <u>one</u> sees eternal snow <u>on</u> <u>the</u> western hill.

<u>At</u> <u>the</u> door <u>a</u> boat bound <u>for</u> <u>the</u> east is tied nearby. (Dou, 1992, pp. 44)

There is no any functional word in the original poem, but there are seventeen functional words in the version. So the use of functional words is one of the major differences between Chinese and English.

4. Conclusion

The contrast of Chinese and English can help us to know the two languages better. It not only can help us to learn or teach English as a foreign language, but also can help us a lot in translation. Chinese verse is the soul of Chinese literature and Chinese culture. It's one of the most important parts in culture communication. A good translation of a Chinese verse can promote the prevalence of Chinese culture. What are the most important principles in our translation? The problem is always disputed in the field of linguistics and translation. It's very hard to connect the Chinese characteristics with the English ones, for the two languages are so different. Some people think that keeping the characteristics of Chinese is the most important thing, so they translate poems with Chinese rhythm. But other people believe that the versions should be typical English sentences, or it will be helpless for English speakers to understand it. In my opinion, the versions should be helpful for readers to understand the sense of the original poems. The sense will

be taken as the first important thing. In form, the versions are required to be coincident with the English rules. It should have the change of person, number, mood, tense, aspect and voice. Functional words should be supplemented according to the English rules. Keeping the Chinese rhythm is good, but not very necessary.

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Perception of Students Teaching Quality

Determinants and Effectiveness

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Abstract

The purpose of this study is to examine the perceptions among students from three public Universities, particularly students from Universiti Teknologi MARA, Universiti Sains Malaysia, and Universiti Utara Malaysia towards lecturers teaching Quality determinants. A field survey among students from different field of studies (Social Sciences and Pure Sciences) was conducted through a questionnaire. The data were factor-analyzed to determine the key dimensions of lecturers teaching quality. The resulting dimensions were applied in the subsequent discriminant and univariate analysis conducted to determine which factors discriminate between students on the basis of perceived students-lecturers interaction. The result shows that seventeen dimensions, namely: clarity, practicality, exercises, attention, enthusiasm, creativity, feedback, syllabus, motivation, extra reading, availability, technology, punctuality, current issue, approachable, language use, and communication discriminate between students in terms of lecturers teaching performance and students perceptions of teaching quality. Findings suggest that the lecturers can promote and enhance teaching effectiveness by applying clarity, practicality, exercises, attention, enthusiasm, creativity, feedback, syllabus, motivation, extra reading, availability, technology, punctuality, current issue, approachable, language use, and communication to students during lecturer-student interaction in the classroom. This study add value by unveiling the key antecedents and predictors of students perceptions thus confirm the plateau of confirmation and disconfirmation theory development.

Keywords: Teaching, Quality determinants, Student's perception, Confirmation, Disconfirmation paradigm

1. Introduction

A recent survey of all higher education institutions in the United Kingdom concerning promotion practices showed that despite 96% of institutions including teaching excellence in their criteria, only 11% of promotion decisions were being made on the grounds of teaching excellence, and 38% of institutions reported no promotions at all on the grounds of teaching excellence, Adams (1993). As stated by Adams et al.,   (1993) one of the most important elements in Strategic Planning in Study Effectiveness is the quality of instruction given by the instructor of the education. To take full

advantage of this strength the effort to improve quality instructions must be continuous. This continuous improvement can take place through harnessing in its behalf the same high level of intellectual energy, imagination, and resources that enables the University's many accomplishments in research. Ramsden as stated in Franklin et al ., (2000) indicates that teachers may see themselves as transmitters of information, thereby reflecting the wider expectation, as opposed to that of transformers of students' learning. The teacher is portrayed in one of three roles-the manager of the learning environment, the facilitator of learning, and the spoon-feeder role. Recent study that was carried out at the author's University (MacAlpine , 2001) in determining the views of the lecturers, peer review were used as a tool for evaluating their teaching. The results showed that they generally recognized the potential benefits of peer review of their teaching as a formative tool for improving their teaching practice while, at the same time, having serious doubts about its use in summative judgments about their teaching performance, MacAlpine (2001).

In MacAlpine's study, a Teaching Evaluation Index (TEI) was developed. The basic idea behind the Teaching Evaluation Index was to combine an index figure derived from Student Feedback Questionnaires (SFQ) results with one derived from In-class Peer Evaluations (IPEs) reports and one derived from Teaching Portfolios (TPs). Why TPs? The intention was that the TPs would cover all the areas indicating a lecturer's dedications and good intentions, which might not (immediately) affect his SFQs and IPEs. According to Leckey and Neill (2001), Higher education institutions throughout the United Kingdom are now scrutinized by assessors from the Quality Assurance Agency. The Agency's mission is to promote public confidence that quality of provision and standards of awards in higher education are being safeguarded and enhanced. Nightingale and O'Neil (1994) indicate that there are 5 different ways of defining quality, that is: (1) quality equal to high standards (can be high marks; high ethical standards), (2) quality linked to consistency and zero defects (a standard approach to curriculum, content and processing), (3) quality related to fitness for the purpose, (4) quality equal to value for money and (5) quality as a transformative process. Nightingale and O'Neil (1994), suggest that in looking for a meaningful definition of quality in learning among higher education, we should be looking at education as a transformative process involving a change in roles of the student and the teacher, and geared to an assumption of quality being part of a continuous improvement process. Teaching Experience other studies of the effects of teacher on student learning have found a relationship between teachers' effectiveness and their years of experience (Hammond, 2000). While studies dated back to the 1940s have found that there are positive correlations, between teaching performance and measures of teachers' intelligence which is usually measured by IQ or general academic ability, (Hammond, 2000), most relationships are small and statistically insignificant.

Acosta (2000) states that University teaching usually takes the form of one of three methods: the lecture; tutorial work; and practical and projects. Despite the changes in mentality fostered by the information era, the statistics class still takes the form of the classical lecture in the great majority of cases. The effectiveness of the lecture for transmitting information to a large number of students, the uncertainty surrounding the results in the use of alternative methods, the lack of incentives for the adoption of alternative methodologies together with a great cultural inertia are sufficient reasons for this method to continue playing the chief role in university education on the threshold of the 21st century. It follows the importance of taking into consideration those factors that may help to improve it in carrying out its task, namely the presentation of relevant topics in an understandable and stimulating way for the student. Our experience supports that of other authors (Acosta, 2000; Hammond, 2000; MacAlpine, 2001), thus the general objective of this study is to suggest considering a series of elements to improve a lecture addressed to an audience of students in order to enhance teaching effectiveness. The specific objectives are two-folds, namely to determine (1) the teaching quality factors among lecturers from the social science and pure science students' perspective, and (2) the best predictors of teaching quality factors in the perceptions of the students.

2. Methodology

The scope of study encompasses pure and social students from Universiti Teknologi MARA Kedah, Universiti Teknologi MARA, Pulau Pinang, Universiti Teknologi MARA, Perlis, Universiti Sains Malaysia, and Universiti Utara Malaysia. The study looks into students' perspective on teaching quality determinants and discriminate the importance of seventeen different dimensions of teaching quality determinant.

A sample of 500 students from social and pure science background was collected base on systematic random sampling. Sample list were obtained from the University Registrar office, whereby samples were picked at random by using SPSS software.

Subsequently, samples were distributed with the help of the lecturers from the Universities chosen and answers to the questionnaire were collected immediately. Thus, a late and early response analysis was not necessary.

Data collected were analyzed by using SPSS V.11. The data analysis conducted was factor analysis, reliability test, normality test, univarite analysis and descriptive analysis.

3. Results and discussion

As a University lecturer we are expected to deliver our material in a quality manner. Thus, the researcher is trying to plot out the best criteria that a lecturer should posses in order to be effective. By testing 17 different determinants, we found that only 8 determinants are significant, which indicates that a lecturer should apply these 8 determinants, in order to be effective. Lecturers need to be more creative in presenting their materials by using different approaches to adjust their teaching, to meet the needs and backgrounds that the students bring with them to class. An expert educator will employ cognitive strategies and approaches quite differently from the novice. These approaches involves a combination of acquisition of knowledge in the classrooms, experiential cases, case study, presentations, problem solving approach, problem identification skills approach etc. The lecturer's role is also to realize that individual students may approach a topic in quite a unique way, to learn how individual students understand the topic, and work with the student in adding to or reconstructing the students' understandings.

In reference to Table 1 below, Independent group t-test were used to test for homogeneity of variance. If the test is significant ($p < .05$), then we reject the null hypothesis and accept the alternative hypothesis that the variances are unequal. In these instances the unequal variance estimates are consulted. If the test is not significant ($p > .05$), then we accept the null hypothesis that there are no significant differences between the variances of the groups. Given that Levene's test has a probability greater than .05; we can assume that the population variances are relatively equal. Therefore, t-value can be used, the degree of freedom and two-tail significance for the equal variance estimates to determine whether difference in opinion on the determinants between social science and pure science exist.

In order to determine the differences in the opinion between social science and pure science students with regard to the level of importance for each of the teaching quality determinants, we used a 1% significant level on Mann-Whitney test ($p\text{-value} < 0.001$). The output shows that both social science and pure science students rank more or less on the similar scale of importance for the following variables: 1) Feedback, 2) Syllabus, 3) Creativity, 4) Exercises, 5) Enthusiasm, 6) Availability, 7) Technology, 8) Approachable and 9) Language Use. All the above variables have a Mann-Whitney reading of more than 0.005 ($p\text{-value} > 0.005$). Meanwhile, the variables Clarity, Practicality, Attention and Communication have a Mann-Whitney reading of more than 0.001 ($p\text{-value} > 0.001$) but less than 0.005 ($p\text{-value} < 0.05$). On the other hand, there are four variables that show a gap in terms of ranking they received for their level of importance as indicated by both groups of students. The four variables show a Mann-Whitney reading of 0.00 to 0.001 (2-tailed p-value). The variables are: 1) Motivation ($p\text{-value} = 0.000$), 2) Extra reading ($p\text{-value} = 0.000$), 3) Punctuality ($p\text{-value} = 0.001$) and Current issue ($p\text{-value} = 0.000$). But, there is no doubt that the above variables are perceived as very important for both groups.

4. Conclusion

It should realize that student's perceptions are important in assessing and evaluating the quality of teaching as they formed the end part of the process whereby a high quality of teaching is expected to transform into a better performance in students.

The quality of teaching may be improved, among others, by encouraging the academician to use as many teaching methods in the classroom and by providing training and support to them from time to time. By realizing the factors that affect the level of their teaching quality, the lecturers are expected to made continuous improvement from time to time in order to be a quality educator.

