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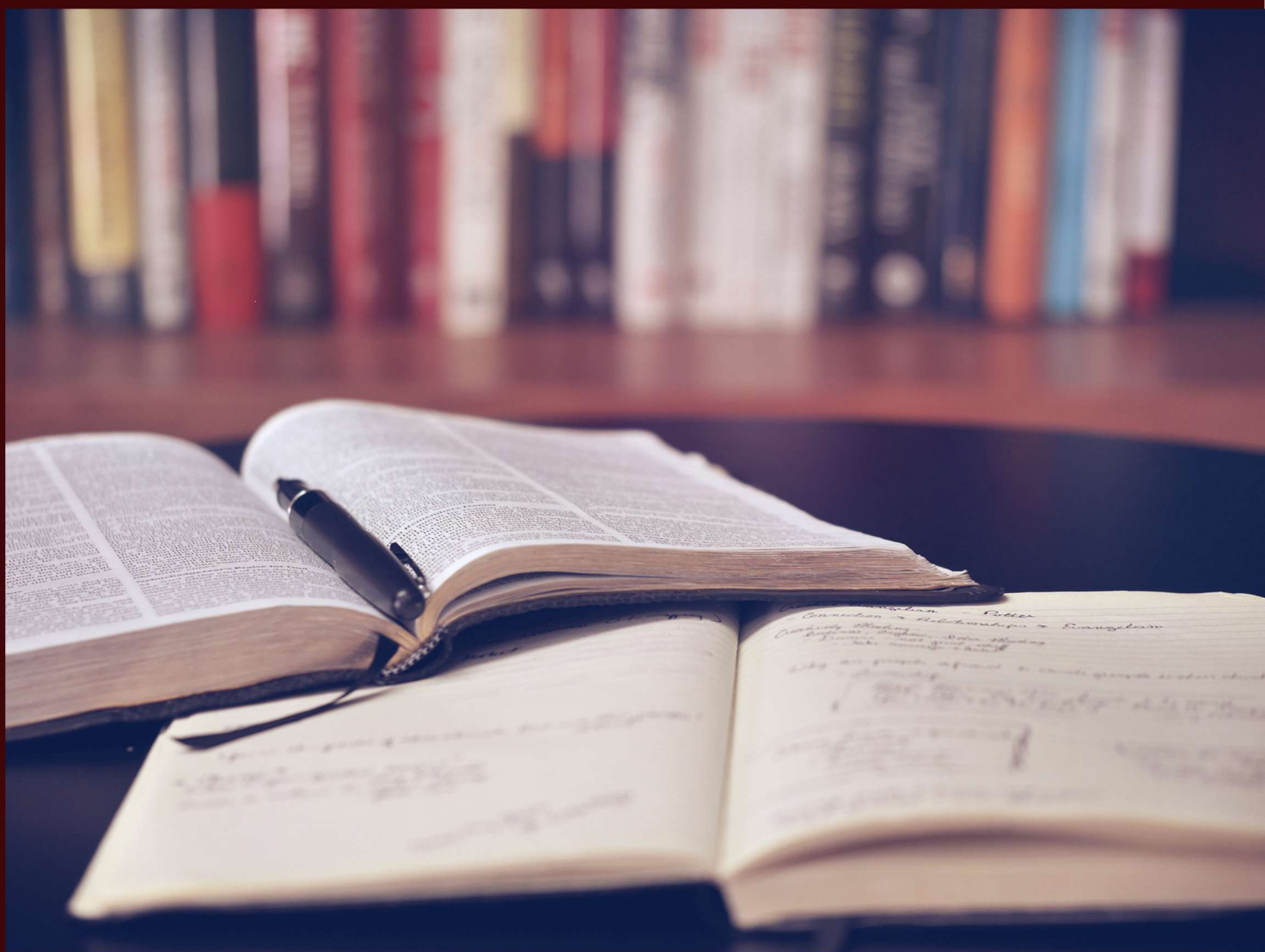
2021



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# Review of Educational Theory

◀ ISSN 2591-7625(Print) 2591-7633(Online) Volume 4 Issue 2 April 2021 ▶



ISSN 2591-7625



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# Review of Educational Theory

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Volume 4 Issue 2 · April 2021 · ISSN 2591-7625 (Print) 2591-7633 (Online)

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# CONTENTS

- 1      **Research on Blended Teaching Mode of Weaving Course**  
Congcong Pu
- 5      **Developments of Professional Learning Communities and Challenges for Principals in Chinese Urban Middle Schools**  
Rui Jin   Tao Zhu
- 16     **Genre-Based Approach in Business Translation Teaching**  
Guifang Wang
- 22     **How Teacher Can Develop Children's Creativity through Facilitating Possibility Thinking in Chinese Folk Dance Classroom**  
Yingying Hu
- 28     **Discussion on the Application of Statistical Analysis Method in Geography Education Research —— Taking Drought and Snow Disaster in Xilingol League as an Example**  
Jingbo Cao
- 32     **The Analysis of the Causes of Willy's Death in Arthur Miller's Death of a Salesman**  
Yuhan Liu   Mingxia Gao
- 36     **Move-Step Structure of the Introduction Section of English Medical Science Research Articles Written by Chinese Researchers Published in International Journals**  
Yanling Meng
- 42     **Based on the Art Model of "3A" in Experimental Base, Research and Practice on the Cultivation of Innovation Ability of Landscape Art Curriculum**  
Jun Yao   Zinan Ye   Yingying Gao
- 47     **The Value Orientation of Teaching Reform in the Era of Smart Education**  
Xinyan Wang   Jiqing Zhang
- 53     **A Study of the Design of Emotional Points in Speech Drafts Writing**  
Siyi Wang   Xiaotian Ma

# Research on Blended Teaching Mode of Weaving Course

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## ARTICLE INFO

### Article history

Received: 16 March 2021

Revised: 23 March 2021

Accepted: 24 April 2021

Published Online: 30 April 2021

### Keywords:

Blended teaching mode

Informatization

Weaving

Textile engineering

## ABSTRACT

Through the reform of informatization teaching mode, the blended teaching mode combining “online teaching” learning and “offline teaching” in classroom teaching is very important for the construction of weaving science. Blended teaching mode gives full play to the classroom teaching function of the online network teaching platform, while increasing the learning function of offline students, and also provides a platform for offline teacher-student exchanges. Continuously improving the integration of the network teaching platform and the blended teaching system will be of great significance to the theoretical study of the weaving course, professional construction and the training of textile engineering professionals. It has important promotion value in the construction of weaving courses and the construction of other textile engineering courses.

## 1. Introduction

Weaving course is one of the core professional courses in textile engineering, and it is also one of the subjects for textile engineering students to take the postgraduate entrance examination. Although knitting majors have emerged with the development of the textile industry, the proportion of woven fabrics in fabrics still accounts for the main proportion. If you want to build a textile engineering major, the curriculum construction of weaving cannot be ignored. Because as the core course of the textile engineering major, it is the theoretical basis of other main courses such as “Textile Design” and “Textile Design”, and plays an important role in the whole course setting. As an engineering major, textile engineering needs to embody the combination of theory and practice. From the perspective of curriculum standards, learning through weaving courses: mainly cultivate students to have the

knowledge goal of a solid weaving process; cultivate students’ ability to apply what they have learned, integrate theory with practice, analyze and solve problems, as well as active learning and independent thinking. Weaving is a course that mainly introduces the technological process, working principle and equipment from yarn to woven fabric. It is a synthesis of textile professional knowledge and knowledge of mechanical principles, mechanics, and textile materials. The characteristics of this course are strong theoretical, abstract, comprehensive and engineering. Most of the theoretical introduction is related to the operation principle of actual production equipment and needs to be presented by means of video, animation, video and other means. The use of information technology and the integration of curriculum teaching has played a significant role in curriculum construction and talent training. Through informatization teaching reform, “online teaching” learning by means of informatization (mainly

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reflected in the use of online teaching platforms) is comparable to classroom teaching informatization “offline teaching” (mainly reflected in the application of information tools such as videos) The combined mixed teaching mode is of great significance to the construction of such a core engineering course as weaving. The research on the informatization reform of blended learning is a very comprehensive process. It is not only a manifestation of the construction of an online teaching platform, but also requires rethinking of teaching resources, teaching methods, teaching goals, teaching methods, and assessment methods. In addition, information-based teaching realizes teacher-student interaction through the internet, can also mobilize students’ initiative in learning, and strengthen the interaction between teachers and students.

## 2. Analysis of Research Status at Home and Abroad

### 2.1 Research Status Abroad

Internationally, research on blended learning has been conducted from the beginning of the 21st century. The focus of the research work is mainly on the theoretical basis of blended learning, the teaching mode of blended learning, blended learning content and elements, blended learning curriculum design, the influencing factors of blended learning. Blended learning has been successfully applied to corporate in training and distance education, and very significant results have been achieved. At present, the applied research of blended learning in foreign countries mainly focuses on two points: corporate training and the teaching of courses in colleges and universities.

### 2.2 Research State in China

Although domestic textile colleges have not clearly put forward the concept of weaving mixed teaching, many textile colleges have repeatedly mentioned the teaching reform of weaving courses with the help of network teaching platforms. Zhu Sukang (2006) proposed the use of electronic teaching plans, multimedia courseware, and course videos to prepare and review woven textbooks with the help of campus network. Students can deepen their understanding of relevant knowledge through a large number of multimedia teaching materials and video materials on the Internet<sup>[1]</sup>. Li Hong (2008) proposed reforming the curriculum system and teaching content, applying three-dimensional high-quality textbooks, adopting modern teaching methods and strengthening practical teaching reforms<sup>[2]</sup>. Liu Xiaoxia (2012) proposed that it was necessary to make full use of modern teaching meth-

ods, develop multimedia teaching courseware, and use modern teaching methods to display flowcharts and examples in major construction. Links, animations, example videos and other teaching materials can be inserted at any time during the lecture to facilitate students’ learning and improve learning efficiency<sup>[3]</sup>. They subsequently (2014) proposed to make full use of modern teaching methods, develop multimedia teaching courseware, actively adopt example teaching and heuristic teaching, and establish course websites and teaching files<sup>[4]</sup>. Wang Kun (2016) proposed to apply micro-classes to course teaching, using micro-teaching videos as the main carrier. Micro-classes means that teachers can focus on certain subject knowledge points (such as key points, difficulties, doubts, test points, etc.) or teaching. A new type of online video course designed and developed for contextualization and supporting multiple learning methods based on links (such as learning activities, themes, experiments, tasks, etc.). Zheng Yuansheng puts forward that micro-culture refers to a new cultural form and way of disseminating information or knowledge based on mobile internet technology, using WeChat, Weibo, micro-video, micro-movie and other channels. Wang Jiang (2017) proposed the application of computer-aided design (CAD) technology to construct a virtual environment teaching for the problems that are not conducive to the practical operation of undergraduates, such as numerous weaving equipment, complex mechanisms, difficult to understand, and large volume<sup>[5]</sup>. Textile scholars often use the videos in the online teaching platform for the display of teaching knowledge, the learning of teaching materials, and the improvement of teaching methods. However, in addition to the construction of teaching resources with the help of network multimedia, our school’s blended learning informatization teaching reform also focuses on the combination of online and offline learning, teacher-student interaction, online testing, etc., so that teachers’ teaching and students’ learning is more flexible. In addition, the teaching mode of blended learning exerts the spirit of students’ self-expression and teamwork at a large extent, which is more conducive to the improvement of students’ comprehensive quality. From the perspective of the construction of the textile engineering discipline, it is very necessary to carry out the blended teaching reform of weaving.<sup>[6-8]</sup>

## 3. Specific Research Content and Research Objectives

### 3.1 Specific Research Content

(1) Improve the construction of network teaching platform resources. In terms of teaching content: further sort



out and refine the teaching resources and teaching links of the course, so that students can understand the course structure and knowledge framework at a glance. Provide rich and practical online teaching resources to facilitate students' self-study. Through the construction of the network teaching platform, further improve the design of teaching plan and the design of teaching objectives. Teaching guidance: In order to ensure that the blended learning mode can be fully applied in the later teaching of the weaving course, it is necessary to revise the course syllabus, experimental syllabus, experimental guide book, assessment syllabus, teaching plan, and teaching plan.

(2) Improve the functional construction of the network teaching platform. It is reflected in completing students' online assessment, online interactive communication, publishing teaching information, publishing homework and completing online corrections, online Q&A, learning guidance and other teaching activities. Make the assessment method more detailed, and the student's performance evaluation is more reasonable.

(3) Improve the construction of mixed classroom teaching organization. Classroom group discussion, carry out teaching method reforms such as blended, flipped, inquiry, and group assistance.

(4) Improve the construction of practical teaching. Through the construction of micro-classes and other projects, students' understanding of practice will be enhanced, which is conducive to the weaving experiment in the practice of weaving.

(5) Use the Internet to improve students' pre-class learning, after-class learning, teaching reflection, questionnaires and teaching reflection activities.

### 3.2 Research Objectives

The research objectives of the reform of the mixed teaching model are mainly aimed at the characteristics of the weaving course, which are rich in content, theories, techniques, and mechanical principles, and focus on the close combination of theory and practice, and the abstraction of principles is difficult to master in a short time.

(1) Achieve the goal of enriching the teaching content in class (classroom teaching): Use modern teaching methods to display flowcharts and examples in subject construction, deepen students' understanding and understanding, and enable students to receive more information in a limited time. Through hyperlinks, teaching materials such as animations and example videos can be inserted at any time during lectures to ensure the integrity of the entire teaching courseware.

(2) To achieve the goal of facilitating students' off-class learning (network-assisted teaching): Through the display

of electronic resources (multimedia, video, animation) in the network teaching platform, students can learn through the network teaching platform in free time after class. Electronic resources can mobilize students' senses such as vision and hearing to participate in learning at the same time, enhance students' interest in learning, and improve the efficiency of learning.

(3) To achieve the goal of strengthening the combination of theoretical teaching and practical teaching (online teaching): As a theoretical course derived from production, weaving has the characteristics of being closely integrated with the production process and equipment operation. Students are accepting classroom theory after knowledge, it is difficult to connect with practice, and theoretical teaching is seriously out of touch with practice. To solve these problems, it is necessary to combine modern multimedia teaching methods, students combine the completion of the practical links set by the network, strengthen the experimental links, and realize the organic combination of theory and practice.

(4) Achieve the goal of improving the organizational form of classroom teaching—mixed teaching mode (classroom teaching): Actively adopt example teaching and heuristic teaching to allow students to participate in subject construction projects. Some examples in textile production and subject construction are used to link theory with practice and stimulate students' interest. The teacher-centered teaching model will be transformed into a student-centered teaching model, and teaching will be transformed from instillation to interactive and discussion, allowing students to actively participate in learning and discussion during the teaching process.

(5) Achieve enhanced teaching interaction between students and teachers, teaching testing, teaching evaluation and teaching reflection (network-assisted teaching). Mainly through students logging on to the network teaching platform after class, completing teaching assignments, teaching tests, asking teaching questions, completing teaching evaluation and other processes. Through the teaching activities under these classes, the limited classroom teaching has been supplemented.

### 4. Conclusion

The blended teaching program is oriented to the application of the weaving course of all textile engineering majors. It emphasizes the practicality of the course on the basis of ensuring the basic and professional nature of the course. The hybrid teaching gives full play to the classroom teaching function of the online network teaching platform, and at the same time develops a hybrid teaching model. At the same time, it increases the learning function

of offline students, and also provides a platform for offline teacher-student exchanges. Committed to cultivating comprehensive quality textile professional compound talents with both solid theoretical knowledge of textiles, professional information close to the forefront of the times, and strong hands-on ability. Continuously improving the integration of the network teaching platform and the blended teaching system will be of great significance to the theoretical study of the weaving course, professional construction and the training of textile engineering professionals. It has important promotion value in the construction of weaving courses and the construction of other textile engineering courses.

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# Developments of Professional Learning Communities and Challenges for Principals in Chinese Urban Middle Schools

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## ARTICLE INFO

### Article history

Received: 25 March 2021

Revised: 2 April 2021

Accepted: 24 April 2021

Published Online: 30 April 2021

### Keywords:

Professional learning communities

Educational leadership and management

Chinese middle schools

## ABSTRACT

Professional learning communities (PLCs) have seen a rapid spread all around the world over the past 30 years. Since then it has been proved that they can improve teaching quality and thereby the achievement of students, and so PLCs have attracted increasing attention especially from education systems. In China, PLCs have been developed vigorously within schools since the implementation of the 'New Curriculum Reform' in 2000. However, the west has paid scant attention to and were not familiar with them since most research in this field in China was published in Chinese. Furthermore, PLCs are influenced by contextual and cultural factors, and therefore PLCs in Chinese education systems are different from those in Anglo-American settings due to long-standing cultural differences, which require consideration. Therefore, this research will investigate the PLCs in China that may be of interest. Many recent studies have shown that, although PLCs have made significant progress in Chinese urban middle schools through the enthusiastic efforts of educators and scholars, there are still several barriers. The primary purpose of this research is to review the development of PLCs and additionally to analyse the challenges faced by the principals.

## 1. Introduction

This research will focus on the PLCs in Chinese urban middle schools, and there are two reasons. Firstly, PLCs play a vital role in Chinese middle schools. According to the article 17 in chapter two of the Education Law of the People's Republic of China<sup>[7]</sup>, China's education system

includes pre-school, elementary, secondary and higher education. However, only elementary (six years for primary schools) and secondary education (three years for middle schools) are included in compulsory education. In other words, "all children who have reached the age of six shall enrol in school and receive compulsory education" until they graduate from middle schools after taking the

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*Zhongkao* (Senior High School Entrance Examination)<sup>[8]</sup>. Surprisingly, high schools are not covered by compulsory education, which means that high schools select students based on their *Zhongkao scores*, instead of being open to all. Thus, the result of *Zhongkao* is crucial for students. Previous research has established that PLCs have a positive and significant influence on enhancing student academic achievement<sup>[9]</sup>. Taken together, that is why I choose Chinese middle schools as the context. The second reason is my personal experience. I have been living and studying in Nanjing (one of the provincial capitals in China) for 23 years and therefore, I have a better understanding of the educational contexts in urban areas compared to rural ones, and that is why I prefer to focus on urban areas.

The three main search engines used in this research are Google Scholar, NUsearch and NKI (China National Knowledge Infrastructure). ‘professional communities’, ‘learning communities’ and ‘teacher communities’ were chosen as keywords because of the ambiguous terminology of PLCs<sup>[4]</sup>, added with ‘middle school’ and ‘principal’. Additionally, ‘China’, as a qualifier, was used to restrict the literature to that published in China when I used the CNKI. Based on these search parameters, 9,569 results were found on NUsearch, while 289,000 in Google Scholar. Given the immensity of the literature, I only selected those conducted in the last 20 years (2000-2020). To increase reliability, I used ‘peer-reviewed journals’ as one of the inclusion criteria on NUsearch. Meanwhile, to ensure appropriateness, I selected ‘Education’ as another criterion on NUsearch and added ‘intitle’ before the keywords in Google Scholar. After being processed, the result reduced to 5,237 and 17,300 respectively in NUsearch and Google Scholar. At the same time, 2,580 results were available since 2000 after entering the same keywords in Chinese in CNKI, with 1,540 in the field of secondary education and 513 in the educational leadership and management. Besides, it can be found that the number of the literature is continuously on the rise and this finding holds for all three engines. This filtered literature, as the initial pool, was the main source of this research. It should be noted that, due to the particularity of the content, some of the literature in following part on the origin of PLCs, was from before 2000.

The overall structure of this research takes the form of four parts, and the remaining part of it proceeds as follows: literature review, application, and conclusion. The literature review first gives a thematic overview of PLCs, including the definition, characteristics, origin, developments and challenges for principals, mainly from an international perspective. The research on the definition,

characteristics and origins is conducted in a more macro way, while analysis on developments and challenges is conducted in the context of international middle schools. Then, the analysis in the application is from the perspective of China. In this part, the same themes are used to explore the PLCs in the Chinese context, but the research object of developments and challenges is narrowed down to the PLCs in Chinese urban middle schools. The summary and comparison are in conclusion, along with the evaluation.

## 2. Literature Review

### 2.1 The Concept of Professional Learning Communities

The foundation of PLCs has been built since the early 1990s<sup>[1]</sup>, and there are various definitions of PLCs within academia<sup>[10]</sup>. However, not all of these definitions can be applied to this essay because PLCs seem to have different meanings in different communities<sup>[11]</sup>. Scholars have tended to regard “PLCs as an umbrella concept covering many representations of communities”<sup>[4]</sup>, either in society or schools, like communities of practice, learning communities and cross-schools staff networks<sup>[12]</sup>. This research only focuses on PLCs within school contexts. Therefore, PLCs is defined as:

*“inclusive and mutually supportive group of (professionals) with a collaborative, reflective and growth-oriented approach towards investigating and learning more about their practice in order to improve all students’ learning.”*<sup>[13]</sup>

The within school PLCs can help teachers to remove learning barriers and generate new knowledge<sup>[14]</sup> by providing regular, ongoing opportunities for teachers to discuss teaching issues in their daily practice and share professional expertise critically<sup>[4]</sup>.

Despite the definitional issues, there are five common key characteristics of PLCs summarised by many scholars: shared values and vision; collective learning and application; reflective professional inquiry; and shared and supportive leadership<sup>[15]</sup>. Additionally, they also highlighted supportive conditions which include structural conditions, like time and resources<sup>[16]</sup> and cultural ones, including mutual trust and inclusive membership<sup>[11]</sup>. Newmann et al.<sup>[9]</sup> described these characteristics within schools as follows. Firstly, shared values and norms are built to “concern the student learning ability, school priorities, and the appropriate role of teachers, administrators, and parents.” Secondly, collective learning and application has two meanings: PLCs in schools centre on collaborative learning which is different from traditional

learning. Furthermore, teachers not only gain professional knowledge and improve teaching quality together, but also put them into practice to enhance students' academic achievements<sup>[17]</sup>. The third characteristic can be interpreted as the reflective dialogue among teachers about curriculum, instruction, and student improvement. Supportive and shared leadership from principals can make PLCs flourish by offering professional training to teachers and letting them participate in decision-making<sup>[18]</sup>. Almost all activities in PLCs can be reinforced by supportive conditions such as mutual trust and respect<sup>[6]</sup>. Based on this, some analysts<sup>[19]</sup> concluded that shared values, collective learning and application, and reflective professional inquiry could be operationalised at the individual teacher level, while shared leadership and supportive conditions are regarded as being at the organisational level since they indicate how school organisations support teachers' collaborative.

## 2.2 The Origin of Professional Learning Communities

Based on the analysis of many published studies, the formation of PLCs in schools was stimulated by many reasons<sup>[20]</sup>. These reasons will be analysed starting with external factors (macro) and moving on to the internal (micro) level.

Many external factors influence the formation of PLCs within schools. Peter Senge first proposed the concept of 'learning organisations' in his book *The Fifth Discipline*. According to him, learning organisations serve to help people learn together and increase organisational capacity and creativity. Over the next year or so, this concept caught the attention of educators and was gradually introduced into the educational environment<sup>[20]</sup>. Meanwhile, educators were also inspired by the organisational learning culture in business which can help managers and staff to meet customer needs by nurturing individuals and supporting collaborations. With further development, organisational learning caught fire in the educational world<sup>[20]</sup> and as educational researchers further explored it in literature, the term changed to the 'learning communities'<sup>[21]</sup>. In addition, the formation of PLCs in schools was also affected by national reform policies<sup>[22]</sup>. Over the past 20 years, reformers have turned their critical attention to teachers' professional learning<sup>[9]</sup>, for they believed that the quality of students' educational experience depends largely on the quality of teachers. To enhance the quality of teachers, national reform agendas required teachers to rethink their practice in terms of the need for ongoing professional learning. In other words, teachers should "develop dual capacities of both teaching and learning and

builds new visions of what, when, and how they should learn collaboratively and use knowledge"<sup>[9]</sup>. This illustrates the origin of the 'learning communities' and 'professional learning' in school-based PLCs.

There also exist internal reasons for the formation of PLCs. As Hammond and McLaughlin<sup>[22]</sup> found, previous school improvements were based on the textbooks and curriculums that were selected by educators. However, these previous improvements can only have a short-term effect because of the lack of broad participation of teachers. To reverse this situation and nurture teachers' willingness to engage, PLCs came into existence as a new and valued strategy. Teachers in PLCs had to participate in collegial and professional activities to enhance student learning<sup>[23]</sup>. With greater autonomy and supportive feeling, they also had more enthusiasm and efficacy than before. With the support and promotion of many scholars<sup>[24]</sup>, PLCs were gradually established in schools. Currently, PLCs have been identified as a common code of practice among teachers to meet students' needs across the globe<sup>[25]</sup>.

## 2.3 Developments of Professional Learning Communities

PLCs, as a powerful vehicle to achieve desired student outcomes, is endorsed by many scholars<sup>[26]</sup>. According to them, successful PLCs in middle schools have the capacity to boost student learning by improving teaching and instructional practice. It is, therefore, possible to hypothesise that well-developed PLCs have a positive influence on both teaching practice and student learning. This assumption was indeed confirmed by Vescio et al.<sup>[9]</sup>, who analysed the impact of PLCs on teaching practices and student learning.

In terms of teaching practice, it can be concluded that the positive impacts of successful PLCs can be demonstrated in three ways, based on the multi-site study from Louis and Marks<sup>[27]</sup>. The first one is being more student centric. The data from a two-year comparative study commissioned by the Annenberg Institute<sup>[28]</sup> indicated that when teachers participate in professional groups with critical friends, their teaching practice will focus on students, their needs and interests, and try to meet them. The second one is having more effective teaching approaches and strategies. Hollins et al.<sup>[29]</sup> studied teachers to see how they taught African American students with poor grades successfully. They found that when teachers work together through professional learning meetings which focus on students, they could design better teaching approaches and strategies for students more quickly. For example, in this study, they created a new writing process approach to teach language arts instruction, including letter writing

and a poetry project. During this process, to help students understand and make new words, teachers adopted strategies like ‘visualisation techniques’ as well as flash cards. The third positive impact of successful PLCs is innovation. Little <sup>[14]</sup> asserted that sharing wisdom and knowledge gleaned from daily experience can also help teachers to instigate and promote new behaviours in classrooms, which can further lead to significant systemic changes <sup>[30]</sup>. In addition, for teachers, successful PLCs can improve their efficacy and effectiveness <sup>[14]</sup>, job satisfaction, morale and commitment, which contribute to reduced rates of absenteeism and turnover <sup>[31]</sup>. Meanwhile, PLCs can also help teachers to pay more attention to lifelong and continuous learning <sup>[6]</sup>.

Harris and Jones <sup>[14]</sup> reinforced that PLCs can benefit learners, and this viewpoint has been confirmed by Phillips <sup>[32]</sup>. Phillips observed and recorded underachieving students in a middle school for three years. In that middle school, teachers set up PLCs to improve student academic performance through joint efforts. As a result, students’ scores improved dramatically. In the national standardised tests, the passing rate on subject areas has almost doubled, and this phenomenon can also be seen in other middle schools with successful PLCs <sup>[33]</sup>. Supovitz and Christman et al. <sup>[34]</sup> further found that student performance changed with the strength of school PLCs. After adjusting for the grade level and student background, Louis and Marks <sup>[27]</sup>, added that “student achievement was significantly higher in schools with the strongest PLCs [and] this effect was so strong that the strength of the PLC accounted for 85% of the variance in achievement.” What should be noted is that these improvements are achieved only through successful PLCs, that is, “teachers collaborate closely and focus on the ‘real work’ of improving learning and teaching” <sup>[14]</sup>, rather than “those shallow or empty communities where teachers worked together but did not engage in structured work that was highly focused around student learning” <sup>[9]</sup>. At present, although there are limited published studies that explore the impact of PLCs on teaching practice and student learning in middle schools, according to the available literature, we can still confirm these positive impacts. Moreover, our interpretation of these studies can lead us to future research and call for more studies.

## 2.4 Challenges for Principals

Although school-based PLCs can bring many benefits, it is not easy to create and sustain them. In reality, building and maintaining of PLCs can be hampered in many ways, including personal factors, like personal family issues and personal, professional development structures; school factors, including the guidance provided by prin-

cipals; and social factors, including social status <sup>[35]</sup>. This section will focus on principals and the PLC challenges they face in middle schools.

### 2.4.1 The Role of Principals in Professional Learning Communities in Middle Schools

Various studies have assessed the importance of principals and, according to them, principals play a fundamental role in building and maintaining PLCs in middle schools <sup>[14]</sup> <sup>[36]</sup>, and their support is one of the most critical resources, even though their roles may change as they share leadership responsibilities. Prestine <sup>[36]</sup> concluded their support role was as follows: As the agent of change <sup>[21]</sup>, principals can build both school culture and context for PLCs to work <sup>[14]</sup>. Several scholars have argued that it is the school culture that has the most effect on PLCs <sup>[37]</sup>. This suggests that heads can create a school culture that is conducive to learning at all levels, including students and teachers <sup>[2]</sup>. According to Louis and Kruse <sup>[36]</sup>, student learning is the abiding focus of PLCs. Meanwhile, in the Turning Points 2000, Davis and Jackson <sup>[38]</sup> highlighted that it is principals who play the most significant role in enhancing and maintaining student achievement in middle schools. As the lead learners and managers of the learning process <sup>[21]</sup>, principals can improve students’ academic performance indirectly by developing teachers so that they can meet the needs of students and overcome educational challenges in middle schools <sup>[39]</sup>. When it comes to developing teachers, Leithwood and Jantzi <sup>[40]</sup> pointed out that principals can support middle school conditions to facilitate the organisational learning process. Therefore, as leaders and managers of schools, principals have the job of creating collaborative communities, so that teachers can learn continuously in it <sup>[21]</sup>. At the same time, principals also have a supervisory role. Based on Bryk, Camburn, and Louis <sup>[41]</sup>, the supervision of principals can positively influence PLCs in middle schools and further enhance the organisational learning capacity of teachers. It is also the principals’ responsibility to establish an open context of high professional respect and trust to support collective responsibility and collaboration among teachers <sup>[35]</sup>. In this kind of work setting, teachers can change practice and innovate safely <sup>[14]</sup>.

The leadership of principals is also a pivotal element <sup>[43]</sup>. According to Harris and Jones <sup>[14]</sup>, PLCs require specific forms of leadership to be successful and tenable and principals can provide shared leadership as a support <sup>[42]</sup>. This can provide teachers with common goals and values that focus on improving student achievement <sup>[43]</sup>. By building a learning school culture, PLCs underline the development of teacher knowledge and practice via sharing and joint



inquiry, which requires middle school principals to lead teachers in focused and disciplined collaboration<sup>[43]</sup>. In this process, principals need to give up their omnicompetence and devolve power to share their leadership and encourage teachers to learn together and participate in decision making<sup>[36]</sup>. In middle schools, “the opportunities for releasing interdependent learning capacity within schools and across the system is maximized”<sup>[10]</sup>. In terms of creating a quality context, sharing leadership with teachers can ensure the decentralisation of power, so that “teachers will be highly motivated to do the work needed to ensure all students meet school assessment expectations”<sup>[43]</sup>. However, the lack of sharing leadership can cause a ‘toxic culture’<sup>[44]</sup>, which “promote teacher isolation, decreased staff morale and decreased job satisfaction”<sup>[43]</sup>.

## 2.4.2 Challenges

The role of principals, especially the supportive role, has been described above. However, in practice principals still encounter various challenges. The first challenge comes from the school culture. According to the above, it has been already known that one of the roles of principals is to establish a school culture and context suitable for PLCs. However, there is a dominant culture in almost all middle schools that either supports or weakens innovation and change. New initiatives can be resisted when the culture does not support them<sup>[14]</sup>. To alleviate this, principals should not only give corresponding support and champion from the top to establish the centrality of PLCs in the school, but to drive structural conditions for change and school improvement<sup>[45]</sup>. Otherwise, even if the related buildings of PLCs can overcome the initial resistance, they will still have little influence or lose momentum without further development. In the end, staff may lose faith in this way of working<sup>[14]</sup>. The second challenge comes from teachers. In some schools, PLCs meet with resistance from those teachers who have their own beliefs and models about teaching and learning<sup>[36]</sup>. When they are not familiar with PLCs, they may feel suspicious and will not support it. Without the support of teachers, PLCs are difficult to set up<sup>[14]</sup>. Another challenge for principals in establishing PLCs is time constraints. Joint work takes time. Some teachers think that they already have too much work and there is no time for participating in PLCs. Meanwhile, others suppose that it is difficult to find the same time to engage in PLCs due to the different schedules. Without enough and fixed time, it can be hard to gather teachers together<sup>[36]</sup>.

The final challenge for principals is to change traditional thinking and leadership. From the traditional perspective, “principal is viewed as all-wise and all-competent by

the staff on the lower rungs of the power-structure ladder (and this kind of) omnicompetence (has been) internalized by principals and reinforced by others in the school “<sup>[46]</sup>. Therefore, principals often consider themselves as the authority and have no need for professional development or have difficulty admitting the potential benefit of staff ideas that emanate from staff. In the long run, staff will not challenge principals even if they have different opinions. Thus, Kleine-Kracht<sup>[47]</sup> proposed that principals should get rid of hierarchy and change into a learner. Moreover, in terms of leadership, although the role of the principal is essential to the success of the school, the traditional way of ‘one principal control’ is out of date in the current society<sup>[48]</sup>. As mentioned before, to make more contributions, principals should distribute leadership across many units and actors<sup>[49]</sup>. During this process, what principals should be spending their energy on is thinking about how to allocate leadership wisely, such as, how much leadership to allocate to whom and whether the allocation is reciprocal. For example, principals need to develop the ability to recognise the right strengths of people and use them in the right places<sup>[48]</sup>.

## 3. Application

### 3.1 Professional Learning Communities in the Chinese Context

Although most existing research on PLCs has been done in western settings<sup>[6]</sup>, PLC is not a new thing in Chinese schools, where teacher collaboration already has a long history<sup>[50]</sup>. According to different scholars, in China, as an ‘umbrella concept’, PLCs compose different communities with different roles and meanings. For example, Qiao et al.’s extensive literature review<sup>[4]</sup> summarised that PLCs in China come in three forms: informal learning groups, networked learning groups and teaching research groups (TRGs). Among them, informal learning groups are organised spontaneously by groups of teachers who are from different disciplines but with the same interests<sup>[51]</sup>. They crossed the boundaries of organisations and formed groups to support each other and develop initiatives<sup>[52]</sup>. Networked groups, as trans-school PLCs, are used to connect teachers from different schools and regions with internet tools or teacher-training programmes<sup>[53]</sup> to share teaching materials and new ideas<sup>[54]</sup>. The most widespread form of PLCs in China is TRGs (*jiaoyanzu*)<sup>[55]</sup>, and these have the most similarities with PLCs in western contexts<sup>[56]</sup>. Teachers are required to do collective work, like joint class planning and collective class observations

in TRGs. However, PLCs within Chinese schools can be built in three ways: Teaching Research Groups, Lesson Preparation Groups (LPGs, *beikezu*), and Grade Groups (GGs, *nianjizu*). LPGs are teaching collaborative groups in which teachers carry out lesson preparation and study classroom teaching. Teachers in LPGs are from the same subject in the same grade in a school, while in TRGs they are from the same subject in a school, and “that is to say, each TRG is composed of various LPGs at different grade levels”<sup>[57]</sup>. As the basic unit of school activity and grass-roots management organisation, GGs are made up of teachers from different subjects in the same grade in a school and are responsible for teaching and management<sup>[58]</sup>. These forms of PLCs are pervasively rooted in the whole specific education system of Chinese schools, aiming to enhance students’ holistic development<sup>[55]</sup>. It should be stressed here that, unlike PLCs in the west, such PLCs in China only include teachers instead of all professional staff<sup>[59]</sup>.

### 3.2 The Origin and Characteristics of Professional Learning Communities in Chinese Schools

Unlike PLC in western settings, PLC in Chinese schools is an administrative mandate for teachers<sup>[57]</sup>. Which means that, as contrived communities<sup>[50]</sup>, PLCs are characterised by compulsion instead of spontaneity<sup>[60]</sup>. Back in the 1950s, teachers were grouped in a top-down way<sup>[61]</sup> and were authorised to conduct joint lesson planning and teaching inquiry. Later, the new curriculum reform emphasised the change from teacher-centered teaching mode to student-oriented learning to help students integrate their learning into their culture and life<sup>[50]</sup>. Therefore, schools set up PLCs to meet this requirement of the Chinese Ministry of Education<sup>[61]</sup>. Over the development of more than half a century, collaborative practice in PLCs have has institutionalised and deeply involved in the daily work of teachers<sup>[57]</sup>.

Cultural and educational background is significant to PLC practice<sup>[15]</sup>. PLCs in China are formed and developed in “specific historical, institutional, and cultural contexts”<sup>[19]</sup>. Therefore, in the research of PLCs in China, it is necessary to consider the Chinese specific social system and cultural background. There is a consensus among researchers<sup>[41]</sup> that the characteristics of PLCs in Chinese schools can be concluded as “collaborative learning, professional competency, facilitative leadership, structural support, and organisational barriers”<sup>[19]</sup>. The characteristics of PLCs analysed in the literature above and those of in China are compared in Table 1.

**Table 1.** Comparison of characteristics of PLCs

Characteristics	Hypothetical framework in literature	PLCs in China
Individual level	Shared values and vision Collective learning and application Reflective professional inquiry	Collaborative learning Professional competence
Organisational level	Shared and supportive leadership Supportive conditions <sup>[15]</sup>	Facilitative leadership Structural support Cultural barriers <sup>[19]</sup>

As illustrated in Table 1, there are some distinctive features of PLCs in Chinese schools. Through this comparison it can be seen that collective learning, application and reflective professional inquiry from literature are combined into collaborative learning in China. The shared vision disappeared, and new professional competence has emerged. The subscale of support conditions is divided into structural support and cultural barriers. Among them, the emergence of collaborative learning and professional competency is due to the collectivism in China. In the west, individualistic cultures and teacher isolation are the barriers for developing collaborative professional learning<sup>[62]</sup>. Unlike the West, Chinese culture emphasises collectivism and Chinese teachers like to practice and learn together. Professional development activities have also been institutionalised into teachers’ daily practice<sup>[50]</sup>. In teachers’ view, cooperation is a crucial opportunity to achieve professional competence development<sup>[63]</sup>. Structural support is the product of the school education system in China, especially the Teaching Research System. According to the Ministry of Education, principals must fully support PLCs in schools, giving strong structural support and physical resources, like time and space<sup>[64]</sup>. Finally, the establishment and maintenance of PLCs in China is hindered by its unique culture and values and this kind of cultural barrier is evident in schools<sup>[65]</sup>. Firstly, Chinese traditional Confucian philosophy emphasises the harmonious relationship and respect for authority, so people attach great importance to harmonious interpersonal relationships in social activities<sup>[66]</sup>. In terms of PLCs within schools, teachers try to maintain a harmonious relationship with their colleagues and principals to avoid conflicts<sup>[67]</sup>. This may lead the PLC being only a superficial collaboration without in-depth and meaningful discussion, and teachers will not put forward different ideas or shortcomings of other teachers<sup>[50]</sup>. “The obedience to administrative requirements may also result in a shallow adoption of reform policies”<sup>[68]</sup>. In addition, teachers in the west seek to embrace different perspectives<sup>[62]</sup>. Whereas Chinese teachers in PLCs tend to copy the ex-



perience of others. They try to find and identify the ‘best’ teaching practices and reproduce them in their classroom practices<sup>[4]</sup>. Overall, PLCs in Chinese schools not only have the characteristics described in most western literature but also has some unique ones.

### 3.3 Developments of Professional Learning Communities

As above, 2,580 Chinese articles were obtained as the initial pool. In the following sections, these native articles will be included and excluded. Firstly, in order to ensure the quality of references, I only researched the database of excellent master and doctoral dissertations. Then, together with ‘urban’ as a keyword, I got 20 related sources. In the second screening I excluded articles that were conceptual or that did not site PLCs in specific environments. Articles based on flawed experiments were also excluded at this point. The final six sources were then selected. The following analysis is based on these six sources. The schools studied in these sources come from several cities across China, including 16 middle schools in Shanghai, 10 in Xinjiang, one each in Nanjing and Wuxi, and some represented by letters. Also, the level of these schools varies from the top middle schools in China to the bottom. To reduce the differences caused by different contexts, I picked those developments and challenges that occur most frequently.

Through comparison and analysis, the benefits of successful PLCs showed in these sources are largely the same. For students, the ultimate purpose of PLCs is to improve their academic performance. Therefore, it is obvious that successful PLCs can help students improve their learning<sup>[69]</sup>. For teachers, there are three benefits. First, PLCs can establish common visions which can stimulate their sense of belonging and make them more energetic<sup>[70]</sup>. Secondly, PLCs can improve teachers’ learning ability which includes the ability to cooperate in learning and solve complex problems, for the overall learning ability of teachers must be higher than the sum of individual learning ability. Moreover, inspired by cooperative learning and innovative spirit, teachers can easily overcome their inherent thinking patterns and cognitive patterns and can generate transcendent learning motivation in mutual communication<sup>[70]</sup>. Finally, PLCs can also enable teachers to think and respond systematically. In the process of systematic thinking, teachers are encouraged to set up a holistic way of thinking, consider the overall situation in their actions, and eliminate differences<sup>[58]</sup>. Overall, the benefits of successful PLCs in Chinese urban middle schools are also mainly reflected in the students and teachers and can further promote the level of schools.