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Table 1. Levene's test for Equality of Variances

Teaching Quality Determinants	F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference
Clarity	.707	.401	-1.648	408	.100	-.1108	.06723
Practicality	.053	.819	2.631	408	.009	.2034	.07731
Exercises	2.941	.087	.696	408	.487	.0570	.08195
Attention	5.735	.017	2.414	408	.016	.2112	.08747
Enthusiasm	.282	.596	.188	408	.851	.0139	.07360
Creativity	5.355	.021	1.942	408	.053	.1621	.08347
Feedback	.109	.741	1.877	408	.061	.1415	.07539
Syllabus	7.685	.006	1.263	408	.207	.0937	.07421
Motivation	1.510	.220	4.855	408	**.000**	.4046	.08334
Extra Reading	19.719	.000	4.191	408	**.000**	.3363	.08026
Availability	2.472	.117	1.451	408	.148	.1163	.08016
Technology	.598	.440	1.143	408	.254	.2675	.23403
Punctuality	7.900	.005	3.855	408	**.000**	.3464	.08985
Current Issue	.101	.750	5.234	408	**.000**	.7116	.13596
Approachable	1.429	.233	.769	408	.442	.0618	.08029
Language Use	4.005	.046	-.055	408	.956	-.0040	.07173
Communication	.055	.815	3.243	408	.001	.2640	.08139

In relation to the determinant **Clarity** above**,** Levene's test was not significant and thus we interpret the equal variance estimates. Consulting our t-value, df (standard deviation) and two-tail significance, again no significant differences were apparent ($p > .05$). Therefore, there is no significant difference in student's opinion from two different background of study that is from social science and pure science. Both agree that the determinant **Clarity** is insignificant, which means that there are no significant differences between the variances of the groups.

Other determinants that are not significant ($p > .05$), are: Practicality, Exercises, Enthusiasm, Feedback, Motivation, Availability, Technology, Current Issue, Approachable, and Communication.

The t-test for Equality of Means, presented in the above table 4.7 was used to further support the test that was done before i.e ANOVA.

Based on the readings from ANOVA test and t-test for Equality of Means, both tests indicate that there are 4 determinants which have the most perfect significant value, where $p = .000$. They consist of: 1) Motivation, 2) extra Reading, 3) Punctuality, and 4) Current Issue.

On Nowadays' Research of the Spread

of Chinese as a Foreign Language

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Abstract

China's economic strength in the international community to increase gradually, the Chinese culture in the world gradually is widely disseminating. In today's globalization, cultural soft power has become an important symbol of national power. How to shape the culture of China's soft power is the communication should be concerned about the issue, but also the national strategy on major issues. This article hopes to collect Chinese as a Foreign Language dissemination of academic research and academic monographs. Research, analysis and summary to find out and come to study trends, and based on the use of communications on the basis of the theory of the spread of Chinese law to discuss, In order to provide a big country reference for creating a real culture of Chinese soft power to provide a big country reference

Keywords: Chinese as a foreign language, Nowadays

After World War II, countries in the world of rapidly develop political and economic, and promoted all over the range of the exchange, coupled with the growing message traffic facilitate the integration of cultural collision, the world situation is getting smaller and smaller, the global village close to reality. After the founding of New China, especially since the Third Plenary Session of the 11th, the cause of China's opening to the outside world to flourish, more and more foreigners come to China, the implementation of China's reform and opening-up also out of the world. China in particular, after nearly 30 years of reform and opening up, China's rapid economic development, China has become the world's most promising development in power. The Chinese language has increasingly become a major world language. Chinese foreign language study is in the middle of the spread on the Chinese as a Foreign Language Communication, the outcome of the analysis will be conducive to China's soft power to improve. Although the study of Chinese as a foreign language starting late, but contents of the study is diverse, covering a very wide scope of the research. Through the collection of literature, summed up, and its research is in the following areas:

1. Grammar teaching materials and teaching research

1980s, the dissemination of Chinese was care about in a wide range. Chinese Academy of Social Sciences and Chinese Language Institute set up the Institute of Applied Linguistics also was the founder of the "Applied Linguistics" magazine, in 1993, held its third seminar on modern Chinese grammar of the Chinese grammar and applied Research is the central issue , More in-depth study of Chinese as a Foreign Language Teaching is grammar problems. In recent years, achievements of Chinese as a Foreign Language Study scattered "in the world of teaching Chinese as a Foreign Language" and "Language Teaching and Research", "overseas Chinese education", "Journal of Chinese language education", "Journal of Yunnan Normal University," and other publications. The main authors contain Zhao Jinming, Hu Ming, Li Quan, Li Chung-ho, Yang Defeng, Lv Wenhua, Ma Jianfei. In the study of grammar textbooks, the most eye-catching one of the areas should be accustomed to talking about "teaching Chinese as a Foreign Language." In the past 20 years, the growing ranks of the field to discuss the issue more and more in-depth. There are the publication of academic works and a large number of Chinese teaching materials and related papers. "Modern Chinese 800 words" (Lu 1980) is an example of Chinese grammar book describes one. It is a research body, but its teaching and learning Chinese as a Foreign Language, also has important practical value. The bulk of the research results for teaching and learning, which is the body but no body. This relationship is like a theory of teaching grammar and syntax of the relationship can not be completely separated. As we have pointed out, Yuen Ren Chao (1980) "in Chinese grammar" is teaching and writing, but it is an important theory of grammar books. That is why, perhaps, in the traditional Chinese science, research and non-body research body you always have me and I′m in you. Many linguists study is the body's master, is also an active participant in applied research. Yuen Ren Chao, Lu, Zhu Dexi and so on, all of the body

language school has made tremendous contributions, but also all concerned about the language of social applications, including planning and language teaching. For example, Lu bisong (1983), Hang Shi (1995), Zhao Jinming (2001), Zhang Dexin (2000, 2001), such as language teaching methods in the study, "Chinese linguistics and teaching Chinese as a Foreign Language" (2002 Kai), "foreign language teaching In the theory and method "(2004 Chapter Huang Yan Liu)," Teaching Chinese as a Foreign Language "(2004, Wu Yong-yi) can be described as classic. "Chinese as a second language teaching materials development in the form of three" (with Cheng Wen 2004) a more detailed study of the "Chinese fan palm beads timely" since the Chinese as a second language teaching materials, they will be divided into three patterns: Word-centered teaching to the text-centered teaching materials and the structure of the language-centered. It is these step-by-step in-depth discussions so that we continue to think, continue to deepen the understanding of the methods in all made important contributions.

2. The dissemination of Chinese as a foreign language strategy

2.1 large spread strategy

"The application of modern Chinese language teaching, science and technology and the development of three-dimensional" (Pan guoying)(1972). "Long-range development of teaching Chinese as a Foreign Language" (Teng Qingf), "Teaching Chinese as a foreign language and cultural conflict" (Yao Junling), "in the Context of Globalization of Chinese literature with the fuzzy the boundaries of re-writing history" (Wang Ning), "the global economy And the internationalization of education "(LI Wen-juan), and so on, about economic globalization, China's accession to the WTO, the inevitable education with international practice and opening the education market is bound to rise to the concept of further liberation of the Chinese education will face new development space. The competition Look for opportunities to actively explore the international market in the developing deal with the challenges. We must learn to use international rules, the use of the internationalization of education and opening of the original tap a variety of educational resources, the activation mechanism for education, training and application of international human resources, and actively develop domestic and international markets, with a pragmatic attitude to promote the internationalization of education in China To the development of deep-seated.   "On Globalization in the context of Chinese language education policies and the right to speak", "Ball or earth: the dissemination of the reality of China's path to choose" (Guo Henan). "The era of globalization and its significance to the dissemination of Chinese language means" (Gao xiaoyan) in his article, such as analysis of the spread of Chinese language is not just a simple act of proliferation, but also analyzes the significance of the spread of Chinese language, Chinese language to explore the spread via. "Chinese strategy of the State" (Zhang Yi), "Chinese language teaching to promote the globalization " (Wang Jiping) in the paper he pointed out that in the current market demand for Teaching Chinese as a Foreign Language ,it is "high season", but   we have to find out "weaknesses" at our own Chinese as a Foreign Language .

So that the Chinese language teaching, whether at home or abroad, in order to be able to truly welcome scholars, and the real globalization to promote Chinese language teaching. Thus rely on the national, economic services, and carry forward the tradition of promoting the Chinese language. "Strengthening the international language to promote the dissemination of diverse cultures and common development," Zhang Xinsheng said: We should have Chinese as a foreign language on China's soft power building an important position from the perspective of globalization in the economic, political, cultural, educational and other aspects of a major strategy .The purpose is to promote diversity in the context of globalization of culture and common development. "Teaching Chinese as a Foreign Language remodeling soft power" (Wu Li) in the paper pointed out that the Chinese language and culture and should be economic development, not only to make a "big international circle" concept for the modernization drive for a favorable international environment, and More importantly, the need to implement to promote the dissemination and development strategies can more successfully participate in international competition in the language and culture, develop export-oriented language and culture. "Cross-cultural context to explain the vision of dialogue and integration" (2004 Luling editor-in-chief) mentioned that the language and culture is a kind of convergence and integration of teaching is to build contacts and interaction main way.

2.2 Chinese as a foreign language talent-building strategy

"What's the need to disseminate what kind of talent" in the article, Yu Yang pointed out: Today's society is information-based high-speed operation of the society. I try to be grouped into two major parts: school-educated population and quality of technical quality. Science literacy skills and knowledge learned. This was followed by the master of multimedia network technology. The third is the ability of skilled about news. "Contemporary China's publisher and the pursuit of a dream" (Huang Yi), said: At present, although the publishing industry has also opened to the people of the background of overseas, even in the selection of overseas grew up with the advantages of bilingual professionals, with the pursuit which introduce to the Foreign readers a true contemporary China's, then our ideals will be realized one day. In these paper "Chinese as a foreign language professionals to deal with the problem and building measures" Lu Hua and Lee Yecai point out: the world, "Chinese fever" highlights "Shortage of teachers" of the Chinese as a Foreign Language .there is an urgent need to strengthen the building of professional Chinese as a Foreign Language,

training Chinese as a foreign language′s teacher. "The Chinese international media: Problems and Solutions" Chung Mong-juan Claim on the world's serious shortage of Chinese teachers, strengthening disciplines at the same time pay attention to the Chinese as a foreign language teacher training envisaged. In "The rise of teaching Chinese as a Foreign Language and Chinese output," make recommendations: the teachers, teaching materials, media, education abroad, and student recruitment efforts.