### 3.4 Challenge for Principals

I have identified seven common challenges faced by principals in establishing or maintaining PLCs in Chinese urban middle schools. According to article 4 of the Professional Standards for Principals of Compulsory Schools<sup>[71]</sup>, principals are considered as the first person in charge of PLCs, so the first challenge for principals is how to choose the right content and form of PLCs<sup>[72][69][73][74]</sup>. In many urban middle schools, the content of activities in PLCs is ultimately decided by principals. If they carry out these activities blindly, regardless of the actual situation of schools and the needs of teachers, like the actual difficulties in the teaching process. Then PLC activities will lack pertinence and purpose, resulting in low efficiency<sup>[73]</sup>. In addition, if principals only use a single form of activities, such as group cooperation, teachers will lose enthusiasm<sup>[74]</sup>. Four articles present this challenge, so it is a relatively common one. The second challenge, which appears in three sources, is how to make intelligent systems<sup>[58][73][69]</sup>. Reasonable systems include proper evaluation, time, and resource allocation. Firstly, the quality of PLCs activities should be assessed by whether it promotes students’ performance. If principals’ evaluation of teachers is based solely on their research level or the number of their published papers, then the activities of PLCs will not achieve their original purpose<sup>[73]</sup>. Additionally, teachers in urban middle schools are under high pressure and have limited free time. Therefore, if there is no reasonable time arrangement it will be difficult for teachers to participate in PLCs activities in accordance with the plan<sup>[58]</sup>. Finally, in some schools, the distribution of resources will be unequal within PLCs. For example, senior teachers may have better programs and sponsorship than novice ones. This kind of inequality will cause novice teachers to lose enthusiasm to participate<sup>[69]</sup>. The third common challenge is the requirement of principals to keep up to date with professional knowledge and quality improvement<sup>[72][69][70][58]</sup>. This challenge also emerges four times. In China, principals play the charge role. However, due to the complexity of school management or their inability to realise deficiencies, their professional knowledge, understanding of the new curriculum and subject leadership may not keep up with the pace of teaching reform. This can lead to PLCs activities cannot be given reasonable guidance or evaluation by principals, and even lead to the loss of talent.

All the above are challenges that were found often in the sources, but this does not mean that the challenges found less frequently can be ignored. The less frequent challenges are as follows: Firstly, the proper distribution

of leadership responsibility<sup>[72]</sup><sup>[70]</sup>. In China, most urban middle school principals insist on paternalistic leadership, leading teachers have less power to participate in decision-making or are easily not trusted. Therefore, their enthusiasm for PLCs is significantly reduced. On the contrary, if given too much power, PLCs may become an independent kingdom in urban middle schools. Another challenge is the reconciliation of contradictions among groups in PLCs, like TRG, LPGs and GGs<sup>[70]</sup><sup>[69]</sup>. These are not opposing groups, but due to the intersection of participants, they can easily have contradictions and conflicts in time and content arrangement, leading to toxic competition and information gaps. In the long run, it will lead to low efficiency. In addition to reconciling conflicts among groups, principals also face the challenge of bridging gaps within groups<sup>[58]</sup>. Although the policy for PLCs in middle schools is strict and cannot be changed at will, there is some flexibility in the management of PLCs by principals to make adjustments according to the context. For example, within the group, the teachers could be regrouped according to their length of service and age. These challenges occur once or twice in sources. Due to the unique cultural background, principals also need to face the challenge caused by the culture which has mentioned above. But this kind of challenges is tough to overcome.

#### 4. Conclusion

This research aimed to explore PLCs' developments, and challenges faced by the principals in Chinese urban middle schools. To some extent, this research used narrative synthesis that relies primarily on the use of selected literature. Firstly, it introduced the theoretical knowledge of PLCs in schools from an international point, including PLCs' definition, characteristics and origin, and then analysed its developments, and challenges for principals in international middle schools. The developments can be reflected in the improvement of teachers and students, while principals face challenges from school culture, teachers, and traditional thinking and leadership. In the second part, the same themes were used to explore PLCs in Chinese schools. Developments of PLCs and seven challenges for principals were collected in a specific context of the Chinese urban middle schools.

Through comparison, it can be found that PLCs are thriving both in the international and Chinese educational contexts, with abundant and rising literature. However, it is worth noting that the concept of PLCs originated from the west, so it is difficult to find an exact counterpart in China<sup>[69]</sup>. Most literature considers that PLCs in China is an 'umbrella concept' which includes GGs, LPGs and TRGs<sup>[74]</sup>, and TRGs is the closest to PLCs in the western

context<sup>[56]</sup>. PLCs in China are mandatory and only include teachers<sup>[59]</sup>. Due to the unique culture of China, PLCs in Chinese schools have their characteristics<sup>[41]</sup>. For example, collectivist culture provides beneficial conditions for intensive teacher collaboration<sup>[50]</sup>. But Confucian Makes teachers prefer harmony and try to avoid disputes, which lead to shallow adoption and superficial collaboration<sup>[68]</sup>.

In general, the developments of successful PLCs can be observed in both international and Chinese middle schools in terms of students and teachers. For students, it is mainly the improvement of academic performance<sup>[75]</sup>, and for teachers, it is the improvement of teaching practice and personal ability<sup>[70]</sup>. However, according to my analysis, it seems that the improvement of teaching ability is more evident in western schools, while the improvement of Chinese teachers is more reflected in their personal abilities. The challenges for principals in Chinese and western schools are similar in that they both face the challenges of proper allocation of leadership, teacher resources and time, and professional development<sup>[72]</sup>. However, as the first person in PLCs, principals in Chinese urban middle schools also need to design reasonable forms and contents for PLCs<sup>[69]</sup> and adjust contradictions between and within groups to ensure the operation of PLCs in middle schools<sup>[58]</sup>.

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# Genre-Based Approach in Business Translation Teaching

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## ARTICLE INFO

### *Article history*

Received: 10 April 2021

Revised: 17 April 2021

Accepted: 24 April 2021

Published Online: 30 April 2021

### *Keywords:*

Genre

Genre-based teaching approach

Business English reading

Move

## ABSTRACT

Genre-based teaching approach is a pedagogy based on genre and genre analysis theory. Based on this teaching approach, the paper puts forward a three-stage model appropriate for the teaching of business English reading. It develops teaching activities focusing on the schematic structure of a discourse. Its purpose is to make students know that the discourses with different genres have different communicative purposes and discourse structures. Through a theoretical analysis and empirical study of the model, it is concluded that genre-based teaching approach can effectively help students improve their ability of business English reading comprehension.

## 1. Introduction

In recent years, with the reform and opening up and the continuous development of economic globalization, China's foreign trade activities have become more and more frequent, and the demand for business English talents in society has become greater and greater. In response to this demand, China's major universities have opened business English reading courses, but, at present, China's business English reading teaching is influenced by the traditional English grammar translation teaching. In order to help students understand, teachers often translate the reading materials word by word and sentence by sentence. Over time, teachers pay too much attention to the explanation of low-level language structures such as words and grammar, but neglect to guide students to understand the reading materials from the perspective of the overall discourse. In the classroom, students are only passive recipients, and some even think that learning business English reading is

all about memorizing some professional vocabulary, translating and analyzing long and difficult sentences, while completely ignoring the importance of business knowledge and discourse structure for reading comprehension. This kind of traditional business English reading teaching does not help students to analyse the macro structure of business discourse, ignoring the social function and communicative purpose of the discourse, and it does not enable students to understand the essence of reading comprehension and to read at a deeper level. Therefore, this traditional reading teaching method does not help students to improve their business English reading skills. The genre-based approach systematically explores the relationship between linguistic and contextual elements, as well as the meanings and communicative functions they express, and enables students to understand the discourse characteristics and communicative functions of different genres of business English texts through the analysis of

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examples. This paper examines whether the genre-based three-part business English reading teaching model can effectively improve students' business English reading skills through qualitative and quantitative research methods.

## 2. Overview of Research on Genre-Based Pedagogy

The genre-based approach was developed in the 1980s and is a teaching method based on genre<sup>[1]</sup>. It consciously applies genre and genre analysis theories to classroom teaching and carries out teaching activities around the schematic structure of discourse. Its fundamental aims are: 1) to guide students to master the different communicative purposes and discourse structures of discourse belonging to different genres; 2) to make students realize that discourse is not only a linguistic construction but also a social construction of meaning; 3) to guide students to master the schematic structure of discourse, 4) to help students to understand the construction process of discourse and to comprehend and write discourse in a particular genre. In teaching practice, there are three main schools of thought on genre teaching<sup>[3]</sup>.

### 2.1 The Genre Approach of the English for Specific Purposes (ESP) School

Researchers in the English for Special Purposes (ESP) school focus on the teaching of English to non-English speakers, hoping that the genre approach will help learners of English as a foreign language to grasp the functions of the language in their respective domains and the statutes of the discourse. The representative figure of this school, swales<sup>[5]</sup> describes the structural patterns of genre through step-by-step and step-by-step analysis.

### 2.2 The New Rhetorical School of Genre Pedagogy

The researchers of this school are mainly a group of scholars who are engaged in the study of rhetorical composition and the teaching of professional writing in North America. They are concerned with high levels of native language education and hope that genre pedagogy will help college students and newcomers to a profession understand the social functions of a particular genre and the contexts in which it is used. Rather than focusing on the structural form of genres, the new rhetorical school focuses on the social context in which genres are formed, and on the social actions and purposes that can be performed by the discourse.

### 2.3 The Australian School of Genre Pedagogy

This school is concerned with language teaching in

primary, secondary and adult education. As early as the late 1980s, they created the Cultural Education Research Network with the aim of introducing a writing pedagogy in primary and secondary schools that would help students to acquire writing skills in the various genres required by the program. Under this genre-based approach, teachers introduce students to genres that they will encounter in their future lives and improve their writing skills through genre analysis.

In summary, these three schools of genre-based pedagogy each have their own focus in terms of teaching objectives, and their teaching frameworks and pedagogical steps differ. Their definitions of genre are essentially the same, and they are able to agree on the following points: 1) Communicative purpose is the core of genre. It determines the existence of genre, forms the 'schematic structure' of the discourse, and influences its content and style<sup>[2]</sup>. 2) Genre is conventional in nature. It is a programmed tool for social interaction that is shared by language users and whose basic principles cannot be changed at will. 3) the conventional nature of genre does not mean that genre is static. Due to cultural factors and discourse variables, there are still some differences between discourses belonging to the same genre, and people can be creative without destroying the basic structure of the genre (Ju Yumei, 2014:86).

In China, scholars such as Qin Xiubai<sup>[8]</sup> introduced genre theory in the late 1990s, and then genre theory has attracted a great deal of attention from scholars in China. In the past ten years or so, scholars in China have made great progress in their research on genre theory, whether in terms of the number of studies, the content of studies, the depth of studies or the methods of studies. Among them, Chen Ping, Zeng Xiangjuan, Li Sen, Zhao Xiufeng, Li Hongmei and Li Ruifang have applied the ESP school's genre teaching method to English reading and writing teaching and published articles on it<sup>[9]</sup>.

Although some results have been achieved in the study of genre analysis in China, compared with foreign research, China's research has started late and developed slowly, mostly borrowing from foreign research theories, with few innovative and empirical research results. This study is an empirical study based on genre analysis theory to explore the effectiveness of genre-based teaching methods in business English reading courses.

## 3. A Genre-Based Three-Stage Business English Reading Teaching Model

The genre-based approach applies theories of genre and genre analysis to classroom teaching and develops

teaching activities around the schematic structure of the discourse <sup>[6]</sup> The author has designed a genre-based three-stage teaching model for business English reading based on his understanding of genre teaching methods and the actual teaching of business English reading. The whole teaching process of this model is divided into three stages: pre-class preparation, classroom learning and post-class consolidation exercises.

### 3.1 Stage 1: Pre-Lesson Preparation

In this stage, students can be guided through pre-course preparation by creating a micro-learning video. As the reading material in Business English is highly specialized, it is necessary to make the reading material to be studied in class available to students before class, so that they can familiarize themselves with the content of the business reading material, understand the relevant professional background knowledge and have a general understanding of the linguistic features and chapter structure of the genre, in preparation for the next stage of learning.

### 3.2 Stage 2: Classroom Learning (Genre Analysis Approach)

This stage of classroom learning is divided into three specific steps.

#### 3.2.1 Step 1: Genre Analysis

In the genre analysis of the reading material, the teacher first uses a heuristic approach to guide students to recognize the genre to which the text belongs, to identify the author's purpose in writing from the content of the reading material, i.e. the communicative purpose of the text in that genre, and then to have students discuss and analyse how the author has planned and composed the text around this purpose, i.e. to analyse the pictorial structure of the particular genre. Finally, the teacher summarizes the results of students' discussions and draws out the linguistic features and chapter structure of texts in that genre, helping students to gain a comprehensive understanding of the content and structural features of the genre and to form a pictorial structure of the genre in their minds. The teacher should first introduce the genre of the reading material to the students.

#### 3.2.2 Step 2: Independent Analysis

The teacher chooses another text of the same genre from the previous genre analysis for students to read independently. In the process of reading, students are asked to find out the purpose of the piece of writing, the linguistic features and the schematic structure of the piece of writing

according to the genre analysis method, so that they can further grasp the characteristics of the genre through active reading. This process is one of independent thinking and internationalize of knowledge.

### 3.2.3 Step 3: Intensive Practice

In order to clarify students' awareness of the genre and further strengthen their understanding of the structure of the genre, teachers can give students a chapter restructuring exercise, in which the whole text is divided into several parts according to the schematic structure, and then the order of these parts is disrupted and students can rearrange them.

For example, teaching genre analysis for a cover letter can be divided into the following steps.

(1) Outline the contextual variables of the cover letter. Contextual variables include the purpose of the communication, the type of scene, the thematic event, the communication media and the participants in the communication event <sup>[7]</sup>.

(2) Establish a genre schematic structure for the cover letter, which is usually summarized in seven "steps": a. Introduce the candidate; b. Identify the credentials; c. Encourage the acceptance of the application; d. Refer to the accompanying materials; e. Use pressure tactics; f. Request a response; and g. Close politely.

(3) Discuss in groups the communicative purpose of the cover letter.

(4) Discuss in groups and analyse the features of each speech step on three levels: functional, interpretative and linguistic.

(5) Summarize the general features of a cover letter.

(6) Practise writing a cover letter.

### 3.3 Stage 3: Post-Lesson Consolidation Exercises

At the end of the lesson, the teacher assigns students some writing tasks (e.g. writing a cover letter), so that they can practise writing in a particular genre and further test their mastery of the linguistic style and structural features of various genres of business English.

## 4. Experimenting with Genre-Based Business English Reading Teaching

The author applies the genre-based three-part business English reading model to teaching practice and conducts a pilot experiment using a quasi-experimental design with an unequal group pretest and post test <sup>[4]</sup> to verify that this model improves students' business English reading ability. In addition, students were given a pretest and post-test to test their reading skills. In addition, a pretest and post-test

interview with students was conducted to examine whether this model enhanced students' interest in reading.

#### 4.1 Purpose of the Experiment

The aim of this experiment was to verify whether the genre-based three-stage business English reading model could be applied to the teaching practice of business English reading, whether the model could help reform the traditional business English reading teaching, cultivate students' interest in reading, help students improve their reading speed and efficiency, and enable students' confidence in business English reading to increase substantially, thus improving students' business English reading ability<sup>[10]</sup>.

#### 4.2 Experimental Process

The experimental study was conducted with students from Business English classes 1301 and 1302 at Zhejiang Yuexiu College of Foreign Languages during a ten-month period from March 2014 to December 2014. These two parallel classes were of equal size, had equal English bases and used the same teaching materials. The experimental class (Class 1301) was taught using a genre-based three-stage business English reading teaching model, while the control class (Class 1302) was taught using the traditional reading teaching method. The whole experimental process was divided into two stages: the experimental design and preparation stage and the experimental implementation stage.

##### 4.2.1 Stage 1: Experimental Design and Preparation

(1) The experimental class was taught using the genre teaching method, while the control class was taught using the traditional reading teaching method.

(2) The experimental class studied one model text from one genre each week; the control class also studied one model text each week.

(3) Both the experimental class and the control class have the same teacher and the number of teaching hours is two hours per week.

(4) The specific teaching steps of the genre-based three-stage business English reading teaching model in the experimental class were: preparation before class, learning in class and consolidation practice after class.

(5) Evaluate the validity of the two sets of reading test papers before and after the experiment.

(6) Pretest: pre-experimental reading test; pre-experimental student interview.

##### 4.2.2 Stage 2: Experimental Implementation

The experimental class was taught using a genre-based three-part business English reading teaching model for ten months.

The specific teaching steps of the genre-based three-stage business English reading teaching model are: pre-class preparation, classroom learning and post-class consolidation exercises.

(1) The pre-course preparation stage is an important preparation stage for classroom learning, in which students are asked to prepare themselves, look up the dictionary, solve some language problems, familiarize themselves with the content of the reading materials and understand the relevant professional background knowledge.

(2) Classroom learning is divided into three steps according to the genre-based three-stage business English reading teaching model described earlier:

Step 1: Genre analysis lasts approximately 45 minutes;

Step 2: Independent analysis lasts approximately 25 minutes;

Step 3: Intensive practice lasts approximately 20 minutes.

(3) The post-lesson consolidation exercise stage was mainly to assign students some writing tasks, so that they could imitate the graphic structure of the model text and carry out writing exercises to further test their mastery of the language style and structural features of the model text.

#### 5. Analysis and Discussion of Experimental Results

##### 5.1 Analysis of the Experimental Results of the Performance Comparison

The pretest of the two classes' performance was conducted in the pre-experimental period, and the post-test was conducted after the experiment. The data collected in this study were statistically analysed using the statistical software for social sciences, SPSS 17.0, and the pre and post-test scores were analysed using independent samples t-tests to produce the following results.

##### 5.1.1 No Significant Difference between the Mean Scores of the Experimental and Control Groups on the Pretest

As can be seen from Table 1, the mean scores of the total scores of the experimental and control groups were 62.36 and 62.25 respectively, with a t-value of 0.302 ( $p=0.768 > 0.05$ ), indicating that the pretest scores of the

**Table 1.** Results of independent sample t-test for pretest scores

Item	Variable	Mean	Standard deviation	t	P(double test)
Total score	Experimental group	62.36	6.25	0.302	0.768
	Control group	62.25	7.38		
Subjective questions	Experimental group	25.45	2.89	1.104	0.647
	Control group	25.08	3.24		
Objective questions	Experimental group	36.91	3.78	-0.279	0.805
	Control group	37.17	4.69		

**Table 2.** Results of independent sample t-tests for post-test scores

Item	Variable	Mean	Standard deviation	t	P(double test)
Total score	Experimental group	72.82	7.06	3.125	0.027
	Control group	64.21	6.57		
Subjective questions	Experimental group	29.99	2.87	2.215	0.037
	Control group	26.46	2.54		
Objective questions	Experimental group	42.83	4.34	4.364	0.002
	Control group	37.75	4.26		

experimental and control groups did not reach significant differences. There was no significant difference between the subjective scores ( $t=1.104$ ,  $p=0.647 > 0.05$ ) as well as the objective scores ( $t=-0.279$ ,  $p=0.805 > 0.05$ ).

### 5.1.2 Significant Difference between the Mean Scores of the Experimental and Control Groups on the Post-Test

At the end of the experiment, the mean of the total scores of the experimental and control groups were 72.82 and 64.21, with a t-value of 3.125 ( $p=0.027 < 0.01$ ), which reached a highly significant difference, indicating that the overall level of business English of the experimental group was better than that of the control group. There were significant differences between the two groups in both subjective ( $t=2.215$ ,  $p=0.037 < 0.05$ ) and objective scores ( $t=4.364$ ,  $p=0.002 < 0.01$ ) (see Table 2).

According to the results of the study, the experimental group receiving the three-stage genre teaching method significantly outperformed the control group receiving the traditional teaching in terms of post-test scores, but the

difference between the pretest scores of the experimental group and the control group was not significant. After about 15 weeks of experimental teaching, the gap between the experimental and control groups' business English reading scores had widened, with the experimental group improving significantly more than the control group. This indicates that the three-stage genre teaching method is more conducive to the improvement of students' business English reading levels.

## 5.2 Analysis of the Experimental Results of the Interviews

### 5.2.1 Analysis of the Feedback from the First Interview

(1) In business English reading, the difficulties students often encountered were: lack of professional background knowledge, low vocabulary, inappropriate reading skills, and lack of interest and confidence in reading.

(2) Influenced by traditional teaching methods, many students do not understand the nature of reading and do not read at a deeper level. They think that reading is about



learning words and grammar, and that it is enough if they can expand their vocabulary and figure out the meaning of sentences. In reading, students focus excessively on the usage of new words at the expense of the importance of the discourse to reading comprehension. They do not consider the purpose of the author's writing, nor do they care about how the author has composed the sentences and the layout of the text.

(3) In the classroom, students relied excessively on the teacher.

### 5.2.2 Analysis of Feedback from the Second Interview

After the teaching experiment, the author conducted a second interview with the 30 students who were interviewed for the first time. Most of the students recognized the positive effects of the genre teaching method in teaching business English reading and believed that their reading ability had been improved, mainly in the following ways:

(1) Most students' awareness of genre was enhanced and they were able to clearly know the characteristics and differences between different genres of texts.

(2) Students pay more attention to the structural features and language style of texts in the process of reading.

(3) Students learn how to find key information in texts according to the characteristics of the genre.

(4) Students read faster when they understand the graphic structure of the genre.

(5) Students change their old habit of reading word by word and sentence by sentence.

(6) Confidence in reading has increased and students have begun to enjoy reading.

At the same time, some students reported that they could not master all the genres of business English because there were so many of them. Students sometimes find it boring to analyse one genre of text in one lesson.

## 6. Conclusion

After two semesters of teaching experiments, the author compared the data of reading test scores before and after the experiment and analyzed the feedback from students' interviews, and came to the following conclusions: Firstly, the genre-based three-part business English reading teaching model can stimulate students' interest in learning and help them to enhance their confidence in reading. Secondly, the model can strengthen students' genre awareness and improve their reading speed and efficiency. Finally, the model can improve students' deeper understanding of the discourse. After mastering genre and genre anal-

ysis theory, students can actively use genre analysis to understand and evaluate reading materials and appreciate discourse with an appreciative eye, which can play a positive role in improving students' reading ability in business English. In summary, the genre-based three-part business English reading teaching model can be effectively applied to the teaching of business English reading and effectively improve students' business English reading skills. However, there are some limitations to this model. For example, the genre approach focuses only on the parts of speech and does not emphasize vocabulary and grammar, which makes it easy for students to neglect their basic knowledge of the language. In addition, students may find classroom teaching boring due to the statute of genre.

## Acknowledgment

This research was supported by Project of National Foundation for Philosophy and Social Science (19BYY138).

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# How Teacher Can Develop Children's Creativity through Facilitating Possibility Thinking in Chinese Folk Dance Classroom

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## ARTICLE INFO

### Article history

Received: 20 March 2021

Revised: 27 March 2021

Accepted: 24 April 2021

Published Online: 30 April 2021

### Keywords:

Possibility thinking

Chinese folk dance

Creativity

Teaching

## ABSTRACT

In recent decades, people has gradually focused on creativity especially in education and society. Through teaching activities, students may be able to use possibility thinking in their classes for developing creativity. Hence, it is important that understanding how teachers can develop children's creativity by supporting possibility thinking. As a dance teacher, I am looking forward to bringing this knowledge into my teaching. Through a theoretical analysis and experiential combination, this paper aims to explore how teachers can cultivate children's creativity by facilitating possibility thinking.

## 1. Introduction

In recent decades, creativity has gradually become a focus both in education and society<sup>[1]</sup>. It is not only regarded as a crucial element of personal development, but also as an impetus behind social progression<sup>[1]</sup>. All people have an inherent and ubiquitous capacity to be creative<sup>[5]</sup>. A variety of research into developing creativity in classrooms has revealed that possibility thinking is a core aspect of creative teaching and learning involves transforming 'What is this?' into 'What can I or we do with this?'<sup>[5]</sup>. Thus, it can be seen that possibility thinking in classrooms can drive students' 'knowing-this' and 'knowing-how' instead of 'knowing-that'<sup>[7]</sup>. Through a number of teaching activities, students may be able to use possibility thinking in their classes in order to develop their creativity. In turn, they will utilise creativity not only for learning in school

but also for many aspects in their lives<sup>[1]</sup>. Therefore, understanding how teachers can develop children's creativity by supporting possibility thinking will be a significant research direction. As a Chinese folk dancer, I am looking forward to bringing this knowledge into my teaching settings. Through a theoretical analysis and experiential combination, this essay aims to explore how teachers can cultivate children's creativity by facilitating possibility thinking. Primarily, this involves question-posing, question-responding, the process of possibility thinking, and individual, collaborative and communal creativity<sup>[5-6]</sup>. In addition, I will provide some examples where I have endeavoured to bring possibility thinking into my Chinese folk dance classes. The age group of the students discussed in this essay is 7 to 15. They were asked to develop individual stories supporting individual choreography, and the

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teacher constructed a class framework and introduced an appropriate intervention with regard to the pedagogy<sup>[6]</sup>. At the end of the essay, by combining theory with practice, a conclusion will be provided to summarise the domain perspectives.

## 2. How Can Teachers Bring Possibility Thinking into the Classroom? (Theoretically)

After having carried out a variety of reading, I can clearly see that possibility thinking is a crucial element of creativity in young children's learning because it can drive their creativity<sup>[6]</sup>. As Chappell et al. stated, creativity is ubiquitous<sup>[5]</sup>. It can not only be big-c creativity which means that the creativity was produced by a minority of geniuses and it is new and useful in a broader range, but it can also be little-c which is everyday, life-wide and pervasive<sup>[4-5]</sup>. Generally, possibility thinking can be found in the context of an enabling environment and it involves question-posing, play, innovation, immersion, self-determination, being imaginative and risk-taking<sup>[5]</sup>. Thus, firstly, there will be a discussion of how teachers can build an appropriate context for possibility thinking. Then, according to Chappell et al., there will be an examination of the significance of question-posing (QP) and question-responding (QR) as the heart of possibility thinking, and how teachers can use QP and QR in the classroom<sup>[5]</sup>. Subsequently, three types of possibility behaviour – stimulating and sustaining possibilities, communicating possibilities, and children's agency, roles and identities – will be analysed<sup>[6]</sup>.

### 2.1 An Appropriate Context for Possibility Thinking

This essay discusses teaching through stimulating PT to cultivate children's creativity<sup>[6]</sup>, therefore it is relevant to teaching for creativity<sup>[7]</sup>. Teaching for creativity generally has a close relationship with teaching creatively<sup>[7]</sup>. Teaching for creativity refers to teacher use of effective pedagogy to develop and foster students' creativity<sup>[7]</sup>. Teaching creatively is when the teacher uses imaginative approaches to make learning interesting and effective; its aim is not necessarily to foster creativity<sup>[7]</sup>. Teaching creatively is beneficial to teaching for creativity, because it can build an appropriate context in which students will feel comfortable and safe<sup>[7]</sup>. According to this perspective, I believe that how teachers foster creativity through bringing PT into the classroom also needs creative teaching to support it. Creative teaching can build an enabling context in which students are more confident, imaginative, motivated, self-determinative, and have more time, space and willingness

to take risks<sup>[5-6]</sup>. For example, creative teaching makes the learning experience relevant to students, therefore, the learner will be more confident in this setting<sup>[7]</sup>. At the same time, they can obtain the impetus to better develop their creativities<sup>[5-6]</sup>.

Besides this, balancing the fixed and fluid parts in class is also a key factor in establishing an appropriate environment for PT<sup>[3]</sup>. If there are more fixed teaching parts than fluid parts in class, students will be restrictive and uncomfortable, which will hinder students from freely imagining<sup>[3]</sup>. In order to build a setting in which children have sufficient time, space and opportunity to do what they want to do and think what they try to think<sup>[6]</sup>, the fluid part needs to be greater than the fixed part<sup>[3]</sup>. The teaching contents tend to depend on children. As Craft et al. noted, child-initiated and adult-initiated creativity also need to be balanced during a creative class<sup>[6]</sup>. Teaching for creativity may require that the teacher encourages child-initiated creativity<sup>[6-7]</sup>.

In a word, so as to construct an environment in which the student can adequately develop PT for creativity, the teacher should creatively teach children, put more of the fluid aspect into the class and provide more opportunity for child-initiated creativity<sup>[3][6-7]</sup>.

### 2.2 Using Question-Posing and Question-Responding to Drive Possibility Thinking

A large number of researchers have found that there are some differing but interlinked features of student and teacher engagement with possibility thinking. These include posing questions, play, immersion, innovation, being imaginative, self-determination and risk-taking<sup>[5]</sup>. Question-posing and question-responding are important driving factors of PT and creativity<sup>[5]</sup>. According to Chappell et al., we can analyze and discuss how teachers use questioning for PT in the classroom from three dimensions; question-framing (including leading, service and follow-through questions), question degree (including possibility narrow, possibility moderate and possibility broad), and question modality (including verbal and non-verbal questions)<sup>[5]</sup>. Question-framing mainly reflects the purpose of questioning<sup>[5]</sup>. According to Chappell et al., leading questions are primarily aimed at providing the overarching framework and the key question of PT so they play a crucial role within the class because they can influence the development of the whole lesson<sup>[5]</sup>. For example, if a leading question is narrow, then possibility thinking could be narrowed down from the outset. At the same time, in all likelihood, possibility thinking cannot obtain sufficient development. Perhaps if the leading question is not clearly expressed verbally, the students may find it

difficult to follow a clear and developing direction in the classroom. As a result, how to pose a leading question at the beginning is important<sup>[5]</sup>. Secondly, service questions are more likely to be asked by students and teachers would intervene to assist their possibility thinking because they use leading questions to encourage possibility thinking in relation to responding to the leading question<sup>[5]</sup>. A service question normally appears during the teaching process instead of at the beginning of class<sup>[5]</sup>. For service questions, striking a balance between standing back and intervening requires teachers to use consideration since they not only need to guarantee that the possibility thinking is going in the right direction, but they must also ensure that there are sufficient spaces and opportunities for the students to be imaginative and take risks<sup>[5-6]</sup>. In addition, follow-through questions are utilised to make sure that the necessary outcome is achieved and these generally emerge at the final stage<sup>[5]</sup>. Sometimes, students can use a non-verbal format to measure whether the correct outcome has been accomplished. Teachers should be sensitive to follow-through questions and perceive and respond to them to ensure that the correct result emerges.

Furthermore, with regard to question degree, a broad question is not clearly focused on one specific answer but a 360-degree question will allow children to view it from multiple angles<sup>[5]</sup>. As a result, the possibilities are broad and asking this type of question at the beginning is appropriate for the class framework<sup>[5]</sup>. In addition, the possible answers to moderate questions are narrower than for broad questions and broader than for narrow questions. Thus, they would not only have a possible direction but they would also not hinder children's creativity. Thirdly, narrow question as the narrowest question is very limited<sup>[5]</sup>. According to Chappell et al., it is able to pinpoint focus clearly on an image<sup>[5]</sup>. Therefore, this is suitable for discovering and developing details in the teaching activity.

Moreover, question modality was also mentioned by Chappell et al.<sup>[5]</sup>. This includes verbal and non-verbal question formats.

By examining the three types of question classification, it can be observed that their features are clear. Teachers should use them according to their features. At the same time, it should be mentioned that question-responding is also significant with regard to possibility thinking<sup>[5]</sup>. It is led by question-posing which then catalyses fresh question-posing<sup>[5]</sup>. Therefore, this is an important link in questioning.

Questioning is a core driving power of PT and teachers should use it appropriately during class. Moreover, there needs to be an analysis of the three behaviors of possibility thinking.

## 2.3 Facilitating Possibility Thinking in Individual, Collaborative or Communal Settings

According to Craft et al., children's creativity can be expressed in individual, collaborative and communal settings<sup>[6]</sup>. Individual possibility thinking for creativity could be more independent and personal. The collaborative approach is an outcome of the students' cooperation so the creativity combines multiple ideas. Moreover, communal creativity could involve a group achievement which combines everyone's ideas in the activity; as a result, this is a universal creativity<sup>[6]</sup>. Collaborative and communal creativity are related to communicating possibilities<sup>[6]</sup>. Children communicate verbally to share their ideas and intentions which are then shared and played to achieve creativity in pairs or groups<sup>[6]</sup>. Through communication, students can be stimulated by the ideas of others. With regard to individual possibilities, because children's self-determination, imagination, intentionality and confidence are required, teachers need to support these aspects through some methods<sup>[6]</sup>. More importantly, the interconnections between all three types of creativity are part of the outcome<sup>[6]</sup>. In other words, the final outcome may be a combination of them or it can be the result of the interaction between all three<sup>[6]</sup>. Therefore, it is crucial that teachers encourage the three types of creativity by developing different methods of possibility thinking.

The analysis of these theories has clearly demonstrated how teachers can facilitate possibility thinking. Using these theories, the example below will highlight how a teacher, through story-making, can use possibility thinking in a Chinese folk dance choreography class.

## 2. How Can Teachers Utilise Possibility Thinking in A Chinese Folk Dance Choreography Class? (Experientially)

The above theoretical analysis will be applied in an actual dance class. In accordance with my cultural background and specialty experience, these theories will be combined in a Chinese folk dance choreography class. The aim of the class is to cultivate children's creativity through a series of possibility thinking tasks. The students will be required to create dance phrases by designing an individual story and then their work will be linked together in their own way. Firstly, because of the children's age (7 –15), these students have mastered some specialist knowledge before the class but their self-control abilities are insufficient. I will not tell them about the teaching content or the aim. The teaching content is child-initiated in order to foster their confidence<sup>[6]</sup>. In the beginning, building a comfortable context is crucial for the whole class

so I will initially carry out a short warm-up for building a comfortable and safe environment. When they feel relaxed, I can begin the first part of the lesson. I will pose a broad leading question to drive them to use imagination<sup>[5]</sup>. For example, 'What story do you want to share with your classmates?' They can do this depending on their experiences and interests. As Melchior revealed, according to the cultural responsive pedagogy, students are more willing to grasp knowledge if it involves an area that they are interested in or familiar with<sup>[6]</sup>. Then, sufficient time and space will be provided to the students so they can freely think about and create their story. I will generally stand back and only occasionally will I make appropriate interventions<sup>[6]</sup>, for instance, by inviting the children to communicate their ideas in pairs or in groups, using some moderate or narrow questions to guide them<sup>[6]</sup>. In addition, in order to maintain their possibility thinking, I will drive their consideration by introducing a stimulus or by beginning a discussion<sup>[6]</sup>. When they have finished their stories, I will ask them, 'How can you use Chinese folk dance to express one or two short parts of your stories?' Then, their possibility thinking will be involved again. I can provide some movements such as fruit-picking, rowing and kite-flying in Chinese folk dance to stimulate them or to give them some hints<sup>[6]</sup>. Furthermore, I will encourage them and give them recognition for their work. Through question-posing and appropriate interventions, the class will proceed step by step as part of a pre-planned framework. Finally, the students' work will be linked together in their own way. They should communicate with each other and decide how to do the whole dance. Communal creativity can be developed in the final part<sup>[6]</sup>.

### 3. Conclusion

This essay has discussed how teachers can foster creativity by facilitating possibility thinking in a Chinese folk dance choreography class. Firstly, the analysis of the variety of theories revealed some possible methods and pedagogies for developing possibility thinking in a classroom. Then, these methods and pedagogies were combined with an actual setting of a Chinese folk dance choreography class to discuss how they can all be practically used in a dance class. According to the analysis, it is clear that question-posing, having an appropriate environment, play, innovation, being imaginative, self-determination and risk-taking are important factors in encouraging possibility thinking<sup>[5]</sup>. Before and during class, teachers should consider the appropriate time to ask questions, balance standing back and stepping in, and enable individual, collaborative and communal creativity in the teaching space<sup>[6]</sup>. Combining these theories in my setting is a new experi-

ment and further research and consideration is necessary to develop practice, research and pedagogy<sup>[2]</sup>. Therefore, in future work and learning, I will continually explore this question and find an improved pedagogy to foster creativity in a Chinese folk dance class.

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**Banaji, S., Burn, A. (2010) (2nd ed) Ubiquitous creativity. In: Banaji, S and Burn, A. *The Rhetorics of Creativity: A Review of the Literature*. London: Arts Council England.**

Creativity is a universal ability which can be flexible in meeting the ubiquitous demands of life. This is little-c creativity and it involves our everyday experiences. According to this article, all children and adults can learn to make choices in their lives which are either creative or not. In addition, the author proposes that this is based on possibility thinking.

**Banaji, S. and Burn, A. (2010) (2nd ed) creativity as a social good. In: Banaji, S and Burn, A. *The Rhetorics of Creativity: A Review of the Literature*. London: Arts Council England.**

the author primarily argues how creativity connects with social empowerment. Firstly, creativity is an ability to compete in a global market and face national economic changes. Furthermore, it can feed 'creative industries' and allow young people to adapt to technological change. More importantly, it is beneficial to social and personal development. Currently, creativity is more likely to involve products or goods emerging in our lives.

**Banaji, S. and Burn, A. (2010) (2nd ed) creativity as economic imperative. In: Banaji, S and Burn, A. *The Rhetorics of Creativity: A Review of the Literature*. London: Arts Council England.**

Creativity as intangible resources rather than raw materials will potentially be the most successful response to economic change. It can be learnt, not innate; it is collective, not individual and it is important for social development because it involves problem-solving, knowledge transfer, incremental learning and goal-oriented work. It is related to skills and abilities rather than fixed knowledge. Therefore, it is an economic imperative.

**Bannerman, C. (2009) View a/new: the landscape of dance in 2009, *Research in Dance Education*, 10(03):231-240.**

The relationship between practice, research and pedagogy is a key point in the research. According to the author, practice, research and pedagogy should not just be seen separately, they also need to be seen together. There is a circle which links them together because they are all supportive of each other. Moreover, they have different functions and features in an educational setting. The understanding of this relationship will support teachers' further improvement in dance education.

**Beghetto, R. and Kaufmann, J. (2011) Teaching for creativity with disciplined improvisation. In Sawyer, R.K. (ed.) *Structure and improvisation in creative teaching*. New York: Cambridge University Press.**

The fixed and fluid parts are the core knowledge in this article. Through a series of examples, the author revealed that depending on the different teaching content and the diverse students, teachers can conduct their lessons in different ways. They can not only begin with a fixed part as a foundation, but they can also begin with a fluid part to foster children's creativity. Teachers need to be flexible in class and carry out and plan lessons according to the actual conditions.

**Beghetto, R.A. and Kaufman, J.C. (2007) Toward a broader conception of creativity: a case for 'mini-c'**

**creativity, *Psychology of Aesthetics, Creativity and the Arts*, 1(2): 73-79.**

This research explains the three types of creativity – big-c, little-c and mini-c creativity – and how they differ from each other. Big-c creativity can involve changing a field and making some visible contributions to society. It generally requires long-term learning in a certain field or specialty. Little-c creativity is everyday creativity which can make solid contributions and this requires some level of schooling or general experience as support. Mini-c creativity is intrapersonal creativity which is part of the learning process. This would not contribute to a field so there is no need for experience or knowledge.

**Chappell, K., Craft, A., Burnard, P. and Cremin, T. (2008) Question-posing and Question- responding: the heart of 'Possibility Thinking' in the early years. *Early Years*, 28 (3):267-286.**

This journal article has provided a variety of examples from Cunningham Hill and Hackleton School to reveal different questions to drive possibility thinking. By classifying the questions in three different ways, they were divided in terms of function, degree and form. According to these different questions, how teachers can ask an appropriate question at an appropriate time is a central consideration of this article. At the same time, to reflect the questioning, question- responding as an important part was also discussed.

**Craft, A., McConnon, L. and Matthews, A. (2012) Creativity and child-initiated play: fostering possibility thinking in four-year-olds, *Thinking Skills and Creativity*, 7 (01):48-61.**

The article has built on previous studies and continual research about the nature of possibility thinking and some pedagogies which foster it. The seven key features of PT were revealed. In addition, some authors have argued about the significance of the three behaviours and a child- initiated pedagogy for possibility thinking. Three behaviours were manifested in child-initiated play: stimulating and sustaining possibilities, communicating possibilities, and children's agency, roles and identity. Communicating possibilities was the main behaviour used to underpin my essay.

**Jeffrey, B. and Craft, A. (2004) Teaching Creatively and Teaching for Creativity: distinctions and relationships, *Educational Studies*, 30 (1): 77-87.**

The article clearly demonstrates explain the distinctions and the relationship between teaching creatively and teaching for creativity. Teaching creatively means that teachers use imaginative approaches to make their lessons more interesting and effective. On the other hand, teaching for creativity refers to the fact that the teaching purpose



is to foster student creativity. Furthermore, teaching creatively has a close relationship with teaching for creativity because teaching creatively is beneficial to teaching for creativity.

**Melchior, E. (2011) Culturally responsive dance pedagogy in the primary classroom, *Research in Dance Education*, 12 (2):119-135.**

This research aims to develop culturally responsive dance pedagogy in primary schools. With globalisation and social development, our education system will face diverse students from different cultural backgrounds. Therefore, culturally responsive pedagogy should ask teachers to teach lessons according to their students' back-

grounds. This is an interactive pedagogy.