2.3 Foreign media strategy

"Power of information - news media and national development" (Sun juncheng, 2006) in his book Liang Heng said in the preface, the book "in the dissemination of information on how to participate in the cause of national development strategies of the issues discussed." Mentioned it is the original insights in using the media to increase the soft power, in particular in information power, media power, industry power, culture power. "On China's copyright trade of books for the first time surplus "under the analysis of the full text of the publication of the reasons for success,   put forward "China's Book Program" to increase investment, the charge of translation quality characteristics by constructing and go " going out "strategy, the publishing industry to have a more positive attitude. "On Globalization and the mass media, the conflict, Interactive" (2002 Tsinghua University Press, Yin Hong   Li Bin) In the book, "The proliferation of Internet in China," Jin jianbin   put forward the proliferation of the Internet in China is of special significance This is also the dissemination of Chinese as a foreign language   the most important aspect.

3. The dissemination of historic Chinese as a foreign language study

"About the dissemination of the Tang Dynasty's" the article Details of the Chinese language in Japan, South Korea's religious and cultural history .it is a promotion in research experience.   Mr. Dong Ming's "Ancient Chinese History of Chinese foreign dissemination" (Encyclopedia of China Publishing House, 2002),in this area it is a ground-breaking works. Dong consider Ancient Chinese and words as theme, Chinese dynastic history as sequence, countries and regions accept Chinese characters as the main subjects, that is, 'Chinese cultural circle' as the main study subjects, and the peri-ring, involving the South Asian region, Southeast Asia, Central Asia, West Asia, Europe, religious groups. "hundreds of thousands of lengthy character, clearly reveals the different historical periods of Chinese characters in the above-mentioned countries and regions and related religious groups in the dissemination of the case, including the dissemination of the main body of the object, scope, content That way, means, methods, depth, as well as the results of the achievements, the impact of the experiences and lessons should be learned and so on. As a system of ancient Chinese characters on our country to spread the history of a monograph, is great, covers a wide range, could be described as a unified scientific and academic, information and readability of both works. "50 years of teaching Chinese as a Foreign Language - Looking back at the turn of the century, and thinking," recalled the development of teaching Chinese as a foreign language course. Wang Jiang referred to foreign students studying in the development of Chinese language teaching has been 53 years since the "Teaching Chinese as a Foreign Language", the name of the subject from 1983 has been raised so far for more than 20 years. In the meantime Chinese the international situation and subjects China's economy and society have changed dramatically, China teaching has developed into an international Chinese teaching. In the globalization of the world economy to strengthen gradually today, We believe we have to take a look Teaching Chinese as a Foreign Language ups and downs in the past and ponder over the new international situation in the global Chinese as a second language teaching position of the subject and looking forward to the global Chinese as a second language teaching. "The domestic Chinese as a Second Language Acquisition 20" (Shi Jia-Wei, 2006) summed up the system to disseminate Chinese as a Foreign Language Research and Put people to build their own system of research ideas

4. On the Chinese as a foreign language communication and culture comparative study

A language or cultural characteristics is more clearly in contrast. This area is characterized by comparing applications to solve problems. People thought that students learn a second language the most difficult to place a second language and mother tongue is a greater difference between the local. It is now also recognize that students learn the difficulties lie in two languages is not always the difference, and the two languages are often similar, or specious. Language itself is not only a cultural phenomenon; it is the carrier of culture and information. A load of different languages grow up with different social, geographical, historical and cultural formation. It found that on many occasions the communication is not a misunderstanding of language but because of the culture. As a result, Chinese cultural content in teaching and t cross-cultural communication, have been the focus of discussion in this area. "Chinese cultural features and significance of cultural transmission" (Liang-hua), "Globalization of the local culture" (Li Qingxia) from the perspective of globalization and localization analysis of the cultural context of the emergence of the phenomenon, pointing out the limitations of local culture Globalization and its impact on the counter to the overall interests of the Earth's core, all of the different local culture of interdependence is an irreversible trend. Therefore, Culture can not be divorced from the practice of local culture and globalization alone, I believe only in the culture of globalization it can be completed

In short, the spread of Chinese as a foreign language, whether foreign or domestic, are not new things, but it is a thing of the rise, it is difficult to make an "either-or" experience and defined. In Chinese as a Foreign Language

Communication Research found that Experts more care in Chinese as a Foreign Language teaching and practice of teaching materials and methods of cultural transmission and dissemination of the development trend of Chinese as a foreign language study, the little in Chinese as a Foreign Language Communication in the basic theory of Chinese as a foreign language in the dissemination of practice.

Whether we can apply of the basic theory of communication, from the dissemination of the basic elements of the Chinese language, history, through the analysis of the spread of Chinese as a foreign language so that to identify the basic law, to reveal the significance of the dissemination of Chinese as a Foreign Language, so that to spread Chinese as a Foreign Language in the Context of Globalization and How to deal with practical methods and strategies, is an important state affairs.

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Study on the User-oriented Individualized

Information Push Service

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Abstract

Individualized information service is the service which could fulfill user's individual information demand, offer information service according to user's definite demands, or forwardly offer probable needed information service through analysis of user individuality and using habits. Individualized information service could help to quickly and exactly acquire information for user and offer conveniences for user. Based on that, in this article, we will study the character, implementation mode and flow of information push mode, and develop the theory and method of individualized information push.

Keywords: Individualized information service, Information push, User orientation

1. Definition and actuality analysis of individualized information service

1.1 Definition of individualized information service

Individuality is one research content of many subjects such as individuality psychology and social psychology, and it is always defined as the sum of psychological characters with certain orientations in the individuality psychology. The individuation is to make things possess individuality or display individuality. The essential of individuation service is to respect users and research users' behavior habits and interests, select more exact resources for users and offer better services. It is the activity which is to fulfill customers' individuation demand, and the individualized information service is not only a sort of individuation service, but a sort of information service. The individualized information service first should be the service which could fulfill users' individual information demands, i.e. it could offer information service according to users' definite demands or forwardly offer their possibly needed information service through analysis of users' individuality and using habits. Second, individualized information service should fully encourage users' demands, promote effective searches and information acquirements for users, and promote users' effective utilization for information and implement knowledge innovation based on that.

1.2 Actuality analysis of individualized information service

At present, there are more 2500 search engines on the network, which almost cover all aspects of internet information content. But the biggest shortcoming of the internet information search engines which could establish content keyword index and offer corresponding service is that they could not offer exact and effective internet information services for internet users, and it has not fulfilled the demand of internet information service only depending on these information search engines, and people more and more urgently need the internet information service tool which could fulfill their own special and individualized information and service demands. These information tools should automatically search the web page that the information material is located for internet users form thousands of information net sites. Then these tools could abstract relative information contents which are related with users' demands closely in these web pages, and integrate these abstracted information materials, and form a relatively complete information material set, and feedback them to users. And it is one standard process to realize the individualized service of internet information. There are three main problems to actualize the process (Yang, 2003), (1) how to effectively describe users' information demands, (2) how to exactly and effectively search the web page needed, (3) how to effective integrate acquired relative information contents. Through analysis of all process that user interviews the network, we could find that in the process users interview, there are seven sorts of information could be collected (Ou, 2001, P.112-115), (1) inquiry keywords inputted by users, (2) Bookmark maintained by users, (3) page browsed by users, (4) behaviors browsed by users, (5) server log, (6) user download, stored pages and materials, (7) other information manual inputted by users. The inquiry keywords inputted by users obviously could reflect users' preferences, because users most know their own interests and intentions. To inquire about keywords is the start to search information for users, but it is not the whole process that

users search information. Users don't inquire about information to every interested topic through search engine, and users always could not exactly express the content what they want to inquire. So there are five sorts of methods to acquire users' preferences (Zhao, 2004), (1) users forwardly fill in, (2) keywords study, (3) feedback study, (4) sample study, (5) following users browser behaviors study.

The implementation process of internet information individualized service is the process of information collection, machining, analysis and treatment with high intelligence in fact. With the further development of internet, to realize the individualized service of internet information must be one very important development direction for the application of internet.

2. Information push technology and its characters

2.1 Introduction of information push technology

The so-called information push technology is to automatically search information that users need through software and transfer the information to users' computer. It could automatically send the information what users are interested to users' computers on schedule, i.e. realize "information looks for users". At present, there are three modes for people to acquire information from internet (Hao, 2002).

(1) Information push. Actively push information to users by the information source.

(2) Information pull. Actively pull information by users from the information source.

(3) Push and pull. In the information acquirement process, both the push from the information source and the actively pull by users are included.

At present, there are two basic push modes, i.e. automatic push and affair drive. Automatic push is to put in new information according to users' conventional time and requirements in advance. Its concrete implementation approaches include, first, users put forward they are interested in certain special web site or topic, or they require to automatically update software and data, second, information sender looks for new content through the application of push software according to users' requests, and the content is transmitted to the "channel" in the "receiver" of push application, finally, users could look over new content or new link what they made to order according to their own settings. This sort of push mode is similar to the ordered material selection service which is very popular in modern information searches.

In fact, "push" and "pull" are compensatory each other, the "push-pull" technology combining "push" and "pull" will be a very important development direction for future network information acquirement. Real individualized service should be dynamic and active, i.e. the system could automatically follow users' using preference after the initial rules are made. Such individualized service should not only stay in popular amusements or professional information provisions, but join many users' personal services into the service and push information what users are interests in timely and actively.

2.2 Characters of information push technology

The information push technology changes the mode of network information interview from user search to purposeful information receive. It not only changes the direction of information flow, but reduces the load of internet through the decrease of information flux. Its main characters include following aspects.

(1) Seamless link. The seamless link is to automatically establish link under the situation without user interaction or few user interaction.

(2) Flexible user setting. Users possess sufficient right of decision-making, and they can set up link time, push content, local resource allocation and other parameters.

(3) Document with made to order contents. Users write the subscription document, and the push server transmits the content and transmission parameters according the subscription document.

(4) Sustainable document transmission. The sustainable document transmission means break point retransmission, i.e. when data transmission is broken by certain reason, the system could store the present transmission state in client part, and when the link recovers the system could continually transmit information from the break point.

(5) Effectively utilizing bandwidth. Client could transmit data through using the leisure time, which could utilize the bandwidth maximally, and the server reduce the transmitting data to the least limit to reduce the bandwidth waste according to subassembly reusing principle.

(6) Natural link of new and old contents. Client subassembly could definitely acquire and alternate information and the parts of information, and updated contents could combine with existing information and confirm where the system stores information.

(7) Flexible informing mode. When new information arrives, client part could inform users to read. According to different type and importance of transmission information, the informing has many modes from simple dialog box to

the cartoon with audio frequency and video frequency.

(8) Security. The content pushing to users should be ensured safe to avoid destroying user's system.

(9) Application agreement. Use IP agreement group based on internet. The application agreement has prominent function to adjust the order of network information.

3. Implementation modes of individualized information push technology

Through certain standard or technological agreement, the information push technology directly pushes the information what users are interested in to them and accordingly enhances the efficiency of information acquirement. The push technology could be visually compared to familiar concept of "subscription" in post service, but the mediums of information become internet from post office and carrier.

The implementation mode of information push technology could be divided into following sorts.

(1) Simple push. Users fill in subscription order at the provider station, and server reads the order and pushes information according to the requirement. The difference of this sort of push mode with common push technologies is that it could collect information according to requirement and push the information to users one time or several times after the sever receives the order. Because this push mode needs users' intervention, so the information pushing to users could accord with users' individualized demands.

(2) Agent push. In the project, the system could collect relative user information through setting up agent server, then establish association with information provider, scan relative websites, collect information what users are interested in and then push the information to users. Under this mode, the request and push for information are implemented by the agent server, and it is transparent and easy to be realized for users.

(3) Subscription channel. In this mode, all information is divided into different channels according to contents, and users could acquire information through subscribing the channel which they are interested in. This sort of technology could set up filter service to filter relative contents in the channel and push them to users.

(4) IP multicast technology. IP multicast is based on IP address of D type. One independent address could point to multiple users or several users. In the multicast system, information provider only needs issue once information, and the information is copied in the network many times, and multiple group members could acquire the information what they need, which could fully save the bandwidth and realize the real time updating of information and data.

4. Work flow of individualized information push technology

Through analysis of concept, character and implementation mode of information push technology, we could see the work flow of information technology include following three approaches (seen in Figure 1). First, establish the user demand management database. Users need to complete enrollment and express their information demands, and the system will make an effective electrical ID through statistical analysis and offer active information service in time to users. Second, establish the information base. The information base takes charge to search information form Web, and classify information, confirm the standard, set up individualized information standard, and make abundant information enter into the information base following this standard. The third approach is the information pushes of pushing sever. According to the corresponding relation of users and information and the best time and mode that users receive various information, the pushing sever actively pushes proper information to users' computer in proper time.

5. Individualized information push arithmetic based on user preference

The individualized information push includes direct push and indirect push. The direct push is to push the document with near interests that users subscribe, and the indirect push is to consider the click amount of document and push the document with maximum click amount when ranking the document. Because the user interest model is composed by multiple individualized vectors, so the judgment rule with close interest is to approach with certain individualized vector. When pushing, the system should push the reading document corresponding with this individualized vector, and different individualized vectors correspond with pushing information and form different types, and the pushing information in same type could be ranked according to the similarity degree with user interest model.

In this article, we design the arithmetic of direct push (seen in Figure 2). Suppose the set of user interest is $\{(q_1, w_l), (q_2, w_2)\ldots (q_n, w_n)\}$, and the waited set of web document set is $\{d_1, d_2, \ldots, d_n\}$.

(1) Pick up the document d_j ($l \leq j \leq m$), and obtain the vector space expression of the document, $\{(p_{1j}, w_{lj}), (p_{2j}, w_{2j}), \ldots, (p_{kj}, w_{kj})\}$.

(2) Pick up lemma q_I, and if $q_I \in \{p_{1j}, p_{2j}, p_{kj}, \}$, so continue next lemma q_{i+1}, or else go to (3).

(3) Add q_i into vector space expression of the document d_j, and the weight is 0, i.e. $\{(p_{1j}, w_{lj}), (p_{2j}, w_{2j})\ldots (p_{kj}, w_{kj}), (q_i, 0)\}$.

(4) So we can obtain a new vector space expression of d_j, $\{(q_1, 0), (q_2, 0), \ldots, (q_n, 0), (p_{1j}, w_{lj}), (p_{2j}, w_{2j}), \ldots, (p_{kj}, w_{kj})\}$, and

in the same way, we can obtain the new expression of user interest set, $\{(q_1,w_l), (q_2,w_2),\ldots, (q_n,w_n),(p_{1j},w_{lj}), (p_{2j},w_{2j}),\ldots, (p_{kj},w_{kj})\}$.

(5) Compute the correlation degree of the document with user interest.

(6) Set up the push threshold value h. If the similarity of the document and user interest $sim(d_j,U)\geq h$, so push the document into the series.

(7) Rank the document in the push series according to the similarity, and the document with higher similarity is pushed first.

There is another form to confirm the threshold value h. when the document quantity is numerous, we can regulate that h is the limitation of document quantity, and then rand the document similarity in the same way, and take the document with quantity of h as the push document.

6. Conclusion

The individualized information service has been the development orientation for the information service industry, and it could help people to enhance the production efficiency, and it is one of important symbol to discriminate modern society and early modern society. The individualized information service is the development tendency of Web information service, and it is the super form of information service. To offer individualized information service is the necessity to develop modern information technology, and it is the aim that the information service department tries to pursue. However, many existing problems such as information parallel and increase of garbage information make users could not quickly and exactly acquire information what they need, which induces the wastes of time and energy.

In this article, we mainly study the individualized information push technology based on user preference, and research several implementation modes, give the work flow of information push, and mainly design and research the individualized information push arithmetic based on user preference according to the flow. In future works, there are many aspects to be further studied and discussed. For example, we should study various user behaviors including single behavior and combined behavior to reflect user's ability of interests and select the behavior, combined behavior or behavior sequence which could most embody user's interests through more advanced arithmetic, or we could implement character abstract and analysis of web page through more scientific method in order to find out the contents that users really are interested in the web pages browsed by users. Otherwise, how to apply these push technologies into various individualized intelligent system and security protection of users' individual information are also our future research directions.

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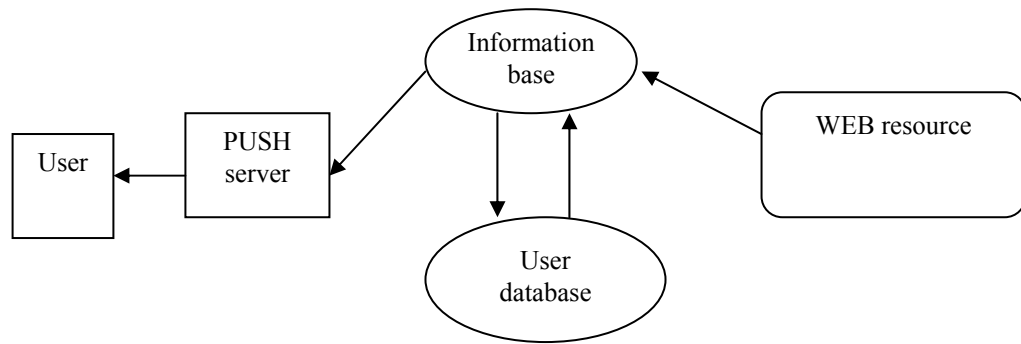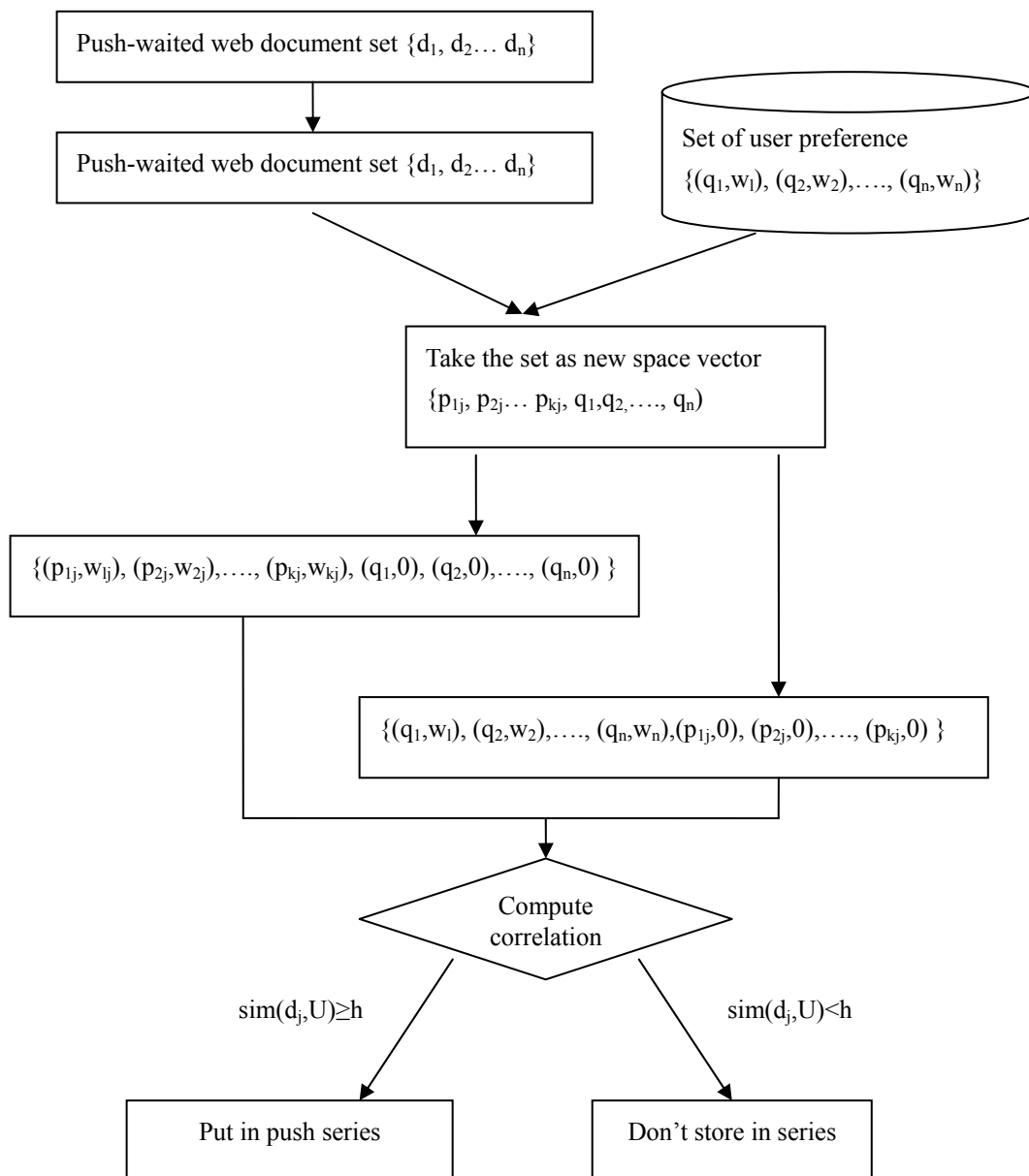
Figure 1. Work Flow of Information Push Technology

Figure 2. Individualized Information Pushing Arithmetic Based on User Preference

POLITICAL IMPACTS OF REMITTANCES:

A Micro-level Study of Migrants' Remittances

in a Village in Bangladesh

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Abstract

Recently migrants' remittances have been considered as one of the major sources of development funding for grassroots development in the labor-sending countries in the Third World. However, the whole discussion about remittance and its developmental impact is heavily tilted towards the economic consequences overlooking other socio-cultural dimensions. This study aims at the political consequences that remittance produces in the home communities of the migrants and finds considerable influence of remittance in restructuring the political participation on the levels of both the community and the family.