**Reid, L.A. (1980) Art: Knowledge that and knowing this, *British Journal of Aesthetics*, 20 (4):329-339.**

The main finding is the definition of the three types of knowledge: knowing-that, knowing-how and knowing-this. These are obtained in three different ways. Knowing-that refers to knowing what it is which may be an indirect experience which comes from some other factor. Knowing-how involves learning how to do it. Knowing-this is a type of knowledge which people obtain through direct feeling and experience. By understanding the difference, different knowledge can be given further consideration.

# Discussion on the Application of Statistical Analysis Method in Geography Education Research —— Taking Drought and Snow Disaster in Xilingol League as an Example

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## ARTICLE INFO

### *Article history*

Received: 30 March 2021

Revised: 7 April 2021

Accepted: 24 April 2021

Published Online: 30 April 2021

### *Keywords:*

El Nino

La Nina

Xilingol League

Drought

Snowstorm

## ABSTRACT

Based on the statistical analysis method, this paper studies the temporal and spatial correlation between drought and snow disasters and El Nino/La Nina events in various counties of Xilingol League. According to the research results, it is found that the number of disasters in Xilingol League in El Nino/La Nina year accounts for 54% of the total number of disasters in Xilingol League. El Nino has more disasters than La Nina. In El Nino/La Nina years, the frequency of snow disasters in Xilingol League is higher than that of drought disasters. The areas with high frequency of El Nino disasters are East Ujimqin Banner, West Ujimqin Banner and Abaga Banner. The areas with high frequency of disasters in La Nina are Sonid Zuoqi, Er-enhot, Xilinhote and Xianghuang Banner. Using statistical analysis method can accurately and effectively study whether there is obvious correlation between drought and snow disasters and El Nino/La Nina events in Xilingol League, and enrich the methods and contents in geography education and research, which is of great significance for monitoring and preventing drought and snow disasters in Xilingol League.

## 1. Research Background

Under the background of global warming and climate evolution, El Nino/La Nina events often occur <sup>[1]</sup>. Historically, El Nino refers to a large-scale ocean anomaly that occurs every 3-7 years, that is, around Christmas, a weak warm ocean current appeared along the coast of El Guador and Peru, which replaced the usual cold water <sup>[2]</sup>. When this phenomenon occurred, the whole equatorial eastern Pacific showed warming with amplitude of several

degrees Celsius <sup>[3]</sup>. When the sea surface temperature in the equatorial central and eastern Pacific Ocean is higher than 0.5 degrees Celsius for more than half a year, it is called an El Nino event, also known as a “warm event”. La Nina phenomenon refers to the abnormal drop of water temperature in the equatorial central and eastern Pacific Ocean, which is characterized by obvious cooling in the central and eastern Pacific Ocean, and is also called “anti-El Nino” or “cold event” <sup>[4]</sup>. When the sea surface temperature in the equatorial central and eastern Pacific

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*Fund Project:*

Research on drought sandstorm disaster chain in Xilingol grassland (CXJS19133) supported by the postgraduate research and innovation fund of Inner Mongolia Normal University, and the postgraduate education innovation program of Inner Mongolia Autonomous Region.



Ocean lasts for more than half a year and the temperature is 0.5 degrees Celsius lower, it is called a La Nina event. Cold events have a much smaller impact than warm events, but once they happen, they will bring great troubles and troubles to nature and human beings<sup>[5]</sup>.

The grassland in Xilingol League is widely distributed and the ecological environment is fragile<sup>[6-7]</sup>. Drought and snow disaster are the main meteorological disasters in local agriculture and animal husbandry. Extreme events such as El Nino/La Nina will affect atmospheric circulation, thus affecting precipitation and temperature, causing climate anomalies and natural disasters. In recent years, many scholars have studied the impact of El Nino/La Nina events on natural disasters. Zhang Xiuwei and Zhao Jingbo<sup>[8]</sup> studied the influence of El Nino/La Nina events on the climate in the eastern margin of Ordos Plateau in recent 57 years, and concluded that drought is easy to occur in ENSO warm events in this area. The ENSO cold event has a significant impact on the climate in Harbin, which makes the climate in this area develop towards warming and drying. Cold events will increase the possibility of drought in Harbin.

Based on the statistical analysis method, this paper studies the spatial and temporal characteristics and laws of drought and snow disasters in Xilingol League under the influence of El Nino/La Nina events, enriches the methodology and practical requirements in geography education and curriculum, and can also monitor and predict drought and snow disasters in grassland and pastoral areas of Xilingol League, thus minimizing disaster losses in Xilingol League.

## 2. Data Sources and Research Methods

### 2.1 Data Sources

This paper takes 12 counties in Xilingol League as examples, and makes an empirical analysis of statistical analysis in geography education research. This paper studies the statistical data of drought and snow disaster in Xilingol from 1968 to 2016, and analyzes and studies the relevant statistical data of El Nino-La Nina event, and discusses the suitability and feasibility of statistical analysis method in geographical application.

### 2.2 Research Methods

In this paper, the spatial-temporal relationship between drought and snow disasters and El Nino/La Nina events in Xilingol League is studied by statistical methods, and the spatial distribution characteristics of natural disasters and extreme events in all counties of Xilingol League are analyzed.

## 3. Results and Analysis

Based on the statistical data of drought and snow disasters in Xilingol from 1968 to 2016, this paper analyzes the spatial distribution characteristics of drought and snow disasters in Xilingol League in El Nino-La Nina years. According to Table 1, according to the drought situation, the areas with more droughts in each flag county in El Nino year are Sonid Zuoqi and Sonid Youqi located in the western part of Xilingol League. Judging from the snow disaster situation, the areas with more snow disasters in each flag county in El Nino year are East Ujimqin Banner and West Ujimqin Banner located in the northeast of Xilingol League. There is Abaga Banner in the north-central part of Xilingol. Generally speaking, the areas with high frequency of El Nino disasters are the eastern part of Xilingol League, such as East Ujimqin Banner and West Ujimqin Banner, and the central part of Abaga Banner. In El Nino, the total number of snow disasters in Xilingol area is greater than the total number of droughts. The areas where the frequency of snow disaster is greater than that of drought in El Nino are East Ujimqin Banner, West Ujimqin Banner, Abaga Banner, Duolun County and Xianghuang Banner. The areas where the frequency of drought is greater than that of snow disaster in El Nino are Sonid Youqi, Erlianhot, Xilinhot, Zhenglan Banner and Taibus Banner.

According to Table 2, according to the drought situation, the areas with more droughts in all flag counties in La Nina year are Xilinhot City, Xianghuang Banner and Sonid Zuoqi in the central and western part of Xilingol. Judging from the snow disaster situation, the areas where snow disasters occurred most frequently in all flag counties in La Nina are Erlianhot City, Xilinhot City and Zhenglan Banner located in the central and western part of Xilingol. Generally speaking, the areas with high frequency of disasters in La Nina are the western part of Xilingol League, such as Sonid Zuoqi and Erlianhot City, and the central part of Xilinhot City and Xianghuang Banner. The total number of snow disasters in La Nina is greater than the total number of droughts. The areas where snow disasters occur more frequently than drought disasters in La Nina are East Ujimqin Banner, West Ujimqin Banner, Abaga Banner, Xilinhot City, Zhengxiangbai Banner, Zhenglan Banner and Sonid Youqi. The areas where the frequency of drought in La Nina is greater than that of snow disaster are Sonid Zuoqi, Zhenglan Banner and Taibus Banner.

Combined with Table 1 and Table 2, it can be known that the number of droughts and snow disasters in El Nino is greater than that in La Nina. The frequency of drought

**Table 1.** drought and snow disaster in Xilingol League in El Nino year

County name	drought	snowstorm	total
East Ujimqin Banner	2	8	10
West Ujimqin Banner	3	7	10
Abaga Banner	2	8	11
Xilinhot	2	1	3
Zhenglan Banner	4	3	7
Zhengxiangbai Banner	2	2	4
Xianghuang Banner	4	5	9
Duolun County	1	2	3
Taibus Banner	3	2	5
Sonid Zuoqi	5	5	10
Sonid Youqi	6	2	8
Erlianhot	1	0	1
total	35	45	80

**Table 2.** drought and snow disasters in Xilingol League in La Nina

County name	drought	snowstorm	total
East Ujimqin Banner	0	1	1
West Ujimqin Banner	1	4	4
Abaga Banner	1	4	5
Xilinhot	1	2	3
Zhenglan Banner	0	4	4
Zhengxiangbai Banner	1	3	4
Xianghuang Banner	3	2	5
Duolun County	0	0	0
Taibus Banner	1	0	1
Sonid Zuoqi	4	3	7
Sonid Youqi	0	3	3
Erlianhot	0	1	1
total	12	27	39

in all flag counties of Xilingol League in El Nino is greater than that in La Nina. Except Sonid Youqi and Erlianhot in the west of Xilingol League, Zhengxiangbai Banner, Zhenglan Banner and Xilinhot in the middle of Xilingol League, the occurrence frequency of snow disaster in El Nino year is greater than that in La Nina year.

#### 4. Conclusion

In this paper, the statistical data of 221 drought and snow disasters, 21 El Nino events and 11 La Nina events in 12 flag counties of Xilingol League from 1968 to 2016 were collected and collated, and the spatial-temporal coupling relationship between drought and snow disasters and El Nino/La Nina events in each flag county of Xilingol League was studied by statistical analysis method. According to the research results, it can be known that Xilingol League has more disasters in El Nino than in La Nina. In El Nino/La Nina years, the frequency of snow disasters in Xilingol League is higher than that of drought disasters. The areas with high frequency of El Nino disasters are East Ujimqin Banner, West Ujimqin Banner and Abaga Banner. The areas with high frequency of disasters in La Nina are Sonid Zuoqi, Erenhot, Xilinhot and Xianghuang Banner. In the El Nino/La Nina year, the spatial characteristics of drought and snow disasters in the flag counties of Xilingol are different. The research results have obvious regularity: drought and snow disasters in Xilingol League have obvious correlation with El Nino/La Nina events in time and space, which shows that the application of statistical analysis method in geography education research is appropriate and correct. It enriches the methodology and curriculum system of geography education research.

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# The Analysis of the Causes of Willy's Death in Arthur Miller's Death of a Salesman

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## ARTICLE INFO

### Article history

Received: 31 March 2021

Revised: 8 April 2021

Accepted: 24 April 2021

Published Online: 30 April 2021

### Keywords:

Willy's death

Social factors

Personal flaws

Tragedy

American dream

## ABSTRACT

*Death of a Salesman* is a classic tragic work in contemporary America. It discusses some social factors in Willy Loman's death, such as the influence of the American Dream and the Great Depression. It also makes a detailed study on the flaws in the character of Willy Loman, some of which contribute to his own death, such as his misguided social values and his twisted relationship with his family. The paper aims at a further study on Willy Loman's death and to put forward the author's view on various causes of his death. Then it concludes that Willy's death is the result of American society and his own character defect.

## 1. Introduction

Arthur Miller is regarded as one of the most celebrated American dramatic in the twentieth century. *Death of a Salesman* is probably his most popular play, which won the Pulitzer Prize for the best play of 1949. *Death of a salesman* is a deceptively simple play. It only contains two acts and a requiem. Its plot revolves around the last twenty-four hours in the life of Willy Loman. Willy Loman is a traveling salesman aged 63. He has worked for the Wagner firm for thirty four years, unsuccessful and being

about to lose this job. At the very beginning of the play, he comes back home and is tired to death, Linda, his wife, loves him and even admires him, She is the only person who understands Willy and tries her best to help him. But what she does is of no avail. Willy is still unhappy. He often goes back to the happier past in the year of 1982. At that time, his son Biff is a football star in high school with several scholarships. Willy himself has the most beautiful earning for future success. But for the last 14 years, Biff has been unable to find a satisfied job and Willy has

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been taken off salary. Everything goes worse. Willy is in a trance. Happy, his other son, suggests that they ask for a loan to begin a business of their own. This idea makes everybody feel encouraged; they go to sleep with hopes. But the following day, when Willy and his sons meet at the restaurant, the bad news that two sons gave Willy and his own dismissal made him gone crazy and ended up killing himself. There are various interpretations about Willy's death: some consider him as the victim of the American Dream, while some believe that he is responsible for his own death. The present paper attempts to study Willy's death and make a detailed analysis of the cause of his death on both social and personal flaws.

Arthur Miller was an American playwright. Miller was born on October 17, 1915, in New York City in a family of wealthy Jewish businessmen. While he was at school, he began experimenting with drama. He attended the University of Michigan in 1915 and returned to the East to write plays for the stage. In 1949, he performed on Broadway, winning the Pulitzer Prize and many Other Tony Awards for "Death of a Salesman." Miller's public life was based in part on his marriage to Marilyn Monroe. Miller died of heart failure in the early hours of February 10, 2005. Arthur Miller, along with Eugene O'Neill and Tennessee Williams, are known as the three masters of American drama in the 20th century. His legacy continues to live on internationally and has been adapted into films.

Research on the cause Willy's death of Arthur Miller's *Death of a Salesman* by domestic and foreign scholars has gone deep to many aspects. For example, some scholars have explored the undercurrent of anxiety running beneath the surface of postwar Jewish life. (Hodin, 46) Some focusing on the dialectic relation at the heart of the play's structure between tragedy and social drama.<sup>[2]</sup> The study of this drama in China has made gratifying achievements. For example, using Freudian psychoanalysis to explain the tragedy of Willy Loman in the play; Or a detailed interpretation of family space from knowledge, rights and space. (Xiaoyong Liu, 58) The delicate father-son relationship between Willy and his son.<sup>[5]</sup> I believe that Willy died not only because of his failure to recognize the deceptive American dream and the aftermath of the Great Depression, but also because of his own misguided values and his inability to relate properly to his family.

## 2. The Analyze of the Cause of Willy's Death

### 2.1 Social Factors

#### 2.1.1 Fail to Recognize the Deceptive of the American Dream

One of the main factors that led to Willy's suicide after

he lost himself was that he failed to see through the deception of the American Dream<sup>[1]</sup>. Willy was a devout believer in the American Dream. He believes that if he keeps working hard, he will be rich and successful in the end. However, the reality was far from his expectations. Willy, who believed in the "American Dream", was never willing to face up to the disappointments in life. He was not only good at self-deception, but also used to it, so over time Willy lost himself in fantasy and reality. Willy's value orientation led him to imagine that he could achieve great success like his brother Ben and the old salesman Sigman. However, frustrated in reality, Willy falls into a dreamy memory of having a dialogue with his brother Ben, and imagines asking his brother Ben for the secret of success. Just like what Ben says in the play: "William, when I walk into the jungle, I was 17. When I walked out I was 21. And by God, I was rich! Willy: ... was rich! That's just the spirit I want to imbue them with! To walk into a jungle! I was right! I was right! I was right!" (1137) Willy dreamed of staying in the big city and building a business of his own. To become a salesman like Sigman, who had made great achievements and was loved and respected by many people, who could still sell in many states in his eighties, and who could make a few phone calls from a hotel and get customers to come to him in person. Willy's brother Ben and the old salesman Sigman are his idols on the surface, but in fact they are Willy's fantasy of another self, which is also the concrete embodiment of Willy's lost self. His illusions showed that his dream, a miniature of the American dream, was indeed fascinating, while the reality was cold and cruel. "Willy seemed to be living in his illusions and was somewhat afraid of facing the reality, thus why at the end of the play when his illusions disappeared, he finally was ready for the last act, killing himself. The death of Willy and the disappearing of the illusions stand for the downfall or distortion of American dream."<sup>[6]</sup> Willy gradually lost himself in the pursuit of his American dream. In the American society that advocated materialism and money first, he felt that only constant competition could realize his value and maintain his so-called dignity. His twisted American dream took a heavy toll on himself, eventually becoming a victim in such a social jungle.

#### 2.1.2 The Hangover Influence from the Great Depression

Miller was born in 1915, he experienced the Great Depression, and these experiences were the sauces of his works and they had a great impact on his outlook of life. In the play, Willy continues to look back on his happy past as a way to escape the harsh reality. In 1928, it was the happy time before the Great Depression had happened.



Before the Great Depression happened, the economy of American was prosperous. The whole society was in great depression. And for that reason, the American Dream had become a nightmare. It intensified the difficulties in accomplishing the American Dream and more and more people met with defeat. Just like Willy in the play. It was one of the important factors that led to Willy's death.

### 2.1.3 The Mercenary Values of American Society at that Time

At that time, the rapid development of industry and commerce led to the great prosperity of material economy, the large population was out of control, the fierce competition made people crazy, and the simple and intimate relationship between people turned into a pure relationship of interests. Therefore, the only criterion to measure success has become the accumulation of material wealth, giving people the illusion that wealth can realize the value of life. In that mercenary society, friendship and credit are no longer important, this is like Willy who built success on the basis of popularity and like ability. He can't accept the fact that people become worthless in old age, so he is on the verge of mental breakdown. In the end, he actually believed that he would get a large fortune after his death, so that he could obtain wealth to prove his value. No matter how hard Willie tried to pursue his dream in such a profit-driven and ruthless society, it was in vain. This is one of the reasons why he finally became crazy and committed suicide.

## 2.2 Willy's Own Tragic Flaws

### 2.2.1 Willy's False Values

Willy spent his life mistakenly believing that being liked was the only secret to success. He believed that a person can acquire material wealth if he has personal charm and good popularity. In his mind, his son would be more successful than his friend Charlie's son, because he felt his sons were more popular. He believed that being popular would allow teachers to be more lenient in their studies and to be more flexible in their future work. He prided himself on his son's popularity, but mocked his neighbor's son as a nerd. Willy naively puts the key to his dream on the unreliable "likes" of others, and this conflict between dreams and reality doomed his failure and suicide.

### 2.2.2 Willy's Discordant Relationship with His Family

Willy's eventual choice of death was inextricably

linked to his family. Like other fathers, he loved his children and had endless expectations for them. For Willy, children are not only a continuation of his life, but also a continuation of his dreams. He wanted his son to admire him and fantasize about his son making a difference at work. At first her son Biff looked up to Willie and looked up to him as a role model. But when he accidentally caught his father cheating on him, his lofty image of his father suddenly collapsed and ceased to exist.<sup>[3]</sup> From then on, Biff began to give up and languish. An unbridgeable chasm opened up between father and son. Willy had been feeling guilty and tortured by his mistakes. In order to make up for his mistakes, to get Biff to forgive him, and to fight for the possibility of realizing his "American dream" in Biff, Willie finally chose to crash the car and kill himself. Willy's wife was also the catalyst for Willy's suicide. When facing Willy, she was always submissive and agreeable. She had no judgment and could not tell right from wrong. Whenever Willy doubts himself, Linda always gives examples to prove that people like him, which makes Willy go on living in illusion: "You don't talk too much, you're just lively; To me, you are. The handsomest; and the boys, Willy. Few men are idolized by their children the way you are." (1133) When there is a conflict between father and son, she always blames her son, and when Willy suspected that he was unpopular, she immediately gave him blind encouragement; When Willy was suicidal, she didn't try to persuade or stop him. All Linda's behaviors were blindly loving and admiring Willy, which made Willy unable to correctly understand him and reality. Willy, who was becoming more and more blindly arrogant, finally chose to die and went to the extreme.

## 3. Conclusion

Miller once said, "When we are faced with a man who is willing to sacrifice his life for the sake of his personal dignity, the feelings of tragedy are aroused in us." Like a classic tragedy, the play arouses our sympathy and fear. We can only sympathize with Willy. He has a wrong attitude towards life and overestimates his own abilities. But his fault does not deserve such severe punishment. In *Death of a Salesman*, when we saw Wiley commit suicide, we also became very frightened, because Willy was not only representative of the post-Depression American middle class society, but also representative of all ordinary people. In our daily life, we can't seem to get rid of some inevitable failures. Willy's unrealistic dreams made it impossible for him to survive in a cruel world. But the tragedy of Willy's suicide was also that he blindly followed his personal values and could not distinguish between fantasy and reality. It is because of various contradictions within

the family as well as the prevalence of money worship and the social reality of weak human feelings. "It is the noble human spirit that is revealed in tragedy. Man takes pleasure in seeing pain because he sympathizes with the suffering."<sup>[4]</sup> The complex and profound tragic image of Willy gives us great enlightenment and leads us to think and explore the value of life, the meaning of family and the future of society, so that our realm is constantly improved and sublimated.

Conflicts of Interest: The authors declare no conflict of interest.

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# Move-Step Structure of the Introduction Section of English Medical Science Research Articles Written by Chinese Researchers Published in International Journals

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## ARTICLE INFO

### *Article history*

Received: 5 April 2021

Revised: 12 April 2021

Accepted: 24 April 2021

Published Online: 30 April 2021

### *Keywords:*

Move-step structure analysis

Introduction section

English medical science research articles

International journals

## ABSTRACT

In the past decades, a number of researchers have tried hard to identify the move-step structure of different sections in research articles (RAs) from various disciplines. However, there is a very few amount of previous studies conducted on the move-step structure of the Introduction section of English medical science research articles (MSRAs) written by Chinese researchers published in international journals. In order to fill this gap, the present study aims to identify the moves, steps, and their structure of the Introduction section of English MSRAs written by Chinese researchers at Zunyi Medical University (ZMU) published in international journals. To create the target corpus of the present study, 30 Introductions were purposively selected from 25 international medical science journals, which were published from 2007 to 2015. It is worth noting that all the authors are restricted to Chinese researchers only and at least one author must come from ZMU. The framework of Kanoksilapatham's (2005) was adopted for the move-step analysis in the present study. The results demonstrated that these Introduction sections were generally written with three moves following the selected framework. In addition, there were two new steps that occurred in the Introduction section of these English MSRAs. In conclusion, the findings of the present study might provide a guideline for the research who plan to write English MSRAs for international articles more effectively. Moreover, the findings may provide valuable information for academic writing textbook designers as well.

## 1. Introduction

Recently, English has rapidly developed more complex relationships between communities of speakers around the world (Sharifian, 2009), and it has acquired the status of an international language. As a result, research articles (RAs) in English play the indispensable roles in advancing scientific knowledge among scholars worldwide. During the past two decades, many genre analysts have been

aware that writing RAs Introduction section poses a big difficulty for academic writers, so they have tried to find an approach to figure out the move-step structure of this genre. Swales (1990) states that writing RAs Introduction section is troublesome to almost all academic writers since they have many difficulties in academic writing<sup>[1]</sup>. Because of the importance of Introduction section to the whole RAs and the difficulties writers may have, it has gotten more attention than other sections. Many scholars

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have shown their great interest in the study of this section. The most popular work in the field of genre analysis is Swales' (1990) Create a Research Space (CARS) model, in which he proposed three distinct moves: Move 1: *Establishing a territory*; Move 2: *Establishing a niche*; and Move 3: *Occupying the niche*.

Apart from the influential study done by Swales (1990), the Introduction section has been frequently analyzed from various disciplines. Nwogu (1997) firstly works on exploring the rhetorical structure of the medical science research articles (MSRAs) by using Swales' (1990) model. From his findings, the Introduction section includes Move 1: *Presenting background information*, Move 2: *Reviewing related research*, and Move 3: *Presenting new research*. Samraj (2002) analyzed the rhetorical structure of RAs Introduction section from two related disciplines: Wildlife Behavior and Conservation Biology, by using Swales' (1990) CARS model. The results of this study revealed that there were disciplinary variations in the structures of Introduction between these two related disciplines. Following Swales' (1990) model, Kanoksilapatham (2005) made a study on the move-step structure of complete biochemistry RAs, and proposed that the Introduction section contains three moves: Move 1: *Announcing the importance of the field*, Move 2: *Preparing for the present study*, and Move 3: *Introducing the present study*. Her work is considered as a very detailed model, which includes eight steps (see Appendix A). A new study on RAs Introduction section is worked out by Kanoksilapatham (2012) in which a contrastive study on the rhetorical structure of RAs Introduction section in three engineering subdisciplines (civil engineering, software engineering, and biomedical engineering). The results showed that all three moves occurred frequently in the three subdisciplines. Due to the disciplinary variations, some steps occurred more frequently in a certain subdiscipline than in the others. Kanoksilapatham (2012) proposed that the awareness of conventions in the academic genre helps the novice scholars to publish successfully in their field<sup>[2]</sup>.

To date, very few researchers have conducted the analysis of the Introduction of English MSRAs. Besides, there is no previous research that conducts the move-step structure analysis of the Introduction section of English MSRAs written by Chinese researchers.

Therefore, the major aim of this research is to identify the moves, steps and their structures of the Introduction section in English MSRAs written by Chinese researchers at Zunyi Medical University (ZMU), southwest of China, published in International medical science journals. In order to accomplish the objectives stated previously, the present study addresses the following research question:

What are the moves, steps, and their structures of the Introduction section in English MSRAs written by Chinese researchers at ZMU published in International medical science journals?

The findings of the present study are hoped to provide a guideline for the later researchers who hope to write English MSRAs in international publication more effectively<sup>[3]</sup>. Moreover, the findings may provide valuable information for academic writing textbook designers as well.

## 2. Methodology

### 2.1 Corpus Compilation

Based on the criteria of representativeness, reputation and accessibility (Nwogu, 1997), in the present study, a total of 30 MSRAs written by Chinese researchers at ZMU are purposively selected from 25 prestigious international medical science journals available on China National Knowledge Infrastructure (CNKI), which is the world's largest database of research content from China (www.cnki.net) (Tang, 2007).

The criteria for the selection of these 30 RAs are as follows. First, due to the limited number of MSRAs written by Chinese researchers at ZMU published in international journals, the years of their publication are extended from 2007 to 2015. Second, the authors of the MSRAs are restricted to Chinese writers only and at least one author must come from ZMU. If the author(s) include(s) native speaker(s), those RAs will be discarded. After the purposive selection, there were 50 RAs that satisfy the above criteria, then the researcher randomly selected 30 RAs from those 50 RAs to be a representative corpus for this study.

For the purposes of move identification and easier access, the 30 Introductions of MSRAs are codified by the abbreviations I1 to I30<sup>[4]</sup>.

### 2.2 Analysis Framework

Move-step identification is based on the model of Kanoksilapatham (2005) for the following reasons. First, Kanoksilapatham's (2005) framework is more sufficient to be applied in the present study. She identified three moves and eight steps in the Introduction section, thus her framework is more detailed when compared with Nwogu's (1997) six steps. Second, Kanoksilapatham's (2005) framework is more updated, whereas Nwogu's (1997) model was proposed almost 20 years ago, which is far from the years of the publication of the present corpus from 2007-2015. Third, Kanoksilapatham's (2005) work also belongs to hard science similar to medical science in the present study. Lastly, Kanoksilapatham's (2005) framework has a high inter-coder reliability, which the percentage agree-



ment rate achieved more than 90%, and it has been used by later studies such as Shi (2010; 2014). This increases the reliability of this model. Due to the above reasons, the researcher decided to employ Kanoksilapatham's (2005) framework for the analysis in this current study<sup>[5]</sup>.

### 2.3 Move-Step Identification

Firstly, the researcher identified the organization and found the move boundaries according to the communicative purposes. In terms of move embedment, the sentence was found as only one move.

The criteria for justifying and classifying the frequency of each move are defined based on Kanoksilapatham's (2005) 60% cutting point. According to the criterion, a move is considered to be a conventional move if its frequency reaches 60% or more. If the frequency of occurrence of a move is below 60%, it is considered as an optional move.

### 2.4 The Inter-Coder Reliability of Move-Step Identification

To ensure accuracy in the move analysis, the inter-coder reliability was conducted in the present study. Hence, two coders, i.e. the researcher and one expert participated in this study. The expert is a PhD degree holder who graduated from the School of Foreign Languages at Suranaree University of Technology. According to Kanoksilapatham (2003), she takes 25% of the entire corpus for assessment of inter-coder reliability. According to this data, 8 RAs were randomly selected from 30 RAs. The percentage agreement rate was applied to measure the inter-coder reliability of move identification because it is popular and relatively easy to interpret. It can be computed by using the formula:

$$\text{Agreement rate} = A / (A + D) \times 100$$

(where A = the number of agreements; D = the number of disagreements).

After the two coders analyzed RAs separately, the results showed that the percentage agreement rate reached 81.25%. It is worth noting that the satisfactory agreement level of the present study will be higher than 70% following the proposed level by Kwan (2006), because this criteria has been accepted in some previous studies of the similar nature to this present study (e.g., Shi, 2014). Thus, the results demonstrated that the researcher can identify moves with a sufficient degree of accuracy. Any disagreement is discussed and negotiated<sup>[6]</sup>.

## 3. The Results of Move-Step Structure Analysis

The results revealed that the 30 Introduction sections

of MSRAs are consistent with Kanoksilapatham's (2005) model, which consists of three moves and 11 steps (see Appendix B). The three moves include, Move 1: *Announcing why the topic is worth investigating*, Move 2: *Preparing for the present study*, and Move 3: *Introducing the present study*. Move 1 and Move 3 occurred 100% in all RAs. A distinct difference is that Move 2: *Preparing for the present study* was present only 66.67%. It is possible to indicate that Chinese researchers have little knowledge about filling up gaps and limited language to write gap filling statements. According to Kanoksilapatham's (2005) criteria, all the three moves found in the Introduction section are conventional. It is worth noting that there were two new steps found in the present study: Move 1, Step 4: *Generalizations from previous studies* and Move 3, Step 4: *Stating the value of the present study*. Below are the detailed examples of the moves and steps found in this present study.

### 3.1 Move 1: Announcing why the topic is worth investigating

This move includes four steps:

**(1) Step 1: Claiming the importance of the topic** is used to state why the topic is important and worth conducting.

**Excerpt 1:** *Although the underlying cause of AD is very complex and far from fully understood, it is widely acknowledged that genetic risk factors play an important role in the incidence of AD (Gatz et al., 2006; Rogaev et al., 1995; Sherrington et al., 1995).* (I2)

**(2) Step 2: Making topic generalizations** serves to present the general knowledge about the present study.

**Excerpt 2:** *Lipopolysaccharide (LPS), a bacterial endotoxin, is widely used to produce neuroinflammation, either by systemic injection, intraventricular microinjection or chronic infusion, or by incubation with brain cells (Hauss-Wegrzyniak et al., 1998; Kim et al., 2000; Kitazawa et al., 2005).* (I1)

**(3) Step 3: Reviewing the previous research** is to review the previous studies which are relevant to the study being reported<sup>[7]</sup>.

**Excerpt 3:** *It has been reported that the TCR repertoire of variable gene segments in humans comprises more than 70 TCR AV (variable gene of TCRA chain)* (I2)

**(4) Step 4: Generalizations from previous studies** offers the conclusions, research gaps or limitations from previous studies.

**Excerpt 4:** *These events cannot be interpreted only by the mechanism at supraspinal levels, leading us to speculate that some underlying mechanisms involved in the spinal cord and/ or dorsal root ganglion (DRG) might play*



an important role in LA analgesia. (I14)

Move 1, Steps 2 and 3 were frequently used, with the frequency of 100% and 96.67%, respectively, while Move 1, Steps 1 and 4 were less used, with only 53.33% and 40%, respectively. The results indicated that the Chinese medical science researchers prefer to provide the general knowledge of the study being reported and review the previous studies. In addition, Move 1, Step 4 is a new step in MSRAs written by Chinese researchers comparing with biochemistry RAs in Kanoksilapatham (2005). This shows that the Chinese medical science researchers tend to generalize the conclusions or limitations from previous studies<sup>[8]</sup>.

### 3.2 Move 2: Preparing for the present study

The communicative purposes of this move are to show the weakness of the previous studies and to assert that a particular research problem demands to be solved. Unlike Moves 1 and 3 which were present 100%, the occurrence of Move 2 was much less frequent, being found with only 66.67% of the corpus. The data show that Move 2 has two variations: Step 1: *Indicating a gap* and Step 2: *Raising a research problem*. The realization of Move 2, Steps 1 and 2 is illustrated in Excerpts 5–6.

**(1) Step 1: Indicating a gap** states the insufficiency of the previous research in the area of the study being reported.

**Excerpt 5:** *However, it remains unknown about the detailed characteristics of CDR3 length repertoire in peripheral blood of healthy people.*(I4)

**(2) Step 2: Raising a research problem** has the function to indicate a problem needing a solution and the demand for the investigation of the study being reported.

**Excerpt 6:** *The safety of long-term use of NSAIDs has, however, been questioned, and providing other potential anti-inflammatory treatments for AD remains essential.* (I13)

**Move 2, Step 2: Raising a research problem** is the least frequent step in the present study, which occurred only 13.33%. The finding demonstrates that the Chinese medical science researchers tend to avoid mentioning the research problems when they write MSRAs.

### 3.3 Move 3: Introducing the present study

The communicative of this move is to fill up the gaps or to announce the solution to the problem identified in Move 2. Move 3 is conventional move, which occurred 100% in the corpus. There are three steps to achieve this move:

**(1) Step 1: Stating purpose.** This step is to state objectives of the study.

**Excerpt 7:** *This study was aimed at addressing the*

*effects of Dendrobium alkaloids on rat primary cultured neurons subjected to oxygen-glucose deprivation/reperfusion (OGD/RP), in an attempt to find a new multifunctional cytoprotective agent to treat ischemic brain vascular diseases<sup>[9]</sup>.* (I11)

**(2) Step 2: Describing procedures** is to state the main procedural features of the study being report.

**Excerpt 8:** *We developed an A/R model using adult cardiomyocytes freshly isolated from rat to mimic the IR microenvironment in vivo.* (I9)

**(3) Step 3: Presenting findings** whose function is to show the overall findings of the study and let readers be curious about how the results were obtained. This will motivate readers to read further.

**Excerpt 9:** *The results clearly demonstrated G. lucidum spore is effective in protecting against Cd(II) hepatotoxicity, probably through the induction of Metallothionein.* (I5).

**(4) Step 4: Stating the value of the present study** whose communicative purpose is to state the contribution and significance of the research.

**Excerpt 10:** *The results would provide the basic data for investigating TCR gene recombination, and CDR3 pedigree drift in disease state.* (I14)

Move 3, Step 1: *Stating research purposes* is a conventional step, which was found 80% in the corpus. However, Move 3, Steps 2, 3 and 4 were employed less frequently. The results revealed Move 3 is realized mainly by stating the research purposes. In addition, most Chinese researchers prefer to keep the methodology and research findings later in the Methodology and Results sections. Lastly, Move 3, Step 4: *Stating the value of the present study* is a new step in this corpus of MSRAs. It indicates that the Chinese medical science researchers tend to claim the value of their study in the Introduction too<sup>[10]</sup>.

## 4. Discussion and Conclusion

The objective of the study is to identify the moves, steps and the structure of English MSRAs Introduction sections written by Chinese researchers at ZMU to gain rhetorical information of composing such genre to help Chinese researchers write their MSRAs more effectively. Overall, three moves and ten steps were found in the present study. Compared with Nwogu (1997), Posteguillo (1999) and Kanoksilapatham (2005), similarly, 3 moves were revealed in the Introduction section. The move frequency of the 3 moves was consistent with Kanoksilapatham (2005), and all the 3 moves were conventional moves in both studies. However, some differences were also found. For instance, there are 6 steps in Nwogu's (1997), 8 steps in Kanoksilapatham's (2005), while 10

steps in the present study. Therefore, the move-step structure identified in the present study was more detailed than the previous studies. Move 1, Step 4: *Generalizations from previous studies* and Move 3, Step 4: *Stating the value of the present study* were found to be new moves which were not found in Nwogu (1997), Posteguillo (1999) and Kanoksilapatham (2005). It showed that nowadays the Chinese researchers in medical science seem more likely to generalize the conclusions, research gaps or limitations from previous studies and they placed more emphasis on highlighting the contribution and value of their own research. Interestingly, Move 3, Step 3: *Presenting findings* was not found in Nwogu's (1997) study, and a possible reason for this difference might be that the previous medical science researchers would like to keep the findings in the Results section, while today's medical science researchers prefer to report the main findings before the Results section in order to motivate readers to read further<sup>[11]</sup>.

In Nwogu's (1997) study, Move 1 is an optional move. The aim of Move 1 is to show background. In this study, Move 1: *Stating why the topic is important* is an obligatory move, because all the 30 RAs have this move. In addition, the Step *Making topic generalizations* was frequently but not always used in Posteguillo's (1999) study. However, the appearance of this step was 100% in this research. A reasonable explanation might be the shorter history of computer science. In addition, it can be indicated that the medical science researchers prefer to generalize the topic knowledge of the study being reported.

The Step *Review of literature* was found to be frequently used in the previous studies. The authors in different areas have to review and comment on previous studies before they describe their own studies. In the present study, the literature review was very frequently used by the medical science researchers, with the occurrence of 96.67%. It is indicated that this step helps the medical science researcher to find out what is already investigated. In addition, it enhances the researchers' credibility by indicating that the reported research is based on a thorough knowledge of the subject under study, making their RAs more convincing and persuasive<sup>[12]</sup>.

The findings of the present study are hoped to be useful to the medical science researchers at ZMU and in general the best understand developments of the move-step structure of MSRAs. The awareness of this research sets patterns of move-step structure of MSRAs may be useful to medical science researchers to write English MSRAs that are possible to be accepted by international English medical science journals. Moreover, the move-step structure framework attained from this present study might shed some light on the MSRAs writing for medical science re-

searchers in other countries with similar EFL contexts.

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APPENDIX A  
THE INTRODUCTION SECTION FRAMEWORK OF KANOKSILAPATHAM (2005)

Move/Step	Frequency of Occurrence (%)
<b>Introduction</b>	
<b>Move 1: Announcing the importance of the field</b>	<b>100%</b>
Step 1: Claiming the centrality of the topic	
Step 2: Making topic generalizations	
Step 3: Reviewing previous research	
<b>Move 2: Preparing for the present study</b>	<b>66.66%</b>
Step 1: Indicating a gap	
Step 2: Raising a question	
<b>Move 3: Introducing the present study</b>	<b>100%</b>
Step 1: Stating purpose(s)	
Step 2: Describing procedures	
Step 3: Presenting findings	

APPENDIX B  
THE FRAMEWORK OF THE MOVE-STEP STRUCTURE OF  
INTRODUCTION SECTION OF ENGLISH MEDICAL SCIENCE RESEARCH ARTICLES WRITTEN BY CHI-  
NESE RESEARCHERS

Move/Step	Frequency
	The Introduction of MSRAs (N=30)
<b>M 1 Stating why the topic is worth investigating.</b>	<b>30 (100%)</b>
S1 Claiming the importance of the topic	16 (53.33%)
S2 Making topic generalizations	30 (100%)
S3 Reviewing the previous research	29 (96.67%)
*S4 Generalizations from previous studies	12(40%)
<b>M 2 Preparing for the present study</b>	<b>20(66.67%)</b>
S1 Indicating a gap	17 (56.67%)
S2 Raising a research problem	4(13.33%)
<b>M 3 Introducing the present study</b>	<b>30 (100%)</b>
S1 Stating purpose	24 (80%)
S2 Describing procedures	6 (20%)
S3 Presenting findings	7 (23.33%)
*S4 Stating the value of the present study	9 (30%)

Note:

1. N=the total number of analyzed RAs Introduction sections in this study
2. %= the frequency of occurrence of a move/step
3. \* = new move or step
4. M= move; S= step

# Based on the Art Model of “3A” in Experimental Base, Research and Practice on the Cultivation of Innovation Ability of Landscape Art Curriculum

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## ARTICLE INFO

### *Article history*

Received: 8 April 2021

Revised: 15 April 2021

Accepted: 24 April 2021

Published Online: 30 April 2021

### *Keywords:*

Garden

Art education

Innovation ability

## ABSTRACT

The art course of garden design specialty is an important basic course. In view of the problems existing in the teaching of art course, practical training in practice base is an important way to improve the students' professional theoretical knowledge and innovative practical ability. In addition, the art curriculum reform and practical research are carried out with the aim of Aesthetic+Ability+Apply.

## 1. Introduction

Landscape architecture design has been paying attention to the innovative practice and exploration of talent training for many years, with the goal of cultivating responsible and applied professionals. Under the guidance of the mutual integration of science and technology and humanities, and the mutual penetration of professional art and science, the basic teaching of art has carried out multi-directional educational exploration, continuous innovation and reform, and in the corresponding courses.

In order to adapt to the future development and cultivate more comprehensive applied talents.

The first-level subject of landscape architecture was established in 2011, and the academic circles have reached a unified standard for the foundation of the first-level subject of landscape architecture, the syllabus and teaching evaluation standard, the catalogue of professional basic courses, the connotation and extension, and so on<sup>[1]</sup> While inheriting the school culture with the characteristics of running a school, the innovative development of profes-

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*Fund Project: Research and Reform Practice on Cultivating Innovative Ability of Landscape Art Course Based on the “3A” Art Mode of Experimental Base in Lingnan Normal University Education and Teaching Reform Project in 2019 (LSJGYB1931); New media into garden teaching research and practice (LSJG202061); Guangdong Provincial Teaching Quality and Teaching Reform Project in 2020; Landscape Architecture Specialty Construction Project of Lingnan Normal University.*



sional education in landscape architecture has become the focus of the moment. This major is aimed at cultivating high-quality applied talents of garden specialty. Cultivate students to build a solid knowledge system of garden design, garden plants, garden engineering, garden ecological landscape, and master the application skills of garden drawing, garden plant application, garden construction and strong innovative spirit and practical ability of high-level research and management, landscape architecture planning and design personnel. At present, the curriculum of basic teaching of landscape architecture art is inherent and institutionalized, which is closely related to the innovation of the basic mode of art education and the expansion of wide-range education of innovative talents in colleges and universities.