Keywords: Remittances, Political participation, Community organizations, Women empowerment, Bangladesh

Introduction

Recently, a lot of money is flowing from the developed regions that receive migrants to the home countries of those migrants in the Third World (IFAD, 2007). Since remittances directly reach the grassroots level, which is difficult for the development agencies to reach, this money has generated enormous optimism about grassroots economic development and poverty reduction. This is also true about Bangladesh; in recent years thousands of Bangladeshis are migrating abroad and sending large amount of remittances, which totaled over $8 billion and constituted about 13.8 percent of the GDP of Bangladesh in 2006(IFAD, 2007). The major characteristic of the Bangladeshi migrants is labor migration, the most obvious benefit of which is remittances including money and other non-monetary goods. The migration of family members and the remittances that they send back home have a range of socio-economic impacts on both community and family.

Taylor *et al* (1996) argue that there are indirect effects of international migration that may have significant influence on the nature and direction of the ways migration affects national development as the direct effects have.   Emphasizing on the 'multiplier effects', Jennings & Clarke (2005) find a significant portion of remittances are saved, invested in family-business and agricultural inputs, and education and health all of which have profound influence on national development. De Haas (2005) also argues that remittances contribute significantly to development and living conditions in sending countries. One crucial observation is that the literature on remittances and development overwhelmingly emphasizes the impact of remittances on the economic development ignoring other dimensions of the impact. Brown (2006) observes that migrants move abroad and remit money for various other reasons and these motives have considerable political implications, too. As such, realizing the development potentials of remittances need to address all these complex dynamics of motives and usages of remittances both in the host and home countries. Therefore, development has to be defined more broadly to include social, community, and political dimensions, and that economic

remittances have important political and social meanings (Goldring, 2004).   However, very few studies have been conducted to assess the impact of remittances on the home community in Bangladesh. Therefore, the primary objective of this study is to assess the political consequences of remittances on the community level with particular emphasis on how remittances affect political structures at the family and community level. By political impact, we refer to how remittances influence the migrants' family members getting access to the power structure of the local community organizations and also access to family authority by some particular family members.

1. Methodology

1.1 Brief sketch of the study area

The study is conducted in a village named Raipur in Meherpur district. It is three miles away from the district head quarter. The total population of the village is about fifteen thousands. This village consists of the highest number of emigrants in the district. There are approximately two hundred families, which have sent at least one member abroad. However among the emigrants, all are not married. With regard to the objective of the study, therefore, we examined only those migrants who married before their migration. There were about 80 married migrants available in this village, scattered in five *'Paras'* (neighborhoods).

1.2 Methods of data collection

Structured interview was used as the primary method of data collection. In total, 50 migrants were purposively selected as the respondents for the interviews from five *'Paras'* (neighborhoods) proportionately. Besides, unstructured interviews and Focus Group Discussions including the family members of migrants and their neighborers were also conducted to ascertain a comprehensive understanding of their remittance practice and its various implications. Furthermore, personal observation was used to complement the findings.

1.3 Indicators of social status

In this study, social status of the migrants and their families has been measured on the basis of the following five criteria:

- Changes in the household civic amenities after migration

- Development in relationship between the migrant families and the local elite (educated and financially rich families of the village)

- Development in relationship between the migrant families and the local bureaucrats (both govt. and private officials)

- Involvement of migrants or their family members in local politics after migration

- Involvement of migrants or of their family members in various community organizations (Mosque committee, *Eidghah* committee, Sports clubs, *Gram Samittee* etc.) after migration

2. Consequences of remittances

2.1 Improvement of life style

Migration brings change in the economic condition of the migrants' families through regular supply of remittances. Better economic condition results in changes in life style, which in turn confers higher status on the migrant families. The development of the economic condition of the migrants' families manifests itself in their better housing condition, new household amenities, food consumption, dresses, interactions with others, transactional patterns and such. Because of their social and cultural implications, the civic amenities play a significant role in changing people's perception and attitude to the migrants' family. Thus, every amenity adds value to the status of the migrants' families. The following table sums up the changes in the possession of civic amenities of the migrants' families:

Table 1. Changes in civic amenity of the migrants' family after migration

Civic amenities	percentage of respondents	example
Increased	72	Building Equipments, TV, VCD, Radio, Cassette player, Ornament, Furnisher, Telephone, Motorcycle, Computer, Fridge
No change	28	
Total	100	

Source: Field survey 2005

It is observed that 72 percent of the migrants' families have improved their civic amenities. These include TV, VCD, Radio, Cassette player, Ornament, Furniture, Telephone, Motorcycle, Computers, Refrigerators and other home appliances. Apart from these, they spend significant amount of remittances for the construction of brick built house, which matters highly for their elevation to higher status.   On other hand, 28 percent of the migrants could not develop their civic amenities after the migration. The amount of money they have earned is not enough to save for purchasing these goods after maintaining the regular family expenditure.

2.2 Changes in norms, beliefs and ideas

Migrants, living in any overseas countries, acquire new ideas, knowledge, norms and values. Thus, the migrants experience changes in their tastes, motivations and habits. When the migrants come back home, they diffuse these ideas among the family and community members. Even, they change the patterns of consumption, interaction, and behavior after their migration. Available money and new affiliation with local elite, educate persons and politician enhance these changes.

Along with money, the migrants also bring many different goods to their home from abroad. With regard to these goods that the migrants bring or send back home by others, there is an interesting difference: those who migrate to a gulf country, which is predominantly Muslim, bring mostly goods with religious use and significance. And those who migrate to a non-Muslim country usually in Europe bring mostly mundane goods with practical use and no religious significance. These are summarized in the following table:

Table 2. Changes in habit to use foreign dresses, goods and home appliance

Religious status of the host country	The goods or materials the migrant generally take from the host country	
Muslim country	ornaments, cosmetics, blanket, electronics goods, *Borka* (veil), *Tosbi, Zainamaz* (mat),	
Surma (kohl), *Ator* (aromatics), *Toopi* (cap), and water of Jamjam (well) & other religious artifacts		*kup*
Non-Muslim country	ornaments, VCD, TV, Rice cooker, Mobile, dress, cosmetics, & other	

Source: Field survey 2005

In the table, it is found that goods carried by the migrants of Gulf countries include *Borka* (Veil), *Tosbi, Zainamaz* (mat), *Surma, Ator (aromatics), Toopi* (cap) and such. These religious artifacts contain religious values for people in the home community. On the other hand, the migrants of the non-Muslim, especially European countries are more likely to bring goods which are mostly electronics and home appliance such as VCD, TV, Rice, Cooker, Mobile, dress, Cosmetics and other electronics goods. Although these goods which user value have no religious uses also have social value. These alien goods and the household amenities confer higher status to the migrants' families.

2.3 New habits

Most of the gulf migrants have observed that they find significant change in their religious activities. They have developed the habit of saying prayer five times a day, keeping fast, paying *Zakat* while they were in the gulf countries. Those who migrate to Saudi Arabia find opportunity to complete *Hazz* and *Omra*.

Table 3. Change of religious practices in migrants by Religious status of the host country

Religious status of the host country		Change of religious activities in migrants		Total
		Positive change	Negative change	
	Muslim country	24	6	30
		80.0%*	20.0%	100.0%
		82.8%**	28.6%	60.0%
	Non-Muslim country	5	15	20
		25.0%	75.0%	100.0%
		17.2%	71.4%	40.0%
Total		29	21	50
		29.0	21.0	50.0
		58.0%	42.0%	100.0%
		100.0%	100.0%	100.0%

Source: Field survey 2005

 * Row percentage   **column percentage

The table above shows that 80 percent of the gulf migrants think that they are more involved in religious activities than the time before their migration, whereas 75 percent of the migrants to non-Muslim countries are relatively apathetic in religious activities. They have lost their habit of saying prayers and fasting when they were in overseas countries. On the other hand, 20 percent of the migrants to Muslim countries are less involved in the religious practices. These migrants, in most cases, migrated to Malaysia and Jordan where the government are not so rigid about religious activities.

2.4 Improvement of social status

With the changes in the possessions of civic amenities, patterns of consumptions and newly acquired habits of the migrants and their families, the perception of their relatives and neighbors towards the migrants and their families changes, and thus, elevate the status of the migrants' families. The following table summarizes the opinion of the migrants about their social status gain after migration:

Table 4. Position and social status of the migrants in society

Status of the migrant in the society *		Frequency	Percent
	No change	14	28.0
	Low Status position	4	8.0
	Moderate Status position	13	26.0
	Moderately high Status position	10	20.0
	High status position	9	18.0
	Total	50	100.0

Source: Field survey 2005

.0 - .24: No change in status

.25-.49: Acquiring Low status position

.50- .74: Acquiring Moderate status position

.75- .99: Acquiring Moderately high status position

1.00: Acquiring High status position

The table shows that 28 percent of the migrants and their family members consider their status is unchanged while 8 percent think that they have acquired lower status position in the society. However, 26 percent opined that they have acquired moderate status position, 20 percent acquired moderately high status position and 18 percent acquired high status position after the migration.

2.5 Political consequences on community level

Migrants' remittances play significance role in reshaping the political power structure and enhancing the political participation of the migrants in local politics. Here political participation does not refer only participation in national level politics through national elections, but also in community level organizations such as Masque committee, Bazaar committee, Local Council of dignitaries and such. Remittances help the migrants' families improve their social status through attaining economic solvency and new lifestyle that in turn helps them get access to these local organizations. The following table summarizes the patterns of such political participation of the migrants' families:

Table 5. Political attachment of migrants' family members before and after the migration

		Political attachment of migrants' family members after the migration		Total
Political attachment of migrants' family members before the migration		Yes	No	
	Yes	7	0	7
		100.0%*	.0%	100.0%
		35.0%**	.0%	14.0%
	No	13	30	43
		17.2	25.8	43.0
		30.2%	69.8%	100.0%
		65.0%	100.0%	86.0%
Total		20	30	50
		20.0	30.0	50.0
		40.0%	60.0%	100.0%
		100.0%	100.0%	100.0%

Source: Field survey 2005

* Row percentage   **column percentage

Among the people who have direct attachment with local politics, 40 percent are from the families of the migrant. Furthermore, 30.2 percent of local politicians have come from the migrants' families with no experience in local politics before migration. This means, migration experiences have helped about one-third of the migrants' families who are currently involved in politics.

2.6 Political consequences on family level

International migration and ensuing remittances flows also have profound impact on the power structure within the family along gender line. More specifically, remittances contribute in restructuring of the political structure of the migrants' family wherein the wives of the migrants gain significant authority in the family. The wives, who receive remittances directly from her husbands, enjoy higher position in the hierarchy of the family through her discretionary power over the allocation of money. She regulates the distribution of the resources among the family members and relatives. She supervises the economy, cultivation and other household activities of the family. Her position in decision-making and daily activities of the family elevates her to higher position within the family. This contributes in changing people's attitude and perception towards the wives, too.

All the wives do not receive equal amount of remittances from their husbands. Educational status of the wives plays an important role in drawing remittances from their migrant husbands. Educated (those who attended at list junior high school) wives are better able to handle remittances, for example, to draw checks from the banks and to deposit money in bank accounts. This helps explain the observation that educated wives attain higher propensity to receive remittances from husband through their efficient handling of bank accounts.

There is a positive correlation between the money received by the wives from their husbands and the capacity of the wives to make decision in the family, which is summarized, in the following table:

Table 6. Remittances sent to wives by Contribution of wives in decision making in family

Remittances sent to wives		Contribution of wives in decision making in family		Total
		Yes	No	
Yes		21	3	24
		87.5%*	12.5%	100.0%
		70.0%**	15.0%	48.0%
No		9	17	26
		34.6%	65.4%	100.0%
		30.0%	85.0%	52.0%
Total		30	20	50
		30.0	20.0	50.0
		60.0%	40.0%	100.0%
		100.0%	100.0%	100.0%

Source: Field survey 2005

* Row percentage   **column percentage

It is observed that 87.5 percent of the wives who receive remittances from husbands abroad contribute in family's decision making. But 65.4 percent of the wives, who do not receive remittances from abroad, do not contribute in decision making of the family.

Receiving remittances by the wives has many repercussions for the emergent empowered identity of the wives. This enables the women to have a fully active role in both the family and the communities. The crucial factor here is whether the wife receives the money directly from her migrant husband. The remittances money helps the woman get empowered only if she receives it directly from her migrant husband without any middleman. This is easily established through a comparative observation of the role of the wives in family for those who receive remittances directly from their husbands and those who do not. Following table summarizes the role of the wives of the migrants in family:

Table 7. Difference in Roles of wives who Receive remittances and who do not

Roles of Wives who Receives Remittances	Roles of Wives who do not Receive Remittances
o Having full autonomy in the family	o Passive member of the family
o Managerial roles in financial, agriculture and business activities	o Under the surveillance of family and community members
o Provision for dealing outside of the house	o Having no role in decision making
o Fully aware of children's health education food and social security	o Confined within the family (isolated both mentally and physically)
o Provision of having personal properties (both physical and financial)	o Dependent on the family members of their husband

Source: Field survey 2005

The daily interactions with the family members, relatives and neighbors performing duties and responsibilities in families by the wives who receive remittances result in some changes in their personal attributions. They, in most cases, handle financial, social and familial issues. All these experiences help them have personal property, develop their managerial aptitude to handle cultivation, business, remittances management and ability to make decision in the family. They become more aware of taking care of their children's health, sanitation, education, food consumption and social security. At the same time, they also take care of health, food and clothing of aged members of the family.

Education and direct access to remittances of the wives contribute in a fully empowered and functioning identity of the wives. The educated wives who receive remittances directly have the high propensity to perform all the tasks personally without taking help from others, especially male relatives. But the illiterate

wives generally perform these tasks with the help of their family members and relatives that limits their independent role.

The receipt of remittances in their own name and entrusting them with responsibility for managing finances are the major factors, which raise the status of, wives and improved their autonomy, independence and expertise in managing their affairs. The husbands' absence also increases economic resources at her disposal. The wife's ability to communicate with her man whenever needed becomes instrumental in transforming the dependent women into self-confident autonomous managers with status equal to men in the family, neighborhood and society.

There is, however, the other side of the wives of the migrants, which involves anxieties, miseries, and various socio-economic problems due to the absence of their husbands. These aspects of the wives are somehow similar to the 'widows'. The Widows lead very isolated, dependent, powerless and destitute lives in the society. Society expects special behavioral patterns, roles and functions from the widow. They have few rights in the family as other housewives of the village. They have no voice in the decision-making of the family. They have to be content with what the family members offer to them. They cannot go out of the family without their permission. They cannot talk to any male inside and outside of the family even if it were necessary. They are kept under the surveillance of the family members of their husbands' family and the community as a whole.

In many cases, the wives of the migrants, especially those who do not receive remittances directly, are treated as widows. Most of the wives spend time by performing religious activities, taking care of their children, visiting the relatives' house, sewing tapestry, watching T.V, and in some cases, staying in fathers' house. They are the 'passive members' of the family. They have no voice in the families. Even in some cases, they are oppressed and treated as maidservants of the family. The worst problem of the wives is that both family members and community members, especially the males, are very suspicious of their moral and sexual purity. Thus, these wives are usually not allowed to talk to males other than very close relatives within the family.

3. Conclusion

The impact of remittances on the home community as well as the home country is by now well recognized in the development discourse. However, the primary agents of remittance practices, the migrants' families who receive and spend it remain understudied with regard to the impact of remittances, and when they are considered, focus remains mostly on the economic effects of remittances. However, this study focuses on the political impacts of remittances for the individuals both on the community and family levels.

On the community level, remittances enhance the economic and social status of the individual members of the migrants' families through newly augmented wealth and lifestyle. Newly espoused conforming lifestyle with regard to religion, in association with financial strength, makes the members of the migrants' families eligible for leadership position in various community organizations. Thus, among the migrants' families who have been involved in local politics consolidate their leadership positions with the newly acquired power from remittances and those who have no experience of such participation enter it.

Remittances also have profound political impact within the family that empowers the wives of the absent migrants. With the power from remittances that the wives receive directly from their husbands working abroad, the traditionally dependent housewives effectively claim authority in the decision making process within the family and occupy considerable discretionary power. This enhances women's voice both in the family and the community. The women who receive remittances directly from their husbands can decide independently over many aspects, for example, education and healthcare of their children and enter public life by means of their ability to allocate money and other benefits and thus drawing assistance from others. However, education of these women plays the most decisive role in such empowerment.

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The Roles of Depth and Breadth of Vocabulary Knowledge
in EFL Reading Performance

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Abstract

Vocabulary knowledge plays a very important role in reading tests and reading research has consistently found a word knowledge factor on which vocabulary tests load highly. Tests of vocabulary are highly predictive of performance on tests of reading comprehension. The present paper intends to review in detail the relationships between the breadth and depth of vocabulary knowledge and EFL reading comprehension.

Keywords: Depth of vocabulary knowledge, Breadth of vocabulary knowledge, Reading performance

1. Introduction

In recent years, second language vocabulary acquisition has been an increasingly interesting topic of discussion for researches, teachers, curriculum designers, theorists and others involved in second language learning. All sees vocabulary as being a very important element in language. Interest in the relationship between vocabulary and reading comprehension has a long history in the research of ESL/EFL reading. Observing the performance of ESL/EFL readers, confronted with unknown vocabulary, researchers have noted the important role of vocabulary as a predictor of overall reading ability (Nation, 1990). In fact, second/foreign language readers often cite lack of adequate vocabulary as one of the obstacles to text comprehension.

Vocabulary load is the most significant predictor of text difficulty. Haynes and Baker (1993) also came to the conclusion that the most significant handicap for L2 readers is not lack of reading strategies but insufficient vocabulary in English. What these studies indicate is that the threshold for reading comprehension is, to a large extent, lexical. Lexical problems will, therefore, hinder successful comprehension. The present paper intends to review the relationships between the breadth and depth of vocabulary knowledge and EFL reading comprehension.

2. Four perspectives on the vocabulary-reading connection

The relationship between vocabulary knowledge and reading comprehension is complex and dynamic. Researchers have suggested several models to describe the relationship between vocabulary knowledge and reading comprehension. Anderson and Freebody (1981) offered three hypotheses labeled "instrumentalist", "aptitude" and "knowledge".

The instrumentalist view sees vocabulary knowledge as being a major prerequisite and causative factor in comprehension. Good vocabulary knowledge enables good comprehension. The aptitude view sees vocabulary knowledge as one of many outcomes of having a good brain. Good reading comprehension is also one of these outcomes. Other outcomes might include skill at non-verbal puzzles and the ability to understand oral explanation. The knowledge view sees vocabulary as an indicator of good world knowledge. This world knowledge supports reading comprehension because the reader must bring as much information to the text as the reader expects to get from it. It is difficult to read about astrophysics if you know nothing about it. Mezynski (1983) suggested a fourth "access" hypothesis. The access view of the relationship between vocabulary knowledge and reading comprehension, like the instrumentalist view, sees vocabulary as having a causal relationship with comprehension provided that the vocabulary can be easily accessed. Access can be improved through practice. This access can involve several factors including fluency of lexical access, speed of coping with affixed forms, and speed of word recognition.

For EFL/ESL learners, the relationship between vocabulary knowledge and reading comprehension are even more complicated. These complications can arise from the learners being able to read in their first language and the common situation of beginning to read the target language with virtually no vocabulary knowledge in the target language. That indicates for EFL/ESL learners the vocabulary knowledge plays a more important role in reading comprehension.

3. Defining vocabulary knowledge

In recent decades, in order to define what it means to know a word, second language (L2) vocabulary researchers have proposed various but complementary frameworks. Most researchers agree that lexical knowledge is not an all-or-nothing phenomenon, but involves degrees of knowledge. They suggest it should be constructed as a continuum, or continua, consisting of several levels and dimensions of knowledge.

Much of what is written on word knowledge goes back to the well-known vocabulary knowledge framework of Richards (1976). He identified seven aspects of word knowledge (e.g. syntactic behavior, associations, semantic value, different meanings, underlying form and derivations). Nation (1990) distinguished eight types of word knowledge (e.g. form, grammatical pattern, meaning, function, relation with other words), which were specified both for receptive and productive knowledge. Chapelle (1998) argued that a trait definition of vocabulary should contain four dimensions: (a) vocabulary size, (b) knowledge of word characteristics, (c) lexicon organization, and (d) processes of lexical access. Henriksen (1999) proposed three separate but related vocabulary dimensions: (a) a "partial-precise knowledge" dimension, (b) a "depth of knowledge" dimension, and (c) a "receptive-productive" dimension. Qian's (2002) recent framework, developed on the collective strength of earlier models of vocabulary knowledge proposed that vocabulary knowledge comprises four intrinsically connected dimensions: (a)vocabulary size, (b) depth of vocabulary knowledge, (c) lexical organization, and (d) automaticity of receptive–productive knowledge. The importance of various factors in these dimensions will vary according to the specific purpose of language use.