The research on the cultivation and reform practice of garden art curriculum innovation ability is rare. Only a few schools have carried out the effective classroom practice teaching strategy research related to garden art curriculum. However, how to use the practice base to effectively carry out the garden art curriculum innovation ability training research and reform practice research has not been carried out. Objectively speaking, most landscape architects face both artistic and technical problems. However, artistic accomplishment is often ignored. Therefore, it is necessary for us to rethink the research and reform practice of garden art curriculum innovation ability.

Practical training in the practice base is an important way to improve the professional theoretical knowledge and innovative practical ability of garden students, plus the three A art model (Aesthetic+Ability+Apply)" aesthetic + ability and application "as the guidance of the construction system of art basic curriculum chain, It is of great significance to construct the reform and practical research of garden art course<sup>[2]</sup> 3 A" the model is integrated with the basic course of landscape architecture art, which is mainly to combine the cultivation of students' logical thinking with creative ability, image thinking and artistic expression, and to enhance students' ability of analysis, innovative design and landscape painting from plane to three-dimensional space. The training goal is to cultivate innovative and comprehensive landscape architecture professionals. Outstanding landscape architecture designers should have certain professional comprehensive quality and artistic accomplishment, which is manifested in ideological + emotional accomplishment (sharp feeling ability, rich artistic imagination, Exquisite artistic skills)+ knowledge (natural science knowledge, social science knowledge, art theory knowledge, social life knowledge). By analyzing and summarizing the process and effect of garden art curriculum through the construction of "3 A"

model in experimental base, teachers and students have achieved great results.

First, through the field construction operation and artistic activity exchange of the experimental base, it expands the vision of the curriculum, increases the teachers and students to pay attention to the development of the art culture of the subject, and further sublimates and applies the students' artistic literacy. Second, further increase students' interest in learning art and culture, comprehensive application ability, autonomous learning consciousness. To expand the teaching mode with deep cultural artistry, to cultivate and guide students' artistic interest, and to connect professional learning with art learning and teaching, so as to combine basic practice with professional practice and discuss each other. The purpose of professional learning has been further strengthened. Third, offline and online diversity of teaching and learning has a more promoting role. The construction of online courses, such as online courses and online courses, is more conducive to students' autonomous learning, classroom discussion and reporting research. These contents enrich the teaching form and strengthen the students' ability of expression and communication. "3 A" The construction of art model has effectively completed the cultivation of artistic knowledge, that is, adapted to the needs of teaching and society, and is more conducive to guiding students to establish a reasonable knowledge structure system, and on this basis can consciously develop individual artistic interest, And can carry on the art docking and the extension deeply. Paying attention to the construction and innovation of basic courses and studying the students majoring in landscape architecture with weak artistic foundation and short class hours not only solves the basic needs of college professional study, but also has greater significance for long-term aesthetic training<sup>[3]</sup>.

## **2. Analysis on the Present Situation of Landscape Architecture in Chinese Colleges and Universities**

At present, more than 400 colleges and universities throughout the country have set up landscape architecture design majors, plus specialized colleges and universities, more numerous; while the scale of running schools for landscape architecture design majors is constantly developing, The art course of landscape architecture has experienced decades of development and gradually formed its own teaching mode. As the basic course of landscape design and urban planning, the art course of garden specialty plays an irreplaceable role in cultivating students' basic hand-drawn expression ability and theoretical sublimation



to practical expression. With the changing needs of society, facing

With the rapid collision and rapid development of modern disciplines, with the continuous updating of various computer software, the current teaching methods of garden art can no longer meet the needs of the development of the present era, and appear to be lagging behind. Therefore, garden art curriculum should be constantly adjusted and updated.

The domestic garden art curriculum system mainly consists of several parts: drawing basic part: sketch foundation, watercolor performance, pen painting; three-dimensional composition, color composition, plane composition; performance part: color pencil technique performance, pen light color technique performance, marker pen technique performance, computer aided design; art appreciation theory. Because of the students' artistic accomplishment, class hours and teaching methods, the effect of garden art teaching is not ideal at present. The main reasons are as follows: (1) the students' art foundation is generally weak; (2) the amount of class hours is not enough; (3) the period of learning painting is short; (4) the teaching form is relatively single; (5) the teachers' research on teaching and the transformation of their own professional skills are not comprehensive<sup>[4]</sup>.

Looking back on the history of modern design in the world, as early as the early 20th century, Bauhaus College in Germany broke the traditional teaching mode, created a new design education system, and pioneered the modern accounting education. Subsequently, many countries and regions in the world have perfected the basic teaching system of modern design. Looking at the current situation of garden art curriculum education in China, we have partially transformed the advanced experience of the West, but due to some factors such as the actual conditions of our country, our garden art education also lags behind in many places. Therefore, the road of domestic garden art teaching reform is long.

### 3. How to Practice and Reform the Teaching Method of Garden Art Course

#### 3.1 Developing Aesthetic Competence

Make full use of the practice base (biological garden on campus and large park in the city), expand the practical teaching content of garden art course, reorganize the practice course system, and form a comprehensive experiment. Cultivate art interest and aesthetic ability, observe plant growth habits, and analyze how to design landscape through plants? Teach how to actually carry out garden

design? In view of the fact that some students do not have the foundation of art painting, do not have enough artistic accomplishment, or have some interest but do not know how to learn, in teaching, through the appreciation of Chinese and foreign classical famous paintings, they can comprehensively improve the aesthetic ability and cognitive ability of garden students, cultivate students' interest and cognition of art, the continuity of artistic expression thinking, the ability to understand artistic creation, and deeply understand the artistic creation principles of mastering the expression form of artistic creation, serving the content of expression, broaden their artistic horizons and cultivate artistic sentiment. According to the students' different artistic and cultural basis, they are divided into several groups to guide and encourage students, stimulate students' interest in fine arts, arouse their active initiative, and enable students to study independently. So that students can find out the understanding of objective things and solve practical problems according to their own situation. The application An aesthetic ability of (Aesthetic) in 3 art models is further reflected.

#### 3.2 Activation of Perceptual Qualities

Through the application of the practice base, taking the students as the main body, the time and place of the students' participation in the practice are not restricted, the students' subjective initiative is brought into full play, and the students' practice is diversified. Cultivate students' perception and image thinking ability, which is more conducive to students to adapt to the major faster, because the garden major is a typical perceptual and rational, science and art and culture combined with the comprehensive subject. The diversification of practice base and practice content can further stimulate students' perceptual and rational understanding and avoid students' monotonous feeling in the process of learning. Give full play to students' subjective initiative and enthusiasm.

#### 3.3 Encourage Creativity and Innovation

The cultivation of imagination and creativity should be combined in every stage of our garden art teaching. In cultivating creativity, after further training of aesthetic ability through field practice base, we should first guide students to learn to observe, ask them to analyze and discuss their knowledge, make observation an experience process, and combine physical examination process with practice to transform "fusion" into "creation" and copy nature into the process of respecting objective things to sublimate practice. The application A (Ability) ability in 3 art models is further reflected.

### 3.4 Grasp the Characteristics of the Stage and Improve the Comprehensive Application Ability

In the initial stage of art, garden students should first observe and analyze how to cultivate the behavior process which is easier to understand by simple method, explain the process and regularity of painting in a simple way, and let students understand and master the law. And can consciously use the method to further improve the comprehensive application. According to the characteristics of the stage, the goal suitable for the students' ability is put forward. Pay attention to the integration of garden art class, carry on organic and changeable comprehensive training, strengthen repeatedly, and realize the effect of spiral rise. Because each course of garden art and art culture are interrelated, it is an organic whole and complement each other. For example: set up the corresponding pen painting intensive training between the landscape sketch and the technique performance class; set up the sketch landscape painting special practice of the practice base between the landscape sketch and the sketch class; set up the knowledge intensive training with (bright and dark gray, space sense) between the technique performance and the sketch; set up the special training such as extracting the color elements from nature between the color composition classes; set up the plant landscape model making and the landscape sketch design special training between the composition design foundation. On the other hand, we should strengthen the connection between garden art class and design class, such as plane composition and landscape design class, planning and design class, color composition class and botany, flower science, Chinese art history and Chinese and foreign classical garden history<sup>[5]</sup>.

In the past, the practical teaching of garden art was mainly limited to classrooms and parks. Because of the increase of the type and number of practice bases, students can also use biological gardens, greenhouses, bonsai gardens and horticultural companies to extend the comprehensive practice of garden art from painting classification to bonsai, garden design planning and plant landscape. Garden painting can be combined with plant landscape, plant cultivation and garden design to form a comprehensive experiment. For the future garden comprehensive design ability to lay the foundation.

Finally, the overall evaluation results of the course are discussed by the teacher team for comprehensive evaluation. And carry out each grade, each work to the project completion process obtains the experience, the experience summary sharing seminar. The application A (Apply) ability in 3 art models is further reflected.

## 4. Implementation Plan under “3 A” Art Mode

### 4.1 Preparatory Phase

Collect relevant data to further understand the present situation of the classroom teaching system of art courses in our school and the teaching effect of garden art courses in local undergraduate colleges and universities. On this basis, the project research plan is formulated to further clarify the research objectives, project tasks and specific operational methods.

### 4.2 Research Implementation Phase

On the basis of designing the research outline and plan, the specific literature collection and practice base investigation are carried out. Strengthen the effectiveness and pertinence of curriculum content. Combined with the needs of landscape design major, the painting course starts with sketch geometry, reduces the light and dark sketch, appropriately increases the structure sketch composition, then still life sketch practice, and then starts training with landscape, building pen painting quick copy and sketch. Focus on the use of object perspective and spatial knowledge. The curriculum is organically integrated, and the diversified teaching forms are adopted to construct a three-dimensional teaching approach, which is combined with extracurricular. Before class, let the students understand part of the course, collect relevant information, change the traditional mode of teaching, make the students enter the learning state ahead of time, and improve the teaching efficiency, compulsory, elective, exhibition, lecture and academic salon combined. Through elective courses and internships, salons, lectures gradually improve students' artistic accomplishment. Cultivate students' interest in painting and enhance their artistic personality.

## 5. The Reform Goal of “3 A” Art Model in Experimental Base

Based on the practice base, we should reform the content of practical teaching, adopt diversified teaching forms, give play to students' subjective initiative, improve the effect of garden art course teaching, and pay attention to the cultivation of students' aesthetic, practical and applied ability. Through the study of this project, the objectives to be achieved include:

(1) Practical teaching content of garden art course: according to the local and school reality, according to the teachers' scientific research situation, select the appropriate practical teaching content, and gradually improve the garden art teaching outline.

(2) Improve teaching methods: embody students' leading position in practical teaching, give full time and space, let students explore independently, and cultivate students' ability to find, analyze and solve problems.

(3) Improving students' professional accomplishment: through the study of the practical process of garden art, students can have strong experimental and practical skills, further enrich their theoretical reserve, and enhance their professional accomplishment and innovative ability.

The construction system of art basic curriculum chain guided by "aesthetic + ability + application" "3 A art model (Aesthetic+Ability+Apply) provides services for students and courses of forestry major in our campus. This model can effectively utilize teaching resources<sup>[6]</sup>. Improve the practical teaching effect of garden major, improve students' practical ability and organization and coordination ability in many aspects. It provides reference and shared resources for the construction of teaching platform for related majors in similar colleges and universities. It provides reference for the training mode of garden specialty in local undergraduate colleges and provides reference for

the teaching reform of other science and engineering majors in schools.

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# The Value Orientation of Teaching Reform in the Era of Smart Education

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## ARTICLE INFO

### Article history

Received: 12 April 2021

Revised: 19 April 2021

Accepted: 24 April 2021

Published Online: 30 April 2021

### Keywords:

Smart education

Reform

Value orientation

## ABSTRACT

Based on the influence of the era of smart education on education and teaching, this article discusses the humanistic, social, cultural, and practical rationality of teaching reform in the era of smart education from the development trend of the integration of teaching reforms and information technology. Grasping the theoretical basis of teaching reform under the background of the new era will play a proper guiding role in the practice of teaching reform.

## 1. Introduction

As an important social activity phenomenon, education is undoubtedly affected by the economic, political, cultural and other elements of human society. Among these elements, economy, which plays a fundamental role and has

the most direct impact on the development of education, is “the process that the mode of production of material life restricts the social, political and spiritual life”.<sup>[1]</sup> Using this as a link point, what impact does the current “material life” intelligence have on education? Of course, we should

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*Fund Project:* This paper is the stage achievement of the reform and practice project of education and teaching in Hebei Province “The Research Pointing to Students’ Core Accomplishment on Teaching Reform in Local Colleges and Universities (Project No.: 2018 GJJG557); The Research on the Management System with System-Driven as the Core of First-Class Curriculum Construction (Project No.: 2019 GJJG493)”.

pursue innovation and change in the teaching methods, but how to change? How to stick to the mission of educating people in the reform? A series of related problems are constantly presented in the thinking chain of educators who are concerned about the development of education. This article takes this as the starting point for understanding, and intends to explore the value orientation of classroom teaching reform as a specific activity form of education when smart technology is about to sweep all areas of social life, in order to seek a better understanding of the teaching reform in the new era. The theoretical foundation has a more sober cognition, paving the way for the ongoing education reform practice platform.

## 2. An Irreversible Era

If one word is used to describe the characteristics of the current era, “informatization” or “intelligence” may be the first choice of most people, because it has the most direct impact on people. Nigro Ponti has keenly foreseen the digital development of modern society as early as 1995 in his book *Digital Survival*. In his view, digital survival is a new way of living in modern society based on information technology. In the digital living environment, people’s production methods, lifestyles, communication methods, ways of thinking, and behaviors all present a new look.

In this era of smart education with the Internet as the center and numbers as the king, informatization and intelligence not only bring unspeakable convenience to people’s work and life, but also challenge traditional ideas and values. In the face of this irreversible era, it is no longer a problem to follow the times or fly against the wind. “The history of the development of human education profoundly shows that a rapidly changing society will inevitably require education to make timely and corresponding changes. This is not based on human will. Only by consciously understanding the requirements of the times and taking active actions can we share the same with the times. go ahead.”<sup>[2]</sup>

### 2.1 At the National Level, Information Technology and Intelligent Technology Accelerate the Integration with Teaching

On the basis of digital technology, universities, which are the interface between education and society, have made rapid progress in management informatization and scientific research informatization, which has become an international trend.” The development trend of using technology to support teaching activities in the field of university education is still remarkable. The number of fully online courses has continued to rise over the past

decade, while, more notably, the growth rate of hybrid E-learning has been the fastest “<sup>[3]</sup> especially in the past two years, affected by the new crown epidemic, more and more foreign universities have begun to provide students with various professional online teaching software, and with the university curriculum management system, student information system, library system, campus portal to achieve smooth docking “. At present, under the guidance of government funds and policies, domestic colleges and universities have developed rapidly with intelligent management, intelligent scientific research, and the campus network life style with college students as the main body has also become the mainstream of campus life.

### 2.2 The Traditional One-Way Linear Teaching Method Will Give Way to More Complex, Diverse, and Unpredictable Systems or Networks

With the development of high technology, it spreads to all fields of society. The harmonious and unified social progress and development put forward new requirements for education. To adapt to the ever-changing science and technology, the talents it requires must first have active learning ability, the ability to quickly adjust and control in the rapidly changing modern society, teamwork ability, imagination and innovation ability, and have a certain comprehensive quality. The traditional one-way linear education and teaching method designed for the industrial society has been gradually unable to keep up with the times to meet the needs of the development of the industrial society.

“The current, sequential, and easily quantifiable order system that dominates the education field today-focusing on a clear starting point and a clear end point-will give way to more complex, diverse, and unpredictable systems or networks.”<sup>[4]</sup> As early as the turn of the century, Serena E. Dole, the founder of the postmodern curriculum view, predicted this way. In the new system or network, authority is no longer unique to teachers, but is transformed into a shared, dialogue-based way of sharing between teachers and students. Learning is more embodied in joint communication, inquiry, and cooperation to cultivate students’ ability in the process of problem-solving. Teamwork ability, imagination and innovation ability.

### 2.3 From the Perspective of the Educated and Instructor Groups, the Era Gap in the Means of Cultural Inheritance and Dissemination Methods Is Narrowing

The development of information technology has profoundly changed the way of life, thinking and survival of



post-90s and post-00s students. The free control of mobile phones and computers makes them willing to show themselves, advocating freedom and the right to choose. They pursue personalization and love to talk. They hate preaching and insist on thinking with their own minds. They use Douyin, Weibo, WeChat, MSN to communicate and collaborate. Speed is the norm in their lives, and innovation is a part of their lives. The main body of teachers as instructors is no longer the post-60s and post-70s, but has been replaced by post-80s and post-90s who are more adaptable to the era of smart education. They are more willing to accept the challenges of the times and look for new methods of information technology to replace the old ways in the industrial age.

### 3. The Hidden Worries behind Teaching Reform in the Era of Smart Education

#### 3.1 Information Technology May Bring People's Self-Lost and Alienation

Science is a double-edged sword. As for the development of smart education, with the popularization and rapid development of information technology, "utility first" has become the criterion for technical teachers to use information technology in teaching. It should cover the complexity of people examined in information technology activities. The separation, neglect, and exclusion of empirical factors have caused people's self-lost and alienation. Wisdom education and the pursuit of utilitarianism, efficiency, interests, and subjective desires will inevitably be equated, and become an educational form of information technology stacking and abuse.<sup>[5]</sup>

#### 3.2 The Technological Supremacy Point of View Makes the Tool Rationality and Value Rationality Carried by Wisdom Education Imbalance

Introducing technology and control processes into education and teaching will bring about efficiency improvements. However, secularism and bureaucracy with utilitarian values as the core exaggerate the "efficiency" and quantifiable characteristics of information technology, the pros and cons of digital technology, Good or bad, high or low will become the highest or even the only criterion for judging the rationality of information technology, which will make instrumental rationality serve only its own subjective wishes or other purposes, and gradually depart from the value rationality that is supposed to support, such as morality, concepts, ideas, etc.<sup>[6]</sup>

### 4. The Value Orientation of the Teaching Reform of Wisdom Education

Value orientation, in essence, is actually the value judgment and selection of the object of discussion from a specific standpoint. Different positions will lead to differences in value orientation.

Therefore, recognizing the different value orientations of intelligent teaching reform under different discourse backgrounds will help reformers to establish the value consciousness of reform actions, explore the ways of value integration and the ability of value action in the context of complex value conflicts, and ensure the teaching in the era of smart education. Reform is moving in the right direction.

Starting from the relationship between the subject and the object of value judgment, the value orientation that teaching reform should follow in the era of smart education is mainly manifested in the following aspects:

#### 4.1 Humanistic Value Orientation

The historical law of educational development tells us that no matter how the times develop, students will always be the center of education and teaching. The first thing to affirm in education and teaching reform is the power and interests of students' development. For this reason, the value orientation of teaching reform in the era of wisdom education should first be humanism. The value of human life and existence as the meta-value of man, that is, the most fundamental and fundamental value, determines that the meta-value of education must be the value that promotes the development of the meta-value of man. "Regardless of the educational genre and the purpose of education, the basic function of education is to promote the individual development of people. Other functions and values of education are based on the promotion of individual development of people."<sup>[7]</sup> Nowadays, many experts and scholars are still skeptical about whether information technology and intelligent teaching reform can really promote students' growth for they recognize the possible disadvantages of information technology-self-loss, human alienation, self-differentiation in the face of the virtual world, and shrinking of the spiritual world. In this complicated situation, how can teaching reform promote the individual development of people?

The best approach is to adapt to the times instead of doing things backwards. Since crushing all modern technologies and returning to the basics are just fantasies, we may wish to use information technology as an important tool and means to lead students to better learning and growth, and give full play to its role in promoting educa-

tion equity. Respect the students' personality, and enhance the positive role of students' sustainable development ability.

#### **4.1.1 Promote the Realization of the Ideal of Educational Equity**

Restricted by various conditions such as politics, economy, culture, and geography, education still has a great imbalance in the distribution of excellent teachers and curriculum resources. The modern teaching methods appearing in the teaching reform in the era of smart education can make knowledge achieve the state of "global sharing" with the support of hardware facilities, so that students in areas with weak educational development can break through the education unfairness caused by objective conditions and achieve better development. The advantages of informatization teaching beyond space and geographical restrictions have become the consensus of experts.

#### **4.1.2 Respect for Students' Personality**

The era of informatization and intelligence has created an industrialized society that is consistent with the pursuit of a cultural atmosphere that emphasizes individual rights and individualization. From the perspective of learners, intelligent teaching can provide necessary for independent learning and cooperative learning support. In the network environment, learners' personalized presentation and the satisfaction of their individual needs avoid substituting commonality for individuality, and carry out uniform and one-of-a-kind education. Learners can acquire knowledge and show themselves according to their own thoughts, interests, hobbies, and abilities. The individual learner's learning will turn from passive to active.