In all the frameworks reviewed, there is a clear consensus that vocabulary knowledge should at least comprise two dimensions, which are vocabulary breadth, or size, and depth, or quality, of vocabulary knowledge. Vocabulary breadth refers to the number of words the meaning of which a learner has at least some superficial knowledge. Depth of vocabulary knowledge is defined as a learner's level knowledge of various aspects of a given word, or how well the learner knows this word.

4. Research on breath of vocabulary knowledge and reading comprehension

Breath of vocabulary knowledge is defined as the number of words that a person knows. With native speakers, the objective of studies in this area has been to measure the number of words that they know in some absolute sense, whereas with second language learners the aim is often more narrowly defined in terms of their knowledge of items in a specified list of relatively high frequency words, such as the General Service List.

Vocabulary size tests that are used for proficiency or placement purposes should include the broadest possible range of word families. An estimation of total vocabulary size can be attained in two ways. The first is based on sampling from a dictionary, and the second is based on corpus-derived lists of word families grouped by frequency. The dictionary sampling method involves selecting a dictionary that contains the number of word families that learners are expected to know, then testing a selection of those words. The problem with this method is that higher frequency words tend to have longer entries, and are thus more likely to end up on the test, which may skew the results.

The second method to estimate vocabulary size is to select word families according to their frequency in a corpus. Usually, these word families are grouped together into the first 1,000 most frequent words, the second 1,000 most frequent words, and so on. This kind of test has generally been used only with people with low English vocabularies, namely non-native speakers of English (Nation, 1990).

There are currently two widely used vocabulary size tests available, the Eurocentres Vocabulary Size Test 10KA (EVST; Meara and Jones, 1990), the Vocabulary Levels Test (VLT; Nation, 1983, 1990). They are well documented in the literature. More specifically, there is research evidence available concerning their validity as assessment procedures for their intended purpose. They also represent innovations in vocabulary assessment and serve to highlight interesting issues in the test design.

Laufer (1996) and Qian's (1999, 2002, 2004)research on the relationship between the breath of vocabulary knowledge and reading comprehension has produced results indicating relatively high correlation, ranging from 0.50 to 0.78, between the two factors. Meara (1996) calls VLT the "nearest thing we have to a standard test in vocabulary". In the recent research about the relation between the breadth of vocabulary knowledge and reading comprehension in Chinese situation the correlation ranges widely. In Yang and Deng's (1996) research, the correlation was very high (r=0.89 P<0.01). In Li's (2003) research, it was moderate(r=0.69 P<0.01). But Lu (2004) found a low correlation between the two factors(r=0.321 p<0.01).

5. Research on depth of vocabulary knowledge and reading comprehension

Depth of knowledge focuses on the idea that for useful higher-frequency words learners need to have more than just a superficial understanding of the meaning. According to Qian (1999), the depth dimension should cover such components as pronunciation, spelling, meaning, register, frequency, and morphological, syntactic, and collocational properties. There are two main approaches for measuring depth of vocabulary knowledge: a developmental approach and a dimensional approach (Read, 1997). The developmental approach uses scales to describe the stages of acquisition

of a word. One scale that has received some attention is the Vocabulary Knowledge Scale, which has five levels.

The dimensional approach, on the other hand, describes the level of mastery of the various component types of word knowledge. This approach has its roots in a seminal paper by Richards (1976) which set out a number of competencies necessary for mastery of a word. Later scholars have taken up the idea, suggesting their own lists of word knowledge types. Schmitt (1998) states it is in a research context that the dimensional approach may prove to be of more value. Measuring several vocabulary knowledge types would be time-consuming and would severely limit the number of words that could be studied. However, many researchers believe that such research has several advantages, making it well worth the effort. Schmitt and Meara(1997) examined how two types of word knowledge, i.e. word association and verbal suffix changed over time both receptively and productively.

Qian (1999, 2002, 2004) used the depth-of-vocabulary-knowledge (DVK) measure in his investigation of the relationship between L2 vocabulary knowledge and reading comprehension ability. DVK measure was intended to contribute to inferences about the test-taker's depth of receptive English vocabulary knowledge by measuring three vocabulary elements: synonymy, polysemy, and collocation. He showed that this DVK measure accounted for a significant amount of the variance in the reading scores beyond what was predicted by a vocabulary breadth test. However, he suggested caution should be exercised in generalizing the findings from the study because the concept of depth of vocabulary knowledge was only partially operationalized. However, In China LI (2003) showed in his study that the correlation between the depth of vocabulary (the preciseness of the word definition; the ability to choose the meaning of words according to the context; the syntactic characteristic of the vocabulary) and reading comprehension was lower than that of the breath of vocabulary and reading comprehension. He also made a tentative conclusion that polysemy might contribute little to reading comprehension.

6. Conclusion

Vocabulary knowledge plays a very important role in reading tests and reading research has consistently found a word knowledge factor on which vocabulary tests load highly. Tests of vocabulary are highly predictive of performance on tests of reading comprehension. A lot of researches show that depth of vocabulary knowledge, breadth of vocabulary knowledge and reading comprehension are highly, and positively, correlated. Depth of vocabulary knowledge made a significant, and unique, contribution to the prediction of scores on reading comprehension beyond the prediction provided by the breadth of vocabulary knowledge. However, in Chinese situation, the correlation among the breadth and depth of vocabulary knowledge and reading comprehension ranges widely, which needs to be explored further with empirical evidences.

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Design of Children Entertainment Facilities

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Abstract

In this paper, mainly through analysis of problems on existing children entertainment facilities and the impact of children entertainment facilities on children psychological development, it is to be discussed about the key point of children entertainment facilities design.

Keywords: Children, Entertainment facilities, Development, Design

1. Problems on existing children entertainment facilities

1.1 Monotone design style of children entertainment facilities

The existing children entertainment facilities are limited to swing, carousel and such simple amusement facilities. Only few facilities adopt complex techniques which are good for the development of children. The attention focused on the design of children entertainment facilities is far from enough. Due to lack of variety, children lose their interest in the facilities.

1.2 Safety risk in existing children entertainment facilities

The outdoor facilities must withstand sunshine and wind. However, because of some ill-conceived design, some materials used in the facilities are working beyond their use limits; some paintwork flakes and some materials get rusted which affect the strength of material severely.

1.3 Less opportunities of communication

Communication is essential to people especially of growing-up children. Skills of cooperation and speaking will be well developed in communication. Therefore, it should be considered in design of children entertainment facilities to create a communication environment.

1.4 Ill-conceived placement of children entertainment facilities

For example placing facilities in low air quality places will cause harm to children's health.

2. The effects of children entertainment facilities on children's mental development

Pre-school children may spontaneously get to know the things that they are interested in. Facilities games contain numerous categories, and during which children will accumulate knowledge and experience, develop the level of mentality by communicating and self-searching. From the following we can find out the relationship between children facilities games and the development of children psychology.

2.1 Children entertainment facilities and the development of children's ability of concentration

Starting at the early age of people, concentration is a kind of focus of certain objects, which help to observe the surroundings. The ability of concentration is a key aspect influencing the children's intelligence. There are many fresh, intense and exciting changes in the facilities games, which catch children's intention. There are many positive effects of facilities games on the practicing concentration, such as enlarging children's life range, arising the interest and curiosity, making children like to imitate, to ask and to move, which attract the concentration of children and extend the time of it.

2.2 Children entertainment facilities and the development of children's ability of observation

The cultivation of observation ability is one of the significant contents of children's sense development, which is a purposeful percipience activity. Research shows that observation ability starts at the age of two to three, as children grow, the time and summarization of their observation will grow too. Facilities games echo with observation, on one hand, observation guarantee the process of the games; on the other hand, facilities games also recreate the environment for observation. During the games, children not only observe the facility, but also the environment and the objects, and find the inner-connection, which has significant meaning on children's intelligence and mentality development.

2.3 Children entertainment facilities and the development of children's memory

Memory is the psychological process of accumulating and keeping individual experience in human brain, whose significance is to help people solve issues based on experience. Psychology research shows that it is much easier for children to remember things with strong impression, in other words, the more interest children have, the more things they can remember; and children entertainment facilities indeed provide a platform to experience and practice memory.

Children recall things deliberately in the games. As most of the facilities games reflect issues that children have undergone before, so that children need to recollect what they have done, which process makes a lot contribution to strengthening memory. Meanwhile, it is children's instinct that makes them like facilities games, and they will also practice their memory, and improve it in the game.

2.4 Children entertainment facilities and the development of children's thinking ability

Thinking ability is the core of children's intelligence. Through language, image and action, thinking is the reflection of the object.

Developing from primary to senior, children's intellect is encouraged by the entertainment facilities, mainly because the process of facilities games is the process of active recreation rather than the repeat of last experience. There are more new elements in the facilities games, so that Children can show more divergent thinking in the games and during which children's ability of analyzing, logic thinking and initial idea can also be cultivated. Children's thinking in the games cannot be separated from the game situation, by which it is also affected and confined.

2.5 Children entertainment facilities and the development of children's imagination

Imagination is an indispensable factor for people to know and develop the world. Without which, there will be no creation and no development. Therefore, Imagination is crucial to children as it is the main part displaying in their games. Research shows that imagination can help children solve problems more actively. Children should be cultivated the ability of solving problems rather than be told what to do, as leading by the curiosity, children show more interest in things they never done before and willing to try. During games provided by entertainment facilities, children may encounter a lot problem that happening not only in games but also in our daily life, the interest to the game will light the curiosity in their heart and push them to think any ways that can solve the issues.

The experience can be seen as a tool, it can help in your whole life. As in the situation of children's psychology structure and knowledge level, their actions are full of recreation and specification. Diversity is the reason for children to keep their interest and participation. The internal diversity showing between the game unit and the change of children's concentration leading to the birth of imagination, which we can see as the embryo of children's creation.

2.6 Children entertainment facilities and the development of children's language ability

Facilities games are good to the development of children's language ability, and which create more opportunity of communication and cooperation. During the games, children need language to communicate. Furthermore, facilities games can also enrich the topic of children's conversation, and help to improve communicating skills.

2.7 Children entertainment facilities and the development of children's personality

Entertainment facilities, with their ever fascinating charm to children, help children developing healthy personality, as they convey human loving and caring feelings. Besides, these facilities provide areas for children to communicate with each other. During the process of playing around the facilities, such qualities as respecting, caring, friendliness and sharing are developed.