#### **4.1.3 Enhance Students' Capacity for Sustainable Development**

Compared with the industrial age, the most significant feature of the information age is the explosion of knowledge, and the amount of information has doubled. Instead of vainly instilling knowledge into students' minds to understand and adapt to the ever-changing modern society, it is better to enable them to acquire the ability of sustainable development through education, so as to better create a better life and obtain development with more survival value.

In this sense, the teaching reform in the era of smart education will open a skylight for students. With this skylight, students can, under the active guidance of teachers, realize the important role of information technology not only in life, but also in their learning career, and then im-

prove Competence required for lifelong development. Of course, in this process, it is our educators' responsibility to keep them clear-headed in learning under the information environment and to promote their healthy and active growth in the information environment.

### **4.2 Social Value Orientation**

Just like "The social analysis of the value of curriculum reform should be based on a globalized society to reveal the social conflicts, the specific manifestations of social differences, and the social roots of curriculum value, and on this basis, reach a consensus on the value of curriculum reform by the country, society and schools."<sup>[8]</sup> Similarly, the social value of teaching in the era of smart education should also be agreed upon in the insights into the impact of various social strata, industries, and various social contradictions, and reveal its universal significance.

#### **4.2.1 Value to the Country and Nation**

Since the reform and opening up, with the continuous deepening of economic system reforms, economic supremacy and scientific and technological rationality have gradually become mainstream social thoughts, and science and technology and economic benefits have been given priority in value selection. In terms of education, the informatization teaching reform that catches up with the science and technology of developed countries to adapt to the current economic development and scientific innovation demands of our country has achieved remarkable results. The most authoritative official news media from China's education sector passed it to us that the country is the leader in the reform of informatization and intelligent teaching. On the national level of social value, it represents the interests and practical needs of our country and strives to benefit. It is the educated groups from top to bottom, from the central to the local areas, and at all levels, which also reflects the mainstream value of society.

#### **4.2.2 Impact on the Industry**

The goal of teaching reform in the era of smart education is to cultivate new talents with active learning capabilities, rapid control capabilities, and unity and cooperation capabilities required by the digital and information society, which are consistent with the current industry development's demand for modern talents.

#### **4.2.3 Impact on the School**

The reform of informatization and intelligent teaching is an important part of the informatization of education development. The reform and update of teaching methods

and methods will help schools improve the educational informatization system, fully achieve the in-depth integration of education administration, scientific research, teaching and evaluation, and establish an excellent environment for digital learning of students.

### 4.3 Cultural Value Orientation

Regardless of whether the value subject of teaching reform in the era of smart education is students, teachers, schools, or the country and society at a macro level, there are actually deeper cultural needs behind all these groups.

#### 4.3.1 From the Perspective of Commonality

Smart teaching helps to enhance the cultural literacy of value subjects, enrich the ways of cultural inheritance and communication, and promote the coexistence of diverse cultures.

#### 4.3.2 From the Perspective of Differences

Different nationalities have different cultural needs. From the perspective of the big cultural divide between the East and the West, Western culture emphasizes individual freedom and focuses on personal growth, which is reflected in the reform of informatization and intelligent teaching, emphasizes the existence and development rights of individuals, and its humanistic care is stronger. Eastern culture emphasizes the harmony between groups and the relationship between humans and nature. Therefore, the emphasis on social development and social order and on people's sense of patriotism, collective honor and social responsibility in the reform of information technology teaching has its own natural and inevitable significance in highlighting the needs of the country and society.

Different classes have different cultural needs. From the perspective of the cultural needs of different classes of Chinese society, the demand for Informatization and intelligent teaching of the bottom working people in remote areas is to change the unfair and unbalanced education, and to improve their own cultural level; the people in developed urban areas place more emphasis on informatization Teaching meets students' individualized, interesting and innovative growth needs. When carrying out teaching reforms, it is necessary to comprehensively consider the different needs of different cultural groups, strengthen dialogue, communication and understanding, in order to reach a perfect consensus and lay a good theoretical foundation for subsequent practice.

### 4.4 Practice Rational Value Orientation

As explained in the previous article, we are stepping

into a new era irreversibly and irreversibly-an era embraced by informatization and wisdom education. "Intelligent" technology and "big data" based on information technology have been involved in our politics, economy, culture and daily life on a large scale and meticulously, and various intelligent application technologies of "Internet+" education are coming.

However, in the practice boom of teaching reform in the era of smart education, if there is no in-depth knowledge and reflection on information teaching technology, if one-sidedly fall into the religious enthusiasm for the Internet, and regard it as an omnipotent god that can help us solve all problems, if Like Yevgeny Morozov's description, the technocrats or problem-solvers regard it as a very powerful sledgehammer. No matter what you see, you can't wait to hear you yell "There is Nails", so that we are excited to use the technology invented in Silicon Valley to solve all problems. It is very likely that this kind of technology worship will soon lead us humans into a dead end of development.

Therefore, it is necessary to adopt the value orientation of practical rationality and regard informatization as a tool or means to improve the efficiency of this special labor of education, and it is necessary to constantly think about its educational effect for students in practice. "Teaching is not simply a process of downloading data resources from one place to another, but an interactive social interaction process. Network-based communication is conducive to creating and strengthening the communication link of teaching, but it is not a panacea." [9] Therefore, in this sense, we must deeply understand the nature and limitations of teaching in the era of wisdom education, step out of the practical and utilitarian understanding of "efficiency" and "technological supremacy", and be vigilant in practice. Reform is not the goal, and adulthood is the center and ultimate goal of the practice of education reform.

In summary, due to differences in perspectives and positions, the judgments and choices of the value orientation of teaching reform in the era of smart education are different. We should fully understand and evaluate the complexity of factors affecting value orientation, comprehensively weigh, make careful choices, seek effective ways of value integration, try to meet the reasonable needs of multiple stakeholders, and make teaching reform in the era of smart education develop steadily and rapidly in the right direction and achieve transcendence as soon as possible.

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# A Study of the Design of Emotional Points in Speech Drafts Writing

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## ARTICLE INFO

### Article history

Received: 12 April 2021

Revised: 19 April 2021

Accepted: 24 April 2021

Published Online: 30 April 2021

### Keywords:

Speech draft

Writing

Emotional points

## ABSTRACT

As it's known to all, language is produced before written words, and speeches are also produced before speech drafts. Speech is not a simple oral expression, but a kind of language art. Many masterpieces that have been handed down for thousands of years are based on reason and emotion, making use of true feelings to move broad masses of readers. However, in the current speech drafts writing, there are many problems, such as empty content, rigid form and affectation, which can not meet the multi-level needs of contemporary social discourse scenes. Therefore, this paper takes the "emotional points" as the starting point, and discusses it from different aspects on the basis of expounding its concept and history. At the same time, this paper briefly analyses the prospects and outlets of emotional points design in the current speech drafts writing.

## 1. Introduction

Speech and speech drafts writing complement each other. In the article, the relationship between the speech and the speaker is not rigidly separated, and the effective interaction between the two can make the emotional points burst out. In *Taibo of Analects of Confucius*, Confucius also put forward the idea of "having a tone of speech, thinking far and disdaining faith"<sup>①</sup>, warning people that they should pay attention to their tone and wording in writing, speaking and life, so as to make people be willing to accept it as much as possible, which is also the key to the "thrilling point".

## 2. Present Situation of Speech Drafts Writing

### 2.1 The Application Context Is Broad

①Confucius, *Analects of Confucius*, Zhonghua Book Company, 2008

Along with the significant improvement of people's living standard, people are no longer satisfied with physical enjoyment, they begin to ask for more high-quality nourishment for the mind. Speeches can be a good choice for such people. Thus, the application context of speeches is becoming broader and boarder. Speakers need to combine different contexts and write different types of texts.<sup>[1]</sup> The extensive application of context determines that in the process of writing, we must choose the most appropriate wording in the current context according to the principle of classification. At present, speech writing is not rigorous enough, often patchwork together, and does not fully consider contextual factors.

### 2.2 The Speech Form Is Rigid

The essence of speech writing process is an interactive process between people and words. Only by constantly optimizing and perfecting, can we create excellent manu-

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scripts. Writing should not be confined to a set pattern either, for rigid writing is both undesirable and frightening. The traditional speech pattern usually begins with “Ah, the motherland” and ends with “Let us begin now, from the side”. Chen Sihe says that habits of mind lead to all kinds of similar patterns in literary creation.<sup>①</sup> However, conventional thinking has greatly imprisoned our creation of text structure, making it difficult for us to move forward and innovate.

### 2.3 The Content Is Formalized and Empty Without Connotation

The content is equivalent to the flesh and blood of the speech, which can not be duplicated and has its uniqueness. However, the current phenomenon of great emptiness is common. According to a survey delivered by Yangjiang. com in 2010, 68 percent of participants admit that their speech content comes from the Internet, and only 16 percent of participants create their own speeches.<sup>②</sup> So how can the same kind of content move people?

### 2.4 Lack of Affection

“Zero style” concept was first put forward by western rhetoric scientist. Mr. Zhu Guangqian once explains that the Zero Degree style is “a kind of collaboration style that is purely objective, no emotion involved, as if ignoring the audience”<sup>③</sup>. Nevertheless, the ultimate goal of speech writing is that the speaker and the audience can achieve emotional touch in hearts, in order to convey the speaker’s own ideas and insights to a wide audience<sup>④</sup>. However, in the process of writing a speech, many people tend to ignore the emotional feelings of the potential audience, and simply express a certain emotion over and over again.

## 3. The Design of Emotional Points in Speech Drafts Writing

### 3.1 The Importance of Layout

Speech drafts arrangement includes three elements: the beginning, the main body and the end, which is also the most basic form of the speech structure. Fluency and rhythm are the most basic requirements.<sup>④</sup> Fluency specifically refers to the orderly arrangement of the speech structure of the speech content, which can accurately ei-

ther express the meaning and be cohesive and coherent<sup>③</sup>. Only in the presence of fluent speech, can the audience obtain the highest aesthetic experience. The sense of rhythm mainly refers to the ups and downs in the arrangement of the content of the manuscript, and the movement and sound should be effectively combined, both clear and moderate. In the design of emotional points, we should fully consider the psychological feelings of the potential audience, neither too rigid, blunt, mediocre, nor converted too much, or the audience can not accept your ideas.

### 3.2 The Beginning Should Be Exciting and Memorable

Carnegie argues that in any form of speech, the beginning is crucial and cannot be ignored. A good start can quickly shorten the emotional distance between the speaker and the audience.<sup>⑤</sup> Speakers can apply the following strategies. First, using questions to start. Using a series of questions to arouse people’s thinking can quickly attract the attention of the audience, which plays a vital role in the outbreak of emotional savings. To take a simple example, Wen Yiduo, a famous speaker, attracted the attention of the audience by asking questions at the beginning of *The Last Speech*<sup>④</sup>. In addition, an exclamation point was added to the question to make the speech reach the best part at the beginning and resonate with the audience.

Second, using comprehensible stories. Start with a story that everyone can understand, and consciously close the emotional distance in this writing process, so as to reduce the emotional distance with the audience, and this intimacy is the key to thrilling design. For example, the speech delivered by Andre Francois Ponce, the French ambassador to Germany, at the 1950 meeting of German and French mayors began with: “. . . I am glad to take this opportunity to revisit Stuttgart and express my gratitude. . . But where could be more comfortable than Swaben?”<sup>⑤</sup> He always kept the mutual understanding between Germany and France in mind, and he chose and narrated a history of mutual understanding. Such a beginning, no matter in terms of the relationship between the speaker and the audience, or in terms of the relationship between the two countries, has undoubtedly played a role in deepening the relationship. And this closer distance from each other is where the emotional point lies.

### 3.3 A Clear Explanation of the Subject Matter

In order to develop a good opening, the writing body

①Chen sihe, Building a Tower of Spirit -- On Wang Anyi's Novel Creation in the Early 1990s, Literary Review, 1998(06):51-61.

②Yang Xinyuan &Li Anxu, A Brief Study of Writing of Speech Drafts, Comparative Study of Cultural Innovation, 2017, 1(03):89-92.

③Zhu Guagqian, A Ramble about Argumentation, People's Literature, 1962(03):46-48.

④When Yiduo, The Last speech, 1946

⑤Yang Xinyuan &Li Anxu, A Brief Study of Writing of Speech Drafts, Comparative Study of Cultural Innovation, 2017, 1(03):89-92.

must be closely related to the theme of the speech, make multiple points, and interact with the audience with a clear theme. Among them, split type, rational type and progressive type are the main structure. In the design of emotional points, the split type has a strong logic, through the overall arrangement to give people a sense of the whole. This way is more suitable for the audience with strong ability to accept. Progressive type is to advance layer by layer and deepen step by step. It can be seen that this way can better reveal the truth behind things. On the other hand, the rational type is a combination of narration and reasoning, which is easier to mobilize the emotions of the masses. No matter what the structure is, it should be interspersed with multiple high tide points and strong emotions. The speaker's love, hatred, happiness, anger, sorrow and joy are fully expressed in this process, which makes the manuscript extremely appealing.

### 3.4 A Thrilling Ending

The success or failure of the whole speech depends on whether the end of the speech is touching. A wonderful beginning, an unexpected and thought-provoking ending, will certainly bring a kind of spiritual pleasure and satisfaction to the audience. A thoughtful ending can lead to collective thinking and outbursts of certain emotions. Urgent questions, silent answers and thoughtful thinking have struck a responsive chord in the hearts of the audience for freedom. For example, Martin Luther King's *I Have a Dream* ends like this: "When we let freedom ring, when we let it ring from every village and every hamlet. . . ①" Through these words, the audience can deeply feel the speaker's yearning for freedom and equality, as well as the passion of his speech, which will inevitably lead to a responsive chord, which will trigger emotional points.

## 4. Modification Means

### 4.1 Rhetorical Device

#### 4.1.1 Parallelism and Dualization

Parallels occur more often and more often than duals, because they provide a more intuitive auditory stimulus to a wider audience, and duals are often bound by rhymes and are not suitable for long paragraphs.<sup>[2]</sup> However, the proper use of parallelism can harmonize the effect of rhymes and give people a sense of beauty of rhythm. As Chaplin wrote in his speech at the end of *The Great Dictator*, "Soldiers - don't give yourselves to brutes, men who despise you, enslave you - who regiment your lives,

tell you what to do, what to think and what to feel, who drill you, diet you, treat you like cattle, use you as cannon fodder!"<sup>②</sup> "The reasonable use of parallelism can greatly touch the hearts of the audience. From the inside out, the audience is shocked by this technique of expression, which shows that this is the charm of the parallel technique, which can bring to potential readers.

#### 4.1.2 Repetition and Layering

Repetition is a rhetorical device used according to the needs of expression. The sentence patterns that reverberate repeatedly can greatly enhance the expression of emotion and render a good atmosphere. Although the repetition of a key point or sentence is not lengthy, the emphasis on the theme can cause more thrilling response.<sup>[7]</sup> In his speech *I Have a Dream*, Martin Luther King repeated "I dream that one day" six times! The effect of repetition is so obvious that the thrilling point of emotion is pushed to the best part of the emphasis. In terms of rhetoric, language expression needs to combine different levels of combination of different contents and express them in a certain order. Layering rhetoric helps speaker finish the speech from small to big, from light to heavy, making the whole speech a powerful whole.

### 4.2 Multi-Structure Support of Emotional Points in Content

The image in life is an indispensable example in speech writing. As long as the argument is moving and convincing enough, it can arouse the interest of the audience, thus be affirmed by everyone, and finally achieve emotional accordance. The multi-level structure of content supports the multi-angle application of spoken and written language and the classification of typical cases.

#### 4.2.1 Case Selection

In the process of specific writing, it is not allowed to choose cases at will for the sake of vivid content. First of all, the speaker must adhere to the significance of reasoning. The key to choosing a typical case with persuasion lies in the understanding and mining of the case. Only those cases that can move people's hearts can be carried out in people's minds. This is one of the external manifestations of the aesthetic effect of speech. For example, the ancient Greek philosopher Socrates said in his deathbed speech: "My fellow Athenians, it is not difficult to escape death. The hardest thing to avoid is depravity, because it

①Martin Luther King, *I Have a Dream*, 1963

②Chaplin, *The Great Dictator*, 1940

runs faster than death.<sup>①</sup> “Based on this theory, Socrates chose a impressing image example, that is, the expression of reason, the light of philosophy, and witticisms that can move and inspire audiences for thousands of years. Philosophy and inspiration are related, and inspiration is one of the manifestations of emotional points.

#### 4.2.2 Rational Use of Figurative Language

Figurative language can simplify and vitalize abstract and esoteric theories, and make more listeners interested in the speech. Only vivid language can make the whole speech have strong attraction, thus influencing the audience and mobilizing their emotion. For example, Marx delivered a speech in *Das Kapital*: “The capitalists are smiling and valiantly ahead, while the labor owners are flinching, as if they were going to transport their skin to the market, just looking forward to shaving.”<sup>②</sup> Marx used vivid language to profoundly reveal the living conditions of capitalists and ordinary workers, and vividly portrayed the ugliness and cunning of the exploiters and the helplessness and tragedy of the exploited. Humorous language can arouse the deep thinking of the broad audience.

#### 4.2.3 The Use of Long and Short Sentences

The sentences in the speech can be long or short. From a grammatical point of view, short sentences are hasty and powerful, and can express more semantic connotations in a short time. As Mao Zedong wrote in his speech *Reforming Our Study*, “There is no intention of seeking truth from facts, but there is a sense of grandstanding. Gaudy, crisp but not firm... I’m the first in the world, and the ‘imperial ministers’ are everywhere.”<sup>③</sup> The use of short sentences is resolute and powerful, and it is easy to fit in with the mood of the audience. Because of the advantages of short sentences, the academic circle once thought that the writing of speeches can only use short sentences in a certain period of time. In fact, the reasonable use of long sentences can attract the audience and achieve the best part of emotion.

For example, Franklin Delano Roosevelt once said in his speech *The Strenuous Life*, “The timid man, the lazy man, the man who distrusts his country, the over-civilized man, who has lost the great fighting, masterful virtues, the ignorant man, and the man of dull mind, whose soul is incapable of feeling the mighty lift that thrills “stern men with empires in their brains.”<sup>④</sup> Long sentences are easy

to get people into an emotional whirlpool. Of course, the alternate use of long and short sentences will make the manuscript more outstanding.

#### 4.3 The Accumulation and Outburst of Emotion

Speech is not only a way to spread ideas, but also an emotional interaction with the audience. In the speech, we should pay more attention to the emotional communication with the potential audience. Such a scene can often be seen in a successful speech. The speaker infects the audience with warm and sincere words, and the audience also responds to the speaker with thrilled emotion. All these depend on the complete writing, thinking and gestation of the early speech.<sup>[8]</sup> The emotion of writing comes from the author’s profound experience of real life. With the accumulation of emotion, it is inevitable that there will be a flashpoint, and the existence of this point is the responsive chord in the hearts of the audience. It takes time for emotions to accumulate and erupt. In real life, qualitative changes will inevitably take place, while in speech, quantitative changes will also take place. However, we should pay attention to moderate emotion, and the establishment of emotional fusion mechanism which will solve the internal contradiction of emotion. Excessive thrilling expression will lead to audience boredom. Also, too many high tides will make the audience feel bored, causing psychological unease and resistance.

#### 5. Conclusion

The writing of the speech is to be able to move people with emotion, and convince people with reasoning finally. In other words, how can you quickly make your interest in the subject equal to that of your audience? How to ignite the inner emotional fire of the audience with a deep understanding of the subject and the material? All of the elements are related to the success or failure of the speech.

Although as we mentioned in the paper, it still remains many problems in people’s speech drafts writing, we also made some processes. What is gratifying is that, in recent years, speeches have begun to spread through modern media, such as the programs like Lecture Room, Super Speakers, I Can I Bibi and Young Chinese Speakers, which combined speeches with modern entertainment. It’s quite a good situation that these various types of speech programs have aroused more people to think about the real society also, nowadays, more and more speech competitions also give people a chance to express themselves through speeches. However, many speakers still can’t master the skills of designing his or her speech drafts, who finally lose the focus of attention of the audiences.

① Socrates, Socrates’ deathbed speech, 399 BC

② Karl Heinrich Marx, *Das Kapital*, Beijing Publishing House, 2007

③ Mao Zedong, *Reforming Our Study*, 19 May 1941

④ Franklin Delano Roosevelt, *The Strenuous Life*, 10 April 1899

The design of emotional points can partly help speakers who want to attract and infect audiences, who want to inspire and influence the audience achieve their ideal goals.

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References should be included as a separate page from the main manuscript. For parts of the manuscript that have referenced a particular source, a superscript (ie. [x]) should be included next to the referenced text.

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