2.8 Children entertainment facilities and the development of children's social characters

Children's social characters are gradually formed and developed through education and social influence. Social character development is a life-long process, which has different task and content due to age differences. And social qualities are developed at different stages. Before the age of seven, social skills and self-consciousness are gradually forming; sympathy and altruism are evenly developing. From three to four years is the crucial period to develop social reliance. And five to six years is the key time to develop social adaptation skills and world knowledge.

Factors to influence children's development of social characters could form into a complicated system of social culture and social interaction. Among these factors, the influence of game-playing should not be overlooked. Playing games is one of the main channels for children to contact social life. And it is also a role-play—game rules as an imitation of social rules. Thus facilities games will play an important part in developing children's social characters with their vivid images, modern sense and strong influence.

Therefore, facilities games are important for children's growth. Games are not only means for children to know the world, windows to observe life, sources to accumulate knowledge and experience, but also effective ways for them to explore the world around. They help a lot in children's psycho-development.

3. Factors in designing of children entertainment facilities based on the development of children's behaviors

3.1 Safety

Safety is an issue that should be deeply considered while designing children entertainment facilities. Safety of body is usually considered in previous designs. However, mental safety should also not be neglected, especially for pre-school children. To create one safe and ease playing environment is a prerequisite of the cognitive development of their positive tendency to explore.

Since children are interested in playing, not aware of self-protection and easy to be injured, the facilities should be safe, considering the characters of children. For instance, the surface of facilities should be smooth, without sharp corners; the structure should be safe, rational, stable and with skid proof protection. For mental safety, it can be realized through choosing warm color which will make children feel warm and safe. With the feeling of safe, children will be naturally integrated with the gaming environment and positively experience the joy of gaming.

3.2 Combination

It is not only simple superimposition of form or quantity but also the combination of function. The children entertainment facility should be a complete system which integrates all kinds of aspects. Each aspect has its own value and the purpose of combination is to achieve its maximum efficacy, reflect the principle of diversity, provide different game activities and increase opportunities for the game. So that children's attention will be focused on games, their studying and thinking potentiality will be well developed.

3.3 Interest/ fascination

Because of children's natural instincts, they like entertainment facilities which are full of vitality and affinity. Thereof, the appearance, color and material of entertainment facilities should be in compliance with the characteristics of children's psychological development. Those facilities which are colorful, in exaggerated form or in the shape of cartoon would normally stimulate children's interest. They can get the spirit of good to meet their psychological needs.

3.4 Coordination

With environment: this should perform in two areas, one of which is coordinating the natural environment. Children entertainment facilities should be designed in consideration of natural environment, harmony and integration. With dry cold climate, material should be chosen on the basis of wood, and with the warm wet climate, attention should be paid to rust-proof material, and more use of plastics or stainless steel. The second is the coordination of gaming environment. Plan and design a children's venue and arouse the children's nature of "playing". This will help children full of creativity and competitiveness, and improve their cognitive ability.

3.5 Development

It should be considered from the children's physical and mental development, social development and the development of the game. Age or the environment changes, so that children playing nature gradually fades. Children's favorite game is outdoor playing. The game is their work. Survey found that nowadays the number of children that do not know how to play is increasing. TV, electric toys, will weaken children's expression ability and the ability to accept feelings while helping children improve the response rate. How to design a perfect entertainment facility that suits contemporary children's physical and emotional development is the problem to be solved.

4. Summary

Children are the future of human development, and designing for them is even more important. Children entertainment facilities are the main component of children playing environment, therefore its significance can not be ignored. To achieve the purpose of entertaining, the designer should change their view, considering from the perspective of children, to design real-entertainment, healthy, educational facilities.

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Research on Modularized Quick Response Production

Mode of Garment Enterprises

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Abstract

This text mainly introduces the connotation and function of modularized quick response production mode of garment enterprise, explores into the meaning of application of quick response production mode in garment enterprise, expounds on the key technology of quick response production mode of garment enterprise, analyses the application of quick response production mode, and brings forward the research direction of quick response production mode of garment field in the future.

Keywords: Modularization, Garment enterprises, Quick response, Production mode

With the intensified market competition and continuous change of consumption concepts, the pursuit of diversified and individual products has become the consumption tendency in garment field, and the traditional production system can no longer meet the market requirements. In order to adapt to the above changes, the garment enterprises have to adopt the advanced Quick Response Production Mode as per the market demand.

Modularized production mode is one of the main production methods of modernized garment enterprises in the 21st century (Ko, 1998, pp. 11-18). As a brand-new production mode, Mass Customization combines the advantages of customization and mass production, which can not only meet the individual demand of customers, but also guarantee low cost and short delivery date (King, 1998, pp. 37-38). This text will make initial exploration into the application of Mass Customization in garment field from the angle of quick response production mode.

1. Connotation of modularized quick response production mode

Quick response production describes the production system with short production period (Lv, 2004,pp. 41-42),acute response to market, and strong adaptability which can vary the products as per market demand. Mass Customization is the effective mode to realize quick response production in garment field, which aims to achieve the standardization and modularization of product components. It is reflected through following aspects.

1.1 Component classification and systematization

Summarize the parts that can be standardized, incorporate the similar parts, and decompose and allocate the common garment parts and craft through the analysis of various garment parts, components and accessories.

1.2 Design Standardization and Normalization

The purpose of standardization is to control and reduce the cost through uniform and determined solution and use of standard components; Normalization is to analyze the components, incorporate and classify the similar parts to increase the use frequency of components.

1.3 Product family design

The comprising modules of product structure can rapidly form the end product; module organization enables the design, production and sales department to reflect the customer's demand with uniform method; realize the integration of whole process of product design as information integration platform.

1.4 Modularized and unitized design

Modularized design is to make functional analysis into products with different functions and specification in certain range, classify and design a series of functional modules, and compose different products through the choice and combination of modules to meet various demands. The garment design and production module is divided according to product family (Wu, 2001, pp. 40-42).

2. Function of modularized quick response system

2.1 Quick design function

Quick design can combine module contents of every component to create corresponding design documents and process flow, and search, edit and add new content of pattern design and process flow design.

2.2 Quick craft design function

Quick craft design function can automatically choose the default settings from database and finish corresponding process sheets according to the pattern parameter variation. The process document of craft database includes working procedures, labor hour, equipment, type of work, etc.

2.3 Pipeline balancing design function

Through the functional module operation of pipeline balancing design, production cycle time can be calculated and further pipeline balancing design can be done (Wang, 2003, pp. 16-18). Pipeline balancing design is exported in blank form, and the pipeline design results can be altered and edited by man.

3. Meaning of quick response production mode application in garment enterprise

With the intensified market competition of garment market, the traditional strapping garment production mode can no longer meet the market demand. Therefore, in order to meet the development requirement of social economy, garment enterprise shall adopt the production mode in compliance with quick response system, which has following advantages:

(1) It can save operation time, reduce unnecessary non-production time consumption, and effectively increase working efficiency and labor productivity;

(2) It can improve quick response capability for production, and vary the product category to meet the diversified and small-quantity garment production demand;

(3) It can greatly reduce the production cycle, fasten the production flow, and meet the deadline easily;

(4) It will have lesser loss for species variation, and have strong adaptability towards small-quantity production;

(5) It can effectively increase the utilization rate of production site; improve the working environment, which is beneficial for production measurement and monitoring.

However, modularized production mode has low utilization rate of equipment, so it has higher requirements for workers' skill. Workers have to stand during the process, so it also has great production intensity.

4. Key technology of quick response production in garment enterprise

The crux of modularized quick production design lies in the standardization, modularization of garment design and information integration of enterprise design and production, etc.

4.1 Module content

Standardized module includes men's suit, men's shirt, women's suit and trousers, etc. Variation module includes the layer-by-layer decomposition of various garment processes in tree-logic form in compliance with the combination sequence of components; Component module includes the design, craft and production flow of the key components such as collar, sleeve, placket, body and pocket, etc; Part module includes various design, craft and production flow of edge, ironing, etc; Craft swatch module includes the craft requirements and sewing constitution of standard design, etc.

4.2 Collocation of garment knowledge and systematical design

First collect and collocate various pattern design and craft, determine various craft parameter in standard working condition; Then decompose the design, production and combination craft of each component in logic tree form, collect design and craft as much as possible, and divide the relevant documents into database with corresponding code; demonstrate the collected craft knowledge in normative form and establish relationship between different data to guarantee the coherence of all the relevant data in case of parameter variation(Zhang, 2004,pp. 35-37).

4.3 Characteristics of modularized design

Develop the system with the gradual perfect method from simple to complex according to garment production characteristics. To choose the typical product such as suites, shirts, etc for multi-aspect design of pattern and process craft, and enlarge and increase component module and sub module according to diversified products.

For instance, men's suite is a typical product of garment species with comparatively stable pattern but complex craft and production design. Its production design can be divided into 5 modules-collar, sleeve, body, pocket and combination. Combine each module through combination module and each module can be divided into several sub modules, for instance, the main body module can be divided into front body module and back body module, and the front body module can be further divided into…, until the components and craft can no longer be divided. Every part can be moved, adjusted and innovated, and combined into integrated production design through combination.

4.4 Mathematical model of pipeline balancing design

Optimum pipeline design is to assign the separated working procedure to corresponding workers as per their type of work, and make the accumulated production period of each work close to pipeline takt time. The objective function of optimum design of pipeline balancing is:$G=\min[n\sum k(Q_k \times N_k-R)](k=1,2,\ldots,n)$. Among the formula, R denotes pipeline takt time, R=T/n; T means the total working hours of unit product; n is the total number of workers; N_k is the accumulated production period of the No.K worker; K means the pipeline workers; Q_k denotes the proficiency coefficient of every worker.

Pipeline balancing design can calculate the take time and production planning in accordance with the number of workers, the proficiency coefficient of every worker, equipment and tool quantity, equipment composition and processing hour, etc, and formulate optimize the initial production scheme (Zheng,2001,pp. 38-41).

5. Application of quick response production mode in garment enterprises

5.1 System module for quick production design

Establish typical module library of various patterns and relevant component library, part library and process sheets, etc through analysis of existing garment products. The operators can edit and modify the typical design and stock pattern, create new pattern and corresponding craft and process, and optimize the pipeline planning.

5.2 Search, browse and modify the system

The system provides browsing and searching functions, which enables the operators to visit and modify the craft and pattern etc. and add new data easily.

5.3 Computing compilation program

After the input of anticipated efficiency, the system can work out and optimize production arrangement scheme, and rapidly provide the reasonable production design planning under set conditions.

6. Prospects

With the system support, further relationship with CAD and ERP softwares can be established, rapid design and production can be organized according to capital, technology and product species of enterprise and in compliance with the customers' demand, which will save more time and improve the competitiveness of the enterprise. Garment quick response mechanism can only be established through the combination of garment knowledge and information technology, and the application of advanced modern production concept into the garment production.

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